

DELAWARE DEPARTMENT OF EDUCATION

CHARTER SCHOOL APPLICATION FORM

The Delaware MET
Name of Proposed School

Danette L. O'Connell
Name of Contact Person

Danette L. O'Connell
Name of the Head of the Board of Directors

521 Governor House Circle
Mailing Address of Contact Person

Wilmington, DE 19809

August 2013
Proposed Opening Date

412-400-0887
Telephone Number of Contact Person

Grades 9-12
Grades for School

302-571-1538
Fax Number of Contact Person

doconnell@rodelfoundationde.org
E-mail Address of Contact Person

First Year Enrollment
320
Total Number

9-10
First Year Grade Span

Second Year Enrollment
480
Total Number

9-11
Second Year Grade Span

Third Year Enrollment
640
Total Number

9-12
Third Year Grade Span

Fourth Year Enrollment
720
Total Number

9-12
Fourth Year Grade Span

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

Enrollment Breakdown by Grades

List the enrollment per grade for each of the first four years of school operation for a new charter application or the proposed enrollment for a renewal or modification application beginning with the current year. Please indicate the school year (example 2011-2012) in each of the boxes below.

First Year Enrollment (2013-14)

Grade	Number
9	240
10	80
Total 1st Year Enrollment	320

Second Year Enrollment (2014-15)

Grade	Number
9	160
10	240
11	80
Total 2nd Year Enrollment	480

Third Year Enrollment (2015-16)

Grade	Number
9	160
10	160
11	240
12	80
Total 3rd Year Enrollment	640

Fourth Year Enrollment (2016-17)

Grade	Number
9	160
10	160
11	160
12	240
Total 4th Year Enrollment	720

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Introduction

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

The Delaware MET Founding Board, through a partnership with Charter Management Organization (CMO) Innovative Schools, proposes to open a charter high school in Delaware that will serve students in grades 9-12. The school's academic program will be a replication of the nationally recognized Big Picture Learning model (Appendix A), selected by the Founding Board from Innovative Schools' Portfolio of Model Schools. Created in 1995 by two educators, the Big Picture Learning model has spread internationally to 64 schools in 15 states, including 15 schools in American cities where entire school districts are failing. In schools implementing this model, the graduation rate (92%) dramatically exceeds the national rate for schools serving similar populations (52%); approximately 95% of students are accepted into college (compared to 45% nationally); about 78% students enroll in college (two-year, four-year, or technical school/program); and over 60% of students have attended or are still enrolled in postsecondary learning.

As with other schools implementing the Big Picture Learning model, **The Delaware MET's** academic focus will be defined by its commitment to educate "One Student at a Time." The program will be built around the recognition that each child has unique interests, needs, and abilities that can be harnessed to drive a powerful education program for that student and therefore must be incorporated into his/her education plan. Fostering students' individual interests and encouraging their active participation in the learning process will be key to success. **The Delaware MET** school structure will be significantly different than that of a traditional high school. Classrooms will be small, with approximately 20 students, and will be run by an Advisor (certified teacher), and supported by Advisor-Student-Parent-Mentor teams. All students will be taught how to reason, solve problems, and be active members of the community. Each student will learn through three day per week of classroom instruction and two days per week spent in an internship with a mentor, providing an authentic setting to learn the academic skills required in the field. Small advisory groups will complement the internships through the development of Personalized Learning Plans with input from the students, parents, advisors and mentors. At the end of four years, **The Delaware MET** will expand to include four academies serving students in grades 9 through 12, with each academy enrolling a maximum of 180 students. Students who participate in this program will graduate with a diverse portfolio of work experiences that will prepare them with the skills to make informed decisions about college and their career.

The Delaware MET intends to contract with Innovative Schools as its CMO in order to (1) support full implementation of the Big Picture Learning academic program and (2) build the capacity of **The Delaware MET** board and staff to sustain the administrative and academic functions of their charter school independent of a CMO by the time of the school's first charter renewal. Innovative Schools will serve as the main partner; Big Picture Learning will serve as its subcontractor. This unique CMO arrangement creates a balanced workload for successful implementation, leveraging Innovative Schools' local expertise and understanding of the needs of Delaware's public schools and allowing its national partners to implement their academic and cultural model. By the time of the first charter renewal, the Board and its staff will have built adequate capacity and institutional history to manage a healthy, modern school design independently. This type of CMO relationship was recently highlighted as a promising practice for supporting the successful launch of new charter schools¹.

The Delaware MET proposes to operate as a charter school in the State of Delaware and will be located in the city of Wilmington. Enrollment will be open to all Delaware students. The school is currently incorporated and will be established as a non-profit 501(c)(3) education-based organization, and will be managed by a Founding Governing Board and By-Laws, as established within the prescribed guidelines in the DDOE Regulations for charter schools.

¹ Fujimoto, Ted and Kyle Miller. "Model Neutral Charter Management Organization Platform as a Strategy to Support High Quality Growth" July 2011. Accessed November 16, 2011 at <http://www.box.net/shared/112umo4nrxsr1ssbfbnj>.

1. Applicant Qualifications

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

Preparation of the charter application, along with the development of **The Delaware MET** academic program, has involved Delaware teachers, parents, and community members who comprise the school's Founding Board. The process was coordinated by Innovative Schools, a non-profit school support organization hired by **The Delaware MET** Founding Board for this purpose. Additionally, in helping **The Delaware Met** 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, Model School Tours, and individual research.

In addition to becoming 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 Delaware MET** 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, Innovative Schools will be retained as the school's Charter Management Organization following charter approval.

The Delaware MET Founding Board evolved as a result of a Board Development program sponsored by Innovative Schools in the summer of 2011 to bring 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 training provided an opportunity for those in attendance to learn about the Delaware charter school movement, learn about Innovative Schools as an organization and its Portfolio of Model Schools, which can serve as the foundation for the establishment of new charter schools, and to investigate the roles, responsibilities, and commitments involved in the founding and operating of charter school boards.

Through this opportunity, several attendees developed a Founding Board for the purpose of addressing the need for a high school option in New Castle County, specifically to be located within the city of Wilmington. Based on the community to be served and the proximity of this community to Wilmington businesses, members of the Board selected the Big Picture Learning model for 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 with the development and operation of 21st Century academic programs, Innovative Schools is uniquely positioned to support the development of **The Delaware MET** charter application and to later serve as the school's CMO until the first charter renewal. As a comprehensive center for school innovation, Innovative Schools' programs cover three key areas, allowing it to work with community groups to provide an integrated and holistic approach to school development:

- Through partnerships with national school design organizations, it replicates 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, it provides **Innovative School Staffing**, a reliable source of high quality leaders and teachers trained to lead and inspire modern schooling.
- Through Back Office Support, it implements **Innovative School Solutions** that streamline administrative services to allow more dollars to be directed to the classroom.

Throughout all phases of the application development, Founding Board members have been involved in working with Innovative Schools' qualified professional staff and their national school design partner, Big Picture Learning, to research, develop, and prepare the application's numerous and complex components. To help the Founding Board develop a deeper understanding of the Big Picture Learning model, Innovative Schools and representatives from Big Picture 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 The MET (the internationally renowned BPL school in Providence, Rhode Island), and The Bronx Guild (a Big Picture Learning school in New York City).

It has been through this collaboration that the knowledge of proven successful innovative school models, the broad range of professional skills, the energy needed to promote school excellence, and the passion for inspired teaching and learning has been shared among all those involved. It is anticipated 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 (advisors) 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 (Advisor), Parent, Community Member
Danette L. O'Connell	President	521 Governor House Circle, Wilmington, DE 19809	412-400-0887	Triumph Intern'tl Bus Consulting; Pres & Sr. Business Consultant	Community Member
Rebecca Van Pelt	Vice President	2509 Bedford Dr Wilmington, DE 19808	302-753-7055	CMI Solar Electric; Office Manager	Parent
Adriane Anderson-Strange	Secretary	22 Flint Hill Dr Newark, DE 19702	302-220-0040	DE State Parent Advisory Council; Parent Info Center	Parent
Brandon E. Bailey	Treasurer	7125 Sprague St, Apt D Philadelphia, PA 19119	302-983-6340	Financial Sales Consultant	Community Member
Charles W. Baldwin		1108 McKennans Church Rd Wilmington, DE 19808	302-995-2053	Head of School; Charter School of Wilmington	DE Certified Teacher (Advisor)
Tamara C. Brown		3205 N. Madison St; Wilmington, DE 19802	215-301-7678	Site Manager-DE Teaching Fellows	Community Member

Abigail Fischer		1321 North Clayton Street Wilmington, DE 19806	617-413-0443	Colonial School District; KN Advisor	DE Certified Teacher (Advisor)
Duanne Y. Stanford		283 Wilmore Dr; Middletown, DE 19709	302-376-5041	AstraZeneca, Admn Assistant	Community Member

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

Nomination and election protocols for open positions on the Board will be posted on **The Delaware MET'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.

As an additional component, and to create more opportunities for stakeholders to provide meaningful input into the launch and ongoing success of the school, the board will recruit and establish an advisory board, comprised of local and national representatives, that will meet twice annually with the full Board. It is intended that the advisory board will include local representation from students, parents, and businesses, as well national representation from key education reformers and individuals who were involved in the development of the original Big Picture Learning School in Providence, RI. The Board will also establish a Citizen's Budget Oversight Committee, consistent with State law. This Committee will have at least five members that consist of one educator from **The Delaware MET**, one Board member, one teacher, at least two parents or community members who are not school employees or Board members, and representation from the DDOE.

Recruitment for **The Delaware MET's** Board, Advisory Board, and Citizen's Budget Oversight Committee will occur 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 **The Delaware MET**, as well as requests to key members of the Delaware Business Roundtable and other businesses and community organizations throughout New Castle County. Nominations will be collected by the Board's designated nominating committee and the results of the school board and local and national advisory board elections will be shared at a public Board meeting.

The Board will follow best practices for on-boarding new members to ensure consistency in the governing structure. New members will participate in orientation training through Innovative Schools Board Development workshops, small group deliberations, self- and group evaluations, and consensus building to promote Board cohesion and informed decision-making. Over time, the Board will continue to evaluate the success of plans and processes for recruiting Board, Advisory 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 D . Background check results will be submitted to the Delaware Department of Education, and are available upon request. The make-up of this group meets best practice requirements for the composition of a charter school Founding Board.

Following charter approval, as the Founding Board transitions to an Operating Board, members will continue to be recruited and selected based upon skills they possess to enhance the education program; knowledge of financial and school operations; 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 develop clarity around vision and mission, establish protocols, and thoughtfully review and advise on various sections of the application. To increase understanding of their role as Board members and of the details of the Big Picture Learning academic program, these individuals have also participated in Innovative Schools' Board Development program, and in webinars and Model School Tours.

In order to ensure the Board will maintain the knowledge, experience, and skills to operate effectively following charter approval, all current and future Board members will be required to actively participate in Innovative Schools' Board Development initiative. Three workshop sessions will be held during the planning year to assist new board members in understanding their roles and responsibilities, and to learn how to effectively organize and operate a school and how to 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 E.

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

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

Charles Baldwin: As a founder and the CEO of Delaware Military Academy and a Delaware certified teacher, Mr. Baldwin brings experience with curriculum development and school innovation. In his current role as President of the Charter School of Wilmington, he is responsible for curriculum and instruction as it relates to student performance.

Abby Fischer: As a Delaware certified advisor in Colonial School District and a former intern with Innovative Schools, Ms. Fischer has been very much involved with best practices in curriculum and instruction, and integrated approaches to serving students with disabilities.

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

Danette O'Connell: As president and senior business consultant for an international business consulting firm, Ms. O'Connell brings extensive expertise and entrepreneurship. Ms. O'Connell has a proven track record of over 20 years of positioning organizations through dynamic start-up, turnaround, merger and acquisition and accelerated growth periods. She is proficient in strategic planning, competitive and market analysis, global positioning, and international customer relations

Rebecca Van Pelt: In addition to budget and finance experience in the corporate and non-profit sectors, her experiences as office manager have included a great deal of program management, policy and procedures development, procurement, and funds management. Ms. Van Pelt's experience managing charter school budgets should be an invaluable asset to both the school and the board in understanding their accountability to the financial demands and constraints of a school.

Brandon Bailey: As a financial sales consultant with extensive experience in strategic business planning, investment solutions, and marketing, Mr. Bailey brings impressive business and finance expertise. Given the relationship students at **The Delaware MET** will have with businesses in Wilmington as part of their

internships, Mr. Bailey's familiarity with marketing and business outreach will be invaluable to the development of the internship programs.

Tamara Brown: Ms. Brown brings experience with strategic planning, fundraising grants and resource development. In her previous role as Campaign Director for the United Way of Southeast Delaware, she was responsible for the oversight of application and fund-distribution for the Combined Federal Campaign (CFC) State Employees Combined Appeal (SECA) administration, fundraising and distribution process for Delaware County, PA. In this capacity, she managed, organized and directed the overall resource development strategy for a \$1.2 million dollar annual campaign to fund education, financial stability and health programs.

In her current role as Site Manager for the Delaware Teaching Fellows – The New Teacher Project, Ms. Brown ensures fiscal stability of the contract by managing the budget and projecting program maintenance costs.

Duanne Stanford: Ms. Stanford brings experience as an Administrative Professional. Among numerous other office management responsibilities, she has had extensive training in Fundamentals of Finance and Budgets.

3) Personnel Management.

Charles Baldwin: Mr. Baldwin brings personnel management experience from his school leadership positions in three of Delaware's public schools. In addition, and as part of an extensive military career in the U.S. Navy, Mr. Baldwin served as a Human Resource Management Specialist at an overseas nuclear repair facility.

Tamara Brown: In her current role as Site Manager for the Delaware Teaching Fellows – The New Teacher Project, she has been a key player in the launch of a state-wide alternative route to certification program that focuses on the recruitment, selection, training and evaluations of effective teachers.

Rebecca Van Pelt: Ms. Van Pelt brings experience with the management and administration of personnel functions. During her tenure with Innovative Schools and Rodel, she was responsible for the oversight of benefits, payroll and 401(k) administration, along with a variety of Human Resource functions.

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

Adriane Anderson-Strange: Ms. Anderson-Strange has extensively participated in many parent engagement activities in public education. She currently serves as the recording secretary for Delaware's State Parent Advisory Council and has served as a parent representative in a number of Christina School District Strategic Planning initiatives.

Ms. Anderson-Strange has been involved in workshops targeting improved services for students with disabilities and has participated in a variety of related advocacy activities. She continues to work tirelessly on behalf of underserved youth, and she encourages parents to become more knowledgeable and involved in the education of their children.

Tamara Brown: See #2 above.

Abby Fischer: As a Delaware certified advisor in Colonial School District and a former intern with Innovative Schools, Ms. Fischer has been very much involved with best practices in curriculum and instruction and integrated approaches to serving students with disabilities. Currently, she advises in a SAM (Single Approach to Mastery) classroom; SAM is an instructional strategy serving special education students in an integrated setting.

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

Adriane Anderson-Strange: See #4 above.

Abby Fischer: See #4 above

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

Rebecca Van Pelt: Ms. Van Pelt brings extensive operations experience as an office manager, strategic planner, office technology support technician, and a developer of operational processes and procedures. She has also had experience providing support in many areas of school operations through her work at Innovative Schools, and has contributed to program development in support of student achievement in Delaware's public school system.

Charles Baldwin: As a long-time school administrator in Delaware's public and charter school system, Mr. Baldwin brings extensive experience with the many facets of school operations in Delaware. Serving as a school principal at Kirk Middle School, Commandant at Delaware Military Academy, and President at The Charter School of Wilmington, Mr. Baldwin has provided, and continues to provide, a broad range of school operations management services.

2. Form of Organization

Identify the name of the organizing corporation, date of incorporation, and names of the corporation's officers and the office held by each. Attach a copy of the Certificate of Incorporation and a copy of the bylaws of the corporation. The bylaws must be consistent with the provisions of the Freedom of Information Act, 29 Delaware Code, Chapter 100 (related to public bodies, public records, and open meetings) and provide for representation of the school's advisors and parents of students on the board of directors. The bylaws 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 **The Delaware MET**, and it was incorporated on November 22, 2011. The Certificate of Incorporation is included in Appendix C. The By-Laws, also contained in Appendix C, meet all the above stipulations (see Section II Article 1). The officers of the Board are as follows:

President:	Danette L. O'Connell
Vice President:	Rebecca Van Pelt
Secretary:	Adriane Anderson-Strange
Treasurer:	Brandon Bailey

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

The purpose of **The Delaware MET** is to be a dynamic high school in Wilmington that centers on a commitment to interest-generated, real-world, personalized learning, designed to provide students with the knowledge and 21st Century skills to make informed decisions about college and their careers. To meet these academic goals, the Board of **The Delaware MET** has selected the Big Picture Learning model from Innovative

Schools' Portfolio of Model Schools for its academic program. As with other schools implementing the Big Picture Learning model nationally and internationally, **The Delaware MET**'s academic focus will be defined by its commitment to educate "One Student at a Time." The program will be built around the recognition that each child has unique interests, needs, and abilities that can be harnessed to drive a powerful education program for that student and therefore must be incorporated into his/her education plan. Fostering students' individual interests and encouraging their active participation in the learning process are key to achievement.

The Founding Board is proud to partner with Innovative Schools and its partner, Big Picture Learning, to replicate this school design in New Castle County, and believes that this non-traditional academic approach will provide students attending **The Delaware MET** with a dramatically different teaching and learning environment that will result in high student achievement and graduation rates, as demonstrated in other Big Picture Learning schools. With a national graduation rate of 92%, Big Picture Learning has proven that its "One Student at a Time" approach to educational change is effective at every scale from a single student to several thousand students; from one school to over seventy schools; and on local, national, and international platforms – and that a shift in thinking about schools and learning is imperative on a systemic level. Currently, the Big Picture Learning model is being implemented in 64 schools in the United States; 23 in Australia; 1 in Canada; 27 in Israel; and, 13 in the Netherlands.

Mission

The Delaware MET ignites the passions of high school students through the discovery and development of their unique interests. We empower students to develop self-confidence and create their own success through a personalized learning environment and purposeful internships of their choice. With the support of advisors and community partners, students graduate as confident and capable young adults, prepared to make their mark on the world!

Goals and Objectives

The goals and educational objectives of The Delaware MET are to provide each and every student with:

- A highly personalized learning experience defined by a Personalized Learning Plan, daily advising, internship mentoring, and rigorous academics based on student interests;
- A guiding partnership among students, parents, advisors, mentors, colleges, and the community that provides a learning context appropriate to student interest;
- Learning experiences and hands-on projects that guide learning across all content areas and support depth over breadth;
- Opportunities for students to participate in real-world learning through internships and training related to their interests and goals;
- A vibrant, flexible learning environment that provides equal access to all students by customizing instruction to address unique student learning styles, abilities, and interests; and,
- Graduation with a high school diploma, a post-high school plan, and the skills needed for success through college and in real-world careers.

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

The mission, goals and educational objectives of **The Delaware MET** are consistent with the charter school legislative intent by incorporating proven innovative school design components that combine authentic, real-world, personalized learning for students with meaningful engagement in interest-generated internships that provide the critical foundation for their education experience. As a result, this non-traditional approach affords a dramatically different teaching and learning environment for high school students that has resulted in significant measurable improvement in school and student performance.

Core Philosophy

In staying true to the Big Picture Learning model selected by the Board, the core philosophy of **The Delaware MET** centers around a commitment to interest-generated, real-world, personalized learning. Personalization is defined by a commitment to educate “One Student at a Time,” recognizing that the unique interests, needs and abilities of each student must be meaningfully incorporated into their individual education plans. Fostering students’ individual interests and encouraging their active participation in the learning process are vital to achievement.

As a component of the academic program, **The Delaware MET** will follow the recommendations of Innovative Schools and Big Picture Learning to use time, people, facilities/space, and other resources in unique ways. Students will be organized into small schools called academies – each of which is connected to the larger school and community. Each of these small school-within-a-school academies will embrace the same core philosophies and unique approaches to learning, creating comfortable and familiar small learning communities in which students can feel free to grow and flourish

Within each academy will be small advisories (similar to a homeroom group) of approximately 20 students apiece. It is through students’ advisory groups that Personalized Learning Plans will be developed and managed. Advisors are highly qualified teachers, but serve in a unique coaching capacity to all students in their advisory. Except for science advisors, all advisors remain with their advisory groups for all four years. Additionally, students will work one-on-one with their advisors and in small group learning environments organized around their interests and learning needs (including completing course requirements for graduation) both inside and outside of school.

School facilities will be personalized and organized to facilitate the Big Picture Learning academic program. The student culture will be one of collaboration and communication, fostering engagement in school activities and operations, personal responsibility, trust, and respect. Through this structure, students attending **The Delaware MET** will be well known by their advisor and the academy director. The entire school design necessitates mutual inter-dependence among students and staff, and also between the school and larger community.

Through implementation of the Big Picture Learning academic program, **The Delaware MET** will focus on authentic, real-world learning in order to develop students’ capacity to apply knowledge and skills to real life experiences and challenges. To that end, students will become meaningfully engaged in interest-generated internships that provide the critical foundation for their education experience. In accordance with the concept of ‘Learning Through Internship/Interests’ (LTIs), students will select internships that advance their personalized learning. In grades 9-10, internships will be 4-6 hours per week. In grades 11 and 12, students will spend 10-12 hours at their internship sites. In all grades, the two-day-a-week on-site internship will be supervised by a mentor (an expert in the student’s field of interest), and students will complete authentic projects with deep investigations that benefit the student and the mentor. Internship projects will become the main route to nourishing academic growth and investigation into the curriculum. Students will participate in LTIs each year they are in school. In 12th grade, the senior thesis project (the large, independent, real-world project) will encompass the LTI and will be the culmination of the three- credit pathway experience. Through the capstone project and exhibition, students will demonstrate their developing expertise within a single field of study. They will present on the way in which their knowledge, experience, and networks have grown through a connected series of internships, how they have integrated their academic content into real-world experiences, and how they have developed as young professionals, ready to go to college and the professional world.

Authentic assessments are another core element of the Big Picture Learning model. High expectations will be linked to state standards and charted through each student’s Personalized Learning Plan. One core component of the assessment program will be the projects that result from the LTI experiences. While each project will be different, specific to the student and his/her mentor, the expected rigor of the project will remain the same for all students. Additionally, while the projects will be in alignment with state academic standards, they will also reflect the real-world standards for the field of work in which the internship and resulting project is positioned.

The real-world standards for high quality work may be officially articulated by a specific industry (as in many technical fields) or may be gauged by the mentor (as in business). Internship projects will be designed collaboratively by the students, their mentors, and their advisors and will be tied to the academic program through their alignment to performance standards. Each project will need to include an ‘exhibition’ or presentation that demonstrates what the student has learned during the internships and through the project. The exhibitions are scored by the advisor, mentor, peers, and parents; and each score contributes to the student’s final grade for that LTI experience. For a full description of student assessment, see Section 5: Evaluating Student Performance.

Expectations will be high for each student to work toward making college an attainable option for his/her post-high school experience. To this end, a primary goal of each BPL high school is to prepare all students for college and to ensure that they are accepted into institutions of higher learning. All students will be expected to take college entrance exams and complete the college application process. Moreover, students will have the opportunity to complete some college credits prior to high school graduation. Working through local colleges, students will be able to differentiate their learning by taking more advanced elective courses and/or completing some courses for dual enrollment. In all cases, the work at the college level will be supported by advisors at **The Delaware MET** to ensure student success. Through taking college courses, students learn self-efficacy and come to believe that college is a possibility.

Parents and families are essential to the Big Picture Learning model. In addition to their participation in Learning Plan meetings and exhibitions, they play an important role in the school community that includes advocating for the school in the community, attending social gatherings to build the culture of the school, assisting in building connections with potential internship sites, and supporting new parents and students. Each advisor will be in regular communication with the families of the students in his/her advisory throughout the year, getting to know the families and determining how to best teach and support the students. Since the advisor loops with the students for all four years of high school, he/she is able to build a strong relationship with each family to and support the students’ learning.

In order to maintain fidelity to the Big Picture Learning philosophy, the essential components of organizational and academic program design at **The Delaware MET** will be managed by Charter Management Organization Innovative Schools, and its subcontractor, Big Picture Learning, in partnership with the school’s Board, school leader (hired following charter approval), LTI Coordinator (hired at the start of the 2013-2014 school year), and Operations Manager (hired at the start of the 2014-2015 school year). The intent of this contractual arrangement is to build the capacity of **The Delaware MET** board and staff to be able to implement the Big Picture Learning academic program with fidelity and sustain the administrative and academic functions of their charter school independently of a CMO by the time of the school’s first charter renewal. Should they desire, **The Delaware MET** 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 intended CMO contractual relationship between the Board of **The Delaware MET** and Innovative Schools will optimize implementation of **The Delaware MET’s** academic program and school operations with support from a range of professional experts familiar with Delaware’s education system. Supports from Innovative Schools will be coordinated by Innovative Schools’ (CMO) Project Manager, who will be located at the school site on a part-time basis. Over time, Innovative Schools’ (CMO) Project Manager and its subcontractor, Big Picture Learning, will assist the school principal in developing the internal capacity to deliver teacher training, especially the initial teacher training covering the basics of the Big Picture Learning methodology, and to manage the school’s administrative operations. Should there be a change in principal at **The Delaware MET**, Innovative Schools will again become involved more directly at the school until the new principal is able to run the school independently.

As Innovative Schools’ subcontractor, Big Picture Learning will provide the school leader with intensive training on the Big Picture model through immersion, and around Big Picture Learning leadership criteria. Advisors will also receive concentrated training in Big Picture Learning pedagogy and practices. Regular

professional development for the school leader, advisors, and staff at **The Delaware MET** will be ongoing at the school; regionally at Mid-Atlantic Big Picture Learning schools in Washington D.C., Philadelphia, Newark, NJ, and New York City; and within the national Big Picture Learning network. These opportunities will help maintain consistent application of the school philosophy and essential schools elements, and sustain fidelity to this unique modern academic program.

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

Following approval of the school's charter, the Founding Board of **The Delaware MET** will transition to an Operating Board and 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 P, **The Delaware MET** has authorized Innovative Schools to manage the business and academic services of the school for the first four 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 Delaware MET** 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 workshop can be found in Appendix E. 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 **The Delaware MET**, 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 accordance with required procedures and timeframes.

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

The Board will meet in regularly scheduled open meetings and workshops to review and discuss reports on school operations, finances and academic performance. The 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 to the Citizens Budget Oversight Committee. Board minutes of monthly meetings, along with those of workshop sessions, will be posted on the school's website and shared with staff and parents. Twice annually, the Board, Advisory Board, and Citizens Budget Oversight Committee will also meet to review the school's progress.

In its replication of the Big Picture Learning academic program, **The Delaware MET** will expect meaningful participation and involvement among 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.

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

The Delaware MET will clearly communicate information about the application process, the selection and preference criteria, and the registration and admissions procedures.

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

- November and December will be the open application period for enrollment each year. The school will advertise and publicly identify the application period, accept applications, and define the admissions requirements and criteria.
- As a requirement for new students to be eligible for the lottery, parents must sign a *Letter of Intent* with the school stating their intention to accept the enrollment invitation and to commit to the minimal participation requirements of supporting the student's personalized learning plan and serving on the evaluation committee of their student's project exhibitions. The letter will also stipulate the requirements for continuing enrollment at the school, as defined in 14 Del. C., §506(c).
- If necessary a lottery will be held in January, following the application deadline. Either an objective community member having no ties to **The Delaware MET** or a representative from DDOE, along with attending members of the school's Board, shall conduct a public lottery drawing.
- Parents of all applicants will be sent letters of acceptance or non-acceptance in a timely manner following the date of the lottery. Guidelines for registration and enrollment will be included with the acceptance letter.
- On or before April 1, in accordance with 14 Del. C., §506(c), a roster of those students enrolled at **The Delaware MET**, including each student's home address and district of residence, will be sent to DDOE, and to the superintendents of the districts in which **The Delaware MET** students reside. The principal will ensure that all students are actively listed in eSchoolPlus, at which time DDOE officials will organize students by district and will generate a report using the Identity Management System (IMS) which will detail the students attending from each district. This report must be verified by both district and the charter school officials using the IMS.
- On or before May 1, **The Delaware MET** 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

- 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?

The Board of **The Delaware MET** has selected the Big Picture Learning model from Innovative Schools' Portfolio of Model Schools for its academic program. Integral to the Big Picture Learning (BPL) model are five learning goals: *quantitative reasoning, communication, empirical/logical reasoning, social reasoning, and personal qualities*. These goals are consistent across all of the high schools using the BPL model in the United States and abroad. They encompass areas of academic as well as personal development, referring directly to thought processes and to specifically-applied problem-solving. These five goals build a framework for organizing and aligning both the academic program and the student performance goals. Additionally, these goals go beyond the scope of student performance on math and reading assessments to include personal, parental, and school-wide goals which speak to the school's culture and its mission to educate children "One Student at a Time." In monitoring for fidelity of implementation and the success of the academic program with students in attendance, Innovative Schools as the intended CMO, its subcontractor Big Picture Learning, **The Delaware MET** Board and staff will regularly review comprehensive assessments relative to student achievement.

Student Performance Goal #1

Students will apply **Quantitative Reasoning** to forge real-world solutions, as well as to apply more abstract mathematical constructions. The goal is for students to think like a mathematician in a flexible and fluid fashion: to understand numbers, to analyze uncertainty, to comprehend the properties of shapes, and to study how things change over time (aligned most closely to Common Core State Standards for Mathematics).

Quantitative Reasoning Target 1.1: By the end of the second year of operation and for each year thereafter, students at **The Delaware MET** will meet or exceed the Common Core State Standards in **math** at grades 9 and 10 as measured by meeting or exceeding the state's average performance on the DCAS for each disaggregated cell.

Quantitative Reasoning Target 1.2: By the end of the second year of operation and for each year thereafter, students in grade 9 will meet or exceed the state's average performance on the **Integrated Math I** End of Course assessment for each disaggregated cell.

Quantitative Reasoning Target 1.3: By the end of the third year of operation and for each year thereafter, students in grade 11 will meet or exceed the state's average performance on the **Integrated Math III** End of Course assessment for each disaggregated cell.

Quantitative Reasoning Target 1.4: By the end of the second year of operation and for each year thereafter, students will demonstrate growth on the Measures of Academic Progress assessment for **math** between September and May of the academic year.

Quantitative Reasoning Target 1.5: Students will meaningfully integrate **mathematics** content into all project work connected to their Learning Through Internship/Interest experience.

Student Performance Goal #2:

Students will become **Confident and Effective Communicators**: they will come to understand their audience; to write, read, speak and listen well; to use all forms of technology and artistic expression to convey thought and feeling; and to be exposed to another language and culture (aligned most closely with Common Core State Standards for English Language Arts, performing and fine arts standards, and technology standards).

Communications Target 2.1: By the end of the second year of operation and for each year thereafter, students at **The Delaware MET** will meet or exceed the Common Core State Standards in **reading** at grades 9 and 10 as measured by meeting or exceeding the state's average performance on the DCAS for each disaggregated cell.

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

Communications Target 2.3: By the end of the second year of operation and for each year thereafter, students will demonstrate growth on the Measures of Academic Progress assessment for reading between September and May of the academic year.

Communications Target 2.4: Students will demonstrate growth in writing achievement through an analytically scored writing sample given three times per year and scored by advisors, community members, and upperclassmen specially trained in scoring writing assessments.

Communications Target 2.5: Students will present their learning through multi-media presentations using technology at public exhibitions in school and/or at their internship site at least four times per year.

Communications Target 2.6: Students will utilize the fine arts (visual and/or performing arts) to communicate their learning during a minimum of one exhibition each year.

Communications Target 2.7: Students will complete a 75-page autobiography by their senior year that scores a three or higher on a four-point writing rubric that will be based on the 6+1 Traits of Writing and aligned with writing samples published in the Common Core State Standards; the autobiography is an on-going four year writing project.

Communications Target 2.8: Students will complete three years of a world language.

Student Performance Goal #3

Students will employ **Empirical/Logical Reasoning** whenever a situation demands. Students will be asked to think like scientists: to use empirical evidence and the scientific method, to formulate logical processes to make decisions and to evaluate hypotheses (aligned most closely with the Delaware Prioritized Standards for Science in the sequence defined by the Delaware Science Coalition).

Empirical/Logical Reasoning Target 3.1: By the end of the second year of operation and for each year thereafter, students in grade 10 will meet or exceed Delaware Prioritized Science Standards as measured by meeting or exceeding the state's average performance on the science DCAS for each disaggregated cell.

Empirical/Logical Reasoning Target 3.2: By the end of the second year of operation and for each year thereafter, students in grade 10 will meet or exceed the state's average performance on the Biology End of Course assessment for each disaggregated cell.

Empirical/Logical Reasoning Target 3.3: Students will meaningfully integrate scientific content into a minimum of half of the project work connected to their Learning Through Internship/Interest experience.

Student Performance Goal #4:

Students will be able to decipher the world around them, skillfully employing **Social Reasoning** to think like an historian or anthropologist: to see diverse perspectives, to understand social issues, to explore ethics, and to analyze sources of conflict (aligned most closely with the Delaware Prioritized Standards for Social Studies).

Social Reasoning Target 4.1: By the end of the third year of operation and for each year thereafter, students in grade 11 will meet or exceed the state's average performance on the United State History End of Course Assessment for each disaggregated cell.

Social Reasoning Target 4.1: Students will meaningfully integrate social reasoning content into a minimum of half of the project work connected to their Learning Through Internship/Interest experience.

Student Performance Goal #5:

Students will exhibit exemplary **Personal Performances**, in terms of both effectiveness and integrity. They will work at all times to strengthen their bodies and minds, to demonstrate respect, empathy, responsibility, organization, and leadership, to manage time more effectively, and to live healthier lives through improved nutrition, exercise and other positive practices.

Personal Performance Target 5.1: Each year, every student will participate in a service learning project that contributes to the local community and includes 25 volunteer hours.

Personal Performance Target 5.2: Each year, every student 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, every student will complete two Learning Through Internship/Interest experiences and complete a publically exhibited project that integrates multimedia and learning from multiple content areas.

School Performance Goal #1:

The Delaware MET will demonstrate a positive and safe school culture and climate.

School Culture Target 1.1: Each year, average daily attendance at **The Delaware MET** will meet or exceed the state daily attendance average for the 9-12 grade cluster.

School Culture Target 1.2: Each year, the number of students who complete the school year at **The Delaware MET** will meet or exceed the state attendance average for the 9-12 grade cluster.

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

School Culture Target 1.4: Each year **The Delaware MET** will have fewer reportable incidents pursuant to Delaware Code, Title 14, Section 41123, than the average for public high schools in New Castle County.

School Performance Goal #2:

The Delaware MET will demonstrate strong parental involvement and satisfaction.

Parental Involvement Target 2.1: Parents, guardians, or adult family members will participate in at least 90% of students' exhibitions each year.

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

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

School Performance Goal #3:

The Delaware MET will demonstrate market accountability and commitment from the community

Market Accountability Target 3.1: Each year **The Delaware MET** will achieve target enrollment of 90% annually.

Market Accountability Target 3.2: Each year **The Delaware MET** will re-enroll 90% of students who have not moved from the area.

Market Accountability Target 3.3: Each year **The Delaware MET** will meet or exceed state averages for high school graduation rates.

Market Accountability Target 3.4: Each year, **The Delaware MET** will meet or fall below the state average for students who drop out of high school.

Market Accountability Target 3.5: Each year **The Delaware MET** will expand its database of local business, community groups, and organizations that will provide a mentor and will collaborate with Delaware MET students on their LTI experience.

- 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 targets outline 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	DCAS assessment in grades 9 and 10 for reading and math	Provides baseline data, grade levels and some prescriptive data to guide instruction for students Contributes to RTI composite as a screening tool DDOE Requirement
	MAP assessments in reading and math	Provides baseline data, prescriptive data, and lexile reading levels to guide instruction and Student Learning Plans Contributes to RTI composite as a screening tool
	School-wide Writing Prompt	Provides baseline data to guide writing instruction and progress toward writing benchmarks
	Diagnostic Assessment of Reading (DAR)	For students in Tiers II and III for reading RTI who need additional assessments to identify specific needs
October/November/December	PSAT – Grade 10 and 11	Serves as an indicator of success on the SAT. Allows the Personalized Learning Plan to be customized to bolster gaps in performance.
	Student project and exhibition evaluations using a school developed rubric reflecting both content and process (21 st Century Skills)	Measures student goals of academic achievement, personal qualities, and college and career readiness
	Ongoing, advisor-created formative and summative assessments in math, reading, and writing	Measure student achievement in the core content areas to inform instruction, goal setting, and project support
	Ongoing formative assessments in science and social studies as defined in curriculum materials	

	Curriculum Based Measures (CBM's) aligned to the DAR assessment and Trial Teaching Strategies	For students in Tiers II and III for reading RTI to monitor progress
January	DCAS assessment in grades 9 and 10 for reading and math	Provides mid-year data on student growth, grade levels and some prescriptive data to guide instruction for students; Contributes to RTI composite DDOE Requirement
	MAP assessments in reading and math	Provides mid-year data on student growth, prescriptive data, and reading lexiles to guide instruction and Student Learning Plans Contributes to RTI composite as a screening tool
	School-wide Writing Prompt	Provides mid-year data to guide writing instruction and to assess student progression toward writing benchmarks
	Diagnostic Assessment of Reading	For students in Tiers II and III for reading RTI who need additional assessments to identify specific needs
February/ March/ April	Student project and exhibition evaluations using a school developed rubric reflecting both content and process (21 st century skills ²)	Measures student goals of academic achievement, personal qualities, and college and career readiness.
	Ongoing, advisor-created formative and summative assessments in math, reading, and writing Ongoing formative assessments in science and social studies as defined in curriculum materials	Measure student achievement in the core content areas to inform instruction and goal setting
	ACCESS test for ELL's	Language proficiency test for students who are second language learners.
	SAT	Assesses students' readiness for college and is required for entrance to many postsecondary institutions.
May/ June	ACT	Assesses students' readiness for college and is required for entrance to many postsecondary institutions.
	DCAS assessment in grades 9 and 10 for reading and math	Provides end-of-year growth data, grade levels Contributes to RTI composite DDOE Requirement
	MAP assessments in reading and math	Provides end-of-year growth data and lexile reading level to guide instruction and Student Summer Learning Plans Contributes to RTI composite as a screening tool
	School-wide Writing Prompt	Provides end-of-year data to guide writing instruction to assess student work toward writing benchmarks
	Sophomore Gateway Learning Portfolio Conference (for all students completing grade 10)	Provides a mid-program check-in for each student on their progression through The Delaware MET , including all project work and assessment rubrics, Student Learning Plans, internships assessments, formative assessments, performance on DCAS, MAP, DAR (if, applicable), and writing prompts

² 21st Century Skills are defined by the Partnership for 21st Century Skills as Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, ICT Literacy, and Life and Career Skills. See <http://www.p21.org/index.php>.

5. Evaluating Student Performance

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

At **The Delaware MET**, assessment data will be used to set specific and measurable goals to ensure that all students are learning and achieving their individual learning targets, and to provide clear indications about what students know, understand, and are able to do. To ensure that goals are being set and achieved, leaders, advisors, parents, students, and mentors (when appropriate) will work collaboratively through the four-step process of using data to ‘**Plan, Do, Study, and Act,**’ using data to complete the cycle of planning, teaching and learning, assessing, and planning again based on the assessment data. This cycle will be used for evaluating both school-wide and student data.

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

ACT: <i>Using the data to identify strengths and areas of improvement</i>	Advisors will set baseline expectations for incoming students based on previous assessments and data on incoming students and recommend additional support if needed, or offer additional opportunities for acceleration. Advisors will also use student achievement results on benchmark assessments to determine areas for re-teaching. Advisors and administrators will use data to develop evaluative comparisons with similar populations using disaggregated data; set priorities for professional development; and assist with the allocation of resources.	Based on the assessment data, the staff will work with the student, parents, and any applicable support staff to set expectations for students and to recommend additional support if needed. Through this process, the team will determine priorities for the student's personal learning plan based on gaps between current skill levels and required levels of proficiency.
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To organize the ‘**Plan, Do, Study, Act**’ process, each student and his/her advisor will use a **Personalized Learning Plan** to structure the learning program. The Personalized Learning Plan integrates content standards, graduation requirements, school expectations, and data on academic performance for each student. These components are also embedded in their LTI projects.

Each quarter, students will reflect on their learning and performance and create (new students) or revise (current students) their **Personalized Learning Plans**. They will seek assistance from their advisors through conference review and planning with their advisory team. Through this process, each student will develop a time-bound plan for the creation of personalized, authentic work that demonstrates that the learning plan has been completed and meets performance standards. By looking at their own data, students will have stronger ownership of, and take greater responsibility for, their learning. The Personalized Learning Plan provides students with visible targets for their work, and allows them to set goals and evaluate their work. The following assessments and assessment tools will be built into the Personalized Learning Plan.

- Students and their advisor at the school will rely on data collected from assessments to personalize and monitor learning for each student. Students will take the Measures of Academic Progress (MAP) assessment for reading and math as well as a writing assessment three times per year. These data, combined with scores from the Delaware Comprehensive Assessment System, will be used in each learning plan to direct students’ needs for targeted assistance or acceleration in reading and math. Students who score basic or below basic on the reading assessments will be placed in support groups to build their skills in reading and math. This will be done in concert with Response to Intervention regulations and interventions.
- Students and advisors will use formative assessments to benchmark student progress in core areas including English, math, science, and social studies. The assessment tools will be embedded into the learning process through observation checklists and rubrics, peer reflection, and student self-reflection. These data points will be discussed with students and used as resources during the conference for the Personalized Learning Plan.
- At the end of 10th grade, all students will be required to proceed through an academic gateway into the 11th grade. The heart of this gateway will be assessment data and student reflection on those data. The student will present his/her reflections on what s/he has learned in the first two years of high school, how the data demonstrate growth across content areas, and the portrait the data paint of the student. Critical to the gateway is the metacognitive activity of noticing patterns in the data and to set goals and strategies for strengthening weaker academic areas. The data used by the student in the presentation will include summative and formative data, writing samples, projects, and the portfolio (described below). Preparation for the gateway presentation will provide a rich context for discussing data and considering how to use data to detect patterns of performance and build analytical skills. Also during the gateway exhibition, students will reflect on their Learning Through Internship/Interest, community volunteer work, and other learning or leadership experiences, and

think about what they have learned and how they are developing a particular interest in singular field of study through a progression of more technical internships. In this sense, this exhibition is a capstone experience for the first two year at **The Delaware MET**.

- Students will develop portfolios of work that will be used to exhibit their learning and to report on their academic progress over time. The portfolios will include student work and assessment data along with other requirements defined by the Personalized Learning Plan. Students will use the portfolios to reflect on their own learning and to develop goals for future learning. The portfolios will also be used as students defend their academic growth to families and advisors at each exhibition (at least twice per school year), at the end of the school year, and as they proceed through the 10th grade academic gateway into the 11th grade or the senior gateway in preparation for graduation. Portfolios give students, advisors and families rich data on students' progress in acquiring the content mastery, ownership of learning, and problem-solving ability that will put them on the path to college.
- At the end of the senior year, students will participate in their Senior Capstone Exhibition. This multi-faceted presentation is given by the student to an audience of advisors, peers, past mentors, parents, and other family members. A major component of the exhibition is students' analysis of and reflection on their own data. Through this metacognitive journey through high school, students will use data to tell their academic stories. Students will use their experience at **The Delaware MET** in different ways. Not all students will be high flyers. Nonetheless, the Board expects that all students, no matter their level of achievement, will think about their experiences, study the data, learn from them, and set new goals. Additional components of the Senior Capstone Exhibition include the presentation of their 75 page autobiography and reflection and analysis on their pathways progressions (a series of internships and related projects), which demonstrate an increasingly sophisticated understanding of a particular field of study. This exhibition will also include sharing work from the portfolio.

Advisors will be supported in this work by the CMO and its subcontractor, Big Picture Learning; academic coaches; the school leader; the LTI coordinator; special education advisors; and other instructional staff in the school.

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

When a student is not meeting performance or behavioral expectations, the student will be invited to engage in a conversation about his/her performance, and will be a critical player in the development of the plan to boost academic achievement. The advisor will begin to address the gap between expectations and performance by conferencing with the student around the student's Personalized Learning Plan and will connect with the parents to gain insight on their child. The advisor will point out the patterns that she/he is noticing in the data and ask the student and parent to collaborate to solve the problem presented by the data. Solving the problem might include offering the student extra assistance through small group instruction, attending schoolwide workshops on specific skills, peer tutoring, one-on-one conferences, or online instruction and tutoring. After the advisor, student, and parent have all had a hand in the development of the plan, all will sign it as a commitment. Once the plan is put into place, it will be monitored on a weekly basis by the advisor and the student, and the student's success with the plan will be communicated to parents.

If these initial efforts are not successful in correcting the academic performance issues, and the student continues to struggle in the core curriculum, the student's case will be presented to the Instructional Support Team (IST). Biweekly, the IST will meet to discuss students who have been referred by advisors as needing extra support. The IST will include advisors, special education advisors, the LTI coach, the school principal, and the CMO Project Manager. After the initial presentation from the advisor, the IST will invite the student and his/her family to join in reviewing the data and making an action plan for addressing the student's needs based on the data. As needed, the IST will also have access to services from the on-site academic coaches, as well as

the special education specialists (speech therapists, occupational therapist, and school psychologist), the school nurse, and the school counselor. Once a plan is created, the student will move into Tier II of support, receiving at least 90 minutes per week in intensive, research and evidence based instruction so s/he receives the additional instruction necessary to become proficient in the general curriculum. Data will be collected weekly and the student will be monitored regularly with achievement being very closely watched by the advisor, principal, parents, and the IST. See Appendix O for the Instructional Support Team Data Collection process.

Once the pre-determined amount of time has gone by, student achievement is again measured in terms of grade level, curriculum based benchmarks and data collected during the time in Tier II. If the student has not shown 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 the student's need. Progress monitoring will continue to be done on a weekly basis. If with the interventions in place and the intensified, targeted instruction, the student is still not making adequate progress on the grade and curriculum benchmarks, the Instructional Support Team will again convene to determine if the data lends itself to the student being referred for an educational evaluation to be administered by a certified school psychologist.

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

While **The Delaware MET** anticipates serving children who are considered “at risk,” the school will not be using these characteristics as a preference for accepting students.

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

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

6. Educational Program

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

See the following appendices:

Science Coalition – MOU	Appendix F
Social Studies – MOU	Appendix F
English Language Arts	Appendix G
Mathematics	Appendix H
Physical Education	Appendix I
Health	Appendix I
World Language - Spanish	Appendix J
Visual Arts	Appendix K
Performing Arts	Appendix L

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

English Language Arts:	Holt McDougal <i>Literature</i> Reader's Workshop with Extensive Classroom Libraries <i>Words Their Way for Struggling Readers</i>
Mathematics	Integrated Mathematics Program
Science	Science Coalition
Social Studies	Social Studies Coalition

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

Science Coalition MOU	Appendix F
Social Studies MOU	Appendix F

- 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.**

Although **The Delaware MET** will be located in downtown Wilmington, the school will recruit from all demographics to ensure that it serves a diverse group of students. The board acknowledges that it cannot pursue diversity through admission preferences; nonetheless, **Table 1** shows the diversity that the board will pursue through targeted recruiting and compares it to the diversity found in other Big Picture Network schools. The board of **The Delaware MET** holds as a core philosophy that children who are placed in diverse learning environments

	DE MET	BPL Network
Minority	60%	69%
Non-Minority	40%	31%
Low Income	65%	67%
Non-Low Income	35%	33%
Special Education	15%	20%

Table 1: Diversity at The Delaware MET

will flourish at greater levels and be more prepared to enter society as culturally literate and knowledgeable people (see Appendix B for the full diversity statement for the school). Given the desired diversity, it is reasonable that a portion of the student population will be considered “at risk” and need additional support. The board of **The Delaware MET** embraces the challenge presented by “at risk” students and has selected the Big Picture Learning model from Innovative Schools’ Portfolio of Model Schools for its academic program because it offers a comprehensive approach that has a long tradition of helping “at risk” students succeed.

When Big Picture Learning began in 1995 and the original MET was started in Providence, RI in 1996, it was charged with reforming vocational and technical educational options for students. The school started with mostly ‘at-risk’ African American and Latino students who did not perform well in conventional schools. Four years later, the first Met class graduated in 2000 with a 96% graduation rate. Ninety-eight percent of the graduates were admitted to postsecondary institutions. They received \$500,000 in scholarship funds to help fund their college educations. Since then, Big Picture Learning has replicated its successful model across the country and around the world. Across the network, BPL schools “consistently outperform regular public schools” and have a 92% graduation rate with 95% of those graduates being accepted into post-secondary education, far exceeding local averages.³ Furthermore, the MET in Providence, RI “has been ranked Number One on the Rhode Island State Assessment of Learning for school climate, parental involvement, instruction and safe and supportive environments.”⁴ Big Picture Learning is successful for students from all demographics. For additional data, see Appendix A.

³ www.bigpicturelearning.org

⁴ www.bigpicturelearning.org

At **The Delaware MET**, all students will participate in the academic and programmatic elements described below; however, these components will be especially supportive to those students who struggle with learning. Additionally, the board acknowledges that when teaching “at-risk” adolescents, academic achievement cannot be the only goal of the school. For these students, the culture of the school will be a critical component to their success. For so many years leading up to high school, at-risk students have been unsuccessful and have trailed their peers in achievement. By high school, many at-risk students have shut down and need to be drawn back in the academic arena. As such, the structures at **The Delaware MET** will be designed to create a culture where at-risk students feel safe, well known, empowered, and successful. There are multiple ways that all students at **The Delaware MET** will be supported, but these will make the most critical difference for at-risk students.

1. Summer Success Program – When a student is enrolled at **The Delaware MET** for the first time, either as an incoming freshman or, in rare cases, as an upperclassman, s/he will spend two weeks participating in the summer success program. The primary goal of the program is to begin to build the culture of the school, and to build the relationships between the students and the advisor within the advisory structure. Through the Summer Success Program, each advisory, which began as a diverse and disparate group of students, will become an advisory team. Students will begin the process of being “well known” by their advisor and peers and begin to reverse the emotional and academic shutdown that generally occurs with at-risk students. Students will know they have a safe place in which to learn and take academic risks. They will come to understand that their advisor is their teacher, mentor, and academic advocate. The Summer Success Program is the beginning of students feeling like they have a family at school. The students in each advisory will spend the next four years together, so building the relationships between peers and with the advisor is critical to the success of the advisory component.

During the two weeks of the Summer Success Program, students will take their baseline MAP tests for reading and math; learn about Reader’s Workshop by beginning to self-select books to read; learn about Writer’s Workshop through beginning to write their autobiographies; begin to fill in their Personalized Learning Plans; log into their Student Success Plans; and make a presentation about themselves to their peers.

2. Advisory Structure – At **The Delaware MET**, students will be organized into advisories, each composed of 20 students. The advisor serves several roles: teacher, mentor, and advocate. The advisor loops with his/her advisory for all four years of high school, providing a consistent, positive adult mentor in the life of “at risk” students. The advisor guides and helps the students to manage their Personalized Learning Plans, mapping the skills, requirements, and goals necessary for graduation. The student’s advisor also manages and assesses internships and projects, and helps students develop critical life skills.
3. Personalized Learning Plans– Each of the students at **The Delaware MET** brings a specific and unique set of life circumstances and academic experiences. In order to best serve each student, advisors will work with their students to create Personalized Learning Plans that map academic and personal goals and interests, and will make specific plans to accomplish these goals. Through this process, students will be appropriately guided to meet academic credit requirements and will be identified for any necessary support services, including remediation and counseling. Learning is personalized to meet the needs of all students.

Therefore, school becomes connected and relevant to the student and his/her immediate academic needs and personal interests. Advisors and peers hold students accountable for making progress toward their identified goals. Each student’s Personalized Learning Plans is reviewed and updated four times a year and forms the core of the assessment process.

4. Learning Through Internship/Interests (LTI) – Engagement is critical to a student’s academic success. All students at **The Delaware MET** will discover and explore their personal passions through research and real world experience through interest-based internships. Advisors and content-area specialists will then tie these passions into the academic content through integrated LTI projects. Students will identify passions

through exposure to opportunities in the community via advisory-based field-trips, community service, and guest speakers; explore those passions through research and shadow days; and expand their learning and skills for these passions through internships.

5. Blended Learning - At-risk students bring with them a variety of deficits in their literacy and math skills. To meet the needs of each student, **The Delaware MET** will use blended learning – the coordinated use of online and computer-based learning to supplement classroom instruction, enhancing student engagement and increasing the time that students spend interacting with content materials. Blended learning also allows for the thoughtful reflection and integration of in-person and online learning environments to meet the needs of the diversity of students at **the Delaware MET**.⁵ Through a study of each student’s performance data and use of his/her Personalized Learning Plan, advisors will target specific skill deficits and apply appropriate online tools to address specific needs.
6. Beyond the Bell – In accordance with the Big Picture Model, the world will be a classroom for **The Delaware MET** students “Beyond the Bell.” Two afternoons a week, students will have the opportunity to participate in extended learning activities. While some activities will be structured, (for example, using the time for additional tutoring or blended learning) and connected to core academic content, other students may elect to participate in arts activities, media production, exercise classes, or other clubs and activities. When these activities are approved by **The Delaware MET** board (in accordance with Title 14, 505, section 8.0) and aligned to appropriate standards (as in the case of the visual and performing arts), students will receive credit for those activities. The time Beyond the Bell will allow students to be flexible in their learning and continue to personalize their studies to match their passions and interests. All Beyond the Bell activities will be integrated into each student’s Personalized Learning Plan.
 - e. **Provide a list of courses at grades 9-12 with sufficient detail to meet the state requirements for graduation and any and all Career and Technical Education (CTE) pathways courses. (secondary only) For new applicants this is a Phase I requirement. For renewal and modification applicants, please provide updated information as it may vary from your last renewal or original application.**

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

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

The student-to-teacher ratio for **The Delaware MET** will be 1:20.

- 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.**

Big Picture School Design

The Delaware MET has selected the Big Picture Learning model from Innovative Schools Portfolio of Model Schools for its academic program. This dynamic approach to learning, doing, and thinking has been changing the lives of students for 15 years and has grown to include 64 high-performing public schools in 15 states, as well as dozens of schools outside the United States (in Australia, the Netherlands, Israel, and South Korea). All components of the design are based on three foundational principles: first, that learning must be based on the interests and goals of each student; second, that a student’s curriculum must be relevant to people and places

⁵ University of Calgary, Teaching and Learning Centre, retrieved March 3, 2008 from <http://commons.ucalgary.ca/teaching/programs/itbl/>

that exist in the real world; and finally, that a student's abilities must be authentically measured by the quality of his/her work.⁶

Learning Goals and Distinguishers

The educational program at **The Delaware MET** is designed from the end-goal backwards, meaning that there is a clear vision of graduates' skills, knowledge, and personal qualities that will help lead them to success and fulfillment. These end-goals are articulated in Section Four of this application and are organized around the five School-wide Learning Goals listed below. These learning goals are embedded into the academic programs of all schools using the Big Picture Learning model and are used as tools for problem-solving and as a framework for looking at the real-world knowledge and abilities necessary to be a successful, well-rounded person who is active in his/her community. Each goal focuses on an aspect of reasoning or community behavior. Students' learning and project work will often incorporate many overlapping elements of the School-Wide Learning Goals.

1. Students will employ **Empirical/Logical Reasoning** whenever a situation demands. Students are asked to think like scientists: to use empirical evidence and the scientific method, to formulate logical processes to make decisions and to evaluate hypotheses (aligned most closely with the Delaware Prioritized Standards for Science in the sequence defined by the Delaware Science Coalition).
2. Students will apply **Quantitative Reasoning** to forge real-world solutions, as well as to apply more abstract mathematical constructions. The goal is for students to think like mathematicians in a flexible and fluid fashion: to understand numbers, to analyze uncertainty, to comprehend the properties of shapes, and to study how things change over time (aligned most closely to Common Core State Standards for Mathematics).
3. Students will become **Confident and Effective Communicators**: they will come to understand their audience; to write, read, speak, and listen well; to use all forms of technology and artistic expression to convey thought and feeling; and to be exposed to another language and culture (aligned most closely with Common Core State Standards for English Language Arts, performing and fine arts standards, and technology standards).
4. Students will be able to decipher the world around them, skillfully employing **Social Reasoning** to think like an historian or anthropologist: to see diverse perspectives, to understand social issues, to explore ethics, and to analyze sources of conflict (aligned most closely with the Delaware Prioritized Standards for Social Studies).
5. Students will exhibit exemplary **Personal Performances**, in terms of both effectiveness and integrity. They will work at all times to strengthen their bodies and minds, to demonstrate respect, empathy, responsibility, organization, and leadership, to manage time more effectively, and to live healthier lives through improved nutrition, exercise and other positive practices (aligned most closely with 21st Century Skills).

In addition to these five School-Wide Goals, there are **Ten School Distinguishers**, listed below, which define a Big Picture Learning school and which describe how schools implementing this model differ from a traditional high school. The distinguishers are interrelated and inform one another - none works in isolation. It is the seamless integration of all ten distinguishers that results in the powerful success of the Big Picture Learning design. The **Ten School Distinguishers** are:

1. **Learning Through Internship/Interests (LTI)**: The most important element of the education at **The Delaware MET** will be that students learn in the real world. The main component of every student's education program is the LTI experience. In an internship with an expert mentor in the field of the student's interest, the student completes an authentic project that benefits the student and his/her mentor at

⁶ www.bigpicturelearning.org

the internship site. The projects are connected to the student's interests and meet the needs of the mentors, and are the main route to deepening student learning and academic growth, while teaching students how to operate in a professional context.

2. **Personalization - One Student at a Time:** Learning at **The Delaware MET** will not take place in a standardized school day for all students; it will embrace the guiding principle that schools must be personalized, educating "One Student at a Time." The philosophy of educating one student at a time expands beyond "academic" work and involves looking at and working with each student holistically. Each student's work is documented on a personalized learning plan created and updated each quarter with the learning team (the student, parent(s), advisor, and whenever possible, internship mentor) in a learning plan meeting.
3. **Authentic Assessment:** There are high expectations for each student in a Big Picture Learning school. **The Delaware MET** views learning as a process of growth and change that is accentuated by the creation of quality products. Assessment criteria for projects produced in the LTIs are individualized and tailored to each student based on the real-world standards for that student's project (as gauged by the student's mentor in conjunction with the student's faculty advisor and with other credentialed content experts among the faculty). Students in BPL schools are not solely assessed through tests, but are also evaluated through a presentation of their portfolio, their demonstration of content-area knowledge in quarterly exhibitions, and other presentations of interdisciplinary project-based work, all of which are evaluated and assigned a grade according to school-wide rubrics aligned to state standards in each academic subject.
4. **School Organization:** **The Delaware MET** will use time, people, facilities, resources, and space in unique ways. The Delaware MET believes that all students should have the opportunity to learn in a place where people know each other well and treat each other with respect. Schools must be small – small enough so that every student has a genuine relationship with adults and other students and no one falls through the cracks. From assessment tools to the design of the school building itself, a truly personalized school approaches each student and situation with an eye towards what is best for the individual and for the community.
5. **Advisory Structure:** The advisory structure is the core organizational and relational structure of **The Delaware MET**. The advisory will be the heart and soul of the school, sometimes described as the home and "second family" by students. All of **The Delaware MET**'s students will be a part of small advisory groups of about 20 students apiece in which peer critique and support are constantly modeled. Within each advisory, project-based work that includes elements aligned with core content areas (Math, English, Social Studies, Science) is initiated by students with assistance from their advisor, their mentor, and combined expertise of all content area staff at the school site.
6. **School Culture:** School culture is not a means to an end, but an end in itself. Big Picture Schools are small, personalized communities of learning where students are encouraged to be leaders and where school leaders are encouraged to be visionaries. **The Delaware MET** will strive to create a respectful, diverse, creative, exciting, and reflective culture.
7. **Leadership:** At **The Delaware MET**, leadership is shared and spread between a strong, visionary principal and a dedicated, responsible team of advisors. The school community functions as a democracy. Principals are both the cultural and instructional leaders and the entrepreneurs for their schools. Advisors take great responsibility in the day-to-day organization of the school, the successful management of the school, successful implementation of the curriculum, and the success generally of students in the school.
8. **Parent/Family Engagement and Adult Support:** Parents and families are essential to the workings of **The Delaware MET** from startup through everyday operation. Families are engaged with the school regarding their students' academic programs through their participation in Personalized Learning Plan meetings and student exhibitions. Families become resources for knowledge about their children, as well as supporters of

the school community by suggesting mentoring possibilities and using their assets in ways that support the school.

9. **School/College Partnership:** **The Delaware MET** will show deep faith in all students' abilities to make good decisions in assembling their post-high school plans. College should be an opportunity that is available to all students, whether or not they choose to attend. The Delaware MET will expose students to the variety of professional, academic, and social paths available to be pursued after high school and will work with students to plan their academic paths in order to maximize their post-high school opportunities.
10. **Professional Development:** At **The Delaware MET**, the principal, working with the CMO and the Big Picture Learning coach, will lead professional development sessions for the school staff. This ongoing professional development takes place at staff meetings, at regular staff retreats, and at conferences designed to delve deeply into various topics. Advisors and staff members participate in all Delaware MET and Big Picture Learning professional development activities, including, but not limited to, Big Picture's annual 'Big Bang' conference, conferences around specific Big Picture initiatives, visits to other schools, and coaching sessions.

Instructional Delivery – Big Picture Learning Methodology

The Delaware MET aims to empower students to be the directors of their own learning. This is accomplished through a variety of means:

- Students work primarily via interdisciplinary projects in small advisories of 20 students with their advisors.
- Students are responsible for their own Personalized Learning Plans with input from their advisors and parents, and those plans must be focused on merging their personal interests and passions with standards-based course work.
- Students spend two days a week engaged in Learning Through Internship/Interests (LTIs), completing problem-solving project work with an adult mentor while working in a professional field of their interest.
- Students are encouraged to concurrently enroll in community college classes in 11th and 12th grade to extend their learning, especially in highly specialized courses.

Each of these steps requires the students to exercise a degree of choice over their learning process, and at each juncture the students receive support from the entire school staff. While advisors, all of whom are highly-qualified teachers in at least one content area, function as the primary coordinators of student learning, the school will achieve a balance of content specialists through its hiring practices, and content specialists in each discipline will meet regularly with all students to assure that rigorous learning, aligned to Common Core and Delaware Prioritized Standards, is embedded into each project, each semester.

While schools in Delaware have used advisory classes for a variety of support functions, at **The Delaware MET**, the advisory will function as the primary coordination system for skill and content standards. During advisory, students will plan their academic program with their advisor. Learning activities will be structured around the advisory groups, individualized learning plans, interdisciplinary project-based work, and an internship or other volunteering opportunities.

Academic Program Design:

The Delaware MET will utilize the Delaware Prioritized Standards and Common Core Standards to drive the academic curriculum. All students at **The Delaware MET** will develop Personalized Learning Plans. A Personalized Learning Plan articulates an individualized curriculum built on a particular student's passions, interests, goals, skills, and academic and social needs. Every aspect of the Personalized Learning Plan will be created via collaboration between the student, advisor, content specialists at the school site, parents, and mentor. Due to the fact that EVERY student in the school will have a Personalized Learning Plan, the school will be

well set-up to serve all students and varieties of learners, including the needs of students who have been identified “gifted” as well as those of students with Individualized Education Plans (IEP).

The academic program will revolve around the Personalized Learning Plans and entail a simultaneous combination of most of the following elements: 1) Learning Through Internship/Interests (LTIs), completing problem-solving project work alongside a mentor while working in a field of interest; 2) advisory-based activities to introduce and strengthen academic skills while connecting the internship to academic content; 3) successful completion of the academic rotations of math, science, and humanities; 4) independent projects of inquiry and research; and 5) community college classes. The Personalized Learning Plan is a record of the academic rigor of the student’s work processes and products and includes an explanation of how the Five Learning Goals described in Section Four of this application will be addressed through the student’s work. The Personalized Learning Plans will identify the State Standards that will be addressed through the work, the adults and other resources that will assist and guide the student, and they ways in which the work will be assessed at the student’s exhibition.

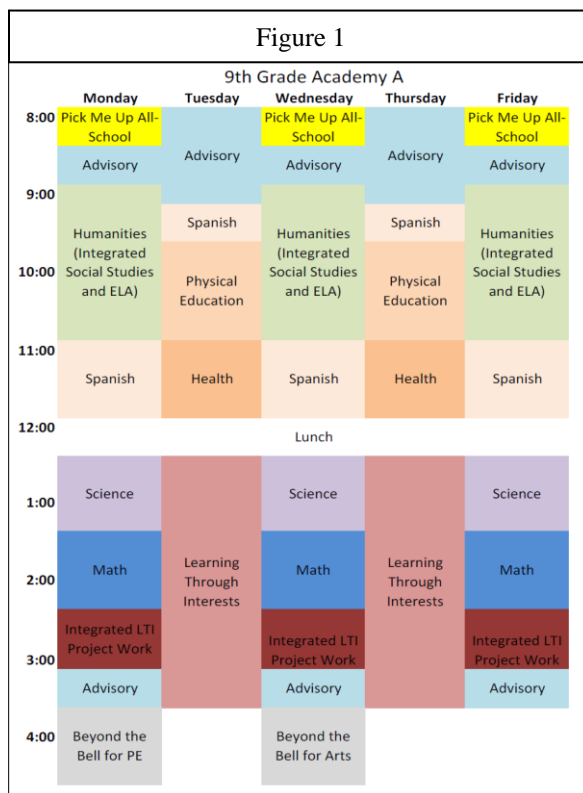
Figures 1-4 are sample schedules for students from 9th – 12th grades. Larger copies of these schedules may be found in Appendix N. They demonstrate how the academic program will be organized and will meet academic requirements for graduation from a Delaware High School, and how students will meet application requirements for admission to a four year college. Below is a description of the components of the students’ schedules and an explanation of how each will contribute to the students’ success.

Pick Me Up (PMU) – This whole-school, student-led gathering is intended to build school culture, disseminate information, and build academic skills in an enjoyable and interactive way. While much team building is done in individual advisories, the PMU provides an opportunity to build the identity of the school, support the students in feeling connected to the school and other adults in the building, and build student leadership as they lead the PMU.

Advisory – The advisory is the academic anchor for the student. Each advisory is comprised of 20 students and one highly qualified advisor. The advisor monitors each student’s Personalized Learning Plan and the successes and challenges across the learning program, coaches students around student-developed projects to extend content learned in each academic area, assists students in identifying interests and passions, coaches students on appropriate behavior in the workplace, assists students in identifying LTI sites and securing internships, monitors students’ experiences at their LTI sites, collaborates with the students and LTI mentors to develop appropriate and high-quality LTI projects, and serves as each student’s in-school mentor and advocate.

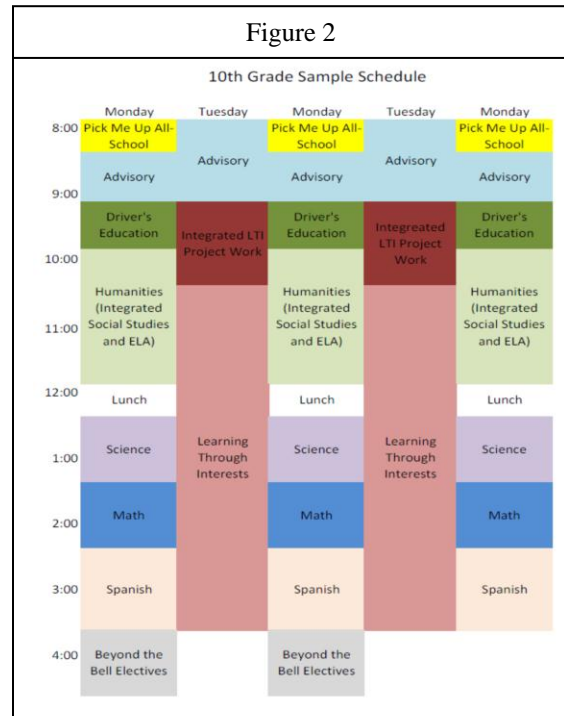
When students enter **The Delaware MET** they will use interest inventories and personal reflection to rank the four core content areas from greatest to least level of interest – ELA, math, social studies, or science. These rankings will be used to place the students in an advisory, so that students are with an advisor whose academic interests matches their own. This match will positively impact the work in the advisory, how the student views the academic program, and how the student designs projects with the assistance of her advisor.

In 11th and 12th grade, the advisor serves as the students’ college counselor, assisting students as they research colleges, write college entrance essays, and complete applications. A goal of the Delaware MET is that all



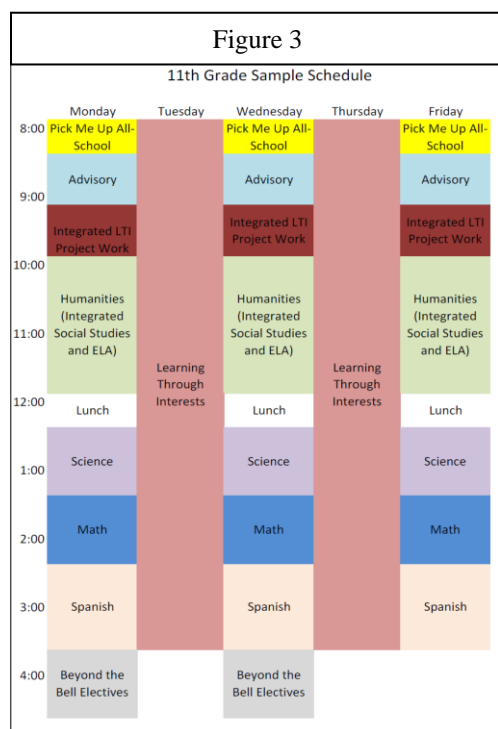
students will have the opportunity to be accepted into college, go to college, and have a plan for financing their college education.

Four times per year, each student will present an exhibition in his/her advisory of what he/she has learned in the previous nine-week period. The 35-45-minute exhibition will be presented to the student's advisor, parents, LTI coordinator, LTI mentor, and peers. In the freshman year, the exhibition will be slightly shorter, but as students' skills in presenting develop, the time will be lengthened. Exhibitions provide a forum for students to demonstrate their learning by presenting their projects and other Personalized Learning Plan work before a panel of adults and peers. High-quality project work combines many, if not all, of the Five Learning Goals in meaningful and in-depth ways that connect academic learning to real world contexts. Exhibitions also provide a forum for students to be reflective and honest about their learning processes, identifying both strengths and weakness, and constructing plans to continue to grow in these areas. As students observe each other's exhibitions they use rubrics to evaluate the presentations, thus informing their own presentations. Additionally, students in 9th and 10th grade will be expected to attend the exhibitions of upperclassmen to understand the expectations across grade levels and to see what is expected in years to come.



Academic Rotations (Humanities, Math, Science): At each grade level, students will be divided into two academies. Each academy will have an academic team at each grade level of four highly qualified core advisors committed to the academic success of each student in that academy. Students will not travel outside of their academy for core instruction, but will rotate among the four advisors for instruction in ELA, social studies, science, and mathematics. They will only go to teachers outside of their academic team for non-core classes. The team structure will ensure that students are well known in the school, as each core of four advisors will be responsible for 20 students each (comprising an advisory) for a total of 80 students across the academy. In all four core content areas, students will be encouraged, if they are ready, to attend college courses at local campuses for dual enrollment or as an advanced elective course. Students would earn both high school and college credits for this work, which would propel them forward on their academic journeys. Additionally, taking college courses would allow students to take advantage of elective courses not offered at **The Delaware MET**, further expanding and personalizing their academic programs.

Humanities: In grades 9-12, the English Language Arts advisor will collaborate with the Social Studies advisor to deliver an integrated Humanities course. As appropriate, the English or social studies advisor will deliver core content to both advisories and sometimes the advisories will split into their own teams to develop and execute projects. When the ELA and social studies advisors' advisories go to math and science, the math and science advisors' advisories will come to ELA and social studies for the same integrated Humanities course. The social studies program will use the curriculum developed by the Social Studies Coalition, integrating reading, writing, listening, and speaking into those units of instruction. Significant ELA standards will also be met as students work on their LTI projects – researching information, reading non-fiction, writing, speaking, and presenting. Furthermore, the ELA standards for reading nonfiction will be met through literature circles, novel studies, and reader's workshop. See the ELA curriculum maps for additional detail in Appendix G.



Math and Science: Students will take math and science all four years of high school. Within the math and science classes, advisors will use project-based and inquiry learning as much as possible. The science classes will use the curriculum developed by the Science Coalition. The math classes will use the Integrated Mathematics Program. Each semester the students will collaborate with both the math and science advisor to develop a project around their LTI that extends the learning from the math or science seminar and ties into their interests. In this way, while the content is taught in some degree of isolation from the other content areas, it will be connected into the student's learning within their field of interest. Some amount of time during advisory will also be used to bolster math content through online resources like the Kahn Academy (www.khanacademy.org). See the mathematics curriculum maps for additional detail in Appendix H.

Spanish: Three credits of Spanish will be taught to students over the first three years of their enrollment at **The Delaware MET**. While this goes beyond the credit requirements for high school language instructions, it positions students well for admission to four-year colleges, many of whom require at least three years of the same world language. For more detail, see the Spanish curriculum maps in Appendix J.

Physical Education: The physical education program at **The Delaware MET** will be a combination of programmed instruction and self-selected physical activities. Quarter credit modules will be designed so that students have the opportunity to learn specific physical education content and engage in a physical activity of their choice. The modules will be designed based on the interests of the students and the resources available in the community. All modules will meet the Delaware Physical Education standards, and students will be required to complete two modules each year in grades 9 and 10. **The Delaware MET** is currently in conversation with the YMCA to use their Central YMCA branch to support the PE program, and, if approved, will reach out to additional community resources. Students will be able to complete their PE credit within the school day. However, some PE modules will require students to participate in activities "Beyond the Bell." These could include afterschool and weekend mountain biking, orienteering, golfing, hiking, or rowing activities. Transportation from the school would be provided for students to engage in these activities. Appendix I includes a curriculum map with several sample modules. When the physical education teacher is hired, s/he will work with community organizations such as the YMCA to further develop a physical education program that truly reflects the interests of the students at The Delaware MET. In all modules, instruction will be designed to meet Delaware Content Standards.

Health: Students will take health in the freshman year and will earn the required half credit. Additional health may also be integrated into student LTI projects based on their internship site. For more detail, see the health curriculum maps in Appendix I.

Visual and Performing Arts: Students will have the opportunity to participate in the Visual and Performing Arts in a variety of ways. There will be opportunities for students to participate in chorus and art during the Beyond the Bell program. Students in these arts programs will earn half credit per year and will follow the curriculum program outlined in chorus, advanced chorus, art I or art II curriculum maps. Additionally, students may also choose an arts-oriented Learning Through Internship/Interest. Wilmington has a plethora of artistic outlets – the Christina Cultural Arts Center, The Grand, The Playhouse, and the Delaware Art Museum, among other organizations, which are all places where students may intern and build projects around the arts. It is expected that these students would be involved in the production of the arts through their internship experiences. For

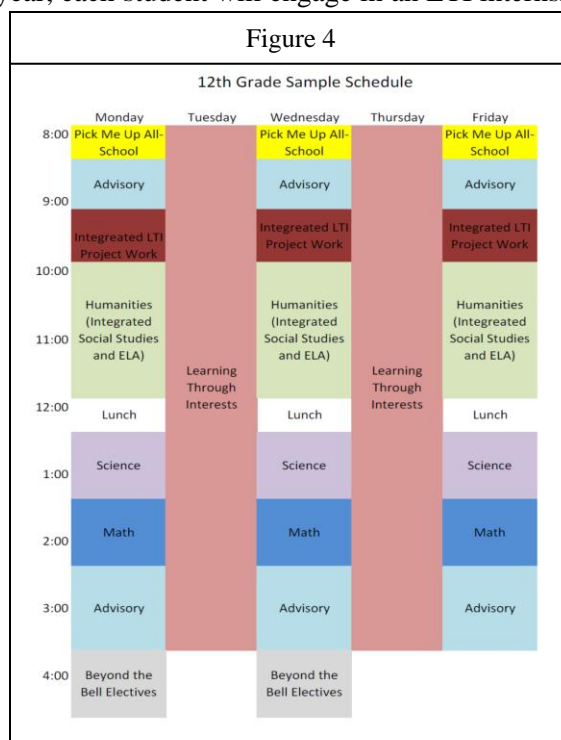
more detail, see the performing arts/chorus curriculum maps in Appendix L and the visual arts curriculum maps in Appendix K.

Learning Through Internship/Interests (LTIs): The goal of the LTI is to provide a context in which students can see the immediate application of the academic content they are receiving in school while advancing their knowledge and expertise within a specific field. At **The Delaware MET**, the LTI will serve as the student's pathway course.

In the freshman year, the LTI experience will be focused on introducing students to the professional world and the opportunities that are available after graduation. Students will work with their advisors to explore their interests and the possible careers that match those interests. Students will develop skills around workplace etiquette and expectations, including the writing of resumes, job interview techniques, working collaboratively, and other social skills required on the job. LTIs will include job shadowing experiences to make sure that the internship site is a good fit. Early in freshman year, advisories may venture out in teams to complete LTI experiences together around common interests or to complete community service. If individual students are ready, they may begin individualized LTI experiences in the first semester. By the second semester of freshman year, all students will be equipped with the tools to find an LTI site connected to their interests and to intern there two afternoons per week. Beginning in the sophomore year, each student will engage in an LTI internship every Tuesday and Thursday.

In the sophomore year, students will first come to **The Delaware MET** for advisory prior to leaving for their LTIs. This will allow advisors to monitor how the LTIs are progressing, assist with project work, and continue to develop on-the-job skills.

In the junior and senior years, students will report directly to their LTI sites on Tuesday and Thursday mornings. While most of the LTI experiences will be in local businesses and organizations, some students may find other interests in a given semester. For example, one semester, a student's LTI might revolve around planning, fundraising, and taking a trip abroad. Another LTI might deal with lobbying the state legislature regarding an issue relevant to the student, including researching the context for the proposed new law, rallying community support, developing educational materials, talking with legislators, and the like. Students will be limited only by their interests and the extent of the possibilities they see in the world around them.



Work at an LTI site will include the student learning valuable skills that are integral to the functioning of the business or organization. For example, at a hospital, a student might intern with one of the hospital nutritionists. While the student may spend some time learning about the functioning of a hospital kitchen, it is imperative that the student also work directly with the nutritionist to learn about how and why various diets are designed for different patients, connecting diet and health. It is around such critical job functions that the student's LTI project would be developed. For each LTI, the student will complete an in-depth project that gives back to the organization at which he/she is interning. For example, at the hospital, the nutritionist might need some literature developed to use with patients, such as education materials regarding the treatment of a specific disease or condition through diet. The LTI student might be charged with researching the condition and how diet can affect symptoms, designing appropriate diet recommendations, and developing the materials. Through the process, the student would work with his/her advisor to make sure that standards are being met for particular content areas – in this case, ELA, science, and health. The student would also work with his/her advisor to make sure that the quality of the work is commensurate with what is expected in the workplace. Unlike a school

project, for which the advisor would be the only audience, these materials would be researched and developed to be used as an educational tool with real patients.

In most cases the LTI experiences will be sequential and reflect advancing skills. For example, a student interested in animals might first do an LTI with the Society for the Prevention of Cruelty to Animals. This might then lead to an LTI with a general veterinarian, and then to time spent working with a veterinarian in a specific subspecialty – equine medicine, for example. In each case, the LTI would be tied back to a project that includes academic skills and demonstrates the students advancing. The value of students staying within a given field is that they are able to fully explore the career options within that field, make contacts and connections, learn about the industry standards for that area, and learn specialized job skills that can be applied if they decide not to go to college after graduation,. The Board of **The Delaware MET** has begun to meet with businesses and community organizations in and around Wilmington to secure internship locations. The letters of support that have been collected from those institutions are included as Appendix Z. Based on the approval decision in April 2012, an LTI Coordinator will be hired in July/August 2012 to work with the school leader to reach out to the community further to secure additional mentors and internship locations. The LTI Coordinator will also work with students as they enroll in the school to identify their areas of interest and build the mentor and internship database to match those interests.

Integrated LTI Project Work: As described above, students will complete projects connected to their LTI internships and integrating academic content. Each academic team of four core advisors will designate a time during the day when students can move between advisories to get help across the content areas. For example, a student may be in the advisory led by the ELA teacher but need help on his/her LTI project from the social studies teacher. In advance, the student may schedule time to confer with the social studies teacher during the Integrated LTI Project Work time. Additionally, this time will be designated for students to work collaboratively with one another on projects, if they so wish, either within the same advisory or across advisories within the same academy. Students may also use the time to work on computers, researching and designing presentations; practice presenting for exhibitions; or receive feedback from peers on their work. In all cases, students will be working on applying the content from their core classes to their project work, making their learning relevant.

Beyond the Bell: Beyond the Bell provides a flexible time for students to get extra help or to participate in a variety of elective, interest-based activities, such as physical education modules or activities in the visual and performing arts. In these cases, the Beyond the Bell program will be aligned to standards and students will be assessed on their performance. Additional groups may form around the arts, publications, intramural sports, travel, community service, leadership, entrepreneurship, etc. The uses for this time will be limited only by the students' ability to imagine new groups and the availability of adults to monitor the groups. Outside groups, such as the YMCA or the Cultural Arts Center, may also be retained to run programs during this time. Limited bussing will be available for students after Beyond the Bell.

Personalized Learning Plans

To keep track of requirements outlined for each content area, each advisor will be responsible for monitoring the Personalized Learning Plans for all the students in his/her advisory. Appendix N shows a sample Personalized Learning Plan that might be used at **The Delaware MET**, including the annual expectations for all students. The students will revisit their Personalized Learning Plans every quarter (and more frequently if needed) to monitor their work and their academic progress. Parents and other support staff will be consulted as needed. On the Personalized Learning Plans are requirements for the school that go beyond what is required for each content area. At the end of the 10th grade year, each student, his/her advisor, and his/her parents will engage in a Gateway conference. The Gateway is an oral defense that students will deliver to demonstrate that they are prepared to take greater responsibility for their own learning and are ready to play a more active leadership role. This mirrors the final Graduation Gateway that students will complete at the end of their senior year. In both cases, the advisor will work with the student to make sure that s/he is prepared for the Gateway conference to ensure success. In the 12th grade year, all students will complete a senior capstone project and exhibition, tying

together their years at **The Delaware MET** and reflecting on what they have learned through the LTI process and from the connections built between the real world and academic content.

A Day in the Life of a Delaware MET Student

The schedule outlined in the previous section demonstrates how the academic components of the education program work together to meet the regulations set forth by the Delaware Department of Education while maintaining fidelity to the Big Picture Learning design. Samantha's story, written below, tells the story of one day in her life at **The Delaware MET**. Imagine the possibilities for all students as they, like Samantha, work to build connections between their LTI internships, their future goals, and the academic program. Samantha's story will demonstrate how **The Delaware MET** brings rigor, relevance, and relationships alive and teaches students in a fundamentally different and unique way.

Wednesday, May 16, 2015

7:45 am

Samantha, 15, hops off the morning bus and hurries towards her school. She's excited about the day ahead and silently rehearses her role in the day's 'Pick-Me-Up.' She still gets a little nervous speaking in front of the whole school, but her advisor, Ms. Meyers, specifically challenged her to lead the activity this morning as a warm up for this evening's exhibition. She would have never agreed to do something like this at her old school, but since coming to the Delaware MET, Samantha has found a new kind of confidence in herself. She felt it was safe to take risks. Ms. Meyers had gone through some tough times with her this past school year, and Samantha knew she could count on her. Samantha really wanted to make her proud at tonight's exhibition.

8:00 am

Samantha meets her advisory in the cafeteria and they wait for the rest of the school to come in. They go over the script they've put together for 'Pick Me Up,' a whole-school kickoff to the day that is part team-building activity, part school assembly, and part administrative business. Samantha and three students from the advisory have planned to role-play a hazing incident, then the other students in their advisory will debrief with the rest of the school. When 'Pick Me Up' ends, they hope the whole school community will have thought carefully about how to treat each other with respect.

9:35 am

After spending the first half hour of advisory doing calendar and planning for the upcoming college visit, it's time for Samantha to meet one-one-one with Ms. Meyers to make sure she is prepared for this evening. Samantha and Ms. Meyers sit together in the advisory room while other students work on their independent projects. They are going over the last minute details for the exhibition this evening.

"Okay, so you're sure the spreadsheet simulation will work? You've had a chance to test it out? Ms. Meyers asks.

Samantha nods. "Everything's working. I went through it two times yesterday, and will go try it again this afternoon during advisory. Michael and Rosalie have already said they'd help. Don't worry, Ms. Meyers."

For the past two quarters, Samantha has had an internship with Mr. Patrick, the manager of the Regal Cinemas at the Brandywine Town Center. Normally, on Tuesdays and Thursdays, she spends her days on-site at Mr. Patrick's office, but she is at school today to prepare for her exhibition. At her internship site, Samantha works closely with her mentor to learn the ins and outs of the theater business. For the past two months, Samantha has conducted a cost-benefit analysis of vendors subleasing the concessions stand at 5 of the 10 theaters. Tonight, she'll present the results of that study and tie it into the learning goals she set along with Ms. Meyers and Mr. Patrick.

10:40am

"It's just like arguing a point in a debate, Samantha," explained Mr. Rossi, another advisor at the Delaware MET and a certified math teacher, "but here you have to use mathematical logic as your evidence." Samantha knows

she wants to apply to the University of Delaware. She had surprised herself by completing all of her Integrated Math I coursework with flying colors. She finds Integrated Math II program a little more challenging, but knows that Mr. Rossi will help her master the content.

1:30 pm

During the final meditation and cool down of yoga class at the Central YMCA, Samantha walks through the rest of her day mentally to make sure she has enough built-in practice time to insure that her exhibition is ready. She wants to do a good job and knows she needs to practice a few more times before she is completely comfortable.

3:10 pm

After her final academic class, Genetics and Biotechnology, Samantha rushes back to her advisory room. Michael and Rosalie, students in Samantha's advisory, sit at computers. They are helping Samantha finalize her Exhibition by testing out her computer model, asking questions, and giving her feedback. She appreciates their willingness to help, and her confidence that her Exhibition will go well is growing.

"Sammy, this is so cool. I can tell exactly how much those theaters have saved over the past year using the sublease system," says Michael.

"So what's the most important thing you learned?" asks Rosalie.

Samantha smiles because she knows Ms. Meyers is likely to ask the same question later. She puts on a theatrical and fake- sophisticated voice: "In response to your query, I conclude that my most important learning realization is that one should never be defeated by a problem simply because one can't yet see a solution...just messin'! Really, I had this idea to help the theaters figure out if they should start subleasing their concession stands based on the rising costs of employee benefits, but I didn't really know how. Once I saw all the data, I knew I could figure it out. If I had given up because I didn't have the skills, I never would have taken this on. But Mr. Patrick saw it was a good idea and helped me figure out how to calculate and report the possibility of savings based on the little data we had. So I guess what I learned is, if you've got a hard problem, you have to have patience to go after what you still may need to learn if you really want to solve it."

3:40 pm

Ms. Meyers reminds everyone of the exhibition schedule for the remainder of the week and makes sure everyone is scheduled to be a panelist at least three times, and observe a minimum of seven exhibitions. Ms. Meyers had stressed the importance of pre-arranging for panelists during these Exhibitions as part of the daily life skills instructions they had in their advisory. Samantha was thankful she would have a little downtime prior to the 6:45 exhibition.

6:45 pm

Ms. Meyers, Mr. Patrick, Michael, Rosalie, Lourdes, the school counselor, the school principal, Samantha's mom and three invited guests from the community are seated in the computer room. Several terminals are displaying an interactive spreadsheet that Samantha designed. At the front of the room, Samantha begins her Exhibition.

8:15 pm

Samantha opens the door to her apartment. She and her mom come in, still discussing some of the details from her exhibition. Samantha is tired, but she feels an enormous sense of pride at having completed such a successful exhibition. She is replaying the feedback from the community participants – one of whom would like to borrow her cost analysis system for his own business. As she enters her room, Samantha notices a card on her desk. She sits down to read the note from Ms. Meyers, and signed by the rest of the advisory. "Dear Samantha, Be proud of your accomplishments as a student, and a friend. We are proud to be your advisory. "Samantha closes her eyes for a moment, feeling the warmth of her Career Academy advisory family, and looking forward to another day.

At **The Delaware MET** students will learn in ways that are *rigorous*, pursuing Delaware Standards and Common Core State Standards through academic rotations in the core content areas and through integrated project work. Students will learn in ways that are *relevant*, following their passions and interests into the real world where adults live and work, learning about the expectations in various fields of work and building their network of opportunities within a chosen field. Finally, students will thrive through the *relationships* that they will build with their advisors, their peers, their communities, and their families. Successful students have a network of support around them. At **The Delaware MET**, students will know that they are important and well known – and they will thrive.

- 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, LTI Coordinator, and advisors will be critical to ensure that they are able to fully implement the Big Picture Learning academic program that has been selected by the school. Reflective practice occurs in an environment where there is collaboration, use of meaningful data, and thoughtful, collaborative discussion regarding instruction, as well as an emphasis on continuous improvement. In addition to staff retreats and conferences designed to delve deeply into pertinent topics, professional development opportunities will be a part of the weekly schedule at **The Delaware MET** and will provide advisors time to inquire about practice, study individual and group student data, develop best practices, and ensure accountability for school-wide goals.

Professional development activities for educators at **The Delaware MET** will be planned by the school leader in collaboration with the CMO and its subcontractor, Big Picture Learning, based on BPL’s recommended practices. Each year the topics for professional development will be determined based on the needs of the advisors, with input from school leaders, and on evaluations conducted by the CMO and Big Picture Learning measuring the school’s fidelity to the Big Picture Learning model. To develop leadership across the school, the professional development sessions may be conducted by the school leader, advisors, and BPL coaches. Additionally, the CMO will work with BPL to develop the capacity to deliver BPL coaching. This will allow the schools to transition more smoothly at the end of four years to full local support so that the implementation of the BPL model can be sustained over time. To facilitate professional learning at **The Delaware MET**, consistent structures will be put into place and monitored by the CMO to facilitate the professional growth of the advisors and the school leaders. These structures include:

Peer Observation:	Periodic observations of one advisor by another to observe and debrief on best practices in the classroom.
Collaborative Planning:	Core teams of advisors will collaborate around project development and students’ integration of core content into their LTI projects.
Weekly Staff Development:	Time will be provided each week on Tuesday or Thursday so that a 90 minute professional development period is established. Analysis of assessment data and monitoring of progress will be paramount.
Full PD Days:	Ten full days of professional development for school staff to plan for the year, reflect on best practices, and analyze data.
BPL Network Coaching:	Minimum of two monthly on-site meetings with a BPL Instructional Coach and a BPL Administrator Coach.
Mid-Year Retreat:	A one- or two-day retreat for school staff, during which they will evaluate progress, reflect, and adjust the school’s plan for the final semester.

Network-wide Staff Development:	Advisors and Administrators meet to share best practices annually at the BPL's Big Bang.
New Advisor Orientation:	A full week of professional development is held for all new BPL advisors each summer before the next school cycle begins.
Alliance of Model Schools	The Delaware MET will participate in two annual meetings, organized by Innovative Schools, with other district and charter school staff implementing the BPL model and other school models that are offered through Innovative Schools Portfolio of Model Schools. Through this network, The Delaware MET's staff will also have access to project-based learning project ideas developed by others in the Alliance and access to unique PD opportunities common to each of their models, and will participate in critical friend groups.

In addition to the support provided to the school leader through the CMO, a comprehensive professional development program will be in place for Big Picture Learning administrators. The school leader at **The Delaware MET** will participate in this program to continue to learn how to effectively lead the school and guide the academic program. These structures will include:

- Biannual Principals' Meetings: These are held each summer and during the school year.
- Coaching: Regional coaches provide individualized coaching sessions for each school site administrator several times a year. These coaching sessions are focused on school culture, supervision of instruction, coaching of advisors and classified staff, generation and interpretation of data, and strategies for enhancing community involvement.
- "Big Bang": Entire Big Picture community convenes once a year to share best practices and set annual goals for improvement.
- Individual phone and in-person sessions with Elliot Washor and Dennis Littky, the creators of the Big Picture Learning Model.

The following table outlines the first three years of professional development for the school leader and advisors at **The Delaware MET**.

Month:	Event:	Participants:
Spring 2013 Weekend Retreat	Welcome to the Delaware MET Retreat	All staff members, supported by CMO
May 2013 Two Saturdays	Planning the Summer Success Academy and home visits	All staff members, supported by CMO
June 2013 One week	Mini-bang – Introduction to BPL and Instructional Planning	All staff members, supported by CMO and BPL
August 2013 One week	Big Bang – Big Picture Learning Conference	All staff members, supported by BPL
August 2013 One week	PD prior to school opening and instructional planning	All staff members, supported by CMO and BPL
September – June Weekly	<ul style="list-style-type: none"> • Weekly PLC Time – each academy's team of advisors will meet for 60 minutes to collaborate on cross-curricular projects and data review • Weekly Department Time – advisors from the same content area will meet for 60 minutes each week to share and evaluate common assessments, review data, align curriculum • Weekly call from BPL leadership coach to 	All advisors, supported by school leader, CMO, and BPL

	school leader for principal coaching <ul style="list-style-type: none"> Weekly instructional coach support call Weekly network news from BPL with school culture and teaching tips 	
September – June Monthly	<ul style="list-style-type: none"> Five days of on-site coaching from BPL Monthly call from BPL leadership coach to school leader for principal coaching Monthly whole-faculty PD time 	All staff members, supported by BPL
October 2013	Site visit to another BPL school for school leader and team leaders	School and team leaders, supported by CMO and BPL
December/January 2013	Principal's Retreat	School leader, supported by BPL
January 2014	Whole-staff retreat to reflect on current school culture and instruction and plan for the spring	School and team leaders, supported by CMO and BPL
February 2014	Site visit to another BPL school for school leader and team leaders	School and team leaders
April 2014	Personalization Conference Participation in network-wide peer reviews as part of a review team	School and team leaders
May 2014	On-site peer review from network principals Planning for Summer Success Academy Planning for summer professional development	All staff members, supported by CMO and BPL
June 2014	End-of-year whole-school reflection process	All staff members, supported by CMO
July 2014 One week	Mini-bang/Team Building – Introduction to BPL and Instructional Planning	All new staff members, supported by CMO and BPL
August 2014 One week	Big Bang – Big Picture Learning Conference	All new staff members, supported by BPL
August 2014 One week	PD prior to school opening and instructional planning	All staff members, supported by CMO and BPL
September – June Weekly	<ul style="list-style-type: none"> Weekly PLC Time – each academy's team of advisors will meet for 60 minutes to collaborate on cross-curricular projects and data review Weekly Department Time – advisors from the same content area will meet for 60 minutes each week to share and evaluate common assessments, review data, align curriculum Weekly call from BPL leadership coach to school leader for principal coaching Weekly instructional coach support call Weekly network news from BPL with school culture and teaching tips 	All advisors, supported by school leader, CMO, and BPL
September – June Monthly	<ul style="list-style-type: none"> Five days of on-site coaching from BPL Monthly call from BPL leadership coach to school leader for principal coaching Monthly whole faculty PD time 	All staff members, supported by BPL
October 2014	Site visit to another BPL school for school leader and team leaders	School and team leaders, supported by CMO and BPL
December/January 2014	Principal's Retreat	School leader, supported by BPL
January 2015	Whole-staff retreat to reflect on current school culture and instruction and plan for the spring	School and team leaders, supported by CMO and BPL
February 2015	Site visit to another BPL school for school leader and team leaders	School and team leaders
April 2015	Personalization Conference Participation in network-wide peer reviews as part of a review team	School and team leaders

May 2015	On-site peer review from network principals Planning for Summer Success Academy Planning for summer professional development	School and team leaders, supported by CMO and BPL
June 2015	End-of-year whole-school reflection process	School and team leaders, supported by CMO
July 2015 One week	Mini-bang/Team Building – Introduction to BPL and Instructional Planning	All new staff members, supported by CMO and BPL
August 2015 One week	Big Bang – Big Picture Learning Conference	All new staff members, supported by BPL
August 2015 One week	PD prior to school opening and instructional planning	All staff members, supported by CMO and BPL
September – June Weekly	<ul style="list-style-type: none"> Weekly PLC Time – each academy’s team of advisors will meet for 60 minutes to collaborate on cross-curricular projects and data review Weekly Department Time – advisors from the same content area will meet for 60 minutes each week to share and evaluate common assessments, review data, align curriculum Weekly call from BPL leadership coach to school leader for principal coaching Weekly instructional coach support call Weekly network news from BPL with school culture and teaching tips 	All advisors, supported by school leader, CMO, and BPL
September – June Monthly	<ul style="list-style-type: none"> Five days of on-site coaching from BPL Monthly call from BPL leadership coach to school leader for principal coaching Monthly whole faculty PD time 	All staff members, supported by BPL
October 2015	Site visit to another BPL school for school leader and team leaders	School and team leaders, supported by CMO and BPL
December/January 2015	Principal’s Retreat	School leader, supported by BPL
January 2014	Whole-staff retreat to reflect on current school culture and instruction and plan for the spring	School and team leaders, supported by CMO and BPL
February 2016	Site visit to another BPL school for school leader and team leaders	School and team leaders
April 2016	Personalization Conference Participation in network-wide peer reviews as part of a review team	School and team leaders
May 2016	On-site peer review from network principals Planning for Summer Success Academy Planning for summer professional development	School and team leaders, supported by CMO and BPL
June 2016	End-of-year whole school reflection process	School and team leaders, supported by CMO

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

This is a Phase II Requirement

- 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

- 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

- 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

- 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

- 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

- 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'**

As part of the Phase II curriculum development process, the Board will work with Innovative Schools and the DDOE to determine if the Advisory Program and Learning Through Internship/Interests program at **The Delaware MET** can become an approved CTE pathway and receive 509 funding.

7. Students with Special Needs

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

The Delaware MET will comply with all state and federal statutes and regulations in regards to the education of students with disabilities, remaining at all times in compliance with the Delaware Regulations Administrative Code, Title 14 provisions.

With the fidelity to which **The Delaware MET** will work through 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 student success in the general curriculum.

Because parents play such an important role in their child's education, conversation will be ongoing regarding interventions, movement of a child between tiers and data driven rationale for decisions, and ultimately, if deemed necessary by the IST, permission to evaluate will be solicited for the student to be tested for eligibility of Special Education Services. **The Delaware MET** 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 factor being measured rather than reflect the student's disability, except where those are the factors being measured." Parents will be explained their rights under the Procedural Safeguards.

If prior to implementation of the full RTI process, a parent feels as though s/he would like to have his/her child evaluated to rule out possibility of a disability as 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 less, of receiving written parental consent, 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. **The Delaware MET** will be fully accessible to all students, faculty, staff, parents, business partners 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.

The Delaware MET will implement all Response to Intervention (RTI) procedures with ultimate fidelity to the state and federal RTI regulations. The Response to Intervention, tiered instructional process will be an anchor component in the educational program, in that all students will be educated at Tier I, in the general education curriculum, with research 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 put in place at that level. Once a student is identified as having difficulty being successful in the general curriculum, as evidenced by observation and diagnostic or benchmark assessment, the student's team will review screening data and adjust the regular education program to include supports to address student need. If the student improves, s/he will continue in the general education program with those supports in place. If the student's performance data does not improve, **The Delaware MET's** Instructional Support Team (IST) will review the data and design interventions for the student. This will move the student into Tier II of the RTI process, in that the student will receive a minimum of 90 minutes per week of targeted, research based intervention instruction, preferably still within the general education classroom, when possible. Progress monitoring on student performance and achievement on targeted skill(s) will be done weekly. If student performance increases and goals are met, the IST will decide if the student has made enough progress to transition back to Tier I or if the interventions should remain in place. If the student does not make adequate progress in Tier II, based on assessment data, the student will 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 when possible. Student progress is monitored weekly. Instructional intensity, at both levels of additional intervention instruction, is addressed through duration, frequency and time of interventions, and group size.

Because students are ambassadors of their own learning in the Big Picture Learning model, they will be involved in discussion surrounding assessment performance and have an opportunity to speak with their advisor and/or team, regarding struggles and suggestions for supports that they feel would be helpful in increasing opportunities for success. Transparency of this process is dire to the student's ultimate success in this model. Working through the process of analyzing data, identifying trends, offering suggestion for support and individualizing elements of their own support plan, will increase student ability to not only understand their own needs, but effectively advocate for those needs.

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

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

Analysis and interpretation of data collected to determine whether desired outcomes were achieved and/or to revise, increase, decrease or discontinue the intervention. This may include, but not be limited to summative data such as DSTP results, results of universal screenings, progress monitoring, other formative assessments, as well as anecdotal information collected from parents and other team members. Below is a table indicating data collection assessment sources.

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

The Delaware MET will be a place where each student feels known; known by other students, the advisors, Director, and other staff. Each student will be supported by his/her crew/advisory group, at every level of intervention. All students will have a support system, with participants who are vested in the student's success, and the desire to assist the student in academic and social growth, including, but not limited to the advisor, parents/guardians, and business and community mentors.

If a student experiences difficulty with the general curriculum, the advisor will bring those concerns, as well as data that evidences specific concerns, to the Instructional Support Team (IST). At **The Delaware MET**, time, people and resources will be used in innovative ways to meet the needs of every child and it is with this focus that the members of the IST will be able to ask and answer the question, "What resources can we use to increase the student's chances for success?" Looking at each student on an individual basis, resources, strategies and supports will be determined, approved, and implemented in efforts to increase student success within the general education classroom.

Members of the IST will include, but not be limited to, the student's advisor, the Director, the student's parent/guardian, 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 the Learning Through Interests (LTI) Coordinator.

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

The Delaware MET will implement the tiered Response to Intervention process with fidelity to the model 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 have preference to be implemented in the general education classroom, when 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 learning and adequate 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.)

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

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

The Delaware MET will be proactive in the training and professional development of all advisors, administrators, and staff, specifically in assuring that all on staff will feel confident in the delivery of high quality, student driven instruction that demonstrates fidelity to the Big Picture 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.

Additional professional development will focus on the areas relating to the area of universal and diagnostic assessment, the collection and interpretation of data for ongoing progress monitoring at the classroom, school

and district levels, the development of collaborative team problem solving (such as the Instructional Support Team model) and the development of skills in identifying instructional needs, as well as linking appropriate interventions to individual instructional needs, and specific professional development as it may relate to the implementation of district selected scientifically research based instructional interventions to support students in need of Tier 2 or Tier 3 supports⁷.

The Delaware MET will provide necessary related services to all students with disabilities. **The MET** 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 are not limited to Hearing education services, occupational therapy, physical therapy, Speech and Language therapy, and vision education services.

Any child requiring related services will have time, frequency, duration, present levels of performance, annual goals, and short term objectives included in their 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.

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

The Delaware MET 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 are not 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.**

The Delaware MET will avidly recruit and hire advisors who hold a dual Delaware teaching certificate in both Special Education and Secondary Education, with Highly Qualified status in one or more content areas. In year one, **The Delaware MET** projects to have a fifteen percent special education population, for a total of forty-eight students out of the 320 students who will be enrolled in grades nine and ten, between the eight crews. Two, Delaware certified Special Education teachers who hold at least one Highly Qualified content area certification will be employed in year one. As **The Delaware MET** grows and adds grades eleven and twelve in the two subsequent years, a similar projection for the number of special needs students is foreseen. At goal capacity, **The MET** will have four, full time, Delaware certified Special Educators who will serve on crew specific teams.

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

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

⁷ 14 DE Admin Code § 923.56.0 and § 2122 of the No Child Left Behind Act

Staff Positions and Descriptions:

School Principal

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

LTI Coordinator

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

Advisor

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

- Includes Special Education teacher with job code

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.

The Delaware MET will establish a non-discrimination policy specifying that no person shall be subjected to discrimination in the educational programs, services, or activities based on race, national origin, gender, age, or disability, in accordance with State and federal laws.

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

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

See item 'j' above.

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

The Delaware MET will employ certified special education advisors for students with disabilities; compliance will be assured by the school principal.

8. Economic Viability

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

Through its intended relationship with Innovative Schools as CMO, **The Delaware MET** will be managed by a core team of CMO personnel and Delaware MET staff. During the planning year prior to the school's opening, that staff will include the CMO Project Manager and **The Delaware MET** school leader. An LTI Coordinator will be hired at the start of the 2013-2014 school year and an Operations Manager will be hired at the start of the 2014-2015 school year; both of these positions will also become a part of the core team as they are hired. Advisors (teachers) and a school nurse will also be hired a few months prior to the opening of the school in the Fall of 2013. Additional advisors will be hired in subsequent years as the student population grows. If financially viable, an office administrator would also be hired. Should this not be possible, Innovative Schools and CMO and the LTI Coordinator will execute clerical duties.

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, Big Picture Learning. Working directly with the School Leader (and later with the LTI Coordinator and 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 transferring knowledge and building the capacity of the school-based team over time to manage the school independently after the first charter renewal. The school-based staff will be responsible for 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 Big Picture Learning practices and philosophies. This core group (CMO Project Manager, school leader, LTI coordinator, and Operations Manager) will report directly to **The Delaware MET** Board.

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	Year 1	Year 2	Year 3	Year 4	Year 5
	FTE	FTE	FTE	FTE	FTE
Principal/Operations Administrative	0	1	1.5	2	2
Teachers (Advisors)	0	20.14	30.42	37.77	43.53
Nurse	0	1	1	1	1
Clerical (LTI Coordinator)	0	1	2	3	4
Students	0	320	480	640	720

STAFF POSITION DESCRIPTIONS:

SCHOOL PRINCIPAL

JOB CODE: P89138

Primary Role and Responsibilities

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

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

Qualifications

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

Essential Duties and Responsibilities

Instruction

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

Operations

- Establish a strong school culture based on the vision, mission and philosophy of the school and its selected academic program
- Market and manage student recruitment, the application process and student enrollment
- Regularly monitor all aspects of school operations
- Ensure compliance with all state and federal regulations
- Prepare and submit formal reports to the school's Board of Directors and charter authorizer
- Ensure proper budgeting, accounting, auditing, and financial planning
- Establish and support a Citizen's Budget Oversight Committee
- Create and maintain a safe, secure, and orderly environment
- Work in conjunction with the school's Board to support the management of the school's non-profit organization
- Create and oversee a plan to actualize the school's goals and mission
- Work with the school's Board 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 (preferably 3 years as assistant principal or principal in a private, parochial, public or charter school in addition to teaching experience is preferred)
- Ability to lift up to 50 pounds
- Ability to hear within normal range, with or without amplification
- Ability to speak for extended periods to convey information or detailed instructions in a calm, efficient manner
- Ability to participate in activities that may include standing, sitting, walking, and to perform work requiring visual acuity
- Ability to prioritize and effectively manage competing tasks and responsibilities
- Ability to sustain a calm, reasonable approach, and communicate effectively in stressful or problematic situations
- Ability to read, follow written and verbal instructions, to communicate clearly verbally and in writing

OPERATIONS MANAGER

JOB CODE: P75081

Primary Roles and Responsibilities

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

Qualifications

- Demonstrated success in monitoring budgets of \$5 million.
- Demonstrated success in managing contracts of up to \$500,000.
- Experience working in education organizations
- Experience with staffing processes and general human resource procedures.
- Operations and facilities management experience
- Knowledge of 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 30th unit count process by working with the school leader, CMO, administrative assistant, and advisors.
- Work with administrative assistant to maintain integrity and accuracy of student records, including maintenance and tracking of attendance and retention.
- Work with CMO to prepare reports for DDOE, Board, and Citizens Budget Oversight Committee
- Respond to and resolve routine internal and external inquiries with parents, employees and school organizations.
- Responsible for budget development
- Prepare monthly financial reports for board approval and posting on the school website
- Coordinate all federal, state, and local grant applications and reporting.
- Prepare drawdown requests for state funds.
- Manage and reconcile school's petty cash funds.
- Provide financial oversight, including invoice approval
- Manage accounts payable and payroll processes.
- Oversee yearend audits as well as any site audits from state or federal agencies
- Manage day to day activities of designated non-instructional staff.
- Cooperate with CMO and School Principal to implement policies and procedures at school (e.g., compensation, vacation/sick days; recruitment screening, background checks, etc.).
- Oversee the processing of all new hire paperwork.
- Maintain personnel files for all employees.
- Lead orientation for new hires.
- Lead annual performance reviews for non-instructional staff.

Requirements

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

LTI COORDINATOR (Coordinator)

JOB CODE: P85110

Primary Roles and Responsibilities

The Learning Through Internship/Interest (LTI) Coordinator is responsible for implementing the internship program for students. This includes working with students to develop their Learning Through Internship/Interest (LTI) internship experiences, securing LTI sites and managing operational logistics, working with internship mentors, monitoring and tracking student progress, identifying areas for new partnerships, and collaborating with local organizations. This position will work in collaboration with the Charter Management Organization and will report 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 a middle or high school
- Bachelor's Degree or higher
- Excellent verbal and written communication skills
- Excellent organizational and interpersonal skills
- Understanding of curriculum and methods of instruction
- Experience in test evaluation and measurements of achievement
- Track record of success with diverse children, including those with special needs
- Knowledge and proven ability in positive behavior management
- Ability to work well with parents
- Ability to work effectively as a team member
- Ability to network in the community
- Skilled in the use of the internet, email, and Microsoft Office (e.g. Word, Excel, PowerPoint, and Outlook).
- Capable of interpreting policy, procedures, and data
- Willingness to be held accountable for student results
- Possession of a Class D (or equivalent) driver's license.

Essential Duties and Responsibilities

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

- Coordinate and monitor each student's Learning Through Internship/Interest (LTI) plan
- Motivate students to be creative in their thinking about their interests and LTI
- Proactively seek sources and connections for LTI opportunities
- Serve as the liaison to the students' mentors for LTIs
- Prepare advisors to effectively interact with students' mentors
- Visit students' LTI sites and provide support, as needed
- Prepare students adequately for required LTI exhibitions
- Conduct long and short-term planning to address the individual needs of students
- Collect data and manage reporting requirements for each student's LTI
- Evaluate students' progress and prepare student achievement reports for parents as required
- Work collaboratively with other staff
- Bring in new ideas for partnerships, LTI sites, and collaborations with local organizations
- 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

ADVISORS (Teachers)

JOB CODE: P50500 Secondary ELA English;

JOB CODE: P50605 Secondary Spanish;

JOB CODE: P50801 Secondary Health & Physical Education;

JOB CODE: P51100 Secondary Math;

JOB CODE: P51301 Secondary Science;

JOB CODE: P51500 Secondary Social Studies;

JOB CODE: P52000 Drivers' Education

JOB CODE: P61800 Secondary Special Education

Primary Role and Responsibilities:

Advisors are responsible for implementing the curriculum and instructional program, 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. In alignment with the Big Picture Learning model, advisors will each be assigned a group ("advisory") of 20 students and will oversee and coordinate all aspects of the Personalized Learning Plans the students in their advisories, ensuring that each student's academic program meets all standards and requirements for graduation. Advisors will loop with their students through all four years of the high school experience.

Qualifications:

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

Essential Duties and Responsibilities:

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

- Coordinate and monitor each student's Personalized Learning Plan
- Provide direct instruction and academic support to support students' project work
- Conduct long and short-term planning to address the individual needs of students
- Develop lesson plans that ensure the attainment of state learning standards and the additional specific grade-by-grade learning standards set forth in the charter

- Serve as the liaison to their students' LTI mentors
- Co-plan and co-teach with other advisors to reinforce student knowledge
- Prepare students adequately for all required assessments and exhibitions
- 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
- Maintain professional competence through participation in professional development activities
- Attend meetings and other activities, as determined by the principal

Physical and Mental Requirements:

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

NURSE

JOB CODE: P95723

Primary Role and Responsibilities:

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

Qualifications:

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

- Willingness to keep up-to-date with current school nursing practice

Responsibilities:

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

Physical and Mental Requirements:

- Ability to lift up to 50 pounds
- Ability to hear within normal range, with or without amplification
- Ability to speak for extended periods to convey information or detailed instructions in a calm, efficient manner
- Ability to participate in activities that may include standing, sitting, walking, and to perform work requiring visual acuity
- Must possess the ability to prioritize and effectively manage competing tasks and responsibilities
- Must sustain calm, reasonable approach and communicate effectively in stressful or problematic situations
- Must be able to read, follow written and verbal instructions, to communicate clearly verbally and in writing
- 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 **The Delaware MET**. This individual will be responsible for the reception of visitors and information, organization and filing of records, processing of enrollment information, inventory and ordering of office supplies, assistance to the principal, the board, and faculty for scheduling and correspondence, coordination of service providers for maintenance and cleaning and support of school events as needed.

Qualifications:

- Excellent organizational skills
- Successful experience in office management, preferably in a school setting
- Excellent interpersonal and communications skills
- High School diploma with business training a minimum; college degree preferred
- Ability to handle multiple tasks effectively and work under pressure

- Proficient in Microsoft Office (e.g. Word, Excel, PowerPoint, and Outlook)
- Ability to exercise tact, discretion and confidentiality

Responsibilities:

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

- 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 1	Year 2	Year 3	Year 4
Facility Lease	422,400	633,600	844,800	844,800
Utilities	70,456	129,360	172,480	172,480
Insurance	22,000	22,000	22,000	22,000

The Delaware MET has budgeted rent and other occupancy costs at approximately \$422,400 in year 2 to \$844,800 in year 4, allowing for growth in the student population. The board intends to lease space at 1001 Jefferson St. in Jefferson Plaza, located in the City of Wilmington in New Castle County. This site will facilitate ease of access to the school and LTI internship locations, ensuring an attractive and safe location – and, one that is easily accessible to students and families. Centrally located in this metropolitan area, the school site will facilitate convenient access to numerous business locations for LTI internship opportunities. Many are within walking distance, and others sites will be more easily accessible using public transportation.

The board of **The Delaware MET** has budgeted \$4,800,000 for renovations to the leased space.

The school will utilize operating funds provided by the Delaware Department of Education (DDOE) and annual local revenues, per formula calculations, to pay the rent and maintain the facility. In order to ensure fiscal viability is maintained, the CMO will work with the school leader and Operations Manager (once hired in 2014-2015) to regularly analyze enrollment, expenditures, and financial management practices, and will report on this information to the Board and Citizens Budget Oversight Committee. While it is anticipated state and local funds will be adequate to maintain financial solvency, the board intends to aggressively implement a fundraising plan (see Appendix U) to supplement available resources for school operations.

The actual site 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 a lease agreement. **The Delaware MET** will identify, negotiate, and lease a site prior to December 15, 2012 and will ensure that the facility is in full compliance with all applicable codes and regulations prior to the opening of the school. Renovations to the leased facility will be completed no later than late spring of 2013 so that a Certificate of Occupancy (CO) can be obtained by the deadline of June 15, 2013, in accordance with Delaware charter school law.

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

The 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. The school will then liquidate its holdings and pay off any debts acquired.

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

<u>Contract</u>	<u>Finalized</u>
Innovative Schools (CMO)	June 2012
Facility Lease	December 2012
Facility Maintenance	April 2013
Insurance/Audit	April 2013
Transportation	April 2013
Vehicle Leases	April 2013

Food Services	April 2013
Technology Services	April 2013
Speech/Hearing/Psych Contract	April 2013
All Other	April 2013

The Budget Narrative and Worksheets for **The Delaware MET** may be found in Appendix R.

- 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 Delaware MET will contract with a CMO to provide all start up services required for \$125,000.00.

The CMO will provide all clerical support and necessary supplies to successfully complete the start-up year. The intention is to hire on the potential head-of-school as a contractor during the startup year in January 2013 and to transition that person to employee status in July 2013.

- 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.**

Revenue Estimates for **The Delaware MET** may be found in Appendix R.

It is the intention of **The Delaware MET** Board to obtain a loan for the renovations of the facility. The first year of the loan will be interest-only payments on the total loan amount, with principal payments beginning in year 2. The funds received from the loan are reflected on page 3 of the Budget Worksheets in Appendix R.

The Delaware MET has also developed an aggressive Fundraising Plan (Appendix U) to supplement the costs for school operations. While these funds are not necessary to open and maintain the basic operations of the school, they will certainly become a core element in building flexibility and enhancements into expenditure decisions considered by the board.

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

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

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

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

The contingency finance plan for **The Delaware MET**, should enrollment fall below the projections as presented in this application, will be to reduce personnel and operating costs to meet funding limitations. **The Delaware MET** has demonstrated in this application that it can operate financially at any student level between 320 and 640 students. The minimum number of students the school can enroll to remain economically viable in year 2 is 480 students; in year 3, that number is 640 students. In year 4 of operation, the enrollment number is 720 students due to the progression of the initial class that was an inflated size to ensure economic viability in the early years. After year 4, total enrollment will return and maintain at 640 students. In summary, **The Delaware MET** 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 **The Delaware MET** 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 Big Picture Learning academic program, which was selected by the Board of **The Delaware MET** from Innovative Schools' Portfolio of Model Schools. As CMO, Innovative Schools will serve as the main partner and Big Picture Learning will serve as its subcontractor.
2. As CMO, Innovative Schools will build the capacity of **The Delaware MET** 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, **The Delaware MET** 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 intended CMO contract between the Board of **The Delaware MET** and Innovative Schools will optimize implementation of **The Delaware MET'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 as a School Support Organization to Delaware Charter Schools for several years. A full listing of Innovative Schools' past and current clients, along with services rendered, may be found in Appendix Q.

As CMO, Innovative Schools' on-site Project Manager will assign all budgeting and finance-related activities to Innovative Schools' charter school finance specialists. During the first five years of operation, the charter school finance specialists from Innovative Schools will work directly with **The Delaware MET's** Principal, Operating Board, Citizens Budget Oversight Committee, and later with the Operations Manager to develop a projected budget for the next fiscal year, for review and approval by the Operating Board. Additionally, Innovative Schools charter school finance specialists will provide initial training to the Operations Manager

(once hired) on financial management software selected by Innovative Schools and will work closely with the Operations Manager to perform the tasks and specific deliverables which are described in further detail in the intended CMO contract included in Appendix P:

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

Once **The Delaware MET** Operations Manager is hired, they shall take on the following financial functions:

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

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

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

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

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

Following approval of **The Delaware MET's** charter, the Founding Board will transition to an Operating Board and 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 P, **The Delaware MET** has authorized Innovative Schools to undertake the business and academic services of the school for the first five years of the school's existence. As CMO, the accountability of Innovative Schools is an essential foundation of this relationship. It is understood by both parties that Innovative Schools remains accountable and subject to the oversight of **The Delaware MET** 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 **The Delaware MET** 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 Big Picture 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 **The Delaware MET** 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 **The Delaware MET** 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 annually (or more often, as needed) and goals 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, the Advisory Board, and Citizen’s Budget Oversight Committee. Twice annually, the Board, Advisory Board, and Citizens Budget Oversight Committee will also meet to review the school’s progress. The Operating Board, Advisory Board, and Citizen’s Budget Oversight Committee will have staggered terms of service and 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 **The Delaware MET** intends to contract with Innovative Schools to serve as the Charter Management Organization (CMO) for the first four years of the school’s existence. The intent of this contractual relationship is twofold:

1. As CMO, Innovative Schools will support full implementation of the Big Picture Learning academic program, which was selected by the Board of **The Delaware MET** from Innovative Schools’ Portfolio of Model Schools. As CMO, Innovative Schools will serve as the main partner and Big Picture Learning will serve as its subcontractor.

2. As CMO, Innovative Schools will build the capacity of **The Delaware MET** 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, **The Delaware MET** 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 intended CMO contractual relationship between the Board of **The Delaware MET** and Innovative Schools will optimize implementation of **The Delaware MET'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 Big Picture 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 **The Delaware MET** is an essential foundation of this relationship, and because the responsibility of the school principal is critical to its success, **The Delaware MET** delegates to Innovative Schools the authority and responsibility, consistent with state law, to recruit, hire, supervise, and fire the principal (for detailed terms and conditions of this arrangement, see intended CMO contract in Appendix P). The principal will be an employee of the school, but will work closely with Innovative Schools (CMO) Project Manager to coordinate the management of **The Delaware MET**. 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 Big Picture Learning model. **The Delaware MET** principal shall exercise good faith in considering and adopting Innovative Schools' recommendations so that the Big Picture model may be properly implemented.

Over time, the CMO Project Manager and Big Picture 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 Big Picture Learning methodology, and to manage the school's administrative operations. Should there be a change in principal at **The Delaware MET**, Innovative Schools and Big Picture 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 P for more detail) Innovative Schools will provide **The Delaware MET** with the following professional services:

- (a) Supporting **The Delaware MET's** start-up process
- (b) Providing a comprehensive academic program design based on the Big Picture Learning model through a subcontract with Big Picture 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) Supporting recruitment of the principal, teachers, and administrators
- (d) Training, supporting and evaluating the principal
- (e) Training and supporting the Operations Manager and the LTI Coordinator
- (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 **The Delaware MET** will be the responsibility of the school principal, including the following:

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

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

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

In the academic program, parents and advisors will play a critical role in the development of each student's Personalized Learning Plan. On a quarterly basis, students will work with their advisor to update their Personalized Learning Plans. Parents will be required to review the Personalize Learning Plan with their child. If a student is successful and reaching the goals described in his/her Personalized Learning Plan, then that student's parent(s) will sign off in approval of that quarter. However, if the student is not able to meet his/her goals, the parent(s) will be required to meet with the advisor and will use the data collected in the Personalized Learning Plan to make decisions with the student and advisor about the student's path forward through the academic program. In the advisory structure that loops through the grades, both the students and their families become well-known to the advisors; the parents become important allies and decision-making partners in their children's academic programs.

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

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

The Delaware MET Board and Innovative Schools are committed to the success of the Big Picture 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 **The Delaware MET's** charter. The Board shall exercise good faith in considering and adopting Innovative Schools' recommendations so that the Big Picture 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 Big Picture 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 Big Picture Learning will assist the school principal in developing the school's internal capacity to deliver the basics of the Big Picture Learning methodology and manage the school's administrative operations independently. Should there be a change in principal at **The Delaware MET**, Innovative Schools and its subcontractor, Big Picture 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 lesson, writing sample, and interviews with the school principal and/or Board; recommendations and contract approvals by the Board.

The timeline for hiring:

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

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

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

Innovative Schools' (CMO) on-site Project Manager will aid the school's recruitment efforts by working with its subcontractor, Big Picture Learning, to recruit advisors already in the Big Picture 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 provides guidance on management techniques that lead to better 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 Delaware MET** principal with training on how to access candidates in a timely way.

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

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

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

Utilization of the PRAXIS II test will also be offered to uncertified teachers. **The Delaware MET** 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 assure and verify accurate credentialing.

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

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

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

The Delaware MET 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 (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 Big Picture academic program, Innovative Schools and its subcontractor, Big Picture Learning, will encourage all professional staff to grow in a way that maintains consistency with the school's vision and mission, innovative academic design, climate, and culture. Similar to the students, each staff member of **The Delaware MET** will have a Personalized Learning Plan, developed cooperatively by Innovative Schools' (CMO) Project Manager, Big Picture Learning, the school principal, the LTI Coordinator, and the advisor. The Personalized Learning Plan will include the DPAS II components but will also require teachers to be reflective on practice and set additional goals for their professional growth that may go beyond

the DPAS II. The staff Personalized Learning Plans will be monitored by the school principal and the LTI Coordinator.

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

Accountability for the school's success rests on strategic decisions made by the Board, and on the execution of academic and operational programs by Innovative Schools as CMO, the Principal, and the school's staff. Parent representation on the Board, Advisory Board, and Citizens Budget Oversight Committee will be a primary means of assuring that the families of **The Delaware MET** 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, Advisory Board, and the Citizens Budget Oversight Committee.

Innovative Schools, as part of its CMO responsibilities, will also regularly work with the Board of **The Delaware MET** 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 the Advisory Board and Citizen's Budget Oversight Committee. Twice annually, the Board, Advisory Board, and Citizens Budget Oversight Committee will also meet to review the school's progress. Results and areas needing improvement will subsequently be shared with the larger school community.

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

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

1. As CMO, Innovative Schools will support full implementation of the Big Picture Learning academic program, which was selected by the Board of **The Delaware MET** from Innovative Schools' Portfolio of Model Schools. As CMO, Innovative Schools will serve as the main partner and Big Picture Learning will serve as its subcontractor.
2. As CMO, Innovative Schools will build the capacity of **The Delaware MET** 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, **The Delaware MET** 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 intended CMO contractual relationship between the Board of **The Delaware MET** and Innovative Schools will optimize implementation of **The Delaware MET'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, Big Picture Learning, will be coordinated by Innovative Schools' (CMO) Project Manager, who will be located at the school site on a part-time basis.

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

Because the accountability of Innovative Schools to **The Delaware MET** Operating Board is an essential foundation of the school's relationship, and because the responsibility of the school principal is critical to its success, **The Delaware MET** 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 Innovative Schools (CMO) Project Manager to coordinate the management of **The Delaware MET**. 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 Big Picture Learning model. **The Delaware MET** principal shall exercise good faith in considering and adopting Innovative Schools' recommendations so that the Big Picture model may be properly implemented.

Over time, the Innovative Schools' (CMO) Project Manager and Big Picture Learning 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 Big Picture Learning methodology, and to manage the school's administrative operations. Should there be a change in principal at **The Delaware MET**, Innovative Schools and its subcontractor Big Picture 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 intended CMO contract (see Appendix P) Innovative Schools will provide **The Delaware MET** with the following professional services related to school operations:

- (a) Supporting **The Delaware MET's** start-up process
- (b) Providing a comprehensive academic program design based on the Big Picture Learning model through a subcontract with Big Picture 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 Q for a copy of its Delaware Business License, more information about its non-profit organization and past clients.

There is no past or pending litigation against Innovative Schools Development Corporation.

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

Plan for Recruiting Students

To ensure that the enrollment target of 240 freshmen students and 80 sophomore students is met, Year 1 recruitment strategies for **The Delaware MET** will focus on two key New Castle County audiences: (1) rising high-school-aged students (specifically teenagers aged 12-15) and (2) parents of rising high-school-aged students. The goal of recruitment will be to produce a diverse student population that has a 50/50 male-to-female ratio and a diverse student population comprised of 60% minority students, 40% non-minority students, 65% low-income students, 35% non-low-income students and 15% special education students. Marketing strategies will also be utilized to build partnerships with Delaware businesses that will serve as potential LTI internship sites. To execute its marketing plan, **The Delaware MET** school principal and LTI Coordinator will work with the CMO Project Manager to access Innovative Schools' marketing and community engagement resources.

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

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

- **Interactive** - Online strategies such as a website, Facebook, Twitter and YouTube will create a campaign that students can visit and send their friends to. Online strategies will incorporate humor and contests to help promote repeat visits. Messaging will educate students and parents on the unique qualities of the school and the ways in which it will prepare them for their future.
- **Engaging-** Community or informational meetings at middle schools will provide students with an overview of what a day at **The Delaware MET** would look like through interactive presentations. Skype sessions will be incorporated so that prospective students can communicate with peers attending Big Picture Learning schools in another state. Presentations will also incorporate role play strategies.
- **Experiential** - All communications tools will help point to the unique value that **The Delaware MET** will provide to students. In Year 1, messaging will highlight the wide variety of work-related experiences based on students' interests which will help prepare them for their future. The Delaware MET materials will also include information about the businesses that have partnered with the school in Year 1, examples of projects students would have an opportunity to work on at those businesses, and information about the mentors at those sites.

Messaging for **The Delaware MET** will build on the existing Big Picture Learning brand. Because the student is truly at the center of the Big Picture Learning model, wherever possible, the model will be explained through the students' eyes. Pictures of students and student testimonials from other Big Picture Learning schools will build a basis for **The Delaware MET**'s story in Year 1 and provide an authentic picture, using peer-to-peer communications strategies, of what this school has to offer Delaware's students. For example, print and website materials will include a "road map" of a student that has graduated from a school implementing the Big Picture model, focusing on her initial interests as a freshmen, following her through her internship experiences, sitting in with her on a college counseling session as she selects colleges, and looking into her freshmen year at college, where we see her pursuing her passion and furthering her studies in the field she has chosen to pursue as a career.

The Delaware MET will also include information about the businesses that have partnered with the school in Year 1, examples of projects that students would be working on at those businesses, and information on the mentors at those sites.

In Year 2, testimonials from students at other Big Picture Learning schools will be replaced with testimonials from students attending **The Delaware MET**. Students will be asked to contribute to **The Delaware MET**'s marketing plan and to serve as "school ambassadors" to aid in the recruitment of incoming classes.

To reach parents of high-school-aged students, messaging will be designed to engage the parents in the decision-making process for their children and inform them of the unique role they will play at the school. Marketing materials will highlight the unique components of the Big Picture academic program, the model's record of academic success, and the strong network of other Big Picture schools across the country. In addition, **The Delaware MET** website will include a "Parent Resource Center" that will incorporate testimonials from other parents that have enrolled their children in Big Picture schools, information about community meetings or webinars they can attend to learn more about the school and have their questions answered directly, and information on the "Buddy Program," a parent-to-parent support system for parents that choose to complete an application to enroll their child in the school.

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

To capitalize on the reputation and record of success built by Big Picture Learning and reduce the cost of marketing projects in Year 1, Innovative Schools will utilize many of the marketing materials already in place for Big Picture Learning for The Delaware MET. Existing materials include BPL brochures, the BPL website, YouTube videos, Facebook pages for other Big Picture schools, Twitter feeds and more. A sample of existing Big Picture Learning brochures and recruitment materials are attached as a reference. In addition to these

resources which are already in place, Innovative Schools will develop a school logo, a website, a recruitment brochure, an electronic newsletter, flyers, Facebook and Twitter accounts, and a newspaper advertisement for the school. To review a full list of marketing strategies, see Appendix W.

New Castle County, and Wilmington specifically, offer a wide array of non-profit, for-profit, government, small business and corporate work experiences that could serve as internship sites for students attending **The Delaware MET**. Securing partnerships with local businesses will require a significant amount of in-person visits and relationship building to create trust and define clear expectations around the internship experience and the role of the mentor. During the planning year, the CMO Project Manager and school principal will work together to identify a minimum of 15 – 20 businesses within the city of Wilmington to serve as possible internships sites. In later years, this will be managed by the LTI coordinator with support from the CMO Project Manager and the principal. In selecting these businesses, efforts will be made to provide students with a diverse array of possible learning opportunities in a variety of fields (for example, entertainment, medicine, finance, food service, animal care, economic development, education, child care, etc.). Every business that expresses an interest in serving as a possible internship site will be asked to sign a memorandum of understanding (MOU) clearly outlining the roles and responsibilities.

Messaging for recruiting business partners will highlight key businesses that have partnered with other Big Picture schools in other communities. Communications will clearly articulate the role of the business and the expectations around student projects and mentor responsibilities. Other possible key themes may include economic viability and preparing our students to be a 21st century workforce, developing Delaware's students and businesses through meaningful collaboration. Materials developed for students and parents will also be used to promote the school to local businesses. The CMO Project Manager and LTI Coordinator will prepare a few additional materials specifically for local businesses, including a Power Point presentation, an informational brochure, a "Community Partners" section of **The Delaware MET** website, and a Memorandum of Understanding.

Student Demand for The Delaware MET

To best understand the potential demand for **The Delaware MET**, members of the Founding Board and Innovative Schools conducted a Feasibility Study that investigated enrollment trends and AYP ratings for high schools in New Castle County school districts and census trends over a period of time. A feasibility study survey was also developed to capture live feedback from New Castle County residents on the potential demand for this type of school. 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 Rodney Square Farmer's Market, Cool Springs Farmer's Market, Urban Bike Collaborative events, Newark Community Day, Delaware Day for Kids, and Latin American Community Center events. Finally, a student focus group was conducted at East Side Charter School. Sixty responses were collected from a diverse audience of students, parents, grandparents, and educators through these exercises, with 84% of respondents indicating that they do not know of another school in their area providing a similar type of education. Ninety percent of respondents indicated they would like to learn more or would consider enrolling in this type of school, leading the Founding Board to conclude that the demand for **The Delaware MET** will be high. Below is a summary of the school's feasibility study analysis,

with a more detailed report available in Appendix V. The Board has also collected a number of letters of support from local businesses that would consider serving as LTI sites, included in Appendix Z.

Demand for a City High School

According to DDOE data, in SY2010-2011 there were 8,713 students who were residents of Wilmington that attended traditional district public schools (in Appoquinimink, Brandywine, Christina, Colonial, and Red Clay). This represents 80% of Wilmington's K-12 student population. The other 20% (2,232 students) attend public charter schools, vocational-technical high schools, or private schools. The city has only three public charters (Moyer Academy, which enrolls less than 200 high school students, and Delaware Military Academy and Charter School of Wilmington, both of which are over capacity and have long waiting lists) and one vocational-technical high school (Howard Tech, which enrolls at most 593 city students⁸). In greater New Castle County, although students may choose from 13 district high schools in 5 districts and 4 charter high schools, according to 2010 AYP ratings (likely the most accurate assessment of school quality available given the 2011 AMO reset), only 3 of the 17 high schools meet AYP – Middletown High School, Charter School of Wilmington, and Delaware Military Academy. Given that Charter School of Wilmington and Delaware Military Academy are both over capacity, New Castle County students are left with just one high quality option. The lack of high quality college preparatory high schools is further exacerbated by the closing of choice in several of the higher quality district high schools, leaving students few to no options. **The Delaware MET** will be an attractive school option for students from across New Castle County and uses an innovative school model with proven results. If even 10% of students now in high schools not meeting AYP (1,430 or 688, depending on which standard of quality used, 2010 or 2011) wanted to attend **The Delaware MET**, the demand for seats at the school would surpass demand.

Demographics

Efforts were made to include survey responses from community members in as many relevant zip codes as possible, ultimately resulting in responses from 14 different zip codes (note urban Wilmington zip codes **bolded**):

19702	19706	19707	19709	19711	19713	19720
19802	19803	19804	19805	19806	19808	19809

The same care was taken for student responses, with responses from 11 zip codes,

19701	19703	19709	19711	19720	19801
19802	19805	19809	19939	21804	

And 8 districts and 2 charter schools:

Appoquinimink	Brandywine	Christina	Colonial	NCC Vo-tech
Indian River	Milford	Red Clay	East Side Charter	Thomas Edison

The adult survey was also conducted in such a way as to ensure a mix of ethnicities (42% African American, 45% Caucasian), although admittedly is under-representative of Hispanic/Latinos. Respondents were primarily between the ages of 31 and 50 (70%) and 51 and 60 (15%).

The student survey was bound by practical and logistical restrictions, and as a result was skewed towards African American students (76%), although the respondents did include Caucasian and Hispanic students (12% and 4%, respectively). Students surveyed spanned grade levels from 7th to 12th.

In looking at the demand for **The Delaware MET's** unique academic program, two data points from the survey show promising evidence that parents and students are looking for more personalized instruction and a more

⁸ Howard Tech reports enrollment as part of NCC Vo-tech. NCC Vo-tech enrolls 4,273 students, of which 593 students are residents of Wilmington city. Thus, Howard Tech enrolls at most 593 city students.

social and engaging learning environment. 48% of parent respondents cited personalized instruction as one of their top priorities when choosing a school for their child, with many specifically referencing small class sizes, special education, and acceleration. While students generally did not mention personalized instruction specifically, 22% said real-world experience and learning was a top priority for them when choosing a school. Parents also responded that their children:

- Do not have a program at their schools that allow them to learn through their areas of interest (49%)
- Enjoy “hands-on-work” more than “book work” (48%)
- Do fine but seem bored or disengaged (18%)
- Need more challenge (39%)
- Do well when they are able to work at their own pace (30%)

Students agreed, responding:

- I enjoy school, but am bored and do not feel that I am challenged (32%)
- I enjoy “hands-on work” more than “book work” (28%)
- I do well in school when I am interested in the topic and able to work at my own pace (56%)
- The school does not make connections between what I’m learning and the real world (16%)

The Delaware MET’s model is predicated on educating students “one child at a time.” Students constantly make real-world connections and engage in “hands-on” work through their interest-based internships and project-based learning, helping to prevent boredom or disengagement. Moreover, because advisories consist of no more than 20 students, and because internships will involve personalized attention, the model will satisfy parents’ desires for small class sizes and personalized instruction. Each advisor stays with his/her students through all four years, developing connections with his/her students that allow him/her to adequately support and challenge them, facilitating acceleration opportunities as well as aiding in the accommodation of learning disabilities and other special needs. All of these instructional methods allow students to work at their own pace with the support of their mentors and advisors.

Meeting the Demand: Social & Engaging Learning Environment

43% of parents said that a social and engaging learning environment was a top priority when choosing a school for their children and that they were looking for educators who would help their children build self-confidence and discipline as well as classrooms with strong peer engagement and interaction. The structure of **The Delaware Met** will ensure that this demand is met. Advisories are tight-knit, mutually supportive groups of no more than 20 students that stay together throughout the high school experience, allowing strong connections and bonds to be made with the support of an advisor (who also stays with the group). Projects are cooperative and interactive and *require* students to constantly interact and work together, further driving and strengthening these bonds.

In addition, the unique instructional model of **The Delaware MET** is specifically structured to develop students to be self-reliant and confident in their own abilities. Advisors encourage students to seek projects and internships that interest them and to take ownership of their own educational experiences. Furthermore, because students are required to interact not only with their peers but also with professionals in the workplace, students will themselves learn to be professional in their appearances and actions.

With regard to discipline, the strong bonds developed between the advisors and their small groups of students will allow each teacher to handle discipline in a manner that is customized to the student in question. In such an environment, peer and self-regulation also occurs often, and the mere fact that students learn to be professional also means that they learn the right way to behave in school as well as methods of professional conflict resolution.

For additional detail on other promising data collected in the Feasibility Study that show the demand for **The Delaware MET**, see Appendix V.

- 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 admissions to **The Delaware MET**. 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 **The Delaware MET** for at least 30.0 hours per week during the school year
3. Students with siblings concurrently enrolled at **The Delaware MET**

Children of the School’s Founders

Children, adopted children, stepchildren, and legal dependents shall receive preferential enrollment placement for ‘open positions.’ 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 (defined for this purpose as those employed by **The Delaware MET** at least 30.0 hours per week) shall receive preferential enrollment placement for open positions.

Students with Siblings Concurrently Enrolled

Siblings of students enrolled at *The Delaware MET* shall have preferential enrollment placement for open positions.

The Delaware MET shall recognize the following 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 **The Delaware MET** include the Founding Board. A complete listing of the school’s founders follows in this section.

Founders of The Delaware MET

Danette L. O’Connell

Adriane Anderson-Strange

Rebecca Van Pelt

Tamara C. Brown

Brandon E. Bailey

Charles W. Baldwin

Abigail Fischer

Duanne Y. Stanford

- 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 Innovative Schools' (CMO) Project Manager and the school principal will 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 admission preferences, capacity, and staffing resources.

Following the enrollment capacity determination, the following shall occur:

- The open enrollment period will take place in the months of November and January. Exact dates and times of the application period will be defined, announced, and published annually.
- Interested applicants shall submit completed applications via U.S. mail, fax, scan and email, 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 complete applications 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 children. If seats become available, after the lottery is completed, the waiting list will be used to govern who is admitted to the school.
- Applications received after the open enrollment period will be added to the bottom of the waiting list. In the event that the grade is not oversubscribed, applications will be handled on a first come, first served basis.

Lottery

The Delaware MET 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. **The Delaware MET** will publicize and hold such lotteries in public, applying preferences as stated in the school's charter and allowed by state law.

Applications received after the open application period will be placed at the end of the waiting list after the lottery has concluded. If not oversubscribed, **The Delaware MET** 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 **The Delaware MET** for at least 30.0 hours per week during the school year
3. Children with siblings concurrently enrolled at **The Delaware MET**

When a lottery is necessary, it shall be public; the date and location will be advertised in advance. Either an objective community member having no ties to **The Delaware MET** 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. Accepted applicants will receive directions and information regarding deadlines for registration and attendance at the Summer Success Program, all of which shall be completed by the last business day in February 2013 for the opening school year, and in each year thereafter.

Sample admission documents may be found in Appendix X.

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

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

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

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

Timeline	Task	Who	How
April 2012 – August 2012	Transition Founding Board to Operating Board (Board of Directors); establish meeting schedules/protocols; commence Board training workshops	Board of Directors w/ assistance from Innovative Schools Board Development	Workshops scheduled quarterly through planning year
April 2012 – May 2012	Execute CMO contract w/ Innovative Schools and its subcontractor, Big Picture Learning	Board/CMO	Finalize/execute contractual agreement
April 2012 – July 2012	Hire school principal	CMO/Board	Recruit through Delaware leadership project (DLP), postings, outreach
July – August 2012	Hire Learning Through Internship/ Interest (LTI) Coordinator	CMO/Board/School/ Principal	Recruit through postings
June 2012-August 2013	Support the LTI Coordinator as needed to secure LTI sites and community partners	Principal/CMO	Personal contacts, meetings with business partners, community meetings

April 2012 – March 2013	Secure facility leasing agreement; design, contract, and execute renovations; procure occupancy permits; secure appropriate insurance coverage	Board/CMO w/ assistance from principal	Work with DDOE, construction manager, contractors, etc.
July 2012 – August 2012	Principal Training w/ BPL	CMO/Principal	Principal to attend required training through BPL
July 2012 – August 2012	Begin start-up funding application process w/ DDOE	CMO and principal	Identify process, complete application
July 2012 – September 2012	Develop detailed program design/ implementation plan for the school	Principal, CMO, BPL team	During principal training; planning w/ Innovative Schools
August 2012 and August 2013; and each year thereafter	Attend ‘Big Bang’ Event (BPL National Professional Development Conference)	Board, CMO, principal, teachers, as identified each year	This national event is required each year for all schools in the BPL Network
September 2012 – October 2012	Fine-tune curriculum alignment; finalize school calendar; develop plan for student scheduling	CMO, principal	According to DDOE process
July 2012-February 2013	Conduct marketing and recruitment campaign	CMO/principal w/ assistance from Innovative Schools marketing team	Marketing activities (Appendix W).
November 2012 – February 2013	Conduct application and admissions process	CMO/Principal	According to plan in previous sections; see also sample Admission documents in Appendix X
March 2013	Hold lottery if enough applications are received, or continue recruiting until all seats are filled or until September 30 th Unit count.	CMO/Principal	Marketing activities (Appendix W)
March 2013 – July 2013	Review certification requirements; recruit/hire teachers	CMO/principal	Recruit staff through The New Teacher Project (TNTP), postings and outreach
	Negotiate transportation and food service contracts	Board , CMO, principal	Work with potential contractors.
	Purchase curriculum materials, technology, furniture, and other supplies for the school	CMO/Principal	Purchase Materials
	Finalize technology plan (Appendix S) and implement	CMO/Principal	Purchase technology
	Provide enrollment data to DDOE and resident school districts	CMO/Principal	Complete enrollment reporting requirements
	Plan professional development plan for teachers including welcome staff retreat, “Mini Bang” and school opening PD	CMO/Principal/BPL	Collaborate and develop structures to build the professional culture of the school and train teachers.

May 2013	Conduct <i>Welcome to The Delaware MET</i> staff retreat	All advisors/CMO/Principal; BPL	Build culture of the staff and introduce to Ten Distinguishers of BPL
May – June 2013	Plan Summer Bridge Program for incoming students	Advisors/Principals/CMO/BPL	Outline plan for building school culture and introducing students to The Delaware MET's unique learning program.
May 2013 – July 2013	Complete Student Success Plan and Consolidated Grant Application	CMO/Principal	Develop SSP; complete grant application
June 15, 2013	Finalize building for inspections, certificate of occupancy	CMO/Principal and construction manager	Insure inspections, certificate of occupancy complete
June 2013	Conduct “Mini-bang” for all advisors and staff members	CMO/Principal/BPL	Time to learn about PBL and do instructional planning
June 2013 – August 2013	Finalize contracts for transportation, food and related services.	Board/CMO/Principal	Sign agreements
July 2013	1 st Summer Bridge Program for all students enrolled at the school	Principal/Advisors/CMO	Bring students to The Delaware MET for one week in the summer
July 2013 –August 2013	Conduct Open Houses, welcome activities for students and parents	Board/CMO/Principal	Plan event logistics
	Conduct professional development workshops	CMO/Principal	Plan for professional development workshops
	Conduct student scheduling	CMO/Principal	Finalize schedule & classroom assignments
August 1, 2013	Finalize & develop individual student learning plans (ILP)	CMO/Principal	Finalize planning tools, meet w/ students & parents, develop ILP's
August 2013	All advisors and school leaders attend the BPL;s Big Bang Conference	Advisors/Principal	Travel to Providence, RI for the event
August 2013	Orientation for all bus drivers and van drivers	Principal/CMO	One session to give information; practice bus runs
August 2013	Additional PD and collaborative planning time prior to school opening	Advisors/Principal/ BPLCMO/	Final preparations for the start of the school year

10. Insurance

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

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

Based upon the recommended allowance for inflation, it is anticipated the annual total premium for these coverages will be in the range of \$20,000-\$22,000 per year. Additional coverage may be needed depending on the building lease requirements and/or the final version of the Charter School Agreement as approved by the State of Delaware. Coverage detail follows:

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 advisors aids to include coverage for Corporal Punishment, Sexual Abuse and Molestation, and School Educator's legal Liability	\$8,800
Workers Compensation Employer's Liability	\$750
\$2,000,000 Umbrella Liability Policy which would provide coverage excess of the Auto Liability, General Liability to include other coverage noted above and the Employers Liability afforded by Part B of Workers Compensation.	\$3,500
Estimated Total	\$19,250

11. Student Discipline and Attendance

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

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

As with other schools implementing the Big Picture Learning model nationally and internationally, **The Delaware MET's** academic focus will be defined by its commitment to educate "One Student at a Time." The program will be built around the recognition that each child has unique interests, needs, and abilities that can be harnessed to drive a powerful education program for that student and therefore must be incorporated into his/her education plan. Fostering students' individual interests and encouraging their active participation in the learning

process are key to helping them achieve success and display and responsible behavior as school and community members.

This unique and innovative school design treats student behavior and discipline somewhat differently than traditional school models by incorporating positive student behavior and attendance expectations into each student's Personalized Learning Plan. The school culture will be one of collaboration and communication, fostering engagement in school activities and operations, personal responsibility, trust, and respect. These qualities will be reinforced through the advisory structure of the school. In the Big Picture Learning model, all students are well known by their advisor and the principal. Each student is part of a twenty-student "advisory," or consistent group, overseen by an advisor, who is also a certified teacher. The advisor loops with those students through all four years of the high school program (except for science advisors, who will not be permitted to loop due to DDOE content regulations), both teaching in and monitoring the academic program of each student in his/her advisory. Each advisor will specialize in one of four core content areas, and four advisors, each with a different content-area specialty, will comprise one academic team. The 80 students in the four advisories overseen by the members of that team will rotate among them for the academic and advisory program. This academic program necessitates mutual inter-dependence among students and staff, and also between the school and larger community. Since students will be well-known through this structure, it is anticipated that student misbehavior will be addressed quickly, before it escalates. Furthermore, advisors and the school principal will work to develop a strong culture of respect at the school.

The discipline policy at a BPL high school is simple and straightforward, predicated upon a simple principle: Show respect, for oneself, for others, and for the community. This guiding philosophy encompasses the usual behavior expectations for high-school students (for instance, fighting would cut against the idea of respect for others, and use of illegal substances would violate the principle of respect for oneself) and also helps to establish a positive culture within the school. As an additional component, parents, students and the school enter into a collaborative *Agreement* which clarifies expectations for attendance and behavior, in addition to all elements of the learning plan. A copy of this *Agreement* can be found on page 57 of *The Parent Organizer* in Appendix A.

If a student fails to meet expectations for conduct, the situation will be resolved through methods of restorative justice, such as mediation, reflection, and reparation of the misdeed. Working with the advisor, the principal, parents, peers, and others, depending upon the individual circumstances, the student will identify the root problem reflected by the misbehavior and address it. Consistent and unexplained misbehavior at **The Delaware MET** will be considered a breach of trust that must be addressed for the learning to move forward.

Expectations for conduct are clearly discussed during personal interviews with students and families, and center on the student's Personalized Learning Plan. Opportunities for continued discussions occur on a regular basis as learning plans are monitored, reviewed, and discussed between students and their advisors, families, and principal.

In order to comply with state requirements and regulations, the school will also maintain a *Student Rights and Responsibilities Manual* (SRRM). The manual for **The Delaware MET** will be modeled after the one developed by the Appoquinimink School District. The manual for **The Delaware MET** will be tailored to the Big Picture Learning model following approval of the school's charter. Once finalized, the manual will be distributed to students and their parents and published on the school's website.

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

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

In the unlikely event that behavior violations of a 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 Delaware MET**'s implementation of the Big Picture Learning model, each student with an identified disability enrolled at **The Delaware MET** will have an Individualized Education Plan (IEP) that fosters that student's individual interests and encourages his/her active participation in the learning process. The IEP will include the expectations for the student to display responsible behavior as a school and community member.

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

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

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

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

The Delaware MET will be proactive in the training and professional development of all advisors, administrators, and staff, specifically in assuring that all state and federal laws are followed with full compliance in the discipline of students with disabilities.

At **The Delaware MET**, steps will be taken to ensure that all administrators, advisors and staff will be trained and practiced in Restorative Justice. This allows advisors and staff to teach students conflict resolution skills and build stronger relationships by providing alternative approaches to discipline.

In the case that a student is in violation of **The Delaware MET** 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 being sure that at no point is the student's right to a Free and Appropriate Public Education (FAPE) jeopardized.

In the event that a student does violate one of the behavior expectations, the specific action steps to be taken at a minimum will include notifying parent/guardian of the behavior of concern and communicating the discipline that will result from the incident. In the event that the behavior is a suspension worthy, the student may be suspended, not for more than ten consecutive days and not exceeding the maximum number of days in a school

year. If the student is a child with mental retardation, parental permission must be obtained before the student can be suspended. In the event that the behavior is serious enough that a suspension of 10 days must be instituted, an Individual Education Plan (IEP) team meeting must be held in order to amend the IEP to reflect the change of placement. Services during this time are not to be interrupted so as to ensure that the child is still receiving a Free and Appropriate Public Education (FAPE).

In the event that there is belief that the behavior of concern may be a manifestation of the child's disability, then a manifestation determination meeting must be held. The manifestation determination review will comply with the requirements set forth in 34 CFR § 300.523. The IEP team shall conclude either that the student's behavior was a manifestation of his or her disability or that the behavior was not a manifestation of the student's disability and continue with the process once that determination has been made.

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

The school Principal and/or appropriate staff will attend all state provided trainings on the education and discipline of students with disabilities to ensure that policies in place at **The Delaware MET** remain at all times compliant.

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 **The Delaware MET** can be found in the sample (from Appoquinimink) *Student Rights and Responsibilities Manual* (Appendix Y) and in the *Parent Organizer* in Appendix A. These policies will be distributed and reviewed with students each year as part of regular discussions related to individual learning plans.

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

Students' time at internship sites is considered part of the school's educational program and attendance will be taken in cooperation with the mentor at the internship site. Students are expected to be on time to their internship sites, and students will be penalized for unexcused absences from the internship site. The student will sign in and out of the internship site and the mentor will report absences and tardiness to the student's advisory. Excessive or unexcused absences or tardiness will cause the student to be removed from the internship site and do additional work and job shadowing to prepare for a future internship. If a student has not located an internship site, on the days when other members of the team are going out for the internships, s/he will report to the school at the regular time for the school day. The advisory team will provide supervision at the school while

the student works on securing a new LTI site and completes academic projects tied to the Personalized Learning Plan. Students may be excused for their absence from the internship site for the reasons given in the SRRM.

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

12. Health and Safety

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

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

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

When students are located off-campus at their LTIs, The Delaware MET will work within the requirements of Administrative Code [14:817](#) and the Nurse Practice Act to ensure an adult working with the student is trained to administer medication approved for the student. This training and administering of medication will be approved by the school nurse and the parents/guardian of the student. Following notification of the student's parent/guardian, health care needs beyond basic first aid treatment will be referred to urgent care facilities; 911 will be called for emergency situations.

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

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

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

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

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

Criminal background and child abuse registry checks will also be required for all staff employed through contracted services agreements, members of the school's Board, and mentors at student LTI sites.

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

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

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

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

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

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

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

When students are located off-campus at their LTIs, The Delaware MET will work within the requirements of Administrative Code [14:817](#) and the Nurse Practice Act to ensure an adult working with the student is trained to administer medication approved for the student. This training and administering of medication will be approved by the school nurse and the parents/guardian of the student. Following notification of the student's parent/guardian, health care needs beyond basic first aid treatment will be referred to urgent care facilities; 911 will be called for emergency situations.

3) Monitoring student health and maintaining health records.

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

4) Ensuring that immunizations and TB screenings are conducted.

The school nurse is the on-site health expert for **The Delaware MET**. His/her duties include monitoring student health records. When immunization and other screening requirements are not met, parents will be notified and the student may be excluded from school until the regulation has been met.

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

The nurse will serve as a member of IEP teams when medical issues are discussed. The nurse will also provide medical information during evaluation processes.

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

The Delaware MET's nurse will conduct an active screening program for vision, hearing, orthopedics, etc. as prescribed in DDOE's *Nursing Technical Assistance Manual and Regulations*.

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

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

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

Procedures will be in place and training will be conducted for responding to natural disasters and emergencies, including fires and earthquakes; preventing contact with blood-borne pathogens; and emergency responses including appropriate “first responder” training or its equivalent. 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 schools’ parent, student, and staff handbooks as they are developed and will be reviewed on an ongoing basis. Appropriate staff training will be held as part of orientation programs.

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

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

At the time of this application, **The Delaware MET** is assessing appropriate sites for the school location. Health and safety considerations, along with school size facility calculations, are being incorporated into the search. It is anticipated the site will be located in the City of Wilmington and will be acquired through lease, once the school charter has been approved. The specifications used to evaluate appropriate sites include:

- 62,500 square feet under roof for the high school.
- Adequate space (based on New Castle County Zoning Code) to accommodate student drop-off and pick-up logistics as well as faculty, staff, and parental parking.
- Situated off a major arterial roadway to facilitate student access and safety.
- Availability of public transportation to assist with travel to and from LTI sites.
- Depending on the improvement needs of the final facility, the ability to engineer health, fire, and safety systems, per state, county, and city codes, as well as to implement storm water management upgrades and modern environmental building systems to create a low-energy- consuming and highly sustainable complex for the future.

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

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

The Delaware MET is working to finalize site/facility arrangements, pending approval of the school’s charter. Upgrades to the leased facility 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 the building are just a few examples of the efforts that will be made to meet and often exceed established regulations. The school facility will maintain compliance with all county and city code requirements and will work with personnel from DDOE to ensure school-specific health, safety, and logic aspects of the site are addressed.

It is with that same attention to detail and planning that **The Delaware MET** will occupy and manage the future facility.

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

In addition to periodic inspection practices required by the state and local codes and authorities, **The Delaware MET** 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 **The Delaware MET** 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?**

There will be a multi-purpose room at the school that can be used for basic physical education. The space will not be used as a cafeteria, so it will be available most of the day. The Board is also in conversation with the YMCA as a potential partner to offer some PE facilities during the day. The current proposed location is across the street from the Central YMCA in Wilmington, so bussing would not be required. **The Delaware MET** may also develop a biking program, using trails along the Brandywine River and Delaware State Parks not far from the school. Other partners in the community who could assist with the physical education of students will be sought out pending approval of the application.

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

The Delaware MET 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.

The Delaware MET will investigate the feasibility of transporting students to/from their LTI locations through the use of a 10 passenger van leased through Government Support Services, Fleet Management. Students will also be encouraged to arrange for alternate methods of transportation either with parent/family assistance or through the use of public transportation.

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

The Delaware MET 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-off. Innovative Schools as CMO, in coordination with the principal (and later with the Operations Manager), 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 the students' IEPs, will be provided to meet the needs of all special needs students requiring transportation. As special transportation needs are identified, the school will work with the students' parents and the transportation services company to ensure compliance with specialized transportation needs.

- 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 (starting in 2014-2015) 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.

The principal will also coordinate mandatory orientation for bus drivers to establish communication protocols and clarify procedures related to all aspects of student transportation. The school philosophy of “One Student at a Time” will be central to dealing with any school bus discipline issues which may arise. These will be addressed in accordance with school policies and procedures (see Section 11: Student Discipline for more information).

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

The Delaware MET 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 three days each week to all students, including those eligible for free/reduced lunches. During the other two days each week, students will be offsite at their LTI locations and packed lunches will be provided.

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 (starting in 2014-2015) 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 is \$760 (includes school breakfast and school lunch for 180 days).

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

The Delaware MET will comply with the requirements of the Federal Free and Reduced Lunch Program by providing applications and information about the program to students and their families upon enrollment in the school, and annually thereafter.

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

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

13. Student and School Data

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

The Delaware MET will have processes and procedures that fully comply with the Family Education Rights and Privacy Act (FERPA) and Delaware Department of Education (DDOE) regulations regarding the handling and disclosure of students’ records. These policies and procedures will be developed and published in the Student Resource Guides and *The Parent Organizer*.

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

Consistent with the Big Picture Learning model selected by the school for its academic program, **The Delaware MET** will open its doors so that others can see the learning that is taking place and can contribute to it.

For example, at exhibition time, student work will be viewed by peers, parents, mentors, members of the school staff, and community members. Much of the student's work will be accessible online, creating another forum through which to share work within and beyond the schoolhouse walls. Each year, the school asks for parental consent for student's work and other materials to be shared in the way, and with the people, described on pages 236-237 of the *Principal's Guide, Section 3* in Appendix A. By sharing their work and receiving feedback, students will be aided along a continuous path of improvement.

Federal law requires that students and their parents/guardians sign a letter of understanding about the disclosure of documents each year. Each parent will have an opportunity each year to agree to the framework for viewing one another's work. If a parent does not agree to the framework, the school principal will work with that parent and student individually to formulate a plan for modified access by third parties. The school will save these files electronically for one year. A sample of this agreement may be found on pages 236-237 of the *Principal's Guide, Section 3* in Appendix A.

b. Describe the plan for the timely transfers of student and school data to the Department of Education.
The Delaware MET will be part of the state's eSchoolPLUS pupil accounting system. The use of this system will ensure timely transfer of student data and records to other schools and the Delaware Department of Education (DDOE). All staff members required to use eSchoolPLUS will be fully trained on the system. **The Delaware MET** will remain current with staff training and data requirements defined by the DDOE.

14. Management Companies

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

The Board of Directors for **The Delaware MET** 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 intended 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 intended Charter Management Agreement, a copy of which may be found in Appendix P.

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, and Section 275 in the Regulations of the Department of Education.
- 2) Not discriminate against any student in the admissions process because of race, creed, color, sex, disability, or national origin or because a student's school district of residence has a per student local expenditure lower than another student seeking admission.
- 3) Not operate in a sectarian manner or include religious practices in its educational program.
- 4) Participate in the Delaware Student Testing Program and meet the requirements for school accountability as described in state law.
- 5) Manage the school within all State administrative and financial systems listed in 14 Delaware Code, Section 512 (9) including accounting, payroll, purchasing, retirement, and benefits. All school funds will be managed through the school's accounts set up in the Delaware Financial Management System (DFMS).
- 6) Initiate and maintain direct communication with other public and nonpublic schools to assure efficient notification and transfer and exchange of records.
- 7) Update the application to incorporate any modifications and/or conditions identified as pre-conditions to final approval by the Secretary of Education and State Board of Education as set forth in its written decisions; and operate the program in accordance with the content of the updated and approved charter granted by the Department of Education and State Board of Education. The school's board of directors will not implement any modifications to the charter school program or operation without the express written consent of the Department of Education.
- 8) Notify the Department of Education in writing within 30 days when the school's administrative head or any member of the board of directors change.
- 9) Provide the Department of Education with copies of all the policies and by-laws of the school and the school's board of directors and inform the Department in a timely manner when by-laws change.
- 10) By the first day of instruction each school year, ensure that all advisors meet the certification requirements of the Delaware charter law and 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/activities related to monitoring the school's compliance with the charter and state/federal laws and regulations.
- 13) Comply with the provisions for a Performance Agreement, as required by the Secretary of Education.
- 14) Distribute copies of the Department's Frequently Asked Questions About Delaware Charter Schools/Parent Guide to Delaware Charter Schools to all parents seeking to enroll their child(ren) as well as to parents of enrolled children.

- 15) Conduct all meetings of the board of directors in a manner consistent with the Freedom of Information Act, especially the legal requirements of 29 Delaware Code, Sections 10002, 10003 and 10004.
- 16) The Board of Directors will include a member who is a certificated advisor employed by the school and a member who is a parent of a student currently enrolled in the school, consistent with 14 Delaware Code, Section 512(1).
- 17) Comply with requirements for reporting school crimes described in 14 Delaware Code, Section 4112.
- 18) As required by 14 Del. C. § 506, maintain on file a written statement signed by the parent or guardian of each enrolled child acknowledging that the child will attend the charter school for at least one complete school year.
- 19) Advise any person or entity offering a loan to the school that debts of the school are not debts of the State of Delaware and that neither the State nor any other agency nor instrumentality of the State is responsible for the repayment of any indebtedness.
- 20) Annually certify to the Department, on a form to be provided by the Department, that prior to the payment of any fees or other sums to a management company employed by the board, the board will ensure that sufficient revenues of the school are devoted to adequately support the school's proposed educational program.
- 21) Participate in all training offered by the Department of Education to charter schools prior to the opening of the school.
- 22) Establish a student application and admissions process that will enable the school to provide the local districts in which the students reside with a preliminary roster of students for the subsequent year on or before April 1 each year.
- 23) Ensure that by April 1 each year the school has enrolled at least 80% of the total authorized number of students and that it has notified each school district of information about enrolled students.
- 24) Complying with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990.
- 25) Comply with Title VI and VII of the Civil Rights Act of 1964.
- 26) Comply with Title IX of the Education amendments of 1972.
- 27) Have certified special education advisor(s) providing services for students with disabilities.
- 28) Ensure that students have physical examinations prior to enrollment.
- 29) Ensure that required immunizations and screenings (lead, TB) are in compliance.
- 30) Administer medications and medical treatments, including first aid.
- 31) Screen for health problems (vision, hearing, postural/gait, etc.).
- 32) Monitor student health and maintaining health records.
- 33) Ensure emergency care for known and unknown life-threatening health conditions.
- 34) Ensure health representation on IEP teams when student's needs require such.

- 35) 14 Delaware Code, Section 511 (1) states that all applications for a charter shall contain an affirmative representation by the applicant that, no later than June 15 immediately preceding the authorized opening date of the school, the applicant shall secure a Certificate of Occupancy, either temporary or final, for the premises in which the school is to be located; provided that any temporary Certificate of Occupancy must permit occupancy at the premises by school staff and students for school purposes. If the charter is approved and the charter holder shall subsequently fail to obtain the necessary Certificate of Occupancy as required by this section, the opening of the school shall be delayed by one year from the date previously authorized by the approving authority and the charter shall be placed on probation subject to the terms and conditions imposed by the Department of Education with the consent of the State Board of Education. No waivers are available for this requirement.
- 36) The school must participate and receive training in the use of the Department of Education's Pupil Accountability system E-School Plus.
- 37) The school must intend to comply with all additional curriculum regulations including 501, 502, 503, and 525 and any other curricular regulations.
- 38) Maintain corporate status as described in Title 14, Del. C. § 504.
- 39) Follow the Family Education Rights and Privacy Act (FERPA) and implement federal and Department of Education regulations regarding disclosure of student records.
- 40) The Board of Directors of the school, its employees, agents and contractors, shall comply with all obligations imposed upon them by law, shall comply with the provisions of the corporate charter, by-laws and resolutions, and shall further comply with any applicable rule or regulation, all of which are imposed as conditions to approval of this charter.
- 41) The Board of Directors shall ensure that school is/remains in compliance with any student, educator, and school achievement performance requirements now or hereafter in effect in DE 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 prior written consent of the Department of Education, except that the number of directors may be increased/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 such change shall otherwise be consistent with 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 advisor certification requirements of 14 Del. C. § 507 (c).

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

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

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

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

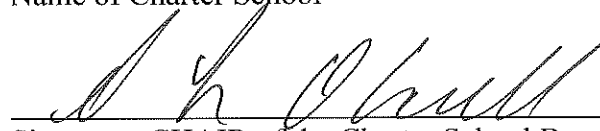
We understand that if a charter is granted for this school, all future members of the school's board of directors will be bound by the terms of the charter unless the approved charter is formally modified with the written approval of the Secretary of Education.

The Delaware MET

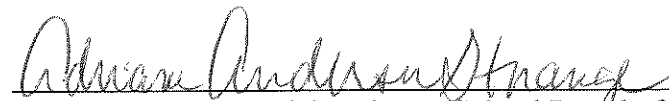
Name of Charter School

Date 12/31/2011

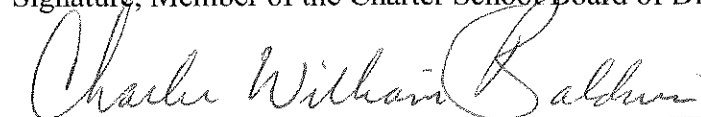
Date of Signatures



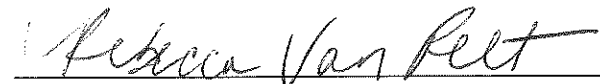
Signature, CHAIR of the Charter School Board of Directors



Signature, Member of the Charter School Board of Directors



Signature, Member of the Charter School Board of Directors



Signature, Member of the Charter School Board of Directors



Signature, Member of the Charter School Board of Directors

Yanara C. Brain

Signature, Member of the Charter School Board of Directors

Dwaine Y. Hartford

Signature, Member of the Charter School Board of Directors

Signature, Member of the Charter School Board of Directors

Signature, Member of the Charter School Board of Directors