

DELAWARE DEPARTMENT OF EDUCATION

CHARTER SCHOOL APPLICATION FORM

Early College HS at Delaware State University
Name of Proposed School

Dr. Alton Thompson
Name of Contact Person

Dr. Alton Thompson
Name of the Head of the Board of Directors

1200 N. DuPont Hwy, Ste 407
Mailing Address of Contact Person

Dover, DE 19901

August 2013
Proposed Opening Date

302-857-6100
Telephone Number of Contact Person

Grades 9-12
Grades for School

302-857-7410
Fax Number of Contact Person

athompson@desu.edu
E-mail Address of Contact Person

First Year Enrollment
125
Total Number

9
First Year Grade Span

Second Year Enrollment
225
Total Number

9-10
Second Year Grade Span

Third Year Enrollment
325
Total Number

9-11
Third Year Grade Span

Fourth Year Enrollment
425
Total Number

9-12
Fourth Year Grade Span

Note: If this application is approved by the Department of Education and State Board of Education, with or without amendment, the final approved application and any amendments and conditions will serve as the approved charter for the school. Once granted, a charter cannot be modified without the approval of the Secretary of Education (see **14 Delaware Code, Section 511**).

Enrollment Breakdown by Grades

List the enrollment per grade for each of the first four years of school operation for a new charter application or the proposed enrollment for a renewal or modification application beginning with the current year. Please indicate the school year (example 2013-2014) in each of the boxes below.

First Year Enrollment (2013-14)

Grade	Number
9	125
Total 1st Year Enrollment	125

Second Year Enrollment (2014-15)

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

Third Year Enrollment (2015-16)

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

Fourth Year Enrollment (2016-17)

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

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Introduction

As an introduction, describe the proposed charter school in one page or less. Include the specific grades to be served, target population (if any), school size, location (i.e., name of city or county), founding group, school focus or special educational approach, and any other descriptive information (e.g., parental involvement) that will provide a context for the remaining narrative in this application.

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

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

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

The **Early College High School at Delaware State University**, with support from Delaware State University administration and faculty, intends to contract with Innovative Schools as its CMO in order to (1) support full implementation of the early college high school program and (2) build the capacity of the **Early College High School at Delaware State University** Board and staff to sustain the administrative and academic functions of their charter school independent of a CMO by the time of the school's first charter renewal. Innovative Schools will serve as the main partner and EdWorks, a national organization that promotes the early college high school model, will serve as its subcontractor. This unique CMO arrangement creates a balanced workload for successful implementation, leveraging Innovative Schools' local expertise and understanding of the needs of Delaware's public schools and allowing its national partner to implement its academic and cultural model. By the first charter renewal, the Board and its staff will have built adequate capacity and institutional history to manage a healthy, modern school design independently. This type of CMO relationship was recently highlighted as a promising new practice for supporting the successful launch of new charter schools¹. (See also Appendix F for the *Memorandum of Understanding between Delaware State University and the Early College High School for a description of the support to be provided by Delaware State University*)

The **Early College High School at Delaware State University** proposes to operate as a charter school in the State of Delaware. Enrollment will be open to all Delaware students, with an admissions preference for those interested in the educational philosophy and focus of the early college model. The school is incorporated, as a non-stock membership corporation, with Delaware State University as the sole member; will qualify as a non-profit 501(c)(3) organization; and, will be governed by a Board of Directors and By-Laws, as prescribed in the DDOE Regulations for charter schools.

¹ Fujimoto, Ted and Kyle Miller. "Model Neutral Charter Management Organization Platform as a Strategy to Support High Quality Growth" July 2011. Accessed November 16, 2011 at <http://www.box.net/shared/112umo4nrxsrlssbfbnj>.

1. Applicant Qualifications

- a. **Describe the involvement of each of the Delaware certified teachers, parents, and community members who have participated in the preparation of the application and the development of the proposed school.**

Preparation of the charter application, along with the development of the **Early College High School at Delaware State University's** academic program, has involved Delaware teachers, parents, community members, and Delaware State University (DSU) representatives, who together comprise the school's Founding Board. The process was coordinated by Innovative Schools, a non-profit school support organization hired by Delaware State University for this purpose. While the founders of the **Early College High School at Delaware State University** were already aware of the early college high school model, Innovative Schools facilitated opportunities for the school founders, Delaware teachers, parents and community members to attend two Model School Tours, participate in webinars and provide them with research to more deeply understand the model.

In addition to becoming valuable thought partners in many areas, the Delaware teachers, parents, community members, and DSU representatives on the Founding Board have met on a monthly basis to develop clarity around vision and mission, establish protocols, and thoughtfully review and advise on various sections of the application.

- b. **Describe how the group that participated in the development of the application came together and if there are any partnership arrangements with existing schools, educational programs, business, non-profit organizations, or any other entities or groups. If any consultants or contractors were enlisted to help prepare this application, identify them, describe their qualifications, and indicate the areas where they provided information and assistance.**

Development and preparation of the **Early College High School at Delaware State University** charter application has involved all members of the Founding Board and representatives from Innovative Schools, a local, non-profit public school support organization hired by Delaware State University to coordinate the development of its charter application. To ensure a smooth transition from concept to operation, Innovative Schools will be retained as the school's Charter Management Organization following charter approval and up to the first renewal. By the first charter renewal, the Board and its staff will have built adequate capacity and institutional history to manage a healthy, modern school design independently.

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

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

As a public school support organization that provides a comprehensive suite of services that assist Delaware public schools with the development and operation of 21st century academic programs, Innovative Schools is uniquely positioned to support the development of the **Early College High School at Delaware State University** charter application and to later serve as the school's CMO until the first charter renewal. As a comprehensive center for school innovation, Innovative Schools' programs cover three key areas, allowing it to work with community groups to provide an integrated and holistic approach to school development:

- Through partnerships with national school design organizations, it replicates non-traditional **Innovative School Models** that introduce modern ways of teaching and learning and have a proven record of success
- Through the Delaware Talent Management and Delaware Leadership Project initiatives, it provides **Innovative School Staffing**, a reliable source of high quality leaders and teachers trained to lead and inspire modern schooling
- Through back office support services, it implements **Innovative School Solutions** that streamline administrative services and allow more dollars to be directed to the classroom.

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

Through this collaboration, the knowledge of proven successful innovative school models, the broad range of professional skills, the energy generated to promote school excellence, and the passion for inspired teaching and learning have been shared among all those involved. It is anticipated that these key components will remain crucial to success as implementation planning unfolds and preparations begin to open the school in the fall of 2013.

- c. List the names, the places of residence, and the phone numbers of the founding board of directors and indicate which members are teachers currently certified in Delaware, parents, and community members. Describe how the location of the founding group members is related to the proposed location of the charter school.

Name	Board Position	Residence	Phone	Occupation/ Professional Position	DE Cert. Teacher, Parent, Community Member
Alton Thompson, Ph.D.	President	1200 N. DuPont Hwy, Ste. 407, Dover, DE 19901	302-857-6100	Provost & VP for Academic Affairs, DSU	Community Member
Judi L. Coffield, Ed.D.	Vice President	595 Golf Links Ln, Magnolia, DE 19962	302-698-3166	Director of K-12 Services, Christina School District	DE Certified Teacher
Rebecca Fox-Lykens, Ed.D.	Secretary	50 Cedarfield Rd, Magnolia, DE 19962	302-335-0410	DSU: Assoc Professor; Director, Cntr for Teaching & Learning	DE Certified Teacher
Amir Mohammadi, MBA	Treasurer	70 Fairmont Ct, Smyrna, DE 19977	302-943-3543	DSU: Exec VP Finance/University CFO	Community Member

Rayton R. Sianjina, Ph.D.	Assistant Secretary	102 Sedgewick Dr, Magnolia, DE 19962	302-698-9152	Education Dept Interim Chair; Dir. Graduate Programs, Professor, DSU	Community Member
John N. Austin, Ph.D.		31 Pin Oak Dr, Dover, DE 19904	302-730-0191	DSU: Interim Dean, College of Ed, Health & Public Policy	Community Member
Joan Engel		541 Westwood Drive, Dover, DE 19904	302-674-1295	Central Middle School; Resource, partial inclusion and full inclusion teacher	Delaware Certified Teacher/Parent
Lois Hobbs		P. O. Box 453 Dagsboro, DE 19939	302-537-5260	Independent Educational Consultant; Trustee DSU	Community Member
Charles S. McDowell, Esq.		1313 North Market St. Wilmington, DE 19801	302-984-6012	Retired Potter Anderson & Corroon LLP; Trustee DSU	Community Member
Stephanie Wright, Ed.D.		5 Essex Drive Bear, DE 19701	302-454-2432	CEO, DE AeroSpace Education Foundation	Community Member

- d. Describe the plans for further recruitment of board members of the school, especially advisors to be employed at the school and parents of students to be enrolled at the school.**

Nomination and election protocols for open positions on the Board will be posted on **Early College High School at Delaware State University's** website and, as openings arise, communications will be sent directly to all school stakeholders to ensure a fair, open, and transparent Board recruitment and election process. As the sole member of the school corporation, Delaware State University formally elects the Board members.

Following the approval of the school's charter application, elections will be held to coincide with the transition of the Founding Board to the Operating Board and thereafter as seats become available consistent with designated Board terms. Should a seat on the board become vacant mid-term, the board will appoint a member to complete the year and then an election will be held for the remainder of the term.

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

The Board will follow best practices for initiating new members to ensure consistency in the governing structure. New members will participate in orientation training through Innovative Schools' Board Development workshops, small group deliberations, self- and group evaluations, and consensus-building to promote Board cohesion and informed decision-making. Over time, the Board will continue to evaluate the success of plans and processes for recruiting Board and Citizen's Budget Oversight Committee members and make adjustments as necessary.

- e. Describe how the background of each member of the founding group makes him or her qualified to operate a charter school and implement the proposed educational program. Describe how the board of directors has and will maintain collective experience, or contractual access to such experience, in the following areas:**

Resumes for each member of the founding board may be found in Appendix C. Background checks have been completed for all Founding Board members; results have been provided to the Charter School Office at DDOE. The makeup of this group meets best practice requirements for the composition of a charter school Founding Board.

Following charter approval, as the Founding Board transitions to an Operating Board, members will continue to be recruited and selected based upon skills they possess to enhance the education program; knowledge of financial and school operations; experience with business planning and development; fundraising capacity; and support for teachers, students and parents.

During the application process, the Founding Board members have met on a monthly basis, each lending his or her valuable expertise to develop clarity around vision and mission, establish protocols, and thoughtfully review and advise on various sections of the application. To increase understanding of their role as Board members and of the details of the early college high school academic program, these individuals have also participated in Innovative Schools' Board Development program and in webinars and model school tours.

In order to ensure the Board will maintain the knowledge, experience, and skills to operate effectively following charter approval, all current and future Board members will be required to actively participate in Innovative Schools' Board Development initiative. Three workshop sessions will be held during the planning year to assist new board members in understanding (1) their roles and responsibilities, (2) how to effectively organize and operate, and (3) how to hold a school accountable for its performance, including the financial and legal aspects of the school's charter. Sessions will be designed to model effective Board practices, including research, small group deliberations, self- and group evaluations and consensus-building to promote Board cohesion and informed decision-making. The Board will also learn successful strategies for interfacing with the community. Additional information about the content of the Board workshops may be found in Appendix D.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3) Personnel Management.

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

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

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

Amir Mohammadi: see #2 above.

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

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

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

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

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

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

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

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

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

Dr. John Austin: see #4 above.

Joan Engel: see #1 above.

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

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

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

Amir Mohammadi: see #2 above.

2. Form of Organization

Identify the name of the organizing corporation, date of incorporation, and names of the corporation's officers and the office held by each. Attach a copy of the Certificate of Incorporation and a copy of the bylaws of the corporation. The bylaws must be consistent with the provisions of the Freedom of Information Act, 29 Delaware Code, Chapter 100 (related to public bodies, public records, and open meetings) and provide for representation of the school's advisors and parents of students on the board of directors. The by-laws must demonstrate that the applicant's business is restricted to the opening and operation of charter schools, before school programs, after school programs and educationally related programs offered outside the traditional school year.

The name of the organizing corporation is **Early College High School at Delaware State University, Inc.** incorporated on December 7, 2011. The Certificate of Incorporation is included in Appendix B. The By-Laws, also contained in Appendix B, meet all the above stipulations (see Section II Article 1). The officers of the Board are as follows:

President:	Dr. Alton Thompson
Vice President:	Dr. Judi Coffield
Secretary:	Dr. Rebecca Fox-Lykens
Assistant Secretary:	Dr. Rayton Sianjina
Treasurer:	Amir Mohammadi

3. **Mission, Goals, and Educational Objectives**

- a. Describe the purpose, mission, goals, and core philosophy of the proposed school. Indicate how the mission, goals, and educational objectives are consistent with the legislative intent of 14 Delaware Code, Section 501, and the restrictions on charter schools set forth in 14 Delaware Code, Section 506.

Purpose of the School

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

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

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

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

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

Agriculture and Human Ecology	Mathematics, Natural Sciences, and Technology	Health and Sport Sciences
<ul style="list-style-type: none">• Animal and Poultry Science• Pre-Veterinary Medicine• Plant Science• Fisheries and Wildlife	<ul style="list-style-type: none">• Engineering• Physics• Chemistry• Computer Science	<ul style="list-style-type: none">• Nursing• Health Promotions• Movement Science

<ul style="list-style-type: none"> • Environmental Science • Agribusiness • Food Science • Nutrition 	<ul style="list-style-type: none"> • Biology • Mathematics 	
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These pathways (Agribusiness, Forensic Biology and Community Health) were chosen based on both the strengths of the university and labor market needs within the local community. Students' participation in these pathways will allow them to participate in key areas of research within the university, have real-world experiences with local community organizations and business, and be prepared for viable career paths both locally and nationally.

Mission

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

Vision

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

Goals and Educational Objectives

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

1. To provide each and every student with the necessary Habits of Mind² for approaching new learning challenges with the following mindsets, outlooks and intellectual processes:

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

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

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

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

Approach to Learning

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

Partnerships

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

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

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

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

Core Philosophy

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

In order to maintain fidelity to the early college high school philosophy, the essential components of the organizational and academic program design at the **Early College High School at Delaware State University** will be managed by the Charter Management Organization, Innovative Schools, and its subcontractor, EdWorks in partnership with the school's Board, leader, and operations manager. The intent of this contractual relationship is to build the capacity of the **Early College High School at Delaware State University** Board and staff to be able to implement the STEM program at the **Early College High School at Delaware State University** with fidelity to the early college model and sustain the administrative and academic functions of their charter school independently of a CMO by the time of the school's first charter renewal. Should its Board desire, **Early College High School at Delaware State University** can contract with Innovative Schools after its first four years for any services offered through Innovative Schools' three service divisions – School Models, School Staffing, and School Solutions – on an as-needed basis.

In this capacity, the intended CMO contractual relationship between the Board of **Early College High School at Delaware State University** and Innovative Schools will optimize implementation of **Early College High School at Delaware State University's** academic program and school operations with support from a range of professional experts familiar with Delaware's education system. Supports from Innovative Schools will be coordinated by Innovative Schools' Project Manager, who will be located at the school site on a part-time basis. Over time, Innovative Schools' Project Manager, along with its subcontractor, EdWorks, will assist the school principal in developing the school's internal capacity to deliver teacher training, especially the initial teacher training covering the basics of the early college methodology, and to manage the school's administrative operations. Should there be a change in principal at **Early College High School at Delaware State University** Innovative Schools will again become involved more directly at the school.

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

b. Describe methods of internal evaluation will be used by the board of directors to ensure that the school is meeting its stated educational mission and objectives?

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

Among the Board's duties will be to ensure the school is in compliance with all aspects of the school's charter and Performance Agreement, including a commitment to high standards for financial and administrative operations. Board members will continue to be recruited and selected based upon skills they possess to enhance the education program; knowledge of financial and school operations; experience with business planning and development; fundraising capacity; and support for teachers, students and parents.

To ensure adequate evaluation of the school, Board members will participate in Innovative Schools' Board training workshops. This training will build capacity for the Operating Board in the area of governance with workshops designed to support understanding in areas of accountability including financial, legal and academic oversight. In addition, the board members will gain capacity in best practices for school leadership and operations. A summary of each board training session can be found in Appendix D. As an additional component, the Board will annually evaluate its own internal operations in terms of its governance practices, with an eye toward continuous improvement.

As part of its CMO responsibilities, Innovative Schools will also work regularly with the Board of the **Early College High School at Delaware State University**, using both formal and informal evaluative measures to ensure the school is staying 'on target' with all aspects of its Performance Agreement. Annually, a 'Gap Analysis' will be conducted to ensure the school is maintaining fidelity to its mission and goals. Through this process, Innovative Schools will work with the Board and staff to review the approved charter application and the school's actual data to identify "gaps" between the charter and actual performance, and will work with the Board and staff to develop a plan to fill those gaps by setting goals and achievement targets and including those identified needs as part of the following year's Consolidated Grant process. In accordance with the Charter Performance Agreement, an Annual Report shall be provided to the Delaware Department of Education (DDOE) in accordance with required procedures and timeframes.

In addition, the Board will also oversee school operations and monitor fiscal viability and sustainability. In accordance with the Charter Performance Agreement, these other performance benchmarks will be monitored and reviewed quarterly, and financial reports will be reviewed monthly. The Board will develop plans and goals relative to academic performance, school operations, and finances on an annual basis, or more often if needed.

The Board will meet in regularly scheduled open meetings and workshops to review and discuss reports on school operations, finances, and academic performance. The school leader will be expected to report monthly on student performance in areas such as attendance, academic achievement, progress toward graduation, family engagement, and progress with college credits. Monthly financial reports shall also be presented to the Board and Citizens Budget Oversight Committee. Minutes of monthly Board meetings, along with those of workshop sessions, will be posted on the school's website and shared with staff and parents. In collaboration with the Board and school staff, the CMO will develop tools and practices to support a collaborative review and analysis process that will produce recommendations aligned with the school design. Twice annually, the Board, Advisory Board, and Citizens Budget Oversight Committee will also meet to review the school's progress.

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

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

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

- November and December will be the open application period for enrollment each year. The school will advertise and publicly identify the application period, accept applications, and define the admissions requirements and criteria.

- As a requirement for new students to be eligible for the lottery, parents must sign a *Letter of Intent* with the school stating their intention to accept the enrollment invitation and to commit to the minimum participation requirements of supporting the student's Personalized Growth Plan and attending their child's yearly learning presentations. The letter will also stipulate the requirements for continuing enrollment at the school, as defined in 14 Del. C., §506(c).
- If necessary a lottery will be held in January, following the application deadline. An objective community member having no ties to the **Early College High School at Delaware State University** or a representative from DDOE, along with attending members of the school's Board, shall conduct a public lottery drawing.
- Parents of all applicants will be sent letters of acceptance or non-acceptance in a timely manner following the date of the lottery. Guidelines for registration and enrollment will be included with the acceptance letter.
- On or before April 1, in accordance with 14 Del. C., §506(c), a roster of those students enrolled at the **Early College High School at Delaware State University**, including each student's home address and district of residence, will be sent to DDOE and to the superintendents of the districts in which the **Early College High School at Delaware State University** students reside. The Principal will ensure that all students are actively listed in eSchoolPlus, at which time DDOE officials will organize students by district and will generate a report using the Identity Management System (IMS) which will detail the students attending from each district. This report will be verified by both district and the charter school officials using the IMS.
- On or before May 1, **Early College High School at Delaware State University** will verify data from the April 1 report, make corrections as necessary, and follow with a second notification to the school district superintendents.

4. Goals for Student Performance

- a. What are the specific student performance goals in math and reading by grade for students disaggregated by grade, for the initial four years of operation and describe the assessment instruments that will be used to measure whether students meet or exceed those goals?

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

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

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

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

Student Performance Goal #1

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

Critical Thinking and Problem Solving Target 1.1: By the end of the second year of operation and for each year thereafter, students at the **Early College High School at Delaware State University**, on average, will meet or exceed the Common Core State Standards in math for grades 9 and 10 as measured by meeting or exceeding the state's average performance on the Delaware Comprehensive Assessment System (DCAS) for each disaggregated cell.

Critical Thinking and Problem Solving Target 1.2: By the end of the second year of operation and for each year thereafter, students currently enrolled in Algebra I, on average, will meet or exceed the state's average performance on the Algebra I End of Course Assessment for each disaggregated cell.

Critical Thinking and Problem Solving Target 1.3: By the end of the third year of operation and for each year thereafter, students currently enrolled in Algebra II, on average, will meet or exceed the state's average performance on the Algebra II End of Course Assessment for each disaggregated cell.

Critical Thinking and Problem Solving Target 1.4: By the end of the second year of operation and for each year thereafter, students, on average, will demonstrate measureable growth on the Measures of Academic Progress assessment for math between the fall and spring of the academic year.

Critical Thinking and Problem Solving Target 1.5: Students will demonstrate their knowledge of the application of math in their chosen pathway as presented in their year 3 (grade 11) Action Research Presentation and year 4 (grade 12) Capstone Exhibition.⁴

Student Performance Goal #2:

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

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

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

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

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

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

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

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

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

Student Performance Goal #3

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

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

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

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

Student Performance Goal #4:

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

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

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

Student Performance Goal #5:

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

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

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

School Performance Goal #1:

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

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

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

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

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

School Performance Goal #2:

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

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

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

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

School Performance Goal #3:

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

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

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

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

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

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

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

- b. List the specific measurable performance targets on each student performance goal for each year of the Delaware Performance Testing Program (DSTP) for the initial four years of the charter on the Delaware Student Testing Program.

See student and school performance targets outlined above.

- c. List the assessment tools that will be used including the DSTP, standardized, formative, benchmarks, or performance assessments. Describe why these particular assessment instruments have been selected and provide the timetable indicating when those instruments will be use.

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

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

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

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

5. Evaluating Student Performance

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

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

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

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

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

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

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

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

- **Delaware Comprehensive Assessment System: Early College High School at Delaware State University** will give the Delaware Comprehensive Assessment System (DCAS) to every student in years 1 (grade 9) and 2 (grade 10) in the fall and spring in order to get a skill-based snapshot of student achievement in reading and math. The science DCAS will also be administered to students in year 2 (grade 10). DCAS is also used as a growth measure to document students' achievement in reading and math. The information from the DCAS in reading and math will be used by grade-level teams in the fall and winter as a screening tool for RTI. Teachers will also use the DCAS data to form flexible groupings in the classroom for leveled readers. The school-wide data will also be used to evaluate progress and ability to meet AYP.
- **Measures of Academic Progress (MAP):** Students and their advisors at the school will rely on data collected from assessments to personalize and monitor student learning. Students will take the Measures of Academic Progress assessment for reading and math assessment three times per year. These data, combined with scores from the Delaware Comprehensive Assessment System, will be used in to direct each student's Personalized Growth Plan to provide targeted assistance or acceleration in reading and math. Students who score basic, below or far below basic on the reading and math assessments will be placed in support groups to build their skills in reading and math. This will be done in concert with Response to Intervention (RTI) regulations and interventions.
- **Diagnostic Assessment of Reading (DAR)/Individual Reading Inventory.** When students fall below the grade level benchmark for RTI, they will be given the DAR and an IRI. These data will be used by their advisor and the school's instructional specialist to further define the intervention required by the student in reading.
- **Mastery Assessments:** Students at the **Early College High School at Delaware State University** will complete a culminating mastery assessment at the conclusion of every unit. This final, summative assessment, which can take the form of either a project or an exam, serves as an opportunity for the students to synthesize and apply the knowledge they have learned throughout the unit/course. In the event that a project is used, students are graded through the use of rubrics. While the expectations for students' academic work on the mastery assignments are high, it is understood that individual students may need more time or support, depending on the course. Attention to deep learning and to building a foundation for future learning is a core component of this approach and is essential to student success, both at **Early College High School at Delaware State University** and in postsecondary coursework.

- **End-of-Year Learning Presentations:**

At the end of each year, all students will be required to complete end-of-year learning presentations. These presentations will incorporate student learning from across disciplines to demonstrate application and understanding of course content in real-world situations. In years 1 (grade 9) and 2 (grade 10), students will complete service learning projects that will demonstrate their skills through active participation in the community, providing them with opportunities to use their learned knowledge in real-life situations and extend learning beyond the classroom, while fostering a sense of care and concern for others. In year 3 (grade 11) students will expand upon their service learning experiences and demonstrate their learning through a collaborative Action Research project. Focusing on a real-world problem, students will be asked to display critical thinking and problem-solving strategies through the use of collaborative research, analysis, documentation, and prototyping in collaboration with a college or industry partner in their chosen STEM pathway. As a culmination of their learning at the **Early College High School at Delaware State University**, in year 4, students present at a Capstone Exhibition. This presentation focuses on an innovation created by the student and requires him/her to use the design thinking process⁶ and demonstrate mastery of learning from throughout the four-year early college experience.

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

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

If these initial efforts are not successful in correcting the student's academic performance issues and s/he continues to struggle in the core curriculum, the student's case will be presented to the Instructional Support Team (IST). The IST will meet biweekly to discuss students who have been referred by their advisors as needing extra support. The IST will include advisors, special education teachers, the university liaison (for more detail, see section 6), the school principal, and the CMO Project Manager. After an initial presentation from the student's advisor, the IST will invite the student and his/her family to join in reviewing the data and making an action plan for addressing the student's needs based on the data. As needed, the IST will also have access to services from the on-site instructional specialists, as well as the special education specialists (speech therapist, occupational therapist, and school psychologist), the school nurse, and the school counselor. Once a plan is created, the student will move into Tier II of support, receiving at least 90 minutes per week in intensive, research- and evidence-based instruction so s/he receives the additional assistance necessary to become proficient in the general curriculum. Data will be collected weekly and the student will be monitored regularly, with achievement being very closely watched by the advisor, principal, parents, and IST. Students in Tier II will also be required to attend

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

academic enrichment for one period each day. This includes those students who are fully immersed in college coursework during year 3 (grade 11) or 4 (grade 12) of school operations. See Appendix O for the Instructional Support Team Data Collection process.

Once the pre-determined amount of time has gone by, student achievement is again measured in terms of grade level, curriculum-based benchmarks, and data collected during the time in Tier II. If the student has not shown significant improvement, the IST will again convene to revisit and modify the intervention plan to provide for further intensive instruction in the identified areas of weakness based on the trends in the weekly collected data. The student will then move into Tier III of the Response to Intervention process, where s/he will receive a minimum of 150 minutes per week of targeted instruction that matches his/her needs. Progress monitoring will continue to be done on a weekly basis. If, with the interventions in place and the intensified, targeted instruction, the student is still not making adequate progress on the grade and curriculum benchmarks, the Instructional Support Team will again convene to determine if the data lends itself to the student being referred for an educational evaluation to be administered by a certified school psychologist.

- c. If the proposed school will be using an enrollment preference for students at risk of academic failure what will be the expected performance of student enrolled at the school on the Delaware Student Testing Program in each grade during the initial three year charter period?**

While the **Early College High School at Delaware State University** anticipates serving children who are considered at risk, the school will not be using these characteristics as a preference for accepting students.

NOTE: The applicant must agree and certify in the application that it will comply with the requirements of the State Public Education and Accountability System pursuant to 14 Delaware Code, Sections 151, 152, 153, 154, and 157 and Department rules and regulations implementing Accountability, to specifically include the Delaware Student Testing Program (Regulation 275, Subsection 4.2.1.1).

Further, the application must include certification that the proposed school's average student performance on the Delaware Student Testing Program assessments in each content area will meet the statewide average student performance of students in the same grades for each year of test administration. Applicants with enrollment preferences for students at risk of academic failure may request a waiver of this requirement in the application (Regulation 275, Subsection 4.2.2).

6. Educational Program

- a. Provide the scope and sequence document for required content areas for proposed grades to be served of the school charter. For new applicants, this is a Phase I requirement.

See the following appendices:

Science Coalition – MOU	Appendix E
Social Studies – MOU	Appendix E
English Language Arts	Appendix G
Math	Appendix H
Physical Education	Appendix I
Health	Appendix I
World Language – Spanish/Chinese	Appendix J
Visual Arts	Appendix K
Performing Arts	Appendix L

- b. Provide a statement defining likely curriculum basis in each of the following areas (for new applicants this is a Phase I requirement, renewal and modification applicants must complete all sections).

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

- c. Provide a signed memorandum of understanding with the Science coalition the Mathematics coalition and a letter of intent with the Social Studies pilot if chosen. For new applicants this is a Phase I requirement. Renewal and modification applicants attach the updated information as it has changed from your last renewal or original application.

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

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

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

- d. Provide a statement of plans for additional academic support for at risk students. For new applicants, this is a Phase I requirement. For renewal and modification applicants, please provide updated information as it may vary from your last renewal or original application.

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

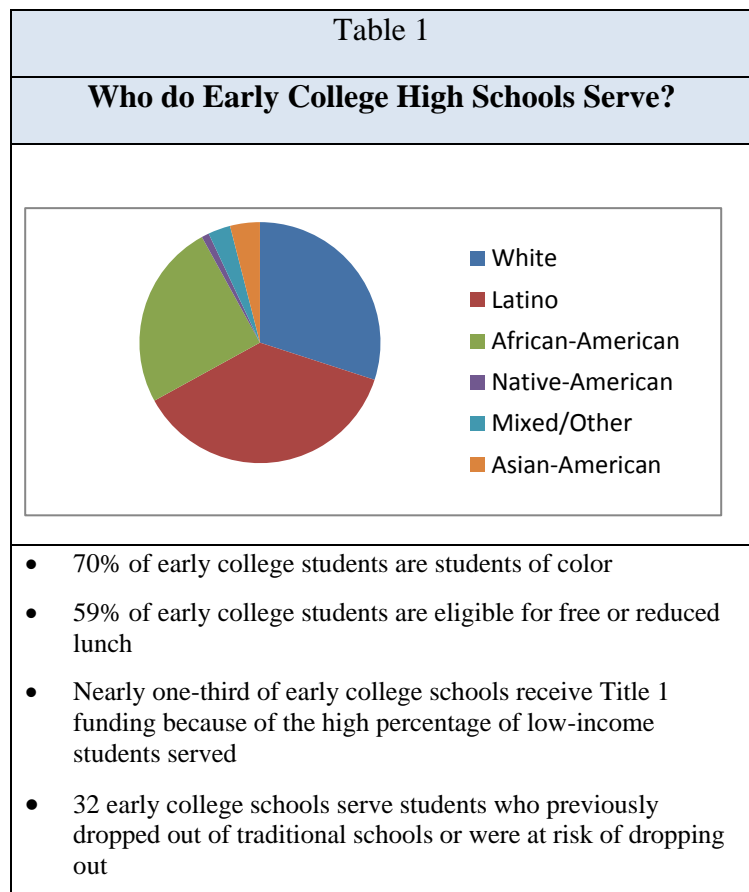
In seeking to serve these groups and propel them into college, the Board does anticipate serving at-risk learners. Despite the well-known troubling data regarding similar student populations, the culture of success and support that is established at early college high schools has been successful in changing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

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

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

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

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



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

Personalized Growth Plans:

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

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

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

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

Small-School Environment and Personalization: **Early College High School at Delaware State University** will follow the early college model of providing students with a small school environment, enrolling approximately 100 students per grade. In this small school environment, students are well

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

Transfer and Articulation Plans: In partnership with postsecondary faculty and other important stakeholders, the **Early College High School at Delaware State University** will provide students with a smooth transition from high school to college coursework. For any student this transition can be complex and the process alone can serve as a barrier to entering postsecondary education. For students with no family history of college attendance, whose families may have little knowledge of the application process or necessary testing requirements and limited ability to obtain financial support, postsecondary education is often seen as unattainable. The early college model recognizes that this is a critically important factor for at-risk students who have traditionally trailed their peers in achievement in core subject areas such as math and reading and who may also be first-generation college attendees. In order to address these concerns for both parents and students, the early college environment creates self-efficacy around a student's ability to be successful in the college setting by teaching them how to navigate their own learning, in addition to the barriers that are often present in entering college. In order to achieve this smooth transition, the school and postsecondary partner work collaboratively to adjust and refine individual students plans based on quantitative and qualitative data and students' individual academic and social needs. The inclusion of a university liaison, who works closely with the high school and the university faculty, provides consistent communication and alignment between the high school and university, while serving as an additional staff member who knows the students and their needs.

Power of Place: The early college model focuses on the “power of place” and the power of possibilities. The strategic placement on a college campus helps to demystify the concept of college for students and provides students with a vision and access to an academic future beyond high school. The “power of place” builds self-efficacy in students who have traditionally been underrepresented in higher education. Studying on the Delaware State University campus, students will gain place-based learning experiences, exposing them to leading research and development in the STEM fields. Additionally, students will have the opportunity to learn what it is like to be a college student as they attend college classes, engage in campus activities, and become a part of campus life.

High School as the Student's Home Base: While it is the school's goal to prepare students to confidently enter the college setting, the high school serves as the home base for all students enrolled at the **Early College High School at Delaware State University**. Upon entering college coursework at DSU, students in the early college high school will still have the opportunity to return to the high school building for tutoring support and advisement, between college classes, and to develop leadership skills mentoring younger peers. While students will be encouraged to take classes in the college space, during each of the student's four years they will return to the high school on a daily basis to participate in the signature course/advisory time, collaborate and problem solve with their peers and check-in with their advisor.

- e. **Provide a list of courses at grades 9-12 with sufficient detail to meet the state requirements for graduation and any and all Career and Technical Education (CTE) pathways courses. (secondary only) For new applicants this is a Phase I requirement. For renewal and modification applicants, please provide updated information as it may vary from your last renewal or original application.**

See the Course Selection Handbook in Appendix M for a complete listing of courses.

- f. **Provide the teacher to student ratio for the school. For new applicants this is a Phase I requirement. For renewal and modification applicants, please provide updated information as it may vary from your last renewal or original application.**

The student teacher ratio for **Early College High School at Delaware State University** will be 1:25.

- g. **Provide a description of the unique features of the school's educational plan including differentiated instruction, special materials and use of technology to serve the intended population of the school. For new applicants this is a Phase I requirement. For renewal and modification applicants, please provide updated information as it may vary from your last renewal or original application.**

The Early College High School Movement

The design of the **Early College High School at Delaware State University** will be based on the national early college model launched by the Bill and Melinda Gates Foundation and expanded from the Middle College concept first articulated in 1972. Although the early college and Middle College models are not the same, the design of the early college high school is strongly influenced by 30 years of experience with Middle College, and the lessons of that experience have informed the new initiative and helped to demonstrate the necessary elements for student success.

Early college high schools are based on an innovative approach that is fueled by the idea that when academic rigor and increased access to higher education opportunities are combined with the opportunity to save time and money, students will be motivated to work hard and meet serious intellectual challenges. Through blending high school and college in a challenging, yet supportive program, the early college model compresses the time that it takes for a student to complete high school and up to two years' worth of college coursework through a coherent course of study.

Implemented in partnership with the national design partner EdWorks and located on the campus of Delaware State University, the **Early College High School at Delaware State University** will provide students traditionally underrepresented in higher education with a rigorous academic environment and a seamless transition from high school to college. Through an aligned partnership with the postsecondary institution and community partners, teachers and leaders are able to guide and mentor students to successfully enter postsecondary education. While each early college high school provides its students with a personalized and unique experience, all early college schools adhere to five, inter-related Core Principles, which define the fundamental beliefs of the model.⁷

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

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

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

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

⁷ www.earlycolleges.org

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

Science, Technology, Engineering, Math – STEM

In addition to using the Early College High School design as the framework for the school's structure and culture, the **Early College High School at Delaware State University** will be guided by an academic focus on Science, Technology, Engineering, and Mathematics (STEM). There is a strong belief among scientific, business, and education leaders that in order for America to innovate and compete, we must prepare all of our children through a STEM education. Unfortunately, the United States typically scores toward the middle of the pack in international comparisons of math and science understanding among students in industrialized nations. At the same time, results from current National Assessment of Educational Progress demonstrate severe achievement shortcomings for students, especially among 12th graders within the populations typically underrepresented in post-secondary institutions.⁸ Building the **Early College High School at Delaware State University** in alignment with STEM is consonant with a report put out by the National Governors Association that argues that in order for the United States to build a STEM agenda, it must focus on, among other priorities, aligning K-12 STEM expectations with readiness for all postsecondary pathways to the knowledge-based economy.⁹ The choice of STEM as a focus for the Early College High School at Delaware State University will also:

- Prepare all students to excel in an information-based, technologically advanced society
- Emphasize “hands-on” inquiry and experiential learning
- Integrate science and mathematics with the arts, humanities, and social sciences
- Be student-centered and open to all students

To accomplish these goals, at the **Early College High School at Delaware State University**, a STEM focus will address both content – advanced study in science and mathematics – and pedagogy – project/problem based learning and a heightened integration across disciplines. STEM literacy will refer to an individual's ability to apply his or her understanding of how the world works within and across four interrelated domains: science, technology, engineering, and mathematics. This approach will prepare students to be successful in post-secondary education opportunities and workplaces that emphasize information and collaboration.

Furthermore, as a school emphasizing the STEM disciplines, The **Early College High School at Delaware State University** will have a dual purpose that will propel students forward academically into college and into the workplace and beyond. The school will both expand access to the STEM disciplines for its students, while also making the connection between the high school experience and postsecondary education and training, supporting them as they move from one level of the education system to the next. Students will make their selection of STEM pathway prior to their Bridge Year (year 3) – Agribusiness, Forensic Biology or Community Health. While these three pathways are specific and have a defined sequence of courses, they will prepare students to continue their studies in any of the career fields of Agriculture and Human Ecology, Mathematics, Natural Sciences and Technology, or Health and Sport Sciences, which are listed in *Figure 1*. Guidance on this choice will begin during the second year (grade 10) as part of the student's advisory in the College Connections program. Once students choose their pathways and begin their Bridge Year, students will join new advisories composed of students that have all chosen a similar pathway. This group of students will work collaboratively during their College Connections time on their group Action Research Project and will serve as a support system for one another as they go through their college and pathway courses.

⁸ www.edweek.org/go/tc08/str

⁹ Innovation America— *Building a Science, Technology, Engineering and Math Agenda*, from the National Governors Association

<i>Figure 1</i>		
Agriculture and Human Ecology	Mathematics, Natural Sciences and Technology	Health and Sport Sciences
<ul style="list-style-type: none"> • Animal and Poultry Science • Pre-Veterinary Medicine • Fisheries and Wildlife • Environmental Science • Agribusiness • Food Science • Nutrition 	<ul style="list-style-type: none"> • Engineering • Physics • Chemistry • Computer Science • Biology • Mathematics 	<ul style="list-style-type: none"> • Nursing • Health Promotions • Movement Science

Purposeful Design for the Early College High School Model at Delaware State University

The Early College High School at Delaware State University will be purposefully designed to provide students with a personalized, blended, and supportive program that introduces college-level skills and coursework within the STEM disciplines. Students will be provided with a series of support structures designed to help them succeed, including counseling, mentoring, and tutoring. Based on its experience launching more than eighty schools, as well as research by educators and scientists, EdWorks, a national design partner for Early College High Schools, has found that the launch of a successful high school must be guided by five key strategies:¹⁰

1. Begin with the individual student.
2. Drive instructional practice with data.
3. Conduct teaching and learning through the tightly woven fabric of standards, assessments, curricula, student supports, and instructional practices.
4. Connect teaching and learning to students' prior knowledge and understanding.
5. Make connections across content areas and with the real world; don't teach isolated facts in artificial silos in a sterile classroom environment.

In order to meet these large goals and adhere to the known strategies for success, the process must begin with developing the foundational elements of the Four Year Learning Plan (Appendix F), which serves as the guiding vision for the school and for each individual student. Key elements of this plan include:

- The school's *Portrait of a Graduate* (Appendix F)
- The integration of 21st century skills and habits of mind as core elements of the school's instructional and cultural model
- Defined approaches to teaching and learning
- The school's central message
- A strong advisory system to guide student success
- Service learning and internships as key means for students to demonstrate their learning

With its innovative design and principles, the Early College model contains various distinctive elements that will set **Early College High School at Delaware State University** apart from other high schools in the state of Delaware:

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

¹⁰ EdWork's Overview: Rigorous Curriculum and Instruction, 2009

fields. Students will see the possibilities that a college degree can provide and will have the support to pursue their goals. , As students have the opportunity to learn what it is like to be a college student, they will attend college classes, engage in campus activities, and become a part of campus life. In traditional school settings, students find it difficult to think about and plan for their future education after high school graduation. This is especially true for students who come from homes where parents and family members are not able to take students to visit colleges and universities. On a college campus, the possibility of a college education becomes an attainable reality. Most powerfully students come to see themselves as college students, developing a self-efficacy and resilience that will drive them forward to their goals.

High Expectations: The culture of the **Early College High School at Delaware State University** will set the expectation that *every* student in the school will be successful. Being on a college campus, the goal of matriculating into college is all around the students and woven into the mission and culture of the school. The model does not advocate that college professors “water down” their coursework for the high school students. In fact in most cases college professors will not be told that high school students have been placed in their classes. Instead, the **Early College High School at Delaware State University** will provide the resources needed to scaffold the students to success through the College Connections course, tutoring, study skills courses, online support, and extra time. Realistically, many of the students who enter the school will be several years below grade level. Their needs will be addressed through the Four Year Growth Plan which charts their progress through the academic program, always returning them to the goal of entering college. Research consistently shows that students rise to the level of expectation that is set forth for them. Because the culture and the academic program of the school is built around high expectations, and because students will know that they are expected to be successful in their rigorous classes, and they will work hard. Likewise, the school will hold high expectations for its faculty and staff. The school’s primary goal is to propel first generation students into college. This goal will not be realized unless the adults in the building embrace this goal and align all work to this expectation, constantly seeking new and innovative ways to increase student knowledge and skills at the fast pace necessary in this environment.

Personalization: The personalization of the academic program for each student at the **Early College High School at Delaware State University** helps to achieve the goal of every student being college-and career-ready. Students will be engaged, motivated and supported by the personalized learning environment that is created in an early college high school Faculty members will know their students academically, and will employ this specific knowledge—the skills, achievement levels, and challenges of each individual student—in the development and maintenance of each student’s Personalized Growth Plan (Appendix F) While the Four Year Learning Plan outlines the optimal educational program which will allow students to accumulate the maximum number of credits, the Personalized Growth Plan shows how the Four Year Learning Plan (Appendix F) will be contextualized and personalized for each student. Students will not leave the high school space until they are prepared academically and socially to take college courses. As such, the Personalized Growth Plan takes both academic and social benchmarks into consideration before allowing high school students to take college courses. Using this tool, advisors assist the student in using data to chart out their academic program and pathway and will monitor students as they venture into the college space to ensure their success. Additionally, research has shown that schools that are successful at meeting the needs of all of their students enroll no more than five hundred students. The relationships that are built in this small environment also help to achieve this goal of personalization. The strategies used for creating this personalized learning environment at **Early College High School at Delaware State University** include:

- a. Customized academic support and advising for all students throughout their time at the school
- b. One-on-one adult support and attention as part of the advisory system
- c. Academic plans that are individualized to the students’ needs
- d. Pathways chosen based on student interest

Additionally, the **Early College High School at Delaware State University** will also use technology to offer all students what they need. If the needs of the students are not being met with the current structures and programs, teachers and faculty members can reach out to online resources to create learning opportunities that blend classroom instruction with on-line tutoring and practice. This will further customize the academic program for students and meet their specific needs. Since all students learn differently, through personalization, teachers will know their students well and will be able to craft learning experiences that draw on the resources of the high school, the college, and online spaces to ensure student success.

Schedule: The **Early College High School at Delaware State University**'s schedule serves as an important component of the high school design. The most successful early college high schools use scheduling in a very different way, seeing the integration and collaboration between subject areas as important to helping students understand the interconnectedness of disciplines and grounding abstract concepts in real-life applications.¹¹ Learning is not constrained within a traditional schedule, isolating content and limiting time. Instead, the cross-curricular focus of a STEM curriculum in the early college model allows students to have a more integrated and flexible schedule. Furthermore, as student progress through the Four Year Learning Plan, select a pathway, and begin to take college courses, student schedules will diversify, making the advisement time during College Connections a critical component of the academic program. The **Early College High School at Delaware State University** will extend its school calendar beyond the weeks that the University is in session. These additional weeks before and after each semester will allow the high school to provide additional support for students through developing independent study skills, providing enhanced orientation opportunities, providing reading and math tutorials, teaching and reinforcing library and research skills, planning action research, coordinating internships, and building school culture. These intermediary weeks when the University is not in session will be especially helpful for meeting the needs of the year 3 and 4 students as they transition into college coursework and have less time during the semester for academic support in the high school space.

In the high school coursework, teachers will use project-based learning and will collaborate across disciplines to integrate knowledge. Time will be scheduled to fit the needs of the work. Over the course of a semester, all disciplines will have equal instructional time, but from week to week, as projects necessitate, certain disciplines may be at the forefront of learning. In years 1 (grade 9) and 2 (grade 10), students will spend most of their time in the high school space taking classes to fulfill state credit requirements and becoming acclimated to the college campus. Classes will be on a 4x4 block to mirror the schedule of the college campus and students will have an extended day to meet all of the state requirements for high school graduation. In the second semester of year 1 (grade 9), all students will take the same elective college course, Survey of Computing. This course will be taught by a college professor using the college level materials and maintaining college level expectations. A major component of the College Connections course second semester will be shepherding students through this course and scaffolding the learning so that students reach the high expectations of college coursework.

In year 2 (grade 10), in addition to the high school courses listed in the Four Year Learning Plan, all students will take a fitness and wellness course together in semester one, following the model of using the College Connections course to provide academic supports to ensure success and attainment of standards. However, in semester two, students will select between four different visual or performing arts college courses. Some students who are ready may also take college level trigonometry. For these spring semester courses, students will be scheduled across several sections so that there are several high school students in one section together, but they are also interacting with college students. Again, the College Connections course will serve as the support mechanism around developing both academic and social skills. Additionally the advisor will monitor the students' progress and support it with interventions and tutoring, if needed, to ensure the students' success.

¹¹ EdWorks, Overview: Rigorous Curriculum and Instruction, 2009

As students begin to transition into the college space during the Bridge Year (year 3/grade 11), they will choose a specific STEM pathway (Agribusiness, Forensic Biology and Community Health) to guide their academic course of study. The high school courses will be organized into morning or afternoon blocks. In the alternate time from the high school coursework, students will take college courses in their STEM pathways (see *Figure 2* below – dual enrollment courses identified in purple are part of the pathway and required). In year 3, students will be reorganized into College Connections groups that match their selected academic pathway so that alignment and scheduling between the high school courses and the college courses will be easier to accomplish. The College Connections course will be tied to the high school course block, but will support the college coursework as well as help students develop their action research project. In years 3 and 4 (grade 12), the College Connections course will continue to tether them to the high school and allow each student’s advisor an opportunity to check in with the students and monitor their experiences and learning and to coordinate additional support, if needed, to ensure their college success.

<i>Figure 2</i>			
Agribusiness Path		Forensic Biology Path	Community Health Path
Year 3 (Grade 11)	AGRI 102 Agriculture and Natural Resources Sciences	BIOL 194 Introduction to Biological Professions	CMHE 108 Personal and Community Health
	AGRI 206 Intro to Animal Science	BIOL 225 Survey of Forensic Science	CMHE 232 Principles of Health Education
	MTSC 121 College Algebra	BIOL 101 General Biology I and Lab I (Required – SEM 1)	BIOL 207 Anatomy and Physiology I
	BIOL 101 General Biology I and Lab I	BIOL 102 General Biology II and Lab II (Required – SEM 2)	MTSC 121 College Algebra
Year 4 (Grade 12)	AGRI 207 Intro to Animal Nutrition	BIOL210 Genetics	CMHE 234 Public/Community Health Services
	BIOL 205 Ecology	BIOL 255 Forensic/Investigative Biol. Lab	CMHE 200 Measurement and Evaluation in Health Promotion
	BIOL 102 General Biology II and Lab I	CHEM 101 General and Analytical Chem I	HMEC 215 Introduction to Nutrition
	CHEM 101 Gen. and Analytical Chem. I	CHEM 102 General and Analytical Chem II	BIOL 208 Anatomy and Physiology II
	CHEM 102 Gen. and Analytical Chem. II	MTSC 261 Calculus for Life Sciences	MTSC 241 Elementary Statistics
	ACCT 201 Accounting I	BIOL 215 Cell Biology	PSYC 201 General Psychology
	ACCT 203 Acct. for Decision Makers	PSYC 201 General Psychology	SCCJ 101 Introduction to Sociology
	MGMT 205 Management Processes	SCCJ Introduction to Criminal Justice	ENGL 200 Speech
	AGRI 208 Soil Science		

The final year (grade 12) is the culminating year of an early college student’s course of study. During this year students will spend most of their academic time taking college courses in their chosen pathway; however, they will continue to return to the high school space to participate in College Connections in pathway specific advisories and prepare for their year 4 (grade 12) Capstone Exhibition. Additionally, this period of the day provides students with a support system to investigate their options for the following

year, whether it be advancing to complete a four-year degree, achieving a two-year degree, or embarking on a career. Additionally, as students return to the high school for College Connections, there will be an opportunity for them to check in with year 1 or 2 students who are being mentored by the year 4 students. Through this blended approach to academic coursework, students will complete a coherent course of study over the course of four years and allow them to achieve both a high school diploma and up to 60 college credit hours.

Stakeholder Partnership and Alignment: One of the core tenets articulated in the early college high school approach is the involvement of all stakeholders in developing a culture of respect and responsibility. Educators and students at **Early College High School at Delaware State University** will partner with university, business, and community organizations to design teaching and learning experiences, inquiry-based learning experiences, and performance assessments that engage students in real-world learning around the STEM disciplines. These local partnerships will form a living, learning laboratory for students from **Early College High School at Delaware State University**, contributing to the learning community in a variety of ways through developing project ideas, design, and assessment; providing community-based action research ideas and sites; creating community service opportunities; coming to the school as guest speakers sharing expertise; providing internship sites; and participating in other ways as needs and opportunities arise. Administrators and faculty from the University will participate in the life of the early college high school both formally and informally. Their involvement includes participation in: school planning processes and governing boards; curriculum committees; syllabus planning activities; co-delivery of courses with high school faculty; providing tutors, mentors and student teachers; and the creation of scaffolded learning experiences such as transition courses to ease the move into college-level work; and presenting mini-seminars for year 1 (grade 9) and year 2 (grade 10) students. In addition, the early college high school and the University will jointly share a college liaison. This person will be a faculty member of the University, but will serve as a dedicated connection between the high school and the University, collaborating between both entities to create a cohesive program for the early college high school students.

College Credit: One of the unique components of the early college model is the way in which students earn credits over the course of their high school career. In contrast to dual enrollment programs (See *Figure 3* above), students at **Early College High School at Delaware State University** will earn the requisite number of high school credits necessary to meet the Delaware high school standards while also receiving dual enrollment credit for some of their courses, and additionally achieve up to two years of college credit while still in high school. This model aligns with leading research that argues that two years

<i>Figure 3</i>		
	Early College High School	Dual Enrollment
Cost of Credit to Students	Free	Variable: regular per credit cost, discounted, or free
Number of Credits	Up to 2 years or 60 hours of transferable credits	Variable
School/Program Structure	Autonomous small school with all students taking college courses when ready and with academic and social supports from high school and college faculty; classes are sequenced between college/high school; students engaged in a formal system of tutoring and advising to achieve high standards.	Students arrange classes as available; no designed courses or sequences
Target Population	Low income; first generation; underrepresented in higher education	Any student meeting eligibility requirements; usually in 11 th and 12 th grade
Student Supports	Supports integrated into academic program; college support services are also available; scaffolding is necessary	Not in high school; students may access college support services
College Connection	High school on college campus; partnership codified in MOU – high school and college have joint responsibility for students; college liaison works between high school and college	College does not have responsibility for work with high school students

of college is the minimum required to put young people on the road to a middle-class income, and that the high school-to-college transition is a point at which the education system loses many young people. To ease this transition, the early college high school model consciously integrates the high school and college experiences into one seamless course of study. The curriculum is designed as a coherent unit, with high school and college-level work blended into a single academic program. Utilizing this model, the **Early College High School at Delaware State University** will allow students to maintain their focus on academic studies in their last years of high school, while guiding them through the daunting maze of college and financial aid applications that will be required once students graduate from the high school and move permanently into the college space at Delaware State University or another four-year institution. Just as important, the Early College High School makes college far more affordable for students and their families, who could potentially save up to two years' worth of college tuition. By the time students have graduated from an early college high school, they have gone well past the 20-credit threshold that is a key breaking point between students who complete a college degree and those who never finish college.¹² Moreover, the college credit received by students at the **Early College High School at Delaware State University** will transfer to other local universities. Informed by the 1999 articulation agreement made between the University of Delaware, Delaware Technical and Community College, and Delaware State University, students will be able to transfer their college coursework to other institutions (Appendix F: *Course Articulation*).

Academic Program at Early College High School at Delaware State University

Early College High School at Delaware State University students enter as ninth graders and quickly become part of the intimate community of learners, with specific and consistently reinforced expectations about what excellent learning looks like, how schoolwork relates to real-world questions and concerns, and how effective learners engage in school and life. During the first two years at **Early College High School at Delaware State University**, core high school academics are presented at an accelerated pace using a block schedule, with deliberate, cross-disciplinary attention placed in three areas:

- **Mastery Learning:** Students will be required to demonstrate mastery in core high school academic content before transitioning into college courses.
- **Authentic Tasks:** The curriculum will emphasize connections to real-world work and concerns through project-based learning that is contextualized in the local community
- **Habits of Mind:** The development of these key habits will be central to **Early College High School at Delaware State University** approach for challenging students and supporting their work. Students must demonstrate growth in these habits in addition to academic achievement in order to take college courses in the college space.

Habits of Mind

Early College High School at DSU:

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

The construction and sequence of core high school academics at the **Early College High School at Delaware State University** is shown in the Four Year Learning Plan (Appendix F) and provides a foundation for success in college general education courses and the STEM fields. Coursework integrates real-world connections through curricular choices and expanded outside opportunities in the form of service learning, action research and interdisciplinary projects.

¹² Clifford Adelman, 2006. *The Toolbox Revisited: Paths to Degree Completion from High School Through College*. Washington, DC: U.S. Department of Education

School-Wide Approaches to Teaching and Learning:

A problem-based approach to teaching and learning is central to **Early College High School at Delaware State University**. High school teachers and university faculty will introduce scientific concepts and processes, while students will work collaboratively, applying multiple methods of inquiry and principles of the arts and engineering to solve problems in the agriculture and human ecology; the natural sciences, mathematics and technology; and health and sports sciences. Students will study and create models of complex systems, engage in analysis, prediction, and debate, and craft descriptions of interactions among individuals, societies, and their environments. **Early College High School at Delaware State University** will ground its work in results of an analysis of twenty years of research, entitled *How People Learn*. The key findings include:¹³

1. Students come to the classroom with preconceptions about how the world works. If their initial understanding is not engaged, they may fail to grasp the new concepts and information that are being taught or they may memorize them for purposes of a test but revert to their preconceptions when they are outside the classroom context.
2. To develop competence in a discipline, students must (a) have a deep foundation of usable knowledge, (b) understand facts and ideas in a conceptual framework, and (c) organize knowledge in ways that facilitate retrieval and application.
3. A “meta-cognitive” approach to instruction can help students to take control of their own learning by defining learning goals and monitoring their progress in achieving them.

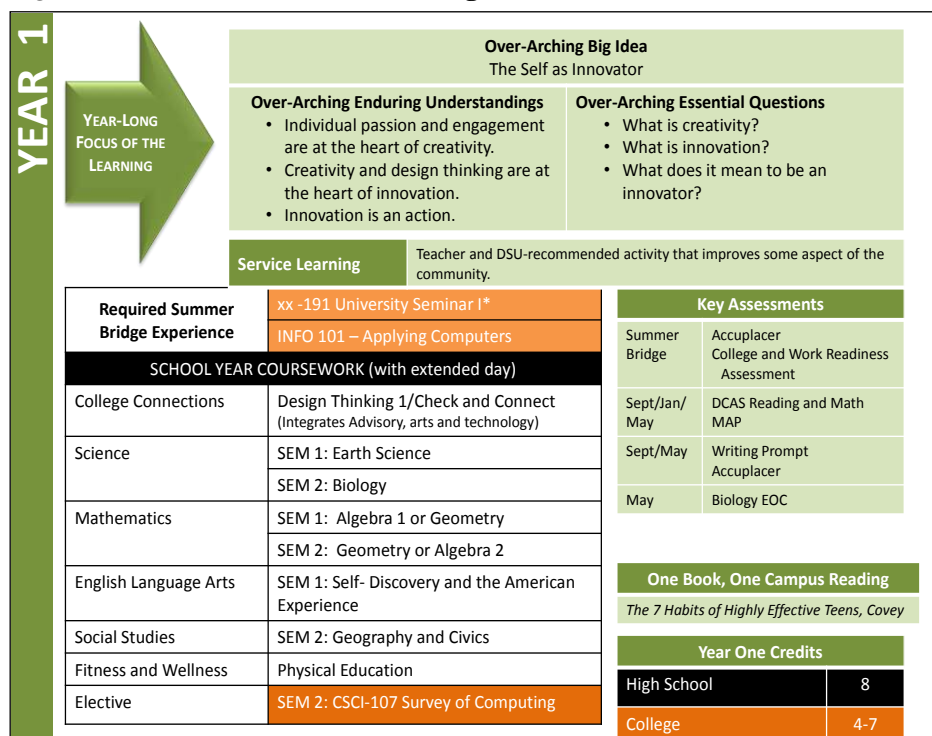
These overarching research findings will guide the teaching and learning experiences at the **Early College High School at Delaware State University** as it uses time, materials, and personnel resources in creative ways to provide unique opportunities that deepen and expand learning for students. **Early College High School at Delaware State University** will provide focused, rigorous, relevant, coherent, cross-curricular learning experiences that emphasize a deep understanding of core concepts and provide continuous opportunities for students to apply knowledge as they seek to solve real-world problems. These learning experiences will be characterized by the following shift away from a traditional pedagogical approach.

Early College High School at Delaware State University will:	
<i>Increase</i>	<i>Decrease</i>
Understanding material within a conceptual framework	Disconnected facts and information
Learning and understanding subject matter disciplines in the context of inquiry, technology, and history from personal and social perspectives	Studying isolated concepts
Deepening students’ understanding and use of knowledge, ideas, and inquiry processes	Student acquisition of unrelated bits of information
Implementing inquiry as instructional strategies, abilities, and understanding to be learning	Implementing inquiry as a set of processes
Providing opportunities for reasoning, discussion, and debate among students	Recitation of acquired knowledge
Assessing all facets of essential knowledge processes and skills	Assessing what can be readily measured
Investigations conducted over extended periods of time	Investigations confined to one class period
Using evidence and strategies to develop or revise a nuanced explanation	Reaching a single answer

¹³ Adapted from the Tri-Cities STEM School *School-Wide Approaches to Teaching and Learning*

Just as pedagogy needs to shift to accommodate greater inquiry and project-based learning, learning will be better connected if all disciplines are looking at content through a similar lens. Therefore, each year of the academic program at the **Early College High School at Delaware State University** will be guided by a yearlong focus. The overarching focus or big idea of each year, will take into account the school's initiatives towards innovation and leadership, and includes a Big Idea for the year along with overarching enduring understandings and overarching essential questions. Across disciplines, teachers will design learning experiences that guide the student's understanding of content, skill mastery and relevant applications while developing and deepening students' understanding of these themes. These components for each year of the curriculum are listed in the **Four Year Learning Plan** (Figures 4-7) and provide the focus for instruction that is designed to stimulate inquiry and debate around the enduring understandings and rich ideas.

Figure 4 Four Year Learning Plan – Year 1



The academic program at **Early College High School at Delaware State University** will focus on the individual needs of each student. While all students will be required to complete the requisite number of courses to receive a high school diploma, students' academic journeys will be defined by their chosen pathways, their entry dates into college coursework, and their *Personalized Student Growth Plans*. The **Four Year Learning Plan**, which outlines a student's academic

framework for success, is organized to meet the academic requirements for graduation from a Delaware High School, while also allowing students to gain up to two years of college credit during their high school careers. The **Four Year Learning Plan** outlines how high school coursework, dual enrollment coursework, and college coursework are blended into a coherent course of study. A larger view of this plan may be found in Appendix F. Below is a description of the components of the student's plan that explains how each will contribute to the student's success.

The academic program at **Early College High School at Delaware State University** will focus on the individual needs of each student. While all students will be required to complete the requisite number of courses to receive a high school diploma, students' academic journeys will be defined by their chosen pathways, their entry dates into college coursework, and their *Personalized Student Growth Plans*. The **Four Year Learning Plan**, which outlines a student's academic framework for success, is organized to meet academic requirements for graduation from a Delaware High School, while also allowing students to gain up to two years of college credit during their high school careers. A larger view of this plan may be found in Appendix F. Below is a description of the components of the student's plan that explains how each will contribute to the student's success.

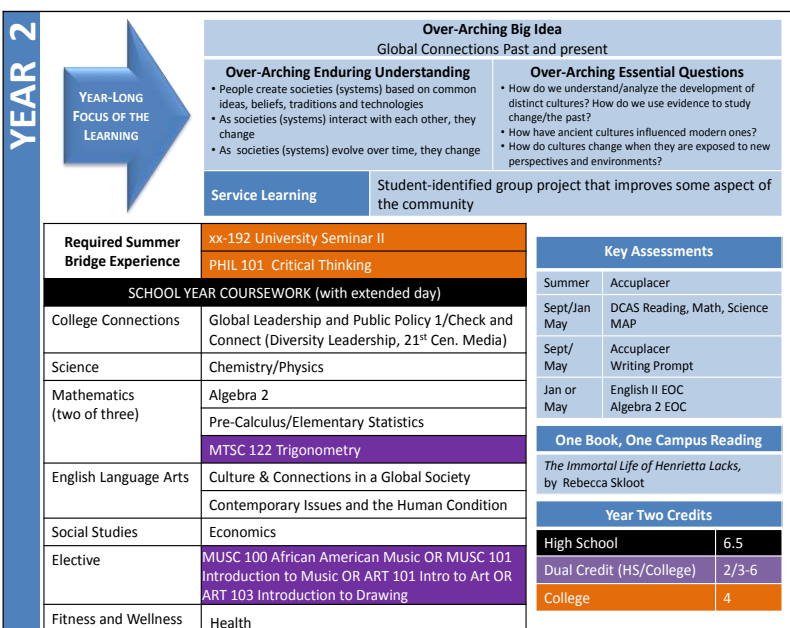
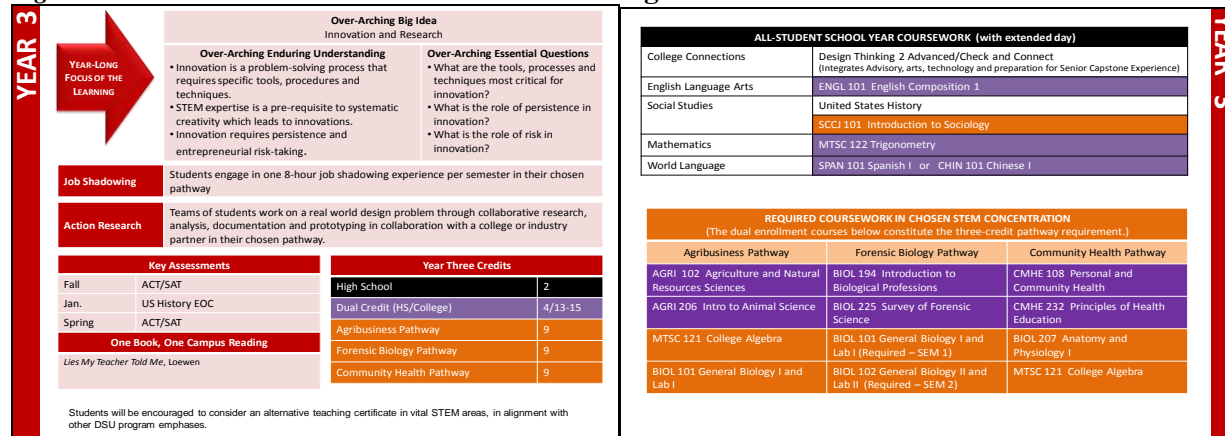


Figure 5 Four-Year Learning Plan – Year 2

College Connections: Each year, students at the **Early College High School at Delaware State University** will take a College Connections course that integrates various facets of the early college experience. One day a week, the College Connections course will be used for advisors to “check and connect” with their students and a small group of peers who will support him/her as s/he transitions from one grade to the next and on to college. Each group, which consists of approximately 15 students, allows for personal contact and individualized academic guidance. This program provides consistent support and enables students to develop strong relationships with the members of their advisories. These small student-adult ratios are achieved by having nearly every staff member in the school take responsibility for an advisory group. In many cases, teachers advise students they also teach in class, thus increasing the amount of time they spend together during the week. Students stay with the same advisor for at least two years – building on existing relationships over extended periods of time. Eventually, the senior-level students will help lead the advisory communities.

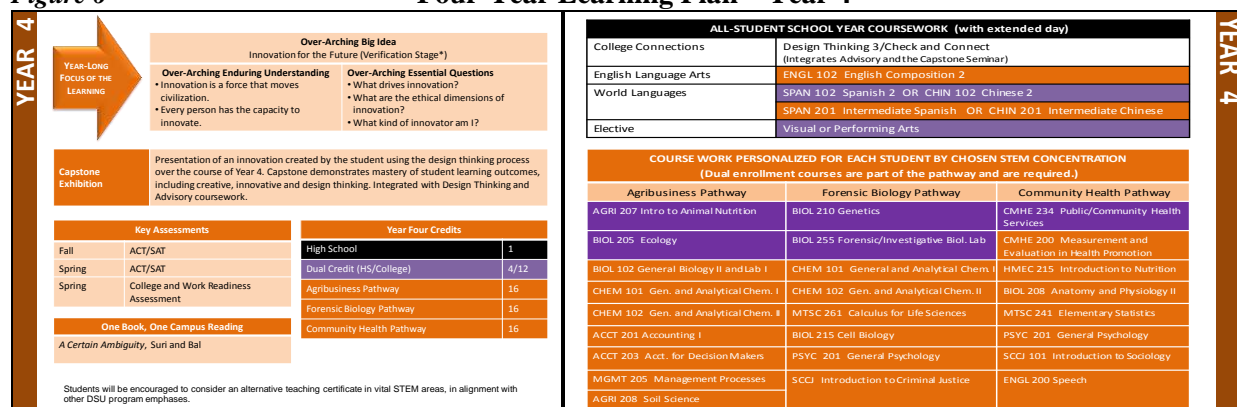
Figure 5 Four-Year Learning Plan – Year 3



During this time, the advisor will make sure that all students are progressing in their college and high school coursework and arrange for extra help, tutoring, or mentoring, if needed. The advisor can also connect with students around other issues such as scheduling, course selection, registration, and other logistical issues. The other four days of the week, the College Connections class will be engaged in Design Thinking (a more detailed description can be found in the section entitled, *Additional Components of the Academic Program* below), pulling the overarching enduring understandings and essential questions into projects that incorporate disciplines and use the arts and technology to express their thinking. During this time, students will be taught that various phenomenon can be observed through the lenses of innovation and leadership. In years 2 and 3 of operation, the College Connection class will work together in service learning, going into the community to learn about their needs and designing a project that is both academically focused and benefits the community in a real, tangible way. In year 3, students will work collaboratively during College Connections to complete their action research project and job shadowing. In year 4, students will prepare for their capstone exhibition, which will occur at the end of year 4 and which will showcase what they have learned and how they have grown as innovators and leaders throughout their time at **Early College High School at Delaware State University**.

Figure 6

Four-Year Learning Plan – Year 4



Humanities: The vision for humanities at the **Early College High School at Delaware State University** is to build a program of study that provides a source for understanding and appreciating the complexity of human actions and events through an integrated study of social studies, literature, language and communication, philosophy, and the arts. In the curriculum maps included as Appendix G, English is defined as a course separate from social studies. However, it was purposefully developed around social studies concepts and emphasizes the relationship that literature has to culture and the historical period during which it was written or produced. Additionally, as teachers learn about the curriculum provided by the Social Studies Coalition, they will collaborate to find ways to integrate that curriculum into the English classroom. As teachers are hired and begin to define and develop the English and social studies units of study, they will work collaboratively to build a single humanities program that includes opportunities for teachers to teach independently and to co-teach in a project-based environment. The desire is to provide students with a humanities program of study that fosters an understanding of the connectedness of all content areas. The curriculum maps for English Language Arts are found in Appendix G.

Science: Students will take science all four years during their time at the **Early College High School at Delaware State University**, obtaining the required credits for graduation and choosing a concentrated STEM pathway in years 3 and 4 as part of their college coursework. The overarching goal of the science program of study is for each student to experience the richness and excitement of exploring and understanding the natural world. Through the use of the curriculum created by the Science Coalition, the science program will enable students to develop interdisciplinary thinking skills, an understanding of science in society, environmental literacy, and the ability to think like a scientist. Throughout the

program, the emphasis will be on the distinctive characteristics of scientific inquiry. The MOU for the Science Coalition is found in Appendix E.

Math: Students will take math each of their four years at the **Early College High School at Delaware State University**. Driving the math curriculum is the perspective that mathematical literacy is necessary to successfully develop intellectual capability in all students. Math courses are designed to help students understand how mathematics is an integral part of all disciplines. Students will engage in purposeful cross-curricular experiences while attaining a high level of mathematics fluency. In years one and two of the mathematics program, students will develop conceptual foundations and skills through an integrated framework of study (in geometry, algebra and/or pre-calculus) and their application to meaningful problems. Years 3 (grade 11) and 4 (grade 12) will allow students to take advanced mathematics courses, continuing to incorporate the sub-disciplines of mathematics and their applications. The curriculum maps for math are found in Appendix H.

Spanish and Chinese: Students at the **Early College High School at Delaware State University** will have the opportunity to choose to take Spanish or Chinese to obtain their required language credits. Spanish or Chinese will be taken during years 3 (grade 11) and 4 (grade 12) as a three-course, dual-credit sequence. While this goes beyond the credit requirements for high school language instruction, it positions students well for admission to four-year colleges, many of whom require at least three years of the same world language. The curriculum maps for Spanish and Chinese are found in Appendix J.

Physical Education: The physical education program at the **Early College High School at Delaware State University** will be taught in year 1 as a high school course. Classes will use the facilities at Delaware State University, but students will be taught by a certified physical education teacher. The curriculum maps for physical education are found in Appendix I.

Health: Students will study health in year 1 or year 2 by taking a fitness and wellness course. By taking this course, students will earn the required half-credit needed for graduation. For more detail, see the health curriculum maps in Appendix I.

Visual and Performing Arts: Students will have the opportunity to participate in the visual and performing arts during years 2 and 4 through a dual-credit courses offered by the university. Opportunities will be provided to students to participate in courses such as Introduction to African Music or Introduction to Art. In years 3 and 4, students will be permitted to participate in university productions based on their talents and abilities. For more detail, see the performing arts/music curriculum maps in Appendix L and the visual arts curriculum maps in Appendix K.

Technology: The **Early College High School at Delaware State University** values technology and encourages its use in creative ways to support student learning in a safe and secure learning environment. As a core component of the **Early College High School at Delaware State University** program for teachers and students, each student will receive a laptop computer upon entrance into the school for use within his/her high school and college courses. This will allow teachers to incorporate technology into instruction, learning, and assessment and allow students access to postsecondary online instructional tools such as Blackboard. With this tool, students will be able to advance and demonstrate their learning through non-traditional assignments and assessments such as making a video documentary, blogging from the point of view of a character in a novel, creating a public service announcement on a current social issue, or exploring curricular content through ‘webquests’ and other technology-based activities. Students will understand that the laptop computer is an academic learning tool and a resource for obtaining and presenting knowledge, and while technologies provide powerful learning opportunities, they must be used responsibly. Therefore, the **Early College High School at Delaware State University** will take time to create a culture in which technology is used consciously and effectively as a part of the instructional program. In compliance with regulations, the **Early College High School at Delaware State University**

will have an *Acceptable Use Policy* signed by each student enrolled at the school. For more information about the technology plan, please see Appendix S.

Additional Components of the Academic Program:

One Book, One Campus Reading: This concept, which brings together the entire grade level community, is modeled after the One Book, One Campus effort seen on many college campuses across the country and seeks to encourage students, staff and faculty to read and discuss a selected book as a community. Each year students at **Early College High School at Delaware State University** will be assigned a selected summer reading book that they will be expected to complete for the fall semester of the following year. Upon reading the selected book, students will participate in small, seminar-structured sessions to discuss the book with their peers, advisor and postsecondary faculty members. Books might include selections such as:

- Steven Covey’s *The 7 Habits of Highly Effective Teens*,
- Rebecca Skloot’s *The Immortal Life of Henrietta Lacks*
- James Loewen’s *Lies My Teacher Told Me*
- Guarav Suri and Hartosh Singh Bal’s *A Certain Ambiguity*.

End of Year Learning Presentations:

Each year, while at the **Early College High School at Delaware State University**, students will be required to complete an end-of-year learning presentation. These presentations, which include service learning (in years 1 and 2), action research (year 3) and a final capstone project (year 4), represent each student’s learning and application of learning in real-world settings, while also taking into account what is known as Design Thinking (Appendix F). This process, which is taught as part of the students’ signature courses in the College Connections program teaches students to look at and approach the world in a new way. Students learn to focus on being aware of the world around them and believing that they play a role in shaping the world. The design process, which puts Design Thinking into action outlines five phases that help students to navigate identifying a design challenge and then finding and building-out a solution. These five phases include:

The Five Phases of the Design Process		
1. Discovery	I have a challenge.	How do I approach it?
2. Interpretation	I learned something	How do I interpret it?
3. Ideation	I see an opportunity	What do I create?
4. Experimentation	I have an idea.	How do I build it?
5. Evolution	I tried something new.	How do I evolve it?

In addition to the phases used to navigate the process, Design Thinking incorporates various methods to be used in approaching each design challenge. These methods include: 1) Defining the Challenge; 2) Prepare Research; 3) Gather Inspiration; 4) Tell Stories; 5) Search for Meaning; 6) Frame Opportunities; 7) Generate Ideas; 8) Refine Ideas; 9) Make Prototypes; 10) Get Feedback; 11) Evaluate Learnings; and, 12) Build the Experience. For additional information on Design Thinking and the design process, see Appendix F. Each end of year learning presentation incorporates this process, as students work in real-world settings and solve real-world design problems.

Service Learning: Along with an intent focus on academic achievement and rigor, the early college high school model also recognizes the impact and importance of real-world experiences for its students in meeting the challenge of being both college- and career-ready. Based on a national study of Learn and Serve programs, it is suggested that effective service learning programs 1) improve grades, 2) increase attendance in school, and 3) develop students’ senses of personal and social responsibility. Therefore, students at **Early College High School at Delaware State University** will participate in service learning experiences during years 1 and 2 of operation, which will promote learning through active participation in

the community, providing opportunities for students to use skills and knowledge in real-life situations and extend learning beyond the classroom while fostering a sense of care and concern for others.

Action Research: Expanding upon the service learning experiences that **Early College High School at Delaware State University** students will have during years 1 and 2, during year 3 of operation, students will work in teams on a real-world design problem through collaborative research, analysis, documentation, and prototyping in collaboration with a college or industry partner in their chosen pathway.

Capstone Project: At the end of year 4 of operation, students will each present their Capstone Exhibition. This 30 minute presentation is a demonstration of how the student has grown during their four years at **Early College High School at Delaware State University**. The student will spend a considerable amount of time during the *College Connections* class preparing for the exhibition, reflecting on each year's enduring understandings and essential questions and articulating how their academic program and personal understanding of the world reflects those themes. They will share their projects, and how their service learning, action research, job shadowing, and internships have informed their learning in the STEM disciplines. Students will also present evidence of how they have developed their own capacity as innovators and leaders. They will end the exhibition with their own "I believe..." statement, sharing what they believe about themselves as learners and leaders, their community, and the world they live in.

- h. For new applicants, provide plans for professional development that outlines the initial three year approval span for the school with one year benchmarks. This is a Phase I requirement. For renewal and modification applicants provide plans for ongoing, high quality professional development for staff for the duration of the charter renewal as it varies from your last renewal or original application.**

Professional development for the school leader and teachers will be critical to ensuring that they are able to fully implement the early college high school model and STEM academic program that have been selected by the Board. It will be important that a culture of reflective practice is cultivated in order to create an environment where there is collaboration, use of meaningful data, and thoughtful, collaborative discussion regarding instruction, as well as an emphasis on continuous improvement— key components of a culture of active and ongoing learning. In addition to staff retreats and conferences designed to delve deeply into core topics, professional development opportunities will be a part of the weekly schedule at the **Early College High School at Delaware State University** and will provide teachers and professors time to inquire about practice, study individual and group student data, develop best practices, and ensure accountability for school-wide goals.

Professional development activities for teachers at the **Early College High School at Delaware State University** will be guided by the school's national partner, EdWorks, the school leader, and Innovative Schools as CMO. Professional development will be designed to provide a school-wide focus on areas such as:

- High-payoff instructional strategies
- 21st century literacy development
- Courses and units aligned with state and college-ready standards
- Lesson plans that reflect the latest brain research
- Strategies for delivering both rigor and relevance in the classroom
- Technology integration

In order to facilitate professional learning at the **Early College High School at Delaware State University**, consistent structures will be put into place and monitored by the CMO to facilitate the professional growth of the teachers and school leader. These structures include:

Peer Observation	Periodic observation of one teacher by another to observe and debrief on best practices in the classroom
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Common Planning Time	Grade-level and subject-level teams will collaborate around instructional planning and cross-curricular integration of the STEM areas
Weekly Staff Development	Time will be provided weekly for teachers to meet for 90 minutes for data analysis and monitoring student progress
Full-Day PD Days	Teachers will receive ten full days of professional development to plan for the year, reflect on best practices and analyze data
One-on-One Coaching and Modeling	Up to two monthly on-site meetings with EdWorks instructional coach and the EdWorks leadership coach
Mid-Year Retreat	A two-day retreat for school staff during which they will evaluate their current progress, reflect, and adjust the school's plan for the second half of the year
New Teacher Orientation	A full week of professional development will be held for all new early college teachers each summer
Network-Wide Staff Development	Once a year, a team of teachers and the school leader attend the EdWorks National Leadership Institute to network with other schools across the country and attend conference sessions
Educators Knowledge Network	An online, collaborative, social learning space focused solely on teaching, learning and leadership in high school for schools in the EdWorks network
Alliance of Model Schools	The Early College at Delaware State University will participate in two annual meetings, organized by Innovative Schools, with other district and charter school models that were founded based on Innovative Schools' Portfolio of Model Schools. Through this network, the staff of Early College at Delaware State University will also have access to authentic/project-based learning project ideas developed by others in the Alliance and access to unique PD opportunities common to each of their models, and will participate in critical friends groups.

The following table outlines the first three years of professional development for the school leader, teachers, and professors at the **Early College High School at Delaware State University**. For a more detailed description of EdWorks' specific areas of professional development focus see Appendix N:

Month:	Event:	Participants:
Spring 2013 Weekend Retreat	Welcome to the Early College High School at Delaware State University Retreat	All staff members, supported by CMO
April 2013 Three days	EdWorks National Leadership Institute	School and team leaders, supported by EdWorks
May 2013 Two weekends	Planning the Summer Bridge Program	All staff members, professors, supported by CMO
June 2013 One week	Introduction to the early college model and STEM instruction	All staff members, supported by CMO and EdWorks
August 2013 One week	PD prior to school opening and instructional planning: An Introduction to Rigor and Relevance	All staff members, supported by school leader, CMO and EdWorks
September-June Weekly	<ul style="list-style-type: none"> Weekly Professional Learning Communities—9th grade teachers will meet for 60 minutes to collaborate on cross-curricular planning and data review Weekly call from EdWorks leadership coach to school leader for 	All teachers, supported by school leader, CMO, and EdWorks

	<p>leadership coaching</p> <ul style="list-style-type: none"> • Weekly instructional coach support call (EdWorks) • Weekly network news from Educators Knowledge Network from EdWorks with school culture and teaching tips 	
September-June Monthly	<ul style="list-style-type: none"> • Monthly whole school late start/early release time for whole school PD and data sessions • 5 days of on-site coaching from EdWorks 	All staff members, professors, supported by school leader, CMO and EdWorks
October 2013	Site visit to another early college high school	School and team leaders and select professors, supported by CMO and EdWorks
January 2014	Whole-staff retreat to reflect on current school culture and instruction and plan for spring	All staff members and professors supported by CMO and EdWorks
February 2014	Site visit to another early college high school	School and team leaders and select professors, supported by CMO and EdWorks
April 2014	EdWorks National Leadership Institute	School and team leaders, supported by EdWorks
May 2014	<ul style="list-style-type: none"> • On-site peer review from network principals • Planning for Summer Bridge Program • Planning for summer professional development 	All staff members, supported by CMO and EdWorks
June 2014	End-of-year whole-school reflection process	All staff members and professors, supported by CMO
July 2014 One week	Introduction to the early college model and STEM instruction	All new staff members/professors, supported by school leader, CMO and EdWorks
August 2014 One week	PD prior to school opening and instructional planning: Instructional Design for Rigor and Relevance	All staff members and professors, supported by school leader, CMO and EdWorks
September-June Weekly	<ul style="list-style-type: none"> • Weekly Professional Learning Communities—Grade level teachers will meet for 60 minutes to collaborate on cross-curricular planning and data review • Weekly call from EdWorks leadership coach to school leader for leadership coaching • Weekly instructional coach support call (EdWorks) • Weekly network news from Educators Knowledge Network from EdWorks with school culture and teaching tips 	All teachers, supported by school leader, CMO, and EdWorks
September-June Monthly	<ul style="list-style-type: none"> • Monthly whole-school late start/early release time for whole school PD and data sessions • 5 days of on-site coaching from EdWorks 	All staff members, professors, supported by school leader, CMO and EdWorks

October 2014	Site visit to another early college high school	School leader and select teachers and professors, supported by EdWorks
January 2015	Whole-staff retreat to reflect on current school culture and instruction and plan for the spring	All staff members and professors, supported by CMO and EdWorks
February 2015	Site visit to another early college high school	School leader and select teachers and professors, supported by EdWorks
April 2015	EdWorks National Leadership Institute	School and team leaders, supported by EdWorks
May 2015	<ul style="list-style-type: none"> On-site peer review from network principals Planning for Summer Bridge Program Planning for summer professional development 	All staff members, supported by CMO and EdWorks
June 2015	End-of-year whole-school reflection process	School and team leaders, supported by CMO
July 2015 One week	Introduction to early college model and STEM instruction	All new staff members and professors, supported by School leader, CMO and EdWorks
August 2015 One week	PD prior to school opening and instructional planning: Beyond Rigor and Relevance	All staff members and professors, supported by school leader, CMO and EdWorks
September-June Weekly	<ul style="list-style-type: none"> Weekly Professional Learning Communities—Grade level teachers will meet for 60 minutes to collaborate on cross-curricular planning and data review Weekly call from EdWorks leadership coach to school leader for leadership coaching Weekly instructional coach support call (EdWorks) Weekly network news from Educators Knowledge Network from EdWorks with school culture and teaching tips 	All teachers, supported by school leader, CMO, and EdWorks
September-June Monthly	<ul style="list-style-type: none"> Monthly whole school late start/early release time for whole school PD and data sessions 5 days of on-site coaching from EdWorks 	All staff members, professors, supported by school leader, CMO and EdWorks
October 2015	Site visit to another early college high school	School leader and select teachers and professors, supported by EdWorks
January 2016	Whole-staff retreat to reflect on current school culture and instruction and plan for the spring	All staff members and professors, supported by CMO and EdWorks
February 2016	Site visit to another early college high school	School leader and select teachers and professors, supported by EdWorks
April 2016	EdWorks National Leadership Institute	School and team leaders, supported by EdWorks
May 2016	<ul style="list-style-type: none"> On-site peer review from network principals 	All staff members, supported by CMO and EdWorks

	<ul style="list-style-type: none"> • Planning for Summer Bridge Program • Planning for summer professional development 	
June 2016	End-of-year whole-school reflection process	School and team leaders, supported by CMO

- i. **Provide three approved (Submitted units are scored “3” or “4” on the Charter School Unit Review Rubric. [Click here to view the Charter School Unit Review Rubric](#)) units of instruction for Mathematics, English Language Arts, Science, Social Studies, Visual & Performing Arts, World Languages, Health Education & Physical Education at each grade cluster in which the school intends to serve students. For new applicants, this is a Phase II requirement. For renewals and modifications provide updated information as it may differ from your last renewal or original application. Include plans for the modification of approved Delaware Model Units (from the DOE website) to meet the specific needs of the student population of students you serve. [Click here to view the Model Unit Modification document.](#)**

This is a Phase II requirement for **Early College High School at Delaware State University.**

- j. **Provide a description of major curricular resource adoptions for Mathematics, English Language Arts, Science and Social Studies. For new applicants this is a Phase II requirement. For renewal and modification applicants provide updated information as it may vary from your last renewal or original application.**

This is a Phase II requirement for **Early College High School at Delaware State University.**

- k. **A detailed chart showing alignment of instruction to standards. This is a Phase II requirement and for new applicants only**

This is a Phase II requirement for **Early College High School at Delaware State University.**

- l. **Provide a detailed description of how instructional strategies and formative and summative assessment strategies will be aligned. This is a Phase II requirement and for new applicants only.**

This is a Phase II requirement for **Early College High School at Delaware State University.**

- m. **Provide a detailed description of how the alignment will enhance student learning. For new applicants this is a Phase II requirement. For renewal and modification applicants provide updated information as it may vary from your last renewal or original application.**

This is a Phase II requirement for **Early College High School at Delaware State University.**

- n. **Provide a copy of the school calendar and master instructional schedule. For new applicants this is a Phase II requirement. For renewal and modification applicants provide updated information as it may vary from your last renewal or original application.**

This is a Phase II requirement for **Early College High School at Delaware State University.**

- o. **Provide a copy of Career and Technical Education pathway and course approval documents. (secondary only) This is a Phase II requirement and for new applicants only’**

Early College High School at Delaware State University will not be applying for any CTE pathway courses from the Department of Education.

7. Students with Special Needs

- a. Describe the school's plan for ensuring compliance with state and federal statutes and regulations related to the identification, evaluation, and education of students with disabilities. Include a description of the school's specific actions steps to ensure compliance with the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act.

The **Early College High School at Delaware State University** will comply with all state and federal statutes and regulations in regard to the education of students with disabilities, remaining at all times in compliance with the Delaware Regulations Administrative Code, Title 14 provisions, The Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act.

Early College High School at Delaware State University will work with fidelity to the Response to Intervention (RTI) process, (see question "b" below). Interventions, data collection, assessment methods, and research- and evidence-based intervention strategies will be well utilized and documented. For students who do not make adequate progress with the increased, targeted instruction in the third tier of the model, the Instructional Support Team, (IST) will recommend that an educational evaluation be conducted to determine if there is a specific disability hindering those students' success in the general curriculum.

Because parents play such an important role in their children's education, conversation with parents will be ongoing regarding interventions, movement of children between tiers, and data-driven rationale for decisions. Ultimately, if deemed necessary by the IST, parental permission will be solicited for the student to be tested for eligibility for Special Education Services under the regulations of IDEA. The **Early College High School at Delaware State University** will be in full compliance with the Section 504 regulatory provision at 34 C.F.R. 104.35(b), which "requires school districts to individually evaluate a student before classifying the student as having a disability or providing the student with special education. Tests used for this purpose must be selected and administered so as best to ensure that the test results accurately reflect the student's aptitude or achievement or other factors being measured rather than reflect the student's disability, except where those are the factors being measured." Parents will be explained their rights under the Procedural Safeguards.

If, prior to implementation of the full RTI process, a parent feels as though s/he would like to have his/her child evaluated to rule out the possibility of a disability as the root of his/her child's academic difficulties, parents can request, in writing, that an educational evaluation be performed on his/her child. Within forty-five (45) school days or ninety (90) calendar days, whichever is fewer, of receipt of the written parental request, the initial evaluation shall be conducted, and the child's eligibility for special education and related services must be determined at a meeting convened for that purpose.

If a student is not found to have a disability, s/he will continue to be educated in the regular education setting, with supports and intensive interventions through the RTI process and the academic enrichment programs offered within the school. Student achievement goals will continue to be modified to correlate with progress monitoring data.

If a determination is made that a child has a disability and needs special education and/or related services, an Individual Education Plan (IEP) shall be developed for the child in accordance with sections 20.0 through 24.0 of the Delaware Regulations Administrative Code, Title 14:900.

For any student who enters the **Early College High School at Delaware State University** already being serviced through an IEP created by his/her former educational institution, the IEP team will convene to discuss and amend the existing IEP to indicate new team members and the continuation of services that will be provided to the student during the course of the year until it is time for the annual creation of the

new IEP. Students aged 14 and older will be attendees of and participants in their own IEP meetings, advocating for their transition goals and post-high school plan.

The Americans with Disabilities Act of 1990 (42 U.S.C. 12181), prohibits discrimination on the basis of disability by public accommodations and requires places of public accommodation and commercial facilities to be designed, constructed, and altered in compliance with the accessibility standards established by this part. The **Early College High School at Delaware State University** will be fully accessible to all students, faculty, staff, parents, and community members.

- b. Describe how the school will implement response to intervention procedures, including a plan for how data will be collected and progress will be monitored related to student performance.**

Early College High School at Delaware State University will implement all Response to Intervention (RTI) procedures with absolute fidelity to state and federal RTI regulations. The RTI tiered instructional process will be an anchor component in the educational program in that all students in the general education curriculum will be educated at Tier I, with a research- and evidence -based curriculum, and will move through the tiers if student needs are not met and progress is not made on academic benchmarks with the supports and interventions in place at their current tier. Once a student is identified as having difficulty succeeding in the general curriculum, as evidenced by observation and diagnostic or benchmark assessment, that student's academic team will review screening data and adjust the regular education program to include supports to address student need. If the student improves, s/he will continue in the general education program with those supports in place. If the student's performance data does not improve, the student's teacher will present the data to the **Early College High School at Delaware State University** Instructional Support Team (IST), which will review the data and design measurable goals and interventions for the student. This will move the student into Tier II of the RTI process, in which the student will receive a minimum of 90 minutes per week of targeted, research-based intervention instruction, when possible still within the general education classroom. Progress monitoring of student performance and achievement on targeted skill(s) will be done weekly. If student performance improves and goals are met, the IST will decide if the student has made enough progress to transition back to Tier I or if the interventions should remain in place. . If the student does not make adequate progress in Tier II, the IST will discuss the student and the data collected through progress monitoring and devise additional strategies, interventions, and goals for the student, who will then transition into Tier III of services, which is more intensive than Tier II. In Tier III, the student will receive a minimum of 150 minutes per week of targeted, research-based intervention instruction, again within the general education classroom whenever possible. Student progress is monitored weekly. Instructional intensity at both levels of additional intervention instruction is addressed through group size and through the duration, frequency, and time of interventions.

Students themselves will be involved in the discussion surrounding their assessment performance and will have the opportunity to speak with their teachers and/or team regarding their struggles and offer suggestions for supports that they feel would be helpful in increasing their opportunities for success. Transparency of this process is vital to the student's ultimate success in this model. Working through the process of analyzing data, identifying trends, and offering suggestions elements of their own support plans will increase students' ability not only to understand their own needs, but also to effectively advocate for those needs.

The Delaware Department of Education believes that there are best practices around data collection and that analysis has four components as outlined below.

- Target skills or behaviors are defined clearly by addressing what it looks like, how often it happens, for how long, and to what degree of intensity or proficiency.

- Setting where the target behavior will be observed and recorded is described; if using multiple settings, then codes to identify settings are created.
- Data recording procedures and materials are developed to specify:
 - Who will collect data?
 - Where data will be recorded?
 - When data will be recorded?
 - How data will be recorded?
- Access to and availability of needed materials

The analysis and interpretation of data collected will determine whether desired outcomes were achieved and will be used to revise, increase, decrease, or discontinue the intervention when appropriate. This may include, but will not be limited to, summative data such as DCAS results, results of universal screenings, progress monitoring, and other formative assessments, as well as anecdotal information collected from parents and other team members.

The National Research Center on Learning Disabilities (NRCLD) outlines these assessments by table including the purposes of each type of assessment within the RTI process.

	Screening	Progress Monitoring	Diagnostic Tests
Population	School Wide/ all students	Class/Small group/ Student	Individual student
Uses	Broad Index	Specific academic skill or behavioral target	Specific academic, domains of knowledge, skills, abilities
Frequency	Yearly/three times/monthly	< 3 weeks /weekly /daily	Yearly
Purpose	Identify students who are at risk.	Regroup students	Identify specific student deficits
Focus	School Focus	Student/class focus	Student focus
Instruction	Class/ school instruction and curriculum decisions	Within intervention (curriculum/instruction)	Selecting specific curricular and instructional methods
Implications	As first step for intervention planning	Continue or revise placement	Planning or specifying intervention

c. Describe how the school will organize and use instructional support teams to meet the behavioral and academic needs of students.

The **Early College High School at Delaware State University** will be a place where each student feels known: known by other students, his/her teachers, the Director, and other staff. Each student will be supported by his/her team at every level of instruction. All students will have a support system with participants who are vested in the student's success and have the desire to assist the student in academic and social growth, including, but not limited to, the student's advisor, his/her parents/guardians, and the University Liaison.

If a student experiences difficulty with the general curriculum, the teachers of the student will meet to discuss observations, share data, and identify interventions that will be put in place to increase student achievement in the classroom. Data will be collected during this process, with teachers paying special attention to the effectiveness of the interventions that have been put in place. If the student's success with the general curriculum does not increase, the teachers will bring their concerns, as well as data that reflect specific difficulties, to the Instructional Support Team (IST). At the **Early College High School at Delaware State University**, time, people and resources will be used in innovative ways to meet the needs

of every child, and it is with this focus that the members of the IST will be able to ask and answer the question, “What resources can we use to increase the student's chances for success?” Looking at each student on an individual basis, resources, strategies, and supports will be determined, approved, and implemented in efforts to increase student success within the general education classroom.

Members of the IST will include, but not be limited to, the student’s teacher(s), the Director, the student’s parent/guardian, Special Educator, University Liaison and others who may be able to speak to the identified needs of the student, such as the school nurse, guidance counselor, reading specialist, and/or math specialist.

d. Describe the continuum of educational placements available to students with disabilities.

The **Early College High School at Delaware State University** will implement the tiered Response to Intervention process with fidelity so as to accurately identify, assess, and accommodate student needs. It will be of primary importance to educate all students in their Least Restrictive Environment. All intensive services will be implemented within the general education classroom whenever possible. If a student does not make adequate progress in the general curriculum with the increased, intensive support at the third tier of the RTI process, then a recommendation will be made by the Instructional Support Team (IST) for the student to be evaluated for the possibility of a disability that is hindering his/her learning and progress in the general curriculum. The evaluation process will be completed with full compliance to IDEA and state and federal timelines and regulations. (See question “a” above.)

Through the RTI process, the goal is for the majority of services in Tiers II and III to be delivered in the general education classroom whenever possible. For students who move beyond the RTI process and are served through an Individual Education Plan, the IEP team will have conversation to determine what placement constitutes the Least Restrictive Environment for each child.

e. Describe how the school will ensure staff is adequately trained and properly implementing state and federal law related to the identification, evaluation, and education of students with disabilities.

The **Early College High School at Delaware State University** will be proactive in the training and professional development of all teachers, administrators, and staff, specifically in assuring that all on staff will feel confident in the delivery of high-quality, student-driven instruction that demonstrates fidelity to proven best practices. Individual strengths and needs of the staff and program will be taken into account when professional development topics and interests are explored and discussed.

The Principal and appropriate staff will participate in any professional development sessions offered by the Delaware Department of Education, especially those related to delivering high quality, effective instruction and interventions within the Response to Intervention process, in efforts to remain compliant at all time. Specific target areas for continuous professional development will include assessment and screening, collection and interpretation of data, and implementation of research-based instructional approaches, strategies and best practices.

f. Describe how the school will provide related services to students with disabilities, including, but not limited to, occupational therapy, speech and language therapy, and assistive technology.

The **Early College High School at Delaware State University** will provide necessary related services to all students with disabilities. Reputable, high-performing agencies for any and all related services that are deemed necessary for the success of each child will be sought and retained for delivery of services. Related services may include, but are not limited to, hearing education services, occupational therapy, physical therapy, Speech and Language therapy, counseling, and vision education services.

Any student requiring related services will have the time of these services, their frequency, their duration, present levels of performance, annual goals, and short-term objectives included in his/her Individual Education Plan (IEP), and appropriate related service providers will be members of the student's IEP team to advocate for specific accommodations and modifications to the general curriculum to support the student's needs.

- g. Describe the school's employment of special education staff, including, but not limited to, certified special education teachers, related service providers, and administrative staff. Include a list of the staff positions for special education and a description of the job duties for each position.**

The **Early College High School at Delaware State University** will avidly recruit and hire teachers who hold Delaware teaching certification in both content-specific Secondary Education and Special Education and/or Highly Qualified certification in at least one content area.

In addition to working specifically with students who have an identified disability to support participation in the general education classroom, the Special Educators at the **Early College High School at Delaware State University** will work closely with teachers to adjust the learning environment and/or modify and adapt instructional techniques and methods to meet each student's individual needs.

Certified, related service providers from reputable agencies will be sought and retained to work with students who have specific, identified needs beyond academics. Potential needs within the school that will be filled by outside service providers include, but are not limited to: School Psychologist, Occupational Therapist, Physical Therapist, Vision Therapist, counselors, and Speech and Language Therapists.

Staff Positions and Descriptions:

School Principal

See Job Description and duties in Section 8, question "a"

Special Education Teacher

See Job Description and duties in Section 8, question "a"

School Nurse

See Job Description and duties in Section 8, question "a"

- h. Renewals/Modifications Only - Discuss how the school has resolved any administrative complaints.**

This application is not a renewal or modification.

- i. Complying with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990.**

As a result of evaluations completed as part of either the pre-referral process and/or the IEP process, students with defined disabilities or medical conditions will have, as appropriate, either a 504 Plan or an IEP written and monitored in accordance with state and federal guidelines. The principal of the school will maintain responsibility for assuring compliance with this section.

- j. Complying with Title VI and VII of the Civil Rights Act of 1964.**

The **Early College High School at Delaware State University** will establish a non-discrimination policy specifying that no person shall be subjected to discrimination in the educational programs, services, or

activities based on race, national origin, gender, age, or disability in accordance with State and federal laws.

The school principal will maintain the responsibility for assuring compliance with this section.

k. Complying with Title IX of the Education amendments of 1972.

See item 'j' above.

l. Having certified special education teacher(s) providing services for students with disabilities.

The **Early College High School at Delaware State University** will employ certified special education teachers for students with disabilities; the school principal will assure compliance.

8. ECONOMIC VIABILITY

a. List the staff positions and indicate the full-time equivalence for each position for the first four years of school operation. Include position descriptions for each job title

Through its relationship with Innovative Schools as CMO, the **Early College High School at Delaware State University** will be managed by a core team of CMO and school staff. During the planning year prior to the school's opening, that staff will include the CMO Project Manager and the **Early College High School at Delaware State University** school leader. During year two, an Operations Manager will be hired and will become an additional member of the core team. Teachers, a school nurse, and an office administrator will also be hired a few months prior to the opening of the school in the fall of 2013. Additional teachers will be hired in subsequent years as the student population grows.

Innovative Schools' Project Manager will be located at the school site on a part-time basis and will coordinate resources provided by Innovative Schools and its subcontractor, EdWorks. Working directly with the School Leader and the Operations Manager, the Project Manager will focus on successfully launching the school's academic program and ensuring consistency and efficiency in the school's operations, monitoring for fidelity of implementation, and transferring knowledge and building the capacity of the school-based team over time to manage the school independently after the first four years of operation. The school-based staff will be responsible for the day-to-day operations of the school, interacting with parents, students, and the community, and working with its extended staff to implement the school's academic and cultural program in a way that remains faithful to the early college high school practices and philosophies. This core group will report directly to the **Early College High School at Delaware State University** Board.

Staffing:

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	Year 1	Year 2	Year 3	Year 4	Year 5
	FTE	FTE	FTE	FTE	FTE
Principal/Operations Administrative	0	1	1	2	2
Teachers	0	6	12	19.8	25.8
Nurse	0	1	1	1	1
Clerical	0	0	1	1	2
Students	0	125	225	325	425

Below are job descriptions for school-based staff members, who will be hired according to the timeline indicated above. For the job description of the CMO Project Manager and the intended CMO contract, see Appendix P.

STAFF POSITION DESCRIPTIONS:

SCHOOL PRINCIPAL

JOB CODE: P89138

Primary Role and Responsibilities

The person hired for this position will be responsible for the administration and management of the **Early College High School at Delaware State University**. This individual will oversee the instructional program, oversee school operations, and select and evaluate personnel. He or she will demonstrate leadership to ensure high standards of instruction, compliance with all State and federal policies, full implementation of the charter, fidelity to the early college high school model, and success of the instructional programs and school operations.

The principal will work collaboratively with the Charter Management Organization (Innovative Schools) in all areas of administration and management in accordance to the CMO agreement.

Qualifications

- Demonstrated successful leadership in a senior administrative position in a public or non-public school
- Demonstrated leadership in working with professional staff, students, and the community
- Knowledge of and agreement with the academic goals and philosophy of the early college model and of the **Early College High School at Delaware State University**
- Commitment to accountability for all aspects of school's charter and school operations
- Exceptional organizational, communication, public relations, and interpersonal skills
- Demonstrated successful teaching experience
- Demonstrated ability to lead and facilitate teamwork
- Demonstrated success in encouraging and engaging parental involvement
- Comprehensive understanding of the early college model and the **Early College High School at Delaware State University** curriculum and instructional approaches
- Skilled in the use of the internet, email, and Microsoft Office (e.g. Word, Excel, PowerPoint, and Outlook).

Essential Duties and Responsibilities

Instruction

- Maintain fidelity with early college high school instructional philosophy and model
- Maintain compliance with all aspects of the Charter Performance Agreement
- Ensure implementation of the charter's curriculum, instructional program and strategies
- Review and analyze instructional performance data
- Design and implement early intervention strategies for improved performance, as needed
- Oversee implementation of professional development plan
- Observe, support and evaluate staff regularly
- Implement pre-defined parent engagement strategies that support student performance

Operations

- Establish a strong school culture based on the vision, mission, and philosophy of the school and its selected academic program
- Market and manage student recruitment, the application process and student enrollment

- Regularly monitor all aspects of school operations
- Ensure compliance with all state and federal regulations
- Prepare and submit formal reports to the school's Board of Directors and charter authorizer
- Ensure proper budgeting, accounting, auditing, and financial planning
- Establish and support a Citizen's Budget Oversight Committee
- Create and maintain a safe, secure and orderly environment
- Work in conjunction with the school's Board to support the management of the school's non-profit organization
- Create and oversee a plan to actualize the school's goals and mission
- Work with the School's Board and DSU to coordinate fundraising activities

Personnel

- Recruit and lead the selection process for all personnel
- Supervise, train, support and develop staff
- Make recommendations to the school's Board on all hiring and termination actions and oversee those processes and documentation
- Promote teamwork and collaboration among all staff members

Requirements

- Master's degree or higher
- Administrative certification
- At least 3 years teaching experience (preferably 3 years as assistant principal or principal in a private, parochial, public or charter school in addition to teaching experience is preferred)
- Ability to lift up to 50 pounds
- Ability to hear within normal range, with or without amplification
- Ability to speak for extended periods to convey information or detailed instructions in a calm, efficient manner
- Ability to participate in activities that may include standing, sitting, walking, and to perform work requiring visual acuity
- Ability to prioritize and effectively manage competing tasks and responsibilities
- Ability to sustain a calm, reasonable approach, and communicate effectively in stressful or problematic situations
- Ability to read, follow written and verbal instructions, to communicate clearly verbally and in writing

OPERATIONS MANAGER

JOB CODE: P75081

Primary Roles and Responsibilities

This position is responsible for supporting the school principal in managing all aspects of school operations. This work includes budget and finance, information technology support, human resource management, child nutrition management, and facilities. This position will work in collaboration with the CMO Project Manager and charter school finance specialists in accordance with the CMO agreement, and will report to the school principal.

Qualifications

- Demonstrated success in monitoring budgets of \$5 million.
- Demonstrated success in managing contracts of up to \$500,000.
- Experience working in education organizations

- Experience with staffing processes and general human resource procedures.
- Operations and facilities management experience.
- Knowledge of financial modeling and cost analysis techniques.
- Experience in managing and enforcing service level agreements and contracts for outsourced services.
- Demonstrated persistence in overcoming and removing obstacles to goal achievement.
- Implemented and monitored relevant work procedures in line with defined standards.
- Ability to work collaboratively
- Holds employees/colleagues accountable for achieving results and publically acknowledges effective performance.
- Ability to successfully multitask
- Demonstrated good judgment; approachable and professional; solid problem solving skills; self-motivated; well organized.

Essential Duties and Responsibilities

- Work directly with the CMO Project Manager and its charter school finance specialist to develop and monitor an annual budget and ensure timely pay of school bills
- Responsible for site-level procurement of supplies, materials, equipment, and inventory management.
- Manager for transportation, foodservices, facilities maintenance, security and other third party service contracts, ensuring ongoing monitoring and implementation of contracts.
- Manage all aspects of free and reduced lunch program/process, including managing the entire application process.
- Coordinate with CMO for technology implementation (planning, procurement, and training).
- Oversee enrollment at school site and, as required, lead the September 30th unit count process by working with the school leader, CMO, administrative assistant, and advisors.
- Work with administrative assistant to maintain integrity and accuracy of student records, including maintenance and tracking of attendance and retention.
- Work with CMO to prepare reports for DDOE, Board, and Citizens Budget Oversight Committee
- Respond to and resolve routine internal and external inquiries with parents, employees and school organizations.
- Responsible for budget development
- Prepare monthly financial reports for board approval and posting on the school website
- Coordinate all federal, state, and local grant applications and reporting.
- Prepare drawdown requests for state funds.
- Manage and reconcile school's petty cash funds.
- Provide financial oversight, including invoice approval
- Manage accounts payable and payroll processes.
- Oversee yearend audits as well as any site audits from state or federal agencies
- Manage day-to-day activities of designated non-instructional staff.
- Cooperate with CMO and School Principal to implement policies and procedures at school (e.g., compensation, vacation/sick days; recruitment screening, background checks, etc.).
- Oversee the processing of all new hire paperwork.
- Maintain personnel files for all employees.
- Lead orientation for new hires.
- Lead annual performance reviews for non-instructional staff.

Requirements

- Bachelor's Degree in Business, Accounting, or Finance.

- Ability to lift up to 50 pounds
- Ability to hear within normal range, with or without amplification
- Ability to prioritize and effectively manage competing tasks and responsibilities
- Ability to sustain a calm, reasonable approach, and communicate effectively in stressful or problematic situations
- Ability to read, follow written and verbal instructions, to communicate clearly verbally and in writing.
- Strong skills with Microsoft applications required; strong skills with PeopleSoft desired
- Working knowledge of State of Delaware financial regulations for public education
- Working knowledge of state and federal regulations including, but not limited to: FLSA, FMLA, HIPPA, and FERPA

TEACHER

P50500 Secondary ELA English;
 P51100 Secondary Math;
 P51301 Secondary Science;
 P51500 Secondary Social Studies;
 P52000 Drivers' Education
 P61800 Secondary Special Education

Primary Role and Responsibilities:

Teachers are responsible for implementing the curriculum and instructional program, providing for a cross-disciplinary experience focused in the STEM fields, coordinating with other staff, keeping accurate and concise records, adjusting teaching strategies to meet the needs of all students, and using professional judgment to provide the best possible instruction and remediation so as to optimize student success in meeting high standards.

Qualifications:

- Delaware state teaching certification in age-appropriate levels for assigned instruction responsibilities
- Delaware state teaching certificate in age appropriate levels for special education, preferred
- Prefer 2 – 6 years teaching experience in a middle or high school
- Bachelor's Degree or higher
- Excellent verbal and written communication skills
- Excellent organizational and interpersonal skills
- Understanding of curriculum and methods of instruction
- Experience in test evaluation and measurements of achievement
- Track record of success with diverse children, including those with special needs
- Knowledge and proven ability in positive behavior management
- Ability to work well with parents
- Ability to work effectively as a team member
- Ability to network in the community
- Skilled in the use of the internet, email, and Microsoft Office (e.g. Word, Excel, PowerPoint, and Outlook).
- Capable of interpreting policy, procedures, and data
- Willingness to be held accountable for student results
- Possession of a Class D (or equivalent) driver's license.

Essential Duties and Responsibilities:

This list is intended to be illustrative rather than complete, and serves to show major duties and responsibilities of a teacher. It does not express or imply that these are the only duties to be performed by

the person in this position. The employee will be required to perform any other duties as deemed appropriate by the principal.

- Coordinate and monitor each student's Personalized Growth Plan
- Provide direct instruction and academic support to support students' work
- Conduct long and short-term planning to address the individual needs of students
- Develop lesson plans that ensure the attainment of state learning standards and the additional specific grade-by-grade learning standards set forth in the charter
- Co-plan and co-teach with other teachers to reinforce student knowledge
- Prepare students adequately for all required assessments and learning presentations
- Evaluate students' progress and prepare student achievement reports for parents as required
- Provide an inviting, exciting, and innovative learning environment
- Engage in effective and appropriate classroom management
- Work collaboratively with other staff
- Maintain professional competence through participation in professional development activities
- Attend meetings and other activities, as determined by the principal

Physical and Mental Requirements:

- Ability to lift up to 50 pounds
- Ability to hear within normal range with, or without, amplification
- Ability to communicate effectively with students, parents, internship mentors, and general public
- Ability to participate in activities that may include standing, sitting, walking; and perform work requiring visual acuity
- Ability to prioritize and effectively manage competing tasks and responsibilities
- Ability to sustain a calm, reasonable approach and communicate effectively in stressful or problematic situations
- Ability to read, follow written and verbal instructions, and communicate clearly, verbally and in writing
- Must possess a valid driver's license or show access to a reliable means of transportation in off business hours

NURSE

JOB CODE: P95723

Primary Role and Responsibilities:

The school nurse provides health care to the school community and leadership for the provision of health services. The school nurse provides screening and referral for health conditions, while serving as a resource person to the school and the community on health education including, but not limited to, physical, emotional, personal and social, and consumer health and safety. The school nurse promotes a healthy school environment.

Qualifications:

- Must be a Registered Nurse currently licensed to practice in Delaware
- Bachelor of Science in Nursing (BSN) preferred
- At least 3 years supervised clinical experience
- Experience as school nurse or willingness to participate in training on school procedures (e.g., Induction Cluster Training offered at University of Delaware)
- Certified in CPR
- Experience with age appropriate students for the assigned school setting
- Excellent verbal and written communication skills

- Excellent organizational and record-keeping skills
- Demonstrated ability to communicate and work effectively with parents and staff
- Ability to adapt to differences and changes in characteristics of students, programs, leadership, staff, and community
- Skilled in the use of the internet, email and Microsoft Office (e.g. Word, Excel, PowerPoint, and Outlook)
- Commitment to work effectively as a team member
- Capable of interpreting policy, procedures, and data
- Ability to work in an independent health care setting
- Willingness to keep up-to-date with current school nursing practice

Responsibilities:

- Care of the sick and injured in keeping with school policy
- Maintain accurate, up-to-date health records while protecting privacy of student records
- Appraise and identify the health needs of students through school screenings such as vision, hearing, postural/gait, tuberculin testing and physical examinations
- Encourage the correction of remedial conditions by working with parents/guardians, advisors and community agencies
- Work with administrators, advisors, and other school personnel to modify the school environment and curriculum as needed for children with health concerns
- Recommend changes to school practices to promote health and remove safety hazards
- Provide health counseling to students, parents/guardians and school personnel, keeping in mind the limitations as well as abilities
- Present health education, both informally and formally, as requested
- Advise school principal on compliance issues for health and safety
- Serve as a liaison among school personnel, families and health care providers
- Comply with Department of Education regulations relative to health and safety in charter schools
- Ability to exercise tact, discretion and confidentiality

Physical and Mental Requirements:

- Ability to lift up to 50 pounds
- Ability to hear within normal range, with or without amplification
- Ability to speak for extended periods to convey information or detailed instructions in a calm, efficient manner
- Ability to participate in activities that may include standing, sitting, walking, and to perform work requiring visual acuity
- Must possess the ability to prioritize and effectively manage competing tasks and responsibilities
- Must sustain calm, reasonable approach and communicate effectively in stressful or problematic situations
- Must be able to read, follow written and verbal instructions, to communicate clearly verbally and in writing

OFFICE ADMINISTRATOR (Clerical)

JOB CODE: P73051

Primary Role and Responsibilities:

The person hired for this position will be responsible for the administrative and organizational aspects of the **Early College High School at Delaware State University**. This individual will be responsible for the reception of visitors and information, organization and filing of records, processing of enrollment

information, inventory and ordering of office supplies, assistance to the principal, the board, and faculty for scheduling and correspondence, coordination of service providers for maintenance and cleaning and support of school events as needed.

Qualifications:

- Excellent organizational skills
- Successful experience in office management, preferably in a school setting
- Excellent interpersonal and communications skills
- High School diploma with business training a minimum; college degree preferred
- Ability to handle multiple tasks effectively and work under pressure
- Proficient in Microsoft Office (e.g. Word, Excel, PowerPoint, and Outlook)
- Ability to exercise tact, discretion and confidentiality

Responsibilities:

- Assist principal and faculty with scheduling and appointments
- Assist principal and faculty with correspondence
- Be responsive to clerical requests from the board
- All reception duties including phone calls, greeting visitors, etc.
- Receive and distribute mail, email and faxes
- Ensure office equipment is well-maintained
- Organize, order and inventory office supplies
- Process and organize enrollment information
- File student records as requested by principal and faculty
- Coordinate service providers for maintenance, cleaning, etc.
- Provide support to school events as requested
- Maintain a friendly, positive attitude with staff, students and families
- Orders instructional supplies and materials and distributes orders upon receipt
- Perform other related duties as assigned.

Physical/Mental Requirements:

- Able to lift up to 50 pounds
- Able to hear within normal range, with or without amplification
- Able to speak for extended periods to convey information or detailed instructions in a calm, efficient manner
- Able to participate in activities that may include standing, sitting, walking, and to perform work requiring visual acuity
- Possess ability to prioritize and effectively manage competing tasks and responsibilities
- Sustain calm, reasonable approach and communicate effectively in stressful situations
- Must be able to read, follow written and verbal instructions, and communicate clearly verbally and in writing

- b. List all positions NOT employed by the board of directors. Where there is intent to hold a contract, provide a contract or template of intended contractual relationships.**

In addition to the CMO contract, additional positions will be required to effectively operate the school and provide services to students. It is anticipated that these will include custodial staff, providers of related services (speech, hearing, therapists, etc.) as needed or required, school psychologist, food service providers, and transportation providers. Copies of the CMO Project Manager Job Description and the intended CMO contract are included in Appendix P. It is anticipated that the additional positions mentioned will also be secured through contracted services agreements.

Non-contract personnel that will be required to effectively operate the school in alignment with the early college model will include a University liaison, who will be an employee of DSU but will support the **Early College High School at Delaware State University** and facilitate the collaboration between the school and the university. Additionally, while the board of directors will not employ the university professors that will teach early college high school students, those professors will play a critical role in the implementation of the academic program.

- c. Identify the amount and source of funds that will be needed to acquire (purchase or lease) the facilities and ready them for school opening. Describe the plan for obtaining these funds. Describe the financial plan for facilities to accommodate all the students for the total enrollment for the initial four years of the charter. Indicate whether the site will be purchased or leased. Identify the date by which the school's board of directors will have direct control of the site either through a signed lease agreement or a signed purchase agreement.

Estimated Costs	Year 2	Year 3	Year 4	Year 5
Facility Lease	\$129,166	\$275,000	\$350,000	\$425,000
Utilities	\$63,089	\$79,486	\$95,376	\$118,774
Insurance	\$22,000	\$22,000	\$22,000	\$22,000

The **Early College High School at Delaware State University** has budgeted rent and other occupancy costs at approximately \$215,255 in year 1 to \$565,774 in year 5, allowing for growth in the student population.

The school will utilize operating funds provided by the Delaware Department of Education (DDOE) and annual local revenues, per formula calculations, to pay the rent and maintain the facility. In order to ensure fiscal viability is maintained, the CMO will work with the school leader and Operations Manager to regularly analyze enrollment, expenditures and financial management practices, and will report on this information to the Board and Citizens Budget Oversight Committee. While it is anticipated state and local funds will be adequate to maintain financial solvency, the board intends to aggressively implement a fundraising plan (see Appendix U) to supplement resources available for school operations.

All fundraising activities of the **Early College High School at Delaware State University** must be coordinated with and approved by Delaware State University's Vice President for Advancement.

The school will be located on the campus of Delaware State University. The actual site has not yet been secured by way of a fully executed lease agreement, and the CMO will await final approval of the school's charter before proceeding to bring closure to a lease agreement. The **Early College High School at Delaware State University** will identify, negotiate, and lease the site prior to December 15, 2012 and will ensure that the facility will be in full compliance with all applicable codes and regulations prior to the opening of the school. Renovations to the leased facility will be completed no later than late spring of 2013 so that a Certificate of Occupancy (CO) can be obtained by the deadline of June 15, 2013, in accordance with Delaware charter school law.

- d. Identify who will own the school facilities. In the event that the school closes or (if applicable) the management agreement with any contractor terminates, describe what will become of the facilities and any debt owed on those facilities.

The university owns and will maintain the land; the rented modular will be returned to the lessor and the equipment purchased with state funds will be returned to the state.

- e. List each contract necessary for the school to open and the specific dates on which those contracts will be finalized and signed. Contracts may include: equipment, bus and food services, related services such as speech therapy or occupational therapy for special education, financial operations, leases of real and personal property, the purchase of real property, the construction

and/or renovation to real property, and insurance. THESE CONTRACT AMOUNTS MUST ALSO BE ITEMIZED IN THE BUDGET SHEETS.

<u>Contract</u>	<u>Finalized</u>
Innovative Schools (CMO)	June 2012
Facility Lease	December 2012
Facility Maintenance	April 2013
Insurance/Audit	April 2013
Transportation	April 2013
Vehicle Leases	April 2013
Food Services	April 2013
Technology	April 2013
Speech/Hearing/Psych Contract	April 2013
All Other	April 2013

- f. List all start-up costs projected for the twelve-month period prior to school opening. List the source(s) of funds to cover these costs and include details on amounts provided by each source.**

Innovative Schools (CMO) \$125,000
See CMO Agreement in Appendix P for specific start-up costs.

- g. List other intended sources of revenue in addition to the state and local funds. Should loans be included, list the source and terms of the intended loan(s) as well as projected payment schedules for the life of the loan. Should fundraising be included, explain activities in detail to also include collection and deposit methods. Describe the process by which funds will be deposited into the school's state account. If a state account is not used, describe where the funds will be deposited to ensure that all school funds are available for audit by the State Auditor's Office upon request.**

Early College High School at Delaware State University does not intend to rely on supplemental revenues (funds in addition to the identified federal, state and local funds, as shown on the budget spreadsheets) for start-up costs of the school and basic school operations. The school intends to rely on carryover state and local monies from current operations to fund the start-up costs of the school, as identified in the budget spreadsheets (Appendix R).

The **Early College High School at Delaware State University** has also drafted an aggressive fundraising plan (Appendix U) to supplement the costs for school operations. While these funds are not necessary to open and maintain the basic operations of the school, they will certainly become a core element in building flexibility and enhancements into expenditure decisions considered by the board.

All fundraising activities of the **Early College High School at Delaware State University** must be coordinated with and approved by Delaware State University's Vice President for Advancement.

Revenues raised through fundraising activities will be collected by a Fundraising Committee of the Board and deposited into the school's First State Financial (FSF) account, in accordance with required procedures. Decisions for the use of these funds will become part of the overall financial planning process for the school, subject to review by the Citizens Budget Oversight Committee, and will be part of the annual all-funds (single) audit of the school.

The Citizens Budget Oversight Committee will have representation from parents of students enrolled in the charter school, educators at the charter school, and representatives of the Delaware Department of Education (DDOE). The oversight committee will seek to include at least 2 members with formal educational or vocational backgrounds amenable to oversight of school district financial statements.

The Citizens Budget Oversight Committee will participate in training provided by DDOE, and serve in an oversight role for all aspects of school financial operations and planning. DDOE regulations will guide committee operations, and ensure uniformity and transparency in the financial recording and bookkeeping practices of the school.

- h. Describe the school's intended contingency finance plan if enrollment falls below the projections as presented in this application. Include details of cost determination. List the minimum number of students the school can enroll each year to remain economically viable.**

The contingency finance plan for the **Early College High School at Delaware State University**, if enrollment falls below the projections as presented in this application, will be to reduce personnel and operating costs to meet funding limitations. The **Early College High School at Delaware State University** has demonstrated in this application that it can operate financially in year 1 at any student level between 100 and 125 students. The minimum number of students the school can enroll each year to remain economically viable in year 2 is 200 students; in year 3, 300 students; and in year 4, 400 students. In summary, the **Early College High School at Delaware State University** can be opened and maintained within the funds provided by state and local authorities.

9. Administrative and Financial Operations

- a. Provide the plan for managing the financial operations of the school in accordance with the State Budget and Accounting Manual and Title 29, Chapter 69 (in the areas of accounting, payroll, purchasing, compensation, retirement, and benefits management). Specify which individuals will have direct responsibility in each of these operations to also include internal controls for budgeting and financial management.**

The Board of the **Early College High School at Delaware State University** intends to contract with Innovative Schools to serve as the Charter Management Organization (CMO) for the first four years of the school's existence. The intent of this contractual relationship is two-fold:

1. As CMO, Innovative Schools will support full implementation of the early college high school model and STEM academic program, which was selected by the Board of the **Early College High School at Delaware State University** from Innovative Schools' Portfolio of Model Schools. As CMO, Innovative Schools will serve as the main partner and EdWorks will serve as its subcontractor.
2. As CMO, Innovative Schools will build the capacity of the **Early College High School at Delaware State University** board and staff to be able to sustain the administrative and academic functions of their charter school independently of a CMO by the time of the school's first charter renewal. Should they desire, the **Early College High School at Delaware State University** can contract with Innovative Schools after the first five years for any services offered through Innovative Schools three service divisions – School Models, School Staffing, and School Solutions – on an as-needed basis.

In this capacity, the CMO contractual relationship between the Board of the **Early College High School at Delaware State University** and Innovative Schools will optimize implementation of the **Early College High School at Delaware State University's** academic program and school operations with support from a range of professional education experts who have worked extensively in Delaware's public school system. These supports from Innovative Schools will be coordinated by Innovative Schools' Project Manager, who will be located at the school site on a part-time basis. As it relates to the school's financial operations, this relationship will streamline administrative costs during the first four years of the school's scale-up activities, save time and money, allow maximum resources to be re-directed to the classroom, and ensure transparency and an effective administration. Innovative Schools has been

performing these administrative services as a School Support Organization to Delaware Charter Schools for several years. A full listing of Innovative Schools' past and current clients, along with services rendered, may be found in Appendix Q.

As CMO, Innovative Schools' on-site Project Manager will assign all budgeting and finance related activities to Innovative Schools' charter school finance specialists. During the first five years of operation, the charter school finance specialists from Innovative Schools will work directly with the **Early College High School at Delaware State University's**, Principal, Operations Manager (hired in 2014) Operating Board, and Citizens Budget Oversight Committee to develop a projected budget for the next fiscal year, for review and approval by the Operating Board. Additionally, Innovative Schools charter school finance specialists will provide initial training to the Operations Manager, once hired, on financial management software selected by Innovative Schools and will work closely with the Operations Manager to address the following items, the specific deliverables of which are described in further detail in the CMO contract included in Appendix P:

- (a) prepare monthly financial statements for review and approval by the Operating Board;
- (b) prepare and provide unaudited monthly financial information in conformance with state regulations;
- (c) record and track income and expenses related to all contracts and grants;
- (d) process all cash receipts and accounts payable in accordance with Department of Finance, Division of Accounting regulations;
- (e) prepare and input information for checks through FSF system;
- (f) reconcile the checking accounts each month;
- (g) provide payroll service and maintain payroll records;
- (h) provide state reports and checking account reconciliations;
- (i) provide IT support services
- (j) provide PHRST and human resource services

Following the hire of the Operations Manager in 2014, the **Early College High School at Delaware State University's** Operations Manager shall be responsible for the following financial functions:

- (a) payment of school expenditures with school funds;
- (b) maintenance of adequate cash balances to cover payroll and payments to vendors;
- (c) transfer to Innovative Schools all relevant financial information;
- (d) coding of all vendor invoices and deposits before sending the information to Innovative Schools;
- (e) delivery of all vendor invoices and contract and grant information to Innovative Schools in a timely fashion;
- (f) availability for consultation with Innovative Schools' Project Manager and finance specialists during normal business hours.

The **Early College High School at Delaware State University** will follow the State Budget and Accounting Policy Manual as it relates to all transaction regulations, guidelines and filing procedures. The school will use the First State Financials (FSF) system for all financial, accounting, and purchasing transactions. The **Early College High School at Delaware State University's** financial reports will be posted on the school's website on a monthly basis, following board approval. The Financial Position Reports, required by Title 14, will be prepared and submitted to the Department of Education. In addition, the school will commission an annual independent audit of financial accounting and procedures to assure compliance with the standards of the State Auditor's Office with respect to process controls and segregation of duties.

The **Early College High School at Delaware State University** will utilize the Payroll Human Resource Statewide Technology (PHRST) system for managing and reporting compensation, payroll, personnel information, and employee benefits. All pension related functions, from the initial actuarial form at the time of employment through the pension application at retirement will be processed by Innovative

Schools' charter school finance specialists. All personnel involved in executing these processes will be properly trained in accordance with state requirements.

The **Early College High School at Delaware State University** intends to hire its teachers as state employees; and as such, will offer compensation packages, retirement and benefits through the State of Delaware. The school will continue to take advantage of the state purchasing system in order to maximize its buying power. The school may independently contract for certain goods and services, as needed and appropriate.

In order to maintain responsible fiscal accounting, planning and management practices – and to comply with the requirements of Title 14, Sec 736 of the Delaware Administrative Code – the Board's Finance Committee, serving as a Citizens Budget Oversight Committee will be established during year 1 to review and analyze all financial expenditures, management practices and budgeting. This Committee will have at least five members that consist of at least one educator from the **Early College High School at Delaware State University**, one Board member, and one parent who is not a school employee, and representation from the DDOE. Training for the Citizen Budget Oversight Committee will be provided by DDOE to ensure the committee has been adequately prepared to assume their responsibilities. The Citizens Budget Oversight Committee will consult regularly with the Board, CMO and school principal. The committee will remain actively in place during each year of school operation, and will comply with the regulatory requirements for membership, training and operations.

Internal controls will be established, monitored and modified, as needed. Such internal controls will include but not be limited to, the approval of all school budgets by the Board, monthly reconciliation with expenditure reports, monthly disclosure to the Board of expenditures which exceed a pre-defined percentage of the budgeted line item, authorized approval documentation on appropriate financial transactions, and employ a system of checks and balances in processing financial transactions. Since financial transactions will be processed through the FSF system, complete and accurate documentation will be regularly available for inspection.

Responsibility for the oversight of operations will include the CMO, school principal, Operations Manager (hired in 2014), the school's Board of Directors, and the Citizen's Budget Oversight Committee. The principal and Operations Manager will work directly with Innovative Schools for professional support services to ensure all financial operations and practices are in accordance with the standards established by the Government Accounting Standards Board (GASB), Delaware's State Budget and Accounting Policy Manual and Delaware Department of Education Regulations. The Board and Citizens Budget Oversight Committee will receive regular reports that include assessments of financial practice, in addition to the status of financial accounts and ongoing sustainability.

- b. Describe the roles and responsibilities of the board of directors including how the board of directors will ensure oversight of the school. The board is ultimately responsible for the administrative and financial operations of the school.**

Following approval of the school's charter, the Founding Board of the **Early College High School at Delaware State University** will transition to an Operating Board and will be responsible for oversight and governance of the school, its operations, and its administration. Per the anticipated contractual relationship outlined in the CMO agreement in Appendix P, The **Early College High School at Delaware State University** has authorized Innovative Schools to undertake the business and academic services of the school for the first five years of the school's existence. As CMO, the accountability of Innovative Schools is an essential foundation of this relationship. It is understood by both parties that at all times, Innovative Schools remains accountable and subject to the oversight of the **Early College High School at Delaware State University** Operating Board, the Authorizer and State authorities.

Among the Board's duties will be to ensure the school is in compliance with all aspects of the school's charter and Performance Agreement, including a commitment to high standards of financial and administrative operations. Board members will continue to be recruited and selected based upon skills they possess to enhance the education program; knowledge of financial and school operations; business planning and development; fundraising capacity; and support for teachers, students and parents.

Specifically, the Board of the **Early College High School at Delaware State University** is ultimately responsible for the performance and management of the school and as such will maintain responsibility for the following:

- Assurance for maintaining fidelity to the school's vision and mission, and for the fidelity of implementation of the early college high school academic program and culture;
- Assurance the school and the Board will operate in compliance with all applicable laws and regulations, minimizing exposure to legal action. The Board will also create a 'Conflict of Interest' policy that is reviewed with and signed by individual board members annually;
- Support and evaluation of the CMO, school principal, teachers and staff
- Accountability for both the financial stability and the financial future of the school; engagement in strategic financial planning, primary responsibility for the preservation of capital assets and endowments;
- Oversight of operating budgets developed by the CMO, Operations Manager (hired in 2014), school principal, and Citizens Budget Oversight Committee
- Adopting procedures for the approval of all contracts;
- Active participation in fund raising activities;
- Commitment to long-range and strategic planning;
- Maintenance of full and accurate records of its meetings, committees, and policies; and communication of its decisions widely, while keeping its' permitted executive session deliberations confidential;
- Proactive engagement with the principal to cultivate and maintain good relations with school constituents as well as the broader community; and the exhibition of best practices relevant to equity and justice;
- Commitment to a program of professional development that includes annual new board member orientation, ongoing education and evaluation, and board leadership succession planning; and,
- Appraisal of student performance indicators and measurements of academic achievement.

As an important component to seeking and maintaining best practices for Operating Board functions, the Board of the **Early College High School at Delaware State University** will participate in Innovative Schools' Board Development Program. This training will support investigation into best practices, roles and responsibilities, board operations, governance and oversight, and performance and accountability. In addition, the board will participate in the financial training required by the state.

Innovative Schools, as part of its CMO responsibilities, will also regularly work with the Board of the **Early College High School at Delaware State University** with both formal and informal evaluative measures to ensure the school is staying 'on target' with all aspects of its Performance Agreement. Annually, a 'Gap Analysis' will be conducted to ensure the school is maintaining fidelity to its mission and goals. Through this process, Innovative Schools will work with the Board and staff to review the approved charter application and the school's actual data to identify "gaps" between the charter and actual performance, and will work with the Board and staff to develop a plan to fill those gaps the following year as part of the Consolidated Grant process. Working with the Board, a formal review of goals for student performance, inclusive of all data relative to the goals and achievement targets, will be conducted. In accordance with the Charter Performance Agreement, an Annual Report shall be provided to the Delaware Department of Education (DDOE) in accordance with required procedures and timeframes.

In accordance with the Charter Performance Agreement, performance benchmarks will be monitored and reviewed quarterly and financial reports reviewed monthly. The Board will develop annual plans and goals relative to academic performance, school operations, and finances; or, more often, as needed.

The Board will meet in regularly scheduled open meetings and workshops to review and discuss reports on school operations, finances and academic performance. The CMO and school leader will be expected to report monthly on student performance in areas such as attendance, academic achievement, progress toward graduation, family engagement, and progress with college credits. Monthly financial reports shall also be presented to the Board and Citizens Budget Oversight Committee. Board minutes of monthly meetings, along with those of workshop sessions, will be posted on the school's website and shared with staff, parents, and Citizen's Budget Oversight Committee. Twice annually, the Board, Advisory Board and Citizens Budget Oversight Committee will also meet to review the school's progress.

The Operating Board and Citizen's Budget Oversight Committee will have staggered terms of service and to ensure smooth transitions and stability of knowledge and expertise with board roles and responsibilities, will document their processes and procedures and have an established on-boarding process for new members.

- c. **Describe the internal form of management to be implemented at the school, including any plans to contract with an outside group to manage any portion of the educational, administrative, and/or financial operations of the school.**

The Board of the **Early College High School at Delaware State University** intends to contract with Innovative Schools to serve as the Charter Management Organization (CMO) for the first four years of the school's existence. The intent of this contractual relationship is two-fold:

1. As CMO, Innovative Schools will support full implementation of the early college high school program, which was selected by the Board of the **Early College High School at Delaware State University** from Innovative Schools' Portfolio of Model Schools. As CMO, Innovative Schools will serve as the main partner and EdWorks will serve as its subcontractor.
2. As CMO, Innovative Schools will build the capacity of the **Early College High School at Delaware State University** board and staff to be able to sustain the administrative and academic functions of their charter school independently of a CMO by the time of the school's first charter renewal. Should they desire, the **Early College High School at Delaware State University** can contract with Innovative Schools after the first four years for any services offered through Innovative Schools three service divisions – School Models, School Staffing, and School Solutions – on an as-needed basis.

In this capacity, the anticipated CMO contractual relationship between the Board of the **Early College High School at Delaware State University** and Innovative Schools will optimize implementation of the **Early College High School at Delaware State University's** academic program and school operations with support from a range of professional education experts with experience in Delaware's public school system. Supports from Innovative Schools and its subcontractor EdWorks will be coordinated by Innovative Schools' Project Manager, who will be located at the school site on a part-time basis.

Because the accountability of Innovative Schools to the **Early College High School at Delaware State University** is an essential foundation of this relationship, and because the responsibility of the school principal is critical to its success, the **Early College High School at Delaware State University** delegates to Innovative Schools the authority and responsibility, consistent with State law, to recruit, hire, supervise, and fire the principal – subject to the approval of the Board. (For detailed terms and conditions of this arrangement, see intended CMO contract in Appendix P) The principal will be an employee of the

school, but will work closely with Innovative Schools Project Manager to coordinate the management of the **Early College High School at Delaware State University**. Innovative Schools will make reasonable recommendations to the principal concerning calendar, policies, rules, regulations, procedures, personnel, and budget, to enable the school to implement the ECHS model. The **Early College High School at Delaware State University** principal shall exercise good faith in considering and adopting Innovative Schools' recommendations, subject to Board oversight, so that the early college model may be properly implemented.

Over time, Innovative Schools Project Manager and its subcontractor EdWorks will assist the school principal in developing the internal capacity to deliver teacher training, especially the initial teacher training covering the basics of the Early College High School methodology, and to manage the schools administrative operations. Should there be a change in principal at the **Early College High School at Delaware State University**, Innovative Schools and EdWorks will again become involved more directly at the school until the new principal is able to run the school independently.

More specifically, through its CMO contract (see Appendix P for more detail) Innovative Schools will provide the **Early College High School at Delaware State University** with the following professional services:

- (a) Supporting the **Early College High School at Delaware State University**'s start-up process;
- (b) Providing a comprehensive academic program design based on the early college model through a subcontract with EdWorks. This shall include curriculum development and implementation, instructional oversight, the development, administration, and analysis of diagnostic assessments, and the oversight, measurement, and management of school quality;
- (c) Supporting recruitment of the principal, teachers, and administrators;
- (d) Training, supporting and evaluating the principal;
- (e) Training and supporting the Operations Manager (hired in 2014)
- (f) Providing professional development for teachers;
- (g) Preparing a budget and monthly financial statements;
- (h) Providing payroll and bookkeeping services;
- (i) Selecting and serving as a liaison with the auditor;
- (j) Coordinating purchasing;
- (k) Selecting and managing benefits plans for school employees;
- (l) Maintaining human resource files for school employees;
- (m) Facilitating the school's purchase and procurement of information technology equipment and services, and providing certain computer and information technology support to the school, including troubleshooting, website and network design, and completion of the E-Rate application;
- (n) Completing required foundation and government reports, including, but not limited to the School's annual report;
- (o) Develop and support execution of the plan for student recruitment, including development of recruitment materials;
- (p) Providing marketing (in collaboration with/approval of DSU) and advocacy for the school; and
- (q) Conducting a school accountability inspection through a Gap Analysis every year.

In collaboration with the CMO, all internal forms of management at the **Early College High School at Delaware State University** will be the responsibility of the school principal, including the following:

- (a) Manage, operate, and administer the school on behalf of the Board;
- (b) Select, orient, retain, and dismiss staff;
- (c) Supervise and evaluate the performance of all staff;
- (d) Formulate and manage the budget, in consultation with the CMO, Operations Manager (hired in 2014), Board, and the Citizens Budget Oversight Committee
- (e) Design and manage all student and staff recruitment operations;

- (f) Implement, monitor and evaluate the school's education program;
 - (g) Provide leadership in planning and all matters of school management;
 - (h) Review and monitor student achievement;
 - (i) Provide leadership and management with issues related to student conduct;
 - (j) Oversee and manage the school environment to ensure it is healthy, safe and conducive to learning;
 - (k) Monitor and ensure compliance with state and federal laws, and Board policies; and,
 - (l) Take other such actions, as necessary, to properly and efficiently operate a public charter school.
- d. Describe how teachers and parents will be involved in decision-making at the school. Provide details and not just a restatement of the question indicating that teachers and parents will be involved.**

Teachers and parents will be involved in leadership and decision-making within the school. A minimum of one Delaware certified teacher employed by the school and a parent of a student enrolled in the school will be represented and maintained on the Board. Parents and teachers will also be represented on the schools' Citizens Budget Oversight Committee. It is anticipated that parents and teachers will assume leadership roles through their involvement with the Board and Citizen's Budget Oversight Committee along with their participation on school committees. To manage these functions, the Family Engagement Committee of the Board will serve as a critical resource in the school for identifying needs, corraling resources, organizing and running events, and serving as primary ambassadors to promote the school.

In the academic program, parents and advisors will play a critical role in the development of each student's Personalized Development Plan. On a quarterly basis, students will work with their advisor to update their Personalized Development Plan. Parents will be required to review the plan with their child. If the student is successful and reaching the goals described in the Personalized Development Plan, then the parent will sign off in approval of that quarter. However, if the student is not able to meet his/her goals, parents will be required to meet with the advisor and use the data collected in the Personalized Development Plan to make decisions with the student and advisor about the student's path forward through the academic program.

In a broader context, parent surveys will be a tool used on an annual basis to gauge parent satisfaction with many aspects of student learning and school operations. In addition, parent feedback will be sought following learning presentations and other school events. Data on family and parental engagement will be collected by the CMO and reported to the principal and school board. Using these data and fostering meaningful family engagement will guide school leadership in making decisions about needed changes in order to ensure that the Early College High School at Delaware State University is meeting the needs of parents and families.

- e. List the criteria and timeline to be used in the hiring of teachers, administrators, and other school staff.**

The **Early College High School at Delaware State University** Board and Innovative Schools are committed to the success of the early college high school academic program and the administrative functions of the school. As such, Innovative Schools will begin making recommendations to the Board concerning personnel immediately following the approval of the **Early College High School at Delaware State University's** charter.

As such, Innovative Schools will determine initial selection criteria for the principal, select and interview final round candidates, make a hiring recommendation, and present the proposed terms of the Principal's employment to the Operating Board, including the principal's compensation. The Board will interview the Principal candidates recommended by Innovative Schools to select the final candidate.

As CMO, Innovative Schools will share responsibility with the principal for recruiting teachers and non-teaching administrators and personnel, determining responsibilities, determining compensation for all school employees within the constraints of the budget adopted by the Operating Board, providing counsel to evaluate and discipline personnel, and, through its subcontractor EdWorks, providing training in the early college model. The principal shall have the final authority to hire such teachers and other personnel, determine compensation, and terminate employees. Innovative Schools may also recommend termination.

Over time, Innovative Schools Project Manager and its subcontractor EdWorks will assist the school principal in developing the internal capacity to deliver the basics of the early college methodology and manage the school's administrative operations independently. Should there be a change in principal at the **Early College High School at Delaware State University**, Innovative Schools and its subcontractor EdWorks will again become involved more directly at the school.

The process for hiring the principal, teachers and other school staff will include: recruitment and screening; review of credentials, background, experience and references; sample lesson, writing sample, and interviews with the school principal and/or Board; recommendations and contract approvals by the Board.

The timeline for hiring:

When (no later than)	What	Responsible
May 2012	Review and finalize plans for hiring	Board and CMO
April-July 2012	Recruit/hire school principal	Board and CMO
July-August 2012	Recruit/hire Office Administrator (Clerical)	Principal and CMO
Jan-March 2013	Recruiting activities for teachers	Principal and CMO
April-June 2013	Hiring advisors for 2013-14 SY	Principal and CMO
March 2014	Review of operations budget, enrollment projections, additional needs, revenue estimates; determine staffing needs	Principal and CMO
April 2014	Recruiting activities for teachers	Principal and CMO
May-June 2014	Hiring advisors for 2014-15 SY	Principal and CMO

It is anticipated following the school's first year of operation, the annual timeline will cycle through staffing and enrollment projections in the early spring; recruiting and hiring in spring/summer; and contract approvals in the summer.

- f. **Describe how the school will recruit Delaware certified teachers. If the school hires any non-certified teachers describe how the school will meet the teacher certification requirements of the Delaware charter law. Describe the procedures that will be used to ensure that any non-certified teachers are participating in an alternative certification program, if available.**

Innovative Schools' on-site Project Manager will aid the school's recruitment efforts by working with its subcontractor, EdWorks to recruit teachers already in the early college high school national network, and by facilitating the school's participation in Delaware Talent Management (DTM) – a program offered through Innovative Schools' Staffing Division. DTM is a set of fundamental services that support effective school-level hiring practices and provides guidance on the management techniques that lead to better retention and student outcomes. The Teacher Pipeline component of DTM includes a national recruitment campaign and rigorous screening process that makes available a large pool of certified teacher candidates based on the specific hiring needs of participating schools. The program will also provide the **Early College High School at Delaware State University** principal with training on how to access candidates in a timely way.

In addition to accessing the EdWorks and early college high school national network and participating in DTM, **the Early College High School at Delaware State University** will recruit Delaware certified teachers through multiple advertising venues, social and professional networking sites, and outreach with Delaware's institutions of higher education.

If non-certified teachers are hired on emergency certification, it will be necessary for them to meet the following requirements:

- Successfully pass the PRAXIS I
- Possess a nationally accredited degree in their core area of instruction

Utilization of the PRAXIS II test will also be offered to uncertified teachers. The **Early College High School at Delaware State University** will not exceed the state maximum of uncertified teachers. All teachers will be required to maintain compliance with state and federal certification guidelines.

All professional staff will be required to participate in the Delaware Education Data System (DEEDS) to assure and verify accurate credentialing.

- g. **Describe the human resources policies governing: salaries, contracts, hiring, and dismissal that will be in place for all positions at the school. Please provide a copy of your proposed employee handbook.**

The **Early College High School at Delaware State University** will use the policies and operating regulations established by the State of Delaware for areas of Human Resource Management. The Administrative Policies and Procedures Manual may be found in Appendix T. The school intends to comply with all federal, state, and local statutes governing fair hiring practices.

- h. **Describe how the school will incorporate the Delaware Performance Appraisal System into its teachers and staff evaluations. Provide detailed descriptions and not just a restatement of the question stating that you will comply.**

The **Early College High School at Delaware State University** will require the participation of all professional staff in the Delaware Education Data System (DEEDS) to assure and verify accurate credentialing. In accordance with the appraisal standards for teachers, administrators and specialists, the Delaware Performance Appraisal System (DPAS II) will be incorporated to foster professional growth, continuous improvement and quality assurance. The process will include goal-setting, conferencing for formative and summative feedback, and improvement planning, as needed, for both the one-year and two-year appraisal cycles.

To ensure the ongoing strength of the early college high school academic program, Innovative Schools and its subcontractor EdWorks will encourage all professional staff to grow in a way that maintains consistency with the school's vision and mission, along with its innovative academic design, climate and culture. Each staff member will have a Personalized Development Plan, developed in partnership by Innovative Schools Project Manager, the School Principal, and the teacher. The Personalized Development Plan will include the DPAS II components, but will also require teachers to be reflective on practice and make additional goals for their professional growth that may go beyond the DPAS II. The staff Personalized Development Plans will be monitored by the school principal.

- i. **Describe how the school will be held accountable to the parents of children at the school. Provide detailed descriptions and not just a restatement of the question stating that the school will be held accountable to the parents of children at the school.**

Accountability for the school's success rests on strategic decisions made by the Board, and on the execution of academic and operational programs by Innovative Schools as CMO, the Principal, and the school's staff. Parent representation on the Board and Citizens Budget Oversight Committee will be a primary means of assuring that the families of the **Early College High School at Delaware State University** have an influence and a path of recourse on matters of importance or concern. Parent representative will be selected from at-large nominations from the students, parents, and stakeholders for the Board and the Citizens Budget Oversight Committee.

Innovative Schools, as part of its CMO responsibilities, will also regularly work with the Board of the **Early College High School at Delaware State University** with both formal and informal evaluative measures to ensure the school is staying 'on target' with all aspects of its Performance Agreement. Annually, a 'Gap Analysis' will be conducted to ensure the school is maintaining fidelity to its mission and goals. Through this process, Innovative Schools will work with the Board and staff to review the approved charter application and the school's actual data to identify "gaps" between the charter and actual performance, and will work with the Board and staff to develop a plan to fill those gaps the following year as part of the Consolidated Grant process. Outcomes of this analysis and the school-wide goals established in the Consolidated Grant will be communicated to the entire school community, including parents of the school.

The Board will meet in regularly scheduled open meetings and workshops to review and discuss reports on school operations, finances and academic performance, which parents may choose to attend. The CMO and school leader will be expected to report monthly on student performance in areas such as attendance, academic achievement, progress toward graduation, family engagement, and progress with college credits. Monthly financial reports shall also be presented to the Board and Citizens Budget Oversight Committee. Board minutes of monthly meetings, along with those of workshop sessions, will be posted on the school's website and shared with staff, and parents on the Citizen's Budget Oversight Committee. Twice annually, the Board and Citizens Budget Oversight Committee will also meet to review the school's progress. Results and areas needing improvement will subsequently be shared with the larger school community.

- j. **If the board of directors is contracting a portion of the operation of the school to an outside group, identify the group, describe the relationship between the group and the board of directors, and list the services the outside group will be providing. A copy of the management agreement between the board of directors and that group must be included with the application. The management agreement must be consistent with the requirements of 14 Delaware Code, Chapter 5.**

The Board of the **Early College High School at Delaware State University** intends to contract with Innovative Schools to serve as the Charter Management Organization (CMO) for the first four years of the school's existence. The intent of this contractual relationship is two-fold:

1. As CMO, Innovative Schools will support full implementation of the early college high school academic program, which was selected by the Board of the **Early College High School at Delaware State University** from Innovative Schools' Portfolio of Model Schools. As CMO, Innovative Schools will serve as the main partner and EdWorks will serve as its subcontractor.
2. As CMO, Innovative Schools will build the capacity of the **Early College High School at Delaware State University** board and staff to be able to sustain the administrative and academic functions of their charter school independently of a CMO by the time of the school's first charter renewal. Should they desire, the **Early College High School at Delaware State University** can contract with Innovative Schools after the first four years for any services offered through Innovative Schools three service divisions – School Models, School Staffing, and School Solutions – on an as-needed basis.

In this capacity, the CMO contractual relationship between the Board of the **Early College High School at Delaware State University** and Innovative Schools will optimize implementation of **Early College High School at Delaware State University's** academic program and school operations with support from a range of professional education experts with experience in Delaware's public schools. Supports from Innovative Schools and its subcontractor EdWorks will be coordinated by Innovative Schools' Project Manager, who will be located at the school site on a part-time basis.

While the **Early College High School at Delaware State University** Board of Directors expects to authorize Innovative Schools to undertake the business and academic services of the school for the first four years of the school's existence, it is understood by both parties that at all times, Innovative Schools remains accountable and subject to the oversight of the **Early College High School at Delaware State University** Board of Directors, the Authorizer and State authorities.

Because the accountability of Innovative Schools to the **Early College High School at Delaware State University** Board of Directors is an essential foundation of the school's relationship, and because the responsibility of the school principal is critical to its success, the **Early College High School at Delaware State University** delegates to Innovative Schools the authority and responsibility, consistent with State law, to recruit, hire, supervise, and fire the principal, subject to Board approval. The principal will be an employee of the school, but will work closely with Innovative Schools Project Manager to coordinate the management of the **Early College High School at Delaware State University**. Innovative Schools will make reasonable recommendations to the principal concerning calendar, policies, rules, regulations, procedures, personnel, and budget, to enable the school to implement the early college high school model. The **Early College High School at Delaware State University** principal shall exercise good faith in considering and adopting Innovative Schools' recommendations, subject to Board oversight, so that the early college high school model may be properly implemented.

Over time, Innovative Schools Project Manager and its subcontractor EdWorks will assist the school principal in developing the internal capacity to deliver teacher training, especially the initial teacher training covering the basics of EdWorks' Early College High School methodology, and to manage the schools administrative operations. Should there be a change in principal at the **Early College High School at Delaware State University**, Innovative Schools and its subcontractor EdWorks will again become involved more directly at the school.

More specifically, through its CMO contract (see Appendix P) Innovative Schools will provide the **Early College High School at Delaware State University** with the following professional services related to school operations:

- (a) Supporting the **Early College High School at Delaware State University's** start-up process;
- (b) Providing a comprehensive academic program design based on the early college high school model through a subcontract with EdWorks. This shall include curriculum development and implementation, instructional oversight, the development, administration, and analysis of diagnostic assessments, and the oversight, measurement, and management of school quality;
- (c) Recruiting the principal, teachers, and administrators;
- (d) Training and evaluating the principal;
- (e) Providing professional development for teachers;
- (f) Preparing a budget and monthly financial statements;
- (g) Providing payroll and bookkeeping services;
- (h) Selecting and serving as a liaison with the auditor;
- (i) Coordinating purchasing;
- (j) Selecting and managing benefits plans for school employees;
- (k) Maintaining human resource files for school employees;
- (l) Facilitating the school's purchase and procurement of information technology equipment and services, and providing certain computer and information technology support to the school,

- including troubleshooting, website and network design, and completion of the E-Rate application;
 - (m) Completing required foundation and government reports, including, but not limited to the School's annual report;
 - (n) Develop and execute plan for student recruitment, including development of recruitment materials;
 - (o) Providing marketing (in collaborations with/approval of DSU) and advocacy for the school; and
 - (p) Conducting a school accountability inspection every year.
- k. **If an outside group will be used to manage a portion of the school's educational, administrative and/or financial operations, the applicant must provide: Verification the outside group is authorized to do business in the State of Delaware, a complete list of all other schools (regardless of location) with which the outside group has contracted and the locations of those schools. The list must include all schools with which the outside group contracted, but is no longer managing, a summary of student performance on the appropriate state assessment of each school the outside group has managed, and a complete list of all past and any pending litigation against that group or submit a statement that there has been none and that none is pending.**

Innovative Schools is licensed to do business in the State of Delaware. Please reference Appendix Q for a copy of their Delaware Business License, more information about their non-profit organization, past clients, and the required statement about litigation. There is no past or pending litigation against Innovative Schools Development Corporation.

1. **Describe the plan (including timetable) to be used for recruiting students. Describe how the school will publicize its program and admission procedures. Describe how the school will recruit a sufficient number of students to be financially viable. You must convincingly demonstrate that the school will be able to attract enough students to make the school financially viable. Signatures of potentially interested parents and students in the community, feasibility studies are possible methods of demonstrating interest. While these methods are good indicators, the committee may review other sources of information in making a determination.**

Plan for Recruiting Students

To ensure that the enrollment target of 125 freshmen is met, Year 1 recruitment strategies for **Early College High School at Delaware State University** will focus on two key Kent County audiences: (1) rising high-school-aged students who are first generation college-goers (specifically teenagers aged 12-15) and (2) parents of rising high-school-aged students who do not yet have a Bachelor's Degree. The goal of recruitment will be to produce a diverse student population that has a 50/50 male-to-female ratio. Based upon national experience with early college high schools, it is anticipated that 60% of the student population will qualify as low income students. To execute its marketing plan, the **Early College High School at Delaware State University's** school principal will work with the CMO Project Manager to access Innovative Schools' marketing and community engagement resources.

All marketing activities of the **Early College High School at Delaware State University** must be coordinated with and approved by Delaware State University's Vice President for Advancement.

For Year 1 recruitment, materials would be developed in May and June 2012, following the approval of the school's charter. The bulk of community outreach and student recruitment would begin in July 2012 and conclude in January 2013 if enough student applications have been received. Should the school have an excess of applications for open seats, a lottery will be held after the January deadline, and the outcome of the lottery will be communicated to all applicants in early February. If not enough applications have been received, the school leader and CMO Project Manager will continue to hold recruitment events until enough students have enrolled or until the school's September 30th count. Students and parents will

receive enrollment packets in July 2013, prior to the school's opening. This timeline will be repeated in subsequent years. For a more detailed timeline, see Appendix V.

To best understand how to reach rising high school aged students, Innovative Schools conducted research to determine outstanding characteristics of today's teenage market and their preferred communications style (for additional detail on the market segment analysis and key communication characteristics see the full marketing plan in Appendix V). Using this data, a marketing plan has been crafted that will incorporate interactive, engaging, and experiential components. Examples of how strategies will incorporate these elements are outlined below.

- **Interactive** - Online strategies such as a website, Facebook, Twitter and YouTube will create a campaign that students can visit and send their friends to. Online strategies will incorporate humor and contests to help promote repeat visits. Messaging will educate students and parents on the unique qualities of the school and the ways in which it will prepare them for their future.
- **Engaging-** Community or informational meetings at middle schools will provide students with an overview of what a day at **Early College High School at Delaware State University** would look like through interactive presentations. Skype sessions will be incorporated so that prospective students can communicate with peers attending Early College High Schools in another state. Presentations will also incorporate role play strategies.
- **Experiential** - All communications tools will help point to the unique value that **Early College High School at Delaware State University** will provide to students. In Year 1-messaging will highlight the balance of high school and college work, the progression to college credits, and the unique opportunities available to students and their parents as a student on the Delaware State University campus.

All marketing activities of the **Early College High School at Delaware State University** must be coordinated with and approved by Delaware State University's Vice President for Advancement.

Messaging for the **Early College High School at Delaware State University** will be targeted specifically towards first generation college bound families and the unique opportunity presented through the early college program. This messaging will highlight the number of college credits that will be completed and the support network in place to help students progress from high school to college. Wherever possible, the school design will be explained through the students' eyes. Pictures of students and student testimonials attending other EdWorks early college high schools will build a basis for the **Early College High School at Delaware State University** story in Year 1 and provide an authentic picture of what this school will have to offer Delaware's students using peer-to-peer communications strategies.

For example, print and website materials will include a "road map" of a student that has graduated from an early college high school, by focusing on their initial interests as a freshmen, sit in with them during college classes as they interact with college students in academic topics, a college counseling session as they select colleges, and look into their first official year at college, highlighting the fact that most of the students are entering as college sophomores because of the credits they have acquired in high school.

In Year 2, testimonials from students at other EdWorks early college high schools will be replaced with testimonials from students attending **Early College High School at Delaware State University**. Students will be asked to contribute to the **Early College High School at Delaware State University** marketing plan, and serve as "school ambassadors" to aid in the recruitment of the incoming 9th grade class.

Parents of **Early College High School at Delaware State University** students will be an important audience in marketing the Early College model. Messaging will be designed to engage parents who have not completed a 4-year degree and to ask them to consider the barriers that prevented their attendance in

or completion of a college program and how they can help remove some of those barriers for their children.

Marketing materials will highlight the unique components of the **Early College High School at Delaware State University's** academic program, the model's record with academic success, and the strong network of other EdWorks early college high schools. In addition, the **Early College High School at Delaware State University** website will include a "Parent Resource Center" that will incorporate testimonials from other parents that have enrolled their child in an Early College high school, information about community meetings or webinars they can attend to learn more about the school and have their questions answered in person, and information on the "Buddy Program," to provide a parent-to-parent support system for parents that choose to complete an application to enroll their child in the school.

Parents that complete an application will also receive a home visit from the **Early College High School at Delaware State University** principal or teachers to help build trust and respect. A monthly newsletter and regular emails prior to the opening of the school will help to continually engage parents and keep them informed of the school's progress.

Existing materials include early college brochures, promotional videos, Power Point presentations, and more. In addition to these resources which are already in place, Innovative Schools will develop the following unique materials about the school with input from the **Early College High School at Delaware State University** governing board and school staff: school logo, website, recruitment brochure, flyers, and an e-newsletter. To review a full list of marketing strategies, see Appendix V.

Student Demand for Early College High School at Delaware State University

Early College High School at Delaware State University will primarily serve students currently attending middle school in Kent County. Using 2010-2011 enrollments in high schools as a conservative estimate¹⁴ of the pool of potential attendees of **Early College High School at Delaware State University**, we find the following data¹⁵:

High School	HS Enrollment (2011)	9 th (2011)	2010 AYP	College Enrollment
Caesar Rodney	2,043	698	Below	63.2%
Campus Community	227	66	Below	71.4%
Central Academy ¹⁶	286	286	n/a	n/a
Dover High	1,489	480	Below	56.4%
Lake Forest	889	299	Below	48.3%
Milford	896	45	Below	58.2%
Smyrna High	1,420	436	Below	57.0%
Positive Outcomes	84	27	Below	28.6%
Total	17,019	2,337	100%	

In considering other high school options, every high school in Kent County was below AYP in 2010, and with the exception of Campus Community (and to some extent Caesar Rodney), has very low college enrollment rates—below the state average of 59%¹⁷ and significantly below the national college enrollment rate of 70%.¹⁸ To meet the initial target enrollment of 125 9th grade students, just 5% of 9th graders (per data above) would have to choose **Early College High School at Delaware State**

¹⁴ General trends indicate the population enrolling in 9th grade will not change very significantly in the next two years, and if it does it will grow rather than shrink.

¹⁵ Data compiled from DDOE: <http://profiles.doe.k12.de.us/SchoolProfiles/State/Default.aspx>

¹⁶ Central Academy opened in 2010. While initial indications are that the school is not low-performing, it is an 8-9th grade school and as such its students generally attend Milford High (Central Academy is part of Milford School District). Milford High was below AYP and has a low college enrollment rate, fitting the pattern of the rest of Kent County's high schools.

¹⁷ As reported in DE's Race to the Top application: <http://www.doe.k12.de.us/rttt/>

¹⁸ As reported by the National Center for Education Statistics: <http://nces.ed.gov/fastfacts/display.asp?id=51>

University. Given the option of a high school model that has a strong track record of high-quality instruction and will provide students with college experience, it is expected that not only will these scarce seats fill quickly, but there will be an extensive waiting list.

Survey/Focus Group Results

In addition to examining population and enrollment data in Kent County high schools, the founding board of Early College High School at Delaware State University conducted a focus group at MOT Charter School to further investigate possible student interest and demand for a school such as this. The focus group consisted of a racially diverse group of 8th grade students who were searching for a high school. All students considered themselves average or above-average students, and about half were potential 1st generation college goers who had never been on a college campus. Students were asked about the criteria they used in determining the high school that best fit their needs.

Common responses to the question of what students were looking for in a high school included:

- Strong math and science programs
- Rigorous coursework (AP, IB, and dual enrollment courses)
- Career-focused programs
- Technology and “hands-on” project-based assignments
- “Real world” instruction relevant to students and their interests

In addition, students were given a description of the Early College High School at Delaware State University model and asked to watch a short, five-minute video about the concept. After watching the video, students agreed that the model was something they would be interested in, citing the rigor of the courses, strong STEM program, and the idea of a cost effective college experience. Ultimately, over half of the students said they would consider enrolling in the school, while others said they wanted more information on the program.

These responses match the design of the Early College High School model, confirming that not only is there a demand for a high-quality, college-preparatory high school in Kent County, but that the unique features of the model align with what students are looking for in determining their high school of choice.

Importance of a school targeting 1st generation college students¹⁹

The **Early College High School at Delaware State University** will focus its recruiting efforts on 1st generation college students (students whose parents do not have undergraduate degrees). This matches the national philosophy of EdWorks’ Early College High School model (the one Early College High School at Delaware State University uses). The reasoning behind this is to support the students who need the most support entering postsecondary education. 1st generation college students not only enroll in college at lower rates than their non-1st generation peers, but they also persist and complete their degrees at lower rates, performing more poorly in their college classes.

Numerous studies (and general observation) have found that 1st generation college students differ from their peers in many ways that reduce the chances they will pursue a college degree and be successful. First-generation students are more likely than their non-1st generation peers to be female, older, African-American or Hispanic, have dependent children, and come from low-income families—all characteristics that have historically been associated with lower rates of college enrollment. Furthermore, even controlling for all of these factors, 1st generation college students are still less likely to enroll in college than their non-1st generation peers simply as a result of their 1st generation status, whether it is due to the lack of a college-focused culture at home, lack of degreed role models, or other reasons. Various studies

¹⁹ Data and statistics from this section pulled from various research and reports including <http://www.aft.org/pdfs/highered/academic/january07/Engle.pdf> and <http://nces.ed.gov/pubs98/98082.pdf>.

have put the comparative proportions of students enrolling in college as a 1st generation student versus a non-1st generation student as almost half—47% vs. 85%, respectively.

When these students do enroll, they are less likely to enter college immediately after high school and more likely to choose a 2-year institution, commute to campus, take classes part-time and take time off during their pursuit of a degree, work full-time while taking classes, and need remedial coursework—all factors associated with a higher likelihood of failing or dropping out of college. Altogether, studies have estimated the likelihood of a 1st generation college student leaving without a degree is more than double that of a non-1st generation college student. These figures fall even further when considering graduate degree pursuit and completion.

Nationally, 1st generation college students represent the population most in need of assistance in pursuing postsecondary education (especially given that this population intersects so many other disadvantaged populations) and their success during this pursuit. It is because of this fact that EdWorks has chosen to focus its efforts on supporting these students, and why the founding board of Early College High School at Delaware State University has chosen to open this school using this model. Currently there is no other school in Delaware that serves this need, while EdWorks has had incredible success with this population specifically (Appendix A: *Portrait in Numbers*). This fact alone will serve as a strong pull for parents and students who are seeking a college-preparatory high school.

m. List all admission preferences authorized by this statute the school will use. If more than one preference will be used, describe how various preferences will be employed together.

The Delaware Code, Title 14, Chapter 5, § 506 (b), authorizes charter schools to define preferences for student admissions.

To that end, enrollment capacity for student admissions will be established each year, by grade level, and will be dependent upon facilities and staffing resources. All applications received during the open application period shall be accepted for the lottery, if one is needed. Following the closing date for applications, a lottery will be conducted only if there are more applications received than ‘seats available’ for the affected grade levels.

Four groups of students will be afforded preference for admissions to the School. As previously noted, ‘seats available’ or ‘open positions’ for enrollment will be determined by grade level openings and the approved maximum enrollment established in the school’s charter.

When there are more applicants for grade level enrollment than ‘seats available,’ admissions preferences shall be applied in the following order of priority (admitting all from the first level of priority before admitting any from the second level etc.):

1. Students who have a specific interest in the School’s educational philosophy and focus
2. Students with siblings concurrently enrolled at the School
3. Children of staff members employed by the School for at least 30 hours per week during the school year
4. Children of the school’s founders

Students Who Have a Specific Interest in the School’s Educational Philosophy and Focus

The School’s educational philosophy and focus will be the early college high school model with a focus on science, technology, engineering and math (STEM).

Students with Siblings Concurrently Enrolled

The School shall recognize these relationships as valid under the sibling preference:

1. Any individual having the same parent or parents, either natural or adoptive, or legal guardian.
2. Any individual who is a step-sibling and shares a common custody or legal residency arrangement, and who has a natural or adoptive parent at the same residence.

Children of Staff Members

Children of staff members include natural and adopted children, stepchildren and legal dependents or wards of employees of the School (employed by the School at least 30.0 hours per week).

Children of the School's Founders

The School's Founders include the members of the Founding Board plus such other persons identified by the Board prior to March 1 of the first year of the School's operation who contribute meaningfully to the start-up of the School. Children of the School's Founders shall include natural and adopted children, stepchildren and legal dependents.

- n. **If the proposed school will give admissions preference to children of the school's founders, describe how the school will identify the founders and how the preferences will be used in the enrollment process.**

The School's Founders include the members of the Founding Board plus such other persons identified by the Board prior to March 1 of the first year of the School's operation who contribute meaningfully to the start-up of the School. Children of the School's Founders shall include natural and adopted children, stepchildren and legal dependents.

The Early College High School at Delaware State University Founders:

Dr. Alton Thompson
Dr. Judi Coffield
Lois Hobbs
Dr. John Austin
Dr. Stephanie Wright

Dr. Rayton Sianjina
Charles McDowell, Esq
Dr. Rebecca Fox-Lykens
Joan Engel
Amir Mohammadi

- o. **Describe the plan for selecting students if more students seek admission than space allows. If a lottery is used, describe how it will be conducted.**

Plan for Selecting Students

Prior to the first week in October 2012 and each year thereafter, the School shall establish an estimated number of openings for the following school year. These estimates shall be determined based upon "seats available" by grade level, according to capacity and staffing resources.

Following the enrollment capacity determination, the following shall occur:

- The open enrollment period will be announced to take place in the months of November and December. Exact dates and times of the application period will be defined and published annually.
- Interested applicants shall submit completed applications via U.S. mail, fax, scanned and emailed, or hand-delivery.
- If a grade level is not oversubscribed, all applicants will be accepted for admission and will be sent a letter of acceptance inviting them to register.
- If a grade level is oversubscribed, all applicants with a complete application will be placed in a lottery, described below (subject to the application of the admission preferences named above).

- After the seats for a given grade level are filled via the lottery, the school will continue to draw names to establish a wait list of up to 25 names. If seats become available, after the lottery is completed, the wait list will be used to govern who is admitted to the school.
- Applications received after the open enrollment period will be added to the bottom of the waiting list (without regard to admission preferences). In the event that the grade is not oversubscribed, applications will be accepted on a first come, first served basis.

Lottery

The School will advertise the open application period for all grades in November of the year preceding enrollment. Only completed applications with signed letters of intent **received** prior to the deadline will be included in the lottery process, if one is needed. All applications for grade levels oversubscribed at the end of the open application period will be subject to a lottery (subject to application of admission preferences). The School will publicize and hold such lotteries in public, applying preferences as stated in the school's charter, and allowed within state law.

Applications received after the open application period will be placed at the end of the waiting list after the lottery has concluded. If not oversubscribed, the School will admit all students who apply within the open application period, and will add additional students as applications are received in the order they are received.

When a lottery is needed, it shall be public; the date and location will be advertised in advance. At that time, a community member having no ties to the School, or a representative from the Delaware Department of Education, along with members of the School's Board, shall be in attendance.

The lottery will be conducted for oversubscribed grade levels. Each application will be placed in a separate sealed envelope, by grade level, to be drawn from a box one at a time. As each envelope is drawn, each one shall be assigned a number, in rank order, which shall become the applicant's sequence ranking for enrollment. Further, these numbers shall be used to constitute the waiting list for oversubscribed grades. All activity of the lottery shall be recorded and witnessed.

Parents of participating applicants will be sent letters of acceptance or non-acceptance in a timely manner following the conclusion of the lottery. Successful applicants will receive directions and deadlines relative to registration and attendance in the Summer Bridge Program, all of which shall be completed by the last business day in February 2013 for the opening school year, and in each year thereafter.

Sample admission documents may be found in Appendix W.

- p. Provide the timetable for the school's application and admissions process. Demonstrate how it is consistent with the timetable set forth in 14 Delaware Code, Chapter 4, for the public school choice program.**

The timetable for the application and admission process is outlined in above Sections 9(m), 9(n) and 9(o). This timetable is scheduled to begin prior to the School Choice application timetable, as set forth in 14 Delaware Code, Chapter 4, in order to broaden school options.

The **Early College High School at Delaware State University's** open enrollment period is anticipated to operate annually in the months of November through January. A lottery, if needed, will held in January. After the lottery, parents will be notified within a timely fashion of their child's acceptance or non-acceptance. Parents will have until the last business day in February (2013 during opening year) to effectively enroll their child(ren). If there needs to be an alternative end date for registration, that information will be included in the letter of acceptance. This timeframe does not limit or restrict parent options under the School Choice Law, but has been designed to complement it in a way as to maximize school options for parents and their child(ren).

- q. List in detail the administrative tasks that will be undertaken between approval of the charter and school opening. Describe the tasks, how they will be accomplished, who will accomplish them, and the timetable by which they will be accomplished. The list of activities should be thorough and not generalized. The more detail provided in the list of activities indicates a well thought out proposal.

Timeline	Task	Who	How
April 2012 – August 2012	Transition Founding Board to Operating Board (Board of Directors); establish meeting schedules/protocols; commence Board training workshops	Board of Directors w/ assistance from Innovative Schools Board Development	Workshops scheduled quarterly through planning year
April 2012 – May 2012	Execute CMO contract w/ Innovative Schools and its subcontractor, EdWorks	Board/CMO	Finalize/execute contractual agreement
April 2012 – July 2012	Hire school principal	CMO/Board	Recruit through Delaware leadership project (DLP), postings, outreach
July – August 2012	Hire Office Administrator (Clerical)	CMO/Board/School/ Principal	Recruit through postings
April 2012 – March 2013	Secure modular buildings and prepare for necessary modifications for health and safety regulations; facility leasing agreement; design, contract, and execute renovations; procure occupancy permits; secure appropriate insurance coverage	Board/CMO w/ assistance from principal	Work with DDOE, construction manager, contractors, etc.
July 2012 – August 2012	Principal Training w/ EdWorks	CMO/Principal	Principal to attend required training through EdWorks
July 2012 – August 2012	Begin start-up funding application process w/ DDOE	CMO and principal	Identify process, complete application
July 2012 – September 2012	Develop detailed program design/ implementation plan for the school	Principal, CMO, EdWorks team	During principal training; planning w/ Innovative Schools
September 2012 – October 2012	Fine-tune curriculum alignment; finalize school calendar; develop plan for student scheduling	CMO, principal	According to DDOE process
July 2012-February 2013	Finalize Marketing Plan; conduct marketing and recruitment campaign	CMO/principal; Innovative Schools marketing team; DSU VP for Advancement	Marketing activities (Appendix V).
November 2012 – February 2013	Conduct application and admissions process	CMO/Principal	According to plan in previous sections; see also sample Admission documents in Appendix W
January 2013	Hold lottery if enough applications are received or	CMO/Principal	Marketing activities (Appendix V)

	continue recruiting until all seats are filled or until September 30 th Unit count.		
March 2013 – July 2013	Review certification requirements; recruit/hire teachers	CMO/principal	Recruit staff through Delaware Talent Management (DTM),, postings and outreach
	Negotiate transportation and food service contracts	Board , CMO, principal	Work with potential contractors.
	Purchase curriculum materials, technology, furniture, and other supplies for the school	CMO/Principal	Purchase Materials
	Finalize technology plan and implement (Appendix S)	CMO/Principal	Purchase technology
	Provide enrollment data to DDOE and resident school districts	CMO/Principal	Complete enrollment reporting requirements
	Plan professional development plan for teachers including welcome staff retreat and school opening PD	CMO/Principal/EdWorks	Collaborate and develop structures to build the professional culture of the school and train teachers.
May 2013	Conduct Welcome to Early College High School at Delaware State University staff retreat	All teachers/CMO/Principal; EdWorks	Build culture of the staff
May – June 2013	Plan Summer Bridge Program for incoming students	All teachers/Principals/CMO	Outline plan for building school culture and introducing students to unique learning program.
May 2013 – July 2013	Complete Student Success Plan and Consolidated Grant Application	CMO/Principal	Develop SSP; complete grant application
June 15, 2013	Finalize building for inspections, certificate of occupancy	CMO/Principal and construction manager	Insure inspections, certificate of occupancy complete
June 2013	Conduct Introductory PD on early college model and STEM instruction	CMO/Principal/EdWorks	Time to learn about PBL and do instructional planning
June 2013 – August 2013	Finalize contracts for transportation, food and related services.	Board/CMO/Principal	Sign agreements
July 2013	1 st Summer Bridge Program for all students enrolled at the school	Principal/Teachers/CMO	Bring students to the Early College High School at Delaware State University for three weeks in the summer
July 2013 –August 2013	Conduct Open Houses, welcome activities for students and parents	Board/CMO/Principal	

	Conduct professional development workshops	CMO/Principal	
	Conduct student scheduling	CMO/Principal	Finalize schedule & classroom assignments
August 1, 2013	Finalize & develop Student Personalized Growth Plans	CMO/Principal	Finalize planning tools, meet w/ students & parents, develop Personalized Growth Plans
August 2013	Orientation for all bus drivers and van drivers	Principal/CMO	One session to give information; practice bus runs
August 2013	Additional PD and collaborative planning time prior to school opening	Advisors/Principal/EdWorks/CMO/	Final preparations for the start of the school year

10. Insurance

Describe the types and limits of insurance coverage that the school plans to obtain and when it plans to have them in effect. If the school is contracting with an outside company to manage the school, the application must include a description of the insurance for the school and the board of directors, including the source of funds to purchase the insurance. The proposed costs for the coverage must be reflected in the budget worksheets. The applicant should contact the Insurance Coverage Office at (302) 739-3651 for further information on liability protection for public schools in Delaware.

NOTE: If a charter is granted to the applicant, a copy of the Certificate of Insurance must be submitted prior to the opening of the school.

Description of Coverage	Premium
Property Coverage to include Contents in the Building and Extra Expense with an estimate of \$250,000 for Contents and \$250,000 of Extra Expense.	\$2,800
Crime Coverage of \$500,000 for Employee Dishonesty: \$50,000 for Theft of Money & Securities inside and outside the premises; \$50,000 for Forgery and Alteration and \$100,000 for Computer Fraud	\$2,000
Coverage for \$100,000 in Electronic Data Equipment, \$50,000 of Software and \$10,000 of Extra Expense	\$1000
\$1,000,000 Limit of Liability for Hired and Non-Owned Auto Liability coverage.	\$400
\$1,000,000 Limit of Liability, \$2,000,000 Aggregate for General Liability based on 200 students and a teaching staff of 15 plus 7 teachers aids to include coverage for Corporal Punishment, Sexual Abuse and Molestation, and School Educator's legal Liability	\$8,800
Workers Compensation Employer's Liability	\$750
\$2,000,000 Umbrella Liability Policy which would provide coverage excess of the Auto Liability, General Liability to include other coverage noted above and the Employers Liability afforded by Part B of Workers Compensation.	\$3,500
Estimated Total	\$19,250

11. Student Discipline and Attendance

The application must include a draft “Student Rights and Responsibilities Manual” that includes the school rules and guidelines governing student behavior. The manual must describe student rights and responsibilities and the plan the school will follow to discipline students.

- a. Describe how the manual will be distributed to parents and students prior to students applying for enrollment at the school.

As with other schools implementing the early college model, the **Early College High School at Delaware State University**’s focus will be defined by its commitment to personalize each student’s learning to their individual needs in a combined setting of high school and college coursework. Occurring within an educational environment that combines high school and postsecondary education, student responsibility and behavior as a community member within two communities will be critical to the success of the school’s educational and cultural program.

With this in mind, student behavior, discipline, and attendance expectations are incorporated into each student’s Personalized Growth Plan, along with the *Commitment To Excellence* Agreement (Appendix X). The school culture will be one of collaboration and communication, fostering engagement in school activities and operations, personal responsibility, trust, and respect. These qualities will be reinforced through the advisory system at the school. In the early college model, students are well known by their advisor and the principal due to the small-school size and focus, the advisory system, and the focus on individual student learning. Students are assigned to an advisor and stay with them for at least two years, working collaboratively with the same group of 15 students, as they are guided and challenged through rigorous high school and college coursework. Since students will be well-known through this system, it is anticipated that students’ misbehavior will be addressed quickly before it escalates. Furthermore, teachers and the school principal will work to develop a strong culture of respect at the school.

The discipline policy at the **Early College High School at Delaware State University** outlines three basic expectations: 1) Respect Others, 2) Respect Community, and 3) Respect Yourself. As an additional component, parents, students, teachers, and the school enter into a collaborative commitment to excellence that clarifies expectations for attendance and behavior. Additionally, all stakeholders commit to being active members of the creation, maintenance and support of the student’s *Personalized Growth Plan*. In addition, the *Commitment To Excellence* Agreement in Appendix X is another example of behavior obligations and expectations.

If a student fails to meet expectations for conduct, the situation will be resolved through methods of restorative justice, such as mediation, reflection, and reparation of the misdeed. Meeting with the advisor, the principal, parents, peers, the university liaison, and professors, depending upon the individual circumstances, will identify the root problem of the misbehavior and address it. Consistent and unexplained misbehavior at the **Early College High School at Delaware State University** will be considered a breach of trust that must be addressed for the learning to move forward.

Expectations for conduct are clearly discussed during enrollment interviews with students and families, and continue to be referenced during conferences regarding student’s Personalized Learning Plan once s/he is a member of the school community. Opportunities for continued discussions occur on a regular basis (and additionally as needed) as students plans are monitored, reviewed, and discussed among students, their advisors, their families, and the principal.

In order to comply with state requirements and regulations, the school will also maintain a *Student Rights and Responsibilities Manual (SRRM)*. The manual for the **Early College High School at Delaware State University** will be modeled after the one developed by the Appoquinimink School District. The manual for the **Early College High School at Delaware State University** will be tailored to the early

college model following approval of the school's charter. Once finalized, the manual will be distributed to students and their parents and published on the school's website.

As part of the application process, parents will be directed to review the SRRM either by way of an online download and review, or by hard copy provided by the school. As part of the application process, parents will be required to sign a statement verifying they have reviewed the SRRM. A sample SRRM (from Appoquinimink) is included in Appendix X.

In accordance with DDOE regulations, students will be required to 'sign off' that the SRRM was reviewed and discussed with their advisor, acknowledging these commitments.

In the unlikely event behavior violations of a serious nature (Level III) occur, state and DDOE regulations relating to the reporting of crimes to the appropriate authorities will be followed.

The school principal will maintain responsibility for oversight in all matters relating to students' rights and responsibilities.

- b. Describe how discipline will be handled with special education students. Describe how the school will report inappropriate behavior to affected parents, the Department, and when necessary, to law enforcement agencies.**

Consistent with the **Early College High School at Delaware State University's** implementation of the early college high school model, each student with an identified disability enrolled at the **Early College High School at Delaware State University** will have an Individualized Education Plan (IEP) that addresses the student's individual needs and encourages his/her active participation in the learning process. The IEP will include the expectations for responsible behavior as a school and community member.

Through regular monitoring, review, and discussion of each student's IEP with his/her advisor and certified special education advisor, ongoing support will be provided as needed to assist with meeting behavior expectations.

Behavioral concerns requiring more support will be handled in accordance with the policies found in the DDOE Administrative Manual for Services for Exceptional Students (AMSES). The student's IEP team will be involved in reviewing the requirements of the IEP and, as appropriate, conducting a Behavioral Manifestation Determination and executing a Behavioral Assessment while establishing a Positive Behavior Support Plan. Procedural Safeguards will be followed, and the appropriate reports to agencies including law enforcement will be completed as required. DDOE regulations will be followed relating to the reporting of crimes to the appropriate authorities.

The school principal will maintain responsibility for oversight of the policy, along with implementation and data reporting, as required.

- c. Describe how the school will ensure staff is adequately trained and properly implementing state and federal law related to the discipline of students with disabilities. Include a description of the school's specific action steps to ensure compliance with the disciplinary provisions of the Individuals with Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act.**

The **Early College High School at Delaware State University** will be proactive in the training and professional development of all teachers, administrators, and staff, specifically in assuring that all state and federal laws are followed with full compliance in the discipline of students with disabilities. Additionally, the school leader and/or appropriate employees will be in frequent communication with the

Department of Education and will attend all required Professional Development sessions around the issue of Special Education.

At the **Early College High School at Delaware State University**, steps will be taken to ensure that all administrators, advisors and staff will be trained and practiced in Restorative Justice. This will allow advisors and staff to teach the students conflict resolution skills and build stronger relationships by providing alternative approaches to discipline.

In the case that a student is in violation of the **Early College High School at Delaware State University's** behavior expectations, the school, overseen by the Director, will adhere to all disciplinary provisions of the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act. Discipline of students with disabilities will be handled on a case-by-case basis, with careful attention paid to being sure that at no point is the student's right to a Free and Appropriate Public Education (FAPE) jeopardized.

All due processes will be followed in order to ensure that the students' rights under the Individual with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act are fully respected.

d. Describe the plan the school will follow to ensure compliance with 14 Delaware Code, Section 4112, regarding the reporting of school crimes.

Reportable school crime incidents as described by 14 DE Code, Section 4112 will be reported as required. The written record will contain the mandatory information, including data about the incident, the perpetrator and victim, and the disposition of the incident. In addition, the principal will advise the Board of such incidents. Annual summary data will be presented at the Yearly Board Program Evaluation Meeting, along with required reports to DDOE.

e. Describe the attendance policies of the school. Describe the level of attendance will be required of the students each year. Describe the actions will be taken to ensure that students meet those levels of attendance. Describe how the attendance policies will be distributed to each student at the beginning of each school year.

The attendance policy at the **Early College High School at Delaware State University** can be found in the sample (from Appoquinimink) *Student Rights and Responsibilities Manual* Appendix X. These policies will be distributed and reviewed with students each year as part of regular discussions related to Student Personalized Growth Plans.

The policy requires students to attend school every day in accordance with Delaware Code. The maximum number of days that students can be absent without penalty of potential retention are defined, as well as reasons for excused absences, procedures for early dismissals and late arrivals, and other information pertinent to the policy. Further explanation of the attendance policy can be found in the above-referenced Appendix.

The school principal will maintain responsibility for oversight of the policy, along with implementation and data reporting, as required.

12. Health and Safety

- a. Describe the procedures that will be implemented to ensure the health and safety of the school's students, staff, and guests? List the staff (e.g. nurse) who will be hired or contracted to ensure the school will provide a safe and healthy environment.**

Assuring a safe and healthy environment for students and staff will be of the highest importance. The **Early College High School at Delaware State University** will hire a registered nurse who will be responsible for operating under the *Nursing Technical Assistance Manual* issued by the Delaware Department of Education (DDOE).

The **Early College High School at Delaware State University** will implement a comprehensive set of health, safety, and risk-management policies and practices in accordance with the *Nursing Technical Assistance Manual*. In addition, these policies and practices will be communicated to parents, students, and staff as part of enrollment procedures and various orientation programs.

Annual training will be provided for staff, as required, either by the school nurse or other health professionals. All reporting requirements will be followed as specified in the *Nursing Technical Assistance Manual*.

The school will maintain diligence in communications to parents, staff and students about urgent health issues, and will make every effort to employ best practices in managing the health and safety of students, staff, and guests.

As an additional safety component, the school will collaborate with the CMO (Innovative Schools) and DSU staff to build upon the University's 'Campus Safety Program,' and offer high school age-appropriate education to students in this important area. It is recognized special instruction and guidance will be necessary to support the health and safety of high school students located on a college campus.

The school principal will maintain responsibility for oversight and management of health and safety policies and practices.

- b. Describe the plan the school will use to ensure that criminal background checks will be made on the school's employees prior to hire. Identify the staff member that will have the responsibility for ensuring background checks are completed.**

As part of the pre-employment process, all employees and CMO-related staff will be required to have completed a criminal background check. In addition, the child abuse registry will be checked through the Department of Services for Children, Youth and Their Families (DSCYF). Results will be maintained in a secure file, separate from personnel files and available for authorized inspection.

Criminal background and child abuse registry checks will also be required for all staff employed through contracted services agreements, members of the school's Board, and any volunteers who have regular contact with students.

The school principal will be directly responsible for ensuring that criminal background and child abuse registry checks are initiated, completed, and appropriately documented prior to an individual staff member's employment or board member's appointment.

- c. Describe the process that will be used to ensure that:**

Policies will be developed and approved by the Board prior to student recruitment beginning in the Fall of 2012, and at a minimum will address the following topics:

- 1. Ensuring that students have physical examinations prior to enrollment.**
Proof of a student's recent physical examination and immunizations will be collected at the time of enrollment. All health information will be reviewed, maintained, and monitored by the school nurse, and will be maintained as part of the student record.
- 2. Establishing procedures for administering medications and medical treatments, including first aid.**
The school nurse will administer medications and medical treatments in accordance with DDOE's *Nursing Technical Assistance Manual and Regulations*, and any other appropriate governmental regulations or professional guidelines.
- 3. Monitoring student health and maintaining health records.**
The school nurse will monitor and maintain student health records in a secure location and forward the required documentation of services to DDOE.
- 4. Ensuring that immunizations and TB screenings are conducted.**
The school nurse is the on-site health expert for the **Early College High School at Delaware State University**. His/her duties include monitoring student health records. When immunization and other screening requirements are not met, parents will be notified and the student may be excluded from school until the regulation has been met.
- 5. Ensuring the school nurse will serve on IEP teams, as required, when medical treatment is necessary.**
The nurse will serve as a member of IEP teams when medical issues are discussed. The nurse will also provide medical information during evaluation processes.
- 6. Screening for health problems (vision, hearing, orthopedic, etc.).**
The **Early College High School at Delaware State University's** nurse will conduct an active screening program for vision, hearing, orthopedics, etc. as prescribed in DDOE's *Nursing Technical Assistance Manual and Regulations*.
- 7. Establishing procedures for containing and controlling the spread of infectious diseases.**
Procedures will be developed to communicate appropriate precautionary steps for containing and preventing the spread of infectious diseases and other medical conditions.
- 8. Ensuring a safe environment to include procedures and training in the following areas:**
Procedures will be in place and training will be conducted for responding to natural disasters and emergencies, including fires and earthquakes; preventing contact with blood-borne pathogens; and emergency responses including appropriate "first responder" training or its equivalent. The school will be housed in facilities that have received state Fire Marshal approval and will have been evaluated by a qualified structural engineer who has determined the facilities present no substantial seismic safety hazard. Policies will be established defining the school as a drug, alcohol, and tobacco-free workplace.

These Board-approved policies will be incorporated, as appropriate, into the school's parent, student, and staff handbooks as they are developed and will be reviewed on an ongoing basis. Appropriate staff training will be held as part of orientation programs.

The school principal will maintain responsibility for the oversight and management of the policies and procedures in this section.

- d. **Identify where the school will be located (include county location and any other location specifics). Describe the site and how it will be suitable for the proposed school to include health and safety considerations. Describe how access to the building will be controlled.**

The school will be located on the grounds of Delaware State University. During the first four years of operation the main high school classrooms will be housed in modular buildings. Students will also attend their college courses in various buildings on the campus. As part of the university's long-term facility plan, the school will obtain space in a to-be-built section of the campus.

In the interest of safety for students, staff and visitors, 'controlled access' to the school facility will be maintained at all times. The school will be included in Delaware State University's security system to that encompasses campus police patrol services, as well as all other security measures. Visitor access will be limited to the main entrance until proper identification and 'guest pass' procedures have been completed.

- e. **Describe how the facility is in full compliance with all applicable building codes for public schools and is accessible for individuals with disabilities. Describe any renovations of the facility and provide a schedule for that renovation.**

The **Early College High School at Delaware State University** will lease modular buildings pending approval of the school's charter. The modular buildings used during the first four years will include any necessary health, fire, and safety upgrades as well as enhancements for access and use by people with disabilities. New entrance ramps, fire-retardant doors and walls, and ADA-compliant bathrooms in buildings are just a few examples of the efforts that will be made to meet established regulations. The school facility will maintain compliance with all county and city code requirements and will work with personnel from DDOE to ensure school-specific health, safety, and logic aspects of the site are addressed.

It is with that same attention to detail and planning that the **Early College High School at Delaware State University** will occupy and manage the future facility.

- f. **Describe building maintenance practices which will provide a reasonable assurance of a safe school environment for students, staff and visitors.**

In addition to periodic inspection practices required by the state and local codes and authorities, the **Early College High School at Delaware State University** will establish annual maintenance and cleaning contracts for its operations. This formal approach to engaging reputable and insured firms in support of the school will provide accountability and assurance that the **Early College High School at Delaware State University** facilities are kept in order and functioning safely and appropriately.

- g. **What location and facilities will be used for physical education? What further safety issues will this add, and how will they be addressed?**

The **Physical Education class at the Early College High School at Delaware State University** will use the athletic facilities at DSU for PE instruction. The agreement to use the facilities and fields is articulated in the MOU between the high school and the University which is in Appendix F. In year one, students will use the Health and Wellness Center facilities and fields with the PE teacher so that they are properly instructed on how to use the equipment and classes and so that the teacher can overlay the application of PE (i.e. actually playing the sport or engaging with an existing athletic class) with appropriate instruction. This blended approach to using the existing DSU facility and classes will provide an excellent instructional model to ensure that students are properly taught by a certified PE teacher while also exposing them to the athletic facilities, services, and classes they can access after they complete the PE credit. In years two through four, after students have completed the PE credit and when they are ready to move into the college space, students will be able to access the Health and Wellness Center on campus to engage in physical activities such as swimming, aerobics, karate, weightlifting, etc.

This blended approach does not present any additional safety concerns, but will provide an excellent opportunity for students to learn how to use public facilities and health clubs in a responsible manner and facilitate them becoming fit for life.

- h. Describe how the students will be transported to the school. Provide intended contract language for the transportation methods chosen (whether the school will provide its own transportation, contract out for transportation, request that a district provide the transportation, or a combination thereof.**

The **Early College High School at Delaware State University** will contract with a highly reputable and insured firm that specializes in the student bus transportation business to provide bus transportation services to get students to and from school.

- i. Describe how students residing outside of the district in which the school will be located will be transported to the school.**

The Early College High School at Delaware State University will make every effort to accommodate transportation beyond any single school district by establishing central hub points inside of the district for student pick-up and drop-offs to and from school. The school principal will work diligently with the transportation company planners to identify and establish convenient spoke and hub configurations that maximize student access and minimize ride times.

- j. Describe how special needs students will be transported if specialized transportation is required by the IEP.**

Appropriate accommodations defined in their IEPs will be provided to meet the needs of all students requiring transportation. As special transportation needs are identified, the school will work with the student's parents and the transportation services company to ensure compliance with specialized transportation needs.

- k. Provide the plan for oversight of the school transportation operations, e.g., route planning, bus stop selection, drivers/aides, coordination with contractors if used, school bus discipline.**

The CMO, school principal, and Operations Manager will work with the transportation services company each year to provide the most efficient and cost-effective means of getting students to and from the school's campus location.

The CMO will also coordinate mandatory orientation for bus drivers to establish communication protocols and to clarify procedures related to all aspects of student transportation. Any school bus discipline issues which may arise will be addressed in accordance with school policies and procedures (see Section 11: Student Discipline for more information).

- l. Describe the plan for providing meals for students, including students eligible for free and reduced lunch. If the school participates in the national School Lunch/Breakfast programs and it intends to contract for meals, identify the contractor and describe the services provided. List the estimated annual costs per student for food services.**

The **Early College High School at Delaware State University** intends to participate in the National School Breakfast/Lunch Program, and will contract for meals from a qualified food service vendor. Meals will be served on-site five days each week to all students.

Eligibility for free/reduced meals will be determined annually during the first week of school and in accordance with established state and federal procedures. The school principal, CMO, and Operations

Manager will work with the food service vendor to ensure that all meals are consistent with state and federal guidelines and compliant with DDOE regulations.

The estimated annual cost per student for food services is \$743.75

- m. Describe how the school will comply with the requirements of the Federal Free and Reduced Lunch Program for eligible students, if the school participates in the program.**

The **Early College High School at Delaware State University** will comply with the requirements of the Federal Free and Reduced Lunch Program by providing applications and information about the program to students and their families upon enrollment in the school, and annually thereafter.

As part of a general information package, special emphasis will be placed on explaining various elements of the program, including the provisions for breakfast and lunch and possible participation with the snack and fresh fruit/vegetable components.

Confidentiality of the students receiving free or reduced meals will be maintained using the 'Point of Sale' system (POS).

13. Student and School Data

- a. Describe the process and procedures the school will follow to comply with the Family Education Rights and Privacy Act (FERPA) and implementing federal and Department of Education regulations regarding disclosure of student records.**

The **Early College High School at Delaware State University** will have processes and procedures that fully comply with the Family Education Rights and Privacy Act (FERPA) and Delaware Department of Education (DDOE) regulations regarding the handling and disclosure of students' records. These policies and procedures will be developed and published in the Student and Parent Handbook.

Professional development will occur prior to start of school on FERPA as it relates to the following areas: instruction, health (HIPPA), child nutrition (free & reduced lunch), and child safety (procedures on how to handle children covered by court orders/custody). Training will include electronic record security as well as security for paper records within the school. CMO employees, subcontractors, and staff of the **Early College High School at Delaware State University** will sign confidentiality oaths prior to access to systems with student data; confidentiality will apply to paper as well as electronic records.

- b. Describe the plan for the timely transfers of student and school data to the Department of Education.**

The **Early College High School at Delaware State University** will be part of the state's eSchoolPLUS pupil accounting system. The use of this system will ensure timely transfer of student data and records to other schools and the Delaware Department of Education (DDOE). All staff members required to use eSchoolPLUS will be fully trained on the system. The **Early College High School at Delaware State University** will remain current with staff training and data requirements defined by the DDOE.

14. Management Companies

- a. The board of directors shall annually certify to the Department, on a form provided by the Department, that prior to the payment of any fees or other sums to any management company employed by the board, the board shall ensure that sufficient revenues of the school are devoted to adequately support the school's proposed educational program. Such form of certification may require documentation of all actual or proposed expenditures by the school. Failure to provide sufficient funds to adequately support the school's proposed education program shall be grounds for revocation of the school's charter. A management company may be a company that manages any aspect of the school to include administrative and financial functions as well as the educational process. Provide with this application a copy of the contract to include detailed descriptions and delineation of responsibilities between the school and the management company. (Renewal/Modifications – provide original documentation and any changes)

The Board of Directors for the **Early College High School at Delaware State University** will annually certify to the Delaware Department of Education (DDOE) that prior to the payment of any fees or other sums to Innovative Schools, the designated Charter Management Company, sufficient revenues of the school will be devoted to adequately support the school's proposed educational program. Such certification will be executed on a form provided by the DDOE. This language is also reflected in the current Charter Management Agreement, a copy of which may be found in Appendix P.

All required documentation will be provided, as requested by the Department.

ASSURANCES

The Board of Directors of this charter school assures that the school will:

- 1) Be in full compliance with 14 Delaware Code, Chapter 5 and 14 DE Admin Code, and Section 275 in the Regulations of the Department of Education.
- 2) Not discriminate against any student in the admissions process because of race, creed, color, sex, disability, or national origin or because a student's school district of residence has a per student local expenditure lower than another student seeking admission.
- 3) Not operate in a sectarian manner or include religious practices in its educational program.
- 4) Participate in the Delaware Student Testing Program and meet the requirements for school accountability as described in state law.
- 5) Manage the school within all State administrative and financial systems listed in 14 Delaware Code, Section 512 (9) including accounting, payroll, purchasing, retirement, and benefits. All school funds will be managed through the school's accounts set up in the Delaware Financial Management System (DFMS).
- 6) Initiate and maintain direct communication with other public and nonpublic schools to assure efficient notification and transfer and exchange of records.
- 7) Update the application to incorporate any modifications and/or conditions identified as pre-conditions to final approval by the Secretary of Education and State Board of Education as set forth in its written decisions; and operate the program in accordance with the content of the updated and approved charter granted by the Department of

Education and State Board of Education. The school's board of directors will not implement any modifications to the charter school program or operation without the express written consent of the Department of Education.

- 8) Notify the Department of Education in writing within 30 days when the school's administrative head or any member of the board of directors change.
- 9) Provide the Department of Education with copies of all the policies and by-laws of the school and the school's board of directors and inform the Department in a timely manner when by-laws change.
- 10) By the first day of instruction each school year, ensure that all advisors meet the certification requirements of the Delaware charter law and are properly listed in the PHRST and DEEDS programs.
- 11) Employ only staff who have complied with the requirement of having a successful criminal background check and report to the Department of Education by September 1 of each school year that the school is in full compliance with state law related to this requirement.
- 12) Cooperate fully with Department of Education requests for reporting information and activities related to monitoring the school's compliance with the charter and applicable state and federal laws and regulations.
- 13) Comply with the provisions for a Performance Agreement, as required by the Secretary of Education.
- 14) Distribute copies of the Department's Frequently Asked Questions About Delaware Charter Schools/Parent Guide to Delaware Charter Schools to all parents seeking to enroll their child(ren) as well as to parents of enrolled children.
- 15) Conduct all meetings of the board of directors in a manner consistent with the Freedom of Information Act, especially the legal requirements of 29 Delaware Code, Sections 10002, 10003 and 10004.
- 16) The Board of Directors will include a member who is a certificated advisor employed by the school and a member who is a parent of a student currently enrolled in the school, consistent with 14 Delaware Code, Section 512(1).
- 17) Comply with the requirements for reporting school crimes as described in 14 Delaware Code, Section 4112.
- 18) As required by 14 Del. C. § 506, maintain on file a written statement signed by the parent or guardian of each enrolled child acknowledging that the child will attend the charter school for at least one complete school year.
- 19) Advise any person or entity offering a loan to the school that debts of the school are not debts of the State of Delaware and that neither the State nor any other agency nor instrumentality of the State is responsible for the repayment of any indebtedness.

- 20) Annually certify to the Department, on a form to be provided by the Department, that prior to the payment of any fees or other sums to a management company employed by the board, the board will ensure that sufficient revenues of the school are devoted to adequately support the school's proposed educational program.
- 21) Participate in all training offered by the Department of Education to charter schools prior to the opening of the school.
- 22) Establish a student application and admissions process that will enable the school to provide the local districts in which the students reside with a preliminary roster of students for the subsequent year on or before April 1 each year.
- 23) Ensure that by April 1 each year the school has enrolled at least 80% of the total authorized number of students and that it has notified each school district of information about enrolled students.
- 24) Complying with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990.
- 25) Comply with Title VI and VII of the Civil Rights Act of 1964.
- 26) Comply with Title IX of the Education amendments of 1972.
- 27) Have certified special education advisor(s) providing services for students with disabilities.
- 28) Ensure that students have physical examinations prior to enrollment.
- 29) Ensure that required immunizations and screenings (lead, TB) are in compliance.
- 30) Administer medications and medical treatments, including first aid.
- 31) Screen for health problems (vision, hearing, postural/gait, etc.).
- 32) Monitor student health and maintaining health records.
- 33) Ensure emergency care for known and unknown life-threatening health conditions.
- 34) Ensure health representation on IEP teams when student's needs require such.
- 35) 14 Delaware Code, Section 511 (1) states that all applications for a charter shall contain an affirmative representation by the applicant that, no later than June 15 immediately preceding the authorized opening date of the school, the applicant shall secure a Certificate of Occupancy, either temporary or final, for the premises in which the school is to be located; provided that any temporary Certificate of Occupancy must permit occupancy at the premises by school staff and students for school purposes. If the charter is approved and the charter holder shall subsequently fail to obtain the necessary Certificate of Occupancy as required by this section, the opening of the school shall be delayed by one year from the date previously authorized by the approving authority and

the charter shall be placed on probation subject to the terms and conditions imposed by the Department of Education with the consent of the State Board of Education. No waivers are available for this requirement.

- 36) The school must participate and receive training in the use of the Department of Education's Pupil Accountability system E-School Plus.
- 37) The school must intend to comply with all additional curriculum regulations including 501, 502, 503, and 525 and any other curricular regulations.
- 38) Maintain corporate status as described in Title 14, Del. C. § 504.
- 39) Follow the Family Education Rights and Privacy Act (FERPA) and implement federal and Department of Education regulations regarding disclosure of student records.
- 40) The Board of Directors of the school, its employees, agents and contractors, shall comply with all obligations imposed upon them by law, shall comply with the provisions of the corporate charter, by-laws and resolutions, and shall further comply with any applicable rule or regulation, all of which are imposed as conditions to approval of this charter.
- 41) The Board of Directors shall ensure that school is and remains in compliance with any student, educator, and school achievement performance requirements now or hereafter in effect in Delaware Code or Regulation.
- 42) No part of the school's corporate charter or by-laws shall be amended, altered, repealed, restated or otherwise modified without the prior written consent of the Department of Education, except that the number of directors may be increased or decreased without the Department's consent, provided that any such change shall be limited to the number of directors only and not to the qualifications thereof; and further provided that any such change shall otherwise be consistent with any applicable law, rule or regulation.
- 43) The Board of Directors shall not charge or collect any fee not permitted to be assessed by a school district. These include but are not limited to fees to any students applying for admission and fees for the use of instructional materials.
- 44) The Board of Directors shall ensure that the school submits data requested or required by the Department in any form, including electronically, in accordance with timelines in the Department's Data Acquisition Calendar.
- 45) The Board of Directors shall ensure that the school is in full compliance at all times with the requirements of background checks as stated in 11 Delaware Code, Chapter 85, and Subchapter VI.
- 46) The Board of Directors shall assure that the by-laws of the Board have been reviewed and remain in compliance with the current and future opinions of the Public Integrity Commission, Attorney General opinions, and the use of bid laws for procurement.
- 47) The Board of Directors shall assure that the school has met the advisor certification requirements of 14 Del. C. § 507 (c).

As members of the Board of Directors of this charter school, we agree to these assurances as conditions of approval of the charter.

We have reviewed both the Delaware Charter Law (14 Delaware Code, Chapter 5) and 14 Admin Code, Section 275 in the Regulations of the Department of Education (DOE Regulation 275), and have based the responses in this application on the review of these documents.

We are familiar with the requirements of the Delaware Financial Management System (DFMS) and the state payroll system.

We understand that when submitted to the department of Education, this application will be deemed to be a "public document" subject to disclosure pursuant to the provisions of the Delaware Freedom of Information Act.

We understand that is a charter is granted for this school, all future members of the school's board of directors will be bound by the terms of the charter unless the approved charter is formally modified with the written approval of the Secretary of Education.

DSU Early College High School

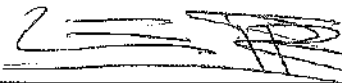
Name of Charter School

Date 12/31/2011

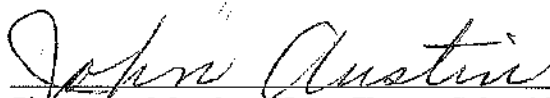
Date of Signatures



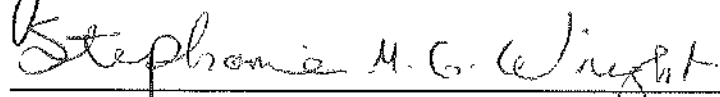
Signature, CHAIR of the Charter School Board of Directors



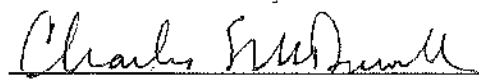
Signature, Member of the Charter School Board of Directors



Signature, Member of the Charter School Board of Directors



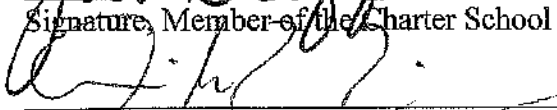
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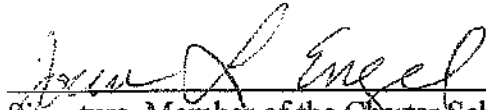
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