DELAWARE DEPARTMENT OF EDUCATION

CHARTER SCHOOL APPLICATION FORM

I AM Academy Leadership & Technical Institute

Name of Proposed School

Valerie Brown-Baul

Name of Contact Person

Valerie Brown-Baul

Name of the Head of the Board of Directors

12 Dunleary drive

Mailing Address of Contact Person

Proposed Opening Date

302-521-4999

Telephone Number of Contact Person

Grades for School

888-679-0760

Fax Number of Contact Person

vbrownbaul@gmail.com

E-mail Address of Contact Person

First Year Enrollment   400

Total Number   **First Year Grade Span**

Second Year Enrollment   600

Total Number   **Second Year Grade Span**

Third Year Enrollment   840

Total Number   **Third Year Grade Span**

Fourth Year Enrollment   1060

Total Number   **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.

	Year 1	Year 2	Year 3	Year 4
Kindergarden				
1'st Grade				
2'nd Grade				
3'rd Grade				
4'th Grade				
5'th Grade				
6'th Grade	120	120	140	140
7'th Grade	80	120	140	140
8'th Grade	80	100	140	140
9'th Grade	120	120	140	160
10'th Grade		140	140	160
11'th Grade			140	160
12'th Grade				160
Total Enrollment	400	600	840	1060

Introduction

A) 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. For renewals and modifications, please update this information if necessary. Otherwise, indicate that this information remains unchanged from your last application. If this is your first renewal or modification using the on line application, please supply this information as it appeared on your last application. Please follow the same process for all of the sections of this application.

Response:

I AM... Academy Leadership and Technical Institute (I AM...Academy) will be a combined Jr. High and Sr High Academy serving grades 6-12, starting with 400 students in the first year and growing to 1,060 students by year four. The main focus for our school will be on Leadership, Entrepreneurship and Technology Education. I AM... is an acronym for Impact, Action & Mastery. Our foundational philosophy is that purpose, vision and passion are the fuels that empower success. We will show students the principles of personal development and teach them how to make an impact, take action and master their gifts and talents. To do this we will all have to partner with each other as life long learners, teachers as facilitators, parents as coaches, students as self-learners, administrators as learners and the community to personalize a life fulfillment plan for the students.

Our founding group, which is composed of educators, parents, community leaders and business professionals have come together to create a new school model that integrates higher education and corporate training into a middle and high school model. We have come to understand and experience that a successful business and/or career path not only comes from excellence in academics, but also from leadership and life-skills that are learned, often times not until we get into our careers. Imagine how much more prepared the students will be if they have these leadership skills when they start their careers. I AM… Academy will teach these skills to prepare the students for college and their careers in advance. We believe students with these skills will be better equipped to compete and become global leaders. Some of the models that we have either researched and/or conducted school visits to, and enlisted mentoring support from, are High Tech Design of California, Newark Charter School, Philadelphia's School of the Future, Benjamin Syms Middle school in Hampton, VA. All of these schools have incorporated best practices and have achieved phenomenal results. We also are collaborating with Jobs for the Future who are guiding us on how to implement an Early College High School Model.

We plan to transform a building in either Newark or Bear, Delaware in New Castle County, to a "Google-like learning environment." This type of learning environment will foster innovation and provide a place where students want to go and work in teams to create the future.

Attributes of our school include:

A rigorous Academic Curriculum that incorporates a hands on, small group, self-learning model
o An environment where teachers are facilitators of self-learning and exploration
o Personalized Gifted and Talented Program
o College Prep, Entrepreneurship, Science and Technology career paths
o Early college Program (college credits up to an associates degree)
o Student Leadership Projects Each Year
o Math, Science and the Arts Enrichment
o Foreign Languages will be required for all school years
o Single Gender classrooms for Core Academic Subjects
o Flexible and rotating block scheduling
High Tech learning environment
o MAC and PC Lab's
o Partner with Microsoft's School of the Future IT Academy
o Smart Board Technology
o Audio/Video Productions

Global & Technical Collaboration: Students will team up with other students via the internet with a school from the top 5 Academic

Achievement nations and third world nations to collaborate on global learning and projects.

o International Student Collaboration Center

o Student operated Global Multi-Media and Online TV Network

o "Real Life" Simulation Learning Tools

o Distance learning available for students who are temporarily excused to work at home due to sickness, etc.

Parent and Student Special Programming

o "No Parent Left Behind" – Parental involvement and parent coaching skills development

o Certified Peer Leadership Program

o Citizenship Program

o Environmental and Energy Projects

I AM... Academy also plans to make an impact by preparing students to have careers in the fastest growing industries. According to the Department of Labor the majority of the fastest growing occupations are in the areas of technology, business, math and science, which are emphasized in our educational program. Many of the careers will be entrepreneurial or competitive, so skills in leadership and entrepreneurship are essential in preparing today's students.

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. (Renewal/Modifications - provide original documentation and any changes)

Response:

The proposed school is being developed by parents and a professional group of people. Our board has members from the Delaware School System, Professors from Wilmington University, Delaware State, Springfield College and Delaware Tech, business owners, community members and parents of students in the Delaware school system. All members of the board have a passion for youth and education reform and want to provide a high tech alternative for our children to lead and compete globally. We have been meeting and working together for the past year to prepare an application for a charter school that develops the whole child. We have four certified teachers a certified school counselor, and three higher education educators in the founding group. One board member is a certified administrator and math teacher, she heads the math and science department and talented and gifted program at her school. We also have two certified special needs teachers and we have two ELA certified teachers and a Certified school counselor. The chairman teaches Leadership, E-commerce and Marketing at Wilmington University and is a business owner and former Marketing and IT corporate executive for AT&T, Verizon and Dow Jones and Company with profit and loss responsibilities as well as managing large budgets and staff. She also is the founder of KidzFit4Life, a federally funded, fitness program that served over 21 schools in the state of Pennsylvania and Delaware and served several thousand students in the area of health and fitness. Our Leadership expert has a Masters in Education and a Doctorate in Strategic Leadership and travels the country training and coaching corporate leaders for Fortune 500 companies, state and federal government agencies. The majority of the board are parents of students currently or previously in the Delaware School System.

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. (Renewal/Modifications – provide original documentation and any changes)

Response:

Valerie Brown-Baul, Founder and parent of three, had a life-long vision to teach youth entrepreneurship, leadership and technology and integrate college and corporate training models into secondary education. Yvette Briscoe, Co-founder and parent, also had a vision to open a Jr. High School with a focus on math and science, using global best practices. We decided to collaborate as a team

and to bring a core group of parents and highly qualified professionals together with a desire to reform education starting with a Jr. high and high school. Our long term aspirations include adding a pre-school and elementary school. After sharing our visions with the community, parents and other colleagues, we were able to engage people to bring their expertise and passion to the founding group and board. In addition, we have also recruited an advisory team of students, business, education and community leaders that will provide expert advice along the way.

We have either researched and/or conducted school visits to learn about challenges we face and best practices that have made the following schools successful: High Tech Design of California, Newark Charter School, Philadelphia's School of the Future, Benjamin Syms Middle school in Hampton, VA. All of these schools have incorporated best practices and have achieved phenomenal results. We also are collaborating with Jobs for the Future who are guiding us on how to implement an Early College High School Model.

We are positioned through our board members to collaborate with Wilmington University, Delaware Technical and Community College, Springfield College and Delaware State to implement early college training model and utilize resources, such as audio and video production studios, instructors, etc. We have met with and plan to receive guidance from Gregory Neece, Newark Charter School, Mr. Baltimore and Rosalind Chivis, of Philadelphia High School of the Future. As a result of our participating in Building Successful Schools program, we will have Elondra Miles of Benjamin Syms Middles School in Hampton Virginia as a mentor. In addition, we have signed up to become a member of the Delaware Charter Schools Network to take advantage of their mentoring program and expertise.

We currently do not have any partnership with schools, other entities or groups. We did not enlist an outside agency to prepare our application, as a few of the members have had experience in the preparation of charter applications in the past. We feel confident that we can get the charter school up and running, and maintain a high retention rate, with our internal board members. We will enlist the assistance of help of Innovative School services, on an as needed basis.

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. (Renewal/Modifications – provide original documentation and any changes)

Response:
Below is a list of the founding board of directors with categories listed of certified teachers, parents and community members. The majority of the board members live in New Castle County, where students will be served.

Valerie Brown-Baul, MBA
12 Dunleary Drive
Bear, DE 19701
vbrownbaul@gmail.com
302-521-4999
Parent/Educator Higher Ed.

Yvette Briscoe, M.Ed
317 Schafer Blvd
New Castle, DE 19720
ybrisco@comcast.net
302-299-7202
Certified Teacher and Principal

Michelle Wyatt, M.Ed
40 Shull Drive
Newark, Delaware
302-366-1788
mickiwyatt@hotmail.com
Certified Teacher/Special Education

Kamika Lynette Bost, M.Ed
234 Philadelphia Pike, Suite2
Wilmington, DE 19809
Catalystforchange92@yahoo.com
302-465-1537
Educational Consultant

Christina Emmanuel, M.Ed.
14 Windmill Lane, Apt 24
New Castle, DE 19720
christinaemman@aol.com
302-397-4182
Certified School Counselor

Flossie Davis
1325 King James Court
Bear, DE 19701
nbizness@yahoo.com
302-757-0010
Certified Teacher and School Media Specialist

Dr. Deidre Anderson, DSL, M Ed.
1522 Reservoir Avenue
Abington, PA 19001
www.trailblazers-inc.com
215-618-2435
Parent/Certified Teacher in PA

Akeria Timothy
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akeriatimothy@hotmail.com
484-354-5081
Financial Consultant

Kelli Artis
172 West Baltimore Pike
Lansdowne, PA 19050
kartis@kellivirtualservices.com
215-303-7582
Parent and Project Manager

Thomasa P. Slaughter
1021 W. Founds Street
Townsend, DE 19734
443-244-5787
Thomasa_walker@yahoo.com
Parent/Community Member/IT Consultant

David Femi, MBA

22 Cottage Ct.
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302-465-0760
Davidfemi.ceo@gmail.com
Licensed Financial Advisor/Parent

John E. Roland
41 Southbridge Road
Bear, DE 19701
302-836-6449
Parent/Educator

Cornelia Johnson
34 Norwalk Way
Middletown, DE 19709
Parent/Administrator/Educator

Leila A. Llewelyn Rowe
126 Dutton Court
New Castle, DE 19720
707-322-2019
Parent/Bi-Lingual Educator

D) Describe the plans for further recruitment of board members of the school, especially teachers to be employed at the school and parents of students to be enrolled at the school. (Renewal/Modifications – provide original documentation and any changes)

Response:
During our planning year, the board will transition from a founding board to an operational board. Some of the current board members will leave the board to work full time to build the school. Valerie Brown-Baul and Yvette Brisco will become administrators of the new charter school. Flossie Davis, Michelle Wyatt will leave the board and take a leave of absence from their current school to implement the charter school as seasoned educators. Valerie Brown-Baul will remain on the board as a non-voting member. Eleven board members will remain.   When new seats are filled it will be through a nomination and selection process governed by the board selection committee as outlined in the attached By-laws. The selection criteria will be based on the needed area of expertise needed to maintain a diverse board of qualified experts. We will always have at least one parent of an enrolled student on the board and the president of the PTO will have a seat on the School Board and one teacher. In addition, we plan to have a student advisory board and a representative of that board will represent the student's voice to the Board of Directors. Please see attached Bylaws for details regarding recruitment and policies of board members.

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: (Renewal/Modifications – provide original documentation and any changes)

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

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

- Personnel management.

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

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

- School operations, including but not limited to facilities management.

Response:

The Board of directors will maintain collective experience by keeping a diverse group of experts on the Board of Directors. We will also create a Mastermind Think Tank Committee of community leaders, technology and educators to brainstorm and keep abreast and provide new solutions for today's educational environment. This Mastermind group will provide bi-annual recommendations to the board to ensure we are considering fresh approach to education. Current Board members have an expertise in the following areas, as listed:

1. Research-based curriculum and instructional strategies, to particularly include the curriculum and instructional strategies of the proposed educational program. Yvette Briscoe, Michelle Wyatt, Flossie Davis, Valerie Brown-Baul, David Femi, John Roland, Dr. Deidre Anderson

2. Business management, including but not limited to accounting and finance. Valerie Brown-Baul, David Femi, Akiera Timothy, Yvette Briscoe, Kamika Bost, Dr. Deidre Anderson, John Roland, Flossie Davis, Cornelia Johnson, Leila Rowe

3. Personnel management.

Emma Stanton, John Roland, Valerie Brown-Baul, Kamika Bost, Dr. Deidre Anderson, Yvette Briscoe, Leila Rowe

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

Yvette Briscoe, Valerie Brown-Baul, Deidre Anderson, John Roland, Christina Emmanuel, Flossie Davis, Leila Rowe

5. At-risk populations and children with disabilities, including but not limited to students eligible for special education and related services. Yvette Briscoe, Dr. Deidre Anderson, Michelle Wyatt, Flossie Davis, Kamika Bost, Akiera Timothy, Christina Emmanuel, Leila Rowe

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

Kamika Bost, John Roland, Valerie Brown-Baul, Yvette Briscoe, Dr. Deidre Anderson

Founding Board School Qualifications:

Valerie Brown-Baul, MBA

MBA with a concentration in Marketing and a Bachelors in Business information Systems. Her Marketing experiences include recruiting for and implementing a marketing program for charter schools and other non-profits. She is a current educator at Wilmington University and former educator at Delaware State, Springfield College and Rutgers University. Her corporate experience as an Executive with profit and loss responsibilities has given her the ability to develop and manage budgets over 25 Million Dollars and manage a staff of over 100 people. She also has consulted with and managed the development of non-profit organizations and grant writing. As founder of Kidz Fit4Life and other afterschool programs, Valerie has worked with at risk students and students with disabilities for over 20 years. Currently she is an Entrepreneur in the area of business development, e-commerce and training. Valerie is a veteran of the US Army with a background in Human Resource Management. Valerie is currently working to complete courses for Secondary School Leadership at Wilmington University.

Yvette Briscoe, M. Ed,

Certified Administrator and Teacher in the state of Delaware who has completed Building Successful School program in Virginia, and Aspiring Administrators training in Dover Delaware. She has teacher training and curriculum development experience and is the Coordinator of a Kirk's Talented and Gifted Program and the Math department. Yvette has over 20 Years of experience teaching adolescents and the professional development of teachers.

Deidre Anderson, DSL, M.Ed.

CEO of Trailblazers, a Leadership Training, Consulting and Coaching Company based in Pennsylvania. Deidre is a certified ELA Teacher, Special Education and Administrator in the state of Pennsylvania. Holds a Doctorate in Strategic Leadership.She also is an

expert in the area of leadership curriculum development.

Michelle Wyatt, M. Ed.
Certified ELA and Special Education Teacher in the State of Delaware.

Flossie is a Certified Teacher in the state of Delaware and New Jersey. She is also a multi-media librarian in the state of Delaware. Entrepreneur, and Founder of the "No Parent Left Behind program," originated in N.J. She is a Telecommunications professional/technical trainer with 24yrs. in the industry and a former USAF Air Traffic Controller.

Thomasa Slaughter
Thomas has experience as an IT Systems Engineer and operations management for Kaiser Permanente' medical centers and hospitals..

Christina Emmanuel, M.Ed
Certified Guidance Counselor in the State of Delaware. Certified Diversity Trainer at the University of Delaware. Currently works as Life Skills, Health Educator and adolescent counselor for Children and Family First, which provides services to schools throughout Delaware.

David Femi, MBA Business Management
Personnel Management
Diversity Issues
David is an educator with an MBA in Finance. He is a Certified Financial Banker and teaches Corporate Finance as an adjunct Instructor at Wilmington University.
Akeria Timothy, MBA
Akeria has an MBA with a concentration in Finance. She is currently a Financial Consultant at HSBC and former Financial Consultant for JP Morgan. Akeria's passion is sports and she is an athlete and Certified Referee who works extensively with at- risk students.

Kamika L. Bost, M.Ed.
Founder and Executive Director of Catalyst for Change, Inc a non- profit organization devoted to advancing students talents. Former Experience includes:
Educational Consultant-Innovative Schools Development
International Educational Consultant-Inner Change Associates
Dean of Curriculum and Instruction
Dean of Administration
Career and Technical Instructor-Business Technology
School Operations Specialist
Admissions Advisor
Middle School Language Arts Teacher

Kelli Artis
Project Management for Tishman Construction and president of Kelly Virtual Services – a virtual administrative support services company. Her background includes: Project Management and Human Resource experience.

John Roland,M. Ed. - John is a candidate for Doctorate in Psychology in August 2010. John has a Masters of Education in Education Administration. Expertise includes: Campus operations and facilities management, business management and supervising full time and part time educators. Training and professional Development, Leadership Development. Former Vice President of the Urban League with Affirmative Action and Diversity experience. .

Emma Stanton, MS Human Resources - Expertise is in Human Resource Management, Corporate Training and Development, conflict and relationship management and Policy Development.

Leila Rowe, has a MA in Human Resources, is an educator and higher Education Adminstrator. Leila is Bi-lingual and speaks both Spanish and English. She is an expert in career counseling and coaching and she currently is the Director of University Studies and First Year Program at Delaware State University, where she provides services and programs for incoming freshman and high school students transition to college.

John Roland, M.Ed
John is a Professor at Springfield college School of Human Services. He will complete his PhD this year. John has Administrative background and was the former Vice President of the Urban League, with a focus on Affirmative Action and Diversity Issues.

2. Form of Organization

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

Response:

The corporation was incorporated by Valerie Brown-Baul on September 15, 2010. As detailed in the bylaws: The current corporate officers are asfollows:

Valerie Brown-Baul, Chairman of the Board
Yvette Brisco, Vice Chairman
Christina Emmanuel, Recording Secretary
Thomasa Slaughter, Corresponding Secretary
David Femi, Treasurer

Our attached incorporation papers and bylaws show that I AM Academy Leadership & Technical Institute is for educational purposes to open and operate a charter schools, before school programs, after school programs and educationally related programs offered outside the traditional school year.

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. (Renewal/Modifications – provide original documentation and any changes)

Response:
OUR VISION

Our vision is to establish I AM…Academy Leadership & Technical Institute as a global leader preparing students to excel academically and vocationally to achieve their highest level of self-sufficiency and success.

OUR MISSION

To develop an educational model that not only promotes academic best practices, but equally focuses on the whole student, their aspirations and talents using personal and leadership development programs and multi-media technology designed to facilitate:

1. personal discovery
2. health, fitness and emotional intelligence
3. career exploration and development
4. leadership, technology and entrepreneurial skills
5. development of gifts/talents
6. excelling in a multi-cultural/global environment

As a charter school we hope to improve student learning by offering parents and students in our community a choice for education in a multi-cultural environment.

The goal of the program is to focus on the student first. All students will have an age appropriate assessment to ascertain their learning style. In addition, we will ascertain the student's current vocational and educational aspiration. In addition, it is our intent to ascertain the student's learning style by using an assessment instrument like the 'CAPSOL' assessment. Our intent is to recommend electives and exploratory modules that are likely to interest the student and enhance personal reading and intellectual curiosity. Regardless of a child's age, it is important to introduce and explain to each student, in a way that is appropriate to their maturity and understanding, the educational process. It is also essential to have them understand that their active participation is important to reach any objective.

Additional key goals of our program are:

Standards Based Curriculum - To provide a rigorous research-validated curriculum aligned with the Delaware Standards that not only challenges children and raises their level of personal achievement, but also motivates them to become more active learners and intellectually curious and responsible individuals.

Learning Styles – To promote the holistic development of each child by offering an environment that addresses the learning style of each student. This will provide the opportunity for students to develop a wider range of interests and have greater learning opportunities.

Global Culture– To prepare students to live and work in a global environment. To increase their awareness of world cultures, languages and collaboration with other cultures.

Advanced Technology Skills– To enable students to achieve high levels of competence in the use of technology based on the Delaware State Standards and beyond. Because today's fastest growing jobs are in the area of multi-media technology and computer related vocations such as cybersecurity, we will prepare our students who have an interest in technology to excel in these career paths.

Real Parental Involvement – To work with parents as our partner to make the best decisions for the school and the students, to engage parents in their children's goal achievement and life plans. To help parents become better facilitators and coaches for their children.

Leadership Development – This is a program to help develop leadership for both boys and girls .The I AM… Way is a leadership and personal development model, created and developed by Valerie D. Brown-Baul. This model shows the individual how to: make an impact, take action and achieve mastery through self assessment and consistent effort and lifelong learning. The I AM…Way model starts with the motivating power of knowing and understanding who you are and where you are going.

This model views children as assets to be developed rather than problems to be managed.
Using developmentally appropriate strategies, the I AM…Way model builds on the positive
attributes that youth need to help them gain the competencies and knowledge
that they need to become healthy, happy and productive individuals.

I Am… Academy Goals:

• To teach students how to invest in their own personal growth and development
and how to plan and map out strategies with milestones to help them achieve
their goals, in creative ways.

• Increase Wellness: spirit, soul and body, through a greater awareness of health,
nutrition and fitness as part of personal development

This program includes the following objectives:
• To give youth a greater sense of purpose for their life; this will serve to:
• Reduce drug usage, suicide and premature sexual activity.
• To expand student's horizons by helping them discover and explore their gifts, talents and career interests
• To enhance academic performance
• To increase motivation and build self esteem
• To develop a positive self-Image
• To expose students to technology and areas of career or talent interest
• Provide career direction and preparation
• Promote technology literacy and skills development
• Encourage entrepreneurship
• Create writing, speaking and publishing opportunities
• To sharpen communication skills
• To improve organizational skills and ability to stay focused

Our Philosophy:
• Every child can learn.
• Everyone was created for a specific purpose in life and each student's assignment is to discover and fulfill that purpose.
o Each student, after recognizing who they are through self-examination and evaluating their strengths and weaknesses are encouraged to create a plan to develop themselves spiritually, physically and mentally. This will help them to fulfill their life mission.

• A holistic approach to education develops the whole person, mentally, physically and spiritually.
• Everyone is a leader in some sphere of life and should be equipped to lead in the family, community, business and globally.
• Each student should understand and begin to develop their gifts and talents before entering higher education or trade school.
• Like Socrates, facilitate student learning by encouraging them to embrace self-learning.
• Single Gender classrooms enhance learning in core subjects.

B)   Describe the methods of internal evaluation that will be used by the board of directors to ensure that the school is meeting its stated educational mission and objectives. (Renewal/Modifications – provide original documentation and any changes)

Response:
I Am Academy Charter School Board of Directors will use both formal and informal evaluative measures to ensure the school is meeting the mission and objectives as required. The Board will meet in regularly scheduled open meetings and workshops to review and discuss reports pertaining to academic performance, school operations, and finances. Additionally, the Visionary Leader shall report monthly at the Board meetings to report school operations, finances, and student achievement, including student behavior, attendance and any compliance issues. It is required that the Visionary Leader/Executive Director report all monthly financials to the Board.

I Am Academy Board of Directors will also be accountable to oversee academic performance, fiscal viability, and school sustainability. The Board will examine student data, School Improvement Planning, and related information such as the School Profile, the Annual Report and the Annual Audit.
Lastly, the Board will be accountable to maintain a strong relationship with the Parent Teacher Organization (PTO). The school

Visionary Leader, an ex-officio non-voting member of the Board will serve in this capacity.

C) Describe the procedures the school will use to ensure compliance with the requirements of 14 Delaware Code, Section 506, related to enrollment. (Renewal/Modifications – provide original documentation and any changes)

Response:

I AM Academy will not discriminate any student in the admissions process because of race, creed, color, sex, handicap, or national origin and will abide by all requirements of Delaware Code, Section 506. We will ensure compliance by posting our preferences and policies regarding lottery for over enrollment on the website and in any enrollment literature and application forms so that the parents will be aware of our policies in accordance with 14 Delaware Code, Section 506. Our staff will be trained on the requirements prior to our student recruiting efforts. We will also ensure that our marketing and recruiting efforts are widespread throughout New Castle County to ensure a diverse/multi-cultural student body.

4. Goals for Student Performance

A) List the specific student performance goals in math and reading by grade for students disaggregated by grade and ethnicity 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. (Renewals/Modifications – show and discuss the results during the current period as necessary)

Response:

The student population that we intend to serve is currently performing slightly below average. Data indicates that students served in the areas close to the general location of I Am academy are 40 percent African American, 5 percent Asian American, 12 percent Hispanic, and 41 percent white.

The school will conduct a baseline assessment of all students beginning the first year of student enrollment. Students will then be tested each spring thereafter. Test data from the initial testing will provide a baseline against which all future growth can be measured.

We cannot know at what level of performance students are achieving until they enroll into I AM academy, and we have established our first years benchmark scores with the first year's assessment results. We do expect that most students will perform at or above the 50th percentile on the Stanford 10.

The Stanford 10 is a nationally normed test, which gives us information on how I Am students compare to other students across the country. The average score on the Stanford 10, regardless of grade level or content area, is the 50th percentile. This score means that in a random sample of 100 students in the normed group, we would expect approximately 49 to score lower than 50 and 50 to score higher. Stanford results are reported in percentile rankings, not in percentage of answers correct.

Total Reading and Total Math scores are shown, as well as sub tests like reading vocabulary or reading comprehension. Not all grade levels have sub-tests for each content area. A Partial Battery score is based on the combined scores for Total Reading and Total Math. We do not give the entire Stanford 10 which includes social studies and science tests; therefore, we get a Partial Battery score. The Stanford 10 tests up to the 9th grade; therefore we will not test our students using the Stanford 10 past the 9th grade. After the 9th grade, we will rely on our DCAS scores, as well as school-wide common assessments. The State averages for the 2009-2010 school years are as follows: In math at grades 2-5, rankings ranged from 64% to 75%; in grades 6-8, rankings ranged from 67% to 75%; and in grades 9 and 10, rankings ranged from 77% to 71% respectively. In reading, rankings in grades 2-5 ranged from 68% to 80%; in grades 6-8, rankings ranged from 66% to 75%; and in grades 9 and 10, students leveled off at 72% respectively.

Our goals for math improvement based on the Stanford 10 are as follows:

Year 1: 65 percent or more of 6th, 7th, 8th, and 70 percent or more of all 9th ,grade I AM students will perform at or above the 50th percentile on the Stanford 10.

Year 2: 70 percent or more of 7th, 8th, and 75 percent or more of all 9th , and 10th grade, I AM students attending for at least two years will perform at or above the 50th percentile on the Stanford 10.

Year 3: 75 percent or more of 8th, and 80 percent or more of all 9th and 10th grade, I AM students attending for at least 3 years will perform at or above the 50th percentile on the Stanford 10.

Year 4: 85 percent or more of all 9th , and 10th grade, I AM students attending for at least 3 years, will perform at or above the 50th

percentile on the Stanford 10.

Our goals for reading improvement, based on the Stanford 10 are as follows:

Year 1: 67 percent or more of 6th, 7th, 8th, and 72 percent or more of all 9th grade, I AM students will perform at or above the 50th percentile on the Stanford 10.

Year 2: 70 percent or more of 7th, 8th, and 75 percent or more of all 9th and 10th grade, I AM students attending for at least two years will perform at or above the 50th percentile on the Stanford 10.

Year 3: 75 percent or more of 8th, and 78 percent or more of all 9th and 10th grade, I AM students attending for at least 3 years will perform at or above the 50th percentile on the Stanford 10.

Year 4: 80 percent or more of all 9th and 10th grade, I AM students attending for at least 3 years will perform at or above the 50th percentile on the Stanford 10.

B) List the specific measurable performance targets for each student performance goal for each year of the Delaware Student Testing Program (DSTP) for the initial four years of the charter. (Renewals/Modifications – Update this section to make it current)

Response:

Since the creation of this application, The Delaware Student Testing Program has been changed to DCAS or Delaware Comprehensive assessment System. The scores are interpreted in the following ways: there is a performance level, accountability score, and an instructional score. The performance level is based on the accountability score. A score of 4 indicates that the student is performing at an advanced level, a performance level of 3 indicates that the student is meeting the standards, a performance level of 2 indicates that a student is below the standards, and a performance level of 1 indicates that a student is well below the standards.

The accountability score and the Instructional score are reported on a developmental or "vertical" scale, ranging from 250 to 1200. Students will take the DCAS three times during the school year, fall, mid-year, and spring. The fall pretest scores will help educators and parents plan and prioritize instruction for the coming school year, just as the mid-year test scores will help educators plan and prioritize instruction for the remaining half of the school year. The current data for the 2009-2010 school year is the following: Mathematics: At grades 2-5, students meeting or exceeding the standard ranges from 87% in grade 2 to 77% in grade 5. In grades 6-8, middle school student scores range from 75% in grade 6 to 66% in grade 8. At the high school level, grade 9 student scores increased to 55% while grade 10 student scores decreased slightly to 56%. Reading: In grades 2-5, the trend is that 83% of students statewide are meeting the standard in reading. At the middle school grades, students are scoring at 83% while at the high school grades, the range of scores is between 72%.

The following are goals for I AM Academy for the first four years of operation in Math on the DCAS:

Year one goals for Math: 70 percent or more of all 6th grade I AM students, 69 percent or more of all 7th and 8th grade I Am Students, and 60 percent or more of all 9th grade I am students will meet or exceed the performance level standards on the DCAS assessment by or before the final spring assessment.

Year two goals for Math: 72 percent or more of all 6th grade I AM students, 70 percent or more of all 7th and 8th grade I Am Students, and 63 percent or more of all 9th grade I am students, attending for at least two years will meet or exceed the performance level standards on the DCAS assessment by or before the final Spring assessment.

Year three goals for Math: 72 percent or more of all 6th grade I AM students, 70 percent or more of all 7th and 8th grade I Am Students, 63 percent or more of all 9th grade I am students, and 65 percent or more of all 10th grade I Am students attending for at least three years will meet or exceed the performance level standards on the DCAS assessment by or before the final Spring assessment.

Year four goals for Math: 75 percent or more of all 6th grade I AM students, 73 percent or more of all 7th and 8th grade I Am Students, 67 percent or more of all 9th grade I am students, and 68 percent or more of all 10th grade I Am students attending for at least four years will meet or exceed the performance level standards on the DCAS assessment by or before the final Spring assessment.

The following are goals for I AM Academy for the first four years of operation in Reading on the DCAS:

Year one goals for Reading: 80 percent or more of all 6th, 7th, and 8th grade I AM students, and 72 percent or more of all 9th grade I am students will meet or exceed the performance level standards on the DCAS assessment by or before the final spring assessment.

Year two goals for Reading: 82 percent or more of all 6th, 7th and 8th grade I AM students, and 75 percent or more of all 9th , and 10th grade I am students, attending for at least two years will meet or exceed the performance level standards on the DCAS assessment by or before the final Spring assessment.

Year three goals for Reading: 85 percent or more of all 6th, 7th and 8th grade I AM students, and 78 percent or more of all 9th and 10th grade I am students, attending for at least three years will meet or exceed the performance level standards on the DCAS assessment by or before the final Spring assessment.

Year four goals for Reading: 87 percent or more of all 6th, 7th and 8th grade I AM students, and 80 percent or more of all 9th and 10th grade I Am students attending for at least four years will meet or exceed the performance level standards on the DCAS assessment by or before the final Spring assessment.

C) List the assessment tools that will be used including the DSTP, standardized, formative, benchmarks, or performance assessments. Describe why these particular assessment instruments have been selected and provide the timetable indicating when those instruments will be used. (Renewals/Modifications – Provide original documentation, the results of these assessment tools and discuss the results)

Response:
Due to the fact the DSTP program is no longer in existence, I AM Academy will not evaluate students using the DSTP test. Students will however be tested using the DCAS assessment, three times per year (September, January, and March), as required by the state. Students will begin the school year in September being tested on the Stanford 10. Delaware students in grades 2-10 participate in the nationally-normed Stanford Achievement Test, 10th Edition (SAT 10). The SAT 10 allows Delaware to compare test results against students in the same grade across the country who took the same test and shows the percentage of Delaware students scored as well as or better than other students throughout the nation. In addition, based on the fact that our school is a Math, Science and Technology school, students will be assessed using a performance based assessment ie. I Am Academy science/technology project, that will be graded using a teacher created rubric based on ITSI standards. This project will begin for students in October, and will be assessed in April. Finally, students will be assessed quarterly using common assessments in the content areas of Math, Science, Social Studies and English Language Arts. These common assessments will be based on core content standards, and will be used to create common department goals, as well as to evaluate individual student performance

D) Renewals/Modifications Only - Include a copy of the current signed Performance Agreement between the school and the Secretary of Education. Describe in detail the performance of the school on each of the objectives in the Performance Agreement. Place particular focus on the school's academic performance, including evaluation results from the DSTP and other measures. Discuss highlights and concerns.

Response:
N/A

E) Renewals/Modifications Only - Provide the charter Performance Agreement for the renewal period. Include a list of proposed measurable performance objectives with specific measurable targets for each year of the charter renewal period

Response:
N/A

5. Evaluating Student Performance

A) Describe the process how student evaluation information will be used to improve student performance. (Renewal/Modifications – provide original documentation and any changes)

Response:

Student evaluation information gathered from the desegregation of DCAS data will used to recommend students to receive extra support in ELA/Reading, Math, Science, and Social Studies during the FOCUS block and after school. It will also be used to recommend students to receive Enrichment services in the above-mentioned subjects. In addition to the FOCUS support and after school support, it will be used to recommend students for our two to four week summer program targeting specific areas for support and enrichment. During the FOCUS period, students will be mentored, tutored, and taught organization skills needed to help them to be successful in their education endeavors.

I AM Academy will comply with all expectations of Administrative Code 275

B) Describe the corrective action that will be taken when students do not meet performance expectations. (Renewals/Modifications Only - Describe how analysis of student evaluation information on the DSTP and other measures is used to guide instruction and improve student performance. Give examples from the current charter period of instructional change which has led to improved student performance.)

Response:

All students who do not meet the performance expectations outlined for proficiency will participate in mandatory support programs during the FOCUS period and after school as well as our summer support program. One component of the FOCUS support will be "Achieve 3000" which targets the student's individual needs in reading and mathematics. We will also offer a parallel math and ELA curriculum for those students identified as needing intervention.

C) If the proposed school requests and receives a waiver for an enrollment preference for students at risk of academic failure, then describe the expected performance of each student on the Delaware Student Testing Program in each grade during the initial four year charter period. (Renewal/Modifications – provide original documentation and any changes)

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 mean student performance on the Delaware Student Testing Program assessments in each content area will meet or exceed 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).

Response:

We will not be using an enrollment preference for students at risk of academic failure.

6. Educational Program

A) Provide a scope and sequence document for required content areas ELA,Math,Science,Social Studies, Health Education,Physical Ed, (see below) for proposed grades to be served over the first four years of the school charter. Click here to view a sample Scope and Sequence document.

For new applicants, this is a Phase I requirement. Renewal and modification applicants only, please include the following: Units required in (i) below with duration of instruction and alignment of instructional strategies to formative and summative assessment measures for required content areas for grades to be served by the school. Alignment of instruction to state content standards for required content areas for grades served by the charter school. Alignment of instructional strategies to formative and summative assessment measures for required content areas for grades to be served by the school.

Response:
See attached scope and sequence documents for ELA, Math, Science, Social Studies, Health Education and Physical Education, Visual and Performing Arts and World Languages in appendix.

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):

- Mathematics

- English Language Arts

- Science

- Social Studies

- World Languages (Renewals Only)

- Visual & Performing Arts (Renewals Only)

- Health Education (Renewals Only)

- Physical Education (Renewals Only)

Response:
Mathematics:
We will be implementing the Connected Mathematics Project Curriculum for grades 6-8. The Advanced Mathematics program for the Junior Academy will implement Carnegie Learning Bridges to Algebra Curriculum and Core Plus Integrated Mathematics Curriculum.

We will be implementing the Core Plus Integrated Mathematics Curriculum (Course 1-4). The Advanced Mathematics program for the Senior Academy will implement the McGraw Hill Glencoe Curriculum (Pre-Calculus, Calculus, Statistics).

English Language Arts:

We will be implementing College Board's Spring Board Curriculum for the Junior Academy (Grades 6-8)
In the Senior Academy, we will also be using the College Board's Spring Board Curriculum.

Science:

We will be using the Delaware Recommended Science Curriculum for the Junior and Senior Academy and we are going to be part of the Delaware Science Coalition. For the Advanced Science classes, we will be utilizing the Science Man's Kits.

Social Studies:

We will be using the Delaware Recommended Social Studies Curriculum in the Junior and Senior Academy and we are going to be part of the Delaware Social Studies Coalition.

Visual and Performing Arts

What students will know, do, and understand

Standard 1: Understanding and applying media, techniques and process. 1.1 – Select and use different media, technologies and processes that are used to create works of art. 1.2 – Use selected two-dimensional and three-dimensional media to communicate ideas. Standard 2: Using knowledge of structures and functions. 2.3 – Identify the principles of design. 2.5 – Evaluate works of art in terms of structure and function. 2.6 – Analyze the principles of design. 2.7 – Select and use the principles of design in a work of art. 2.9 – Plan, design and execute multiple solutions to challenging visual art problems. Standard 3: Choosing and evaluating a range of subject matter, symbols and ideas. 3.2 – Integrate a variety of sources for subject matter, symbols and/or ideas which communicate an intended meaning in a work of art.

Secondary Standards and PLEs

Visual Art Standards and PLEs

Standard 4: Understanding the visual arts in relation to history and cultures –4.1, 4.2, 4.3, 4.4, 4.5. Standard 5: Reflecting upon and assessing the characteristics and merits of their works of others – 5.2, 5.3.

Standard 6: Making connections between visual arts and other disciplines – 6.3.

Music

6th Grade - 12th Grades

INTRODUCE (I)

Expose students to artistic concepts and skills for the first time.

DEVELOP (D)

Facilitate continued growth of students' artistic capabilities.

PROFICIENT (P)

Students demonstrate evidence of artistic attainment.

EXTEND (E)

Provide students with opportunities for heightened artistic engagement.

World Languages

Elementary School Program E7

Theme

Topic

Content Integration

Life in Movement

Immigration Early Settlers Heritage Travel

Math (M): measurement, systems of measurement, elapsed time

Science (S): ecosystems; motion; car design Social Studies (SS): geography, time zones

Great People

Leaders of the World Rules and Laws

M: distance, metric measurement S: scientists, discoveries SS: civics, federalism

Life in the Sea

Aquatic life Beach and seashore

M: temperature, measurement, estimation S: ecosystems; mixtures/ solutions; physical properties SS: climate

Life in and on the Earth

Geology Nutrition Transportation

M: distance, measurement, elapsed time S: ecosystems, biomes SS: myths and legends

Standards

Grade Level Expectation

1.1 Interpersonal Communication

Students ask and answer questions about topics such as family, school events and celebrations in person or via letters, email, audio or video tapes. Students name objects and actions, exchange simple/familiar commands, express preferences and describe their favorite objects or activities. Students also share information to solve problems and plan

13for leisure time activities.

1.2 Interpretive Communication

Students understand and interpret predictable oral and written language on familiar topics supported by contextual clues and delivered at a slower rate of speech.

1.3 Presentational Communication

Students present or demonstrate a cultural product or practice and role play historical or contemporary figures in the target-language countries.

2.1 Cultural Practices and Perspectives

Students participate in re-enactments of cultural events relating to the target-language cultures.

2.2 Cultural Products and Perspectives

Students create new symbols, insignia and products that reflect the target-language cultures.

3.1 Connections to Other Disciplines

Students reinforce their knowledge of world housing, technology, health and physical fitness and nutrition (i.e. geometry, percentages, leisure, entertainment, impact of trade on global economy).

3.2 Access to Information

Students access information about cultural products or practices in the target language and use authentic materials (i.e., children's books, internet sites, maps).

4.1 Language Comparisons

Students compare target language structures (idioms, sentence structure, etc.) to their native language.

4.2 Cultural Comparison

Students compare the cultural practices of target language countries to their own.

5.1 Transfer to Communities

Students share their newly created symbols, insignia or cultural products with peers in their school or community.

5.2 Enjoyment/ Lifelong Learning

Students choose topics that are of personal interest to them.

Performance Level: Junior Intermediate Low-Junior Intermediate Mid

• Communicate using high frequency words, memorized phrases, body language, visual cues and contextual clues

• Create some sentences supported by their native language

• Understand global information, predictable questions and commands in familiar topic areas aided by repetition and contextual clues

Recommended Themes and Topics for Sixth Grade (in a K-12 Program):

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Theme

Topic

Content Integration

The World Today

Types of homes Technology Transportation

Math (M): geometry; percentages Science (S): simple machines

Social Studies (SS): society interaction of people on environment

Famous People

History Explorers Political Figures Scientists

M: measurement S: scientific studies SS: US History, different forms of governments

My Body and Health

Health and Fitness Nutrition Leisure Time Entertainment

M: metric system, weight S: sickness, exercise, body systems SS: basic research on social interaction

Future Societies

People in Space Nutrition Social Life

M: currency, estimation S: historical geography to make future predictions

SS: impact of trade on global economy

MIDDLE SCHOOL PROGRAM (M1-M4)

Middle School Program M1

Standards

Grade Level Expectation

1.1 Interpersonal Communication

Students introduce themselves and others, name objects, places and actions in response to teacher questions.

1.2 Interpretive Communication

Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.

1.3 Presentational Communication

Students recite, sing and role play.

2.1 Cultural Practices and Perspectives

Students recognize cultural practices in school routines and family activities.

2.2 Cultural Products

Students recognize cultural products relating to school, family, and community.

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and Perspectives

3.1 Connections to Other Disciplines

Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc.

3.2 Access to Information

Students read, listen to and talk about age-appropriate school content, folktales, short stories, poems, internet sites and songs written for native speakers of the target language.

4.1 Language Comparisons

Students recognize and group together cognates and those that are false cognates.

4.2 Cultural Comparison

Students become aware of cultural similarities and differences in school routines and family activities.

5.1 Transfer to Communities

Students perform for the school community during special school events.

5.2 Enjoyment/ Lifelong Learning

Students have fun learning to dance, sing, play games and respond in the target language.

Performance Level: Junior Novice Low- Junior Novice Mid

• Communicate using isolated words, memorized chunks, gestures, visual cues, and the native language

• Respond to commands and story reading/telling by identifying, naming, imitating and drawing

• Recognize isolated words and memorized chunks • Understand teacher talk and what their friends say with the help of body language, visual cues and contextualized clues

Recommended Themes and Topics for Seventh Grade (in a 7-12 program):

Theme

Topics

Personal and Family Life

• Greetings and Introduction • Physical Descriptions and

Personality Characteristics,

Feelings and Emotions • Family Members • Clothing and Colors

School Life

• • •

Numbers and Time Days, Months and Calendar Classes, Schedules and Supplies

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Middle School Program M2

Standards

Grade Level Expectation

1.1 Interpersonal Communication

Students introduce their classmates, name objects, places and actions and respond to commands and questions.

1.2 Interpretive Communication

Students understand isolated words and memorized chunks used by their teacher and their friends. They recognize and understand some written words.

1.3 Presentational Communication

Students recite, sing, dance, role play and perform skits.

2.1 Cultural Practices and Perspectives

Students recognize cultural practices in holidays and traditions.

2.2 Cultural Products and Perspectives

Students recognize cultural artifacts relating to holidays and traditions.

3.1 Connections to Other Disciplines

Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects or geographical concepts.

3.2 Access to Information

Students participate in cultural traditions and use authentic materials (i.e., children's books, internet sites) to access information about the target-language cultures.

4.1 Language Comparisons

Students recognize and group together cognates and those that are false cognates.

4.2 Cultural Comparison

Students become aware of cultural similarities and differences in holidays and traditions.

5.1 Transfer to Communities

Students make posters about holidays and traditions and display them in their school of the community library.

5.2 Enjoyment/ Lifelong Learning

Students make choices to present information based on their personal interest.

Performance Level: Junior Novice Low-

Junior Novice Mid

• React to questions and commands using isolated words, gestures, visual cues and their native language

• React to story reading/telling by pointing, miming and drawing

• Repeat new sounds and words • Mimic the teacher

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• Recognize some isolated words • Understand teacher talk with the help of body

language, visual cues and contextualized clues

Recommended Themes and Topics for Eighth Grade (in a 7-12 program):

Middle School Program M3

Theme

Topics

Social Life

• Interests and Leisure Activities • Weather and Seasons

Community Life

• Cities, Places, Activities and Transportation

• Shopping • Restaurants and Food

Standards

Grade Level Expectation

1.1 Interpersonal Communication

Students talk about objects and actions, respond to questions, exchange commands, express preferences and describe their favorite objects or activities. Students also negotiate information to solve problems and plan for seasonal and extracurricular activities.

1.2 Interpretive Communication

Students understand and interpret oral, written and visual messages in familiar contexts.

1.3 Presentational Communication

Students present or demonstrate a cultural product or practice and present culturally-appropriate advertisements.

2.1 Cultural Practices and Perspectives

Students observe, analyze and discuss patterns of behavior typical of their peer group.

2.2 Cultural Products and Perspectives

Students identify, discuss and analyze themes, ideas and perspectives related to cultural products being studied.

3.1 Connections to Other Disciplines

Students present reports in the target language, orally and/or in writing, on topics being studied in other classes.

3.2 Access to Information

Students use primary sources in the target language to access information on the products and practices of target- language cultures.

4.1 Language Comparisons

Students hypothesize about the relationship among languages based on their awareness of cognates and similarity of idioms.

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4.2 Cultural Comparison

Students contrast verbal and nonverbal behavior within particular activities in the target cultures and their own.

5.1 Transfer to Communities

Students write and illustrate stories to present to others.

5.2 Enjoyment/ Lifelong Learning

Students attend or view via media cultural events and social activities.

Performance Level: Junior Intermediate Mid

• Communicate using and recombining words, memorized chunks, and simple sentences

• Negotiate meaning using repetition, question and answer, paraphrasing and non-verbal communication

• Create some sentences supported by their native language

• Understand short simple conversations and narratives within highly predictable and familiar contexts

• Rely on personal background experience to assist in comprehension

Recommended Themes and Topics for Seventh Grade (in a K-12 program):

Middle School Program M4

Theme

Topics

Personal and Family Life

• Greetings and Introduction

• Physical Descriptions and

• Personality Characteristics,

• Feelings and Emotions

• Family Members

• Clothing and Colors

School Life

• Numbers and Time Days, Months and Calendar Classes, Schedules and Supplies

• Social Life

• Interests and Leisure Activities

• Weather and Seasons

• Community Life

• Cities, Places, Activities and Transportation

• Shopping

• Restaurant and Food

• Standards

• Grade Level Expectation

1.1

Students compare, contrast and express opinions and

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Interpersonal Communication

preferences about the information gathered regarding events, experiences and other subjects.

1.2 Interpretive Communication

Students understand the main themes and significant details on topics from other subjects and products of cultures as presented on TV, radio, video or live presentations.

1.3 Presentational Communication

Students prepare tape or video recorded messages to share with classmates and/or members of the target cultures on topics of personal interest.

2.1 Cultural Practices and Perspectives

Students participate in age-appropriate cultural practices such as games, sports and entertainment (e.g., music, dance, drama) and describe them in classmates or people in the school community.

2.2 Cultural Products and Perspectives

Students search for, identify and investigate the function of utilitarian products (e.g., sports equipment, household items, tools, foods and clothing) of the culture studied as found within their homes and communities.

3.1 Connections to Other Disciplines

Students discuss topics from other school subjects in the target language, including geographical terms, historical facts and concepts, mathematical terms and scientific information.

3.2 Access to Information

Students use sources intended for same-age speakers of the target language to prepare reports on topics of personal interest, or those with which they have limited previous experience.

4.1 Language Comparisons

Students demonstrate an awareness of ways of expressing respect and communicating status differences in their own language and the language they are learning.

4.2 Cultural Comparison

Students hypothesize about the relationship between cultural perspectives and practices (e.g., holidays, celebrations, work habits, games) by analyzing selected practices from the target cultures and their own.

5.1 Transfer to Communities

Students interact with members of the local community to hear how they use the language in their various fields of work.

5.2 Enjoyment/ Lifelong Learning

Students choose to play sports or games from the target- language cultures.

Performance Level: Junior Intermediate Mid- Junior Intermediate High

• Communicate using and recombining words, learned phrases and simple sentences

• String sentences together to form a paragraph

• Make more errors as they begin to take risks Rely on their native language for structuring their speech

• Understand and interpret meaning of simple and predictable oral and written texts in familiar topic areas, aided by repetition, clarification and paraphrasing

C) Provide a signed memorandum of understanding with the Science coalition, the Mathematics coalition, and the Social Studies coalition 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.

Response:

We have applied for all three coalitions and we are still waiting for final MOU to come in the mail. The memorandum of understanding for the Mathematics coalition, Science coalition, and pending Social Studies coalition are attached.

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.

Response:

Students at risk for academic failure will be required to attend and participate in support services during the FOCUS period, which occurs daily with Certified teachers in small group settings. During this time, they will preview and review material currently being taught, and learning organization skills to help them succeed in academic classes. These students will also utilize "Achieve 3000" and "Read 180" programs to gain needed support in reading and mathematics.

They will be required to attend after school support for areas identified to be supported. During the summer, they will be required to attend a summer program to continue work on the areas of need.

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.

Response:

I AM Academy will follow the State of Delaware's Credit Requirements:

3.0 Graduation Requirements Beginning with the Class of 2011 (Freshman Class of 2007-2008)

3.1 Beginning with the graduating class of 2011, a public school student shall be granted a State of Delaware Diploma when such student has successfully completed a minimum of twenty two (22) credits in order to graduate including: four (4) credits in English Language Arts, four (4) credits in Mathematics; three (3) credits in Science, three (3) credits in Social Studies, one (1) credit in physical education, one half (1/2) credit in health education, three (3) credits in a Career Pathway, and three and one half (3 ½) credits in elective courses.

3.1.1 Students shall complete mathematics course work that includes no less than the equivalent of the traditional requirements of Geometry, Algebra I and Algebra II courses.

3.1.2 Scientific investigations related to the State Science Standards shall be included in all three science course requirements.

3.1.3 During the senior year students shall maintain a credit load each semester that earns them at least a majority of credits that could be taken that semester including one (1) of the four credits required in Mathematics.

3.1.3.1 Senior year credits shall include regular high school course offerings, the options available in 8.0 or a combination of both.

3.1.3.1.1 Options for the senior year in 3.1.3.1 that the districts and charter schools provide shall be submitted to the Department with a copy to the office of the State Board of Education for review.

Definitions: "Career Pathway" means a planned program of sequenced or specialized courses designed to develop knowledge and skills in a particular career or academic area. "Credit" means a minimum of 135 hours of actual classroom instruction or a demonstration of competency. "Credit for Computer Literacy" means credit granted toward graduation at any point when the student can demonstrate competency in the required skill areas either through an integrated approach, a specific course, or a demonstration of accumulated knowledge over the student's educational career.

Local school boards and charter schools charter school boards may establish requirements over and above the minimum number of credits required by the State Department of Education.

Core Course Offerings:

English Language Arts:

9th grade- Students will learn how to write clearly and concise. They will communicate orally through presentations such as speeches and poem recitals. They will read a variety of material including poems, short stories, novels and plays. The Delaware State Prioritized Standards will be address in the curriculum.

10th grade- Literature will be the focus of this course. A variety of materials from different genres will be used. Writing skills will be continually reinforced within this course. There will be an introduction of literary devices.

11th grade- The focus of this course will be American Literature. Students will be required to start writing in APA writing style to prepare for college courses. They will began producing research papers in the required format.

12th grade- Students will explore Literature from around the world. They will also learn practical applications in writing that are needed in the world today such as business letters, resumes, application essays, etc. Public speaking will be required in this course as well.

Mathematics:

9th grade- Integrated Mathematics I where students will explore patterns of change, patterns in data, linear functions, vertex-edge graphs, exponential functions, patterns in shape, quadratic functions, and patterns in chance.

10th grade- Integrated Mathematics II where students will explore functions, equations, & systems, matrix methods, coordinate methods, regression & correlation, non linear functions & equations, network optimization, trigonometric methods, and probability distributions

11th grade- Integrated Mathematics III where students will explore reasoning & proof, inequalities & linear programming, similarity & congruence, samples & variation, polynomial & rational functions, recursion & iteration, and inverse functions

12th grade- Integrated Mathematics IV where students will continue to formalize and extend the core of the subject from the first three courses building the foundation for college mathematics courses. They will explore families of functions, vector & motion, algebraic functions & equations, exponential functions, logarithms & data modeling, surfaces & cross sections, concepts of calculus, counting methods & functions, and binomial distributions & statistical inference.

Pre-calculus- students will explore concepts in math to prepare them for calculus.

Calculus- students will explore concepts in mathematics.

Statistics- students will deeper into data analysis and how data is used in the real world.

Science:

9th grade- Students will study three units, which are Force, Motion, and Mechanical Energy through inquiry based and hands on activities.

10th grade- Students will study three units, which are Nature of Science and Evolution, Chemical Biology, and Genetics Transmission and Biotech through inquiry based and hands on activities.

11th grade- Students will study three units, which are Ecology, Plate Tectonics, and Physics & Astronomy through inquiry based and hands on activities.

Social Studies:

9th grade- Students will study the American Government and Economics in regards to different types of economies.

10th grade- Students will study the American History from the Civil War to present day.

11th grade- Students will study World Cultures and Geography. They will also study the Middle East and it's impact on the world.

Electives:

Foreign Language-
Spanish course 1, 2, 3, and 4- Students will learning Spanish through total immersion in the Spanish language. They will develop learn it by reading, writing, listening, and speaking the language.

Music- Students will explore music through chorus, music appreciation, and various types of band exposure.

Physical Education- Students will explore various activities to develop coordination and build muscle through structured activities. They will learn how to incorporate physical activity for healthy living.

Health- Student will learn the facts regarding anatomy, sexuality, and hygiene. They will learn about healthy living and developing & sustaining balanced mental and emotional health.

Drivers Education- Students will the fundamentals of safe driving and responsibility when on the road driving. They will also explore the economics associated with operating and maintaining a automobile. Students will be able eligible to obtain a drivers license with successful completion of the written and road examination.

I AM… Academy will offer the following CTE pathway courses:

1. STEM Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.
Introduction to Engineering Design: This course helps students understand the field of engineering/engineering technology. Students are encouraged to use a problem-solving model to improve existing products and invent new ones. They learn how to apply this model to solve any problems, even outside of the classroom. Students use sophisticated three-dimension modeling software to communicate the details of these products. Emphasis is placed on analyzing potential solutions and communicating ideas to others. This may be taught as a career exploration course in conjunction with other foundation Career Cluster courses.
Principles of Engineering: This course helps students explore various technology and manufacturing processes and systems to learn how engineers and technicians use mathematics, science and technology in an engineering problem-solving process to benefit people. This course also includes concerns about social and political consequences of technological change.   Information Technology Applications: Students will use technology tools to manage personal schedules and contact information, create memos and notes, prepare simple reports and other business communications, manage computer operations and file storage, and use electronic mail, Internet applications and GIS to communicate, search for and access information. Students will develop skills related to word processing, database management and spreadsheet applications.   Product Engineering and Development: Students will learn concepts of product engineering and development using robotics and automated manufacturing techniques and process systems. Concepts of three-dimensional designs and the use of modeling software integrate with lean and agile applications. The focus is on teams who work together as concurrent development organizations where life cycle of the product is analyzed and all concepts of the product are applied.   Digital Electronics: This course teaches students the application of electronic circuits and devices. Students will use their knowledge of both computer simulation and breadboards to design, build and test their own circuits. Students become skilled at using a mathematical logic approach to simplify complex circuits.   Civil Engineering and Architecture: Students will learn about various aspects of civil engineering and architecture through a long-term project that involves the development of a local property site modeling the real-world experiences of practicing civil engineers and architects. The course of study includes the roles of civil engineers and architects, project and site planning, building design, and project documentation and presentation.   Engineering Innovation: Students will utilize ethical and professional practices to work in teams to apply a research and problem-solving model to solve problems of their own choosing. Students will apply engineering principles and be guided by a community mentor. Students will brainstorm possibilities, research current patents and regulations, construct a working model, test the model, document their designs, and present and defend the design to a panel of experts.
 Engineering Analysis: Students will study the integrated development of linear algebra and statistics emphasizing engineering applications and incorporating computer exercises involving matrix techniques and calculations using available software packages. Students will choose or create models and other appropriate statistical methods to analyze data and help make decisions.   Engineering Design: This course provides an introduction to the techniques for creating solid models of engineering designs. Topics include three-dimensional modeling of parts and assemblies, visualization, orthographic and isometric free-hand sketching, and computer-generated design documentation. Students will examine elements of the design process including the history of innovation and invention and application concepts of design. Students will demonstrate and apply the design process by designing and/or altering a system, product or service. Engineering Processes: Students will use mathematics, science and technology concepts and processes to solve problems in engineering projects. Students will apply technological concepts and principles, model technical competence in project and system management, and safely use a variety of tools, machines, equipment, materials and various measuring methods and instruments.
2. Arts, Audio Video Technology, Communications: Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

Introduction to Arts, Audio/Video Technology and Communications: This course provides a basic exploration of the elements of design. Students will utilize a variety of media to explore individual expression and will learn to critically analyze their own and others' work to further their artistic growth. Students will analyze the history and evolution of the arts, audio-video technology and communications to their current place in society and the economy. Learners will be exposed to a variety of careers and cluster foundations knowledge and skills. This may be taught as a career exploration course in conjunction with other foundation Career

Cluster courses.

Design and Production Technology: Students will learn about the design and makeup of materials and machines used to make the products we use in our everyday lives. Students will use artistic elements to design and produce actual hands-on projects through individual and mass production techniques including layout and design of items to be printed. Emphasis will be placed on developing and maintaining a safe and healthy work environment related to the arts, audio-video technology and communications.

Advanced Information Technology Applications: Students will build on the basic knowledge and skills previously learned in the Information Technology Applications course. Students will also study basic electronics including basic principles of analog and digital systems.

Principles of Telecommunications Systems: Students will demonstrate the use of industry-specific terminology, tools and test equipment related to telecommunications. Specific content includes terminology utilized in direct current, alternating current and digital technology; use and care of hand and power tools; and use and care of test equipment. Students will demonstrate installation techniques and processes for fasteners and terminals, and be able to explain strengths and weaknesses of fiber, coaxial, wireless, copper and other media. Students will apply decision-making and problem-solving techniques of repair and replacement for the telecommunications industry. Specific content includes procedures for repairing network equipment and analyzing replacement procedures in standard maintenance processes. Students will examine information related to customer needs and solve customer problems, meeting the intent of state and national guidelines for consumer rights. Students will also be able to explain data related to problems and use other information required to solve problems.

Advanced Analog and Digital Logic and Circuits: This course includes an advanced study of the characteristics of analog and digital technology applications for telecommunications. Students will analyze analog circuit and digital logic devices, demonstrate analog circuit test procedures, and demonstrate digital signal technology.

Telecommunications Schematics and Layout: Students will analyze schematics, diagrams, and blueprints using appropriate terms, vocabulary and industry-specific codes and regulations. Students will study basic network architecture, network topography maps and satellite communications, and demonstrate the ability to generate technical documentation.

Network Applications and Installation: This capstone course allows students to apply their knowledge of network applications. Students will exhibit knowledge of transmission lines and network connectivity, identify specifications for a facility, and exhibit understanding of standards for communication networks. Students will demonstrate understanding of Local Area Network (LAN) and the Wide Area Network (WAN) systems, and demonstrate installation of a network system. Students will study and demonstrate a basic understanding of the demands of network security, analyze security risks, and learn how to overcome the problems identified.

"Media Arts Fundamentals: Students will learn about the design and makeup of materials and machines used to make the products we use in our everyday lives. Students will use artistic elements to design and produce actual hands-on projects through individual and mass production techniques. Emphasis will be placed on developing and maintaining a safe and healthy work environment related to the arts, audio-video technology and communications."

3. Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.

Business Essentials: This is a core course designed to give students an overview of the Business, Marketing and Finance Career Cluster occupations. Students will develop an understanding of how academic skills in mathematics, economics, and written and oral communications are integral components of success in these occupations. Students will examine current events to determine their impact on business and industry and legal and ethical behavior, acquire knowledge of safe and secure environmental controls to enhance productivity, determine how resources should be managed to achieve company goals, and identify employability and personal skills needed to obtain a career and be successful in the workplace. As students learn about different types of business ownership, they will interpret industry laws and regulations to ensure compliance, identify principles of business management and analyze business practices to determine ethics and social responsibilities. of business management and analyze business practices to determine ethics and social responsibilities. This may be taught as a career exploration course in conjunction with other foundation Career Cluster courses.

Business Technology Applications: This course is designed for those students who have not mastered knowledge and skills related to business technology applications prior to entry into high school. This course is designed to assist students in developing technological proficiencies demanded by business. The course should utilize various forms of input technologies to cover units of instruction that may include word processing applications, spreadsheet development, database management, presentations, electronic communications, Internet services, graphics, desktop publishing, basic Web design, interactive media, ethical issues and careers in business using technology applications. Students may be given opportunities for completing industry certification requirements.

Business Communications: Students will reinforce communications skills needed in business, management and administrative occupations by learning to follow directions and using reading strategies to learn meaning, technical concepts and vocabulary. Students will compose and compare written and electronic communications to convey technical concepts and company information, develop and deliver formal and informal presentations related to a broad range of business topics, apply active listening skills to obtain and clarify information, and exhibit people skills to deal positively with a variety of personalities and diverse individuals. Students will interpret and use tables, charts and figures to support written and oral communication, and locate, organize and reference written information from various sources to communicate with coworkers and clients/participants.

Business Finance: This course introduces principles of business and management. Topics include basic business principles, personal finance, management, systems thinking, quality management and the current environment for business in a multinational marketplace.

Accounting: This is a comprehensive introduction to basic financial accounting including recording, summarizing and reporting, principles of income measurement and asset valuation, accounting systems and controls.

Principles of Management: Students will begin their study of management occupations by assuming appropriate roles to create, deliver, receive and manage business communications in the workplace. Students will identify an audience and create communications to support statistics for internal and external audiences; assume the necessary role to perform the responsibilities of delivering and receiving a message; manage the broad scope of business communications to process, document and store information efficiently and appropriately; and prepare appropriate materials to reply to inquiries that require a response. Students will develop skills in planning, organizing and evaluating business organizations. Students will develop and implement short- and long-term strategic plans to manage growth, profit and goals within a specific market segment, learn how to evaluate employee performance to provide timely and appropriate responses to personnel issues, and practice organizing various business services to address all company components.

Advanced Accounting: This course includes partnership accounting, adjustments in inventory control systems, budgetary control systems and further enhancement of accounting skills.

Financial Management: This course builds on the accounting courses. Students will gain product knowledge and customer service, operations and financial planning skills for financial and investment planning. Students will use data analysis as they gain knowledge of stocks, bonds, commodities, insurance and annuities.

Managerial Accounting: This course builds on existing financial and accounting skills to make informed managerial decisions from a financial perspective. Students will examine elements of an accounting system to evaluate assets and liabilities and their functions in an accounting system. Students will record business transactions to track activities and assemble accounting elements to prepare financial statements.

Financial Accounting: Students will learn how to analyze and interpret financial data to produce accurate reports. This course will help students understand the purpose of financial statements, analyze financial statements to verify financial information and interpret financial data for planning purposes.

Financial Records: Students will apply federal, state and local laws, and rules and regulations to guide storage and retention of financial records. Students will learn to adapt accounting and record keeping functions to current computerized systems, and how to establish backup procedures for maintaining electronic records. Students will identify, apply and keep current on laws and regulations that affect financial and accounting practices.

4. Health Sciences: Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

Health Science I: Introduction to Health Science: Instructional content will focus on healthcare communications, leadership and teamwork, and will reinforce, expand and enhance biology content specific to human structure and function. Instruction will use interest inventories and observations to introduce students to careers in healthcare and will incorporate project- and problem-based healthcare practices and procedures to demonstrate the criticality of these knowledge and skills. This course will build an understanding of the academic, communication and technical skills in all aspects of the industry. Students will learn how healthcare workers fit within the overall healthcare environment and will identify how key systems affect quality of care and other services they perform.

Health Science II: Health, Safety and Ethics in the Health Environment: Instructional content will focus on healthcare safety, health maintenance practices, environmental safety processes and procedures, and ethical and legal responsibilities as well as reinforce, expand and enhance biology content specific to diseases and disorders. Instruction will incorporate project- and problem-based healthcare practices and procedures to demonstrate the criticality of these knowledge and skills. Students will develop basic technical skills required for all health career specialties including understanding occupational safety techniques and obtaining their CPR and First Aid certifications.

Health Science III: Employment in Health Occupations: Instructional content will focus on healthcare information technology applications, employability and career development, and technical skill preparation. These knowledge and skills will provide guidance for career selection and application for both entry-level employment and postsecondary preparation. Instruction will incorporate project- and problem-based healthcare practices and procedures to demonstrate the criticality of these knowledge and skills.

Health Science IV: Introduction to Biotechnology Research and Development: Instructional content will introduce careers specific to biotechnology research and development, biotechnology techniques, laboratory protocols and procedures, product development and regulation. Instructional content will enhance, expand and reinforce Health Science II instruction in ethical and legal responsibilities specific to bioethical conduct. With input and participation of biotechnology research and development professionals, instructional content will incorporate project- and problem-based biotechnology research and development practices and procedures to demonstrate the criticality of these knowledge and skills. Students will learn of the contributions of biotechnology and develop an understanding of the goal of biotechnology products to improve the quality of life within legal and ethical protocols.

Health Science V: Biotechnology Research and Development Preparation: Instructional content for the biotechnology research and development major will be consistent with industry practices and protocols (specific to career selection) and licensure, certification and degree requirements. Students will be introduced to recombinant DNA, genetic engineering, bio-processing, monoclonal antibody production, nanotechnology, bioinformatics, genomics, proteomics and transcriptomics. Students will identify techniques used in biotechnology as well as trends in the field of biotechnology. Additional study of these topics will be included throughout the students' program of study according to their field of specialization. Students will learn how biotechnology research and development professionals use and apply the principles of solution preparation, sterile techniques, contamination control, and measurement and calibration of instruments. Students will practice quality control/quality assurance and bio-safety protocols for maintaining a safe laboratory environment. They also will develop an understanding of and practice processes used for product design and production and learn how this work contributes to the end result. Students will learn how biotechnology research and development professionals relate to the larger ethical, moral, and legal issues related to biotechnology research, product development and use in society. Application of institutional protocols and ethical procedures will be demonstrated throughout the students' program of studies.   Health Science IV: Introduction to Therapeutic Services: Instructional content will introduce students to therapeutic services career options, opportunities, accompanying educational requirements, employment projections, therapeutic treatment planning and implementation, information collection, and monitoring and evaluating patient status. Instructional content will enhance, expand and reinforce intra-team communication and patient interaction as introduced in Health Science I. With input and participation of therapeutic services professionals, instructional content will incorporate project and problem-based therapeutic practices and procedures to demonstrate the criticality of these knowledge and skills. Students will study strategies for client interaction and learn how to explain planned procedures to patients and health professionals, including goals, side effects and coping strategies. Students will use various strategies to respond orally, and with written communication, to questions and concerns of patients within their scope of practice.

Health Science V: Therapeutic Services Preparation: Instructional content for the therapeutic services major will be consistent with industry practices and protocols (specific to career selection) and licensure, certification and degree requirements. The content focuses on employing intra-team communications and collection of patient information. Students will learn how to communicate patient information among team members to allow for feedback as needed. Students will also learn facility protocol and regulatory guidelines for collecting patient information. Students will participate in identifying patient healthcare needs, strengths and problems, and respond appropriately. Students will develop an understanding of the purposes of the treatment plan and how to collaborate in planning procedures that support the goals for the patient according to facility protocol, regulatory guidelines, and within their scope of practice. Students will learn how therapeutic services professionals should monitor and assess patients' health status, and develop appropriate therapeutic responses. Students will also practice evaluating patient needs, strengths and problems in order to determine if treatment goals are being reached.

Health Science IV: Introduction to Diagnostic Services: Instructional content will introduce students to diagnostic services career options and opportunities, accompanying educational requirements, employment projections, diagnostic assessment and reporting, positioning, transferring and transporting of patients, and procedure implementation. Instructional content will enhance, expand and reinforce multidisciplinary communication and patient interaction as introduced in Health Science I. With input and participation of diagnostic services professionals, instructional content will incorporate project- and problem-based diagnostic services practices and procedures to demonstrate the criticality of these knowledge and skills.

Health Science V: Diagnostic Services Preparation: Instructional content for the diagnostic services major will be consistent with industry practices and protocols (specific to career selection) and licensure, certification and degree requirements. Students will study

procedures for communicating information, using both oral and written communications skills, within a healthcare environment and for conveying this information to appropriate departments and other professionals in a timely manner. Students will study processes to assess and report health status of patients; learn the principles of body mechanics for positioning, transferring and transporting of patients; and practice performing these procedures without injury to the patient or themselves. Students will learn the concepts for how diagnostic service professionals should accurately and effectively explain procedures and goals to the patient. Students will study a variety of strategies used to respond to questions and concerns of the patient. They also will learn how to appropriately respond to requests for procedures, interpret the requests and plan implementation of services as well as prepare for specific procedures. Students will learn how diagnostic services professionals interpret any given procedure, become knowledgeable of each procedure, and perform the specific procedures to create diagnostic results. This course provides students the opportunity to practice how diagnostic service professionals apply the principles of quality assurance/performance improvement as applied to the specific disciplines as well as practice reporting in a timely manner.

5 Information Technology: Building Linkages in IT Occupations Framework: For Entry Level, Technical, and Professional Careers Related to the Design, Development, Support and Management of Hardware, Software, Multimedia, and Systems Integration Services:

Introduction to Information Technology: This course introduces the student to the knowledge base and technical skills for all careers in the Information Technology Career Cluster. Learners will study the nature of business and demonstrate knowledge of the functions of information systems in business. Emphasis will be placed on maintaining a safe working environment and on building interpersonal skills needed for working in the IT environment. Students will demonstrate appropriate knowledge and behaviors of legal responsibilities by IT professionals. Students will explore a variety of IT career opportunities and develop a personal career plan to meet their career goals and objectives. This may be taught as a career exploration course in conjunction with other foundation Career Cluster courses.

Information Technology Applications: Students will use technology tools to manage personal schedules and contact information, create memos and notes, prepare simple reports and other business communications, manage computer operations and file storage, and use electronic mail, Internet applications and GIS to communicate, search for and access information. Students will develop skills related to word processing, database management and spreadsheet applications. Students will demonstrate knowledge of hardware components, classes of software, basic data communications components and trends, and technical knowledge of the Internet including Internet protocols. Students will demonstrate understanding of Internet security issues, how to use and troubleshoot Internet connections including Internet software, how to use virus protection techniques and how to use the Internet to communicate and collaborate. Students will install and configure software programs, demonstrate knowledge of Web page basics, apply knowledge of operating system principles, employ computer system interfaces and demonstrate a basic knowledge of quality assurance concepts.

Fundamentals of Computer Systems: Students will demonstrate knowledge and problem-solving skills in the area of operating systems and computer hardware. This would include, but not be limited to, storage and drives, system boards, processors, memory, peripherals and networks. Emphasis will be placed on speech and client-oriented communication skills.

Introduction to Network Systems: Students will continue to apply their knowledge of hardware and software components associated with information systems. Students will identify and analyze customer/ organizational network system needs and requirements, produce strategies to solve specific network problems and analyze network system interdependencies and constraints. Students will analyze the computer site environment and network security systems, and evaluate the correctness and effectiveness of implementing the network system.

Network System Design: Students will demonstrate knowledge of the basics of network architecture by designing a network system. Course content includes basic network classifications and topologies, common network computing platforms, LAN physical media, and network connectivity basis and transmission line applications. Students will demonstrate knowledge of communication standards for networks, WAN systems, network security systems and network operating systems.

Network System Installation: Students will perform network system installation and configuration. This will include performing software loading and configuration appropriate for system and user applications and adding capability to a software system by recording macros and storing them in the system's library. Students will install LAN management software.

Network Administration: This course teaches skills in network administration and monitoring of the information/network system. Students will demonstrate knowledge of disaster recovery and business continuance and perform network system administration tasks.

Network Systems Maintenance and Support: Students will perform network maintenance and user support services by identifying technical support needs. Students will install and configure software upgrades, perform standard computer backup procedures, perform network system maintenance, and troubleshoot problems and data communications.

Introduction to Information Support and Services: Students will continue to apply their knowledge of hardware and software components associated with information systems while exploring a variety of careers related to information support and services. Students will analyze technical support needs to perform customer service, perform configuration management activities and evaluate application software packages. Students will demonstrate and apply knowledge of information system analysis and design by initiating a system project and evaluating applications within the information system.

Advanced Applications: Students will demonstrate and apply knowledge of Web programming and hosting as well as various databases. Students will study programming language concepts and identify the stages of program development as well as the technical documentation associated with software development.

Communications in Information Technology: Students will apply fundamentals of technical writing and documentation. Specific course requirements will include technical writing assignments related to information technology, technical research, technical documentation design, and review and presentation of reports.

Network Applications: Students will demonstrate knowledge of networking concepts including the basics of network architecture, general characteristics of network operating systems, network applications, and the application development life cycle. Students will also demonstrate an understanding of quality assurance processes by selecting and using quality tools and analyzing quality cost implications.

System Installation and Maintenance: This course focuses on system installation and maintenance including system life cycles, management of backup and recovery procedures, system troubleshooting and evaluation of problem-solving processes and outcomes. Students will demonstrate knowledge of system administration and control as well as their knowledge of project management and methodologies.

Fundamentals of Digital Communications: This course introduces students to the variety of careers related to digital media. Students will gather and analyze interactive media customer requirements, define the scope of digital media work in written form and demonstrate knowledge of how to manage information system project methodologies. Students will create interactive media product specifications and create a final project plan detailing time and activities required to achieve objectives. Emphasis will be placed on effective use of tools for interactive media production including storyboarding, development, project management and Web processes.

Programming for Digital Media: Students will demonstrate and apply knowledge of Web programming and hosting. Emphasis will be placed on Internet programming basics, basic Web programming and Web hosting. Students will identify strategies for keeping up-to-date with new and emerging trends related to Internet programming and demonstrate knowledge of how to use advanced communication protocols.

Applications in Digital Media: This course requires students to create and implement an interactive media product. Students will work as a member of a development team to implement functional design criteria, create a product visual design, produce or acquire content and apply knowledge of Web programming. Students will integrate the use of multi-media elements including animation video, special effects and graphic images, and participate in client and team activities. Emphasis will be placed on quality assurance in all processes.

Advanced Applications in Digital Media: Following the development of an interactive media product in the previous course, students will test their interactive media product. Students will develop and implement a test plan and resolve product problems. This course requires the students to deliver a quality interactive media product that meets quality assurance standards and requirements.

Maintenance and Support of Digital Media: This course requires students to perform maintenance and customer support functions for interactive media products. Students will analyze software technical support needs, perform customer service and perform product maintenance activities.

Fundamentals of Programming and Software Development: This course introduces students to the variety of careers related to programming and software development. Students will gather and analyze customer software needs and requirements, learn core principles of programming, develop software specifications and use appropriate reference tools. Students will produce IT-based strategies and a project plan to solve specific problems, and define and analyze system and software requirements.

Software Development Tools: Students will demonstrate the effective use of tools for software development. Course content will include software development environments, prototyping techniques, and language specific tools/techniques.

Introduction to Software Design: Students will demonstrate knowledge of the software development process including methodology, system life cycle, and program design tools. Students will design a software application by creating design specifications, making design choices, applying the principles of effective information management, information organization, and information-retrieval skills, as well as knowledge of computing/networking hardware and software architecture. Other course content will include use of computer-aided software engineering (CASE) tools and information security processes and strategies.

Program and Software Development: Students will demonstrate their knowledge of programming language concepts by producing a computer application. Students will demonstrate proficiency in using an appropriate programming language while understanding the range of languages used in software development. Students will demonstrate their knowledge of program development methodology, basic software systems implementation, software requirements/specifications and the ability to resolve problems with integration if they occur.

Testing and Quality Assurance: This course content includes software testing procedures, test plan development, testing and validation, test results documentation, software testing, audit trails and project management. Students will demonstrate knowledge of software quality assurance processes to ensure quality software products.

Maintenance and Support of Programming and Software Development: This course requires students to perform maintenance and customer support functions for programming and software development. Students will analyze software technical support needs, perform customer service and perform software maintenance activities.

6. Finance: Planning, services for financial and investment planning, banking, insurance, and business financial management.

Business Essentials: This is a core course designed to give students an overview of the Business, Marketing and Finance Career Cluster occupations. Students will develop an understanding of how academic skills in mathematics, economics, and written and oral communications are integral components of success in these occupations. Students will examine current events to determine their impact on business and industry and legal and ethical behavior, acquire knowledge of safe and secure environmental controls to enhance productivity, determine how resources should be managed to achieve company goals, and identify employability and personal skills needed to obtain a career and be successful in the workplace. As students learn about different types of businessownership, they will interpret industry laws and regulations to ensure compliance, identify principles of business management, and analyze business practices to determine ethics and social responsibilities. This may be taught as a career exploration course in conjunction with other foundation Career Cluster courses.

Business Technology Applications: This course is designed for those students who have not mastered knowledge and skills related to business technology applications prior to entry into high school. This course is designed to assist students in developing technological proficiencies demanded by business. The course should utilize various forms of input technologies to cover units of instruction that may include word processing applications, spreadsheet development, database management, presentations, electronic communication, Internet services, graphics, desktop publishing, basic Web design, interactive media, ethical issues and careers in business using technology applications. Students may be given opportunities for completing industry certification requirements.

Business Finance: This course introduces principles of business and management. Topics include basic business principles, personal finance, management, systems thinking, quality management and the current environment for business in a multinational marketplace.

Accounting: This course provides a comprehensive introduction to basic financial accounting including recording, summarizing and reporting, principles of income measurement and asset valuation, accounting systems and controls.

Fundamentals of Financial Management and Investment Planning: Students will interpret financial data to develop short- and long-term budgetary plans, produce accurate reports and make business decisions. Students will develop product knowledge related to financial and investment planning by examining characteristics to distinguish between stocks, bonds and commodities, and insurance and annuity products. Students will study differences between secured and unsecured credit and follow appropriate steps to develop an investment plan. Students will develop a financial plan to address client needs and use tax preparation procedures to determine tax liability.

Advanced Accounting: This course includes partnership accounting, adjustments in inventory control systems, budgetary control systems and further enhancement of accounting skills.

Principles of Accounting: This course includes the measurement and reporting of accounting information on published financial statements, study of current and non-current assets, current liabilities, intangibles and present value concepts.

Tax Planning and Management: Students will analyze tax structures and consequences to assist in business decision making. Students will compare tax structures to differentiate types of business taxes and evaluate the impact of selected accounting methods and inventory systems used to determine tax effects. Students will establish a tax plan to incorporate the impact of tax consequences in business decisions.

Financial Records Management: This course focuses on federal, state and local regulations used to determine financial records management. Students will gather federal, state and local procedures and regulations to apply to the storage and retention of financial records and files, and analyze and maintain knowledge of current financial laws, regulations and policies to assure compliance in financial practices.

Fundamentals of Banking and Financial Services: Students will develop skills related to banking and related services as they perform

teller functions to process customer transactions, maintain cash drawer to reflect teller activity, process documents to facilitate the check collection processes, and respond to requests to provide other customer services. Students will employ technical skills to perform data processing functions as well as to perform new account functions. Technical and people skills will be practiced as students perform lending functions including aiding the customer to determine the best loan alternative, processing the customer's application to include appropriate information, and processing the loan to complete transactions.

Advanced Accounting: This course includes partnership accounting, adjustments in inventory control systems, budgetary control systems and further enhancement of accounting skills.

Operations and Management: Students will use technical skills to perform operations and management duties of financial institutions. Specific course requirements include developing skills to manage cash needs to maintain cash reserves, track financial ratios to monitor a financial Institution's operations, oversee the information system to manage financial records, and maintain policy and procedure manuals to ensure consistent operations.

Principles of Banking: This course is designed to teach the structure and function of the banking system and the role of monetary policy in determining economic activity. Topics include the nature of money, the term structure of interest rates, the regulation of commercial bank activity, and the macro-monetary models used to predict future economic conditions.

Human Resources Management: This course is designed to help students manage personnel to maximize operations in banking and related services. Students will learn how to maintain adequate staff to meet workload demands, manage the personnel budget to provide benefit packages, and prepare employee reviews to facilitate professional growth. Concepts of managing diversity, working with multigenerations and different work styles are emphasized.

Regulatory Compliance in Banking and Financial Services: Students will develop skills to operate a bank to meet regulatory guidelines. Students will learn how banks are examined to determine regulatory compliance through implementing internal audit procedures to reflect compliance and reviewing bank records to prepare for external examinations. Students will compare legal interpretations to clarify regulations.

Business Technology Applications: This course is designed for those students who have not mastered knowledge and skills related to business technology applications prior to entry into high school. This course is designed to assist students in developing technological proficiencies demanded by business. The course should utilize various forms of input technologies to cover units of instruction that may include word processing applications, spreadsheet development, database management, presentations, electronic communications, Internet services, graphics, desktop publishing, basic Web design, interactive media, ethical issues and careers in business using technology applications. Students may be given opportunities for completing industry certification requirements.

7. Marketing: Planning, managing, and performing marketing activities to reach organizational objectives.

Introduction to Entrepreneurship: This course introduces the business and marketing system and its role in our free enterprise marketing system. Students will gain an understanding of the marketing concept and its relationship to the production of goods and services. Students will study the responsibilities of an employee in today's business environment and identify career opportunities in marketing. Students will assess entrepreneurship/small-business management career information to enhance opportunities for career success and practice communication and interpersonal skills necessary to manage a business operation.

Business Finance: This course introduces principles of business and management. Topics include basic business principles, personal finance, management, systems thinking, quality management and the current environment for business in a multinational marketplace.

Marketing: Students will develop a foundational knowledge of marketing and its functions including channel management, marketing information management, pricing, product/service management, promotion and selling. Students will understand the interrelationships and contributions to business success. Students will understand the need for marketing strategies and market identification. Students will practice customer relationship skills, ethics, technology applications and working in the regulatory environment.

Entrepreneurship and Management: Students will interpret industry laws and regulations to ensure compliance and analyze practices of the finance industry to determine ethics and social responsibilities. Students will apply business ethics, regulations and safeguards to protect the business and to create trust, including the creation of safety and security plans to minimize loss and to maximize returns. Students will practice skills of planning, organizing, directing and controlling functions of operating a business while assuming the responsibilities and risks involved. Students will develop skills in enterprise development, market analysis and financial preparation.

Organization, Development and Administration: This course focuses on staffing, organizing, leading, controlling and planning to manage business activities. Students will learn to plan for organizational development and growth to facilitate business success, organize work efforts and staff to enhance work flow, staff the business operation to expedite work efforts, plan and evaluate

purchasing activities to minimize expenses, and maintain fiscal control of business operations to limit expenses.

Consumer Behavior: This course presents the behavioral science theories, concepts, methods and research findings used to understand and predict consumer behavior as the basis of decision making by marketing managers. Students will apply technology to identify a variety of approaches for determining and monitoring pricing, and will apply strategies for determining and adjusting prices to maximize return and meet customers' perception of value.

Marketing Management: This course covers key concepts and practices of marketing with emphasis on analysis and development of integrated marketing plans and programs that create customer value and competitive advantage in the world-wide marketplace. Students will apply the concepts and processes necessary to obtain, develop, maintain and improve a product/service mix. Students will apply the product/ service management function to a marketing business, apply various types of quality assurance to product service management, create a product mix that meets the needs of customers and produces a profit for the company, and apply marketing factors to position products and services in a business.

Business Management and Supervision: This course includes planning, organizing, directing and controlling the use of an organization's resources to effectively and economically obtain its objectives. Students will learn to manage marketing activities to facilitate business development and growth, including managing supply-chain activities, using financial and marketing information to make business decisions, using pricing strategies, responding to market opportunities, using promotional skills to achieve desired outcomes, and managing the sales function to determine client needs and wants.

Financial Accounting: Students will learn to analyze and interpret financial data to produce accurate reports. This course will help students understand the purpose of financial statements, analyze financial statements to verify financial information, and interpret financial data for planning purposes.

Managerial Accounting: This course builds on existing financial and accounting skills to make informed managerial decisions from a financial perspective. Students will examine elements of an accounting system to evaluate assets and liabilities and their functions in an accounting system. Students will record business transactions to track activities and assemble accounting elements to prepare financial statements.

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.

Response:
The teacher to student ratio for all classes will be an average of 1 teacher to every 20 students.

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.

Response:
The I AM... Way Personal Development model, designed by founder, Valerie Brown-Baul, will be the foundation of our leadership development program. "I AM" which stands for Impact, Action and Mastery will be used to teach students how important it is to start with self-awareness and self-management.
In addition, we will assess student's current vocational and educational aspiration. It is our intent to ascertain the student's learning style by using scientific assessment instruments and personality assessments. Our intent is to recommend electives and exploratory modules that are likely to interest the student and enhance personal reading and intellectual curiosity. It is also essential to have them understand that their active participation is important to reach any objective.

I AM Academy's Leadership Curriculum Overview

I Am Academy's leadership curriculum is founded upon seven core competencies called "The ABC's of Leadership Competence." The seven core competencies are: agility, balance, character, diligence, excellence, foresight and growth. In addition to promoting

leadership, these competencies help to develop students' emotional and social skills.

The leadership curriculum is designed to be used by teachers in a multi-year format that incorporates activities both inside and outside of the classroom. Students will collaboratively work with their cohorts to develop annual leadership projects.

In grades 6-8, students will work to master a number of self-leadership skills such as problem solving, decision making and critical thinking. In addition, service learning opportunities will provide hands-on experiences that teach students to practice respect, responsibility, compassion, and trustworthiness through meaningful community service.

Students in grades 9-12 will add group leadership skills to their toolkit. They will work to sharpen their conflict management, communication and collaboration skills, and learn the importance of being able to build effective relationships with people from diverse cultures, experiences, and backgrounds.

As the students progress, they will learn each level of the leadership continuum, which builds from the Mastery stage of The I AM… Way, which is relationship awareness and relationship management which are the cornerstone measurements for Emotional Intelligence.

This program will also serve as the foundation to self-discipline. Our I AM… Shield represents Chivalry serving as our code of conduct that stems from the medieval period, which reflect the combination of qualities expected of an ideal knight, courage, honor, justice and readiness to help the weak. Today, people are often "knighted" as a type of honor for something great that they have accomplished. It no longer requires training or birth-rights, it's just a cool way of being recognized since knighthood is a symbol of bravery, loyalty, and good!   (Collins English Dictionary - Complete & Unabridged 10th Edition

Our F.O.C.U.S Program will start each day and will incorporate the I AM…Way Roadmap and the I Am… Academy Leadership Continuum and Life skills training.
• Forward Thinking
• Opportunity
• Character Development
• Unity
• Self-learning

The goal of the program is to focus on the student first and to improve organizational skills and their ability to stay focused.
• To teach students how to invest in their own personal growth and development
and how to plan and map out strategies with milestones to help them achieve
their goals, in fun and creative ways.

• Increase Wellness: spirit, soul and body, through a greater awareness of health,
nutrition and fitness as part of personal development

• To give youth a greater sense of purpose for their life; this will serve to:
• Reduce drug usage, suicide and premature sexual activity.
• To expand student's horizons by helping them discover and explore their gifts, talents and career interests
• To enhance academic performance
• To increase motivation and build self esteem
• To develop a positive self-Image
• To expose students to technology and areas of career or talent interest
• Provide career direction and preparation
• Promote technology literacy and skills development
• Encourage entrepreneurship
• Create writing, speaking and publishing opportunities
• To sharpen communication skills

Our FOCUS on Technology Literacy will be to enable students and staff to achieve high levels of competence in the use of technology based on global and Delaware State Standards. There will be a real presence of technology integrated across the core curriculum with mandatory online collaboration projects. Students will be introduced to computer programming in a 3D

environment. CTE course will be provided to 9th graders. All students will be provided communication technology as an elective and will be offered as a career path. See following:

Technology Education
Science, Technology, Engineering, and Mathematics National Career Cluster
Communication Technology Methodologies 1-6 Technical & Practical Applications 3 & 4
Communication Technology
Communication Technology I (CIP 21.030411, Pathway 14, Level 3)
Communication Technology II (CIP 21.030412, Pathway 14, Level 3)
Communication Technology III (CIP 21.030413, Pathway 14, Level 3)
Graphic Design and Production
Graphic Design and Production I (CIP 21.030511, Pathway 14, Level 3)
Graphic Design and Production II (CIP 21.030512, Pathway 14, Level 3)
Graphic Design and Production III (CIP 21.030513, Pathway 14, Level 3)
Digital Media and Imaging
Digital Media and Imaging I (CIP 21.030611, Pathway 14, Level 3)
Digital Media and Imaging II (CIP 21.030612, Pathway 14, Level 3)
Digital Media and Imaging III (CIP 21.030613, Pathway 14, Level 3)
Audio, Radio and Video Engineering
Audio, Radio and Video Engineering I (CIP 21.030711, Pathway 14, Level 3)
Audio, Radio and Video Engineering II (CIP 21.030712, Pathway 14, Level 3)
Audio, Radio and Video Engineering III (CIP 21.030713, Pathway 14, Level 3)
Other Courses Offered
Microsoft Engineering I (CIP 21.050411, Pathway 14, Level 3)
Microsoft Engineering II (CIP 21.050412, Pathway 14, Level 3)
Cisco (CIP 21.050311, Pathway 14, Level 3)

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.

Response:
I Am Academy plans to implement proficiency in technology through professional development. We plan to train new and current teachers prior to the start of school to attend instructional technology workshops. We will also have an IT committee to handle all issues pertaining to software and hardware problems and for the committee to make recommendations to the technology director.

All teachers and administrators will be trained through Microsoft School of the Future Program in addition to being trained to be effective with all technology being used, in particular – Smart Board Technology.

All teachers and administrators will be trained and participate in the I AM Way Personal Development model for adults and the Leadership Continuum for professionals

Teachers and Administrators will be required to participate in Learning Focused Strategies Professional Development during In-service days as well as after school and in Professional Learning Communities. This will be done during year 1, year 2, and year 3.

Teachers will be required to participate in Response to Intervention training during In-service days as well as after school. They will have access to training during the summer. This will be done during year 1, year 2, and year 3.

Teachers will be required to attend after school training on DCAS data interpretation and turning that analysis into instruction. This

will be done during year 1, year 2, and year 3.

Math teachers will participate in math training based on the curriculum they are teaching through the Delaware Mathematics Coalition year 1, year 2, and year 3.

Science teachers will participate in science kit training through the Delaware Science Coalition year 1, year 2, and year 3.

Social Studies teachers will participate in Social Studies training through the Delaware Social Studies Coalition year 1, year 2, and year 3.

English Language Arts teachers will participate in training to implement College Board's Spring Board Curriculum year 1, year 2, and year 3.

Additional skills training will be given, as needed.

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.

Response:
Phase II requirement

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.

Response:
Phase II requirement.

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

Response:
Phase II requirement.

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.

Response:
Phase II requirement.

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.

Response:
Phase II requirement.

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.

Response:
Phase II requirement.

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

Response:
Phase II requirement.

7. Students with Special Needs

A) Describe how the school will be in full compliance with current federal and state statutes relating to the education of students with disabilities, including but not limited to: evaluation, re-evaluation, accommodations, and employment of certified special education teachers prior to the admission of students. The plan must provide for a free appropriate public education to students with disabilities and include a continuum of educational placements for students with disabilities.

Response:
I Am Academy (IAA) will be in full compliance with current statues relating to the education of student with disabilities. The plan will include parent and teacher involvement, evaluation, re-evaluation, Individual Education Plan (IEP) development, accommodations, positive reinforcement planning, procedural safeguards, and certified special education teacher involvement in serving students with disabilities. The plan will also provide for free and appropriate public education (FAPE) to students with disabilities.

A variety of special education services will be provided at I Am Academy Charter School in accordance with federal and state law. Separate classes, or other removal from the general educational environment occurs only when the nature of severity the child's disability is such that education in general classes with the use of supplementary aids and services cannot be achieved.

Additionally, if any student is experiences either academic or behavioral difficulties at school are referred to the Interventionist team. The Interventionist Team will meet to discuss specific issues, develop intervention, and to make strides to the meet the students need(s) in the educational environment. Lastly, student with disabilities will be education in the least restrictive environment and in a manner which fully complies with their IEP's promotes inclusion and engagement in the school activities, and fosters involvement with the entire school community.

B) Renewals/Modifications Only - Discuss how the school has resolved any administrative complaints.

Response:
N/A

C) Complying with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990.

Response:
Students with a defined disability will have, as appropriate, either a 504 plan or an IEP (Individual Education Plan) written and monitored in accordance with state and federal guidelines.

The Visionary Leader of the school maintains responsibility for assuring compliance with this section.

D)   Complying with Title VI and VII of the Civil Rights Act of 1964.

Response:

I Am Academy Charter School will establish a non-discrimination policy 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.

E)   Complying with Title IX of the Education amendments of 1972.

Response:

See answer to question D above.

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

Response:

I Am Academy Charter School will hire certified special education teacher for student with disabilities.

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. (Renewals/Modifications – Update this section to make it current)

Response:

(Years are based on year of operation not planning period)

Visionary Leader (Executive Director) - Full Time Administrator Starting Year 1 (will include part time teaching responsibilities during year one)
The Visionary Leader (CEO) is a strategic position responsible for overseeing the high school and middle school and delivering the established mission and vision of I Am Academy Charter School with administrative authority over all employees, programs and finances. This individual must possess and demonstrate an excellent and collaborative relationship with the Board of Trustees to whom he/she reports. The Visionary Leader will be responsible for the overall performance and operations of the school. The Academic School Leader, Executive Assistant/External Affairs and Facilities Director will report directly to the Visionary Leader.

Executive Assistant/External Affairs - A Full Time Staff Year 1 Will assist Executive Director and will lead all external affairs and fundraising activities.

Academic School Leader (Director), A full Time Administrator Year 1 (will have part time teaching responsibilities year 1)
The School Leader is the executive, educational, and instructional leader of the school. The Academic School Leader serves as the lead administrator of the school, is hired and reports directly to the Visionary Leader of the school. The position entails general and specific responsibilities as required by the Delaware DOE, Delaware Charter School Office, the Board of Trustees, and the School's Charter and Accountability Plan. The responsibilities of the School Leader of I AM...Academy will lead a Jr. High and High school that is committed to the ongoing development and well being of its students, teachers and staff. The School Leader will provide strategic and instructional leadership and will oversee management of the day to day academic operations of the school.

Office Manager - Full Time Staff Position Starting Year 1
The Office Manager is responsible for greeting and coordinating visits to the School and supports and maintains the administrative systems of the school (as contrasted to the pedagogical and high level technology systems) to support high level student achievement.

Associate Academic Leader; Jr. Academy - Full Time Administrator Starting Year 2

The Associate School Leader of Jr. Academy is the executive, educational, and instructional leader of the school. The position entails general and specific responsibilities as required by the Delaware DOE, Delaware Charter School Office, the Board of Trustees, and the School's Charter and Accountability Plan. The responsibilities of the School Leader of Jr. Academy will assist in the leadership of a school that is committed to the ongoing development and well being of its students, teachers and staff. The School Leader will provide strategic and instructional leadership and will oversee management of the day to day operations of the school.

Associate Academic Leader; Sr. Academy - Full Time Administrator Starting Year 3
The Assistant School Leader of Sr. Academy will assist the Academic School Leader(Director) The position entails general and specific responsibilities as required by the Delaware DOE, Delaware Charter School Office, the Board of Trustees, and the School's Charter and Accountability Plan. The responsibilities of the Assistant School Leader of Sr. Academy will help Director lead a school that is committed to the ongoing development and well being of its students, teachers and staff. The School Leader will provide strategic and instructional leadership and will oversee management of the day to day operations of the school.

Technology Leader Full Time Year 2 Will oversee IT and web management and willprovide direction in the areas of video and audio production.

Facilities & Transportation Leader Full Time Year 1
The Facilities Director is responsible for managing the facilities, Food services and transportation services. . The Facilities Director is also responsible for assisting teachers and other staff in day to day operations of the building. Duties may include tending to the HVAC, performing routine maintenance activities, notifying administration of need for repairs, and cleaning snow or debris from sidewalks and other outside areas. Perform other related duties as needed. This person is also responsible for developing and implementing bus routes and procedures for the efficient delivery of students within the school system and to activities approved for participation outside the system; to organize and execute appropriate programs of in-service education and safety for employees of the department; to develop programs of bus safety for use in classrooms of the system; to compile and produce a composite manual of transportation policies; to establish a maintenance program that will provide for safe operation of school buses for transporting students to and from schools

Food Service Manager Part Time Year 1, Full Time Year 2
The Food Service Manager is responsible the foodservice program in a single site or multiple-site program according to policies and procedures, and federal/state requirements. Provides leadership, support and guidance to ensure that food quality standards, inventory levels, food safety guidelines and customer service expectations are met. Maintains records of income and expenditures, food, supplies personnel and equipment.

Custodial
The Custodian is responsible for the general cleaning and routine maintenance tasks. The job requires thorough execution of simple cleaning tasks, which follow an established routine.

Business/ Human Resource Manager Full Time year 2
The Business Manager is responsible for the budget, school finance, development and maintenance of accounting and internal control systems, purchasing and supply management, and human resource management.

Student Advisors (counselors)/Facilitators Full Time year 1 with additional staff added as student population grows.
The School Counselors will provide support services to students, staff, and parents. Support services include referrals, counseling, assessment, diagnostics, and report writing. This work takes place at the school site, in other public buildings, and in private residences. Additional responsibilities include student rostering/ scheduling, maintaining individual student Education Plans, etc. This is a twelve (12) month position

Athletic Director P/T year 2 and F/T year 3 TBD - will develop and oversee the athletic department.

Student Learning Facilitators (Teachers) Full Time Year one based on student enrollment and course offerings.

All Student Learning Facilitators are responsible for providing an educational atmosphere where students have the opportunity to fulfill their potential for intellectual, emotional, physical, spiritual and psychological growth. This person is responsible for organizing and implementing an instructional program that will result in students achieving academic success in accordance with I Am Academy policies

• Implements instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences.

• Identifies, selects, and modifies instructional resources to meet the needs of the students with varying backgrounds, learning styles, and special needs.

• Assists in assessing changing curricular needs and offers plans for improvement.

• Maintains effective and efficient record keeping procedures.

• Provides a positive environment in which students are encouraged to be actively engaged in the learning process.

• Communicates effectively, both orally and in writing, with students, parents, and other professionals on a regular basis.

• Collaborates with peers to enhance the instructional environment.

• Models professional and ethical standards when dealing with students, parents, peers, and community.

• Ensures that student growth and achievement is continuous and appropriate for age group, subject area, and/or program classification.

• Establishes and maintains cooperative working relationships with students, parents, and schools, as measured by I Am Academy /DOE survey results.

• Assumes responsibility for meeting his/her course and school-wide student performance goals.

• Demonstrates gains in student performance.

• Participates in training and presentations about online teaching.

• Meets professional obligations through efficient work habits such as: meeting deadlines, honoring schedules, coordinating.

• Performs other duties and responsibilities as assigned by their lead teacher.

All work responsibilities are subject to having performance goals and/or targets established as part of the annual performance planning process or as the result of organizational planning.

Special Ed Coordinator Part Time Year 1 & 2. Full time year 3The Special Ed Coordinator will coordinate all special education programming and will work with Special Ed instructors.

Clerical- full time

The clerical staff is Responsible for receptionist duties, newsletters, daily bulletins, correspondence, data entry, locker assignments, and other duties as requested by the principal.

School Speech Language Pathologist P/T position

The School Speech Language Pathologist is responsible for providing prevention, assessment, and remediation services for students who exhibit difficulties in the areas of language, speech, voice, and fluency. These services are designed to help children meet their educational goals.

Nurse- Full Time

The School Nurse is responsible/ identifies and treats health disorders among students and provides instruction in the maintenance of good health and disease prevention. The School Nurse must evaluate the physical conditions of students and refer students to appropriate resources as needed. The School Nurse is also responsible for yearly eye and hearing screening. The Nurse will also assist with   teaching some health classes.

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. (Renewal/Modifications – provide original documentation and any changes)

Response:
The Board of Directors will delegate the responsibility of staffing and determining contracts need for school operations to the

Visionary Leader(Executive Director). The Visionary Leader will report to the board of directors and all staff will report to the Visionary Leader or the Academic Leader(Director).

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. (Renewal/Modifications – provide original documentation and any changes)

Response:
I AM Academy plans to lease an initial building at the rate of $14/square foot for a 44,000 sq ft building which should serve students through year 3 and in year 3 we will seek to expand or explore possession of a second building to house the middle school or the high school based on anticipated enrollment. We will need additional space for a gymnasium, sports fields and other resource as we grow. To secure the building we will need a security deposit. We plan to take this deposit from the Federal Funding Grant and anticipated start up grants. If for any reason we do not receive the Longwood Foundation Grant or the Walton Grant we will seek to negotiate a payment plan with the landlord or borrow money from the bank and repay the money back to the bank over the first 2 years of operations. We expect to have access to the building January 1, 2012 to start planning and renovations and direct control of the building by March 1, 2012 to finalize renovations and install network and equipment to have facilities ready for Occupancy by June 1, 2012.

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. (Renewal/Modifications – provide original documentation and any changes)

Response:
The Landlord will own the school facilities. The school will be responsible for any debt owed to contractors through the date of service.

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. (Renewal/Modifications – provide original documentation and any changes)

NOTE: Contracts for bus and food services are required by Regulation 275, Subsection 4.4.4 to be in place by August 1st of the year in which the school proposes to open and by August 1st of each year thereafter. Contracts for the lease or purchase of real property, and/or the construction and/or the renovation of improvements to real property must be in place sufficiently far in advance so that the applicant might obtain any necessary certificate of occupancy for the school premises no later than June 15th of the year in which the school proposes to open.

The application must include a complete and balanced budget for the proposed school in the approved format for the planning year and the first four years of school operation. THE METHOD BY WHICH AMOUNTS ARE CALCULATED MUST ALSO BE DESCRIBED. Click here to view and obtain a blank Budget Sheet.

NOTE: All State and Local revenue estimates can be done by accessing the on line spreadsheet for New Charter School State and Local Fund Estimates.
Click here to view and obtain a blank Revenue Estimates Sheet.

Should you have questions in accessing, completing or understanding this spreadsheet please contact the Education Associate for Charter School Finance at (302) 735-4040. These revenue estimates will be used to assist in the completion of the Budget Sheet. Estimates for federal program revenues may be obtained from the Education Associate for Federal Accounts, who can be reached at (302) 735-4040. Information about the Federal Charter School Support Program startup funds may be obtained from the Charter Schools Office, (302) 735-4020. Estimates for state, local and federal program revenues will be based on the assumptions which the

applicant makes regarding the numbers of students anticipated at each grade, the numbers of students anticipated from various districts, the anticipated special education classifications of enrolling students, and the qualifications of teachers hired by the school. These revenue estimates must be viewed with caution since the assumptions upon which the applicant may have based them may change as students actually enroll and staff is hired.

Response:
Contracts needed:

Lease - March 1, 2012

Insurance, March 1, 2012

General liability insurance, July 1, 2011

Start-up Professional services- Marketing, Legal Services, Administrative Support , Project Management July 1, 2011

Curriculum Technical Assistance - June 2011

Finance/Backoffice Technical Assistance - June 2012

Legal Services - July 2011

Accounting/Auditing Services - July 2012

Building Contractors for renovations – January 1, 2012

Transportation services August 1, 2012

Food Service August 1, 2012

Speech Therapy, July 2012

See attached budget and narrative for additional details.

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. (Renewals/Modifications – Not Applicable)

Response:
The start-up costs projected for the planning year are as follows: Strategic Planning/Project management: $60,000; Marketing: 35,000; Facilities: 100,000; Renovations $325000(from Grant, Staff and Board Training and Development - $50,00, Temporary Administrative support 20,000; Textbooks-$70,000; Computers-$100,000; Temporary Office Rent-$6,000;Telephone/communications-$1,500; Supplies and Materials-$11,500; Equipment 20,000; Printing and copying-$700; Postage and Shipping-$1,500. The sources of funds to cover these costs will be the Federal start-up funds and start-up grants and/or community loan programs, if needed. If we do not receive grants during planning year some of the start up costs will be cut back and/or incorporated into Year one of Operations, from grants and additional federal funding.

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. (Renewal/Modifications – provide original documentation and any changes)

Response:
I Am Academy Charter School will not rely on revenues other than state and local funds as shown on the budget spreadsheets. I AM Academy Charter School will rely on carryover state and local funds for operations ,as well as seek loans and charter school start-up funds to enhance the educational environment and learning program. All start up loans will be spread over 3 years and paid off by the end of year four. Additionally, the Board of Directors has agreed to have several fundraisers and work with a staff member responsible for grant writing throughout the year to help with any additional expenses for extra-curricular programming. The funds are not for the full purpose of maintaining I Am Academy Charter School. We will have the fundraiser chairperson to collect all money and turn in to the Business Manager of the school. The Business Manager will deposit all funds into I Am Academy Charter School accounts.

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. (Renewals/Modifications – Update this section to make it current)

Response:

If enrollment falls below the projections presented in this application we will cut down on some of the equipment such as in the library and add more computers as we grow. Another area we can cut would be staffing as teaching staff is based on student population. In our school many of the Administrative staff are also educators, so they will be required to teach classes until enrollment meets our goals. This will cut back on staffing costs. Another area is to postpone expansion if the number of students do not warrant additional space. We project that the minimum number of students to remain economically viable are as follows:

Year 1: 320
Year 2: 400
Year 3: 600
Year 4: 800

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. Additional website references: http://budget.delaware.gov/accounting-manual/account-manual.shtml. (Renewal/Modifications – provide original documentation and any changes)

Response:

I Am Academy Charter School will use the Delaware Financial Management System (DFMS) for financial, accounting, and purchasing transactions; and, PHRST (Payroll Human Resource Statewide Technology) for managing and reporting compensation, payroll and employee, retirement and employee benefits. I Am Academy Charter School will ensure personnel involved in executing these processes are trained with the Delaware Department of Education. Additionally, I Am Academy Charter School will follow the State Budget and Accounting Manual in order to comply with rules and regulations. I AM Academy Charter school will ensure all teachers and staff will be provided with employment packages pertaining to retirement and benefits information through the State of Delaware. I Am Academy will follow the state bidding process and will implement Internal Controls for all school budgets by the Board, monthly reconciliation with expenditure reports, with a pre defined percentage of the budgeted line items. The Internal Controls will also employ a system of checks and balances in processing all financial transactions.

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. (Renewal/Modifications – provide original documentation and any changes)

Response:

The roles and responsibilities of the board of directors is detailed in the bylaws attached in the appendix.

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. (Renewal/Modifications – provide original documentation and any changes)

Response:

The form of management will include leaders as facilitators for student learning. The administrative staff and teachers will be a part of culture that encourages lifelong learning for students and staff. Administrators will also teach and participate in student learning activities. This will facilitate a connection with students and administration. The Parent Teacher organization will play a large role

in helping to support student activities and making decisions that will help students to excel in our academic environment. We are considering working with another charter school or an outside agency in year one to assist and/or coach our IT, financial and HR staff so we can focus on implementing academics, student support and teacher development. With this strategy we feel that we can focus and gear up for earlier success.

See attached organization chart that shows the proposed long term organization.

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. (Renewal/Modifications – provide original documentation and any changes)

Response:

We will reserve a Board position for a teacher and a parent and the head of the PTA, they will be active in developing school policy and guidelines while governing the school performance and vision. Parents will be recruited to help in classrooms with school projects and field trips. We also will invite parents to play an active role in their student's academic planning and goal setting. See attached By-laws for further details.

E) List the criteria and timeline to be used in the hiring of teachers, administrators, and other school staff. (Renewal/Modifications – provide original documentation and any changes)

Response:

I Am Academy Charter school will establish a hiring plan by June 2011. Recruiting will start in 2011 and offers will be made by April 2012. Teachers will be contracted to begin by July 2012. Staff is invited by administration to be involved in the selection and screening process for new teachers. The search committee and Visionary Leader will look for teachers on the basis of their credentials, background, experience, and reference. I Am Academy Charter School believe in hiring the best and brightest teachers. Each application that successfully passes the initial screening and administrative interview are invited back for a second interview. Final recommendations are made by the Visionary Leader and Academic Leader with Board approval.

Clarifying Question on 1/20/2011 1:05 PM
Need to see the plan once developed.

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 that are hired are participating in an alternative certification program, if available. (Renewal/Modifications – provide original documentation and any changes)

Response:

I AM Academy Charter School will recruit certified teachers through advertisement and outreach. One way to reach this goal in hiring certified teachers is by attending some of the teaching colleges in the Tri-state area. Delaware certified teachers will be given first preference. Our goal is to hire majority certified teachers. We will use the DOE Teacher checklists as a guide to ensure that we meet state requirments. If for some reason a non-certified teacher is hired, it will be necessary for them to meet the requirements of successfully passing the PRAXIS 1 and having an accredited degree in their core area of instruction.

We will ensure all non-certified teachers participates in a rigorous traditional or alternatives routes to certification will be a condition of continued employment of I Am Academy Charter School. I Am Academy will not exceed the required state limit of 35% of uncertified teachers.

Clarifying Question on 1/20/2011 1:05 PM
Along with Licensure and Certification, how will Highly Qualified be included in the screening?

G) Describe the human resource 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. (Renewal/Modifications – provide original documentation and

any changes)

Response:

We will utilize the human resource policies in alignment with Department of Edcuation and DEEDS. We will use employee checklists from Charter School Technical manual as well as staffing checklists on DOE website to ensure we are adhering to state policies. See attached Draft Employee Handbook for further details.

H)   Describe how the school will incorporate the Delaware Performance Appraisal System into its teacher and staff evaluations. Provide detailed descriptions and not just a restatement of the question stating that you will comply. (Renewal/Modifications – provide original documentation and any changes)

Response:

I AM Academy will utilize the Delaware Performance Appraisal System (DPAS) to evaluate teacher and staff when observing classrooms and other working situations. Teachers and other staff will be required to complete the Goals Sheet portion of the DPAS at the beginning of the year, the middle of the year, and end of the year. The purpose of the beginning of the year sheet is to ensure that teachers and staff have completed their data analysis of their DCAS data for their current students. The middle of the year revisiting will incorporate the Stanford 9 data as well as the current DCAS data. The end of the year final meeting will be to evaluate whether goals have been met and what was done differently to ensure that students have made progress towards the teacher goals.

I AM Academy Administrators will utilize the DPAS system to evaluate the staff as well as the school as a whole to monitor and evaluate the academic progress of the students and the instructional progress of the instructors. We will be looking for implementation of Best Practices in the classroom and in the lesson plans of the instructors. We expect that staff will display proof that they are instituting data driven instruction that has been written into their goals sheets. DPAS will be the tool used to guide teachers through their path to the best instruction for all students. Not only will it be used for evaluation but also it will be used to measure what works and what doesn't. Based on the data that is gathered from the analysis of DPAS, we will be able to adjust programming and staffing strengths to better meet students needs. It is another way to find out what staff sees as a weakness and to plan professional development for the school.

Clarifying Question on 1/20/2011 1:05 PM
The acedemy must certify that all evaluators will be trained to administer DPAS II.

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.

Response:

Administration will be personally involved with the Parent-Teacher-Student Association monthly meeting and sends out weekly phone messages to parents, hosts a long litany of family-friendly events on school days, school nights, and weekends to draw parents into the school, create a Parent Information Resource Center within the school in order to give a physical presence to the school's parental involvement efforts, and encouraged the use of a Home Access Center web site that allows parents to easily get information about their children and communicate with teachers through the internet. Students will be invited to attend parent-teacher conferences and parents will be invited to attend Response to Intervention meetings, and the school will create a web site maintained by students to enhance parental involvement.

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.

Response:

The board of directors will contract and delegate to the visionary leader and school academic leader responsibility for the operation of the school. The school leaders may contract professional services to assist, as needed, but the responsibility for managing the school

will be the responsibility of the internal administrative team.

K) If an outside group will be used to manage any portion of the school's educational, administrative and/or financial operations, the applicant must also 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, 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. (Renewal/Modifications – provide original documentation and any changes)

Response:
The board does not plan to hire an outside agency to manage the school's operations.

L) Describe the plan (including timetable) to be used for recruiting students. Describe how the school will publicize its program and admission procedures. Describe how the school will recruit a sufficient number of students to be financially viable. You must convincingly demonstrate that the school will be able to attract enough students to make the school financially viable. Signatures of potentially interested parents and student 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 its determination. (Renewal/Modifications – provide original documentation and any changes)

Response:
The school will widely publicize it's program and admission procedures through the most effective media outlets throughout New Castle County. In addition, the programs and procedures will be detailed on our school website. Our enrollment period will run from September 2011 through January 2012 with a goal of reaching at least 80% of our student population to submit to DOE by April 2012. We will continue recruiting February through April to pick up the remaining 20% if necessary. Our hopes is that we have over enrollment and have to go to a lottery to select our students and determine our waiting list.

I AM…Academy will develop a professional marketing plan to ensure it meets to recruit the targeted amount of students. The Visionary Leader has a MBA in Marketing and understands the marketing principles that will get results. Beyond general marketing board member and marketing consultant will visit elementary and middle schools throughout New Castle to provide recruiting information to students and parents through the Parent/Teacher Association, so the parents are aware of alternative options for their children.

We have attached in appendix signatures and petitions of parents and students that would show an interest in I AM Academy. In addition through our school site visits we found from school leaders, for example Newark charter school has 2,000 students on their waiting list and would be willing to be a feeder school for our high school.

In addition there is no other charter high school with a focus on leadership and multi-media technology and cyber security – two of the fastest growing career paths. (example)

We believe that if students perform well, we will be able to get a lot of support from various corporations and industries, long term.

M) List all the admissions preferences authorized by this statute the school will use. If more than one preference will be used, describe how the various preferences will be employed together. (Renewal/Modifications – provide original documentation and any changes)

Response:
Admission Preferences will be given in the following Priority order:

Priority 1: Children of a school's founders/board of directors, so long as they constitute no more than 5% of the school's total student population.

Priority 2: Siblings of students already enrolled in I AM Academy

Priority 3: Children of persons employed on a permanent basis for at least 30.0 hours per week during the school year by the charter school.

All other students will be admitted on a first come basis except in the case of over-enrollment at the end of publicized enrollment period; I AM Academy will conduct a lottery.

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 preference will be used in the enrollment process. (Renewal/Modifications – provide original documentation and any changes)

Response:

Children of a school's founders, so long as they constitute no more than 5% of the school's total student population

The founders are defined as the original founding group and board of directors as listed in the by-laws and charter school application.

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. (Renewal/Modifications – provide original documentation and any changes)

Response:

We will conduct a lottery in case of over-enrollment. We will have an enrollment period in which students will fill out an application for enrollment. When the enrollment period ends, if we have more applications than space we will schedule and announce a public lottery in which we will randomly draw students for admissions. The students who meet the preference requirements as stated above for enrollment preferences will have priority. We will also select through a random selection process such as picking names at random from a container in a public setting. Also through the lottery additional students will be added to a waiting list in order of selection to fill slots of students who do not attend or provide all necessary requirements designated by the state for public school enrollment.

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. (Renewal/Modifications – provide original documentation and any changes)

Response:

The application and admissions process will follow the guideline of the public school choice program as follows:

May – June 2011
Website Development
Create Marketing Materials
Purchase Banner (2)
Implement detailed recruitment plan
Create Letterhead, etc
Develop database for all enrolled families

July – August 2011
Open enrollment begins
Families complete applications and Letter of Intent
Implement marketing campaign
Participate in city summer events
Start identifying community partners, eg. Town Meetings
Send out confirmation cards to confirm receipt of application
Maintain student database

October 2011 – January 2012
Open Enrollment Continues
Schedule School and Community Organization Visits
Schedule literature drops through New Castle County
Align drops with School and Community Organization Visits
Maintain database

December 31, 2011
Open enrollment ends
If there is less than allotted spaces enrolled – Recruitment continues
If there are more applicants than spaces, a lottery date, place, and time will be set in January or February.

January 2012
Maintain database
Conduct Lottery

February 15, 2012
Lottery results posted; if no lottery continue to, ENROLL MORE students

March 1, 2012
All families will be notified of official acceptance

April 1, 2012
Notify all school districts of enrolled students
Organize mailing of all pertinent registration forms
Set up - - Open House / Meet the School Leader Night and enrollment night

June 2012 –
Secure all student records from previous school.
September 30, 2012 –
Submit final student enrollment report to DOE.

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. (Renewals/Modifications – Not Applicable)

Response:
DATES   ACTIVITY   RESPONSIBILITY   PROJECTED COMPLETION
April 2011 Website development Marketing Committee July 2011
April 2011 Building location Building committee December 2011
April 2011 Strategic Plan   Executive Board   June 2011
April 2011 Marketing materials Marketing Committee September 2011
April 2011 Develop data bases Marketing Committee September 2011
April 2011 Complete enrollment Marketing Committee September 2011
September 2011 Recruit Students Market Committee April 2012
September 2011 Town meetings   Executive Board   On going activity

September 2011 Finalize Bldg Lease Building committee March 2012
January 2012 Recruit teachers Human Resource   June 2012
January 2012 transportation/food Executive Board   August 2012
April 2012 Hire School Leader Human resources April 2012

April 2012 Hire School Leader Human resources April 2012

April 2011 Begin training on DOE systems School Leader June 2012
April 2011 Develop technology plan Technology Committee August 2011
April 2012 Order academic materials School Leader July 2012
April 2012 Order classroom materials School Leader   June 2012
April 2012 Ensure technology is in place Technology June 2012
June 2012 Staff training/finalize school School Leader August 2012

Our Board of Directors and Project Manager will prepare an action plan upon charter approval based on the following activities and will assign an accountable resource or committee to complete each activity and report back to Board of Directors:

INSTRUCTION AND
ASSESSMENT - Board of Director and School Leader April 2011- June 2012
Review charter goals &
instruction framework
Develop detailed
goals/standards/objectives
Instructional program detail
Select curriculum/projects/
units
Identify/secure instructional materials/technology
Develop assessment plan
Review detailed instructional
designs & assessment w/district
School calendar & schedule
Classroom/learning environment configuration
Age/grade/cluster configuration

Address special needs student issues
Staff orientation & development
STAFFING - Board of Directors and School Leader – January 2012 – June 2012
Develop needs assessment
Identify options & plan
Develop personnel policies
& job descriptions
Develop staff selection process
Post & recruit needed staff
Paper screen candidates
Interview & background checks
Finalize selections
Criminal background check
& fingerprinting
Hire & contract
Recruit contract service providers
Orientation & planning
Establish year 1 staff
development plan
Implement immediate priority staff development activities

STUDENTS & PARENTS Board of Directors and Project manager – May 2011 – April 2012

Review charter terms

Develop student & parent policies & handbook

Develop student information systems

Develop recruitment & outreach plan

Develop marketing & outreach materials

Implement marketing & outreach plan

Accept applications

Monitor diversity & outreach

Conduct enrollment lottery

Registration & assessment

Develop parent participation & involvement policies

LEGAL & ORGANIZATIONAL – Board of Directors – April 2011 – June 2012

Initiate formal legal structure

Finalize bylaws

Develop & file articles of incorporation

Apply for tax-exemption

Transition to formal governing board

Research & secure insurance

FINANCE & OPERATIONS - Board of Directors – Finance and Operations Committees and Project manager April 2011 – August 2012

Establish interim fiscal system

Develop planning budget

Develop & initiate fundraising plans

Assess fiscal management

Establish budget development & oversight system

DFMS

Develop internal controls & fiscal policies

PHRST

Establish staff benefits

Develop & monitor cash flow plan

Establish banking arrangements

Establish fiscal linkages w/ district & state

Entitlement date collection & reporting

Develop long-term fiscal plans

Establish food services

Establish transportation services

FACILITIES – Board of Directors – Facilities Committee and Project Manager – April 2011 – June 2012

Review needs assessment

Assess market options

Visit prospective sites

Negotiate preliminary terms

Expert review of prospective sites

Code, fire & safety review

Negotiate final terms & lease or purchase

Renovations, repairs & construction

Cosmetic preparation

Technology installation

Purchase & move in furnishings

Arrange classrooms,

instructional &work environments

Custodial arrangements

Property insurance & security

Long-term facilities planning

10. Insurance

A) 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. (Renewal/Modifications – provide original documentation and any changes)

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.

Response:

I Am Academy will obtain the following coverage: Directors and officers insurance, One million dollars; Errors and omissions insurance; One million dollars; General liability insurance, One million dollars; Property insurance for one million dollars will be in place when the lease is signed. The premiums have been budgeted and are included as an expense. Payment will be made from the school's local and state revenue and from start-up funding from grants. Copies of the policies will be sent to the Department of Education, once policies are secured

11. Student Discipline and Attendance

A) 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. Describe how the manual will be distributed to parents and students prior to students applying for enrollment at the school. (Renewal/Modifications – provide original documentation and any changes)

Response:

Student rights will be distributed to students when school starts and parents and students will have to sign an attached form, stating they have read the Students Righrs and Code of Conduct. The signed form will be returned by a designated date in September. Please see Appendix for Student Rights and Responsibilities Manual

B) Describe how discipline will be handled with students with disabilities. Describe how the school will report inappropriate behavior to affected parents, the Department, and when necessary, to law enforcement agencies. (Renewal/Modifications – provide original documentation and any changes as well as a discussion of discipline issues you may have had and the general discipline climate in your school)

Response:

The Individuals with Disabilities Education Act (IDEA 2004) - and the federal regulations that provide guidance to states on how to implement the Act - contain important changes to the way schools can discipline students with disabilities. Understanding these changes is an important part of being your child's best advocate.

Like all students, those with disabilities can be suspended or expelled for violating the school's code of conduct. However, IDEA provides some additional procedures that schools must follow when disciplining students with disabilities. These procedures were put

into IDEA to prevent schools from suspending or expelling students without considering the effects of the child's disability. These procedures are different depending on:

the length and type of disciplinary action the school proposes to take;

the nature of the conduct that led to the disciplinary action; and

whether the conduct is found to be connected to the student's disability.

I AM Academy has a responsibility to make sure that all students, including those receiving special education, are familiar with the school's code of student conduct. Parents also have a responsibility to understand their child's school code of conduct and help their child understand the expectations and consequences involved with violating the code. The Individualized Education Program (IEP) team should determine any specialized help and instruction the child may need to understand the code and consistently demonstrate the appropriate classroom and school behaviors, including a functional behavior assessment and a behavior intervention plan.

IDEA 2004 provides school personnel with the authority to consider any unique circumstances on a case-by-case basis when making a determination to discipline a student with a disability. This provision provides flexibility for school personnel who are often operating within a district's "zero-tolerance" policy. A zero-tolerance policy usually requires school personnel to follow a suspension or expulsion policy for any student who violates the code of conduct, regardless of the circumstances. Now, school personnel may choose not to suspend a student with a disability if the unique circumstances lead school personnel to decide that suspension is not appropriate. Factors such as a student's disciplinary history, ability to understand consequences, expression of remorse and supports provided to the student prior to the violation of a school code of conduct could be unique circumstances considered by school personnel. In all cases, the disciplinary action considered for students with disabilities must be the same as for students without disabilities. In other words, school personnel may not increase a student's suspension because of the student's disability.

Disciplinary action generally involves removing students from their current educational placement and placing them in some other setting, such as:

• In-school suspension

• Out-of-school suspension

• An interim alternative educational setting (IAES)

Whenever school personnel decide to discipline a student with a disability by removing the student from the current educational placement, the school must notify the parents on the same day the decision is made and provide the parents with a written copy of the district's Procedural Safeguards Notice.

• A student with a disability who has an IEP in effect can be disciplined like any other student who violates the school code of conduct.

• During the time the student is in the disciplinary setting, the school is not required to provide any educational services (including special education) to the student, unless the school district provides educational services to non-disabled students in the same circumstances.

• Parents may request that the school continue educational services for the student during the time of the disciplinary action or somehow allow the parent to facilitate the student's completion of school work. While the school is not required to grant such requests, many will agree so that the student doesn't fall behind.

For Disciplinary actions resulting in removal of more than 10 school days in the same year (whether or not the days are consecutive):

· The school must provide special education services that allow the student to: continue to participate in the general education curriculum, although in another setting; and progress toward meeting the goals outlined in the student's IEP

If the action does not result in exclusion from school for more than 10 consecutive school days and does not constitute a change of placement (i.e., when there is evidence that there is a pattern of exclusions that do not exceed 10 school days), school personnel, in consultation, must determine what services the student should be provided. (Note: A "change of placement" occurs when the student is excluded from his/her current placement for more than 10 consecutive school days in a school year or upon the 11th school day that a child is excluded from his current placement when there is evidence of a pattern of a "series of removals.")

Within 10 days from the beginning of a disciplinary action that results in an exclusion that exceeds 10 school days, the school district, the parents, and relevant members of the student's IEP team must meet to determine if the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability

The team must also determine if the conduct was the direct result of the school's failure to implement the student's IEP, including a behavior intervention plan. If the group decides that the student's behavior was a direct result of the school's failure to implement the IEP, the school must take immediate steps to remedy the deficiencies and return the student to his/her original placement.

Certain offenses can lead to a student being moved to an interim alternative educational setting for up to 45 school days even if the conduct is determined to be related to the student's disability. Removing a student for these offenses does not require parent permission or agreement, nor does it require any involvement by a hearing officer or other impartial third party. These offenses are:

• Weapons

If a student carries or possesses a weapon:

• On the way to or at school

• On school premises

• At a school function

• Drugs

If the student knowingly possesses or uses illegal drugs or sells or solicits the sale of illegal drugs:

• While at school

• At a school function

• Serious bodily injury

If a student has inflicted serious bodily injury upon another person:

• While at school

• On school premises

• At a school function

An additional provision allows I AM Academy to seek to remove a student for up to 45 school days if the school believes that returning the student to the same educational placement is substantially likely to result in injury to the student or other students. The school must do this by making a request to a hearing officer, who, among other requirements, is not employed by the state education agency or local school district involved in educating the child; has specialized knowledge and skills related to IDEA; and has no interests that conflict with his objectivity in the hearing process.

C) Describe the plan the school will follow to ensure compliance with 14 Delaware Code, Section 4112, regarding the reporting of school crimes. (Renewal/Modifications – provide original documentation and any changes)

Response:

The school employee who has reliable information that would lead a reasonable person to believe that a crime has been committed shall immediately report the incident to the principal, who shall immediately make reasonable efforts to notify the parents of any juvenile victim and shall immediately report the incident to the appropriate police agency. The report shall be made by telephone or in person immediately and shall be followed by a written report within 3 business days.

If the police agency determines that probable cause exists to believe that a crime has been committed, or if the principal later learns that a suspect has been arrested for the offense, then the principal must file a written report of the incident with the superintendent. Thereafter, the superintendent shall, within 5 days, file a written report of the incident with the Department of Education.

Under no circumstances shall any person who has supervisory authority over the principal or any school board member exercise any control of, hinder or delay the lodging of any oral or written report required to be made pursuant to this subsection or the forwarding of such report to the Department of Education or the police. A principal (or acting principal if the principal is absent) may not delegate to or rely upon any other person except an assistant principal to make the immediate report to the police. A person with supervisory authority over the principal or any school board member who has knowledge of an incident which is required to be reported under this section, and who has information that would lead a reasonable person to believe that it has not been reported to the police, has an affirmative duty to report the incident to the police immediately. This includes, but is not limited to, incidents in which a school employee is a possible suspect and when an administrative review is ongoing.

Please see attached student code of conduct for further details.

D) Describe the attendance policies of the school. Describe the level of attendance that will be required of the students each year. Describe the actions that 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. (Renewals/Modifications – Discuss any attendance anomalies you may have had here. If the committee is aware of any such issues they will request this information.)

Response:

"Parents will be sent notice that their child is in violation of the District attendance policy when their child exceeds 25 days absent. The notice will instruct parents of the requirements for recovering absent days in order to be eligible for credit, promotion, or administrative assignment. When students under the age of 16 exceed 45 days absent, parents will be sent notice that their child may be required to attend Summer School to be eligible for credit, promotion, or administrative assignment. When students over the age of 16 exceed 45 days absent, parents will be sent notice that their child is in violation of the attendance policy and will be provided

with alternative education options outside the regular school program."

"While an unexcused absence shall result in a failing grade for all assignments due or tests missed, other instructional materials or assignments missed during the absence may, where feasible, be obtained at the initiation of the student. Following an unexcused absence from school or class, the time allowance for requesting the instructional materials or assignments from the teacher shall be equal to the number of school days or number of class meetings missed due to the absence. A teacher may extend this time allowance if the specific circumstances of the situation merit such action."

"A child is considered truant if such child is absent from school without a valid excuse for more than three (3) days or an unreasonable amount of intermittent attendance or tardiness without valid reason. Parents who allow their children to be truant are subject to a fine of up to $300 and/or imprisonment for up to ten (10) days for the first offense; a fine of up to $500 and/or imprisonment for up to twenty (20) days for the second offense; and a fine of up to $1,150 and/or imprisonment for up to thirty (30) days for each subsequent offense."

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 (i.e., nurse) who will be hired or contracted to ensure that the school will provide a safe and healthy environment. (Renewal/Modifications – provide original documentation and any changes. Also discuss any health and safety issues you have had here. If the committee knows of any they will ask specific questions regarding those issues.)

Response:

I AM Academy Charter School believes in a safe and healthy environment for students and staff member. We will hire a registered nurse our first year and plan to hire an additional nurse the second year. The nurse primary responsibilities will be to operate under the Delaware Department of Education Nursing Technical Assistance Manual.

I AM Academy Charter School will provide a set of health, safety, and procedures to be enforced, to staff and parents. We will also provide professional training for staff members. The visionary leader will be responsible for the oversight and management of polices 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. (Renewal/Modifications – provide original documentation and any changes)

Response:

I AM Academy Charter School will have all employees to complete a criminal background check from the State Troopers office. The school will keep results in staff personnel files and available for the visionary leader and the Human Resource Department. The Visionary leader will be directly responsibility for ensuring that criminal backgrounds checks are completed prior to the start of employment.

C)   Describe the process that will be used to ensure that:

- Students have physical examinations prior to enrollment

- Required immunizations are in compliance

- Medications and medical treatments are administered in accordance with Delaware Code

- Screenings for health problems are administered correctly

- Student health records are monitored and maintained

- Emergency care for known and unknown life-threatening health conditions is administered

- Ensuring health representation on IEP teams when students' needs require such.

Response:

Students have physical examinations prior to enrollment

I Am Academy Charter School will ensure that all students' recent physical examination and immunizations will be in the student records located in a secure and safe environment.

Required immunizations are in compliance

The school nurse and visionary leader will ensure that all physicals and immunizations meet the Delaware Department of Education requirements.

Medications and medical treatments are administered in accordance with Delaware Code

The School Nurse will be the only person allowed to administer medications and treat students.

Screenings for health problems are administered correctly

I Am Academy Charter School nurse will conduct a screening for vision, hearing, orthopedics as required in the DDOE's Nursing Technical Assistance Manual and Regulations.

Student health records are monitored and maintained

The school nurse will monitor and maintain all health records

Emergency care for known and unknown life-threatening health conditions is administered

I AM Academy Charter School will be trained and provided with information to staff pertaining to natural disasters and emergencies, including fires, tornadoes and earthquakes. We will also provide training on preventing contact with blood –borne diseases and emergency response. We will provide a policy defining that the school function as a drug, alcohol, and tobacco-free workplace.

Ensuring health representation on IEP teams when students' needs require such.

The school nurse will serve as a member of the IEP teams when there are any medical related issues discuss.

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. (Renewal/Modifications – provide original documentation and any changes)

Response:

The area I Am Academy want to service will be in New Castle County specifically in Bear, Glasgow, Newark and Middletown area. I

Am Academy is considering a school site at 211 Lake Drive Newark Delaware Right off route 896. The building will have a intercom systems and buzzer are placed at the main entrance of the building. Alarm systems are on all doors with emergency lighting. There will be a foyer to prevent immediate access to the facility and to direct visitor to the office. All visitors will be required to have a visitor badges and to sign in and out of the school. All staff will be required to wear badges to identify themselves as school personnel for the safety of our students. I Am Academy will comply with all applicable state codes and regulations.

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. (Renewal/Modifications – provide original documentation and any changes)

Response:

The facility that I Am Academy occupies will be in full compliance with all local codes, It will also be accessible for individuals with disabilities. I Am Academy will compliant with all local zoning and fire codes.

F) Describe building maintenance practices which will provide a reasonable assurance of a safe school environment for students, staff, and visitors. (Renewal/Modifications – provide original documentation and any changes)

Response:

I Am Academy will hire custodians who will be responsible for the maintenance of the interior and exterior of the building and is knowledgeable of state regulations and health standards so it will be clean and safe environment for students, staff and visitors. We will have a emergency plan for the school in the event of a crisis situation, as per state requirements. Building repairs will be handled immediately. Snow removal and outside maintenance will be done by contractors to ensure everyone is safe.

G) What location and facilities will be used for Physical Education? What further safety issues will this add, and how will they be addressed? (Renewal/Modifications – provide original documentation and any changes)

Response:

If our initial facility does not have a gymnasium or sports facilities, Physical Education will be located on site in our multi-purpose activity room and in a fenced in outside area for year one. For year two and beyond, we plan to expand or locate to a nearby site that can be used for athletic sports.

H) Describe how 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 transportation, or a combination thereof). (Renewal/Modifications – provide original documentation and any changes)

Response:

I AM... Academy will use a private transportation bus service company to transport students. The Department of education will provide funds to I Am Academy for each transported students. The contractor shall obtain the same level of collision and same liability insurance as required by a contractor on regular public school routes. I Am Academy transportation contracts will identify the buses to be used, bus number, model, year, license and vin number and will be submitted to the DOE transportation supervisor by August 1 each year. If parents transport their child, the school will need a parent's statement waiving the school's transportation. Parent may request that the school provide transportation later.

I) Describe how students who reside outside the district in which the school will be located will be transported to the school. (Renewal/Modifications – provide original documentation and any changes)

Response:

The Bus routes and pickup locations for all students including those who reside outside of our district will be establish in consultation with our transportation vendor.

J) Describe how special needs students will be transported if specialized transportation is required by the IEP. (Renewal/Modifications – provide original documentation and any changes)

Response:

If specialized transportation is needed it will be provided consistent with the directives of the IEP and DOE regulations

K) Provide the plan for oversight of school transportation operations, e.g., route planning, bus stop selection, drivers/aides, coordination with contractors if used, school bus discipline.   (Renewal/Modifications – provide original documentation and any changes)

Response:
I Am Academy will have a full time administrator that will have as one of their responsibilities the direct over sight of ensuring compliance of all third party vendors. This will include our transportation services. This individual will make certain all elements of the contact are honored. The transportation company will be aware of our standards for service and their staff including drivers and aides. School bus behaviors are outlined in the student code of conduct and will be given to the provider. A condition of the contract will include the acceptance of the code.

L) Describe the plan for providing meals to 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 to be provided. List the estimated annual costs per student for food services. (Renewal/Modifications – provide original documentation and any changes)

Response:
We will be offering breakfast and lunch to our students and healthy snacks throughout the day - onsite. Our in-house cafe' staff will be required to prepare healthy foods exceeding the expectations of the government food pyramid.   Because our focus will be on the whole child our goal is to provide ample amounts of healthy food based on their individual health needs.   We are budgeting $3.50 per child and the parents will be required to pay for lunch or breakfast for their child or provide lunch or breakfast. We will provide free and reduced lunches to students whose families are eligible. We are estimating that 50% of our students will pay for lunch, 25% will be eligible for free lunch and 25% will be eligible for reduced lunch.

M) Describe how the school will comply with the requirements of the Federal Free and Reduced Lunch Program for eligible students, if the school participates in the program. (Renewal/Modifications – provide original documentation and any changes)

Response:
I Am Academy will comply with all requirements of the free and reduced lunch program. To be certain who is eligible for this program we will send a questionnaire to all families at the beginning of the school year and provide information to the department of education.

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. (Renewal/Modifications – provide original documentation and any changes)

Response:
I Am Academy will keep a copy of the FERPA act and maintain copies to review in the offices of the school leaders and Director of Operations. Faculty and staff will be required to refer any questions regarding student information to the Director of Operations and if unavailable one of the other school leaders. The Director of Operations will attend any professional development training on FERPA once the Charter is approved.

I AM Academy will place parental and student rights according to FERPA in the student handbook. Student records will be kept in a location under the supervision of the director of operations and the office manager.

Individuals who wish to access student records will be required to submit a request
in written form to be granted permission to access student records and/or receive copies of any student information. If the school denies the request the parent or student is entitled to a hearing.

The school will not release student records to any outside agency or
individual without the written consent of students and parents affected by the
request. Exceptions to this procedure will only be made if requests are made by
the attorney general's Office, local law enforcement and other agencies as outlined by FERPA.

B) Describe the plan for the timely transfers of student and school data to the Department of Education. (Renewal/Modifications – provide original documentation and any changes)

Response:
I AM Academy will ensure the timely transfer of student data and records through the State's pupil accounting system to the Department of Education and other schools. The Director of Operations and her clerical support will learn the program at a mandatory training given after the Charter is granted and then be responsible to teach other School Leaders. I AM Academy's priority will be to obtain 100 percent of our student enrollment and therefore submit all student data and records prior to the school opening.

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)

Response:
We do not plan to use a management company to manage the school.

ASSURANCES

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

1) Be in full compliance with 14 Delaware Code, Chapter 5 and 14 DE Admin Code, Section 275 in the Regulations of the Department of Education.

2) Not discriminate against any student in the admissions process because of race, creed, color, sex, disability, or national origin or because a student's school district of residence has a per student local expenditure lower than another student seeking admission.

3) Not operate in a sectarian manner or include religious practices in its educational program.

4) Participate in the Delaware Student Testing Program and meet the requirements for school accountability as described in state law.

5) Manage the school within all State administrative and financial systems listed in 14 Delaware Code, Section 512 (9) including accounting, payroll, purchasing, retirement, and benefits. All school funds will be managed through the school's accounts set up in the Delaware Financial Management System (DFMS).

6) Initiate and maintain direct communication with other public and nonpublic schools to assure efficient notification and transfer and exchange of records.

7) Update the application to incorporate any modifications and/or conditions identified as pre-conditions to final approval by the Secretary of Education and State Board of Education as set forth in its written decisions; and operate the program in accordance with the content of the updated and approved charter granted by the Department of Education and State Board of Education. The school's board of directors will not implement any modifications to the charter school program or operation without the express written consent of the Department of Education.

8) Notify the Department of Education in writing within 30 days when the school's administrative head or any member of the board of directors change.

9) Provide the Department of Education with copies of all the policies and by-laws of the school and the school's board of directors and inform the Department in a timely manner when by-laws change.

10) By the first day of instruction each school year, ensure that all teachers meet the certification requirements of the Delaware charter law and are properly listed in the PHRST and DEEDS programs.

11) Employ only staff who have complied with the requirement of having a successful criminal background check and report to the Department of Education by September 1 of each school year that the school is in full compliance with state law related to this requirement.

12) Cooperate fully with Department of Education requests for reporting information and activities related to monitoring the school's compliance with the charter and applicable state and federal laws and regulations.

13) Comply with the provisions for a Performance Agreement, as required by the Secretary of Education.

14) Distribute copies of the Department's Frequently Asked Questions About Delaware Charter Schools/Parent Guide to Delaware Charter Schools to all parents seeking to enroll their child(ren) as well as to parents of enrolled children.

15) Conduct all meetings of the board of directors in a manner consistent with the Freedom of Information Act, especially the legal requirements of 29 Delaware Code, Sections 10002, 10003 and 10004.

16) The Board of Directors will include a member who is a certificated teacher employed by the school and a member who is a parent of a student currently enrolled in the school, consistent with 14 Delaware Code, Section 512(1).

17) Comply with the requirements for reporting school crimes as described in 14 Delaware Code, Section 4112.

18) As required by 14 Del. C. § 506, maintain on file a written statement signed by the parent or guardian of each enrolled child acknowledging that the child will attend the charter school for at least one complete school year.

19) Advise any person or entity offering a loan to the school that debts of the school are not debts of the State of Delaware and that neither the State nor any other agency nor instrumentality of the State is responsible for the repayment of any indebtedness.

20) Annually certify to the Department, on a form to be provided by the Department, that prior to the payment of any fees or other sums to a management company employed by the board, the board will ensure that sufficient revenues of the school are devoted to adequately support the school's proposed educational program.

21) Participate in all training offered by the Department of Education to charter schools prior to the opening of the school.

22) Establish a student application and admissions process that will enable the school to provide the local districts in which the students reside with a preliminary roster of students for the subsequent year on or before April 1 each year.

23) Ensure that by April 1 each year the school has enrolled at least 80% of the total authorized number of students and that it has notified each school district of information about enrolled students.

24) Complying with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990.

25) Comply with Title VI and VII of the Civil Rights Act of 1964.

26) Comply with Title IX of the Education amendments of 1972.

27) Have certified special education teacher(s) providing services for students with disabilities.

28) Ensure that students have physical examinations prior to enrollment.

29) Ensure that required immunizations and screenings (lead, TB) are in compliance.

30) Administer medications and medical treatments, including first aid.

31) Screen for health problems (vision, hearing, postural/gait, etc.)

32) Monitor student health and maintaining health records.

33) Ensure emergency care for known and unknown life-threatening health conditions.

34) Ensure health representation on IEP teams when student's needs require such.

35) 14 Delaware Code, Section 511 (1) states that all applications for a charter shall contain an affirmative representation by the applicant that, no later than June 15 immediately preceding the authorized opening date of the school, the applicant shall secure a Certificate of Occupancy, either temporary or final, for the premises in which the school is to be located; provided that any temporary Certificate of Occupancy must permit occupancy at the premises by school staff and students for school purposes. If the charter is approved and the charter holder shall subsequently fail to obtain the necessary Certificate of

Occupancy as required by this section, the opening of the school shall be delayed by one year from the date previously authorized by the approving authority and the charter shall be placed on probation subject to the terms and conditions imposed by the Department of Education with the consent of the State Board of Education. No waivers are available for this requirement.

36) The school must participate and receive training in the use of the Department of Education's Pupil Accountability system E-School Plus.

37) The school must intend to comply with all additional curriculum regulations including 501, 503, and 525 and any other curricular regulations.

38) Maintain corporate status as described in Title 14, Del. C. § 504.

39) Follow the Family Education Rights and Privacy Act (FERPA) and implement federal and Department of Education regulations regarding disclosure of student records.

40) The Board of Directors of the school, its employees, agents and contractors, shall comply with all obligations imposed upon them by law, shall comply with the provisions of the corporate charter, by-laws and resolutions, and shall further comply with any applicable rule or regulation, all of which are imposed as conditions to approval of this charter.

41) The Board of Directors shall ensure that school is and remains in compliance with any student, educator, and school achievement performance requirements now or hereafter in effect in Delaware Code or Regulation.

42) No part of the school's corporate charter or by-laws shall be amended, altered, repealed, restated or otherwise modified without the prior written consent of the Department of Education, except that the number of directors may be increased or decreased without the Department's consent, provided that any such change shall be limited to the number of directors only and not to the qualifications thereof; and further provided that any such change shall otherwise be consistent with any applicable law, rule or regulation.

43) The Board of Directors shall not charge or collect any fee not permitted to be assessed by a school district. These include but are not limited to fees to any students applying for admission and fees for the use of instructional materials.

44) The Board of Directors shall ensure that the school submits data requested or required by the Department in any form, including electronically, in accordance with timelines in the Department's Data Acquisition Calendar.

45) The Board of Directors shall ensure that the school is in full compliance at all times with the requirements of background checks at stated in 11 Delaware Code, Chapter 85, and Subchapter VI.

46) The Board of Directors shall assure that the by-laws of the Board have been reviewed and remain in compliance with the current and future opinions of the Public Integrity Commission, Attorney General opinions, and the use of bid laws for procurement.

47) The Board of Directors shall assure that the school has met the teacher certification requirements of 14 Del. C. § 507 (c).

As members of the Board of Directors of the Charter Holder, we hereby agree to these assurances as a condition of the approval of the charter modification.

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

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Date of Signature

`I AM Academy Leadership & Technical Institute`
Name of the Charter School

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Signature of the Chairperson of the Board of Directors

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Signature of Member of the Board of Directors

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