

# DELAWARE DEPARTMENT OF EDUCATION

## CHARTER SCHOOL APPLICATION FORM

Academia Antonia Alonso  
Name of Proposed School

Maria Matos  
Name of Contact Person

Maria Matos  
Name of the Head of the Board of Directors

403 N. Van Buren Street  
Mailing Address of Contact Person

Wilmington, DE 19805

August 2013  
Proposed Opening Date

302-655-7338  
Telephone Number of Contact Person

Kindergarten – Grade 5  
Grades for School

302-655-7334  
Fax Number of Contact Person

[mmatos@thelatincenter.org](mailto:mmatos@thelatincenter.org)  
E-mail Address of Contact Person

First Year Enrollment  
300  
Total Number

K-1  
First Year Grade Span

Second Year Enrollment  
400  
Total Number

K-2  
Second Year Grade Span

Third Year Enrollment  
500  
Total Number

K-3  
Third Year Grade Span

Fourth Year Enrollment  
600  
Total Number

K-4  
Fourth Year Grade Span

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

### Enrollment Breakdown by Grades

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

**First Year Enrollment (2013-2014)**

Grade	Number
K	150
1	150
<b>Total 1<sup>st</sup> Year Enrollment</b>	300

**Second Year Enrollment (2014-15)**

Grade	Number
K	100
1	150
2	150
<b>Total 2<sup>nd</sup> Year Enrollment</b>	400

**Third Year Enrollment (2015-16)**

Grade	Number
K	100
1	100
2	150
3	150
<b>Total 3<sup>rd</sup> Year Enrollment</b>	500

**Fourth Year Enrollment (2016-17)**

Grade	Number
K	100
1	100
2	100
3	150
4	150
<b>Total 4<sup>th</sup> Year Enrollment</b>	600

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## Introduction

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

The **Academia Antonia Alonso** Founding Board, through a partnership with Charter Management Organization (CMO) Innovative Schools and the Latin American Community Center (LACC), proposes to open a bi-lingual charter elementary school (K-5) in the Hilltop section of Wilmington. Because of the proposed location, it is anticipated that many of the students will be elementary-aged Hispanic English Language Learners. To address the needs of this student population and to create an academic program that provides all students attending the school with community and global awareness and 21<sup>st</sup> century skills, the academic program will be a replication of the nationally recognized Expeditionary Learning model (Appendix A), selected by the Founding Board from Innovative Schools' Portfolio of Model Schools. The Expeditionary Learning model was developed 17 years ago as an academic application of Outward Bound, an organization that values compassion, integrity, and diversity and seeks to develop character and leadership in students through experiences that involve challenge and adventure. Combined with the Two-Way Immersion model, Expeditionary Learning's instructional emphasis on learning by doing will support students' instructional and language acquisition needs. An array of wrap-around services offered by the LACC will complement the academic program and provide optional before- and after-school support and language acquisition programs for families attending **Academia Antonia Alonso**.

**Academia Antonia Alonso** will be organized around the themes of identity and community with the goal of helping students investigate who they are and what role they play in a diverse society. Students will be placed in one of two 'houses' – Casa de Identidad (House of Identity) or Casa de Comunidad (House of Community). At first, each grade level will be comprised of six classrooms, each with 25 students; three classes will comprise one 'house.' Over the first 5 years, as grade levels are added and existing grades are scaled back from 150 to 100 students each, the number of 'houses' per grade will be reduced to two. Each house will have both an English-speaking teacher and a Spanish-speaking teacher, who will collaborate to teach elements of the curriculum in both languages. Student learning will be based on an experiential, project-based approach, and the school structure will differ significantly from that of traditional elementary schools. Students will participate in 10-to-12 week in-depth learning expeditions—deep interdisciplinary investigations of academic topics rooted in real-life connections and experiences—that bring together teachers of different disciplines and enrich the work of discipline-specific classrooms. Through engagement with original research, students will create high-quality academic products to share with outside audiences throughout the year. Students will be challenged to think critically and take leadership roles in their classrooms and communities, promoting achievement through active learning, character growth, and teamwork.

**Academia Antonia Alonso** intends to contract with Innovative Schools as its CMO in order to (1) support full implementation of the Expeditionary Learning academic program, and (2) build the capacity of the school's Founding Board and staff to sustain the administrative and academic functions of their charter school. Expeditionary Learning will serve as Innovative Schools' subcontractor. This unique CMO arrangement creates a balanced workload, leveraging Innovative Schools' local expertise and understanding of Delaware's public schools and allowing its national partner to implement their academic and cultural model. By the first charter renewal, the Board and its staff will be able to independently manage a healthy school. This type of CMO relationship was recently highlighted as a promising practice for launching new charter schools<sup>1</sup>.

**Academia Antonia Alonso** proposes to operate as a charter school in the State of Delaware. Over five years, the school will expand to include 600 students in grades K-5, with a maximum of 100 students per grade level. (In its fourth year, the school will have 600 students in grades K-4, with 150 students each in grades 3 and 4.) The school is incorporated, will be established as a non-profit 501(c)(3) organization, and will be managed by a Founding Board and By-Laws, as prescribed in the DDOE Regulations for charter schools.

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<sup>1</sup> Fujimoto, Ted and Kyle Miller. "Model Neutral Charter Management Organization Platform as a Strategy to Support High Quality Growth" July 2011. Accessed November 16, 2011 at <http://www.box.net/shared/1l2umo4nrxsrlssbfbnj>.

# **1. Applicant Qualifications**

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

Preparation of the charter application, along with the development of **Academia Antonia Alonso's** academic program, has involved Delaware teachers, parents, and community members, who comprise the school's Founding Board and share a common desire to see a more effective school model for the education of English Language Learners in Delaware and for promoting community and global awareness among all students in Delaware. The process was coordinated by Innovative Schools, a non-profit school support organization hired by **Academia Antonia Alonso's** Founding Board for this purpose. Additionally, in helping the **Academia Antonia Alonso** Founding Board select the best school model for its charter school application, Innovative Schools facilitated opportunities for the school founders, Delaware teachers, parents, and community members to research the school options available through its Portfolio of Model Schools. Research opportunities have included webinars, tours of model schools, and individual research.

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

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

Development and preparation of the **Academia Antonia Alonso** charter application has involved all members of the Founding Board and representatives from Innovative Schools, a local, non-profit public school support organization hired by the Founding Board to coordinate the development of its charter application. To ensure a smooth transition from concept to operation, the Founding Board intends to retain Innovative Schools as the school's Charter Management Organization following charter approval.

Several members of the Founding Board who are closely associated with the Latin American Community Center (LACC) have been talking and dreaming about the development of a charter school for close to 10 years but have not had the capacity to initiate and implement the project. The efforts to start **Academia Antonia Alonso** have been partially driven by the success that the LACC has had with its early childhood learning program and by its members' aspiration to provide a school that could successfully extend the academic opportunities provided by the early childhood program into the elementary grades. The goal of the school is to reverse the trend of declining academic performance that is consistently demonstrated when children attending the LACC's early childhood programs transition to local elementary schools.

Support to launch this charter school emerged as a result of the Board Development Program sponsored by Innovative Schools in the summer of 2011. This initiative brought together key stakeholders with an interest in offering their communities new school options. Attendees included Delaware certified teachers, parents of school-aged children, and representatives of the local non-profit and business communities. The program provided an opportunity for those in attendance to hear about the Delaware charter school movement; learn about Innovative Schools as an organization and about its Portfolio of Model Schools, which can serve as the foundation for the establishment of new charter schools; and, investigate the roles, responsibilities, and commitments involved in the founding and operating of charter school boards.

Through this opportunity, several representatives of the LACC and other individuals attending the Board training established a Founding Board with the purpose of addressing the need for an elementary school, specifically to be located in or near the Hilltop section of Wilmington. Based on the community to be served,

the Board selected the Expeditionary Learning and Two-Way Immersion models to provide the school's academic and cultural framework.

As a public school support organization that provides a comprehensive suite of services to support Delaware public schools in the development and operation of 21<sup>st</sup> century academic programs, Innovative Schools is uniquely positioned to support the development of the **Academia Antonia Alonso** charter application and to then serve as the school's CMO until the first charter renewal. As a comprehensive center for school innovation, Innovative Schools' programs cover three key areas, allowing it to work with community groups to provide an integrated and holistic approach to school development:

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

Throughout all phases of the development of this application, Founding Board members have been involved in working with Innovative Schools' qualified professional staff and its national school design partner, Expeditionary Learning, to research, develop, and prepare the application's numerous and complex components. To help the Founding Board develop a deeper understanding of the Expeditionary Learning model, Innovative Schools and representatives from Expeditionary Learning hosted webinars to provide Founding Board members with an overview of the model and offered opportunities for Founding Board members to attend Model School Tours to Capital City, an Expeditionary Learning elementary school in Washington, D.C.

Furthermore, in January 2012, several members of the Founding Board will visit *Mundo Verde*, a bilingual Expeditionary Learning elementary school that opened with grades pre-K and K this past September in Washington D.C. *Mundo Verde* will add a grade per year until reaching a K-5 enrollment. The visit in January will also begin to establish conversations between the Founding Board and the Expeditionary Learning school designer who works with EL's highest performing bilingual/ELL school, Manzanita SEED, in Oakland, CA.

**Academic Antonia Alonso** will continue to partner with the Latin American Community Center, a community-based organization that has been serving the Hilltop community for over 40 years. Started in 1969 to provide Puerto Rican immigrants with child care and social services, the organization has grown into a \$5 million plus organization, offering services to clients from early infancy to old age. Over the past decade it has made significant investments in expanding its early childhood programs, and is a participant in the Delaware Early Stars Program, working to achieve a 5-star rating. It has also expanded its programs serving school-aged children, by offering education-based before- and after-school childcare services and summer camp, satellite after-school programs with the Christina and Red Clay Consolidated School Districts, and a credit recovery program with the Red Clay Consolidated School District. It has also successfully implemented a much-needed bilingual mental health program for individuals and families.

Through this collaboration, all the parties involved have shared their knowledge of proven successful innovative school models, their broad range of professional skills, the energy needed to promote school excellence, and their passion for inspired teaching and learning. These key components will remain crucial to success as implementation planning unfolds and preparations begin to open the school in the fall of 2013.

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

Name	Board Position	Residence	Phone	Occupation/ Professional Position	DE Cert. Teacher, Parent, Community Member
Maria Matos	President	46 Valley Forge Rd New Castle, DE 19720	302-655-7338	Exec Director; LACC	Community Member
Maria T. Alonso	Vice President	975 Westtown Rd West Chester, PA 19382	302-530-9298	School Psychologist; Westtown School (PA)	Community Member
Brian Fahey	Secretary	608 Whitby Dr Wilmington, DE 19803	302-654-2331	Teacher, Wilmington Friends	Community Member
Riccardo Stoeckicht	Treasurer	2646 Stephenson Dr Wilmington, DE 19808	302-504-5249	COO; Rodel Foundation	Community Member
Caridad Alonso		115 Christiana Landing Dr; Unit 906; Wilmington, DE 19801	302-598-6268	Red Clay Consolidated School District Teacher/ ELL Support Specialist K-5	DE Certified Teacher
William J. Hutchinson		132 Ponds Lane, Greenville, DE 19807	302-655-4230	International Legal Consultant	Community Member
Kathleen F. Laskowski		9 Meadows Lane Centerville, DE 19807	302-425-3030	Former Educational Diagnostician/Teacher	Community Member
William Manning		1902 Riverview Ave Wilmington DE 19806	302-658-5304	Attorney, Saul-Ewing LLC; Charter School Law	Community Member
Alexis Y. Simms		237 Ridge Road Claymont, DE 19703	302-753-2343	LACC; Teacher	Parent

**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.**

Nomination and election protocols for open positions on the Board will be implemented as established in the school's By-Laws and will be posted on **Academia Antonia Alonso's** website (to be developed following approval) and, as openings arise, communications will be sent directly to all school stakeholders to ensure a fair, open, and transparent Board recruitment and election process.

Following the approval of the school's charter application, elections will be held to coincide with the transition of the Founding Board to the Operating Board; and, thereafter as seats become available, consistent with designated Board terms, except in the case of special circumstances.

The Board will also establish a Citizen's Budget Oversight Committee, consistent with State law. This Committee will have at least five members comprised of one educator from **Academia Antonia Alonso**, one Board member, at least two parents or community members who are not school employees or Board members, and representation from the DDOE.

Recruitment for **Academia Antonia Alonso'** Board and Citizen's Budget Oversight Committee will occur in accordance with Regulation Number 736 through a number of different venues, including, but not limited to, Innovative Schools' ongoing Board Development recruiting efforts, solicitations for nominations of employees and of parents of students to be enrolled at **Academia Antonia Alonso**, as well as requests to key members of the Delaware Business Roundtable and other business and community organizations throughout New Castle

County. Nominations will be collected by the Board's designated nominating committee and the results of the school board and Citizen Budget Oversight Committee elections will be shared at a public Board meeting.

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

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

Resumes for each member of the Founding Board may be found in Appendix C. Background check results will be submitted to the Delaware Department of Education under separate cover. The configuration of the founding group meets best practice requirements for the composition of a charter school Founding Board.

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

During the application process, the Founding Board has been meeting on a monthly basis, lending its valuable expertise to clarify the school's vision and mission, establish protocols, and thoughtfully review and advise on various sections of the application. To increase understanding of their role as Board members and of the details of the Expeditionary Learning academic program, these individuals have also participated in Innovative Schools' Board Development program, webinars, and tours of model schools.

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

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

**Brian Fahey:** Mr. Fahey has been a teacher at Wilmington Friends School since 1985. He has been a leader in academic development, along with content coordinator for English Language Arts.

**Caridad Alonso:** As a Delaware certified teacher, and as the state's first Hispanic state Teacher of the Year, Ms. Alonso brings expertise with Exceptional Children, Reading and Spanish Language Mentoring. She has extensive experience in creating thematic units of instruction to support second language acquisition, and was the co-founder of a full and partial immersion school for Pre-Kindergarten and K-1, respectively, using current research and best instructional practices.

Ms. Alonso is the English Language Learner Support Specialist for K-5 in the Red Clay Consolidated School District. She has extensive experience providing professional development to teachers and paraprofessionals to



advance English Language Learners' literacy and subject matter knowledge using effective research-based instruction.

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

**Maria Matos:** Ms. Matos brings extensive experience in the business and finance aspects of organizational operations and in the oversight of successful educationally-based before and after school and summer camp programs for school-aged students. As the Executive Director of the Latin American Community Center (LACC), Ms. Matos has successfully managed funding, budgets and fiscal operations for this community organization since 1994, growing the organization from an \$800,000 budget, to a budget in excess of \$5 million.

**Riccardo Stoeckicht:** As Chief Operating Officer of the Rodel Foundation, Mr. Stoeckicht is responsible for the oversight and administration of business finance, human resources, strategic planning, and facilities and information technology management. His leadership has spearheaded foundation restructuring in response to economic downturns (2008/09), negotiated organizational mergers and acquisitions, and has provided strategic financial and operational guidance to clients as well as the organization at-large. He has also worked in finance and business leadership for a Fortune 50 company, and has spent 4 years working at the LACC as Deputy Director. More recently he has provided extensive support to charter schools regarding their facility financing needs.

**William Manning:** As a partner with Saul Ewing LLC, and as Co-Managing Partner of its Wilmington office, Mr. Manning brings extensive experience in business management. He also serves as Co-Chair of Saul Ewing's Higher Education Practice Group, and with his partner, Jim Taylor, he provides legal advice to many of Delaware's charter schools.

**William Hutchinson:** Throughout an extensive corporate legal career, Mr. Hutchinson served in multiple legal, management and governance roles for a multi-billion dollar international company. In this capacity, he managed a full range of legal and regulatory matters in support of ICI Americas Inc. and ICI American Holdings, Inc.'s businesses and corporate operations in the U.S., both as Law department head and active legal practitioner.

## **3) Personnel management.**

**Maria Matos:** As Executive Director of the Latin American Community Center, Ms. Matos provides oversight for the personnel management of the Center. She has worked closely with LACC's Board of Directors to formulate and implement policies and practices related to human resource functions, provide direct supervision for Center staff, and create opportunities for professional development and growth among her staff.

**Riccardo Stoeckicht:** As Chief Operating Officer of the Rodel Foundation, Mr. Stoeckicht is responsible for the oversight and administration of all human capital matters for the Foundation. Under his leadership, human capital management practices have been strengthened and organizational leadership functions advanced. In addition, he was the Human Resources Director for the Brazilian subsidiary of the DuPont Company providing strategic and operational HR guidance to an organization with over 1,000 employees, and has managed both small and large organizations.

**William Hutchinson:** Throughout an extensive corporate legal career, Mr. Hutchinson served in multiple legal, management and governance roles for a multi-billion dollar international company. In this capacity, he managed a full range of legal and regulatory matters in support of ICI Americas Inc. and ICI American Holdings, Inc.'s businesses and corporate operations in the U.S., both as Law department head and active legal practitioner.

Relative to personnel management responsibilities, Mr. Hutchinson discharged oversight, dispute resolution and management responsibilities relating to employee pension and benefit plans and plan implementation and administration; member and chair of Employee Benefits Administration Committee.

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

**Maria Matos:** Ms. Matos brings extensive experience with diversity issues. As the Executive Director of the Latin American Community Center (LACC), Ms. Matos regularly leverages collaborative partnerships to support the inner workings of a thriving community center. Outreach is a core component of the management and operations of LACC, and it is also vital to the establishment of foundational supports for this new charter school.

**Maria Alonso:** Through her private practice, Dr. Alonso provides a variety of therapeutic services to a diverse clinical population, including children, adolescents and adults. Through her work, children, youth, and their families are served in ways that address a wide range of issues and require the leveraging of complex resources and services.

**Caridad Alonso:** Ms. Alonso is a Delaware certified teacher of Exceptional Children and Reading Specialist. She currently teaches at William C. Lewis Dual Language Elementary School in the Red Clay School District, where she regularly works with diversity issues and their impact on students who attend the school. Her outreach extends to parents and community members as she works to leverage services for her students.

**William Manning:** As partner with Saul Ewing LLC and former president of the Red Clay Consolidated School District (RCCSD) Board of Education, Mr. Manning has long been a champion for diversity issues relating to quality education, student recruitment, and charter schools. Under his leadership, RCCSD became the first – and remains the only – local school district in Delaware to authorize charter schools.

**Alexis Simms:** Ms. Simms presently serves as the Early Development Center Coordinator for the Latin American Community Center (LACC). In this capacity, she is involved with outreach, student recruitment, and curriculum and instructional support. Her organizational management skills are an important asset and heavily contribute to the success of this important program.

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

**Maria Matos:** Ms. Matos has dedicated most of her professional life working with and supporting at-risk populations, primarily Hispanics. Whether serving students with disabilities or students with limited English proficiency, her role as Executive Director of the Latin American Community Center (LACC) has been to ensure that a wide variety of needs are addressed at this thriving community center.

**Maria Alonso:** Dr. Alonso brings extensive experience and expertise working with at-risk populations. As a clinical psychologist, she provides oversight and coordination of services for the educational needs and psychological care of for more than 700 students attending the Westtown School in Pennsylvania. In this role, she is a critical partner in the development and execution of individualized educational plans for many students with disabilities and special needs; and, regularly consults with teachers, administrators, students and parents to ensure students' needs are met.

**Caridad Alonso:** Ms. Alonso is a Delaware certified teacher of exceptional children. She currently teaches at William C. Lewis Dual Language Elementary School in the Red Clay School District, and works with at-risk student populations to employ research-based interventions in both English and Spanish within the Response to Intervention (RTI) process.

**Kathleen Laskowski:** Ms. Laskowski holds a Bachelor's degree in Early Childhood, and a Master's in Special Education; and, has most recently been a teacher at Wilmington Friends School. In this capacity, she designed a new program located in Wilmington to reach out to populations traditionally under-served by Friends.

Prior to her teaching experiences at Wilmington Friends, Ms. Laskowski was heavily involved with early intervention services as a teacher for 3-5 year old children with developmental delays. These services were provided through preschool classes offered at the Vitalistic Therapeutic Center in Allentown, PA.

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

**Maria Matos:** Ms. Matos brings extensive experience in all aspects of organizational operations. As the Executive Director of the Latin American Community Center (LACC), Ms. Matos has successfully managed school operations for the center's pre-school and early childhood programs.

**Brian Fahey:** In addition to his extensive teaching experience at Wilmington Friends School (WFS), he has also had involvement with some aspects of school operations. As Acting Head of Middle School at WFS, he was responsible for the oversight of basic school operations including some aspects of facilities management, student and staff supervision, and other areas of school administration.

**Riccardo Stoeckicht:** As Chief Operating Officer of the Rodel Foundation, Mr. Stoeckicht is responsible for the oversight and administration of business finance, human resources, strategic planning, and facilities and information technology management. While his specific organizational management skills have not been directly connected to school operations, his expertise as an organizational, business and financial management executive, he has worked as a loaned executive to a number of organizations incubated by Rodel Foundation – some of these impacting public charter schools and related organizations. In addition, he has worked closely with several charter schools in exploring how to address their facility financing needs (e.g. ASPIRA, Odyssey, DAPSS, among others).

## **2. Form of Organization**

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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.

The name of the organizing corporation is **Academia Antonia Alonso**; incorporated on November 22, 2011. The Certificate of Incorporation is included in Appendix B. The By-Laws, also contained in Appendix B, meet all the above stipulations (see Section II Article 1). The officers of the Board are as follows:

<b>President:</b>	Maria Matos
<b>Vice President:</b>	Maria T. Alonso
<b>Secretary:</b>	Brian Fahey
<b>Treasurer:</b>	Riccardo Stoeckicht

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

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

#### **Purpose of the School**

**Academia Antonia Alonso** has been named in honor and memory of Maria Antonia Alonso, a life-long devoted member of the Latino community. Her passion for education began to take root in her Cuban homeland during her early years as she saw her aunts travel from town to town on horseback educating the young. Throughout her life, she has been a tireless advocate for all children, but specifically Latino children, especially those for whom the ‘traditional education system’ has not been working. Her efforts have resulted in broader consideration and appreciation of the educational needs and interest of Latino children. Therefore, it is with respect and gratitude the name of this school has been chosen in remembrance of Maria Antonia Alonso’s dedication to fostering meaningful education for all children.

The purpose of **Academia Antonia Alonso** is to be an elementary charter school for a diverse population of students, including English Language Learners, that will support a two-way bilingual maintenance program, maximize learning in a rigorous student-centered environment, and engage students in high-quality academic products through learning expeditions to accelerate student performance, and prepare them to be strong, contributing members in the communities they live in. To meet these academic goals, the Board of **Academia Antonia Alonso** has selected the Expeditionary Learning and Two-Way Immersion models from Innovative Schools’ Portfolio of Model Schools for its academic program and cultural framework.

The Founding Board is proud to work with Innovative Schools, its partner, Expeditionary Learning, and the Latin American Community Center to replicate this school design in New Castle County, and believes that this non-traditional academic approach will provide the students attending **Academia Antonia Alonso** with a dramatically different teaching and learning environment and with critical before- and after-school support services that will produce high student achievement. Over its 17-year history, Expeditionary Learning has grown to operate 165 schools in 29 states and in Washington, D.C. Students attending Expeditionary Learning schools have shown significant gains in reading and math and consistently outperform students in neighboring schools. In the schools implementing the EL model with the most fidelity, black and Hispanic students and students eligible for Free or Reduced Price Lunch (FRL) outperform their district peers in reading by up to 15 percentage points and in math by up to 9 percentage points. Most recently, the model has been used by schools in Rochester, New York as a turnaround strategy, catapulting one of the lowest-performing elementary schools in the city to #1 in science and math, despite that fact that 70% of students attending the school are at or below poverty level.

As with other schools implementing the Expeditionary Learning model, **Academic Antonia Alonso** will provide students with an innovative and proven academic program that challenges them through non-traditional, project-based teaching and learning methods. Consistent with the intent of Delaware’s charter school law, **Academia Antonia Alonso** will not only expand quality public school options for elementary school students, but will also employ an innovative school design that has demonstrated particular effectiveness for high-need subgroups, specifically Hispanic and ELL (English Language Learner) students.

#### **Vision and Mission**

The **vision** for **Academia Antonia Alonso** is that children cultivate a passion for life-long learning, becoming multicultural stewards and leaders in the communities they touch.

#### **Mission Statement:**

Inspiring children to become joyful, confident, creative, bilingual learners, helping them develop a strong biliterate academic and cultural foundation.

## **Goals and Objectives**

The goals and objectives of **Academia Antonia Alonso** are aligned to the core principles of Expeditionary Learning. Guided by these principles and the addition of the value of parent engagement, **Academia Antonia Alonso** will meet the needs of their students and families in meeting the mission of the school:

**The Primacy of Self-Discovery** – Learning happens best with emotion, challenge and the requisite support. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. The primary task of the teacher is to help students overcome their fears and discover they can do more than they thought they could.

**The Having of Wonderful Ideas** – Fostering curiosity about the world is emphasized by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.

**The Responsibility for Learning** – Learning is both a personal process of discovery and a social activity. Therefore, every aspect of an Expeditionary Learning school encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.

**Empathy and Caring** – Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Older students often mentor younger ones, and students feel physically and emotionally safe.

**Success and Failure** – All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.

**Collaboration and Competition** – Expeditionary Learning schools integrate individual development and group development, so that the value of friendship, trust, and group action is clear. Students are encouraged to compete not against each other, but with their own personal best and with rigorous standards of excellence.

**Diversity and Inclusion** – Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. Schools and learning groups are heterogeneous.

**The Natural World** – Creating a direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the earth and of future generations.

**Solitude and Reflection** – Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need time to exchange their reflections with other students and with adults.

**Service and Compassion** – Emphasis is placed on strengthening students and teachers through acts of consequential service to others. One of an Expeditionary Learning school's primary functions is to prepare students with the attitudes and skills to learn from and be of service.

**Parents in Partnership** – Engaged parents are a cornerstone of the daily life and culture of Academia Antonia Alonso. Academia Antonia Alonso integrates parents into all aspects of their students' educational experiences and supports them as primary educators and advocates for their children. Parents and staff will actively collaborate to successfully carry out the mission and vision of Academia Antonia Alonso.

## **Mission, Goals and Educational Objectives are Consistent w/ the Legislative Intent**

The mission, goals and educational objectives of **Academia Antonia Alonso** are consistent with the intent of Delaware's charter school law because it will add a much-needed quality public school option for a diverse

group of students and will employ an innovative school design that has proven successful across demographics, including Hispanic students and English Language Learners.

### Core Philosophy

**Academia Antonia Alonso**'s core philosophy is create a school where students investigate who they are and what role they play in a diverse society, so as to be able to become strong local and community leaders and advocates on the local, national, and global stages. To address the needs of the Hispanic English Language Learner population that the Founding Board anticipates will attend the school, and to create an academic program that provides all students attending the school with community and global awareness and 21<sup>st</sup> century skills, the academic program will be a replication of the nationally recognized Expeditionary Learning model combined with the Two-Way Immersion model. Expeditionary Learning's integrated instructional emphasis of learning by doing will support students' instructional and language acquisition needs. Wrap-around services offered through LACC will complement the academic program and provide optional before- and after-school support and language acquisition programs for families whose children attend **Academia Antonia Alonso**.

Over its 17-year history, Expeditionary Learning has grown to operate 165 schools in 29 states and in Washington, D.C. Students attending Expeditionary Learning schools have experienced significant gains in reading and math and consistently outperform students in neighboring schools. They also gain skills critical to college readiness and 21<sup>st</sup> century success – problem solving, critical thinking, persistence toward excellence, and active citizenship. In the schools implementing EL with the most fidelity, black and Hispanic students and students eligible for Free or Reduced Price Lunch (FRL) outperform their district peers in reading by up to 15 percentage points and in math by up to 9 percentage points. Most recently, the model has been used by schools in Rochester, New York as a turnaround strategy, catapulting one of the lowest-performing elementary schools in the city to #1 in science and math, despite that fact that 70% of students attending the school are at or below poverty level.

Through implementation of the Expeditionary Learning (EL) model, **Academia Antonia Alonso will be** built around five core practices:

- Leadership and School Improvement: Strengthening leadership across the school in instruction, culture, and curriculum
- Culture and Character: Building a school-wide culture of trust, respect, responsibility, and joy in achievement
- Active Pedagogy: Employing dynamic instructional practices that build skills and critical thinking
- Learning Expeditions: Addressing standards through a project-based curriculum connecting to the real-world context of the local community
- Structures: Creating time for student and adult learning, collaboration, and a focus on excellence

Consistent with the Expeditionary Learning approach, instructional practices will emphasize student inquiry, critical thinking, and craftsmanship. Students will engage in original research and create high-quality academic products to share with outside audiences. Learning expeditions – deep interdisciplinary investigations of rich academic topics rooted in real-life connections and experiences – bring together teachers from different disciplines and enrich the work of individual teachers in discipline-specific classrooms. These non-traditional approaches to learning are notably different from traditional practices.

Traditional School Model	Expeditionary learning
<ul style="list-style-type: none"> <li>• Knowledge is retained by the teacher and transmitted to students, as defined by pacing guides.</li> </ul>	<ul style="list-style-type: none"> <li>• Emphasis is on <i>learning by doing</i> in a standards-based, collaborative, and differentiated environment.</li> </ul>
<ul style="list-style-type: none"> <li>• Content areas are taught independently, sometimes placing students in fixed groups</li> </ul>	<ul style="list-style-type: none"> <li>• Project-based approach to learning that integrates content areas and authentic contexts. Flexible groups</li> </ul>

based on data.	are formed based on students' academic and project 'need-to-knows.'
<ul style="list-style-type: none"> <li>Community partnerships are formed to manage out-of-school time or tutoring services.</li> </ul>	<ul style="list-style-type: none"> <li>Community partnerships are formed to provide out-of-school experiences (such as field trips and enrichment opportunities), to contribute to the academic program (through local expertise and community role models), and to serve as a local catalyst for learning about national and global issues.</li> </ul>
<ul style="list-style-type: none"> <li>Teacher-centered environment with a focus on products and summative assessments.</li> </ul>	<ul style="list-style-type: none"> <li>Student-centered with focus on the process of learning as guided by formative assessment and the development of substantial products that reflect student learning and are developed and revised over time.</li> </ul>
<ul style="list-style-type: none"> <li>Academic program values breadth over depth.</li> </ul>	<ul style="list-style-type: none"> <li>Academic program that values depth over breadth, creating a micro-focus on a local context that informs national and international issues.</li> </ul>

This approach is designed to engage and energize students, teachers and school leaders. Extensive benefits for students will include:

- Increased motivation and engagement through high-level tasks and active roles in the classroom;
- Utilization of case studies and projects to connect students to real-world audiences and compel them to care and contribute;
- Clear expectations and tight follow-through for respect and responsibility, teamwork and contribution, and commitment to high quality work;
- A school culture where students feel safe, respected, and pushed to be their best selves;
- An academic program that trusts them with deep cognitive challenges and important responsibilities and prepares them to be leaders; and,
- Critical thinking and problem-solving skills needed to succeed in college and beyond.

The Expeditionary Learning school design also provides significant benefits to teachers and the school itself by incorporating unique elements that build capacity with existing resources; integrate structures for assessment, data-informed practice, and guided improvement; and connect schools to community issues through project-based learning and service.

Additionally, world language capacity is crucial to Delaware in order for the state to maintain and strengthen its domestic economy. In his 2011 State of the State Address, Governor Markell spoke publicly about the importance of young Delawareans becoming multi-lingual, saying that Delaware graduates who enter the job market without the ability to speak a world language other than English are at a significant disadvantage. Currently, most students in Delaware public schools do not begin learning another language until they reach high school. A few students have the opportunity to begin in middle school, while an even few number have a language learning experience of any kind in elementary school. Additionally, compared to their Asian and European peers who begin learning additional languages as early as five years old, Delaware students lag considerably behind. (Governor's World Language Expansion Initiative)

As a Two-Way Immersion (TWI) school, **Academia Antonia Alonso** will provide students with a rich opportunity to become bilingual, biliterate, and bicultural. TWI is a distinctive form of dual language education in which native English speakers and native speakers of another language are integrated for academic content instruction in both English and the partner language. Key elements of two-way language immersion include: a balance between speakers of each language; integration of the two groups of students for most instruction; academic instruction in both languages, each for approximately fifty percent of the time at all grades; and strict separation of languages for instruction. Ideally, TWI begins in the primary grades and extends at least five, making it highly applicable to *Academia Antonia Alonso*.<sup>2</sup> Furthermore, the two-way language immersion strategy has been found to be among the most effective long-term approaches leading to academic achievement for ELLs who are native speakers of the targeted second language (in this case, Spanish), and a growing body of

<sup>2</sup> The Center for Applied Linguistics and Dual Language Education of New Mexico.

research also indicates that students from low socio-economic benefit the most from language immersion programs.<sup>3</sup> TWI is an ideal program which will promote the school's goals of bilingualism and biliteracy, grade-level academic achievement, and positive cross-cultural attitudes and behaviors in all students.

Innovative Schools, the Charter Management Organization (CMO), will subcontract with Expeditionary Learning and the Center for Applied Linguistics to ensure that school and student needs are identified early in the planning cycle, and that the development of work plans is aimed at significant improvement of student achievement with the implementation of the Expeditionary Learning core practices. A tight, data-driven planning cycle will keep a sharp focus on student achievement, instructional content, and reaching high standards.

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

Following approval of the school's charter, the Founding Board of **Academia Antonia Alonso** will transition to an Operating Board that will be responsible for oversight and governance of the school, its operations, and its administration. Per the intended contractual relationship outlined in the CMO agreement in Appendix N, Innovative Schools will manage the business and academic aspects of the school for the first five years of the school's existence. As CMO, the accountability of Innovative Schools is an essential foundation of this relationship. It is understood by both parties that at all times, Innovative Schools remains accountable to, and subject to the oversight of, the **Academia Antonia Alonso** Operating Board, the Authorizer, and State authorities.

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

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

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

In addition, the Board will also oversee school operations and monitor fiscal viability and sustainability. In accordance with the Charter Performance Agreement, these performance benchmarks will be monitored and

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<sup>3</sup> Source: Dual Language Education of New Mexico



reviewed quarterly, and financial reports will be reviewed monthly. The Board will develop plans and goals relative to academic performance, school operations, and finances annually, or more often if needed.

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

In its replication of the Expeditionary Learning academic program, **Academia Antonia Alonso** will expect meaningful participation and involvement from students, parents and staff. In cooperation with the Board and school staff, the CMO will develop tools and practices to support a collaborative review and analysis process that will produce recommendations aligned with the philosophical school design.

Additional components of parent and community involvement are core to the Expeditionary Learning design involving parents in the learning expeditions of their children. Community partnerships are formed to provide out-of-school experiences (such as field trips and enrichment opportunities) and contribute to the academic program (through local expertise and community role models); and, serve as a local catalyst to learn about national and global issues. Parent and community feedback will be provided to the Board as part of a continuous review and improvement process.

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

**Academia Antonia Alonso** will clearly communicate information about the application process, the selection and preference criteria, and the registration and admissions procedures. As part of standard communication protocols, all enrollment information distributed to students, parents and staff will be available in Spanish as well as English. The Board has been collecting pre-enrollment interest forms from families who would like to complete an official application, pending approval from the State Board of Education. The Board will continue to collect interest forms from families until the official application period begins as described in this application. Families completing an interest form understand that their child is not guaranteed a seat at **Academia Antonia Alonso**, but will be included in the lottery process.

In accordance with the requirements of 14 Del. C., §506, **Academia Antonia Alonso** will ensure that it has enrolled at least 80% of its authorized enrollment by April 1<sup>st</sup> of each year by conducting an application process within the timeframes, as established in *Section 9: Administrative and Financial Operations* of this charter application. The following activities will be conducted:

- November through January will be the open application period for enrollment each year. The school will advertise and publicly identify the application period, accept applications, and define the admissions requirements and criteria.
- As a requirement for new students to be eligible for the lottery, parents must sign a *Letter of Intent* with the school stating their intention to accept the enrollment invitation. The letter will also stipulate the requirements for continuing enrollment at the school, as defined in 14 Del. C., §506(c).
- If there are more applicants than available spaces in the school, a lottery will be held in January, following the application deadline. An objective community member having no ties to **Academia Antonia Alonso** or a representative from DDOE, along with attending members of the school's Board, shall conduct a public lottery drawing.
- Parents of all applicants will be sent letters of acceptance or non-acceptance following the date of the lottery. Guidelines for registration and enrollment will be included with the acceptance letter.
- On or before April 1, in accordance with 14 Del. C., §506(c), the principal of **Academia Antonia Alonso** will ensure that all students are actively listed in eSchoolPlus, at which time DDOE officials will organize students by district and will generate a report using the Identity Management System

(IMS) which will detail the students attending from each district. This report must be verified by both district and the charter school officials using the IMS.

- On or before May 1, **Academia Antonia Alonso** will verify data from the April 1 report, make corrections as necessary, and will follow with a second notification to the school district superintendents.

## **4. Goals for Student Performance**

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

**Academia Antonia Alonso** will provide students with an academically demanding, integrated education with a focus on producing students who are bilingual and biliterate in the Spanish and English languages and bicultural in Latino and American cultures. To accomplish these goals, **Academia Antonia Alonso** has selected the Expeditionary Learning model from Innovative Schools' Portfolio of Model Schools, which defines successful practice in the areas of curriculum, instruction, culture, assessment, and leadership. Expeditionary Learning is a comprehensive K-12 educational design which emphasizes project-based, learner-centered instruction where students work in small, flexible cooperative learning groups to facilitate reaching Common Core State Standards and Delaware's Prioritized Standards. Learning expeditions – long-term investigations of important, real-world questions and subjects—include individual and group projects, field studies, interviews with experts, service to the community, and performances and presentations of student work that has been developed over time through multiple drafts. All instruction, whether or not a learning expedition is underway, is characterized by active teaching, differentiation, and learner-centered pedagogy. In monitoring for fidelity of implementation and for the success of the academic program with students in attendance, Innovative Schools as CMO, its subcontractor Expeditionary Learning, and the **Academia Antonia Alonso** Board and staff will regularly review comprehensive assessments relative to student achievement.

Because EL is a comprehensive school design, the goals listed below go beyond the academic. The performance goals are meant to adequately reflect the full school design and the proposed student population. They include goals for reading and writing in both English and Spanish. Furthermore, they include personal, parental, and school-wide goals that speak to the school's culture. Assessment is the key to targeted intervention, and the Board firmly believes that through these assessments the school can monitor how well it is serving its students.

**Student Performance Goal #1:** Students will become effective readers, writers, speakers, and listeners in English and Spanish.

**Literacy Target 1.1:** By the end of the third year of operation and for each year thereafter, students in grades 3-5 at **Academia Antonia Alonso** will meet or exceed the state average performance on the Delaware Comprehensive Assessment System for reading for each disaggregated cell.

**Literacy Target 1.2:** By the end of the third year of operation and for each year thereafter, students at **Academia Antonia Alonso** in grades 3-5 will meet or exceed the average performance of comparable students in the same demographic and geographic area on the DCAS for reading for each disaggregated cell.

**Literacy Target 1.3:** By the end of the second year of operation and for each year thereafter, 90% of students at **Academia Antonia Alonso** in grades K-2 will meet annual benchmark standards on the DIBELS assessment.

**Literacy Target 1.4:** By the end of the second year of operation and for each year thereafter, students at **Academia Antonia Alonso** will demonstrate growth on LAS Links® Español, showing increasing proficiency in Spanish.

**Literacy Target 1.5:** Students at each grade level will demonstrate growth in writing achievement through an analytically scored writing sample in English given three times per year and scored by teachers specially trained in scoring writing assessments.

**Literacy Target 1.6:** Students at each grade level will demonstrate growth in writing achievement through an analytically scored writing sample in Spanish given three times per year and scored by teachers specially trained in scoring writing assessments.

**Literacy Target 1.7:** Students will present their learning through bilingual presentations in Spanish and English that utilize visual media and/or technology two times per year.

**Student Performance Goal #2:** Students will develop their math literacy and problem solving skills.

**Math Target 2.1:** By the end of the second year of operation and for each year thereafter, students at **Academia Antonia Alonso** will meet or exceed the state's average performance on the math DCAS for each disaggregated cell.

**Math Target 2.2:** By the end of the second year of operation and for each year thereafter, students at **Academia Antonia Alonso** will meet or exceed the average performance of comparable students in the same demographic and geographic area on the math DCAS for each disaggregated cell.

**Math Target 2.3:** By the end of the second year of operation and for each year thereafter, 90% of students in grades 2-5 at **Academia Antonia Alonso** will meet benchmarks using the Delaware Universal Screening Tool for Number Sense.

**Student Performance Goal #3:** Students will develop their knowledge of the natural sciences.

**Science Target 3.1:** By the end of the second year of operation with grade 5 and for each year thereafter, students in grade 5 will meet or exceed the state's average performance on the science DCAS for each disaggregated cell.

**Science Target 3.2:** By the end of the second year of operation with grade 5 and for each year thereafter, students in grade 5 at **Academia Antonia Alonso** will meet or exceed the average performance of comparable students in the same demographic and geographic area on the science DCAS for each disaggregated cell.

**Science Target 3.3:** Each year, all students will participate in at least one activity outside of the school building that connects them to the natural world.

**Student Performance Goal #4:** Students will grow in their understanding of the world around them and both American and Hispanic cultures.

**Social Studies Target 4.1:** By the end of the second year of operation with grade 4 and for each year thereafter, students in grade 4 will meet or exceed the state's average performance on the social studies DCAS for each disaggregated cell.

**Social Studies Target 4.2:** By the end of the second year of operation with grade 4 and for each year thereafter, students in grade 4 at **Academia Antonia Alonso** will meet or exceed the average performance of comparable students in the same demographic and geographic area on the social studies DCAS for each disaggregated cell.

**Social Studies Target 4.3:** Each year, all students will participate in at least one activity which demonstrates an integration of American and Hispanic language and cultures.

**Student Performance Goal #5:** Students will grow in their personal qualities as contributing members of the school.

**Personal Performance Target 5.1:** Each year, all students will participate in a service learning project that contributes to the local community.

**Personal Performance Target 5.2:** Each year, all students will complete one activity or project that builds their capacity as a leader in the school and/or the community.

**Personal Performance Target 5.3:** Each year, all students will participate in an adventure-based activity that builds the culture of the school and the students' confidence that they can succeed.

**Personal Performance Target 5.4:** Each year, average daily attendance at **Academia Antonia Alonso** will meet or exceed the state attendance average for the K-5 grade cluster, or be equal to or greater than 90%, whichever is higher.

**School Performance Goal #1:** **Academia Antonia Alonso** will demonstrate an inclusive, safe, and caring culture.

**School Performance Target 1.1:** Each year, the number of students who complete the school year at **Academia Antonia Alonso** will meet or exceed the state average for the K-5 grade cluster, or be equal to or greater than 80%, whichever is higher.

**School Performance Target 1.2:** Each year, the number of suspensions from school will fall below the state average for suspensions for the K-5 grade cluster.

**School Performance Target 1.3:** Each year, **Academia Antonia Alonso** will have fewer reportable incidents pursuant to Delaware Code, Title 14, Section 41123, than the average for public K-5 schools in New Castle County.

**School Performance Goal #2:** **Academia Antonia Alonso** will demonstrate strong parental involvement and satisfaction.

**Parental Involvement Target 2.1:** After the first year, and for every year thereafter, 90% of parents, guardians, or adult family members will participate in at least one student exhibition each year.

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

**Parental Involvement Target 2.3:** Responses to the parent satisfaction survey will indicate that 90% of parents are satisfied or highly satisfied with the school.

**Parental Involvement Target 2.4:** Parents, guardians, or adult family members will contribute volunteer service to the school each year.

**Parental Involvement Target 2.5:** All communications with parents will be available in both English and Spanish. At parent meetings, all English will be translated into Spanish and Spanish will be translated into English. Additional accommodations will be made as necessary.

**School Performance Goal #3:** **Academia Antonia Alonso** will demonstrate market accountability and commitment from the community.

**Market Accountability Target 3.1:** Each year, **Academia Antonia Alonso** will achieve at least 90% of enrollment allowed by the charter.

**Market Accountability Target 3.2:** Each year, **Academia Antonia Alonso** will re-enroll 80% of the students from the previous year who have not moved from the area.

**School Performance Goal #4** **Academia Antonia Alonso** will cultivate a Hispanic culture so that students value both the American and Hispanic cultures.

**Hispanic Culture Target 4.1:** Each week, elements of the Hispanic culture will be woven into the whole school morning meeting.

**Hispanic Culture Target 4.2:** By the second year of operation and for every year after that, all learning expeditions will include at least one element of Hispanic culture (field trip, culture study, expert, music, writing, project etc.)

**Hispanic Culture Target 4.3:** Each year all classes will develop a bilingual artistic (visual and/or performing arts) performance reflective of Hispanic culture and present it at the school's annual Heritage and Community Day.

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

See the performance targets outlined above.

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

Month:	Assessment:	Rationale:
August/September	Home Language Survey	Identifies students who do not use English as their primary language and who may need ELL services
	DCAS assessment in grades 3 – 5 for reading and math	Provides baseline data, grade levels and some prescriptive data to guide instruction for students; contributes to RTI composite as a screening tool; DDOE Requirement
	DIBELS for grades K-2	Provides a screening tool and some prescriptive data to guide instruction. Contributes to RTI composite.
	Sistema de Evaluación de la Lectura (K-2) – Fountas and Pinnell	Provides summative and diagnostic data that measures the speaking, listening, reading, writing, and comprehension skills of K–12 Spanish-speaking students. Helps identify language difficulties in Spanish and monitor progress in attaining Spanish language proficiency.
	LAS <i>Español</i> for 3-5	
	School-wide Writing Prompt – English and Spanish	Provides baseline data to guide writing instruction and progress toward writing benchmarks
September/October/ November/December	Fountas and Pinnell Benchmark Assessment System for English	For students in Tiers II and III for reading RTI who need additional assessments to identify specific needs
	Student project and exhibition evaluations using a school-developed rubric reflecting both content and process	Measures student goals of academic achievement, personal qualities, and college and career readiness

	<p>Ongoing teacher-created formative and summative common assessments in reading and writing</p> <p>Ongoing formative common assessments in science and social studies as defined in curriculum materials</p> <p>Formative assessment probes and interventions for <i>Trailblazers Math</i> for grades 1-5 (available on the DDOE Website)</p>	Measure student achievement in the core content areas to inform instruction, goal setting, and project support
	DIBELS for grades K-2	Progress monitoring for RTI
	Curriculum Based Measures (CBMs) aligned to the Benchmark Assessment System and the Continuum of Literacy Learning	For students in Tiers II and III for reading RTI to monitor progress
	Curriculum-Based Measures (CBMs) aligned to Sistema de Evaluación de la Lectura (grades K-2) or LAS <i>Español</i> (grades 3-5)	Used for monitoring the language development of students identified as English Language Learners
January	DCAS assessment in grades 3 – 5 for reading and math	<p>Provides mid-year data on student growth, grade levels and some prescriptive data to guide instruction for students</p> <p>Contributes to RTI composite DDOE Requirement</p>
	School-wide Writing Prompts in English and Spanish	Provides mid-year data to guide writing instruction and to assess student progression towards writing benchmarks
	Fountas and Pinnell Benchmark Assessment System for English	For students in Tiers II and III for reading RTI who need additional assessments to identify specific needs
February	Sistema de Evaluación de la Lectura (grades K-2) or LAS <i>Español</i> (grades 3-5)	Provides summative and diagnostic data that measures progress through the school year in speaking, listening, reading, writing, and comprehension skills of K–12 Spanish-speaking students. Helps identify language difficulties in Spanish and monitor progress in attaining Spanish language proficiency.
February/ March/ April/May	Student project and exhibition evaluations using a school-developed rubric reflecting both content and process	Measures student progress in goal areas of academic achievement, personal qualities, and college and career readiness
	<p>Ongoing teacher-created formative and summative common assessments in reading and writing</p> <p>Ongoing formative common assessments in science and social studies as defined in curriculum materials</p> <p>Formative assessment probes and interventions for <i>Trailblazers Math</i> for grades 1-</p>	Measure student achievement in the core content areas to inform instruction, goal setting, and project support

	5 (available on the DDOE Website)	
	DIBELS for grades K-2	Progress monitoring for RTI
	Curriculum Based Measures (CBMs) aligned to the Benchmark Assessment System and the Continuum of Literacy Learning	For students in Tiers II and III for reading RTI to monitor progress
	Curriculum-Based Measures (CBMs) aligned to Sistema de Evaluación de la Lectura (grades K-2) or LAS <i>Español</i> (grades 3-5)	Used for monitoring the language development of students identified as second-language learners.
April	ACCESS for ELLs	State mandated-assessment of English Language Learners to determine proficiency in English and to determine classification status to receive ELL services.
May/ June	DCAS assessment in grades 2 – 5 for reading and math	Provides end-of-year growth data, grade levels. Contributes to RTI composite. DDOE Requirement.
	DCAS assessment for social studies – grade 4	Provides summative assessment data for the social studies curriculum.
	DCAS assessment for science – grade 5	Provides summative assessment data for the science curriculum.
	Sistema de Evaluación de la Lectura (K-2) – Fountas and Pinnell  LAS <i>Español</i> for 3-5	Provides summative and diagnostic data that measures the speaking, listening, reading, writing, and comprehension skills of K–12 Spanish-speaking students. Helps identify language difficulties in Spanish and monitor progress in attaining Spanish language proficiency.
	School-wide Writing Prompt – English and Spanish	Provides baseline data to guide writing instruction and progress toward writing benchmarks
	Fountas and Pinnell Benchmark Assessment System for English	For students in Tiers II and III for reading RTI who need additional assessments to identify specific needs
	School-wide Writing Prompt in English and Spanish	Provides end-of-year data to guide writing instruction and to assess student progress toward writing benchmarks.

## 5. Evaluating Student Performance

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

The Board of **Academia Antonia Alonso** understands the Expeditionary Learning (EL) core practice of using multiple sources of data to improve student achievement. As such, a diverse array of assessment tools will be used at **Academia Antonia Alonso** to allow for a holistic and accurate picture of both individual student learning and school-wide effectiveness in meeting the needs of the student. Assessment is the window into a student's learning and allows teachers to adjust the methods of instruction in order to meet the needs of their students. The teachers and leaders of **Academia Antonia Alonso** will be committed to critical self-reflection and to using the selected assessment tools to evaluate their effectiveness at the student, classroom, and school-wide levels.

The selected assessment tools include both summative and formative measures, some which are legally required and some of which were chosen because they meet the goals of the school and are in alignment with the Expeditionary Learning and Two-Way Immersion. In alignment with Expeditionary Learning benchmarks,

instruction at **Academia Antonia Alonso** will be narrow and deep, allowing students to master a topic and to develop ownership over related knowledge and skills. To that end, many of the assessment tools are designed to allow teachers to look at their students' abilities to articulate, present and reflect on their own learning. Formative assessment is an integral part of the teaching and learning process, not an add-on at the end. The teachers will imbed assessment tools within the learning process by using observation checklists and rubrics; rubrics developed to assess specific skills, strategies, and student work; and benchmark and common assessments developed to assess the curriculum, student self-reflection, and culminating projects. Assessments will assess English and Spanish biliteracy as well as evaluate student's content knowledge of core subjects. They will include early literacy and elementary-level literacy assessments, subject-specific assessments, state-mandated assessments (both the DCAS and ACCESS for English Language Learners); teacher-developed tools; structured observations; and annual portfolios. Spanish language acquisition and literacy will be measured through the Spanish LAS, and students' research and critical thinking skills and their ability to apply sustainability concepts will also be regularly assessed.

**Multiple Measures:** **Academia Antonia Alonso** will use multiple measures to assess student learning, as follows:

- State mandated assessments and screening tools
- Classroom-based assessments
- Expedition-based unit assessments
- Learning portfolios
- Progress on projects completed

**State Mandated Assessments and General Screening Tools:** **Academia Antonia Alonso** will adhere to all assessment requirements mandated by the Delaware Education Regulations. These assessments will be used to monitor the progress of students in meeting the standards for reading, math, science, and social studies.

- **Delaware Comprehensive Assessment System.** **Academia Antonia Alonso** will give the Delaware Comprehensive Assessment System (DCAS) each spring to every student in grade 2 or above, and every fall to students in grades 3-5, in order to get a skill-based snapshot of student achievement in reading, math, social studies (grade 4 only ), and science (grade 5 only). DCAS will also be used as a growth measure to document students' reading and math achievement. The information from the DCAS in reading and math will be used by grade-level teams in the fall and winter as a screening tool for Response to Intervention (RTI). Teachers will also use the DCAS data to form flexible groupings in the classroom for leveled readers. The school-wide data will also be used to evaluate progress and ability to meet AYP.
- **DIBELS/DCAS.** DIBELS (Dynamic Indicators of Basic Literacy Skills) will be used in grades K-2 to screen students for RTI purposes, to measure growth in reading, and to give some diagnostic data for forming flexible groups. In grades 3-5, DCAS will be used for this purpose.
- **ACCESS.** **Academia Antonia Alonso** will use *ACCESS* annually to assess ELL students' particular progress towards achieving fluency in the English language and to make sure that students receive appropriate ELL services.
- **Universal Screening Tool for Number Sense (DDOE):** This tool will be used both to diagnose the needs of individual students and to obtain assessment information about a class as a whole. Teachers will use the detailed information as a tool both for determining which students need Tier II instruction and for determining what Tier I instruction needs to be whole-class and what Tier I instruction needs to take place in small, flexible groups. Because of the specificity of the rubrics used with these assessments, the data gathered can be used to design Tier I and II instruction to address student needs.
- **Benchmark Assessment System (BAS).** The BAS from Fountas and Pinnell will allow teachers to monitor reading levels in English three times each year. This assessment will yield benchmark level



(with equivalent grade levels), accuracy, fluency, and detailed information and scores on comprehension. The assessment has been extensively field tested. Students may also complete writing prompt to further assess comprehension. Optional assessments can be used to monitor progress in phonemic awareness, phonics, letter learning, and high frequency word knowledge. These data will be used by the Instructional Support Team to further define the intervention required by the student in reading.

- **Sistema de Evaluación de la Lectura (SEL), grades K-2.** *Sistema de Evaluación de la Lectura* is a one-on-one, comprehensive assessment to determine instructional and independent reading levels (A–N) for students in Spanish. SEL places students on the Fountas and Pinnell Text Level Gradient, allowing teachers to form guided reading groups at text appropriate levels. Through SEL, teachers and administrators will have an assessment tool to assess students’ Spanish literacy and to link it meaningfully to classroom instruction.
- **LAS Español, grades 3-5.** LAS Links Español is a research-based, diagnostic assessment that measures the speaking, listening, reading, writing, and comprehension skills of K–12 Spanish-speaking students. It helps to identify language difficulties a student may have in Spanish and track and monitor progress in attaining Spanish language proficiency.
- **Home Language Survey.** This assessment is designed to identify students who communicate in a language other than English; students whose families use a primary language other than English in the home; and students who use a language other than English in daily non-school surroundings. This assessment identifies students English Language Learners and is helpful to classroom teachers, but a student’s eligibility for services is based on the ACCESS.

**Classroom-Based Assessments: Academia Antonia Alonso** teachers will use the school’s curriculum maps to further define and understand how the units of instruction designed for each grade level meet Common Core State Standards or the Delaware Prioritized Standards. In addition, teachers will use the benchmark assessments included as part of the curricula the school intends to adopt (Trailblazers, Fountas and Pinnell reading benchmarks, Words Their Way, DIBELS, science kit assessments, social studies assessments and other assessments listed in specific curriculum maps). Leaders and teachers will also work with and through the Expeditionary Learning School Designer to reach out to other Expeditionary Learning public schools in the network, such as Capital City and *Mundo Verde* Bilingual EL School, both in Washington, D.C.; Campbell Elementary in Arlington, VA; and Manzanita SEED in Oakland, CA, to further define and refine the assessment program described in this application. Faculty will do this work during the initial planning year and in advance of each grade level expansion. Teachers will use these profiles to assess student progress towards grade level achievement and tailor instruction as necessary to improve performance. Teachers will use three basic assessment approaches:

- **Faculty-Created, Common Curriculum-Based Measurements: Academia Antonia Alonso** faculty will develop assessments as needed to support the learning in each classroom. These assessments will be aligned to the standards and the learning targets defined for each expedition or unit of instruction. These assessments may be in the form of quizzes or tests, but will also include performance tasks, writing projects, and other assessments that are integrated into students’ active learning. Teachers will be trained in how to effectively use information gathered from these assessments to inform their teaching and assess where additional supports or interventions maybe needed. These assessments will also include non-standardized diagnostic assessments to measure reading skills such as concepts of print, phonemic and phonological awareness, decoding inventory, spelling stage, and sight words.
- **Assessments Linked to Curricular Materials: Academia Antonia Alonso** will use several commercial curricula selected because of their student-centered approaches to instruction, especially within the areas of literacy and math. They will use, as appropriate, the assessments integrated in these curricula. These assessments may take the form of problem sets, quizzes or tests, but will more likely be

performance tasks, games, writing projects, and other learning experiences. Teachers will be trained in how to effectively use information gathered from these assessments to inform instruction.

- **Assessments Linked to Expeditions:** The core of instruction at **Academia Antonia Alonso** will be 10-to-12 week expeditions in which students and faculty explore a topic or area of knowledge in great depth across subject areas. Within each of these expeditions there will be multiple opportunities for assessment around the learning targets defined for each section of the expedition. To assess student work within a learning expedition, teachers will use standards-based grading rubrics, collecting student work samples that demonstrate the students' progress toward meeting the specific standards. This type of assessment helps to measure how effectively teachers are building students' domain-specific content knowledge. Because low-income students often start school with less of this type of knowledge, it is critical that it be taught intentionally and students' mastery of skill is routinely measured. Assessment tools within expeditions may include:
  - Teacher observation, including, but not limited to: student contributions to group discussions, work habits, engagement, mastery of skills and knowledge appropriate to the expedition, use of vocabulary and new ideas
  - Expedition-based projects such as writing projects, work displays and performance tasks. These projects will be assessed using a rubric developed by the class. Each expedition will include multiple opportunities for assessment, including a classroom-wide culminating project that will allow each student to be part of a presentation of some sort that will summarize the learning that was undertaken by the class.

**Portfolios:** Students at **Academia Antonia Alonso** will create summative and reflective portfolios that will accompany them through their time at the school and will be used to measure and report their academic progress over time. Portfolios will include student work and assessment data along with other requirements defined by each grade level team, such as student, teacher, and parent reflections on particular pieces of work, projects, photographs, digital representations of work, or write-ups of performances or tasks. With teacher support, students will create and add to portfolios throughout their enrollment at **Academia Antonia Alonso**, selecting work samples that highlight their progress toward meeting standards and goals defined by **Academia Antonia Alonso**. A sample portfolio for a fourth-grade student might include summative math assessments, standardized test scores, a chart showing progress in reading fluency, work samples selected by both the student and teacher that demonstrate mastery of Common Core State Standards or Delaware Prioritized standards, and student reflections that note progress toward self-selected goals.

Students will play a key role in the management of their portfolios, not only by selecting the work to be included, but also by using the portfolios to identify academic and nonacademic goals for themselves and reflecting on their progress towards meeting those goals. Students will prepare and conduct parent-teacher conferences twice each year, at which they will share products they are proud of, discuss projects that interested them, and identify individual goals for the upcoming year. Portfolios give students, teachers, and parents rich data on students' progress in acquiring the content mastery, ownership of learning, and problem-solving ability that will put them on the path to college. In addition to these presentations, elements from different classes' portfolios will be displayed on occasion to give the school community a sense of the breadth of work completed within an expedition or classroom.

**'Moving-On' Projects:** In order to increase the opportunities for teachers, students and parents to know one another and to work together, students will remain with the same teacher or team of teachers for two years (looping). At the end of each two-year cycle and placed at two-year intervals between grade levels that loop (i.e. between 1<sup>st</sup> and 2<sup>nd</sup> grade, 3<sup>rd</sup> and 4<sup>th</sup> grade, and at the end of 5<sup>th</sup> grade), students at **Academia Antonia Alonso** will be responsible for extending particular favorite aspects of their work from that two-year cycle to demonstrate deeper thinking and problem solving. This work might involve additional research; studying an issue from a different perspective; completing additional community service and writing about how that fosters a sense of identity, community, or advocacy; or solving a problem that was discovered through an expedition. The expectations for these projects will be defined by the grade-level teachers and refined by the class towards the end of the two-year cycle. Expectations will become higher as students progress through the school. Over

time, students will be expected to develop and complete their projects with increasing independence. The completion of such a project is critical to a student's promotion, and it will be evaluated by the student, faculty, and parents according to a rubric developed by the student and the teacher. These projects will be presented to the school community and will be critical to assessing progress towards the goal of developing independent, self-motivated learners.

### **Managing, Using, and Sharing Assessment Data**

**Role of the Principal:** The Principal will be responsible for all school-wide student assessment data, as well as for overseeing the administration and analysis of common classroom assessments. **Academia Antonia Alonso** student assessment scores will be analyzed in grade-level teams and by the school leaders throughout the school year and longitudinally to identify trends. The Principal will also ensure that all staff members have the resources necessary to use data regularly to craft and modify lesson plans to meet the needs of all students. Teachers and support specialists will collect and analyze informal and formal student assessments on a daily basis and meet monthly in grade level teams to discuss student progress.

**Roles of the Teacher:** **Academia Antonia Alonso** expects that the teachers will use student data to create learning opportunities that allow students to discover ideas and construct knowledge for themselves. Faculty members will collect informal and formal student assessments on a daily basis, ranging from quizzes, standardized diagnostic, formative or summative tests, observational information, student surveys, exit tickets, and other student work samples. These assessments will be used to inform and monitor instruction and achievement and will be included in student portfolios to demonstrate students' progress towards meeting academic and non-academic goals. Grade-level and subject-area teams will also examine assessment data and student work samples regularly, checking for alignment between standards, learning targets, instruction, and assessment. These teams of teachers will analyze student work to evaluate the quality of instruction at **Academia Antonia Alonso**, individual student progress, and the effectiveness of the core curriculum. Teachers will be supported in this work by the CMO curriculum specialist, special education teachers, and principal. The curriculum specialist will meet on a regular basis with all grade-level teams and will be integral to ensuring continuity in planning and assessment between those teams.

To identify trends across the school, data teams and school leaders will also examine diagnostic and summative assessment data collected throughout and at the beginning and end of the year. As a learning organization, **Academia Antonia Alonso** will regularly analyze student data to determine how individual teachers, resources, and the organization as a whole can better serve students. Monthly data team meetings will be used to discuss student progress and identify and implement interventions to better support student needs. Each summer all teachers will spend two weeks together as a faculty, learning about and refining assessment practices. Teachers will be trained through Expeditionary Learning and the Center for Applied Linguistics in developing and using rubrics, assessing large integrated projects and portfolios, and collecting observational data.

**Using Data with Students:** Student reflection on data is a Core Practice of the EL model. Each lesson in an EL school is driven by a Learning Target that is put in to student-friendly language. For example, "I can add one digit numbers accurately." Through the week, as students are working toward this learning target, the teacher asks the students to reflect on whether or not they can accomplish that target. In designing flexible groups, she may describe the groups and ask the children to reflect on their learning. Then students will self-select where they are in achieving the learning target and head to the appropriate group. Teachers monitor this process and modify groups if necessary to accurately reflect student level of skill acquisition. On a daily basis, the students are asked to reflect on the learning targets and what they have done that day to achieve them. The week will end with final reflections on the week's learning targets. Students will personally reflect on, monitor, and chart their own learning.

Teachers and students also work together to build the criteria for the rubrics used to assess projects and then apply those rubrics to exemplary models of projects so that students can learn how to evaluate their work and make revisions and improvements. Students at all levels are taught critique protocols so that they can analyze the strength of their own products and work in critical friends groups with their peers to collaboratively assess

and provide feedback on the strengths of each other's work. Students will regularly critique one another's work in an effort to understand the importance of revision and of placing the emphasis on the quality of work completed and on the learning process.

On a monthly basis, or more frequently if needed at the lower grade levels, teachers work with students through a goal setting process. Students compile their own data, such as classroom assessments, standardized assessments (as appropriate), reflections on their own learning, achievement of learning targets, benchmark assessments, and fluency rates in their portfolios. The teacher leads them through the process of reflecting on their previous goals and setting new goals for achievement and 21<sup>st</sup> century skills (problem solving, communication, collaboration, etc.).

**Communication of Data to Parents:** Through broad communications and translation of materials whenever possible, **Academia Antonia Alonso** will ensure that parents are well informed about their children's progress and are equal partners when finding new approaches are necessary.

Parents will also participate in student-led parent-teacher conferences at the end of each semester, at which time students will present portfolios of their work, discussing their progress toward meeting academic and non-academic goals. Parents can also review returned student work and homework for additional information about to the curriculum and their child's progress.

There will be three parent conferences per year. One will be held at the beginning of the year, as an opportunity for parents and teachers to meet and for parents to share their thoughts and concerns. In the transition years, when students are moving onto a new teacher (at the end of 1<sup>st</sup> and 3<sup>rd</sup> grades) these conferences will include the student's previous teacher, new teacher and the parents. The other two conferences will coincide with the report cards.

Teachers will complete narrative assessments of each student twice per year. Those comments will address the student's work in all areas, as well as his or her social skills and work habits. **Academia Antonia Alonso** faculty will use the list of essential skills to create a more traditional report card that will reflect a student's work as having mastered a topic, working towards mastery, or being well away from mastery of a skill. These skill-based assessments will also be completed twice per year.

**Board Members:** To ensure adequate evaluation of the school, Board members will participate in Innovative Schools Board training workshops. This training will build capacity for the Operating Board in the areas of governance and oversight, and will also include a series of ongoing workshops designed to support understanding in areas of accountability including financial, legal and academic oversight.

Innovative Schools, as part of its CMO responsibilities, will also work regularly with the Board of **Academia Antonia Alonso** using both formal and informal evaluative measures to ensure the school is staying 'on target' in all aspects of its Performance Agreement. Annually, a 'Gap Analysis' will be conducted to ensure the school is maintaining fidelity to its mission and goals. Through this process, Innovative Schools will work with the Board and staff to review the approved charter application and the school's actual data to identify "gaps" between the charter and actual performance, and it will work with the Board and staff to develop a plan to fill those gaps the following year as part of the Consolidated Grant process. Working with the Board, Innovative Schools will conduct a formal review of goals for student performance, inclusive of all data relative to the goals and achievement targets.

The Board will meet in regularly scheduled open meetings and workshops to review and discuss reports on school operations, finances and academic performance. The school leader will be expected to report monthly on student performance in areas such as attendance, academic achievement, and family engagement. Twice annually, the Board and Citizens Budget Oversight Committee will also meet to review the school's progress.

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

When data indicates that a student is not meeting performance expectations, the teacher offers the student extra assistance through small group instruction, peer tutoring, one-on-one conferences, or online tutoring (if appropriate). To plan the proper classroom-based intervention, the teacher begins to collect data on the student. S/he will use the various assessment tools described above to measure both academic and nonacademic growth. Additionally, the teacher will have a conference with the student's parent(s) and attempt to identify the obstacles to the student's achievement. The student's perspective will be incorporated in age-appropriate ways. The teacher may also contact the student's teacher from the previous year, who may have more detailed knowledge. The current teacher will collect these data and present them at a grade-level meeting. From these multiple data points, s/he will work with her grade-level partner to develop a classroom-based intervention plan.

If these initial efforts are not successful in correcting the academic performance issues and the student continues to struggle in the core curriculum, the case will be presented to the Instructional Support Team (IST). The IST will meet biweekly to discuss students who have been referred by their teachers as needing extra support. The IST will include regular education teachers, special education teachers, and administrators. After the initial presentation of the data and areas of concern from the teacher, the IST will review the data and create an action plan for addressing the student's needs. When necessary, the IST may also make use of services from the on-site academic specialists, as well as the special education specialists (speech therapists, occupational therapist, and the school psychologist), the school nurse, and the school counselor. Once a plan is created, the student will move into Tier II of support, receiving at least 90 minutes per week in intensive, research- and evidence-based instruction so s/he receives the additional instruction necessary to become proficient in the general curriculum. Data will be collected weekly and the student achievement will be monitored regularly by the teacher, principal, parents, and IST. With appropriate and timely intervention, as determined by the team, it is anticipated that the student will be able to reach indicated learning targets in 6 to 8 weeks. See Appendix M for the Instructional Support Team Data Collection process.

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

Students identified by teachers or parents, or as the result of student evaluation tools, as needing additional support in reading or math are given that additional support during school hours, preferably still within the general education classroom. Additionally, **Academia Antonia Alonso** will partner with the Latin American Community Center, which will provide additional tutoring for children during after-school hours. For a student that has been referred to the IST and is in either Tier II or Tier III of the Response to Intervention process and attends after-school care at the LACC, the IST will work with the school's liaison with the LACC to arrange for specialized tutoring that pertains specifically to the skill gaps identified by the student's teacher, the assessment tools, and the IST. The school will provide materials to the LACC tutors to ensure an alignment between the work prescribed by the IST and the classroom teacher and the tutoring administered at the LACC.

**Academia Antonia Alonso** will open with a tradition August – June calendar, but may consider a transition to a year-round, balanced calendar over the course of several years. A balanced calendar provides extra support for students will be provided during breaks between semesters. It is anticipated that students will lose less content knowledge through the balanced calendar approach because they will not experience the long gap in instruction during the summer months. Nonetheless, during the weeks between trimesters, the school will schedule, or sub-contract with the LACC to provide, programming and tutoring in reading, writing, and math. These programs

will be open to all students, but may be mandated by the IST for some students. Students will be taught in small groups of 2 to 8 students that have related areas of need. Parents will be provided with an overview of the session, student goals and learning targets, and counseled as to how to best support their student’s ongoing success.

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

While **Academia Antonia Alonso** anticipates serving children who are considered at risk, the school will not be using these characteristics as preferences for students.

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

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

**6. Educational Program**

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

**See the following appendices:**

Science Coalition – MOU	Appendix E
Social Studies – MOU	Appendix E
Integrated Curriculum Matrix	Appendix F
English Language Arts	Appendix G
Math	Appendix H
Physical Education	Appendix I
Health	Appendix I
Visual Arts	Appendix J
Performing Arts	Appendix K

- 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).**

Math	Trailblazers
LA/Phonics/Word Study	<i>Words Their Way</i> <i>Words Their Way for English Learners</i> Content vocabulary from Expeditions
LA/Comprehension	Reader’s Workshop/Classroom Library Expedition related fiction and non-fiction readings Fountas and Pinnell Leveled Readers
LA/Fluency	<i>The Fluent Reader</i> by Rasinski
LA/Writing	Writer’s Workshop/6+1 Traits of Writing
Science	Science Coalition Curriculum and Kits
Social Studies	Social Studies Curriculum Pilot

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

Science Coalition – MOU  
Social Studies – MOU

Appendix E  
Appendix E

- 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.

**Academia Antonia Alonso** believes that schools can only educate children successfully by providing an exceptional education to *all* its students. Outside of those students who require special education services (see section seven for the special education program), the board anticipates that the “at-risk” students at **Academia Antonia Alonso** will fall into two categories: students who come from low socio-economic backgrounds and students who are English Language Learners (ELL). For all students, **Academia Antonia Alonso** will create a learning environment that will communicate to students that they are valued, respected, and supported regardless of any challenges or special needs. The goal will be for all students to know they belong at **Academia Antonia Alonso**, and that they will be supported, not punished or rejected, for challenges they may face while at school.

**Identifying and supporting at-risk students:** **Academia Antonia Alonso** will implement multiple strategies to address the needs of at-risk students – defined as those students arriving one or more grades behind. The following strategies will be used to identify and address the conditions that may impact student achievement. Across the school, educators will:

- Use flexible, heterogeneous groupings that change membership as student needs change.
- Include special education and English Language Learners (ELL) in the regular classroom. Special education and ELL teachers will push in to support small groups and to provide extra support to students as determined by multiple data points.
- Use ongoing assessments and individual support plans to guide the academic program for those students who are struggling.
- Learn about the home, cultural, and community backgrounds of students to understand cultural differences that may influence a student’s learning.
- Increase the opportunities for teachers, students and parents to know one another and to work together by having students remain with the same teacher or team of teachers for two years (looping).
- Establish two houses (Appendix L) within the school to develop smaller learning communities for students and to allow teachers to know students and families better.
- Teach explicitly and hold students accountable for their own learning and behavior.
- Provide content and language-rich classrooms in both English and Spanish.
- Create learning expeditions that are rigorous and compelling and that require from each student a demonstration of learning thorough meaningful, well developed products.
- Select teaching materials, activities, and literature that will that assume multiple perspectives, create culturally responsive classrooms, and support the development of compassion, understanding and empathy.

**Targeted Approach for English Language Learners:** In the first year of operation, **Academia Antonia Alonso** will seek to hire three teachers at each grade level who speak Spanish and have some expertise around teaching ELL students and knowledge of language acquisition. When the school is fully enrolled, one ELL teacher will be assigned to each of the two houses. Additionally, the board will hire a full-time literacy specialist who is knowledgeable about teaching English Language Learners. In the early years, some teachers may have dual roles – ELL teacher and literacy specialist – until the model is able to build to full enrollment. Assigning one ELL teacher to each house will allow the same ELL teacher to support the same cohort of students over the course of their education program. All of the teachers will receive training in the needs of

ELL students and be provided with research-based strategies to promote language acquisition. Finally, **Academia Antonia Alonso** will seek a school leader who is fluent in Spanish to address the needs of the majority of the ELL families.

Although students at all grade levels will speak English and Spanish equally, when measuring and monitoring students who are learning the English language, **Academia Antonia Alonso** will utilize the U.S. Department of Education's six steps of progression through an ELL program: 1) enrollment in school; 2) identification of potential ELL students; 3) assessment determining need for ELL services; 4) provision of appropriate ELL services; 5) transition from ELL services; and, 6) monitoring ability to participate meaningfully.<sup>4</sup> More specific information about the progression is outlined below.

- **Enrollment and Identification:** Prior to enrollment, the ELL teachers from each house will collaborate to engage potential families for whom English is a second language about the school's educational program and its support services for ELLs. The school expects that the majority of ELL students will be native Spanish speakers. For ELL students who are not native Spanish-speakers, **Academia Antonia Alonso** will secure appropriate expertise in order to serve those students.

During the enrollment process, the school will distribute a home language survey to collect data around what language is spoken in the home. This survey, along with teacher observation and conversation with each student will identify potential ELL students. Any students who are identified as potential ELLs will be evaluated by a team of teachers, including the student's classroom teachers (the English Language and Spanish Language teams) and the ELL teacher for the student's assigned house to determine whether the student is Limited English Proficient (LEP) or Non-English Proficient (NEP). Once the evaluation has been completed, the ELL teacher will meet with parents to discuss their child's need for specialized support services, the educational approach used to teach ELLs, and the parents' right to remove their child from receiving ELL services.

- **Provision of ELL Services, Transition, and Monitoring:** In a 50-50 model of immersion, all subjects are taught in both English and Spanish, with equal instructional time devoted to both languages. During reading instruction, ELL learners will receive direct, individualized instruction aimed at developing English fluency, primarily during the daily reading and writing block. Students will also be provided with materials to be used at home (such as book and tape sets or computer programs) designed to further reinforce English and Spanish language skills outside the classroom. If needed, additional services will be provided. On a bi-monthly basis, the ELL teacher will meet with both the Spanish and the English classroom teachers to assess the progress of ELL students. Together, the classroom teachers and ELL teacher will be responsible for monitoring the assessment of ELL students, reevaluating ELL services, and communicating with ELL students' families on a quarterly basis about their children's progress.
- **Related parent coordination and supports:** The ELL teacher for each house will also act as a liaison between the school and the families of the ELL student, providing or arranging for translation services, attending conferences between teachers and parents, and participating in meetings for the school community. It is imperative that the needs of parents are met around communication and the sharing of information so that they are able to support their children's academic progress.

**Non-Academic Factors:** To address the needs of every student, the school will identify and be sensitive to non-academic factors and conditions that negatively affect student achievement. **Academia Antonia Alonso** will ensure that students eligible for free/reduced price breakfast and lunch are enrolled in that program. The Board and school leader will also seek donations to provide breakfast to any student who comes to school hungry. **Academia Antonia Alonso** is also proud to partner with the Latin American Community Center (LACC) to provide the wrap-around services that the children will need, such as social services programs, medical programs, mental and physical health screenings, before- and after-care, and other resources. See the

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<sup>4</sup> [www.ed.gov/offices/OCR/ELL/cprogression.html](http://www.ed.gov/offices/OCR/ELL/cprogression.html)



letter of support from the LACC in Appendix Y that outlines the services that will be available to the children of **Academia Antonia Alonso**.

- 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.**

Not Applicable. **Academia Antonia Alonso** will be a K-5 school.

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

The teacher-to-student ratio will be 1:25 for all grades K-5.

- 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.**

**Academia Antonia Alonso** will provide students from kindergarten through grade 5 with an academically demanding, integrated education, with a focus on developing students who are bilingual and biliterate in the Spanish and English languages and bicultural in Latino and American cultures. The school will be organized around the themes of identity, community, and advocacy with the school-wide goal of helping students figure out who they are and what role they play in a diverse society, positioning the students within the local community to be leaders and advocates on the local, national, and global stages.

To accomplish these goals, **Academia Antonia Alonso** has selected the Expeditionary Learning Model from Innovative Schools' Portfolio of Model Schools for its academic program. The Expeditionary Learning model defines successful practice in the areas of curriculum, instruction, culture, assessment, and leadership. Adopting this model will provide **Academia Antonia Alonso** with a strong foundation that has been successfully replicated across demographics, including with English Language Learners. In addition to the Expeditionary Learning model, students at all grade levels will receive instruction in both English and Spanish. This element of the academic program will draw upon the resources of the Center of Applied Linguistics (CAL) and Two-Way Immersion (TWI). Several other schools implementing the Expeditionary Learning model are also integrating Two-Way Immersion because of the strong alignment between the two pedagogical models.<sup>5</sup> The two way immersion principles (see more below) are wholly consistent with those implemented through an Expeditionary Learning model.

### **Expeditionary Learning**

Expeditionary Learning (EL) is a comprehensive academic program that emphasizes project-based, learner-centered instruction where students work in small, flexible cooperative learning groups to facilitate reaching Common Core State Standards and Delaware's Prioritized Standards. Learning expeditions – long-term investigations of important, real-world questions and subjects - include individual and group projects, field studies, and performances and presentations of student work. All instruction, whether or not a learning expedition is underway, is characterized by active teaching, differentiation, and community service.<sup>6</sup> In the original EL demonstration schools, most of which are located in urban settings and serve high proportions of low-income, at-risk students, students showed dramatic improvement in the high-stakes tests used in their districts.<sup>7</sup>

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<sup>5</sup> AXL Academy is a school in Aurora Colorado that opened in September 2008 with a combined dual language and expeditionary learning approach. *Mundo Verde* is a new Expeditionary Learning School in Washington DC uses a similar design. Both schools target high numbers of Hispanic English Language Learners.

<sup>6</sup> <http://www.elschools.org/design/index.html>

<sup>7</sup> [http://www.odysseydenver.org/expeditionary\\_learning.html](http://www.odysseydenver.org/expeditionary_learning.html) and [http://www.pcachicago.org/Media-packet\\_files/ELS\\_faq.pdf](http://www.pcachicago.org/Media-packet_files/ELS_faq.pdf)

Expeditionary Learning's model transforms curriculum, instruction, assessment, and school culture and makes possible academic success for all students, including those at-risk. The results of EL programs with at-risk populations have been found to be "statistically significant [and] meaningful, and appear to be greater than the effects of other interventions that have been designed to serve similar purposes and student and school populations."<sup>8</sup> They produce high student achievement and engagement, improved instruction and a more professional faculty, and a positive and productive school culture.

Two independent research groups, the Academy for Educational Development and a team from the University of Colorado's Department of Education, have studied Expeditionary Learning. Both groups found dramatic increases in students' levels of engagement and motivation, as demonstrated by high attendance and low rates of disciplinary problems<sup>9</sup>.

***Expeditionary Learning Design Principles:*** The EL model is an academic application of the ideas of Outward Bound, an organization that values compassion, integrity, excellence, inclusion, and diversity while seeking to develop character, leadership, and service in students as they learn through experiences that involve challenge and adventure in a supportive environment. As such, EL schools are designed to teach students similar principles:<sup>10</sup>

EL Design Principle	What It Looks Like in the Classroom
<b>Self-Discovery</b>	Helping students discover their abilities, values and passions.
<b>Having Wonderful Ideas</b>	Giving students time to think, question, experiment and absorb what they observe.
<b>Responsibility for Learning</b>	Helping students and teachers be responsible for learning individually and as part of a group.
<b>Empathy and Caring</b>	Promoting an atmosphere of respect for sharing ideas.
<b>Success and Failure</b>	Allowing students to learn from their successes and failures.
<b>Collaboration and Competition</b>	Encouraging students to compete against their own personal best as they work with teammates to accomplish common goals.
<b>Diversity and Inclusion</b>	Students investigate and share their own unique cultures and histories.
<b>The Natural World</b>	Fostering a direct relationship with natural world.
<b>Solitude and Reflection</b>	Providing time for students and teachers to explore thoughts and make connections.
<b>Service and Compassion</b>	Preparing students with the skills and attitudes required to be of service to others.

***Expeditionary Learning Core Practices:*** To translate these Design Principles into educational practice, EL focuses on five Core Practices that encapsulate its school design.

Core Practices	What It Looks Like in the School Design
<b>Curriculum</b>	EL's approach to curriculum makes content and skill standards come alive for students by connecting learning to real-world issues and needs. Academically rigorous learning expeditions, case studies, projects, fieldwork, and service learning inspire students to think and work as professionals do, contributing high-quality work to authentic audiences beyond the classroom.
<b>Instruction</b>	EL classrooms are alive with discovery, inquiry, critical thinking, problem-solving, and collaboration. Teachers talk less. Students talk and think more. Lessons have explicit purpose, guided by learning targets for which students take ownership and responsibility. In all subject areas, teachers differentiate instruction and maintain high expectations in order to bring out the best in all students and cultivate a culture of high achievement.
<b>Culture and Character</b>	EL schools build cultures of respect, responsibility, courage, and kindness, where students and adults are committed to quality work and citizenship. School structures and traditions such as community meetings, exhibitions of student work, and service learning ensure that every student is known and cared for, that student leadership is nurtured, and that

<sup>8</sup> Center for Research on the Education of Students at Risk (CRESPAR), "Comprehensive School Reform and Student Achievement: a Meta-Analysis, 2002" Website: <http://www.csos.jhu.edu> .

<sup>9</sup> Mountain Measurement, Inc., 2010. Available <http://elschools.org/our-results/academic-achievement>.

<sup>10</sup> <http://www.elschools.org/aboutus/principles.html>

	contributions to the school and world are celebrated. Students and staff are supported to do better work and be better people than they thought possible.
<b>Assessment</b>	EL leaders, teachers, and students embrace the power of student-engaged assessment practices to focus students on reaching standards-based learning targets and drive achievement. Students continually assess and improve the quality of their work through the use of models, reflection, critique, rubrics, and work with experts. Staff members engage in ongoing data inquiry and analysis, examining everything from patterns in student work to results from high-stakes tests.
<b>Leadership</b>	EL school leaders build professional learning communities that focus sharply on student achievement and continuous improvement, use data wisely, and boldly shape school structures to best meet student needs. Leaders celebrate joy in learning and build a school-wide culture of trust and collaboration. Leadership in EL schools goes beyond a single person or team – it is a role and expectation for all.

### **The Instructional Program at Academia Antonia Alonso**

The goal for **Academia Antonia Alonso** is to create a school where high academic achievement is expected for all students, where character development is an integral part of the curriculum and the life of the school, and where there will be equity for all learners. The school will fulfill these goals through the Core Practices described above and by embracing a strong school culture inspired by active teaching and learning, meaningful relationships, community service, adventure, and leadership.

### **Academic Structures at Academia Antonia Alonso**

A visual representation of how the following academic structures and grade clusters will be phased in over the first seven years of operation may be found in Appendix L.

- **Division into Two Houses:** When students enter **Academia Antonia Alonso**, they will be placed in one of two houses – Casa de Identidad or Casa de Comunidad, meaning House of Identity or House of Community. Once students are placed in one of the two houses, they will remain in that house through their time at **Academia Antonia Alonso**. Siblings will have the option of being placed in the same house. Through this vertical articulation within one house, teachers will be able to collaborate for cross grade activities such as peer-tutoring, reading buddies, multi-age projects. Teachers may also collaborate to share information about students and strategies for success. Grade level teams across houses will meet periodically to plan for upcoming expeditions and to review pertinent student data as a grade level, but most of the collaborative work will be done between grade level teams in each house.
- **Grade Level Bilingual Teams:** Each grade level at **Academia Antonia Alonso** will initially be comprised of six classrooms of 25 students apiece. As grade levels are added and incoming grade level groups are scaled back to 100 students, the number of 25-student classrooms per grade will be reduced to four per grade. The school will seek highly qualified teachers who speak both English and Spanish. However, it is anticipated that these teachers may be difficult to find. Therefore, to compensate for a potential lack of bilingual teachers, there will be two classrooms in each house, one staffed with a Spanish-speaking teacher and the other staffed with an English-speaking teacher. These two classrooms will be teamed together to provide student with 50% of their instruction in Spanish and 50% in English. To facilitate this, the two teachers will rotate between the two classrooms to ensure that Spanish and English are used equally for instruction.
- **Looping:** In looping, students remain with the same teacher for two years. At **Academia Antonia Alonso**, students will loop with their teacher in grades K-1, 2-3, and 4-5. At the end of each two-year cluster, the students will be resorted into different classes within their houses. Looping is well documented for its impact on students' engagement and success in school. The two-year cluster gives teachers time to get to know students well and allows them to use that knowledge to accelerate learning and deepen learning. In addition to spending more time with students, looping also assists teachers in

building relationships with parents and families.<sup>11</sup> Furthermore, students from all economic levels are able to develop more successfully than in a traditional classroom.<sup>12</sup>

- **Balanced Calendar: Academia Antonia Alonso** will open with a tradition August – June calendar, but may consider a transition to a year-round, balanced calendar over the course of several years. A balanced calendar provides extra support for students during breaks between semesters. It is anticipated that students will lose less content knowledge through the balanced calendar approach because they will not experience the long gap in instruction during the summer months. Nonetheless, during the weeks between trimesters, the school will schedule, or sub-contract with the LACC to provide, programming and tutoring in reading, writing, and math. These programs will be open to all students, but may be mandated by the IST for some students. Students will be taught in small groups of 2 to 8 students that have related areas of need. Parents will be provided with an overview of the session, student goals and learning targets, and counseled as to how to best support their student’s ongoing success.
- **Inclusion and Differentiation: Academia Antonia Alonso** will work to meet the needs of all its learners, including English Language Learners and Special Education students, through an inclusion model that provides differentiated instruction to all students in the same classroom. Full inclusion benefits the achievement, self-concept, and social adjustment of all students. Both Special Education and ELL teachers will support small, flexible groups of students. For more information on the special education program, see the section seven of the application.
- **Responsive Classroom:** The development of social skills and positive values is particularly critical in a diverse learning environment. To ensure that our students benefit from social and emotional growth and a strong and safe school community, classroom and school-wide practices based on the Responsive Classroom approach to elementary teaching<sup>13</sup> will be employed. The framework of sustainability provides a value-focus lens through which students learn the importance of contributing to their community and are empowered through a strong belief in personal accountability.

### Curriculum and Instruction at Academia Antonia Alonso

The **Academia Antonia Alonso** curriculum defines the essential skills and content, based on Common Core State Standards and Delaware Prioritized State Standards, that students will need to master in order to graduate on a successful path through middle and high school and into college. Teachers at **Academia Antonia Alonso** will use a variety of instructional techniques that embrace an active, constructivist pedagogy. Each fall and spring, instruction is organized around integrated learning expeditions described below and more fully outlined in the Curriculum Matrix (Appendix F). The expeditions will intentionally build background knowledge in science and social studies and allow for distributed practice and development of reading and writing skills.

### Learning Expeditions

Learning expeditions are a powerful pedagogical tool for delivering and reinforcing specific skills and content while engaging students in **meaningful work** that integrates literacy with social studies, science and the arts, providing a coherent framework through which Common Core standards will be taught (National Clearinghouse for Comprehensive School Reform, 2004; Udall, Mednick, 2000; Ulichy, 2000; Academy for Education Development, 1995). Teachers will design learning expeditions based on rigorous standards to produce high quality work that will be shared with parents, teachers, peers, and community members. Learning expeditions will last from 10-12 weeks and teachers will use one in the fall semester and one in the spring semester. Expeditions utilize:

- Project-based learning, organized around guiding questions that address a problem or explore an issue that is relevant to the local community

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<sup>11</sup> Grant, J., Johnson, B., & Richardson, I. (1996). *The Looping Handbook*. Peterborough, NH: Crystal Springs Books.

<sup>12</sup> Elliott, D. C., & Capp, R. (2003). *The Gift of Time. Leadership*, 34-36.

<sup>13</sup> Created by classroom teachers and backed by evidence from independent research, the Responsive Classroom approach is based on the premise that children learn best when they have both academic and social-emotional skills. For more information, see “Social and Academic Learning Study on the Contribution of the Responsive Classroom Approach,” by Sara E. Rimm-Kaufman, available at [www.responsiveclassroom.org/research](http://www.responsiveclassroom.org/research).

- Immersion activities to build student interest and engagement, including multiple pedagogical strategies to scaffold student understanding and development such as small, flexible grouping, direct instruction, modeling, independent work, student self-reflection, and high quality work products developed over time
- Significant projects, activities, and fieldwork that incorporate learning goals and are developed over time
- Community resources highlighting the expertise of local authors, experts, and community leaders who bring to life the history and culture of Wilmington and Delaware
- Meaningful community service through service learning
- Showcases, portfolios, and/or exhibitions through which students present their work and what they have learned to an audience of parents, peers, teachers, community members, and professionals

A sample EL Learning Expedition for grade 1, Farms and Food, is included as Appendix L.

The curriculum for **Academia Antonia Alonso** was built to take advantage of expeditions that are currently published and made available through the Expeditionary Learning Network. However, the Board recognizes that Delaware already has a strong science program through the Science Coalition and a fully developed social studies program available through the Department of Education. Therefore, significant time was spent selecting model expeditions from the EL Network that are in alignment with and matched to the curriculum developed by both the Science Coalition and the Social Studies content experts. The Integrated Curriculum Matrix (Appendix F) summarizes each grade level's expeditions in these two subject areas and shows how the science and social studies units are being folded into those expeditions. The matrix also summarizes how reading and writing will be distributed over the expedition, providing a rich context for nonfiction and fiction reading, as well as research and writing.

The model EL expeditions selected to form the anchor for the curriculum matrix can be easily contextualized to Wilmington and Delaware. However, it is recommended by EL school designers that the work of contextualizing the expeditions be done with the teachers who will actually be teaching at the school. Therefore, when the school opens, the EL school design coach will work with the teachers at **Academia Antonia Alonso** to contextualize the current expeditions, identifying local experts and places for field study and making the expeditions reflect more of the local context and community. This work will allow the teachers to take a greater ownership in the expeditions and teach them with more engagement.

The following expedition, "Delaware's Changing Bay Area," is snapshot of a completely integrated, student- and interest-driven course of study through which the students are actively engaged in their learning across all subject areas.

#### **Grade 5 – Spring Expedition Delaware's Changing Bay**

This expedition is built around two major projects that will help students educate the public about the Horseshoe Crab, the effects of climate change, the effects of migrating birds that stop to nest and eat in the Delaware Bay area, and the impact of human behavior on the environment.

To prepare for creating their field guides and writing their persuasive speeches and letters, students will study the Horseshoe crab's life cycle, its role in the Delaware Bay area and to Delaware in general, and the interrelationship between an ecosystem and a living organism. Students will analyze maps and aerial photos of parts of the Delaware Bay Area that house horseshoe crabs and their spawning areas. Students will visit the bay to see and document the attempts being made to alleviate the depletion of the horseshoe crab population by the migrating birds that stop in the rich Bay Area to feed. They will develop hypotheses, search for patterns, and draw conclusions about changes seen in the Bay Area over time. They will research the lives of the horseshoe crabs and identify organisms that are placing the population of the crab in danger. They will hypothesize what can be done to cut down on the horseshoe crab being a food source for migrating birds. They will research the effects humans have on the population in reference to the changes in climate and industrialization of Delaware. In addition to meeting key science standards, the major projects in this learning expedition will include student research, non-fiction reading, data analysis, photography, scientific drawing, and expository and persuasive writing. Students will also have the opportunity to educate the public on a pressing state and national issue and address the health of an important aspect of Delaware's culture. Students will emerge from this expedition as advocates for responsible choices and stewardship of the land. They will learn that their voices truly matter and can make a difference.

<p><b>Science Coalition</b></p> <p><b>Ecosystems</b></p>	<p>In this unit, students understand the web of relationships that link organisms to one another and to their natural environments. By constructing, observing, discussing, and reading about both land and water ecosystems in this unit, students develop a growing sensitivity to living things and what they need to survive. Students learn that organisms in ecosystems have dependent and independent relationships and that natural and human-made events can disturb an ecosystem. They also learn that people bring different perspectives to environmental issues and that they can work together to develop solutions.</p> <p>Students will be involved in one or more of the programs put on by the Delaware State Parks: Animal Adaptations; Biodiversity; Biome, Sweet Biome; Creatures of the Coast; Ecosystems in Action; Exploring Ecosystems; Horseshoe Crabs Information on all programs can be found by visiting <a href="http://www.destateparks.com">www.destateparks.com</a></p>
<p><b>Social Studies Coalition</b></p> <p><b>Delaware's Mock Elections</b></p>	<p>The focus of this unit is on becoming informed about candidates running for elected office. One reason is provided in the targeted benchmark: electing “effective” leaders. Other reasons are avoiding leaders opposed to one’s interests and views, providing an indication of one’s policy preferences by being aware of the candidates’ policy stances, and keeping officeholders in check with awareness of an attentive public. In other words, keeping informed about candidates serves as a means to communicate preferences and hold elected officials accountable.</p> <p>Students will understand that in order to select effective leaders, citizens have to become informed about candidates’ qualifications and the issues of the day. They will research the avenues through which they can become informed to current events issues.</p>
<p><b>Math</b></p>	<p><b>Trailblazers Units-</b> Decimals and Probability Applications: An Assessment Unit Connections to Division Maps and Coordinates Number Patterns, Primes and Fractions</p> <p>The units within the Trailblazers curriculum were strategically placed throughout the year so that there would be an organic connection between what the students were learning in math and in the integration of the other core contents. In working through these units, the students will gain and increase their skills in the areas of maps and coordinates, which fits naturally into the study of the aerial photos of the Delaware Bay that the students will be studying as they create their scientific drawings, investigate areas of dense population, and investigate the surrounding areas.</p> <p>In Unit eight, the students read the Adventure Book <i>Florence Kelley</i>, which describes the work of a social reformer in the late 1900s who—through data collection—was able to contribute to the passage of child labor laws in Illinois. This Adventure Book sets the stage for an assessment activity called <i>Florence Kelley’s Report</i> in which students interpret Florence Kelley’s data as she reported it to the governor. This reading will connect with the students’ goals in ELA and SS by both showing how data can be used to strengthen views, prove points, and also help advocate for important changes, as they learn to put their fieldwork findings into persuasive essays and mock election debates.</p>
<p><b>Language Arts</b></p>	<p>Students compose persuasive speeches to “debate” other candidates for the mock election. Debate topic is the importance of the conservation of the Delaware Bay area and the effect humans and predatory animals have on the indigenous animals/insects of the bay area. Conservationists can speak with students regarding the importance of human efforts and the role legislation plays on welfare of an ecosystem. Students can take action by researching issues pertinent to the Delaware Bay and lobbying legislators.</p> <p>With the end in mind, students will use exemplar models and several rounds of “noticing and wondering” about the genre of field guides. They will analyze the purpose and audience for field guides as well as the organizational structures used in the models. Rather than creating traditional species identification field guides, the students will create informational field guides to the Delaware Bay ecosystem. Teachers and students will work together to identify the criteria of what their field guides will include. This is then used to create a rubric, which teachers will use to assess the final field guides.</p> <p>They begin this work with map analyses focused on changes over time in Delaware ecosystems. At the same time, they will be researching the Horseshoe crab – its life cycle, habitat, and diet – and will conduct fieldwork to better understand the key role that this small animal plays in a larger system. Witnessing first-hand the transformation of their “back-yard” bays gives the issue a great deal of urgency for students.</p> <p><b>Final publication:</b> After numerous rounds of self and peer critique, and teacher feedback for reflection and revision, the final product of this investigation is a class field guide including an expository writing piece, photographs, and scientific drawings from each student. Students will participate in designing the overall layout of the book as well as</p>



	contribute to additional pages such as the dedication and glossary. In celebration of the completion of this major project, students, families, and teachers will hold a book party at their school. Students will answer questions from audience members about the experience from start to finish. Students will do book signings for the book party attendees as the local experts.
<b>Visual Arts</b>	<p><b>Photography study:</b> Students will study photography as a mode of communication. Before getting their hands on cameras, students will be familiarized with the art and visual skills of subject, composition and focal point. Learning to communicate a message without words may present new challenges for students but offers a very powerful experience with a new art form.</p> <p>Capturing the effects of the Horseshoe Crab and migrating birds on the Delaware bay area cannot be completed solely via photography. Therefore, students will create scientific drawings to compliment their expository writing and photographs. Structured peer critique will again offer a powerful method for producing high quality final products.</p> <p>Using the photographs from the unit as a resource, the students will recreate the images with paper and paint. One will be painted in realistic colors, one with monochromatic colors to show a happy somber mood.</p> <p>Students will create a <b>cartoon character</b> to promote their conservation message and make posters with interesting lettering and aesthetic features to catch the audience's attention.</p> <p>Using watercolors, students will paint a <b>reflection picture</b> that depicts the beauty of the Delaware Bay and the surrounding habitats at either sunset or sunrise. They will illustrate the huge number of horseshoe crabs that come ashore on the Delaware beaches by overlapping and completely filling the paper with dark crayon and oil pastel horseshoe crab images.</p>
<b>Performing Arts</b>	Using their photographs, scientific drawings and chalk/watercolor creations for inspiration, the students will select background music to accompany a "walking tour" of the pictorial learning in which they engaged during the expedition. The students will explore orchestral, classical, jazz, rock, and pop music and learn what it takes to put different genres together seamlessly to elicit the mood and feelings that their pictures, drawings and painting should elicit from the audience. Students will invite family members to the school for the expedition celebration evening and lead them in small groups through the walking tour of their visual and auditory art.

### Intercession

Intercession is a time when students will be "off expedition." Typically this will be the first three weeks of school, the last three weeks of school, and six weeks mid-year. Instruction during this time has several purposes – to provide a time to:

1. Design units of instruction that address standards that have not been integrated into the expeditions. These units will still use an active pedagogical approach, but will ensure that all standards for a particular grade level are being taught.
2. Teach the science units or social studies units for a particular grade level that were not integrated into an expedition.
3. Allow teachers to plan learning events that emphasize fun and adventure and celebrate learning and culture. During intercession, students may enjoy outdoor challenges, camps, and service projects that are centered on the EL design elements or the school's vision for identity and community.
4. Focus more exclusively on English literacy or Spanish Literacy to reach the goals of developing students who are bilingual, biliterate, and bicultural.
5. Provide interventions for those students who need additional support in reading, writing, and math.
6. Allow students to engage in additional opportunities to explore the visual and performing arts.

All intercessions will end with the students articulating what they learned and how it helped them reach the intended goals. Their learning may be reflected in portfolios, presentations, writings, and artwork.

### Active Pedagogy

Effective and active instructional practices promote equity and high expectations; they make the content of expeditions come alive, ensure that all students think and participate, and allow the teacher to know all of their students' thinking.

At **Academia Antonia Alonso** active teaching will result in lessons where teachers talk less and students talk more; students will do the thinking, working, and processing. Active instruction is learner-centered and promotes reflection. Additionally, when using active instruction, teachers take full advantage of each moment of instructional time by asking questions, listening to students, taking notes about what they see and hear, and providing regular and specific feedback to each student. Active classrooms serve students with different levels of skills and background knowledge by ensuring that every student has a role in and a responsibility for learning. This approach to instruction teaches students to advocate for themselves and ask questions of their teachers and peers, and no one gets by with just a right answer; students must explain and justify their thinking and show their learning in concrete ways. An active pedagogy empowers students and holds all students accountable.

### **English Language Arts**

All grade levels will receive a minimum of 90 minutes of integrated language arts instruction each day, including Readers Workshop (RW), Writers Workshop (WW) and Guided Reading (GR) (Calkins, 2001, 1994; Collins, 2004; Fountas and Pinnell 2006, 2003). While this learning period focuses primarily on developing language arts skills, it will be well integrated with the students' expeditions as they explore texts and compose and revise writing samples that align with the standards focused on in each expedition (Cousins, Mednick, and Campbell, 2000). For example, a first-grade class engaged in an expedition about marine life might hear *A House for Hermit Crab* as a read-aloud, read nonfiction text about the ocean in RW, and write sentences about their class pet hermit crabs in WW. This approach to ELA aligns with Expeditionary Learning's benchmarks for teaching reading and writing across the disciplines and integrating literacy into the content areas. The ELA instruction will align with Common Core State Standards for ELA.

### **Mathematics**

**Academia Antonia Alonso** will use *Trailblazers* as the foundation for the K-5 curriculum, supplementing it with additional resources as necessary to ensure alignment with Common Core State Standards. This curriculum employs a high level of intellectual rigor, provides frequent opportunities for deliberate practice, and challenges students to think boldly by applying concepts to new contexts. Like ELA instruction, math will be taught during a dedicated math time each day. Additionally, when appropriate, it will be integrated into expeditions to support the conceptual understanding and application of critical mathematical ideas. Math will be taught using both a whole-group setting and flexible ability groupings.

### **Science and Social Studies**

Science will be taught using the curriculum available through the Science Coalition. These units have been carefully and thoughtfully integrated into each grade level's expeditions, providing a case study for each one that leads to a deeper understanding of that expedition's guiding question.

Like science, social studies units have also been integrated into expeditions as case studies. Teachers will use the social studies curriculum defined by the Delaware DOE and aligned to Delaware social studies standards. Students will study local, state, national, and global issues throughout history through the use of technology, primary and secondary sources, and local resources. Whenever possible, teachers will integrate local resources in the Wilmington area through community partnerships, visiting experts and class trips.

### **Technology**

Students will receive technology instruction based on state technology standards and use technology as a tool in the learning process. Through the research process, students will learn about credible sources and websites. They will use web quests and eventually search for information on databases and websites. Students will become proficient in using basic Microsoft Office applications – Word, Power Point, and Excel. They will also develop digital stories and manipulate multiple types of media within single presentations. They will build cumulative digital portfolios and publish their expedition work on the web.



### **Visual and Performing Arts**

Visual and performing arts will be integrated into the academic curriculum as much as possible. The curriculum matrix developed for **Academia Antonia Alonso** specifically demonstrates how visual arts will be integrated and how art becomes a medium through which students display their learning. The visual arts will also be a core component to the students' service learning. In many EL schools the students produce a product such as note cards, calendars, books, jewelry, or other artifacts that give them not only a platform for articulating their learning, but also a product to sell. The money earned through these projects is donated to a local charity connected thematically to the expedition. In some cases the money earned is used to fund a school enhancement project related to the expedition, such as a rock and sculpture garden, a vegetable or flower garden, a mural painting, or an animal habitat. An integrated performing arts curriculum has been minimally developed for **Academia Antonia Alonso**, but will begin as a standard music program with some connections as appropriate. The first priority of the music teacher will be to talk with grade-level teams and the administration to expand the integration of music into the exhibitions. Music will need to be a part of school-wide morning meetings, as well as other programs across the school.

### **Physical Education and Health**

Students will have time each week for physical education and health education. As soon as possible, the physical education teacher will be trained in CATCH and will implement a physical education program from those materials. For health, the teacher will use Risk Watch and Health Teacher.com. Like the music teacher, the PE/health teacher will be charged with meeting with grade-level teams to learn about the expeditions and to develop ways in which PE and health concepts can be integrated into those curricular areas.

### **Two-Way Language Immersion**

Two-Way Immersion (TWI) is a distinctive form of dual language education in which native English speakers and native speakers of another language are integrated for academic content instruction in both English and the partner language. The two-way language immersion strategy has been found to be among the most effective long-term approaches to producing academic achievement for ELLs who are native speakers of the targeted second language. Although the school may enroll students from a wide variety of backgrounds, the Board anticipates that Spanish will be the primary second language in addition to English. For students who are native Spanish speakers, the TWI model allows the students to use their native language as a bridge and scaffold to acquire the target language, which is English. Key elements of two-way language immersion include: a balance between speakers of each language; integration of the two groups of students for most instruction; academic instruction in both languages, each for approximately fifty percent of the time at all grades; and strict separation of languages for instruction. Ideally, TWI begins in the primary grades and extends to at least grade five, making it highly applicable to **Academia Antonia Alonso**.<sup>14</sup> Two-way immersion programs promote **Academia Antonia Alonso's** goals of bilingualism and biliteracy, grade-level academic achievement, and positive cross-cultural attitudes and behaviors in all students. Both native English speakers and native Spanish speakers will be taught to read, write, and speak two languages. The most successful TWI programs include hands-on activities, thematic units, peer interaction, multiple cues that give students additional chances to master concepts (e.g. graphic organizers or classroom learning followed by a field trip), and whole language approaches. A growing body of research also indicates that students from low socio-economic benefit the most from language immersion programs.<sup>15</sup>

The successes of the TWI model include:<sup>16</sup>

- Students become proficient in two languages and develop deeper cultural awareness.
- Students in two-way immersion programs achieve well above grade level, even years after their participation in the two-way immersion programs.
- As demonstrated by the high correlations between students' math abilities in English and in Spanish, content learned in one language is transferred to the other language.

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<sup>14</sup> The Center for Applied Linguistics and Dual Language Education of New Mexico.

<sup>15</sup> Source: Dual Language Education of New Mexico

<sup>16</sup> Trends in Two-Way Immersion, August, 2003, quoted in [http://www.cs37.org/english/academics\\_language.php](http://www.cs37.org/english/academics_language.php)

- Both native Spanish speakers and native English speakers in two-way immersion programs perform as well or better than their peers educated in other types of programs, both on English standardized achievement tests and Spanish standardized achievement tests.

In addition to these benefits, native Spanish speakers benefit greatly from an environment in which their language is valued and considered a resource,<sup>17</sup> while native English speakers gain from having two perspectives for problem solving, and reap the “personal, social, educational and economic benefits of the ability to communicate in multiple languages in a global society. Bilingual individuals have more career opportunities in their own and other communities.”<sup>18</sup> In a dual immersion model of instruction, language learning – whether learning Spanish or English – promotes high levels of literacy across languages. Furthermore, unlike pure ELL programs that approach non-English native speakers as a problem or deficit that needs to be filled with English, in the dual immersion school, proficiency in a first language becomes an additive component to the instructional program. Both languages are valued because proficiency in both languages is required for school success.

Although unlikely, it is conceivable that the school will have students who do not speak either of the languages of instruction. Research and anecdotal evidence shows that ELL students who are speakers of a language other than the languages of instruction in a two-way immersion program (in this case English and Spanish) do as well or better than their peers who are in an English-only program.<sup>19</sup>

**Academia Antonia Alonso** will have a two-way language immersion program that is designed around a curriculum that embraces those qualities identified as being highly effective in two-way immersion schools. Research suggests that the most effective two-way immersion programs have a dual language curriculum that is aligned with standards and assessment; is meaningful and academically challenging; integrates higher order thinking; is thematically integrated; is enriching, not remedial; is aligned with the vision and goals of bilingualism, bi-literacy, and multiculturalism, including language and literature across the curriculum; reflects and values students’ cultures; is horizontally and vertically aligned; incorporates a variety of materials; and integrates technology.<sup>20</sup>

The dual language program design requires that languages are kept separate at all times by alternating days, half-days, or teachers. Exactly how the languages are distributed depends on the grade levels and instructional goals. The TWI program at **Academia Antonia Alonso** will begin as an alternating, full-day model. Students will alternate between all English and all Spanish classrooms from day to day so that in a two week cycle, students will have spent equal time in Spanish and English classrooms.

Because of the attachment issues in young children, in K/1, the Board will seek out bilingual teachers who can speak both languages. In grades 2-5, teachers will move between classrooms on a team comprised of an English and a Spanish speaking teacher. Whether independently or in cooperation with a teammate, teachers will provide instruction of all subjects in both English and Spanish allows the student to reach full literacy and fluency in both languages. In cooperation with the school leader, the Board will revisit the full-day model alternating model and may adjust the schedule into a half-day English and half-day Spanish model if it better fits the needs of the student or the instructional plans of a team.

#### **General Approaches to Language Acquisition that support ELLs**

**Academia Antonia Alonso** will employ the recommendations developed by the New Teacher Center (a project of the Alliance for Excellent Education) for the support of ELL students. These recommendations have been adopted by almost 200 school districts in more than 30 states, including the entire state of Hawaii and the entire New York City school district. This resource consists of six research-based strategies for developing English Language Learners’ content knowledge, use of academic language, and interpersonal communications skills. These strategies also help native English speakers learn language that is not part of everyday English, such as

<sup>17</sup> Dual Language Education of New Mexico

<sup>18</sup> Lambert, W. E. (1987). An overview of issues in immersion education. In *Studies in immersion education: A collection for U. S. educators* (pp. 8-30). Sacramento: California State Department of Education.

<sup>19</sup> Rolstad, K. Bilingual Research Journal. Winter 2007, 21(1)

<sup>20</sup> Guiding Principles for Dual Language Education, 2007 [http://www.cal.org/twi/Guiding\\_Principles.pdf](http://www.cal.org/twi/Guiding_Principles.pdf)

academic words like “algorithm” or “allegory.” The Alliance for Excellent Education recommends the following:

### **Six Strategies for Teachers of Language Learners<sup>21</sup>**

<b>Vocabulary and Language Development</b>	Introducing new concepts by discussing key vocabulary words. Exploring specific academic terms like “algorithm” starts a sequence of lessons on larger math concepts and builds the students’ background knowledge.
<b>Guided Interaction</b>	Structuring lessons so students work together to understand what they read by listening, speaking, reading and writing collaboratively about academic concepts in the text.
<b>Metacognition and Authentic Assessment</b>	Modeling and explicitly teaching thinking skills crucial to learning concepts, learning second languages, and becoming highly proficient readers. Various assessments are employed because students require ways to demonstrate understanding of concepts that aren’t reliant on advanced language skills.
<b>Explicit Instruction</b>	Directly teaching concepts, academic language, and reading comprehension strategies needed to complete classroom tasks
<b>Meaning-based Content and Universal Themes</b>	Employing meaningful aspects of students’ lives to spur interest in academic concepts. When students can connect concepts to their lives or cultural backgrounds, they are highly motivated and learn better.
<b>Modeling Graphic Organizers and Visuals</b>	Using visual aids including diagrams and charts helps all students, but especially ELL students, recognize essential information and its relationship to supporting ideas. Visuals make both language and content more accessible.

These six strategies are in alignment with the Expeditionary Learning school design and will facilitate students’ language acquisition and benefit students from all backgrounds.

In addition to these guidelines, the Center for Applied Linguistics has produced a list of strands and principles which describes successful dual immersion programs. Guiding Principle for Dual Language Education<sup>22</sup> provides a list of strands and associated principles to guide the work with Language Acquisition students. The strands are

- Assessment and Accountability
- Curriculum
- Instruction
- Staff Quality and Professional Development
- Program Structure
- Family and Community
- Support and resources

A shortened list of the characteristics of dual immersion from CAL can be found in Appendix L (Strands and Principles for Dual Language Education).

Within the EL Core Practices, EL defines the characteristics of Expeditionary Learning schools. The alignment between the above list and the EL Core Practices is striking. The Core Practices of EL are

- Curriculum
- Instruction
- Culture and Character
- Assessment
- Leadership

Each model – EL and TWI expand upon their defined strands or practices to more clearly articulate what these strands look like and feel like in a school and classroom. Both of these documents will be valuable to the Board and to DDOE when walking through **Academia Antonia Alonso** and will be used to shape the vision of the

<sup>21</sup> Alliance for Excellent Education. (2005). *Accelerating academic language development: Six key strategies for teachers of English learners*. New Teacher Center at UC Santa Cruz.

<sup>22</sup> <http://www.cal.org/twi/guidingprinciples.htm>

school. Expeditionary Learning schools are excellent schools for students who are learning a new language. The school design is built around experiential and hands-on learning. Literacy and language are heightened; curriculum is integrated and clear; and expectations are high.

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

Professional development for the school leader and teachers will be critical to ensure that they are able to fully implement the Expeditionary Learning academic program that has been selected by the Founding Board. Professional development activities will be planned by the school leader in collaboration with the CMO and its subcontractor, Expeditionary Learning, based on EL's recommended practices. Each year the topics for professional development will be determined based on the needs of the teachers, with input from the school leader, and on evaluations conducted by the CMO and Expeditionary Learning measuring the school's fidelity to the EL model. To develop leadership across the school, the professional development sessions may be conducted by the school leader, teachers, and Expeditionary Learning coaches. This will allow the school to transition more smoothly at the end of four years to full local support so that the implementation of the Expeditionary Learning model can be sustained over time. To facilitate professional learning at **Academia Antonia Alonso**, consistent structures will be put into place and monitored by the CMO to facilitate the professional growth of the teachers and the school leader.

**Professional Development Components:** **Academia Antonia Alonso** will utilize a multifaceted, cohesive approach to professional development with the following components:

- Summer Training
- Year-long Thematic Focus
- Weekly Professional Development Block
- Support for Individual Teachers/Staff Members

**Summer Training:** Each school year will begin with a two-week training workshop for all staff and faculty, with an additional third week for any new faculty. There will be three primary topics each summer: a thematic focus for the year, time for instructional teams to prepare for the year, and for new faculty only, a philosophical orientation connected to the Expeditionary Learning model and bilingual education. The thematic focus for the year will vary from year to year based on the school's implementation of Expeditionary Learning and the EL Core Practices. For the first two years, the thematic focus will be different elements of literacy. Year one will focus on reading instruction and year two will focus on writing instruction. After those initial years, the staff and faculty will select the next year's focus at the end of each school year. The final week will allow time for all faculty and staff to work together with their instructional teams to spend time planning lessons and assessments, and setting up classrooms.

**Yearlong Thematic Focus:** Each year the school's professional development committee will select a theme around which to focus much of the professional development at the school. The value in selecting a theme each year is that it allows faculty and staff to work intensively and to collaborate across grades and content areas around one area of pedagogy. It also allows teachers and school leaders to become experts in one small slice of teaching and learning, and over time allows the staff to develop a great breadth and depth of professional knowledge. Each year, the annual theme will be explored by:

- Focusing on it for a week of the summer training.
- Spending at least one Wednesday per month on the topic.
- Requiring all staff and faculty to work with a cohort of colleagues to complete work of their choice within the theme.
- Planning at least three workshops during the year, to be held on weekends or evenings, to which parents and other community members will be invited to learn about the theme.

Staff, including both faculty and administration, will facilitate some of these sessions. In other cases, outside organizations, scholars, or educators may be invited to lead workshops. Each year the Expeditionary School Designer will work with the school leader and professional development committee to create a professional development work plan around the selected theme. This document outlines the responsibilities of the school, the teachers, and the school designer. A sample professional development work plan from Capital City Expeditionary Learning School is included in Appendix L. The leaders of **Academia Antonia Alonso** will extend the work plan created by the school designer to include elements of professional development around language acquisition and the TWI model. These may be delivered by the EL School Designer or consultants from the Center for Applied Linguistics.

In addition to the whole-school sessions, cohorts of faculty members will be asked to seek out related material of particular interest to them. A group of teachers may decide to attend a series of workshops together, while others might form a book group and read a variety of relevant books over the course of the year; others could attend a conference, or take a course at a local university. This element is useful because it allows teachers to work in depth in an area of interest to them, brings them together with colleagues with the same interest, and gives the school community a broader understanding of the yearlong focus and theme.

After the theme is determined by the faculty, a small professional development committee will form to plan the initial training and the other workshops and sessions throughout the year. In addition to planning the whole-group workshops, this committee will approve all the cohort projects. It will do initial research into available options for cohort groups, such as local workshops or classes, so groups can form quickly at the beginning of the school year. This committee will make sure the work that different groups complete is comparable in time commitment and relevance. It will also approve whatever spending is required for workshop fees out of the professional development budget. At least one classroom teacher, one administrator, and one specialist will be on this committee.

**Weekly Professional Development Block:** Once a week students will be released early so that, all teachers will have a block of several hours of uninterrupted time to meet with their colleagues, plan, discuss assessment, talk with parents, and so on. This time will be used for a professional development meeting, a fieldtrip to another school, a presentation by teachers who attended a workshop and are reporting back, a speaker from a partner organization, a hands-on learning session lead by an administrator, or many other options. These events are not staff meetings and they must fit into the yearlong theme. They will be planned by the professional development committee, described above.

**Support for Individual Teachers/Staff Members:** Some staff members may need support in a particular area that is not part of the yearlong focus. This faculty will work with the school leader to find the available learning opportunities and to determine if resources can be secured for the training.

**Language Classes:** In addition to school-centered professional development, all staff and faculty will be encouraged to learn Spanish if they are not already bilingual. The purpose of these classes is to build bridges between teachers and their students and families. It is not expected that native-English speakers will gain enough knowledge of the Spanish language to teach the Spanish portion of the dual language program. **Academia Antonia Alonso** will partner with the Latin American Community Center to provide Spanish language classes free of charge to teachers.

**Community Meetings:** **Academia Antonia Alonso** would like to extend the professional development opportunities to its community of parents and families through literacy and math events. Three times per year, leaders from the school will hold an evening or weekend workshop for community members such as teachers, staff, parents, and the broader school community. The event will be free and be optional for parents, but it will give them a chance to learn about what is happening at the school and what their children are doing. Translators will be available to translate the content through the day.

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

This is a Phase II requirement for **Academia Antonia Alonso**.

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

This is a Phase II requirement for **Academia Antonia Alonso**.

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

This is a Phase II requirement for **Academia Antonia Alonso**, but is reflected in the curriculum maps included in the appendices.

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

This is a Phase II requirement for **Academia Antonia Alonso**.

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

This is a Phase II requirement for **Academia Antonia Alonso**.

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

This is a Phase II requirement for **Academia Antonia Alonso**.

- 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’

**Academia Antonia Alonso** will be a K-5 school.

## **7. Students with Special Needs**

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

**Academia Antonia Alonso** will comply with all state and federal statutes and regulations with regard to the education of students with disabilities, remaining at all times in compliance with the Delaware Regulations Administrative Code, Title 14 provisions, The Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

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

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

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

If a student is not found to have a disability, s/he will continue to be educated in the regular education setting with supports and intensive interventions through the RTI process. If a determination is made that a child has a disability and needs special education and/or related services, an Individual Education Plan (IEP) shall be developed for the child in accordance with sections 20.0 through 24.0 of the Delaware Regulations Administrative Code, Title 14:900.

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

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

**Academia Antonia Alonso** will implement all Response to Intervention (RTI) procedures with absolute fidelity to state and federal RTI regulations. The RTI tiered instructional process will be an anchor component in the

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

Scheduling of these intensive intervention times is flexible. The minimum number of minutes of instruction can be designated within the school day/week as the teachers in each house see fit, using available resources to maximize the benefit to students. Students will not miss any content instruction for tiered services. Thirty-minute time blocks will be incorporated into the daily schedule for academic workshop time, during which students who are in Tiers II or III of the RTI process can receive their targeted, intensive instruction while students in Tier I, the general curriculum, will have the opportunity for expeditionary work time, team collaboration time, or additional reading or mathematics practice.

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

- Target skills or behaviors are defined clearly by addressing what it looks like, how often it happens, for how long, and to what degree of intensity or proficiency.
- Setting where the target behavior will be observed and recorded is described; if using multiple settings, then codes to identify settings are created.
- Data recording procedures and materials are developed to specify:
  - Who will collect data?
  - Where data will be recorded?
  - When data will be recorded?
  - How data will be recorded?
- Access to and availability of needed materials

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



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

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

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

**Academia Antonia Alonso** will be a place where each student feels known: known by other students, his/her teachers, the Director, and other staff. Each student will be supported by the members of his/her house at every level of intervention, and will have a network of people who are vested in his/her success and have the desire to assist him/her in academic and social growth.

If a student experiences difficulty with the general curriculum, the teachers of the student's house will meet to discuss observations, share data, and identify interventions that will be put in place to increase student achievement in the classroom. Data will be collected during this process, with the teachers paying special attention to the effectiveness of the interventions that have been put in place. If the student's success with the general curriculum does not increase, the teachers will bring their concerns, as well as data that reflect specific difficulties, to the Instructional Support Team (IST). At **Academia Antonia Alonso**, time, people, and resources will be used in innovative ways to meet the needs of every child, and it is with this focus that the members of the IST will be able to ask and answer the question, "What resources can we use to increase this student's chances for success?" Looking at each student on an individual basis, the IST will determine and approve the appropriate resources, strategies and supports to be implemented in efforts to increase that student's success within the general education classroom.

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

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

**Academia Antonia Alonso** will implement the tiered Response to Intervention process with fidelity so as to accurately identify, assess, and accommodate student needs. It will be of primary importance to educate all students in their Least Restrictive Environment. All intensive services will be implemented within the general education classroom whenever possible. If a student does not make adequate progress in the general curriculum with the increased, intensive support at the third tier of the RTI process, then a recommendation will be made by the Instructional Support Team (IST) for the student to be evaluated for the possibility of a disability that is

hindering his/her learning and progress in the general curriculum. The evaluation process will be completed with full compliance to state and federal timelines and regulations. (See question “a” above.)

For a student who moves beyond the RTI process and is serviced via an Individual Education Plan, the IEP team will have a conversation to determine what placement constitutes the Least Restrictive Environment for that child.

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

**Academia Antonia Alonso** will be proactive in the training and professional development of all teachers, administrators, and staff, specifically in assuring that all on staff will feel confident in delivering of high quality, student-driven instruction that demonstrates fidelity to the Expeditionary Learning model. Individual strengths and needs of the staff and program will be taken into account when professional development topics and interests are explored and discussed.

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

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

**Academia Antonia Alonso** will provide necessary related services to all students with disabilities. The Board will seek out and contract with reputable, high-performing agencies for any and all related services that are deemed necessary for the success of each child. Related services may include, but will not be limited to, hearing education services, occupational therapy, physical therapy, speech and language therapy, and vision education services.

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

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

**Academia Antonia Alonso** will avidly recruit and hire teachers who hold a dual Delaware teaching certification in both Elementary and Special Education. In addition to working specifically with students who have identified disabilities in order to support their participation in the general education classroom, the Special Educators at **Academia Antonia Alonso** will work closely with teachers to adjust the learning environment and/or modify and adapt instructional techniques and methods to meet each student’s individual needs.

Reputable, certified agencies will be sought and retained to provide related services to students who have specific, identified needs beyond academics. Potential roles within the school that will be filled through contracts with outside service providers include, but are not limited to: School Psychologist, Occupational Therapist, Physical Therapist, Vision Therapist, and Speech and Language Therapist.

## **Staff Positions and Descriptions:**

### **School Principal**

See Job Description and duties in Section 8, question “a”

### **Special Education Teacher**

See Job Description and duties in Section 8, question “a”

### **School Nurse**

See Job Description and duties in Section 8, question “a”

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

This application is not a renewal or modification.

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

As a result of evaluations completed as part of either the pre-referral process and/or IEP process, students with a defined disability or medical condition will have, as appropriate, either a 504 Plan or an IEP written and monitored in accordance with state and federal guidelines.

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

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

**Academia Antonia Alonso** will establish a non-discrimination policy that no person shall be subjected to discrimination in its educational programs, services, or activities based on race, national origin, gender, age, or disability, in accordance with State and federal laws.

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

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

See item ‘j’ above.

#### **l. Having certified special education teachers(s) providing services for students with disabilities.**

**Academia Antonia Alonso** will employ certified special education teachers for students with disabilities; compliance will be assured by the school principal.

## **8. ECONOMIC VIABILITY**

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

Through its relationship with Innovative Schools as the intended CMO, **Academia Antonia Alonso** will be managed by a core team of CMO personnel and school staff. During the planning year prior to the school’s opening, the staff will include the CMO Project Manager and the contracted **Academia Antonia Alonso** school leader. In July 2013, the school leader will transition to state payroll. Teachers and a school nurse will be hired a few months prior to the opening of the school in the fall of 2013. Additional teachers and an Operations Manager will be hired in subsequent years as the student population grows.

Innovative Schools' (CMO) Project Manager will be located at the school site on a part-time basis and will coordinate the resources provided by Innovative Schools and its subcontractor, Expeditionary Learning. Working directly with the School Leader, and later with the Operations Manager, the CMO Project Manager will focus on successfully launching the school's academic program and ensuring consistency and efficiency in the school's operations, monitoring for fidelity of implementation, and building the capacity of the school-based team over time to manage the school independently after the first five years of operation. The school-based staff will be responsible for the day-to-day operations of the school, interacting with parents, students, and the community and working with its extended staff to implement the school's academic program in a way that remains faithful to Expeditionary Learning practices and philosophies. This core group, through the school leader and the CMO, will report directly to the **Academia Antonia Alonso** Board.

#### **Staffing:**

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	Year 1	Year 2	Year 3	Year 4	Year 5
	FTE	FTE	FTE	FTE	FTE
Principal/Operations Administrative	0	2	2	3	3
Teachers	0	17.5	23	29	35
Nurse	0	1	1	1	1
Clerical	0	1	2	3	3
Students	0	300	400	500	600

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

#### **STAFF POSITION DESCRIPTIONS:**

##### **SCHOOL PRINCIPAL**

JOB CODE: P89138

##### **Primary Role and Responsibilities**

The school principal will be responsible for the administration and management of **Academia Antonia Alonso**. This individual will oversee the instructional program, oversee school operations, and select and evaluate personnel. He or she must demonstrate leadership to ensure high standards of instruction, compliance with all State and federal policies, full implementation of the charter, fidelity to the Expeditionary Learning (EL) model, success of the instructional programs, and all aspects of school operations. This position reports directly to the Board of Directors.

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

##### **Qualifications**

- Demonstrated successful leadership in a public or non-public school
- Demonstrated leadership in working with professional staff, students, and the community
- Knowledge of and agreement with the academic goals and philosophy of the Expeditionary Learning model and of **Academia Antonia Alonso**
- Commitment to accountability for all aspects of school's charter and school operations
- Exceptional organizational, communication, public relations, and interpersonal skills
- Demonstrated successful teaching experience
- Demonstrated ability to lead and facilitate teamwork
- Demonstrated success in encouraging and engaging parental involvement
- Demonstrated bilingual and bi-literate proficiency in English and Spanish and bicultural fluency with American and Hispanic cultures

- Comprehensive understanding of the Expeditionary Learning curriculum and **Academia Antonia Alonso**'s two-way immersion instructional program.
- Skilled in the use of the internet, email, and Microsoft Office (e.g. Word, Excel, PowerPoint, and Outlook).

## **Essential Duties and Responsibilities**

### *Instruction*

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

### *Operations*

- Establish a strong school culture based on the vision, mission and philosophy of the school
- Market and manage student recruitment, the application process and student enrollment
- Regularly monitor all aspects of school operations
- Ensure compliance with all state and federal regulations
- Prepare and submit formal reports to the school's charter authority
- Ensure proper budgeting, accounting, auditing, and financial planning
- Establish and support a Financial Oversight Committee
- Create and maintain a safe, secure and orderly environment
- Work in conjunction with the school's Board to support the management of the school's non-profit organization
- Create and oversee a plan to actualize the school's goals and mission
- Work with the school's Board to support fundraising activities

### *Personnel*

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

## **Requirements**

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

## **OPERATIONS MANAGER**

JOB CODE: P75081

### **Primary Roles and Responsibilities**

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

### **Qualifications**

- Demonstrated success in monitoring budgets of \$5 million.
- Demonstrated success in managing contracts of up to \$500,000.
- Experience working in education organizations
- Experience with staffing processes and general human resource procedures.
- Operations and facilities management experience
- Knowledge of State of Delaware school finance and state regulations related to financial operations
- Experience in managing and enforcing service level agreements and contracts for outsourced services.
- Demonstrated persistence in overcoming and removing obstacles to goal achievement.
- Implemented and monitored relevant work procedures in line with defined standards.
- Ability to work collaboratively
- Holds employees/colleagues accountable for achieving results and publically acknowledges effective performance.
- Ability to successfully multitask
- Demonstrated good judgment; approachable and professional; solid problem solving skills; self-motivated; well organized.

### **Essential Duties and Responsibilities**

- Work directly with the CMO Project Manager and its charter school finance specialist to develop and monitor an annual budget and ensure timely pay of school bills
- Responsible for site level procurement of supplies, materials, equipment, and inventory management
- Manager for transportation, foodservices, facilities maintenance, security and other third party service contracts, ensuring ongoing monitoring and implementation of contracts
- Manage all aspects of free and reduced lunch program/process, including managing the entire application process
- Coordinate with CMO for technology implementation (planning, procurement, and training)
- Oversee enrollment at school site and, as required, lead the September 30<sup>th</sup> unit count process by working with the school leader, CMO, administrative assistant, and teachers
- Work with administrative assistant to maintain integrity and accuracy of student records, including maintenance and tracking of attendance and retention
- Work with CMO to prepare reports for DDOE, Board, and Citizens Budget Oversight Committee
- Respond to and resolve routine internal and external inquiries with parents, employees and school organizations
- Responsible for budget development
- Prepare monthly financial reports for board approval and posting on the school website
- Coordinate all federal, state, and local grant applications and reporting
- Prepare drawdown requests for state funds
- Manage and reconcile school's petty cash funds
- Provide financial oversight, including invoice approval
- Manage accounts payable and payroll processes
- Oversee yearend audits as well as any site audits from state or federal agencies

- Manage day-to-day activities of designated non-instructional staff
- Cooperate with CMO and School Principal to implement policies and procedures at school (e.g., compensation, vacation/sick days; recruitment screening, background checks, etc.)
- Oversee the processing of all new hire paperwork
- Maintain personnel files for all employees
- Lead orientation for new hires
- Lead annual performance reviews for non-instructional staff

### **Requirements**

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

### **TEACHER**

JOB CODE: P10200 Elementary Teacher  
 JOB CODE: P21811 Elementary Special Education Teacher  
 JOB CODE P10605 Elementary Spanish Teacher  
 JOB CODE P11299 Elementary Music Teacher  
 JOB CODE P10200 Elementary Art Teacher  
 JOB CODE P10800 Elementary Physical Education Teacher

### **Primary Role and Responsibilities:**

Teachers are responsible for implementing the curriculum and instructional program in accordance with the Expeditionary Learning model, planning for exhibitions, providing for an enriched multicultural experience, coordinating with other staff, keeping accurate and concise records, adjusting teaching strategies to meet the needs of all students, and using professional judgment to provide the best possible instruction and remediation so as to optimize student success in meeting high standards. This position reports directly to the school principal.

### **Qualifications:**

- Possess a Delaware state teaching certification in age appropriate levels for assigned instruction responsibilities
- Prefer 2 – 6 years teaching experience in an elementary school
- Bachelor's Degree or higher
- Excellent verbal and written communication skills
- Excellent organizational and interpersonal skills
- Track record of success with diverse children, including those with special needs
- Knowledge and proven ability in positive behavior management
- Ability to work well with parents
- Ability to work effectively as a team member
- Understanding of curriculum and methods of instruction
- Experience in test evaluation and measurements of achievement
- Skilled in the use of the internet, email, and Microsoft Office (e.g. Word, Excel, PowerPoint, and Outlook)

- Capable of interpreting policy, procedures, and data
- Willingness to be held accountable for student results
- Demonstrated bilingual and bi-literate proficiency in English and Spanish and bicultural fluency with American and Hispanic cultures preferred

### **Essential Duties and Responsibilities:**

This list is intended to be illustrative rather than complete, and serves to show major duties and responsibilities of a teacher. It does not express or implies that these are the only duties to be performed by the person in this position. The employee will be required to perform any other duties as deemed appropriate by the principal.

- Provide direct and indirect instruction in accordance with the Expeditionary Learning design
- Conduct long and short-term planning to address the individual needs of students
- Participate in professional development for Expeditionary Learning and the implementation of the core elements of the model
- Develop lesson plans that ensure the attainment of state learning standards and the additional specific grade-by-grade learning standards set forth in the charter
- Coordinate lesson plans with other teachers to reinforce student knowledge
- Prepare students adequately for all required assessments
- Evaluate students' progress and prepare student achievement reports for parents as required
- Provide an inviting, exciting, innovative, learning environment
- Engage in effective and appropriate classroom management
- Work collaboratively with other staff
- Offer to the school community any skills or resources that would enrich the extracurricular opportunities of the students
- Maintain professional competence through participation in professional development activities
- Attend meetings and other activities, as determined by the principal

### **Physical and Mental Requirements:**

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

## **NURSE**

JOB CODE: P95723

### **Primary Role and Responsibilities:**

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

### **Qualifications:**

- Must be a Registered Nurse currently licensed to practice in Delaware
- Bachelor of Science in Nursing (BSN) preferred



- At least 3 years supervised clinical experience
- Experience as school nurse or willingness to participate in training on school procedures (e.g., Induction Cluster Training offered at University of Delaware)
- Certified in CPR
- Experience with age appropriate students for the assigned school setting
- Excellent verbal and written communication skills
- Excellent organizational and record-keeping skills
- Demonstrated ability to communicate and work effectively with parents and staff
- Ability to adapt to differences and changes in characteristics of students, programs, leadership, staff, and community
- Skilled in the use of the internet, email and Microsoft Office (e.g. Word, Excel, PowerPoint, and Outlook)
- Commitment to work effectively as a team member
- Capable of interpreting policy, procedures, and data
- Ability to work in an independent health care setting
- Willingness to keep up-to-date with current school nursing practice
- Demonstrated bilingual, bi-literate and bicultural proficiency in Spanish preferred

#### **Responsibilities:**

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

#### **Physical and Mental Requirements:**

- Ability to lift up to 50 pounds
- Ability to hear within normal range, with or without amplification
- Ability to speak for extended periods to convey information or detailed instructions in a calm, efficient manner
- Ability to participate in activities that may include standing, sitting, walking, and to perform work requiring visual acuity
- Must possess the ability to prioritize and effectively manage competing tasks and responsibilities
- Must sustain calm, reasonable approach and communicate effectively in stressful or problematic situations
- Must be able to read, follow written and verbal instructions, to communicate clearly verbally and in writing
- Must possess a valid driver's license and have access to a personal vehicle to drive to other locations (travel expenses will be reimbursed at the school's standard mileage rate)

**OFFICE ADMINISTRATOR (Clerical)**  
**JOB CODE: P73051**

**Primary Role and Responsibilities:**

The person hired for this position will be responsible for the administrative and organizational aspects of **Academia Antonia Alonso**. This individual will be responsible for the reception of visitors and information, organization and filing of records, processing of enrollment information, inventory and ordering of office supplies, assistance to the principal, the board, and faculty for scheduling and correspondence, coordination of service providers for maintenance and cleaning and support of school events as needed.

**Qualifications:**

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

**Responsibilities:**

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

**Physical/Mental Requirements:**

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

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

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

A copy of the CMO Project Manager Job Description and a copy of the intended CMO contract are included in Appendix N.

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

Estimated Costs	Year 2 (2013-14)	Year 3 (2014-15)	Year 4 (2015-16)	Year 5 (2016-17)
Facility Leases	\$336,000	\$596,000	\$596,000	\$596,000
Utilities	\$42,000	\$82,000	\$82,000	\$82,000
Insurance	\$22,000	\$32,773	\$32,773	\$32,773

Specific information about each site under consideration for **Academia Antonia Alonso** may be found in Section 9, question 'd.'

**Academia Antonia Alonso** has budgeted rent and other occupancy costs at approximately \$400,000 in Year 2 to \$710,773 in Year 5, allowing for growth in the student population. The board intends to lease facilities, located in the Hilltop-Wilmington area of New Castle County that will allow for easy access to the school, ensuring that the selected site will provide the best possible setting for students and their families. The intention is to secure an educationally appropriate environment located in close proximity to the Latin American Community Center in Wilmington, with availability to also serve Hispanic students in suburban sections of New Castle County.

The budget is based upon actual data obtained by current owners and tenants. In the first year of operation, one structure will house the school. With growth in student enrollment the next year, a second structure will also be leased. The lease costs and utilities are based on actual information from current occupants. The insurance information is based on a combination of estimates from an insurance professional with experience with Delaware charters and school districts as well as input about current coverage costs from the occupants of the facilities.

The school will utilize operating funds provided by the Delaware Department of Education (DDOE) and annual local revenues, per formula calculations, to pay rent and maintain the facilities. In order to ensure continued fiscal viability, the school's Financial Oversight Committee will work with the board and school principal to regularly analyze enrollment, expenditures, and financial management practices. While it is anticipated that state and local funds will be adequate to maintain financial solvency, the board intends to aggressively implement a fundraising plan (see Appendix T) to supplement available resources for school operations.

The actual sites and premises have not yet been secured by way of a fully executed lease agreement, and the Board will await final approval of the school's charter before proceeding to bring closure to lease agreements. **Academia Antonia Alonso** will identify, negotiate, and lease sites prior to December 15, 2012, and will ensure that the facilities will be in full compliance with all applicable codes and regulations prior to the opening of the school. Renovations to the leased facilities will be completed no later than late spring of 2013 and 2014,

respectively, in order that Certificates of Occupancy (CO) can be obtained by the deadlines of June 15, 2013 and 2014, respectively, in accordance with Delaware charter school law.

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

The landlord will own the school facilities. In the event the school closes or (if applicable) the management agreement with any contractor terminates, the facilities will be vacated and returned to the landlord.

- e. List each contract necessary for the school to open and the specific dates on which those contracts will be finalized and signed. Contracts may include: equipment, bus and food services, related services such as speech therapy or occupational therapy for special education, financial operations, leases of real and personal property, the purchase of real property, the construction and/or renovation to real property, and insurance. THESE CONTRACT AMOUNTS MUST ALSO BE ITEMIZED IN THE BUDGET SHEETS.**

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

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

The head of school will be hired as a contractor during the planning period; to be transitioned onto state payroll in July 2013. Salary for the first year of operation is projected at \$80,000.

The start-up costs for supplies, printing/copying, and postage are included in the CMO agreement.

- 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.**

**Academia Antonia Alonso** does not intend to rely on supplemental revenues (funds in addition to the identified federal, state and local funds, as shown on the budget spreadsheets) for start-up costs of the school and basic school operations. The school intends to rely on carryover state and local monies from current operations, as identified on the budget spreadsheet (Appendix P).

**Academia Antonia Alonso** has also developed an aggressive fundraising plan (Appendix T) to supplement the costs for school operations. While these funds are not necessary to open and maintain the basic operations of the school, they will certainly become a core element in building flexibility and enhancements into expenditure decisions considered by the Board.

Revenues raised through fundraising activities will be collected by a Fundraising Committee and deposited into the school's First State Financial (FSF) account, in accordance with required procedures. Decisions for the use

of these funds will become part of the overall financial planning process for the school, subject to review by the Financial Oversight Committee, and will be part of the annual all funds (single) audit of the school.

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

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

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

The contingency finance plan for **Academia Antonia Alonso**, if enrollment falls below the projections as presented in this application, will be to reduce personnel and operating costs to meet funding limitations. **Academia Antonia Alonso** has demonstrated in this application that it can operate financially at any student level between 240 and 600 students. The minimum number of students the school can enroll each year to remain economically viable in year 2 is 240 students; in year 3, 320 students; in year 4, 450 students; and in year 5, 480 students. In summary, **Academia Antonia Alonso** can be opened and maintained within the funds provided by state and local authorities. The following chart outlines how the economic viability was determined.

## **9. Administrative and Financial Operations**

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

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

1. As CMO, Innovative Schools will support full implementation of the Expeditionary Learning academic program, which was selected by the Board of **Academia Antonia Alonso** from Innovative Schools' Portfolio of Model Schools. As CMO, Innovative Schools will serve as the main partner and Expeditionary Learning will serve as its subcontractor.
2. As CMO, Innovative Schools will build the capacity of the **Academia Antonia Alonso** board and staff to be able to sustain the administrative and academic functions of their charter school independent of a CMO by the time of the school's first charter renewal. Should the Board desire, **Academia Antonia Alonso** can contract with Innovative Schools after the first five years for any services offered through Innovative Schools three service divisions – School Models, School Staffing, and School Solutions – on an as-needed basis.

In this capacity, the CMO contract between the Board of **Academia Antonia Alonso** and Innovative Schools will optimize implementation of **Academia Antonia Alonso's** academic program and school operations with support from a range of professional education experts who have worked extensively in Delaware's public school system. These supports from Innovative Schools will be coordinated by Innovative Schools' (CMO) Project Manager, who will be located at the school site on a part-time basis. As it relates to the school's financial operations, this relationship will streamline administrative costs during the first five years of the school's scale-up activities, save time and money, allow maximum resources to be re-directed to the classroom,

and ensure transparency and an effective administration. Innovative Schools has been performing these administrative services for Delaware Charter Schools for several years as a School Support Organization. A full listing of Innovative Schools' past and current clients, along with services rendered, may be found in Appendix O.

As CMO, Innovative Schools will have an on-site Project Manager who will assign all budgeting and finance-related activities to Innovative Schools' charter school finance specialists. During the first five years of the school's operation, the charter school finance specialists from Innovative Schools will work directly with **Academia Antonia Alonso's** Operating Manager (once this position is filled), Principal, Operating Board, and Citizens Budget Oversight Committee to develop a projected budget for the next fiscal year, for review and approval by the Operating Board. Additionally, Innovative Schools charter school finance specialists will provide initial training to the Operations Manager on financial management software selected by Innovative Schools and will work closely with the Operations Manager to perform the following tasks, the specific deliverables of which are described in further detail in the CMO included in Appendix N.

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

To ensure that Innovative Schools is able to perform these functions, **Academia Antonia Alonso's** Operations Manager (once this position is filled) shall be responsible for the following financial functions:

- (a) Payment of school expenditures with school funds
- (b) Maintenance of adequate cash balances to cover payroll and payments to vendors
- (c) Convey to Innovative Schools of all relevant financial information
- (d) Coding of all vendor invoices and deposits through FSF before sending the information to Innovative Schools
- (e) Delivery of all vendor invoices and contract and grant information as received from DDOE to Innovative Schools in a timely fashion
- (f) Availability for consultation with Innovative Schools' (CMO) Project Manager and finance specialists during normal business hours

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

**Academia Antonia Alonso** will utilize the Payroll Human Resource Statewide Technology (PHRST) system for managing and reporting compensation, payroll, personnel information, and employee benefits. All pension-related functions, from the initial actuarial form at the time of employment through the pension application at retirement, will be processed by Innovative Schools' charter school finance specialists. All personnel involved in executing these processes will be properly trained in accordance with state requirements.

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

In order to maintain responsible fiscal accounting, planning and management practices – and to comply with the requirements of Title 14, Sec 736 of the Delaware Administrative Code – a Citizens Budget Oversight Committee will be established during year 1 to review and analyze all financial expenditures, management practices and budgeting. This Committee will have at least five members, including one educator from **Academia Antonia Alonso**, one Board member, at least two parents or community members who are not school employees or Board members, and representation from the DDOE. Training for the Citizen Budget Oversight Committee will be provided by DDOE to ensure the committee has been adequately prepared to assume their responsibilities. The Citizens Budget Oversight Committee will consult regularly with the Board, CMO, and school principal. The committee will remain actively in place during each year of school operation and will comply with the regulatory requirements for membership, training, and operations.

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

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

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

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

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

Specifically, the Board of **Academia Antonia Alonso** is ultimately responsible for the performance and management of the school and as such will maintain responsibility for the following:

- Assurance for maintaining fidelity to the school's vision and mission, and for the fidelity of implementation of the Expeditionary Learning academic program and culture

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

As an important component of seeking and maintaining best practices for Operating Board functions, the Board of **Academia Antonia Alonso** will participate in Innovative Schools’ Board Development Program. This training will support investigation into best practices, roles and responsibilities, board operations, governance and oversight, and performance and accountability. In addition, the board will participate in the financial training required by the state.

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

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

The Board will meet in regularly scheduled open meetings and workshops to review and discuss reports on school operations, finances, and academic performance. The CMO and school leader will be expected to report monthly on student performance in areas such as attendance, academic achievement, progress toward graduation, family engagement, and LTI progression. Monthly financial reports shall also be presented to the Board and Citizens Budget Oversight Committee. Board minutes of monthly meetings, along with those of workshop sessions, will be posted on the school’s website and shared with staff, parents, and the Citizen’s Budget Oversight Committee. Twice annually, the Board and Citizens Budget Oversight Committee will also meet to review the school’s progress. The Operating Board and Citizen’s Budget Oversight Committee will have staggered terms of service to ensure smooth transitions and stability of knowledge and expertise with board roles and responsibilities. They will document their processes and procedures and have an established on-boarding process for new members.



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

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

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

In this way, the contractual relationship between the Board of **Academia Antonia Alonso** and Innovative Schools will optimize implementation of **Academia Antonia Alonso's** academic program and school operations with support from a range of professional education experts with experience in Delaware's public school system. Support from Innovative Schools and its subcontractor, Expeditionary Learning, will be coordinated by Innovative Schools' (CMO) Project Manager, who will be located at the school site on a part-time basis.

Because the accountability of Innovative Schools to **Academia Antonia Alonso** is an essential foundation of this relationship, and because the responsibility of the Principal is critical to the school's success, **Academia Antonia Alonso** delegates to Innovative Schools the authority and responsibility, consistent with state law, to recruit and supervise the principal (for detailed terms and conditions of this arrangement, see CMO contract in Appendix N). The principal will be an employee of the school, but will work closely with the Innovative Schools' (CMO) Project Manager to coordinate the management of **Academia Antonia Alonso**. Innovative Schools will make reasonable recommendations to the principal concerning calendar, policies, rules, regulations, procedures, personnel, and budget to enable the school to implement the Expeditionary Learning model. **Academia Antonia Alonso's** principal shall exercise good faith in considering and adopting Innovative Schools' recommendations so that the Expeditionary Learning model may be properly implemented.

Over time, the CMO Project Manager and Expeditionary Learning coach will assist the school principal in developing the school's internal capacity to deliver teacher training, especially the initial teacher training covering the basics of the Expeditionary Learning methodology, and to manage the school's administrative operations. Should there be a change in principal at **Academia Antonia Alonso**, Innovative Schools and Expeditionary Learning will again become involved more directly at the school until the new principal is able to run the school independently.

More specifically, through its CMO contract (see Appendix N for more detail), Innovative Schools will provide **Academia Antonia Alonso** with the following professional services:

- (a) Supporting **Academia Antonia Alonso's** start-up process
- (b) Providing a comprehensive academic program design based on the Expeditionary Learning model through a subcontract with Expeditionary Learning. This shall include curriculum development and implementation, instructional oversight, the development, administration, analysis of diagnostic assessments, and the oversight, measurement, and management of school quality
- (c) Supporting recruitment of the Principal, teachers, and administrators
- (d) Training, supporting and evaluating the Principal
- (e) Training and supporting the Operations Manager and Director of Curriculum/Language Arts
- (f) Providing professional development for teachers

- (g) Preparing a budget and monthly financial statements
- (h) Providing payroll and bookkeeping services
- (i) Selecting and serving as a liaison with the auditor
- (j) Coordinating purchasing
- (k) Selecting and managing benefits plans for school employees
- (l) Maintaining human resource files for school employees
- (m) Facilitating the school's purchase and procurement of information technology equipment and services, and providing certain computer and information technology support to the school, including troubleshooting, website and network design, and completion of the E-Rate application
- (n) Completing required foundation and government reports, including, but not limited to, the School's annual report
- (o) Develop and support execution of the plan for student recruitment, including development of recruitment materials
- (p) Providing marketing and advocacy for the school
- (q) Conducting a school accountability inspection through a Gap Analysis every year

In collaboration with the CMO, all internal forms of management at **Academia Antonia Alonso** will be the responsibility of the school principal, including the following:

- (a) Manage, operate, and administer the school on behalf of the Board
- (b) Select, orient, retain, and dismiss staff
- (c) Supervise and evaluate the performance of all staff
- (d) Formulate and manage the budget, in consultation with the CMO, Operations Manager, Board, and the Citizens Budget Oversight Committee
- (e) Design and manage all student and staff recruitment operations
- (f) Implement, monitor and evaluate the school's education program
- (g) Provide leadership in planning and all matters of school management
- (h) Review and monitor student achievement
- (i) Provide leadership and management with issues related to student conduct
- (j) Oversee and manage the school environment to ensure it is healthy, safe and conducive to learning
- (k) Monitor and ensure compliance with state and federal laws, and Board policies
- (l) Take other such actions, as necessary, to properly and efficiently operate a public charter school

**d. Describe how teachers and parents be involved in decision-making at the school. Provide details and not just a restatement of the question indicating that teachers and parents will be involved.**

Teachers and parents will be involved in leadership and decision-making within the school. A minimum of one Delaware certified teacher employed by the school and a parent of a student enrolled in the school will be represented and maintained on the Board. Procedures and practices will be put into place that will facilitate ongoing family engagement within the school. It is anticipated that parents and teachers will assume leadership roles through their involvement with the Board, along with their participation on school committees and other functions within the school.

In a broader context, parent surveys will be a tool used on an annual basis to gauge parent satisfaction on many aspects of student learning and school operations. In addition, parent feedback will be sought about following student exhibitions with data collected and reported on a quarterly basis. A Family Engagement Committee will be established and will serve as a critical resource in the school for identifying needs, corraling resources, organizing and running events, and serving as primary ambassadors to promote the school. Surveys and other materials will be translated into Spanish to increase the number of participating families. For these specific families, a representative from the Family Engagement Committee will reach out personally and collect data in a Spanish phone survey.

Data on family and parental engagement will be collected by the CMO and reported to the principal and school board. Using these data and fostering meaningful family engagement will guide the school leadership in making

decisions about needed changes in order to ensure that **Academia Antonia Alonso** is meeting the needs of parents and families.

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

**Academia Antonia Alonso's** Board and Innovative Schools are committed to the success of the Expeditionary Learning academic program and the administrative functions of the school. As such, Innovative Schools will begin making reasonable recommendations to the Board concerning personnel immediately following the approval of **Academia Antonia Alonso's** charter. The Board shall exercise good faith in considering and adopting Innovative Schools' recommendations so that the Expeditionary Learning model may be properly implemented.

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

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

Over time, the Innovative Schools' (CMO) Project Manager and Expeditionary Learning will assist the school's Principal in developing the school's internal capacity to deliver the basics of the Expeditionary Learning methodology and manage the school's administrative operations independently. Should there be a change in principal at **Academia Antonia Alonso**, Innovative Schools and its subcontractor, Expeditionary Learning, will again become involved more directly at the school until the new principal is able to run the school independently.

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

The timeline for hiring:

<b>When</b>	<b>What</b>	<b>Responsible</b>
May 2012	Review and finalize plans for hiring	Board and CMO
April-July 2012	Recruit/hire school principal	Board and CMO
July-August 2012	Recruit/hire school secretary	Principal and CMO
Jan-March 2013	Recruiting activities for teachers	Principal and CMO
April-June 2013	Hiring teachers for 2013-14 SY	Principal and CMO
March 2014	Review of operations budget, enrollment projections, additional needs, revenue estimates; determine staffing needs	Principal and CMO
April 2014	Recruiting activities for teachers	Principal and CMO
May-June 2014	Hiring teachers for 2014-15 SY	Principal and CMO

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

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

As a dual language school, **Academia Antonia Alonso** will seek Highly Qualified Teachers who are bilingual and biliterate in English and Spanish. Innovative Schools' on-site Project Manager will aid the school's recruitment efforts by working with its subcontractor, Expeditionary Learning, to recruit teachers already in the Expeditionary Learning national network, and by facilitating the school's participation in Delaware Talent Management (DTM), a program offered through Innovative Schools' Staffing Division. DTM is a set of fundamental services that support effective school-level hiring practices and provide guidance on management techniques that lead to better faculty retention and student outcomes. The Teacher Pipeline component of DTM includes a national recruitment campaign and a rigorous screening process that makes available a large pool of certified teacher candidates based on the specific hiring needs of participating schools. The program will also provide the **Academia Antonia Alonso** principal with training on how to access candidates in a timely way.

The Spanish Embassy will also be a venue for recruitment in order to provide the necessary number of Spanish-speaking teachers. A three-year commitment from this source will support staffing resources and cultural richness.

In addition to accessing Expeditionary Learning's national network and participating in DTM, **Academia Antonia Alonso** will recruit Delaware certified teachers through multiple advertising venues, social and professional networking sites, and outreach with Delaware's institutions of higher education.

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

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

The PRAXIS II test will also be offered to uncertified teachers. **Academia Antonia Alonso** will not exceed the state maximum for uncertified teachers. All teachers will be required to maintain compliance with state and federal certification guidelines.

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

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

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

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

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

To ensure the ongoing strength of the Expeditionary Learning (EL) model, Innovative Schools and its subcontractor, Expeditionary Learning, will encourage all professional staff to grow in a way that maintains consistency with the school's vision and mission, along with its innovative design, climate, and culture. Continuous improvement strategies will be regularly incorporated to encourage staff development. See additional details about the professional development plan in Section 6 of this application.

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

Accountability for the school's success rests on strategic decisions made by the Board, and on the execution of academic and operational programs by the CMO, the Principal, and the school's staff. Parent representation on the Board and Citizens Budget Oversight Committee will be a primary means of assuring that the families of **Academia Antonia Alonso** have influence and a path of recourse on matters of importance or concern. Parent representatives will be selected from at-large nominations from the students, parents, and stakeholders for the Board and the Citizens Budget Oversight Committee.

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

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

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

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

1. As CMO, Innovative Schools will support full implementation of the Expeditionary Learning academic program, which was selected by the Board of **Academia Antonia Alonso** from Innovative Schools' Portfolio of Model Schools. As CMO, Innovative Schools will serve as the main partner and Expeditionary Learning will serve as its subcontractor.
2. As CMO, Innovative Schools will build the capacity of **Academia Antonia Alonso** board and staff to be able to sustain the administrative and academic functions of their charter school independent of a CMO by the time of the school's first charter renewal. Should they desire, **Academia Antonia Alonso**

can contract with Innovative Schools after the first four years for any services offered through Innovative Schools three service divisions – School Models, School Staffing, and School Solutions – on an as-needed basis.

In this capacity, the CMO contractual relationship between the Board of **Academia Antonia Alonso** and Innovative Schools will optimize implementation of **Academia Antonia Alonso's** academic program and school operations with support from a range of professional education experts with experience in Delaware's public schools. Support from Innovative Schools and its subcontractor, Expeditionary Learning, will be coordinated by Innovative Schools' (CMO) Project Manager, who will be located at the school site on a part-time basis.

While **Academia Antonia Alonso's** Operating Board has authorized Innovative Schools to undertake the business and academic services of the school for the first five years of the school's existence, it is understood by both parties that Innovative Schools remains accountable and subject to the oversight of the **Academia Antonia Alonso** Operating Board, the Authorizer, and State authorities at all times.

Because the accountability of Innovative Schools to the **Academia Antonia Alonso** Operating Board is an essential foundation of the school-CMO relationship, and because the role of the school's Principal is critical to its success, **Academia Antonia Alonso** delegates to Innovative Schools the authority and responsibility, consistent with State law, to recruit, hire, supervise, and fire the Principal. The Principal will be an employee of the school, but will work closely with the Innovative Schools' (CMO) Project Manager to coordinate the management of **Academia Antonia Alonso**. Innovative Schools will make reasonable recommendations to the Principal concerning calendar, policies, rules, regulations, procedures, personnel, and budget to enable the school to implement the Expeditionary Learning model. **Academia Antonia Alonso's** Principal shall exercise good faith in considering and adopting Innovative Schools' recommendations so that the Expeditionary Learning model may be properly implemented.

Over time, the Innovative Schools' (CMO) Project Manager and Expeditionary Learning will assist the Principal in developing the school's internal capacity to deliver teacher training, especially the initial teacher training covering the basics of the Expeditionary Learning methodology, and to manage the school's administrative operations. Should there be a change in principal at **Academia Antonia Alonso**, Innovative Schools and its subcontractor, Expeditionary Learning, will again become involved more directly at the school until the new principal is able to run the school independently.

More specifically, through its CMO contract (see Appendix N); Innovative Schools will provide **Academia Antonia Alonso** with the following professional services related to school operations:

- (a) Supporting **Academia Antonia Alonso's** start-up process
- (b) Providing a comprehensive academic program design based on the Expeditionary Learning model through a subcontract with Expeditionary Learning. This shall include curriculum development and implementation, instructional oversight, the development, administration, and analysis of diagnostic assessments, and the oversight, measurement, and management of school quality
- (c) Recruiting the principal, teachers, and administrators
- (d) Training and evaluating the principal
- (e) Providing professional development for teachers
- (f) Preparing a budget and monthly financial statements
- (g) Providing payroll and bookkeeping services
- (h) Selecting and serving as a liaison with the auditor
- (i) Coordinating purchasing
- (j) Selecting and managing benefits plans for school employees
- (k) Maintaining human resource files for school employees
- (l) Facilitating the school's purchase and procurement of information technology equipment and services, and providing certain computer and information technology support to the school, including troubleshooting, website and network design, and completion of the E-Rate application

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

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

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

To ensure that the target enrollment of 300 students is met by August of 2013, **Academia Antonia Alonso's** year 1 recruitment strategies will focus on two key audiences: (1) Spanish-speaking parents 3 and 4 year old children living in New Castle County, and (2) non-Spanish-speaking parents of 3 and 4 year old children living in New Castle County. The goal is to recruit a student population with a 50-50 male-to-female ratio that is composed of 50% Spanish-speaking students and 50% non-Spanish-speaking students. Because of the school's intended location in the Hilltop section of Wilmington, it is anticipated that a minimum of 75% of the student population will qualify as low income. To execute the school's marketing plan, **Academia Antonia Alonso's** Principal will work with the CMO Project Manager to access Innovative Schools' marketing and community engagement resources, and with the Latin American Community Center (LACC). Because the school will be targeting students from the Hispanic/Latino communities, LACC will help to ensure that all marketing materials are accurately translated into Spanish and that strategies are cognizant and respectful of the cultural traditions and needs of this community.

For Year 1 recruitment, materials will be developed in May and June 2012, following the approval of the school's charter. The bulk of community outreach and student recruitment will begin in July 2012 and will conclude in January 2013 if enough student applications have been received. Should the school have an excess of applications for the seats available, a lottery will be held after the January deadline, and the outcome of the lottery will be communicated to all applicants in early February. If not enough applications have been received, the school leader and CMO Project Manager will continue to hold recruitment events until enough students have enrolled or until the school's September 30<sup>th</sup> count. Students and parents will receive enrollment packets in July 2013, prior to the school's opening. This timeline will be repeated in subsequent years. For a more detailed timeline, see Appendix V.

To best understand how to reach Spanish-speaking parents and non-Spanish-speaking parents of children living in New Castle County, Innovative Schools conducted research to determine the characteristics of both audiences and their preferred communications styles (for additional detail on the market segment analysis and key communication characteristics see the full marketing plan in Appendix V). Using this data, a marketing plan

has been crafted that incorporates a combination of event marketing, direct mail, broadcast advertisements, and electronic and print materials, with each medium contributing to the total communication story. Messaging for **Academia Antonia Alonso** will build on the existing Expeditionary Learning brand. In deference to the Hispanic community's preferred mode of communication and its unique needs, all marketing materials will be developed with Spanish as the primary language. All materials will also be made available in English to meet the needs of the second audience group – non-Spanish speaking parents. Below are examples of marketing strategies that will be utilized:

**Events** – Community meetings and parent information sessions will form the foundation for the **Academia Antonia Alonso** marketing plan, introducing parents to the school leadership and ensuring that the school is firmly established as an open, friendly environment for parents and students. For Spanish-speaking families, community meetings will be held in partnership with LACC. All meetings will be interactive, will be led by Spanish-speaking volunteers, and will offer child care. Parents will learn about the school design by participating with other attendees in an example lesson that provides an overview of the dual-language, Expeditionary Learning academic program and gives parents an understanding of the other elements of the program – group work, active classroom dynamics, etc. – that make the school design so unique and exciting. Student projects from another Spanish-speaking Expeditionary Learning charter school will also be made available so that parents can view examples of the types of projects their children will be working on. Applications for enrollment will be made available, as will information about LACC and the before- and after-care programs that LACC will offer to families of students at **Academia Antonia Alonso**.

For non-Spanish-speaking parents, similar interactive community meetings and parent information sessions will be hosted and will be promoted as “Moms Talking with Moms about School.” Special consideration will be given to ensure that these meetings are held times of day that are convenient for both working and non-working mothers. Data and student projects shared at these parent information sessions will represent all student groups and will reflect the diversity of the potential student population. To help engage this audience in the conversation and to help build school ambassadors, special efforts will be made to encourage mothers to talk about the type of schooling they would like for their children in addition to their participation in the mock Expeditionary Learning activity.

School leadership will also actively recruit students from the Hispanic community by visiting with local Hispanic church leadership, presenting to LACC members, securing information booths at Hispanic-specific community events, and visiting with parents at local pre-K and child-care centers. School leadership will also make efforts to attend community events and pre-K and early care childhood centers throughout New Castle County to aid in recruitment.

**Direct Mail and Printed Materials** - Direct mail pieces for Spanish-speaking families will be developed in Spanish and will share important information about **Academia Antonia Alonso**. Written in simple, parent-friendly language, key items highlighted in direct mail pieces will include a picture and short biography of the school leader, a description of the dual-language academic program, data on such programs' record of success with Hispanic students, and information on how to enroll one's child. Images in direct mail pieces will incorporate groups of Hispanic youth engaging with nature so that parents will begin to associate **Academia Antonia Alonso** with an active academic program.

Though they will be similar to the materials developed for Spanish-speaking families, direct mail pieces for non-Spanish-speaking parents will be developed in English and will include broader demographic data that reflects the diversity of the potential student population and will show more diverse images of students.

Flyers written in English and Spanish directing individuals to the **Academia Antonia Alonso** website will be distributed at Hispanic-owned businesses, in child-care and pre-K facilities, in doctor's offices, and other locations and businesses that serve the needs of young children in New Castle County.

**Broadcast Media and Advertisements** - Television and radio coverage, along with advertisements in Delaware's Hispanic broadcast and publication outlets, will help to increase recognition of **Academia Antonia**



**Alonso's** name and the dual-language, Expeditionary Learning academic program. When possible, arrangements will be made to secure interviews for the school leader using these media. Short radio spots and newspaper advertisement space will also be purchased periodically to promote the school concept and direct listeners/readers to the **Academia Antonia Alonso** website.

**Electronic Resources** - An **Academia Antonio Alonso** website will be developed to share information about the dual-language, Expeditionary Learning academic program. It will have English and Spanish translation options. Picture slide shows of students attending Expeditionary Learning schools, examples of student work, and videos from **Academia Antonia Alonso** community meetings held in Delaware will be key features of the website and will be designed to increase user-friendliness and the length of visits to the website. Parents will also have access to an online application and other enrollment information. Given the tendency for mothers to make decisions based on the recommendations of other mothers, the website will incorporate testimonials from mothers of children attending Expeditionary Learning schools across the country. After the school opens, mothers of students in **Academia Antonia Alonso** will also be asked to submit testimonials.

In addition to the school's own website, popular Delaware blogs and social networking sites will be used for strategic advertising and engaging in conversations about the school.

To capitalize on the reputation and record of success built by Expeditionary Learning and to reduce the cost of marketing projects in Year 1, **Academia Antonia Alonso** will, where appropriate, utilize existing Expeditionary Learning marketing materials. Several new materials will also need to be developed, including a school logo, a website, direct mail brochure and flyers, and newspaper advertisements and radio spots. For additional detail about marketing strategies and timeline, see Appendix V.

#### *Student Demand for Academia Antonia Alonso*

To best understand the demand for **Academia Antonia Alonso**, members of the Founding Board, in partnership with Innovative Schools, conducted a Feasibility Study. The study analyzed a number of factors: local enrollment trends, AYP ratings for neighboring elementary schools, relevant statistics from the Latin American Community Center, and community surveys.

Because of the school's location, **Academia Antonia Alonso** believes that many of the students will come from the Red Clay and Christina School District city schools, which are within reasonable transportation distance of the school's proposed location.

District	School	AYP 2011	AYP 2010	K-2 Total	K-2 Hispanic	K-2 African-Am.	K-2 ELL
Red Clay	Highlands	Above	Below	162	53	79	8
	Warner	Below	Below	250	50	183	8
	Shortlidge	Meets	Below	152	0	149	0
	Lewis	Below	Below	270	206	54	186
	Baltz	Meets	Below	292	164	69	115
	Marbrook	Below	Below	301	216	21	188
	Brandywine Springs	Below	Below	389	28	17	4
	Mote	Above	Below	307	205	34	191
	Richey	Above	Below	226	44	40	11
<b>Total (AYP 2010: Below)</b>				<b>2249</b>	<b>966</b>	<b>646</b>	<b>711</b>
Christina	Pulaski	Above	Meets	207	132	64	107
	Elbert-Palmer	Above	Meets	162	13	146	5
	Stubbs	Below	Below	172	11	156	3
	Bancroft	Below	Below	163	14	148	2
<b>Total (AYP 2010: Below)</b>				<b>335</b>	<b>25</b>	<b>304</b>	<b>5</b>
<b>Total</b>				<b>704</b>	<b>170</b>	<b>514</b>	<b>117</b>
<b>Overall Total (AYP 2010: Below)</b>				<b>2584</b>	<b>991</b>	<b>950</b>	<b>716</b>
<b>Overall Total</b>				<b>3527</b>	<b>1169</b>	<b>1509</b>	<b>830</b>

According to 2010 AYP ratings ((likely the most accurate assessment of school quality available given the 2011 AMO reset), there are 2,584 students attending schools that are not high-quality in grades K-2. To reach **Academia Antonia Alonso**'s initial capacity of 300 students, it would need to enroll just 12% of these students.

Additionally, **Academia Antonia Alonso** believes that it will draw a number of students who are currently enrolled in the LACC's pre-school and the before and after-care programs. The LACC is a community-based organization that has a very strong presence in the Hilltop area of Wilmington, as well as within the Hispanic community of Delaware. The LACC currently operates a highly regarded pre-K program that enrolls 49 students yearly, with an extensive waiting list. Virtually all of these students complete the program and enter kindergarten in neighboring schools. One of the initial impetuses for founding **Academia Antonia Alonso** was the fact that many parents were not satisfied with the kindergarten programs that were available to their children upon completion of the pre-K program. Many complained that their students entered kindergarten well ahead of their peers, but lost ground in kindergarten and after.

This same complaint was heard from parents of students who take advantage of the wraparound services LACC currently offers to K-12 students in neighboring Red Clay and Christina schools (after-school and summer programs that include tutoring, enrichment, and extracurricular activities). LACC reports that it currently serves 228 students in grades K-5 (approximately half of which, or 114, are in grades K-2). They predict an increase in enrollment as the year continues, with 30+ students joining the program for the summer, and continued increases in enrollment in successive years. Given the strong satisfaction of parents with LACC services, it is expected that the vast majority of students in these programs who are currently in grades K-2, would also attend **Academia Antonia Alonso**. Given these facts, LACC would act as a very strong pipeline to **Academia Antonia Alonso**, easily filling half of the seats at the school. In fact, **Academia Antonia Alonso** has already begun to collect early commitment letters from interested parents. In fact, more than 70 pre-enrollment applications have been received from parents intending to enroll their children in the school for Year 1 of operation (see Appendix U for copies of the pre-enrollment forms).

Demand for a dual-language program could not be quantified, but can be established anecdotally. Lewis Elementary School in Red Clay was previously the only dual-language program in Delaware; with its inclusion in the Partnership Zone, its school leaders have made it known that they are strongly considering eliminating this aspect of their school. Lewis has 270 K-2 students, many of whom were enrolled in the school by the parents because of the quality of their ELL program and the fact that it was a dual-language program. Because of the imminent changes that Lewis faces and because of its poor academic performance, it is likely that many parents will opt instead to send their children to **Academia Antonia Alonso**. Given the demand and waiting lists for similar charter elementary schools with strong language programs, such as Las Americas Aspira Academy (101% enrollment) and Odyssey Charter (114% enrollment), it is likely that **Academia Antonia Alonso** will enjoy similar enrollment success.

In addition to looking at potential demand and AYP ratings for surrounding schools, **Academia Antonia Alonso** conducted a survey of community members, focusing on parents and guardians of school-aged children. The survey was conducted electronically, with publicity and information posted in the following places:

- Wilmington, Bear, and Kirkwood public libraries
- Cool Springs/Tilton Neighborhood Newsletter
- News Journal sticker advertisements
- Local churches in Wilmington and Newark
- Local grocery stores in Wilmington and Newark
- Local community blogs
- Partner organization websites
- Wilmington YMCA
- Latin American Community Center

In addition, survey responses were actively sought during the following events:

- Rodney Square Farmer’s Market
- Cool Springs Farmer’s Market
- Urban Bike Project events
- Newark Community Day
- Delaware Day for Kids
- Latin American Community Center events

### *Demographics*

Efforts were made to include survey responses from community members in as many relevant zip codes as possible, ultimately resulting in responses from 13 different zip codes (including all city zip codes, **bolded**):

19702	19703	19709	19711	19720	<b>19801</b>	<b>19802</b>
19803	19804	<b>19805</b>	<b>19806</b>	19808	<b>19809</b>	

Academia Antonia Alonso aimed to survey a representative mix of ethnicities: 27% African-American, 38% Caucasian, 23% Hispanic. Respondents were primarily between the ages of 31 and 50 (71%) and 21-30 (17%), primarily consisting of parents (90%) and educators (17%, with overlap). 65% had children in grades K-5, 29% had children not yet old enough for kindergarten, and 19% had children in grades 6-12.

### *Meeting the Demand: Curriculum & Instruction*

84% of survey respondents cited curriculum and instruction as one of their top priorities in choosing a school for their child, specifically citing unique instructional models such as project-based learning, language programs, extra-curricular activities, and personalization of the instruction for Special Education and gifted students. In addition, 65% of respondents agreed with the statement that their children enjoyed “hands-on-work” more than “book work,” and 19% agreed that their children do well when able to work at their own pace. Elements of the **Academia Antonia Alonso**’s academic program would address all these priorities.

**Academia Antonia Alonso**, as a dual-language school, will have a strong language program by its very nature. **Academia Antonia Alonso** will also be able to offer a strong program of extra-curricular activities due to its partnership with LACC.

### *Meeting the Demand: Learning Environment & School Climate*

70% of survey respondents said that the school’s learning environment and climate was one of their top priorities in choosing a school for their child. 19% specifically said that they preferred small class sizes, and 15% preferred their school to be diverse. Collaboration and teamwork is a central component of the **Academia Antonia Alonso**’s instructional model. Because project-based learning and expeditions require students to work together, students will develop these traits as soon as they enter school. As a student moves up in grade level and the projects get more involved, this ability to work well with others will further be strengthened until it becomes second nature.

In addition, one of the strengths of the Expeditionary Learning model selected by **Academia Antonia Alonso** is the idea that expeditions generate enthusiasm and excitement in a student’s instruction. This will naturally lead to students being more engaged and enthusiastic about their learning, which in turn will lead to fewer behavioral problems and disruptions and a better learning environment and school climate. Finally, **Academia Antonia Alonso** will most likely be diverse simply by virtue of its being a dual-language program and also as a result of its targeted recruiting (see above for more detail).

For additional detail on other promising data collected in the Feasibility Study that show the demand for **Academia Antonia Alonso**, see Appendix U.

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

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

To that end, enrollment capacity for student admissions will be established each year, by grade level, and will be dependent upon facilities and staffing resources.

All applications received during the open application period shall be accepted for the lottery. Following the closing date for applications, a lottery will be conducted only if there are more applications received than there are “seats available” (that is, open positions) in the affected grade levels.

Three groups of students will be afforded preference for admission to **Academia Antonia Alonso**. As previously noted, seats available for enrollment will be determined by grade level openings and the approved maximum enrollment established in the school’s charter.

When there are more applicants for grade level enrollment than seats available, admissions preferences shall be applied in the following sequence:

1. Children of the school’s founders
2. Children of staff members employed by **Academia Antonia Alonso** for at least 30.0 hours per week during the school year
3. Children with siblings concurrently enrolled at **Academia Antonia Alonso**

#### **Children of the School’s Founders**

Children, adopted children, stepchildren, and legal dependents shall receive preferential enrollment placement for the available seats. Further definition of the school’s founders follows in Section (n).

#### **Children of Staff Members**

Children, adopted children, stepchildren, and legal dependents of employees of the school (employed by **Academia Antonia Alonso** at least 30.0 hours per week) shall receive preferential enrollment placement for the available seats.

#### **Children with Siblings Concurrently Enrolled**

Siblings of students enrolled at **Academia Antonia Alonso** shall have preferential enrollment placement for the available seats.

**Academia Antonia Alonso** shall recognize these relationships as valid under the sibling preference:

1. Any individual having the same parent or parents, either natural or adoptive.
  2. Any individual who is a step-sibling and shares a common custody or legal residency arrangement, and who has a natural or adoptive parent at the same residence.
- n. If the proposed school will give admissions preference to children of the school’s founders, describe how the school will identify the founders and how the preferences will be used in the enrollment process.

The founders of **Academia Antonia Alonso** include the Founding Board and others involved with the development of this new school. A complete listing of the school’s founders follows in this section.

#### **Founders of Academia Antonia Alonso**

Maria Matos  
Maria T. Alonso  
Brian Fahey  
Riccardo Stoeckicht

Caridad Alonso  
William J. Hutchinson  
Kathleen F. Laskowski  
William Manning  
Alexis Y. Simms

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

### **Plan for Selecting Students**

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

Following the enrollment capacity determination, the following shall occur:

- The open enrollment period will be announced to take place in the months of November and December. Exact dates and times of the application period will be defined and published annually.
- Interested applicants shall submit completed applications via U.S. mail, fax, scanning and emailing, or hand-delivery.
- If a grade level is not oversubscribed, all applicants will be accepted for admission and will be sent a letter of acceptance inviting them to register.
- If a grade level is oversubscribed, all applicants with a complete application will be placed in a lottery, described below.
- After the seats for a given grade level are filled via the lottery, the school will continue to draw names to establish a waiting list of up to 25 names. If seats become available after the lottery is completed, the wait listing will be used to determine who is admitted to the school.
- Applications received after the open enrollment period will be added to the bottom of the waiting list. In the event that a grade is not oversubscribed, applications will be handled on a first- come, first-served basis.

### **Lottery**

**Academia Antonia Alonso** will advertise the open application period for all grades in November of the year preceding enrollment. All completed applications with signed letters of intent received prior to the deadline will be included in the lottery process, if one is needed. (Applications received after the deadline, but postmarked by the deadline, will also be considered to have been received on time.) All applications for grade levels that are oversubscribed at the end of the open application period will be subject to a lottery. **Academia Antonia Alonso** will publicize and hold such lotteries in public, applying preferences as stated in the school's charter, and allowed within state law.

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

The following categories of students may be exempt from the lottery in accordance with the above-referenced preference criteria:

1. Children of the School's Founders
2. Children of staff members employed by **Academia Antonia Alonso** for at least 30.0 hours per week during the school year
3. Children with siblings concurrently enrolled at **Academia Antonia Alonso**

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

The lottery will be conducted for oversubscribed grade levels. Each application will be placed in a separate sealed envelope, by grade level, to be drawn from a box one at a time. As each envelope is drawn, each one shall be assigned a number, in rank order, which shall become the applicant's sequence ranking for enrollment.

Further, these numbers shall be used to constitute the waiting list for oversubscribed grades. All activity of the lottery shall be recorded and witnessed.

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

Sample admission documents may be found in Appendix W.

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

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

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

- 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.**

<b>Timeline</b>	<b>Task</b>	<b>Who</b>	<b>How</b>
April 2012 – August 2012	Transition Founding Board to Operating Board (Board of Directors); establish meeting schedules/protocols; commence Board training workshops	Board of Directors w/ assistance from Innovative Schools Board Development	Workshops scheduled quarterly through planning year
April 2012 – May 2012	Execute CMO contract w/ Innovative Schools	Board	Finalize/execute contractual agreement
April 2012 – July 2012	Hire school principal	Board , CMO	Recruit through Delaware Leadership project (DLP), postings, outreach
April 2012 – March 2013	Secure facility leasing agreement; design, contract, and execute renovations; procure occupancy permits; secure appropriate insurance coverage	Board w/ CMO & principal assistance	Work with DDOE, construction manager, contractors, etc.
June 2012 – July 2012	Execute MOU and training agreements w/ Expeditionary Learning (EL) for school model implementation requirements	CMO & EL	Finalize/execute contractual agreement
July 2012 – August 2012	Principal Training w/ EL	CMO & Principal	Principal to attend required training through EL
July 2012 – August 2012	Hire school secretary	Board, CMO & and principal	Establish position and hire

July 2012 – August 2012	Begin start-up funding application process w/ DDOE	CMO and principal	Identify process, complete application
July 2012 – September 2012	Develop detailed program design/ implementation plan for the school	CMO, Principal, EL team	During principal training; planning w/ Innovative Schools
September 2012 – October 2012	Fine-tune curriculum alignment; finalize school calendar; develop plan for student scheduling	CMO, principal (if hired)	According to DDOE process
May 2012 – January 2013	Conduct marketing and recruitment campaign	CMO/principal w/ assistance from Innovative Schools marketing team	Marketing activities (Appendix V).
November 2012 – February 2013	Conduct application and admissions process	CMO/Principal	According to plan in previous sections; see also sample Admission documents in Appendix W
March 2013 – July 2013	Review certification requirements; recruit/hire teachers	CMO/principal	Recruit staff through The New Teacher Project (TNT), postings, and outreach
	Negotiate transportation and food service contracts	Board , principal, CMO	Work with potential contractors.
	Begin initial training in state programs, i.e. FSF, PHRST and eSchoolPlus	Secretarial personnel	Work with DDOE and State responsibility centers.
	Purchase curriculum materials	CMO/Principal	Purchase Materials
	Finalize technology plan and implement	CMO/Principal	Purchase technology
	Provide enrollment data to DDOE and resident school districts	CMO/Principal	Complete enrollment reporting requirements
May 2013 – July 2013	Complete Student Success Plan and Consolidated Grant Application	CMO/Principal	Develop SSP; complete application
June 15, 2013	Finalize building for inspections, certificate of occupancy	CMO/Principal and construction manager	Insure inspections, certificate of occupancy complete
June 2013 – August 2013	Finalize/execute contracts for transportation, food, and related services.	Board/CMO/Principal	Sign agreements
July 2013 –August 2013	Conduct Open Houses, welcome activities for students and parents	Board/CMO/Principal	Plan, advertise events
	Conduct professional development workshops	CMO/Principal	Plan, schedule, conduct
	Conduct student scheduling	CMO/Principal	Finalize schedule & classroom assignments

## 10. Insurance

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

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

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

## 11. Student Discipline and Attendance

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

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

In order to comply with state requirements and regulations, the school will maintain a ‘*Student Rights and Responsibilities’ Manual (SRRM)*.’ The manual for **Academia Antonia Alonso** will be modeled after the one developed by the Appoquinimink School District. The manual for **Academia Antonia Alonso** will be more school-personalized following approval of the school’s charter. Once finalized, the manual (as well **Academia Antonia Alonso**-specific guides for students and parents) will be translated into Spanish, distributed to students and their parents, and published on the school’s website in both languages.

As part of standard communication protocols, all information distributed to students, parents, and staff will be in Spanish as well as English.



One aspect of the SRRM's personalization will be to articulate and incorporate the concepts of Restorative Justice and Discipline<sup>23</sup>, along with the bullying prevention strategies used in the Olweus Bullying Prevention Program<sup>24</sup>. Olweus is a research- and evidence-based, whole-learning program that not only addresses the individual, but also takes into account the classroom and school-wide behaviors. This comprehensive model aligns with the integrated focus of the Expeditionary Learning (EL) design, as it engages not only students and faculty in areas of school culture and expectations, but parents and families as well. This is seen as a community program that looks closely at the specific needs of the school and community population by surveying them and tailoring the program to those needs. This laser focus on the specific community takes into account the core tenets of the EL model, which values community, the individual child, and the effect of school culture on academics.

Each of these approaches to behavior management and discipline incorporates meaningful intervention tools that can reduce the need for school exclusion and juvenile justice system involvement. The strategies also offer ways to enhance the school environment to prevent conflict and to restore relationships after conflicts arise. Professional development around these approaches will be provided to all staff, and information sessions will be offered to parents and families.

As part of the application process, parents will be directed to review the SRRM (in either English or Spanish) either by way of an online download and review, or in a hard copy that will be provided by the school. As part of the application process, parents will be required to sign a statement verifying they have reviewed the SRRM. For families who are not literate in either English or Spanish, a parent information session will be conducted where the SRRM will be shared with the parents in Spanish so that their support may be obtained. A sample SRRM (from Appoquinimink) is included in Appendix X.

In accordance with DDOE regulations, students in grades 3-5, along with their parents, will be required to acknowledge in writing that they reviewed the SRRM and discussed it with their teachers. In grades K-2, parents will sign for their children.

Once students are enrolled in the school, a parent orientation session will be conducted in English and Spanish to review the Code of Conduct, the Free/Reduced Lunch application, and other important information. This will help to ensure parent understanding and will offer an opportunity to assist parents with completing necessary documents.

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

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

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

Consistent with the school philosophy at **Academia Antonia Alonso**, students with disabilities will be exposed to Restorative Justice, Restorative Discipline, and the Olweus Bullying Prevention Program.

Through regular monitoring and discussions with students' regular and certified special education teachers, ongoing support will be provided as needed to assist with meeting behavior expectations. As part of their ongoing professional development, teachers will receive training in differentiation and RTI (Response to Intervention).

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<sup>23</sup> <http://www.transformingconflict.org/index.php>

<sup>24</sup> <http://www.olweus.org/public/index.page>

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

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

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

**Academia Antonia Alonso** will be proactive in the training and professional development of all teachers, administrators, and staff, specifically ensuring that all state and federal laws are fully followed in the discipline of students with disabilities. Additionally, the school leader and/or appropriate employees will be in frequent communication with the Department of Education and attend all required Professional Development sessions around the issue of Special Education.

At **Academia Antonia Alonso**, steps will be taken to ensure that all administrators, teachers, and staff will be trained and practiced in the statewide initiative of Positive Behavior Support (PBS). Much like the Response to Intervention, which is a three-tiered approach to academic instruction, the PBS system is a three-tiered approach in which behavioral supports are increased as students move through the tiers, with Tier III being the most intensive and the point at which individualized supports are developed specifically to address individual student's needs.

In the case that a student is in violation of **Academia Antonia Alonso** behavior expectations, the school, overseen by the Director, will adhere to all disciplinary provisions of the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Discipline of a student with a disability will be handled on a case-by-case basis, with careful attention paid to making sure that the student's right to a Free and Appropriate Public Education (FAPE) is never jeopardized.

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

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

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

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

The attendance policy at **Academia Antonia Alonso** can be found in the sample (from Appoquinimink) ‘*Student Rights and Responsibilities Manual*’ in Appendix X. These policies will be distributed and reviewed with students each year as part of regular discussions with parents and students.

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

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

## **12. Health and Safety**

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

Assuring a safe and healthy environment for students and staff will be of the highest importance. **Academia Antonia Alonso** will hire a registered nurse who will be responsible for operating under the *Nursing Technical Assistance Manual* issued by the Delaware Department of Education (DDOE).

**Academia Antonia Alonso** will continue to implement a comprehensive set of health, safety, and risk-management policies and practices in accordance with the *Nursing Technical Assistance Manual*. In addition, these policies and practices will be communicated to parents, students, and staff as part of enrollment procedures and various orientation programs.

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

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

As part of standard communication protocols, all information distributed to students, parents, and staff will be in Spanish as well as English.

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

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

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

Criminal background and child abuse registry checks will also be required for all staff employed through contracted services agreements, members of the school’s Board, and anyone who comes into the school regularly as part of the CMO agreement.

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

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

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

**1) Ensuring that students have physical examinations prior to enrollment.**

Proof of each student's recent physical examination and immunizations will be collected at the time of enrollment. All health information will be reviewed, maintained, and monitored by the school nurse and will be included as part of the student record.

**2) Establishing procedures for administering medications and medical treatments, including first aid.**

The school nurse will administer medications and medical treatments in accordance with DDOE's *Nursing Technical Assistance Manual and Regulations* and any other appropriate governmental regulations or professional guidelines.

**3) Monitoring student health and maintaining health records.**

The school nurse will monitor and maintain student health records in a secure location and forward the required documentation of services to DDOE.

**4) Ensuring that immunizations and TB screenings are conducted.**

The school nurse is the on-site health expert for **Academia Antonia Alonso** whose duties include monitoring student health records. When immunization and other screening requirements are not met, parents will be notified and the student may be excluded from school until the requirement has been met.

**5) Ensuring the school nurse will serve on IEP teams, as required, when medical treatment is necessary.**

The nurse will serve as a member of IEP teams when medical issues are discussed. The nurse will also be involved in any discussions of 504 Plans and accommodations when related to medical and health issues. The nurse will also provide medical information during evaluation processes.

**6) Screening for health problems (vision, hearing, orthopedic, etc.).**

The **Academia Antonia Alonso** nurse will conduct an active screening program for vision, hearing, orthopedics, and others as prescribed in DDOE's *Nursing Technical Assistance Manual and Regulations*.

**7) Establishing procedures for containing and controlling the spread of infectious diseases.**

Procedures will be developed to communicate appropriate precautionary steps for containing and preventing the spread of infectious diseases and other medical conditions.

**8) Ensuring a safe environment to include procedures and training in the following areas:**

Procedures will be in place and training will be conducted for responding to natural disasters and emergencies, including fires and earthquakes; preventing contact with blood-borne pathogens; emergency responses including appropriate "first responder" training or its equivalent. Policies will be established specifying that the school shall function as a drug, alcohol, and tobacco-free workplace. The school will be housed in facilities that have received state Fire Marshal approval and have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard.

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

As part of standard communication protocols, all information distributed to students, parents, and staff will be in Spanish as well as English.

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

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

Members of the Founding Board of the **Academia Antonia Alonso** are in discussions with another charter school and St. Paul's Roman Catholic Church for the leasing of their school facilities, respectively located at 201 Bayard Avenue and at 312 North Van Buren Street.

With the projected transition of the other charter school to its new facilities in the fall of 2013, they have been seeking to lease or sell their current school site (St. Thomas) located at 201 Bayard Avenue in Wilmington. This facility is already set up to operate as an elementary school and is one mile from the Latin American Community Center and also from St. Paul's school, which is diagonally located from the LACC across 4th Street.

The St. Thomas facility has eight, 1200 SF classrooms on the main floor and four, 750 SF classrooms on the lower level. In addition, it has two, 1200 SF classrooms that currently serve as office/staff space. It would be the intention to reconvert this space into classrooms so that a total of 380 students could be served by the last year of the initial charter period. The plan is to have 30 students in each of the ten, 1200 SF classrooms; and 20 students in each of the four, 750 SF classrooms. Each classroom will be staffed by two educators so that adult-student ratios in each classroom will not exceed a 1:15 ratio.

The school has a gymnasium, in addition to other specialized rooms, and has a total of 28,000 square feet. Leasing costs are budgeted at \$12/SF. All related operating costs used for budgeting purposes have been provided by the school's current occupant.

St. Paul's school is a 26,000 SF facility on 3 floors. The lower floor has an assembly hall (with a stage) and a small room that can be used for special activities (e.g. art) if needed. There are 5 classrooms on the main floor together with restrooms and two offices. Four of the classrooms have square footages between 900 SF and 1000 SF, while a fifth room is approximately 690 SF and will be used for educational support services. On the top floor, the school has 5 classrooms with square footages between 900 SF and 1100 SF. The intention is to use the 9 classrooms to house a total of 225 students (or 25 students per room), so that a total of 605 students could be served at the combined sites. Here too, each classroom will be staffed by two educators so that adult-student ratios in each classroom would not exceed a 1:15 ratio.

Lease costs have been calculated at \$10/SF for budgeting purposes (the current asking price by the facility's owner). The owner has also provided the LACC with their facility operating costs which have been included in the 5-year projections.

Budget projections assume that Academia Antonia Alonso will open in 2013 at the St. Thomas school facility, and then expand its operations to the St. Paul facility in 2014. Total lease costs will be \$596,000 for years 2 through 4 of the initial charter period, and will not exceed 17% of state and local funding (in Year 2 of school operations).

As the school expands to include a 5<sup>th</sup> grade in its 5<sup>th</sup> year of operations, it will seek to consolidate its facilities at a new location to be determined.

The building will be inspected prior to opening to ensure compliance with health and safety standards. The school will operate with exterior doors locked against entrance during school hours but will allow egress as needed for safety purposes. All persons entering the building during the day must be admitted through the main entrance; visitor identification will be worn in view by non-employees.

In the interest of safety for students, staff, and visitors, ‘controlled access’ to the school’s facility will be maintained at all times. A security system will provide visual live feeds of all building entrance locations, as well as other key spaces inside and outside of the building. All outside doors will remain locked from the outside, except during student arrival and dismissal times. Visitor access will be limited to the main entrance until proper identification and ‘guest pass’ procedures have been completed.

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

**Academia Antonia Alonso** is working to finalize site/facility arrangements, pending approval of the school’s charter. Upgrades to the leased facilities will include any necessary health, fire, and safety upgrades as well as enhancements for access and use by people with disabilities. New entrance ramps, fire-protected shelter spaces on the upper floors, fire-retardant doors and walls, and multiple dedicated ADA compliant bathrooms in buildings are just a few examples of the efforts that will be made to meet and often exceed established regulations. The school facilities will maintain compliance with all county and city code requirements and will work with personnel from DEDOE to ensure school-specific health, safety, and logic aspects of the site are addressed.

It is with that same attention to detail and planning that **Academia Antonia Alonso** will occupy and manage the school facility.

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

In addition to periodic inspection practices required by the state and local codes and authorities, **Academia Antonia Alonso** will establish annual maintenance, cleaning, and security services contracts for its operations. This formal approach to engaging reputable and insured firms in support of the school will provide accountability and assurance that **Academia Antonia Alonso** facilities are kept in order and functioning safely and appropriately.

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

Both St. Paul’s and St. Thomas are equipped with large open spaces that can be used for physical education. At both locations the multi-purpose rooms can be easily organized for many movement activities and sports applications. The curriculum reflects physical activities – such as basketball, volleyball, parachute, hula hoop, indoor soccer, and other similar activities that that can be adapted to the confined space. The neighborhood surrounding the school does have sidewalks that can be used on occasion for walking. Adequate supervision will be provided for students when they are asked to walk on the sidewalks and parental permission will be obtained before allowing students to engage in supervised physical activities off the immediate site of the school.

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

**Academia Antonia Alonso** will contract bus transportation services to get students to and from school. Such services will be secured using a highly reputable and insured firm that specializes in the student bus transportation business.

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

**Academia Antonia Alonso** will make every effort to accommodate transportation beyond any single school district by establishing central hub points inside of the district for student pick-up and drop-offs to and from school. The Principal will work diligently with the transportation company planners to identify and establish convenient spoke and hub configurations that maximize student access and minimize ride times.

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

Appropriate accommodations, as defined in a student's IEP or 504 Plan, will be provided to meet the needs of all students requiring transportation. As special transportation needs are identified, the school will work with the student's parents and the transportation services company to ensure compliance with specialized transportation needs.

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

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

Every effort will be made to seek bus drivers who speak Spanish to allow for ease of communication between bus drivers and families. In the event that not all drivers speak Spanish, the Spanish-speaking drivers will be strategically placed on the bus runs that come from areas with a greater concentration of Spanish-speaking children.

The Principal will also coordinate mandatory orientation for bus drivers to establish communication protocols and clarify procedures related to all aspects of student transportation. All school bus drivers will conduct practice bus runs prior to the first day of school. The school's approaches of Restorative Justice and Discipline, the Olweus Bullying Prevention Program, and 'learning by doing' will be key in dealing with any school bus discipline issues that may arise. These will therefore be addressed in accordance with school policies and procedures (see Section 11: Student Discipline for more information).

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

**Academia Antonia Alonso** intends to participate in the National School Breakfast/Lunch Program, and will contract for meals from a qualified food service vendor. Meals will be served on-site to all students, including those eligible for free/reduced lunches.

Eligibility for free/reduced meals will be determined annually during the first week of school and in accordance with established state and federal procedures. The school principal, CMO, and Operations Manager will work with the food service vendor to ensure that all meals are consistent with state and federal guidelines and compliant with USDA regulations.

The estimated annual cost per student for food services \$744.00, which is for school breakfast and 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.**

**Academia Antonia Alonso** will comply with the requirements of the Federal Free and Reduced Lunch Program by providing applications and information about the program to students and their families upon enrollment in the school, and annually thereafter. In addition, assistance in Spanish and English will be rendered to families completing the application, as needed.

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

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

A parent orientation session with all parents will be conducted in English and Spanish to review the Code of Conduct, the Free/Reduced Lunch application, and other important information. This will help to ensure parent understanding and will be an opportunity to assist parents with completing necessary documents.

The school principal will work with the food services vendor to ensure that all meals are consistent with state and federal guidelines, and that operational procedures are compliant with DDOE regulations.

### **13. Student and School Data**

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- 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.**

**Academia Antonia Alonso** will have processes and procedures that fully comply with the Family Education Rights and Privacy Act (FERPA) and Delaware Department of Education (DDOE) regulations regarding the handling and disclosure of students' records. These policies and procedures will be developed following approval of the school's charter, and will be published in the Parent Handbook, as well as handbooks/manuals for teachers and staff, once developed following the charter's approval.

Professional development will occur prior to start of school on FERPA as it relates to all areas: instruction, health (HIPPA), child nutrition (free & reduced lunch), child safety (procedures on how to handle children covered by court orders/custody). Training will include electronic record security as well as security for paper records within the school. Staff will sign confidentiality oaths prior to access to systems with student data; confidentiality will apply to paper as well as electronic records.

As part of standard communication protocols, all information distributed to students, parents, and staff will be in Spanish as well as English.

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

**Academia Antonia Alonso** will be part of the state's eSchoolPLUS pupil accounting system. The use of this system will ensure timely transfer of student data and records to other schools and the Delaware Department of Education (DDOE). All staff members required to use eSchoolPLUS will be fully trained to use the system, and will remain current through staff training and data requirements defined by the DDOE.



## **14. Management Companies**

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

The Board of **Academia Antonia Alonso** will annually certify to the Delaware Department of Education (DDOE) that prior to the payment of any fees or other sums to Innovative Schools, the designated Charter Management Organization, sufficient revenues of the school will be devoted to adequately support the school's proposed educational program. Such certification will be executed on a form provided by the DDOE. This language is also reflected in the current Charter Management Agreement, a copy of which may be found in Appendix N.

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

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

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

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

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

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

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

Academia Antonia Alonso  
Name of Charter School

Date 12/31/2011  
Date of Signatures

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Signature, CHAIR of the Charter School Board of Directors

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Signature, Member of the Charter School Board of Directors

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Signature, Member of the Charter School Board of Directors

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Signature, Member of the Charter School Board of Directors

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