

School Proposal Overview

Provide information for the primary point of contact for your team. This individual will serve as the contact for all communications, interviews, and notices regarding the submitted application. Note! Names and contact information may be shared with external groups by the Delaware Department of Education. The information in this section is not included in narrative page limit.

Name of proposed school	Mapleton Charter School at Whitehall		
Primary contact person	Michael W. Stetter		
Mailing address	402 Whitby Drive Wilmington, Delaware 19803		
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E-mail address	MWStetter@comcast.net	Fax	
Name of applicant group or entity applying	Founding Board, Mapleton Charter School at Whitehall		

Provide the names and roles in the applicant team and current employer of all persons on the Applicant team.

Name	Role	Current Employment
Michael W. Stetter	School Development; Governance	Michael W. Stetter and Associates, LLC
Richard D. Moretti	School Development; Governance	Program Executive/Facility Planner/ StudioJaed/Engineers
Barb Frank	School Development; Governance	Teacher/Fourth Grade/Jennie Smith Elementary
Peter Morrow	School Development; Governance	President of The Welfare Foundation
Matt Swanson	School Development; Governance	Executive Chairman, Innovative Schools
Karl Wagner	School Development; Governance	Senior Vice President of Acquisitions and Finance/Buccini Pollin
Craig Schroeder	School Development; Governance	General Manager, Blue Skies Properties
LeRoy Tice	School Development; Governance	LeRoy A. Tice, Esquire P.A.
Innovative Schools	Management	School Support Organization

Provide the name and planned opening year for the proposed school.

Proposed School Name	Opening Year	Geographic Community †
Mapleton Charter School at Whitehall	2015-2016 School Year	Community of Whitehall; Appoquinimink School District

† Identification of geographic community may be as specific as a neighborhood or as general as the city/town identified for the school location.

What is the model or focus of the proposed school (e.g., Arts, College Preparatory, Dual-Language, etc.)?

Expeditionary Learning elementary school

Does the school expect to contract or partner with a Charter Management Company or other organization for school management/operation?

☒ Yes

☐ No

If yes, provide the name of the Charter Management Company or other partner organization if known.

Innovative Schools

Note! If the applicant plans to contract with a Charter Management Company, the applicant must complete the Charter Management Company and Highly Successful Charter School Operator Supplement (See Section 2.5) in addition to the application narrative.

Proposed Principal/School Leader Information (if known)

Name of proposed Principal/School Leader Candidate: Unknown at this time

Current Employment _____

Daytime phone: _____ Cell phone _____

E-mail address _____

School Enrollment Projection

Grades	Number of Students				
	Year 1* 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21
K	100	100	100	100	100
1	100	100	100	100	100
2	100	100	100	100	100
3		100	100	100	100
4			100	100	100
5				100	100
6					
7					
8					
9					
10					
11					
12					
Total Students	300	400	500	600	600
Classes per grade	4	4	4	4	4
Average number of students per class	25	25	25	25	25

* Due to the timeframe for the development of the Town of Whitehall (see Appendix A-4), a **2-year planning cycle** is planned for the start-up activities for Mapleton Charter School at Whitehall.

1.1 Executive Summary

14 Del. C. §§ 512 (1), (2), (3), (5) and (6)

Mapleton Charter School at Whitehall (Mapleton) proposes to open as an Expeditionary Learning (EL) elementary school **in the 2016-2017 school year**. The school will serve students in grades kindergarten through grade 5 through a four year scale-up process. The school will be located in the heart of the Town of Whitehall—a planned community of Whitehall Venture Partners (WVP) – situated just south of the Chesapeake and Delaware Canal in New Castle County. The vision for the Town of Whitehall is grounded in how towns existed in the past—walkable communities where everything a resident needed could be found within a reasonable distance from their home. The Town of Whitehall will be a place that honors this tradition—where people will work, where their children will go to school, and where they will shop and enjoy entertainment, all located within a small geographic area. The Master Plan for the Town of Whitehall may be found in Appendix A-4.

The Mapleton board proposes a **2-year planning period with the** school opening to the public in the **2016-17 school year**. This timeline is aligned with the development schedule for the Town of Whitehall and will maximize the opportunity to engage parents and the community as the Town of Whitehall is started.

1. Mission and Vision Statements

Mission Statement

Mapleton Charter School at Whitehall is a diverse learning community which educates all children to live, learn, and lead locally and globally. Grounded in rigorous academic standards, children are challenged to use creativity, critical thinking, and collaboration to be inspired innovators, engineering a sustainable future through scientific, cultural, and economic development.

Vision Statement

Mapleton Charter School at Whitehall: Educating the children of today to be the dynamic leaders of tomorrow.

2. Educational Need and Target Population

a. Identify the target population, grade levels, and school district(s).....

Mapleton Charter School at Whitehall will become a central component of the Town of Whitehall, a planned community by Whitehall Venture Partners (WVP) which will be situated just south of the Chesapeake and Delaware Canal. As part of the planning for this new community, a *Delaware Residential Marketing Study*, prepared by the Gibbs Planning Group (Appendix A-1), established anticipated population growth and need for additional housing in this area. This need, combined with the mix of planned housing units indicates there will be increased demand for school capacity at the elementary grade levels.

A feasibility study (Appendix A-2) was conducted as part of the charter application development process to gauge the parent interest and consideration for enrolling their children

in an elementary Expeditionary Learning academic program. Data from the survey has provided a strong indication that those who learn about Mapleton would consider enrolling their child in this type of academic program, as evidenced by 80% of respondents stating they would consider enrolling their child in a school that uses the Expeditionary Learning program. Community organizations in the area have also shown their support with letters of support.

Recruitment efforts for Mapleton will target families with pre-K or elementary school-aged children who live in and around the Town of Whitehall. Communications will aim to reach families who live in the Appoquinimink, Christina and Colonial school districts. These school districts encompass a geographic area in Southern New Castle County that was chosen by Whitehall Venture Partners in their planning for the Town of Whitehall, as the “Whitehall residential submarket”.

Enrollment trends in local public and private elementary schools surrounding the target area indicate that the number of students that Mapleton hopes to serve is realistic and would have a minimal impact on neighboring schools. Please see the full Feasibility Study for more information (Appendix A-2).

b. Explain how the proposed charter school, including the grade levels chosen, will clearly

Based upon the growth needs established by WVP to support the development of the Town of Whitehall, and the increased demand for school capacity at the elementary grade levels, Mapleton Charter School at Whitehall will clearly meet the identified needs of the community. The selection of the deeper learning Expeditionary Learning instructional model has been shown to be attractive to community-based organizations and prospective parents of elementary-aged children in the target area.

c. Identify any admissions preferences and how they will be implemented.....

Admissions preferences will be limited to: 1) children with siblings concurrently enrolled at Mapleton; 2) children of the School’s Founders (less than 5% of the school’s total student enrollment); and, 3) children of staff members employed on a permanent basis at Mapleton for at least 30.0 hours per week during the school year. These preferences will be implemented consistent with 14 Del. C. § 506(b) by ensuring students falling into the preference categories are excluded from admission’s lotteries, as appropriate.

3. Community Engagement

a. Describe how the Applicant has assessed demand and/or solicited support for the school.

To date, Mapleton has conducted a feasibility study to determine demand for the school. Activities to recruit prospective students have included parent information sessions and a robust social networking campaign to reach families with students. Members of the Founding Board have also reached out to businesses involved in development of the Town of Whitehall, local churches, and nonprofit organizations to inform them about the school and solicit their support for future partnerships related to the school’s curriculum.

Mapleton’s Founding Board intends to continue this engagement throughout the 2-year planning cycle preceding the school’s opening. Outreach activities will include engaging the

school's Advisory Committee to determine the best marketing strategies to reach local parents and businesses; conducting community meetings; reaching out to groups that participated in the feasibility study for the school through monthly communications to ensure that they are informed of the school's progress; meeting with State representatives and key stakeholders; and establishing a social media presence just to name a few. For a full marketing plan, see Appendix B-9. The Board and school leadership will continue to engage interested parents and local businesses by sending regular communications highlighting the school's progress over the next several months.

4. Education Plan

a. Briefly describe the most important characteristics of the educational program, including any ... Mapleton will provide students from kindergarten through grade 5 with an academically demanding, integrated education that uses the design process of *imagine, plan, design, and improve* to explore the school's theme of 'Engineering a Sustainable Future through Scientific, Cultural, and Economic Development.' To accomplish this innovative vision, Mapleton has selected the Expeditionary Learning (EL) school design (Appendix A-3) for its academic program, which defines successful school practice in the areas of curriculum and learning expeditions, instruction, culture, assessment, and leadership. Adopting this model will provide Mapleton with a strong foundation that has been successfully replicated across diverse demographics in 193 schools across the United States. Consistent with the EL approach, instructional practices at Mapleton will emphasize student inquiry, critical thinking, and craftsmanship. Students will engage in original research and create high-quality academic products to share with outside audiences.

b. Briefly describe the learning environment.

The nationally recognized EL academic program emphasizes learner-centered instruction which energizes and motivates students through high-level tasks and active roles in the classroom. Through case studies and projects, students become connected to real-world audiences, compelling them to care about and contribute to the world around them. Curriculum and instruction in EL schools is organized around the Common Core and State Standards, and is articulated to students through clear expectations as student learning targets. Students engage in a blend of classroom-based and community-based learning projects under teacher supervision to nurture the development of self-directed learning and collaborative learning with adults and peers. Students work in small, flexible cooperative learning groups with tight follow-through for respect and responsibility, teamwork and contribution, and commitment to high-quality work. Students are entrusted with deep cognitive challenges and important responsibilities which prepare them to be leaders and develop critical thinking, problem-solving, and other 21st century skills. In an EL school, educators work to intentionally build a school culture where students feel safe, respected, and challenged to be their best selves.

c. Briefly describe the plan to improve student learning for *all* students, including exceptional ...

At Mapleton, all students will have equitable access to the curriculum. The school will implement a full inclusion model and all students will be part of the regular classroom unless their IEP defines a different learning accommodation for them. The curriculum is designed

and will be delivered using a performance-based, continuous growth approach that is grounded in the premise that all students are capable of achieving excellence in learning, and that high-quality instructional planning to accommodate all students is integral to improving learning. Through instructional differentiation within the classroom, the RtI process, IEP instructional accommodations and curricular modifications, teachers will be able to address the unique needs of specific students while ensuring the content that students learn is derived from a set of curriculum documents that articulate the common expectations for all students.

Mapleton, with its unique approach to learning, will allow students with diverse needs and abilities to reach their full potential. The approach for serving students with identified special needs or those who are deemed at-risk will be collaborative.

d. Briefly describe how the school will use assessment to improve student learning.

As a fully inclusive school, most students' needs will be met in a heterogeneous classroom through a focus on common essential learning targets. Teachers will use assessment strategies, including clarifying learning targets, pre-assessment, models, targeted feedback, tracking progress, and multiple opportunities for success to determine student needs. When appropriate, students': a) Readiness needs will be met through tiered activities which will address diverse student levels or compacted activities (primarily for gifted students) that help all students meet common essential learning targets; b) Interest needs will be addressed through high quality and respectful choices; and, c) Learning style needs will be met through variety, different presentation modes, and choices of activities specifically designed to address learning differences. Leader and teaching team use of external summative assessment information (Grade 3 and above with state assessments), and formative, curriculum-based assessments developed within the EL learning context and aligned with state academic standards will be systematic and ongoing.

5. Leadership and Governance

a. Provide an overview of the school's governance and management structure and leadership ...

The Board will be responsible for the oversight and governance of the school, its operations, and its administration. The overarching philosophy of governance that will guide the proposed school is to operate in an open and transparent way to ensure that parents, teachers, and stakeholders have a clear understanding of the school's financial health and academic standing, and have regular access to all governance functions as prescribed by law.

The leadership team providing the governance and management structure will include the Board, key members of the Innovative School's team (CMO), and the school leader. The addition of an Advisory Board, Citizen's Budget Oversight Committee (CBOC), and a Parent's Advisory Committee will complement the overall structure.

b. Highlight the strengths of the leadership team and the proposed governing board.

During the 2-year planning cycle, and until the school's first charter renewal, Innovative Schools will serve as the Charter Management Organization (CMO) for Mapleton. During the first of two planning years, the Founding Board will expand to fill key gaps in membership and further

engage in the local community. During the second year of planning, the leadership team will emerge and will be comprised of the school's Board of Directors, the CMO staff and, once hired, the school leader.

Innovative Schools is a local, non-profit public school support organization. The organization has served as an essential partner by providing model school tours for members of the Board to see the EL model in action, providing board training, and supporting the development of the Mapleton charter application to ensure the proposed charter school offers a superior 21st century educational experience for students.

EL is the national education non-profit network of more than 160 schools and 4,000 teachers committed to deeper learning. The EL model is based on research and honed by 17 years of working closely with schools and districts.

c. Explain how the governance and management structures will provide for stable, effective...

The Board intends to contract with Innovative Schools to serve as the CMO for the first five years of the school's existence. The intent of this contractual relationship is twofold:

1. As the CMO, Innovative Schools will build the capacity of the 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. As the CMO, Innovative Schools will support full implementation of the EL academic program, and will serve as the main partner with EL as its subcontractor.
2. As CMO, Innovative Schools will support full implementation of the EL academic program, and will serve as the main partner with EL as its subcontractor.

6. Business Plan

a. Provide a brief overview of the business plan that includes facilities, financial management...

Mapleton will be located in the Town of Whitehall in New Castle County. The proposed master plan is included in Appendix A-4. The Board has engaged with EDiS Construction to review different facility options for the school. EDiS is a Delaware-based construction firm that was established in 1908. They provide construction management services to clients in Delaware, Maryland, Pennsylvania and New Jersey. To date, EDiS construction volume exceeds \$1.5 billion worth of work in place.

With the management support provided by Innovative Schools, Mapleton will utilize funds provided by DDOE and annual local revenues, per formula calculations, to pay the operating, payroll, and occupancy costs. To ensure that fiscal viability is maintained, the Board, along with the school leader, will regularly analyze enrollment, expenditures, and financial management practices, and will report on this information to the Board on a monthly basis. To ensure financial solvency, particularly during the planning years and first four years of operation, the Board intends to aggressively implement a fundraising plan, and to apply for operating and capital loans (see Appendix E) to supplement available resources for school operations.

1.2 Founding Group and School Leadership

14 Del. C. § 512 (1)

Founding Group Membership [14 Del. C. § 512 (1)]

1. Identify the key members of the Founding Group for the proposed school.

Resumes and professional biographies for each member of the Founding Group may be found in Attachment 1-A and 1-B, respectively. Below are the key members of the Founding Group for the Mapleton Charter School at Whitehall (Mapleton) who have had or will have a substantial ongoing role in school development, governance, and/or management, and will share in responsibility for the school.

Dr. Michael Stetter (Board President) is Director of Michael W. Stetter & Associates, LLC- providing technical assistance and training support to national and regional clients in the areas of K-12 school assessment support, project management, and program improvement/evaluation. Dr. Stetter served the Delaware Department of Education (DDOE) from 2002-2012 as Director of Accountability Resources and Director of Curriculum and Professional Development for Delaware. Dr. Stetter served schools, school districts, regional and state educational agencies in various roles. (School Development; Governance; DE Certified Teacher; Special Ed)

Richard Moretti (Treasurer) is a former educator with over 40 years' experience working as a teacher, media coordinator, building administrator, central office administrator, and capital programs administrator. He is currently employed as an Educational Facilities Planner by StudioJAED Architects & Engineers. (School Development & Operations; Governance; Facility; Finance/ Compensation; Community Member)

Barbara Frank (Secretary) brings instructional knowledge to the Board as a Delaware certified teacher in the Christina School District. In this role, Ms. Frank has worked with and contributed vital components to the New Teacher Orientation training and the development of a standards based report card. (School Development; Governance; DE Certified Teacher; Parent& Community Engagement)

Peter C. Morrow is the current President of the Welfare Foundation and past President of the Longwood Foundation. During his sixteen year tenure, the Foundations have collectively contributed almost \$1 billion to various charities, located principally in the State of Delaware and Southern Chester County, Pennsylvania. Mr. Morrow joined the Foundations in August 1997 after a 34-year career with the DuPont Company. For the last twelve years, he managed DuPont's global charitable giving program, and community affairs activities in Delaware. Mr. Morrow is one of the founding members of the Whitehall Ventures, LLC and a key catalyst for the development of this school. (Business Management, Finance, Governance, Community Engagement).

Craig Schroeder is the general manager of Blue Skies Properties, a residential real estate company. Prior to starting this business, he worked for 16 years at MBNA (now part of Bank of America). He also served for several years as executive director of the MBNA Foundation, responsible for all of the company's community donations, volunteer programs, and employment programs for people with disabilities, scholarships, and school grants. Mr. Schroeder is a member of Robin Hood Ventures, a Philadelphia-based early stage investment partnership. (Business Management, School Development, Finance, Fundraising, Governance, Community Engagement).

Matt Swanson moved to Delaware and joined his wife in launching Fine Stationery Solutions, Inc. and its website FineStationery.com in 1999. Beyond business, Mr. Swanson has been passionate about driving innovation and entrepreneurship in education and the Delaware economy. Since 2004, he has served as a founding Board Member and Vice-Chair of Layton Preparatory School, the region's first college preparatory high school designed specifically for students with learning differences. Since 2003, he has also served on the board of First State Innovation, a Delaware nonprofit economic development initiative led by the U.S. Department of Commerce and chartered with improving the entrepreneurial landscape in Delaware. (K-12 Education, School Development, School Start-Up, Governance, Community Engagement)

Karl Wagner, Senior Vice President of Acquisitions and Finance, began working with Buccini/Pollin in December 1999. Mr. Wagner is responsible for overseeing the acquisitions, development, and financing of non-hospitality properties. Mr. Wagner primarily focuses on commercial and residential projects including acquisitions (both income producing and non-income producing), ground-up development, redevelopment, and historic tax credit investments. (Business Management, Finance, Facility Management, Governance, Community Engagement)

Board roles and the constituencies they represent may be found in Attachment 1- C.

2. Explain the Founding Group's collective qualifications for establishing a high-quality charter school in Delaware and in assuming stewardship of public funds.

The Founding Group's collective qualifications will provide an excellent foundation for establishing a high-quality school in the Town of Whitehall and for assuming the stewardship of public funds. Resumes and professional biographies for each of the Founding Group members may be found in Attachments 1-A & B. Each board member has been selected for his or her professional experiences and skills related to the development, governance and management of Mapleton, along with his or her passions and commitment to the mission and vision of the school, and his or her abilities to ensure a superior educational opportunity for all students attending the school.

Innovative Schools is a local, nonprofit public school support organization. The organization has served as an essential partner by providing model school tours for members of the Board to see the EL model in action, providing board training, and supporting the development of the

Mapleton Charter School charter application to ensure the proposed charter school offers a superior 21st century educational experience for students.

Expeditionary Learning (EL) is the national education non-profit network of more than 160 schools and 4,000 teachers committed to deeper learning. The EL model is based on research and honed by 17 years of working closely with schools and districts. This experience has consistently demonstrated that the EL model:

- Develops leadership capacity across the school to build a shared vision for school transformation and a professional culture rooted in quality, continuous improvement, and trust
- Builds teacher effectiveness through on-site coaching as well as regional and national professional development
- Organizes learning around an experiential project-based approach in which students do original research and create high-quality products for audiences beyond the classroom
- Develops critical thinking and problem-solving skills as essential elements of the deep learning that prepares students for success in college and beyond
- Creates a school culture based on strong adult-student relationships and positive character, with rigorous expectations for behavior and achievement
- Empowers school leaders, teachers, and students in collecting and analyzing data from multiple sources to improve student achievement
- Balances an academically rigorous, and well-defined approach with teacher creativity and judgment

3. Describe the Founding Group's ties to and knowledge of the proposed school community...

Whitehall Ventures (WV), LLC, came together in 2003 to create the Town of Whitehall, a planned community which will be situated just south of the Chesapeake and Delaware Canal. WV is comprised of Peter Morrow, President of the Longwood Foundation; Brian DiSabatino, Founding Developer and President of the EDiS Company; and, Rich Julian, Founding Builder and President, Eastern State Construction. The vision for the Town of Whitehall is grounded in how towns existed in the past – walkable communities where everything residents needed could be found within a reasonable distance from their home. The Town of Whitehall will be a place that honors this tradition, where people will work, where their children will go to school, and where they will shop and enjoy entertainment.

WV strongly believes that having a high-quality school is critical to successful development of the Town of Whitehall. They want to start a school that has an academic program that offers a high-degree of rigor and research-based instructional practices; one that is innovative and offers a differentiated experience for the students. Through his long-time affiliation with Innovative Schools, Mr. Morrow has been aware of the national deeper-learning models that are being replicated in Delaware. After considering the alternative models, Mr. Morrow recommended WV strongly consider the EL model. After a visit to an EL school in Washington D.C., WV unanimously decided to pursue this model for Mapleton.

Peter Morrow, a member of the WV, was the first member of the Founding Group for Mapleton Charter School at Whitehall. As a long-time community member and advocate, Peter has been a long-time supporter education and the charter school movement, through his work at both the Welfare and Longwood Foundations. Over the years, Mr. Morrow has built a strong network of support throughout the state of Delaware. As a key member of both the WV and the Founding Group, he serves as the connection between the overall project and the School that will be its educational center.

More information about the relationship between the Town of Whitehall, WV and the founding group for Mapleton may be found in the 'Background' section below.

4. Provide, as Attachment 1 (Founding Group Résumés and Biographies).

Resumes and professional biographies for each of the Founding Group may be found in Attachment 1-A & B.

School leader/Founding Group School Leader and Leadership Team [14 Del. C. § 512 (1)]

Background [14 Del. C. § 512 (1)]

Peter Morrow, a founding member of WV, served on the Innovative Schools board for 11 years through 2012, and regularly provided updates on the Town of Whitehall development, along with his strong desire to create a high-performing elementary school in the center of town. Recognizing the need to partner with an organization that has experience within the Delaware charter school landscape, he approached the Innovative Schools Board formally in 2012 and proposed the idea of collaborating to open an EL elementary charter school within the Town of Whitehall. They proposed WV members would be among the first members of an Advisory Committee for the school.

To plan for and operate the elementary school in the Town of Whitehall, the Innovative Schools Board—Peter Morrow and several other passionate advocates for the school – came together to support the school through the charter application process. This group includes a diverse and passionate community of educators, business and community leaders, and parents – most of whom have been champions of improving educational opportunities in the State of Delaware.

The Mapleton Charter School Board of Directors was formed in 2013 and has organized itself into the following groups to build out key sections of the application and to monitor the development of the academic, financial and operations components of the School during its two-year planning cycle and school start-up: (1) Academic, (2) Personnel, (3) Finance and Facilities, and (4) Marketing and Student Recruitment. This application has been developed under the guidance of WV and the Mapleton Charter School Board of Directors to ensure that the proposed charter school will offer a superior, 21st-century educational experience for elementary-aged students in southern New Castle and Kent Counties.

School leader/Founding Group School Leader and Leadership Team [14 Del. C. § 512 (1)]**1. Name the School leader/School Leader candidate, if identified, and explain why this individual....**

The school leader for Mapleton has not yet been identified. As part of the two-year planning cycle, recruitment will begin in January 2015 with the intent to hire no later than July 1, 2015 so that the school leader can be involved in all aspects of the school's start-up activities, including marketing and community engagement, budgeting, teacher hiring, and curriculum planning.

Recruitment for the school leader will take place through postings on online job forums, as well as outreach through the EL national network, professional associations, school-leadership graduate programs, and relevant nonprofit associations. The publicized job description will list the required and preferred candidate qualifications, which will include administrator or school leader certification; a master's degree in a relevant field; at least five years of school-based instructional experience; school leadership experience, and experience at the elementary level, among other characteristics.

The selection process will involve an initial application, including a resume and cover letter; written responses to scenario questions that will allow the Hiring Committee to assess the applicant's leadership approach; an initial interview by videoconference; and an in-person interview for select candidates involving authentic demonstrations of school leadership capacity, including communications skills, data analysis, and instructional expertise. A sample job description for the school leader, full selection timeline, and a list of online and offline recruitment venues can be found in Attachment Section 2.

2. If the School leader/School Leader candidate has been identified, provide specific data that....

The Board includes a number of members whose backgrounds make them well suited to serve the school's expected population. Additional summary information may be found in question #1 in 'Founding Group membership' above.

3. Who will work on a full-time or nearly full-time basis immediately after approval to lead...

During the two-year planning cycle, and until the school's first charter renewal, Innovative Schools will serve as the Charter Management Organization (CMO) for Mapleton. During the planning years, the leadership team will be comprised of the school's Board of Directors, Innovative Schools' staff, and, once hired, the school leader. During the two years of planning the Board will be organized into four committees: (1) Academic, (2) Personnel, (3) Finance and Facilities, and (4) Marketing and Student Recruitment. Each committee will be co-led by Innovative Schools' staff members, and the school leader once hired, with expertise on that particular school start-up topic. Board members will be assigned to each of the committees based on their areas of professional experience. Together, this team of Board, CMO, and school leader, along with personnel from the CMO's subcontractor, Expeditionary Learning, will provide a range of experience and expertise to successfully launch the school. The CMO staff and school leader will be compensated through a combination of grant funding and private donations that the Board intends to pursue immediately upon the approval of the charter.

4. Describe the responsibilities and qualifications of the school's leadership/management team.....

The school's leadership team will be comprised of members of Innovative Schools' staff, representatives of Expeditionary Learning, and the school leader. Please see Attachment Section 3 for Innovative Schools' Organizational Chart, along with the biographies and resumes of key individuals and position descriptions for those not currently on staff (Senior Director of Schools; Director of School Operations; and, the CMP Project Manager).

The resumes and biographies of the members of the Board can be found in Attachment 1. As discussed in response to question (1) of this section, the Board intends to hire a school leader by July 2015.

1.3 Education Plan

14 Del. C. §§ 512 (4), (5), (6), (7), (8) and (11)

Curriculum and Instructional Design [14 Del. C. § 512 (6)]

1. Provide a synopsis of the proposed educational program, including key components of the.....

Mapleton Charter School at Whitehall (Mapleton) will provide students from kindergarten through grade 5 with an academically demanding, integrated education that uses the design process of *imagine, plan, design, and improve* to explore the school's theme of 'Engineering a Sustainable Future through Scientific, Cultural, and Economic Development.' To accomplish this innovative vision, Mapleton has selected the Expeditionary Learning (EL) school design for its academic program, which defines successful school practice in the areas of curriculum, instruction, culture, assessment, and leadership. Nationally, EL is a leader in providing curriculum resources and professional development to teachers on the instructional shifts demanded by the Common Core, and Mapleton teachers will benefit from the curriculum and pedagogical expertise that has developed across EL's network of over 190 schools. Furthermore, since the Board of Mapleton believes that college and career readiness begins in elementary school, the selection of the EL school model in partnership with the school's theme of environmental, cultural, and economic sustainability will provide rigorous learning experiences for students, propelling academic success.

As the academic application of *Outward Bound*, EL is rooted in similar philosophies, valuing compassion, integrity, excellence, inclusion and diversity while seeking to develop character, leadership, and service in students through challenge and adventure. When these ideas are woven through a school, they translate into the ten principles upon which the EL model is founded: self-discovery; having wonderful ideas; responsibility for learning; empathy and caring; success and failure; collaboration and competition; diversity and inclusion; the natural world; solitude and reflection; and, service and compassion.

The EL academic program, as a comprehensive school design aligned to rigorous Common Core, Next Generation Science, and Delaware Standards and dedicated to student achievement, emphasizes learner-centered instruction which energizes and motivates students through high-level tasks and active roles in the classroom. Through case studies and projects, students become connected to real-world audiences, compelling them to care about and contribute to the world around them. Curriculum and instruction in EL schools is articulated to students through clear expectations as student learning targets. Students work in small, flexible cooperative learning groups with tight follow-through for respect and responsibility, teamwork and contribution, and commitment to high-quality work. Students are entrusted with deep cognitive challenges and important responsibilities which prepare them to be leaders and develop critical thinking, problem-solving, and other 21st century skills. In an EL school, educators work to intentionally build a school culture where students feel safe, respected, and challenged to be their best selves.

At Mapleton, the replication of the EL school design will focus on bringing local, contextualized challenges to students by using the engineering process describe above in concert with the learning expedition structures of case studies, project based learning, visiting experts, and field studies. For example, upper elementary students might examine the development of the Christina riverfront, weighing the costs of development over time with the environmental impact and creating a plan for further development that has zero or low impact on local ecosystems. Younger students might be asked to tackle water use in local hotels, developing and executing a plan to encourage guests to save water. While in their ecosystems unit from the Science Coalition, fifth grade students could apply their knowledge of terrariums and aquariums to build an outdoor classroom that encourages local wildlife to visit. Younger students will use their learning from the Social Studies Coalition's units around mapping and citizenship skills to solve the challenge of a kindergarten orientation and introducing new students to the school. Through a learning expedition on the preservation of culture and diversity, second graders will learn about the Lenni Lenape Native American tribe that is indigenous to Delaware and design an experiential children's museum exhibit to help other students learn about Native Americans in Delaware. The Integrated Curriculum Matrix, included as Attachment 4-0 provides a high level overview of the learning expeditions which have been created for Mapleton and describes the learning activities that students will complete across content areas.

The planning and implementation of the Mapleton academic program, including the learning expeditions described in the Integrated Curriculum Matrix, will focus on the five Core Practices of EL. As schools strive to replicate the EL model, these five practices provide a focused roadmap for their work.

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

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

2. Provide a synopsis of the proposed instructional design that reflects the needs of the school's...

The Mapleton Board anticipates serving a diverse student population that is reflective of the Appoquinimink School District in which it will be located, including students who are low income (23%), special education (10%), English Language Learners (1.3%), and minority (37.5%). EL has demonstrated success across demographic groups, propelling the academic achievement of all students (see Evidence of Success in Appendix B-1).

Consistent with the EL approach, instructional practices at Mapleton will emphasize student inquiry, critical thinking, and craftsmanship. Students will engage in original research and create high-quality academic products to share with outside audiences. Learning Expeditions bring together teachers from different disciplines. These non-traditional approaches to learning are notably different from instructional practices found in traditional schools.

Traditional School Model	The EL Model at Mapleton will:
<ul style="list-style-type: none"> Knowledge is retained by the teacher and transmitted to students. 	<ul style="list-style-type: none"> Emphasis is on <i>learning by doing</i> in a standards-based, collaborative, and differentiated environment.
<ul style="list-style-type: none"> Content areas are taught independently, sometimes placing students in fixed groups. 	<ul style="list-style-type: none"> A project-based approach to learning integrates content areas and authentic contexts. Flexible groups are formed based on the learning targets identified for the project and students' proficiency of the target.
<ul style="list-style-type: none"> Community partnerships are formed to manage out-of-school time or tutoring services. 	<ul style="list-style-type: none"> Focused community partnerships provide out-of-school experiences (such as field studies and enrichment opportunities) and contribute to the academic program (through local expertise and community role models); and, serve as a local catalyst to learn about national and global issues.
<ul style="list-style-type: none"> Teacher-centered environment with a focus on products and summative assessments. 	<ul style="list-style-type: none"> A student-centered environment guides learning by formative assessment and the development of substantial products that reflect deep student learning and authentic, high-quality products which are developed and revised over time.
<ul style="list-style-type: none"> Academic program values breadth over depth. 	<ul style="list-style-type: none"> The academic program values depth over breadth, creating a focus on a local context that informs national and international issues while still meeting the Common Core and state standards.

Instructional Design:

Each year, Mapleton will enroll 100 students in four classrooms per grade level. Below are some of the specific structures and strategies that will be used at Mapleton in the instructional program.

Learning Expeditions: Learning expeditions are 10-12 week learning experiences for students that are focused around a single compelling topic and use integrated content to build a deep learning experience for students around an issue in the local context. Learning expeditions will be designed using Common Core, Delaware and Next Generation Science Standards, and students will display their learning through authentic, high- quality work that will be shared with parents, teachers, peers, and community members. Learning expeditions utilize:

- Project based learning, organized around guiding questions that address a problem or explore an issue that is relevant to the local community;
- Inclusive activities which build student interest and engagement and provide scaffolding for students of different ability levels to reach the learning targets;
- Significant and authentic projects and products that incorporate learning goals and are developed over time;
- Field studies that take students out into the world to collect research data;
- Community resources highlighting local experts, and community leaders who bring to life the history and culture of New Castle County and Delaware;
- Meaningful community service through service learning connected to the learning expedition topic; and,
- ‘Showcase Nights’ and portfolios through which students present their work and what they have learned to an audience of parents, peers, teachers, community members, and professionals

A sample EL Learning Expedition for grade 1, Farms and Food, is included as Appendix B-2.

Intersession: Students are engaged in learning expedition work twice a year – in the fall and the spring. During the winter, in the eight to ten weeks between learning expeditions, students engage in intersession. During intersession the academic routine is maintained and Common Core, Next Generation, and Delaware Standards are at the heart of the work, but teachers have the opportunity to provide instruction around standards and concepts that are not integrated into the learning expeditions. For example, reading during learning expeditions tends to emphasize nonfiction texts about the social studies or science concepts. During intersession, students may complete a unit on a fictional text or engage in a poetry unit. Teachers may also use this time to work with students to develop short-term leadership projects based on their areas of interest, such as a special robotics or aviation project. To develop school culture, teachers may work with students to plan service-learning projects or engage in an adventure outing to build the community of the class or grade. Because the intersession time period is the same for all grade levels, it presents an opportunity for students to work vertically across grade levels to facilitate peer tutoring and mentoring.

Looping: Students will remain with the same teacher for two years, looping in grades K-1, 2-3, and 4-5. Looping is well-documented for its impact on students' engagement and success in school and having a positive effect on students across economic levels¹. The two-year cluster gives teachers time to strengthen relationships with students and allow them to use that knowledge to accelerate learning. In addition to spending more time with students, looping also assists teachers in building relationships with parents and families.²

Portfolios of Learning: Students at Mapleton will create summative and reflective portfolios that will accompany them as they move through each grade and will be used to measure and report their academic progress over time. Portfolios will include student work and assessment data along with other requirements defined by each grade level team, such as exemplars of work, projects, photographs, student, teacher, and parent reflections. With teacher support, students will create and add to portfolios each year, selecting work samples that highlight their progress toward meeting standards and goals defined by Mapleton. A sample portfolio for a fourth-grade student might include summative math assessments, standardized test scores, a chart showing progress in reading fluency, explanatory, argumentative, and persuasive writing samples selected by both the student and teacher that demonstrate mastery of Common Core or Delaware State Standards, and student reflections that note progress toward self-selected goals. The portfolios will also be a centerpiece of the student-led conferences twice each year, during which they will share their assessment data, goals, and artifacts that demonstrate learning.

Moving-On Projects: At the end of each two-year looping cycle, students at Mapleton will be responsible for extending aspects of their work from that two-year cycle to demonstrate deeper thinking and problem-solving. These projects will be developmentally appropriate to the age of the children, vertically aligned across grade levels, rigorous and aligned to standards, and connected to the portfolio process. A Moving-On Project might involve additional research; studying an issue from a different perspective; completing additional community service and writing about how that fosters a sense of identity, community, or advocacy; or, solving a problem that was discovered through a learning expedition. The expectations for these projects will be defined by the grade-level teachers and refined by the class towards the end of the two-year cycle. Over time, students will be expected to develop and complete their projects with increasing independence. The projects will be evaluated by the student, teachers, and parents according to a rubric developed by the student and the teacher, and will be an important tool to assess each student's progress towards the goal of developing independent, self-motivated leaders.

Technology: Technology will be integrated into the education program across the school to provide students with a variety of learning opportunities that include research for learning expeditions, technology support for student products, differentiated instruction through blended learning, virtual field trips, and networking with other schools. Each grade level will

¹ Elliott, D. C., & Capp, R. (2003). *The Gift of Time. Leadership*, 34-36.

² Grant, J., Johnson, B., & Richardson, I. (1996). *The Looping Handbook*. Peterborough, NH: Crystal Springs Books.

have access to a class set of laptop computers, or appropriate technology as available in 2016, that can be used for research during learning expeditions, targeted learning activities during content exploration centers, assessment and data tracking, digital portfolios, or for skills practice during intervention time. The technology teacher will collaborate with grade level teams so that through their technology class each week, students will be able to create their learning products, which could include written texts and products, PowerPoint presentations, videos, or digital stories. At Mapleton, technology will be readily available to students as an extension of classroom learning.

3. Provide an overview of the planned curriculum, including, as Attachment 4, a course scope and...

The curriculum maps and sample units for each content area are aligned to the Common Core or Delaware Standards and are included in the attachments section of the charter application. To show the integration across ELA, science, social studies, and the arts during the learning expeditions, an additional document, the Integrated Curriculum Matrix is included as Attachment 4-0. While the curriculum maps contain a full year of content, the matrix outlines each of the learning expeditions that have been developed for each grade level and lists the standards-aligned science kits, social studies units, English language arts units, and visual and performing arts projects which will provide the integration for the learning expedition.

Integrated English Language Arts

The ELA instruction will align with Common Core State Standards and embrace the instructional shifts required by Common Core. All grade levels will receive a minimum of 120 minutes of integrated and balanced language arts instruction each day, including readers and writer's workshop, word work, fluency, and guided reading. While the ELA block focuses primarily on developing language arts skills, it will be integrated into students' learning expeditions as they use the ELA block to read texts, learn vocabulary, and produce writing that relates to the learning expedition. For example, a first-grade class engaged in a learning expedition about marine life might do a close reading of *A House for Hermit Crab*, read nonfiction text about the ocean in reader's workshop, and write sentences about their class pet hermit crabs in writer's workshop. As content-specific vocabulary words are introduced in science and social studies, those words will be studied used in literacy activities within the Integrated ELA program, thereby solidifying student understanding of terms. This approach to ELA aligns with Expeditionary Learning's Core Practices for teaching reading and writing across the disciplines and integrates literacy into the content areas. As students use the engineering design process and content-based reading to learn in science and social studies, in ELA students will read about different perspectives to solving problems and consider not only how to advance the field of science, but also how that advancement impacts humanity. ELA curriculum maps are included as Attachment 4-A.

Science

Mapleton will join the Science Coalition and will use the kits aligned to Next Generation Science Standards for each grade level. The kits have been carefully and thoughtfully integrated into each grade level's learning expeditions to support the content learning required for case studies. Though the rich integration of content and the use of real-world learning, students will

truly engage in the world of inquiry through the engineering process. As the Science Coalition aligns curriculum to the Next Generation Science Standards, the Mapleton Board anticipates a stronger emphasis on STEM and the integration of engineering into the Coalition curriculum. The Memorandum of Agreement to join the Science Coalition is included as Attachment 4-B.

Social Studies

Social Studies units from the Delaware Recommended Curriculum provide the standards and content for the learning expeditions at each grade level. Students will study local, state, national, and global issues throughout history, using technology, primary and secondary sources, and local resources and experts. Through the economics units, students will consider how various concepts within economics contribute to the sustainability of a system. Through solving problems, students will use the engineering process to imagine how an economic system could be changed based on various levers to reach goals of sustainability. The letter of intent to join the Social Studies Coalition and the Social Studies curriculum maps are included as Attachment 4-C.

Mathematics

Mapleton will use *EnvisionMATH* as the foundation for the K-5 curriculum, supplementing it with additional resources as necessary to ensure alignment with Common Core State Standards. This curriculum employs a high level of intellectual rigor, provides frequent opportunities for deliberate practice, and challenges students to think boldly by applying concepts to new contexts. Math will be taught during a dedicated 60 minute block each day. Additionally, when appropriate, it will be integrated into learning expeditions to support the conceptual understanding and application of critical mathematical ideas to the engineering process, the collection of data, and to the construction of models. Math will be taught using both a whole-group setting and flexible ability groupings using *EnvisionMATH's* supplementary resources that address differentiated needs. Mathematics curriculum maps are included as Attachment 4-D.

Physical Education and Health

Both of these content areas will use the extensive instructional resources from the Delaware Department of Education. Where appropriate, the physical education class will integrate adventure learning, such as canoeing, ropes courses, and outdoor overnights, which builds confidence in students while connecting them to health and the natural world. Physical Education curriculum maps are included as Attachment 4-E. Health curriculum maps are included as Attachment 4-F.

Visual and Performing Arts

Visual and performing arts teachers will develop their own instructional materials in alignment with the learning expeditions at each grade level. For example, when students in first grade are learning about soils, the visual arts teacher could design an art project where students make a collage to display different layers of earth. A music class could investigate different musical styles of a time period. Visual and Performing Arts curriculum maps are included as part of Attachments 4-G and 4-H, respectively.

Technology

Students will receive technology instruction that is aligned to Delaware's technology standards once a week as a specials class. The content of the technology class will include units from the *iSafe* curriculum to ensure internet safety as well as support the work of the learning expeditions. In alignment with each grade level learning expedition, the technology class will meet the technology standards while also supporting the learning during the learning expedition. Students will be taught to conduct research using various online resources such as databases, internet searches, and online catalogs. To support learning that is rigorous and based on 21st century skills, students will become proficient in using basic Microsoft Office applications – Word, Power Point, and Excel. They will also develop digital stories and manipulate multiple types of media within single presentations. They will build cumulative digital portfolios and publish their learning expedition work on-line.

4. Provide, as Attachment 5, three units of instruction with corresponding summative assessments...

The units of instruction for each content area and grade level are included in Attachment Section 5.

5. Describe how the school will ensure that all students have equitable access to the curriculum.

Mapleton will implement a full inclusion model and all students will be part of the regular classroom unless their Individualized Education Plan (IEP) defines a different learning accommodation for them. The curriculum to be used is designed and will be delivered using a performance-based, continuous growth approach that is grounded in the premise that all students are capable of achieving excellence in learning, and that high-quality instructional planning to accommodate all students is integral to improving learning. Each unit of instruction is clearly defined to students through standards-aligned learning targets that are student friendly "I can...." statements. These same statements are used in rubrics developed to assess student work and are used to annotate student work exemplars which illustrate what high quality performance looks like. As students move through the revision process, they compare their work to the learning targets, exemplars, and rubrics and improve their work products over time through reflection, feedback, and revision. Through instructional differentiation within the classroom, the Response to Intervention (RtI) process, IEP instructional accommodations and curricular modifications, teachers will be able to address the unique needs of specific students while ensuring the content that students learn is derived from a set of curriculum documents that articulate the common expectations for all students. The Special Education Coordinator will ensure that all students have equitable access to the curriculum.

6. Describe the methods and systems that teachers will use to provide differentiated instruction....

The foundation for differentiation at Mapleton and in EL schools will be built upon engaging, relevant, student-friendly learning targets that clearly define academic expectations for both the teacher and all of the students. Students will be active partners with their teachers in understanding the learning targets and identifying supports and paths which different individuals may need to succeed. As such, classroom and school culture will support the

proactive acknowledgement of student diversity and collaboration will ensure that all students get what they need in order to be accepted, safe, and successful.

As a fully inclusive school, most students' needs will be met in a heterogeneous classroom through a focus on the common essential learning targets. Teachers will use assessment strategies, including clarifying learning targets, pre-assessment, models, targeted feedback, tracking progress, and multiple opportunities for success to determine student needs. When appropriate, students':

- Readiness needs are met through tiered activities which will address diverse student levels or compacted activities (primarily for gifted students) that help all students meet common essential learning targets;
- Interest needs are addressed through high quality and respectful choices; and,
- Learning style needs are met through variety, different presentation modes, and choices of activities specifically designed to address learning differences.

Some students will require additional differentiation around processing or how they do the work, including a lower student-to-teacher ratio, supplemental intervention or enrichment provided during the RtI block, small group instruction in separate settings, assistive technology, adaptations of timelines, and/or adaptations of materials. If there are students with more severe learning challenges, the school will provide alternate settings or alternate learning targets as defined by the student's IEP.

To ensure effective planning and execution of differentiation, teachers will be supported by multiple teams, ranging from the grade-level team who collaborates to plan differentiated lessons, to the Instructional Support Team (IST) who assists with the RtI planning, to the IEP Team who supports planning for special education students, to the school leader and the EL school designer who can provide guidance at any time³.

7. Provide a synopsis of plans for additional academic support for at-risk students, including....

The EL model transforms curriculum, instruction, assessment, and school culture to make academic success possible for all students, including those at-risk. The results of EL programs with at-risk populations have been found to be "statistically significant [and] meaningful, and appear to be greater than the effects of other interventions that have been designed to serve similar purposes and student and school populations."⁴ EL schools produce student achievement and engagement across demographics, stronger instruction and assessment, a more professional and collaborative faculty, and a positive and productive school culture.

Mapleton will work to ensure that at-risk students are provided a variety of opportunities for academic support. All teachers will participate in professional development relating to the

³ Content for this section is based on the work of Cheryl Dobbertin and the *Terrain of Differentiated Instruction in Expeditionary Learning Schools*. Available to EL network schools at www.elschools.org.

⁴ Center for Research on the Education of Students at Risk (CRESPAR), "Comprehensive School Reform and Student Achievement: a Meta-Analysis, 2002" Website: <http://www.csos.jhu.edu>.

delivery of differentiated course content and will collaborate to build a tool-kit of multiple learning supplements to support at-risk learners that include both print and digital resources such as Khan Academy, Dreambox, Lexia, Spelling City, IXL, First in Math, and www.HomeworkSpot.com.

For students in need of deeper intervention who demonstrate risk for academic failure, the Response to Intervention (RtI) process will be initiated as described in the Special Populations section below. The Instructional Support Team (IST) will actively monitor and address students who are at-risk academically through the RtI process, including testing for special education services, if necessary, and/or requested by a parent or guardian. Supports will be outlined in IEP/504 plans and will be implemented in a timely manner either with existing staff or through contracted related services.

8. Explain how the graduation requirements will ensure student readiness for college...

Not applicable; Mapleton will be a K-5 school.

Student Performance Goals [14 Del. C. § 512 (4) and (6)]

1. Describe the student performance standards for the school as a whole.

The goals and objectives of Mapleton are aligned to the core principles and practices of EL and the vision of the school *to educate all children to live, learn, and lead locally and globally*. Grounded in rigorous academic standards, children are challenged to use creativity, critical thinking, and collaboration to be inspired innovators, engineering a sustainable future through scientific, cultural, and economic development. For elementary school-aged students, this will mean revisiting the school's founding question: How do we use the engineering design cycle to sustain our natural world, define who we are as a people and culture, and sustain our economic viability? Each year, as students approach this question through a different lens, they will construct a depth of understanding on both a local and a global level.

Goal Area #1: Academic Achievement and Adequate Yearly Progress

At Mapleton, students will grow academically in English language arts and math as measured by their proficiency and growth on the DCAS assessment (or other state assessment) for reading and math in grades 3-5. After the first year of operation, Mapleton will meet its AYP target each year. To ensure that students in grades K-2 are prepared for accountability assessments in grade 3, teachers will use Delaware's Early Childhood Readiness Assessment to develop baseline data on each child, and in all grade levels, teachers will use the Measures of Academic Progress (MAP) to provide additional assessment data in reading and math on each student. Students in Tiers II and III of the RtI process will benefit from the Fountas and Pinnell Benchmark Assessment System to provide additional information on student's instructional and independent reading abilities.

Goal Area #2: Alignment to the School's Mission

Mapleton will provide students from kindergarten through grade 5 with an academically demanding, integrated education that uses the engineering design process of *imagine, plan,*

design, and improve to examine the school's theme. Each year, students will engage in two integrated, 12-week learning expeditions that are focused around science and social studies content. Assessment of science and social studies will occur largely through curriculum-based measurements that are developed by teachers and aligned to the Delaware or Next Generation Science Standards for the learning expedition. Students in grade 4 at Mapleton will take the Delaware social studies assessment, and in grade 5, students will take the science assessment. Furthermore, each year, students will engage in an Engineering and Design Fair where they showcase their innovative thinking and their solutions to local, national, or global design challenges that demonstrate how to sustain our natural world, who we are as a people and culture, and/or our economic viability.

Goal Area #3: School Culture and Personal Qualities

Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. EL schools integrate individual development and group development, so that the value of friendship, trust, and group action is clear. Students are encouraged to compete with their own 'personal best' and with rigorous standards of excellence. Through diversity and inclusion, students experience an increase in the richness of ideas, creative power, problem-solving ability, and respect for others. Multiple measures will be used to determine the school's success at reaching this goal area including participation in service-learning projects, activities that build student capacity as leaders, and active participation in Crew and adventure-based activities that build culture and confidence. For additional detail on Crew, see School Culture, question #1 below. Quantitative metrics will include daily attendance, grade completion and promotion, and school discipline data.

Goal Area #4: Family, Community, and Global Connections

Engaged parents will be a cornerstone of the daily life and culture of Mapleton. Each grade level team will strive to integrate parents into all aspects of their student's educational experiences and support them as primary educators and advocates for their children. Parents and staff will actively collaborate with student leaders to successfully carry out the vision and mission of Mapleton and seek opportunities to use the community to connect students' learning to local issues that are contextualized in the local community. This goal will be measured through strong parental and community participation in learning expeditions and in participation in Learning Expedition Showcase Nights, parent satisfaction surveys, and parent and community volunteer hours at the school.

2. In addition to the mandatory Delaware Comprehensive Assessment System, identify the primary..

Curriculum maps and grade-level benchmarks are used to help pace our teaching of CC and Delaware State Standards, and to ensure that students have ample opportunities to learn. As teachers plan for each unit, the standards defined for each unit will be turned into Student Learning Targets that begin with the words, "I can...." As students move through a unit, learning targets across content areas are displayed and students will be taught to self-assess their proficiency with each learning target. For each unit, grade level teams of teachers will collaborate to develop an assessment that measures what will be taught and give the

assessment to students within a specific window of days. This will allow the grade level team to examine student performance across the grade level and work collaboratively to develop strategies to reteach content so that all students are learning.

The interim assessments may be in the form of quizzes or tests, but will also include performance tasks, writing projects, and other assessments that are integrated into students' active learning. Through the professional development provided through the EL school designer around effective assessment practices, teachers will be trained to effectively build and score assessments, and to use information gathered from these assessments to inform their teaching and plan for additional supports or interventions which may be needed. Any open-ended tasks that require a qualitative analysis will be supported with rubrics and benchmarked assessment responses.

To develop the interim assessments, teachers will draw upon the professional resources and curriculum materials below, in addition to sample assessment tasks published by DDOE and/or the Smarter Balanced Assessment Consortium.

Content Area	Resources
English Language Arts	<i>Words Their Way</i> (Bear, Invernizzi, Templeton, Johnston, 2011) <i>Benchmark Assessment System</i> (Fountas and Pinnell, various) <i>Continuum of Literacy Learning</i> (Fountas and Pinnell, 2010) Engage New York, Expeditionary Learning Curriculum, grades 3-5 <i>The Fluent Reader</i> (Rasinski, 2010) <i>Firsthand: Units of Study – Argumentative, Informative</i> (Calkins, various) <i>6+1 Traits of Writing</i> , (NWREL)
Math	EnvisionMATH
Social Studies	Delaware Social Studies Coalition <i>History Alive!</i>
Science	Interim assessments defined by the Science Coalition in the Science Kits
Physical Education	Interim assessments defined by the model units adopted from the DDOE Physical Education website CATCH interim assessments, after training Fitnessgram Assessment
Health	Interim assessments defined by the model units adopted from the Health Education website Assessments from Risk Watch curriculum materials Assessments from Healthteacher.com and kidshealth.org as defined in the school's curriculum maps
Visual and Performing Arts	Teacher created interim assessments based on the curriculum maps and state standards

3. If the school plans to adopt or develop additional academic performance goals or assessments ...

Mapleton will not use any additional standards, performance goals, or assessments outside what has already been articulated above or as defined as an external measure in Component 5 of DPAS II.

4. How will the school's policies and standards for promoting students' from one grade to the next.

Students who have successfully met all of the grade level performance standards will be moved to the next grade level. The decision to retain a student in his/her current grade level will be at the discretion of the school leader. During the third marking period, the school leader will ask each grade level team to provide a list of those students who are not going to meet the end-of-year benchmarks and ask the team for their recommendation for each student (moving them to the next grade level or retaining them in the current grade level) as well as the data to support their recommendation. Because Mapleton teachers will engage in regular data reviews and students who are not performing will move through the RtI process and/or be referred to the Instructional Support Team (IST), the names and recommendations forwarded to the school leader should not be unexpected. From the RtI and IST process, the school leader will already be aware of the students who are struggling and parents will already be part of the communications cycle.

The school leader will meet with each grade level team during the fourth marking period to review their recommendations for students who have not met the grade level benchmarks and to make a final decision. If a student is not meeting grade level benchmarks, but is recommended for promotion to the next grade, the IST will outline a plan of support that will include:

- Movement to the next grade level with movement into Tier III RtI support
- Promotion with a revised IEP
- Promotion with an IIP
- Tutoring through the summer, if available
- Summer school, if available

If the grade level team recommends that a student be retained, the school leader will schedule a conference with the student's parents, teacher, and any other applicable educators (special education, IST leader, etc.) so that the group can review the team's recommendation for retention and the supporting data. If the parents are able to present compelling data that the student should be promoted, the school leader would make the final promotion decision. If the school leader decides to promote the student, the student would need an Individualized Improvement Plan that includes specific actions to be taken and specific benchmarks to be met.

The promotion and retention policy along with the criteria and grade level benchmarks for promotion will be articulated in the Parent/Student Handbook. The Handbook will be developed during the planning year and communicated to parents at 'Back to School Night' and during 'Parent Information Night' when students register to attend the school. Additionally, grade level expectations will be shared with parents at each of the two student-lead

conferences during the school year when the student articulates how well he or she is meeting benchmarks and shares artifacts to support his or her growth.

5. Explain the process for ensuring that all students in grades 8-12 have a complete.....

This section is not applicable for Mapleton as it will serve kindergarten through fifth grade students.

High School Graduation Requirements (*High Schools Only*) [14 Del. C. §§ 512 (4), (5), (6) and (7)]

This section is not applicable for Mapleton as it will serve kindergarten through fifth grade students.

School Calendar and Schedule [14 DE. C. § 512 (6)]

1. Provide, in Attachment 6, the school's proposed calendar for the first year of operation.

See the proposed calendar in Attachment 6. The school calendar includes 182 school days for students as well as time for professional development, parent conferences, and student exhibitions which are all critical to the educational program. The calendar shows three weeks of professional development that all teachers must attend prior to the school opening since well trained teachers are essential to the academic success of students. Teachers will use this time to work collaboratively to craft learning expeditions that incorporate content standards, build 21st century skills, and use engineering challenges to drive learning. The school day will begin at 8:30am and end at 3:30pm on Monday, Tuesday, Thursday and Friday. On Wednesdays, students will dismiss at 12:30pm, allowing critical, uninterrupted time for teacher development. Additionally, the calendar shows when students will share their work and problem solving at Learning Expedition Showcase Nights.

School Culture [14 Del. C. § 512 (6), (7) and 14 Del. C. §4112D]

1. Describe the culture or ethos of the proposed school and how this culture or ethos will promote...

Culture and Character is one of the five EL Core Practices. EL schools build a culture of respect, courage, and kindness, where students and adults are committed to quality work and citizenship. At Mapleton, students will acquire knowledge in ways that are rigorous, gaining mastery of Common Core and Delaware State Standards through learning expeditions and integrated project work. Students will learn in ways that are relevant, using collaboration and communication to engage with the community and work toward addressing real-world problems through the design process and service learning.

School structures and traditions such as Crew, community meetings, exhibitions of student work, and service learning ensure that every student is known and cared for, that student leadership is nurtured, and that contributions to the school and world are celebrated. It is anticipated that student misbehavior will be addressed quickly before it escalates through proactive programs such as *Responsive Classroom*® and *Restorative Practices*. Furthermore, Crew advisors and the school leader will work to develop a strong culture of community and respect at the school.

Crew: In EL schools, each student is known well by at least one adult within the school. The primary structure for developing this relationship is through the notion of “Crew,” which is both the grouping of the homeroom (i.e. students refer to their homeroom as a Crew), and the time that the homeroom spends together each day building relationships and community. Through Crew, the Mapleton students will learn to live the EL credo of “We are Crew, not passengers,” which encourages students to be active participants in the life of the classroom and in their own learning. Students take responsibility for contributing to the learning journey of their class and their classmates, both during the designated Crew development time (Morning Meeting described below) and throughout the academic periods as students work in teams to complete projects, share writing, ask for critical feedback, and collaborate to solve problems.

Morning Meeting: In grades K-5, each Crew (homeroom) begins with a Morning Meeting as defined by Responsive Classroom®⁵. Through this structure, which takes about 15-20 minutes, the teacher asks students to share reflections on their learning, plays games to increase trust, and builds relationships through building connections between students and between the students and their teacher. Once a week, students and teachers will gather for a whole-school morning meeting to help build the culture of the school. Depending on the facility and the size of group meeting spaces, the whole-school morning meeting may need to be divided into two morning meetings of 300 students each. In either case, each grade level will take responsibility for leading the whole-school morning meeting on a rotating cycle. See Appendix B-3 for more information on Crew.

Responsive Classroom®: The development of social skills and positive values is particularly critical in a diverse learning environment. To ensure that our students benefit from social and emotional growth and a strong and safe school community, classroom and school-wide practices based on the Responsive Classroom® approach to elementary teaching⁶ will be employed. The framework of sustainability provides a value-focus lens through which students learn the importance of contributing to their community and are empowered through a strong belief in personal accountability. To guide their implementation of Responsive Classroom®, the staff will be trained prior to the school opening.

Looping: In looping, students remain with the same teacher for two years. At Mapleton, students will loop with their teacher in grades K-1, 2-3, and 4-5. Looping is well-documented for its impact on students’ engagement and success in school. The two-year cluster gives teachers time to get to know students well and allows them to use that knowledge to accelerate and deepen learning. In addition to spending more time with students, looping also

⁵ <https://www.responsiveclassroom.org/research>

⁶ Created by classroom teachers and backed by evidence from independent research, the Responsive Classroom® approach is based on the premise that children learn best when they have both academic and social-emotional skills. For more information, see “Social and Academic Learning Study on the Contribution of the Responsive Classroom® Approach,” by Sara E. Rimm-Kaufman, available at www.responsiveclassroom.org/research.

assists teachers in building relationships with parents and families.⁷ Furthermore, students from all economic levels are able to develop more successfully than in a traditional classroom.⁸

Restorative Justice: Restorative Justice Practices are in alignment with Responsive Classroom® and emphasize holding students accountable for their behavior, empowering the “victim,” and taking the steps necessary to restore students to their community after a misdeed has broken trust and respect. When a student breaches the norms and rules of the classroom or school, he or she is held accountable for his or her actions through a mediation session where the “victim” of the misdeed confronts the offender and asks for an explanation of the offense. The victim experiences empowerment and the offender is held responsible for his or her actions. The goal of this meeting is to make sense of the misdemeanor and to focus on the damage done to the relationship and the community. Both the victim and the offender are involved in determining the path forward and how to remedy the situation so that the offender can be restored to the community. The practice of Restorative Justice has been shown to be effective when other behaviorist models of discipline have failed. For additional information on Restorative Justice and Responsive Classroom® Practices, see Appendices B-4 and B-5, respectively.

2. Describe the school’s bullying prevention and anti-hazing policies.

A Bullying Prevention Committee will be part of a broader initiative to support a school culture and climate that includes school safety, and behavioral and academic expectations that align with the school’s mission and vision. Development of these expectations will become part of planning year activities. Mapleton has used the Anti-Bullying and Anti-Hazing template that is available on the DDOE website as a framework for creating the Mapleton policy. The Bullying, Cyber-Bullying and Anti-Hazing Policy is included in Appendix B-6.

As described above, Mapleton will use Crew as the foundation for building school culture. Bullying awareness and bullying prevention training will be a part of the monthly activities.

3. Explain how the school culture will serve and support students with special needs, including....

As a diverse and inclusive community, Mapleton will be a place where each student is well-known and students identified with special needs or who are deemed “at-risk” will be served through a coordinated community-based approach, where educators and parents work together to ensure the success of the student, both academically and socially. Through the RtI process, intentional and intensive instruction at Tiers II and III will occur for students with identified areas of weakness, resulting in students feeling supported in achieving their goals and being a part of the learning community. Also, because students will be trained to conduct Student-Led Conferences beginning in kindergarten, they will be cognizant of their own areas of strength and areas of growth, and will be encouraged to advocate for themselves and their learning needs. In place of the traditional parent-teacher conference, the children will lead their own conference with their parents. The teacher will be present to clarify information, but at the student-led conference, the children will show their work, reflect on their progress, and

⁷ Grant, J., Johnson, B., & Richardson, I. (1996). *The Looping Handbook*. Peterborough, NH: Crystal Springs Books.

⁸ Elliott, D. C., & Capp, R. (2003). *The Gift of Time. Leadership*, 34-36.

receive feedback. Student-Led Conferences are an important way to engage children in understanding and taking ownership of their learning. Additionally, they will help build better communication and stronger relationships between students, teachers, and families.

Supplemental Programming [14 Del. C. § 512 (6)]

1. Will the applicant offer summer school?

Mapleton will pursue grant opportunities to provide summer school to students who are not meeting grade level benchmarks. However, without securing grants, Mapleton will only be able to offer summer school to those students who are not able to receive a Free and Appropriate Public Education (FAPE) during the regular school year, as determined by the IEP team. The decision, rationale, and description of the setting and goals for the program will be outlined in the IEP under “Considerations of Eligibility for Extended School Year Services (ESY).”

The school will provide ESY services for all eligible students. ESY services are based on the unique needs of each child as well as the team-developed goals and objectives contained within his/her Individualized Education Plan (IEP). Highly Qualified Teachers will be hired to work with students for five weeks, Monday through Thursday, from 9:00 am – 12:00 pm. The time will be used to provide small-group instruction, individualized tutoring, and independent work time, based on each student’s contract or the goals outlined in the ESY section of the IEP.

2. Describe the extra- or co-curricular activities or programming the school will offer....

Mapleton will offer after-school clubs, sports, and activities based on the interests of the students and the availability of staff members, community members or parents to sponsor and coach the groups. All activities will be self-supported through donations, grant-writing, or activities fees. No child will be denied the opportunity to participate due to financial limitations. The school leader, in collaboration with the Parent Advisory Committee, will do focused fundraising to create a discretionary fund that can be used to fund activities for students with limited resources.

3. Describe the school’s programs or strategies to address student mental, emotional....

The culture and character that will be built at the Mapleton Charter School will be inclusive of differences and will be manifest through actions of respect, collaboration, courage, and kindness. Through culture building activities such as whole school morning meetings once a week and daily classroom morning meetings, students will learn that differences are valued and everyone has a place in the community. Because of the intentional steps that the staff will take to build the culture of the school, each student will be well-known, and adults in the building will be particularly in-tune with each student and able to recognize changes in behavior. In addition as part of their ongoing professional development, Mapleton teachers will be trained by a contracted psychologist and will draw on the expertise of special education staff to recognize signs of appropriate mental, emotional, and social development for the grades they are teaching. If issues arise, they will be reported to the school nurse or counselor who will notify the school leader and IEP team (if applicable) and report to the appropriate state or social service agency as required. At this point, the Instructional Support Team (IST) will begin

to review the case and work with the parents to ensure that the student receives any needed services.

4. If applicable, describe any other student-focused activities and programs that are integral...

Service Learning: As part of their learning expeditions, students will engage in service learning. Service learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning expedition by combining service with learning objectives through an ongoing symbiotic relationship between the recipient and the provider of the service. The purposes of service learning⁹:

- Promotes learning through active participation in service experiences;
- Provides structured time for students to reflect by thinking, discussing and/or writing about their service experience;
- Provides an opportunity for students to use skills and knowledge in real-life situations;
- Extends learning beyond the classroom and into the community; and,
- Fulfills a genuine need in the community.

Adventure Education: A clear expression of Expeditionary Learning's roots in Outward Bound, the spirit and experience of adventure permeates EL schools. It helps to create the student engagement and focus on character that distinguishes the EL experience. Adventure can be any physical, artistic, or intellectual experience that involves risk, challenge, and discovery. Every adventure has a strong element of entering the unknown and not being certain of the outcome. EL promotes the kind of adventures that create opportunities for leadership and collaboration as groups of students and teachers face challenges together. Together, students and adults discover they can do more than they thought was possible, and find aspects of themselves that they didn't know were there. Reflection is a vital component of such adventures, so that each experience is a rich opportunity for learning about oneself, one's peers, and the world. Teachers take care when planning adventures to ensure physical and emotional safety as they promote risk-taking and courageous action.¹⁰

At Mapleton, adventure for a kindergartner could be finding milkweed at a farm or catching butterflies to observe their behavior and coloring. During a trip to Wilmington, adventure could mean exploring the city using the bus lines. For upper elementary students, adventure might include hiking down into a quarry to find rocks and minerals during a geology expedition or staying overnight in a cabin as a 5th grader and waking the next morning to tackle a ropes course or to find the prize during an orienteering challenge. In the classroom, adventure will include the children presenting their findings to a panel of experts or a high level community member, because giving a presentation requires taking a risk. Adventure education is planned based on the learning expedition and extends content into new situations that require students to use what they know to develop self-confidence.

⁹ From Pocatello Community Charter School, an EL School

¹⁰ From EL's Core Practices

Special Populations and At-Risk Students [14 Del. C. § 512 (4), (5), (6) and (7)]**1. Identify the special populations and at-risk groups that the school expects to serve, whether....**

Mapleton will welcome all students, regardless of any special learning needs, and will provide the services required by DDOE regulations. Based on statistics from the district in which Mapleton will be located (Appoquinimink), it is anticipated the school will serve a small population of English Language Learners, migrant, refugee, and gifted students. Given correlations between free and reduced lunch (FRL) and at-risk learners, the Board anticipates serving some at-risk learners since the local percentage of FRL is 23%. However, as an EL school, Mapleton has the potential to attract a variety of students and all students will be educated with appropriate services according to their needs.

Regarding special education students specifically, projections of special education populations for Mapleton are based on the state average of 12%, which is higher than the local school district. In year one, Mapleton expects to have 36 special education students out of 300 who will be enrolled in grades K, 1, and 2. Two Delaware certified special education teachers will be employed in year one along with several teachers who are dually certified in elementary and special education. As Mapleton grows and adds grades 3 through 5 in subsequent years, the school anticipates serving approximately 60 special-needs students. At this time, Mapleton plans to employ four full-time, Delaware certified special educators, one of whom will act as an educational diagnostician and coordinator.

Mapleton, with its unique approach to learning, will challenge students with diverse needs and abilities to reach their full potential. The approach for serving students with identified special needs or those who are deemed at-risk will be collaborative. Through the RtI process, blocks of intentional, intensive instruction at Tiers II and III for identified areas of struggling students' weakness will assist all students in achieving the learning targets and academic standards.

The student schedule includes time for grade-level Tier I instruction and a significant amount of time for small groups in both ELA and math so that individualized needs can be met. The integrated, project-based learning expeditions, coupled with the daily culture building embedded into the EL Model, will provide the structure and flexibility necessary for an array of student needs. For students who are at-risk or are being served under an IEP or 504 Plan, teachers and/or related school personnel will provide all necessary accommodations and modifications to course and learning expedition work, assisting students in achieving performance expectations. Details about meeting the needs of specific groups of students are described below.

2. Describe the school's plan for ensuring compliance with state and federal statutes and regulations.**a. A description of how the school will implement response to intervention procedures, ...**

Mapleton will implement all RtI procedures with fidelity to state and federal RtI regulations. The RtI tiered instructional process will be an anchor component in the educational program. All students will be educated at Tier I with research-based instruction, and will move through

the tiers if progress is not made on academic benchmarks with the supports and interventions put in place at that level.

1. Once a student is identified as having difficulty succeeding in the general curriculum, as evidenced by observation and diagnostic or benchmark assessment, the student's team of teachers 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.
2. If the student's performance data does not improve, Mapleton's Instructional Support Team (IST) will review the data at one of the twice monthly meetings and design interventions for the student. This will move the student into Tier II of the RtI process, with a minimum of 90 minutes per week of targeted, research-based intervention instruction, still within the general education classroom when possible.
3. Progress monitoring of student performance and achievement in 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 and if any of the interventions should remain in place.
4. If the student does not make adequate progress in Tier II, as reflected in assessment data, the student will remain in Tier II and continue with current intervention program or transition into Tier III of services. In Tier III, the student will receive a minimum of 120 minutes per week of targeted, research-based intervention instruction, again within the general education classroom when possible.
5. Student progress is monitored weekly. Instructional intensity at both Tier II and Tier III includes additional intervention instruction that differentiated based on duration, frequency and time of interventions, and group size.
6. On six-week cycles, the IST will examine RtI data and decide if students should remain in their current RtI placement with current interventions, change interventions, escalate intervention to a greater frequency or duration, or de-escalate to a lower tier.

b. A description of the evaluation process to determine eligibility for special education services...

Mapleton will use the RtI process with all students. (See description above.) This will provide a carefully documented path regarding areas of growth for a student, as well as provide documentation of strategies and accommodations that were implemented in an effort to improve learning outcomes. Once a student reaches Tier III of the RtI process and has not shown adequate growth, a student can be referred for a psycho-educational evaluation. Once parental permission is received, the evaluation will be conducted by a certified school psychologist to determine whether or not there are any identifiable disabilities hindering the student's academic success. Once results of the evaluation are made available, the teachers, parents, school administrator, psychologist, and student, if the parent so desires, will meet to discuss the results of the evaluation and determine whether or not, based on the recommendations of the psychologist and collected data from the IST, the student is eligible for an Individualized Education Plan (IEP). This same team will meet to develop that plan, taking into account Evaluation Summary recommendations, and student performance data against grade level expectations and outcomes.

In addition to the RtI process outlined in the charter application which may result in an evaluation to determine eligibility for special education, Mapleton parents or guardians who have specific concerns about the academic progress of their child may request, in writing, that a psychological evaluation of the child be conducted to help determine his or her eligibility for special education services. In addition, educational professionals at Mapleton who suspect that a child has a disability may bring these concerns, along with data gleaned from assessments and research based intervention practices, to the Instructional Support Team for their review and evaluation referral.

c. A description of how the school will regularly evaluate and monitor the progress and success...

Each student's IEP will include measurable annual goals based on collected student data and current academic performance in identified areas of weakness. Annual goals will be broken down into measurable benchmarks that will allow for progress monitoring. Every two weeks, data pertaining to student goals will be collected. Quarterly, parents will receive student goal sheets with updates on progress toward achieving annual goals. Having these multiple entry points and checks for student growth will allow educators to be formative in their decision-making and allow for conversations regarding the efficacy of each student's educational plan. This process will be tracked and monitored by the Instructional Support Team.

d. A description of how the school will provide a continuum of educational placements for...

Mapleton will hold fast to the following IDEA principles:

- Special education is a service, not a place;
- All students with disabilities will have access to the general education curriculum;
- A broad range of services will be provided, addressing the needs of all students with disabilities;
- IEP teams will first consider providing each student services in the general education classroom, with supplementary aids and services appropriate to that student's needs;
- A continuum of options will be provided that vary in the extent to which they provide education for a student with a disability alongside his/her non-disabled peers; and,
- Parents will have full access to a system of procedural and substantive rights and assurances that they are informed participants in educational decision-making--concerning both the services provided and the setting they are provided in--for their children.

Following these principles, for those students with disabilities who are likely to succeed with the help of well-designed, carefully implemented and rigorously assessed general education interventions, special education services will be delivered in the general education classroom through a full inclusion model. Where services delivered in the general education classroom are *not likely* to result in student success, a continuum of alternative options will continue in the form of special classes through part-time special classes or full-time support in specialized school settings. Regardless of the school setting, appropriate services will be provided for all students with disabilities at all times. Mapleton will comply with DE Code (14 Del.C. §3110) for definitions of least restrictive environments and will provide a continuum of placements to students.

Educational placement options shall include, but not be limited to, the following:

Services in the General Education Classroom

At Mapleton, general education class services with supplementary aids and services, when needed, will be conducted in conjunction with related services and special education teacher support services. Based on the needs of the student and his or her IEP, the continuum of services within the regular classroom could include any of the following:

1. Instructional Adaptations:
 - Changing the manner in which information is presented, paced, or sequenced
 - Incorporating flexible grouping and instructional practices such as cross-age tutoring, heterogeneous grouping, and/or peer partnerships
 - Providing scaffolding and tools to complete tasks, such as using graphic organizers, and vocabulary/conceptual front-loading.
2. Curriculum Accommodations:
 - Changing how a student accesses information and demonstrates learning without substantially changing the instructional level, content or the performance criteria.
 - Using assistive technology, such as audio tapes instead of books, large print books, Braille materials, calculators, and/or word processors.
 - Providing individualized supports, such as the rephrasing of questions and instructions, testing modifications, and providing curricular aids such as highlighted reading materials, main idea summaries, organizational aids, pre-written notes, and/or study guides
 - Allowing additional time to move between classes; special seating arrangements; testing modifications
3. Curriculum Modifications:
 - Changing what a student is expected to learn and demonstrate when participating in the general education curriculum
 - Changing the instructional level, the content and the performance criteria. While the student works on a modified course content, the subject area remains the same as the rest of the class
 - Redesigning the size, breadth or focus of the assignment
4. Behavior Intervention/support plans
 - Addressing behaviors that impede learning through structured feedback loops that are appropriately timed based on the needs of the student

Part-time or Full-time Special Education Classes/Services

At Mapleton, students who have an IEP indicated placement of inside the general education classroom between 40% and 79% of the day will receive necessary classroom accommodations and modifications as mandated within their IEP when they are in their general education classroom(s). Part-time or full-time special education classes/services will also be delineated within the student's IEP as to which environment/setting will allow students the appropriate access to the general curriculum when the needs of the student are of an intensity that cannot

be met within the regular education classroom. This can include part-time resource support, or a resource room with part-time instruction within a student's general education class.

For those students who are in need of a specialized setting, special classes which are full-time in specialized school settings will be provided when it is deemed by the IEP team that it is educationally justifiable and/or medically relevant.

Supplemental or Out-of-School Special Services

When a student is not able to attend school for an extended period, he or she will receive his or her education at home until it is determined that he or she is able to attend the regular educational program.

This range of services is broad but it is not static for any individual student. As student progress is assessed, attention will be paid to the needed services, ensuring provision of services in the least restrictive environment. Each time an IEP is developed for a student (e.g., as part of the initial evaluation, at annual reviews, and/or at other re-evaluations), general education with needed supplementary aids and services will be considered as the primary option.

Decertification of students no longer in need of special education services will also be considered. Again, all decisions regarding placement at Mapleton will be educationally justifiable based on data collection, teacher, student and parent input, as well as psychological recommendations per results of educational testing.

e. A description of how the school will organize and use instructional support teams to engage...

Members of the IST will be organized to include, but not be limited to, the student's teacher(s), the school leader, the student's parent/guardian, special educator, and others who may be able to address the identified needs of the student such as the school nurse, guidance counselor, or reading interventionist.

Within the EL School Model there will be many opportunities for every student to receive increased levels of academic and behavioral support to promote growth if and when that is needed. If a teacher feels a student is in need of additional strategy instruction within the classroom to meet his or her specific needs, the teacher will bring those concerns, as well as data evidencing specific concerns, to the Instructional Support Team (IST). Looking at each student on an individual basis, resources, strategies and supports will be determined, approved, and implemented in an effort to increase student success within the general education classroom. The IST will meet bi-weekly and will track and monitor all students as they move through the RtI process.

f. For students who are age 14 or entering the eighth grade or older, explain how the school...

Not applicable; Mapleton will serve only elementary grade students.

g. A description of how the school will employ qualified special education staff,

The school leader will be assisted by the Innovative Schools' (CMO) Project Manager to recruit and employ special education teachers who are highly qualified and certified in Delaware. The

leadership team will use the Delaware Talent Management (DTM) teacher pipeline to access 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 the school.

Additionally, Mapleton will recruit Delaware certified teachers through multiple advertising venues, social and professional networking sites, and outreach with Delaware's institutions of higher education.

The special education staffing model for Mapleton includes a Special Education Coordinator (SEC) from day one. This position is critical as there will be significant work that needs to be done to organize the special education records prior to the September 30th count. For this position, the school will recruit a certified and highly qualified in special education teacher who has experience in other public district or charter schools. This person will be responsible for coordinating the special education program, scheduling and facilitating IEP meetings, and monitoring and ensuring that the school is in compliance with all special education legislation. In year one, this position would also include responsibility as the IST Coordinator.

To support the work of teachers and to assist in planning and instructional delivery Mapleton will also employ special education teachers who push into classrooms as co-teachers for specific lessons or to provide intervention support in small group settings. These teachers may also pull groups from multiple classrooms, as deemed appropriate by students' IEP's. In year one, Mapleton will have one special education teacher in addition to the SEC and in addition to the dually certified teachers described below. By year four, there will be three special education teachers, one per grade-band, to assist the SEC and support teachers.

In addition the SEC and the special education teachers assigned to grade bands, Mapleton will recruit dually certified teachers in each grade level to facilitate the inclusion model at the school. Although the special education students will be distributed across the grade level classrooms, these teachers will serve as lead teachers and provide professional development and instructional models on teaching special education student in the regular classroom for the non-certified teachers.

Each year, as the school expands grade levels, the special education staff will grow in correlation to the special education population and the needs of the students. Given the state special education average of 12%, when built to full enrollment, the school will include about 60 special education students who will be serviced by one SEC, three special education teachers (one per grade band), and a minimum of six dually certified special education teachers.

Other special education staff will be employed on a contractual basis and will provide evidence of their certification. All related service providers, such as the school psychologist(s), speech, occupational, and physical therapists will be contracted to work with students in need of those services as documented in their IEP or recommended in the Psychological Evaluation Report and agreed upon by the IEP team.

h. A description of how the school will ensure that staff are adequately trained and properly....

Each year, prior to the opening of school, professional development time will be devoted to a special education team-led session on the roles of each person involved in the IEP process as well as in delivering high quality, scientifically and research based instructional strategies and practices to all students at Mapleton. Teachers will be led through the process outlining their duties to locate, evaluate and identify students with disabilities through the defined RtI process, as well as through recommendations to the IST. Procedural Safeguards will also be reviewed so that each teacher will have a firm understanding of the rights of students and parents of a student with a disability.

In addition the special education team will also create an "IEP at a Glance" sheet for each student who has an IEP. This will allow teachers to become familiar with the expectations placed upon them for delivering high-quality instruction that specifically embeds appropriate accommodations and curricular modifications for students requiring them. The Special Education Coordinator will share the 'IEP's at a Glance' with the grade level teams during a PLC meeting, allowing this smaller, focused the opportunity to ask the special education team any questions they may have regarding a particular accommodation or modification. This will negate any school year confusion and will open the door to thoughtful communication between special and regular educators.

Through the school year, one PLC per month will be dedicated to special education topics such as IEP development; the role of the regular education teacher, specialists, and administration in the process; and the regulations outlining the processes and timelines associated with data collection, evaluations, IEP development and how to effectively deliver accommodations and provide modifications as necessary for a student to have full access to the general education curriculum as outlined in the IEP. This will allow for the special education team to also provide 'IEP at a Glance' sheets for any newly identified or newly enrolled students so all teachers have a common understanding of the needs of their students. This will also be time for the special education team to bring back additional information from any external professional development they attended which could benefit special education services provided to identified students.

The school leader will have the responsibility of monitoring teacher compliance with accurate and timely data collection as well as ensuring that the needs of all students are being met through IEP delineated accommodations and modifications. In years one and two of operations, the school leader will be supported by the CMO project manager in monitoring the special education services and regulations. In year three of operations and beyond, Mapleton will hire an assistant school leader who will assume the administrative responsibility for the special education services and regulations.

i. Explain how the school will ensure parent participation in the IEP process in accordance....

The Mapleton SEC will take steps to ensure that one or both of the parents of a child with a disability are present at each IEP Team meeting or are afforded the opportunity to participate.

Parents will be notified of the IEP meeting no less than ten (10) school days prior to the IEP meeting, and the meetings will be scheduled at a mutually agreed upon time and place.

The notice sent to parents about the meeting will include the purpose, time, and location of the meeting and who will be in attendance from the school or other agencies; additionally, parents will be invited to extend the meeting invitation to other individuals who have knowledge or special expertise about the child.

If the parent is not able to attend the IEP meeting, then the SEC will talk with the parent via phone calls or conference telephone calls. In the event that the parent(s) refuse to attend the IEP meeting, the SEC will keep a record of the attempts to arrange a mutually agreed on time and place. If the parent does not speak English, the SEC will arrange for an interpreter for parents with deafness or whose native language is other than English. At the IEP meeting and whenever requested, the SEC will give the parent a copy of the child's IEP at no cost to the parent.

j. A description of how the school will meet the needs of students with disabilities who....

The IEP team will make the determination as to whether or not a student is eligible to take the DCAS – Alt1 on the basis of the criteria set by the *Participation Guidelines* found in the *Guidelines for Inclusion of Students with Disabilities and English Language Learners*. It is not an individual's unilateral decision, but one that comes after a careful review of the criteria described in the Guide and existing documentation that supports the IEP team's decision.

In the event that a student from Mapleton is eligible to take the DCAS – Alt1, the student's teacher, who will be a Delaware-certified instructor, will attend the DDOE-sponsored training so that he/she can administer and score the assessment. If the student's teacher is not a Delaware-certified teacher, then the teacher will be accompanied to the DDOE DCAS – Alt1 training by the school's SEC, who will be Delaware-certified, and the team will administer the DCAS-Alt1 together to meet the administrative requirements of administering the assessment in the presence of a Delaware-certified teacher or administrator, by someone who is familiar with the student's support needs and communication mode, and who has attended one of the DDOE-sponsored trainings¹¹.

k. A description of how the school will ensure that IEP or 504 testing accommodations are...

Students with disabilities may receive accommodations on the DCAS only if they:

- Are eligible for services under the Individuals with Disabilities Education Act (IDEA) or Section 504; and
- Have an Individualized Education Program (IEP) or 504 plan and instructional program that include accommodations and/or assistive devices in the instructional process.

Students are eligible for the test accommodations allowable on the DCAS that are also in their IEP or 504 plan. Students who have been formally identified through the IEP or 504 process but

¹¹ <http://de.portal.airast.org/wp-content/uploads/2013/06/DCAS-Alt1-Fall-2013-SAC-Manual2.pdf>

do not have accommodations or assistive devices documented in their plans are not eligible for any accommodations during the DCAS.

The SEC will attend any DDOE training offered on administering the DCAS to students with IEP or 504 accommodations to ensure that he/she is current on all new or updated accommodations, regulations, policies, and procedures. At the beginning of each school year, the SEC will review the IEP and 504 plans of students and complete the DCAS Students with Disabilities Form. To ensure that students receive their testing accommodations, one month prior to the testing window opening, the SEC will meet with the Assessment Coordinator to review the accommodations documented on students' IEP or 504 plans and the subsequent Student with Disabilities Form. Using these documents as a guideline, the Coordinators will work with school administration to plan the test administration for those students, including making special space arrangements, alternative testing times, appropriate staffing, and communications with the test administrators about testing accommodations. One week prior to the DCAS administration, the Special Education Coordinator will ensure that all accommodations are entered into the DCAS Accommodations database¹².

3. Explain how the school will meet the needs of English Language Learners (ELL), immigrant....
a. Explain the school's process of identification of ELL students and the subsequent...

- Home Language Survey

All incoming students will be given the Home Language Survey as part of the enrollment process at Mapleton. If the parent does not speak English, the form will be translated into the primary language of the parent, or the school will collect the information using a translator. The Home Language Survey that will be included in enrollment packet is in Appendix B-7.

- Initial diagnostic test for English language proficiency

If any questions from the Home Language Survey indicate that a student's home language is something "other than English," Mapleton will give the WIDA-ACCESS Placement Test (W-APT) to the student¹³ to determine if the student should receive services as an English Language Learner (ELL). If a student's performance on the W-APT is above a 4.0, but for whom additional information is recommended, other indicators to consider for whether or not a student requires English language support is information from family members and school personnel, performance evaluations by teachers, results of other assessments, and/or student academic history, including work samples. For students in kindergarten, the W-APT will not be used to determine services. Kindergarten students who are likely ELL students will receive language support until they take the W-APT in grade 1 to fully determine placement.

- Parent notification

In compliance with 14 DE.C. Chapter 31, parents of students who have been identified as English Language Learners will be provided notice that their student is eligible for services in a language the parent can understand. Parents/guardians have the right to refuse placement of their student in the ELL programs and also have the right to withdraw their student from the

¹² http://de.portal.airast.org/wp-content/uploads/2013/06/Guidelines_for_Inclusion_2013-14_V2.pdf

¹³ Specific information on the WIDA in Delaware can be found at <http://wida.us/membership/states/Delaware.aspx>

program, but must do so in writing. If needed, the school will contract with a translation company to translate documents. At the beginning of the school year, identification, screening and parental notification of eligible students will be given within 25 days of enrollment.

b. Describe the research-based English language instructional program and list the type.....

All programs of instruction for ELLs will include formal instruction in English language development and instruction in academic subjects so that ELLs have access to the regular curriculum that is provided for all students. Programs will be in consistent pursuit of the goal of acquisition of English proficiency.

In order for the necessary modifications to be made so that teachers can reach and teach the diverse learners at their current level of content and language acquisition, teachers will be trained in how to deliver multiple assessments whose data will provide information that can be used in planning for interventions and strategy instruction. Based on the ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) and the English Language Development (ELD) Standards (debuted by WIDA in 2012), teachers will use the assessment data to plan lessons which assist and assess students' abilities to achieve English language acquisition. Using resources from the World-Class Instructional Design and Assessment (WIDA) and the Sheltered Instruction Observation Protocol (SIOP) teachers will be trained to provide students with appropriate opportunities and differentiation to access both the content and language objectives. The teachers at Mapleton will be diligent in their strategy choices, being sure to provide content- and strategy-instruction at the level of a student's comprehensible input, so as to challenge – yet not frustrate English language learners.

c. Explain the process for ensuring that ELL students receive the appropriate annual

After their initial identification as an English Language Learner, all ELL students will be assessed annually on the ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners). The assessment will be coordinated though the school leader and teachers administering the assessment will attend the DDOE training.

d. Explain the school's exit criteria and process for transitioning ELL students from the program.

All ELLs will be provided with ELL services until they reach a Tier C Level 5.0 on the WIDA ACCESS test and can be exited from the ELL program.

e. Describe the ELL parent involvement program and/or activities that lead to the student's ...

Parents of ELL students will play a critical role in their child's cultural acculturation to Mapleton and must become active members of the school community. The goal of acculturation is not to strip the child of his/her native culture, but to create a school culture that embraces diversity and allows differences to enrich the whole. To this end, the school leader, teachers, and staff will work in concert with parents to ensure that ELL students are successful members of the school community and do not feel split between cultures.

Through the Parent's Advisory Committee (described below), Mapleton will ensure that when the school hosts Learning Expedition Showcase Nights and other parent events, special outreach is done for the parents of the ELL students in the native language of the family. This will include translation services so that invitations and announcements of activities can be sent in the family's native language. Additionally, translation services will be provided at school events for parents so that they may come and participate in curriculum and information nights to learn about the school, student conferences or exhibitions so they can learn about their student's academic progress and at other school events so that parents can participate in the culture of the school.

Since all parents will be strongly encouraged to volunteer at the school, the Parent's Advisory Committee will develop opportunities for the ELL parents to volunteer through activities that are not based around language, or by strategically partnering parents who don't speak English with another parent who can serve as a translator as needed. By contributing to the success of the school through volunteering, the parents will grow more connected to the school and the partnership between the parent and the school will be strengthened.

f. Explain how the school will screen for the identification of migrant students for coordination...

Mapleton will screen for the identification of migrant students through the enrollment process. As part of the enrollment process, parents will be asked to complete the Student Residency Form that includes the three questions used for screening for migrant students:

1. Have you moved across state or district lines in the last three years?
2. Do you or have you worked in the agriculture, fishing, food processing, dairy, or poultry industries?
3. Was your move related to your work?

If the Residency Form shows a "yes" response to the three questions, the school leader will ensure that the designation of "migrant" is checked in eSchoolPLUS. The school will also communicate with the state recruiter who will interview the family and determine if the child meets the eligibility criteria of a migrant student.

4. Explain how the school will identify and meet the learning needs of students who are at risk....

The school will implement the RtI process with fidelity. Students who are identified as being at risk and/or who are performing below grade level benchmarks will have additional instruction in their identified areas of need, receiving either 90 or 120 minutes of targeted, research-based instruction to assist in raising achievement scores and removing obstacles to learning. Through universal screening tools, observation, anecdotal notes, curriculum-based measures, and formative assessments, teachers will have multiple opportunities to assess student acquisition of grade-level content and growth toward grade-level expectations. Through integrated learning expeditions, project-based learning, personalized learning, and flexible grouping strategies, at-risk students will be provided with many opportunities for lessons and activities that focus on building their confidence and self-efficacy in areas of strength and addressing areas of growth.

5. Explain how the school will address transition planning for students with disabilities ...

Not applicable; Mapleton will serve only elementary grade students.

6. Explain how the school will identify and meet the needs of gifted students, including:**a. The specific research-based instructional programs, practices, strategies, and opportunities....**

In accordance with the National Science Board, the Mapleton Board believes that students across demographics are not being adequately challenged and their potential is both unrecognized and underdeveloped. The theme of engineering and sustainability that will be woven through Mapleton and supported through the EL school model will provide ample opportunities for students to excel beyond the traditional elementary school curriculum and will operationalize recommendations from the National Science Foundation that to develop the talent of future innovators, schools need to provide opportunities for excellence, cast a wide net to capture talent across demographics, and foster a supportive ecosystem to celebrate and nurture excellence¹⁴.

Additionally, Mapleton will align their efforts to the NAGC (National Association for Gifted Children) guidelines for gifted education and will seek dually certified educators. In addition, the school plans to engage the larger community in unique school-community interactions and will seek opportunities for its gifted students to explore ways to enhance their learning through the use of their strengths and talents. For students who are identified as gifted, teachers will provide these students with resources and opportunities that will allow them to go above and beyond a traditional content curriculum.¹⁵ The hands-on, inquiry-based, project-based approach to learning that is part of the EL model will allow gifted and talented students increased autonomy. For example, all students will be charged with fulfilling a role on a project team. Gifted students will have the opportunity to self-select roles and assist with identifying the responsibilities and deliverables that may go above and beyond teacher-defined curricular deliverables, pushing and challenging students to think at more complex levels.

b. How the school will provide qualified staffing for gifted students.

Mapleton will provide qualified staffing for gifted students by hiring dually certified regular and special educators. Teachers who have experience working with a gifted and talented student population will be recruited for these roles. In addition to the in-house expertise, teachers will seek opportunities through learning expeditions for gifted students to enhance their learning through the use of their strengths and talents.

The Delaware Statewide Advisory Council on Programs for the Gifted and Talented has adopted the NAGC program standards as a guide for educational programming. The teachers at Mapleton who are responsible for the education of highly-able students will be sure to promote

¹⁴ <http://www.nsf.gov/nsb/stem/innovators.jsp>

¹⁵ http://www.cec.sped.org/AM/Template.cfm?Section=Gifts_and_Talents&Template=/TaggedPage/TaggedPageDisplay.cfm&TPLID=37&ContentID=5628

the opportunity within lesson and project planning for students to engage with and attain gifted programming standards in the areas described in Appendix B-8.

c. How the school will assess and monitor the progress and success of gifted students.

Mapleton will assess and monitor the progress and success of gifted-students on a quarterly cycle to ensure that the opportunities for enrichment and enhancement are maintaining the interests of the student and providing a level of supplemental challenge that promotes enhanced learning. Because Mapleton will be a place where students are authentically assessed for both content and 21st century skill acquisition through the use of culminating products, portfolio- and performance-based assessments, these methods will also be used for the gifted and talented students. In line with the school's emphasis on developing students' understanding of themselves as learners, highly able students will have increased levels of control over the implementation of their projects to further enhance the opportunity for gifted and talented students to have a voice in their education. In addition to multiple assessment methods, an integral part of how the school will monitor the success of gifted students will be based on how gifted students assess themselves. During portfolio creation, review and sharing, students will define their expectations for personal achievement and success. In addition to being held to content and 21st century skill acquisition measures, students will hold themselves to their own expectations for achievement, thereby increasing their autonomy in the learning process and laying the foundation for lifelong learning.

7. Explain how the school will identify and meet the needs of homeless students.

Mapleton will identify homeless children in accordance with 14 Del Code 901.2.0 which defines 'homeless children and youths' as individuals who lack a fixed, regular, and adequate nighttime residence and includes:

1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship or similar reason; are living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care (in Delaware that includes children in foster care).
2. Children and youths who have a primary nighttime residence that is in a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and migratory children who qualify as homeless because the children are living in circumstances described above.

The school will identify a Homeless Education Liaison (HEL) who will work in coordination with school personnel and other agencies, to identify students in homeless situations and ensure they receive the services to which they are entitled. Strategies to identify homeless children include:

1. **Relationship Building:** The HEL will Identify and develop relationships with community service agencies in the local area, such as shelters, soup kitchens, food banks, transitional living programs, street outreach teams, drop-in centers, community action agencies, and

faith-based organizations, and local motels or campgrounds. The HEL will meet with representatives from these organizations at least once a year to share information and to collaborate on issues such as the identification of homeless children, the school enrollment process, transportation, and other student services. If there is not a protocol in place, the HEL will work with the organizations to develop a protocol so that when children come through their programs, a protocol is in place to assist in determining whether or not the child is homeless and communicating with the Homeless Education Liaison at the school.

2. **School Residency Survey:** The HEL and school leader will develop a residency questionnaire that students will complete during the enrollment process. Surveys that may indicate homelessness will be sent to the HEL for a final determination of homelessness.
3. **School Screening:** The HEL will compile addresses of shelters, motels, transitional living programs, and campgrounds frequently used by families and youth who are homeless, and provide these addresses to the school secretary. The secretary will be asked to help identify homeless students by the addresses they list on school paperwork and provide expedited enrollment and referrals to services they may need discreetly. The HEL will maintain communications with the school secretary around students who are “doubled-up” (living temporarily with another family) or who have made numerous school transfers.
4. **Awareness Training for Staff:** Teachers and other school staff members who are closely connected to students often know of students who are staying temporarily with relatives or another family, are staying at campgrounds or in their car, are living at motels, or have moved several times in a year. Initially teachers and staff may not consider these children to be homeless because of traditional homelessness stereotypes, but through training, teachers and staff will be trained to recognize signs of homelessness to assist in the identification of homeless students.

When a homeless student is identified, the HEL will ensure that the child experiencing homelessness is promptly enrolled (if not already enrolled and if there are open seats) and will begin to advocate for the student so that he/she is able to access a full and fair opportunity to succeed in school and to receive the educational services for which the student is eligible and which are equitable to all other students at the school, including access to the academic program, instructional materials, intervention or acceleration (G/T) programs, extracurricular activities, field trips, etc. Through the school counselor, the HEL will ensure that the student receives guidance on how to apply to colleges and available resources for funding a college education. The HEL will also work with the student’s parents/guardian, school’s transportation company and the district/school of origin to ensure that the student has transportation to Mapleton.

The Homeless Education Liaison (HEL) will also coordinate training for school staff on homelessness and the McKinney-Vento Act to ensure that all school staff understand the federal law and homeless policies and procedures and have the knowledge, skills, and disposition to provide a positive and caring environment for children, including those who are homeless; that they facilitate homeless children's access to the entire school program; and that they provide them the kinds of instructional support that enable them to succeed in their academic work. Training will include a session at the beginning of the school year so that as

students are welcomed back, teachers are aware and trained to look for signs of homelessness and are fully aware of the schools protocols and policies for referring a student to the HEL and assisting the child and family with discretion to avoid undue stigmatism. The HEL will meet with grade level teams at least once a semester to provide professional development on strategies for assisting homeless children and will conduct full staff homelessness awareness training at least one more time mid-way through the school year.

The HEL will prepare the professional development sessions using the extensive resources (video series, discussion guides, webinars, PowerPoint presentations, and print materials) from the National Association for the Education of Homeless Children and Youth and the National Center for Homeless Education. The HEL may also arrange for speakers to come in from local community organizations who regularly work with homeless families and children to share their expertise with the teachers and staff.

Student Recruitment and Enrollment [14 Del. C. § 512 (6) and (8)]

1. Identify the maximum enrollment *school-wide* and *per grade level* that the school will set...

	2016-17 Year 1	2017-18 Year 2	2018-19 Year 3	2019-20 Year 4
Kindergarten	100	100	100	100
Grade 1	100	100	100	100
Grade 2	100	100	100	100
Grade 3		100	100	100
Grade 4			100	100
Grade 5				100
TOTAL	300	400	500	600

2. Provide evidence of student demand that would allow the school to meet the intended enrollment figures

A feasibility study (Appendix A-2) was conducted as part of the charter application development process to gauge the parent interest and consideration for enrolling their children in an elementary Expeditionary Learning academic program. Data from the survey has provided a strong indication that those who learn about Mapleton would consider enrolling their child in this type of academic program, as evidenced by 80% of respondents stating they would consider enrolling their child in a school that uses the Expeditionary Learning program. Community organizations in the area have also shown their support with letters of support.

Recruitment efforts for Mapleton will target families with pre-K or elementary school-aged children who live in and around the Town of Whitehall. Communications will aim to reach families who live in the Appoquinimink, Christina and Colonial school districts. These school

districts encompass a geographic area in Southern New Castle County that was chosen by Whitehall Venture Partners in their planning for the Town of Whitehall, as the “Whitehall residential submarket”.

Enrollment trends in local public and private elementary schools surrounding the target area indicate that the number of students that Mapleton hopes to serve is realistic and would have a minimal impact on neighboring schools. Please see the full Feasibility Study for more information (Appendix A-2).

3. Explain the plan for student recruitment and marketing that will provide equal access to ...

Mapleton Charter School will make a concerted effort to ensure that all families, including families in poverty, academically low-achieving students; students with disabilities, and other youth at risk of academic failure are reached. They will do this by:

- Visiting local pre-K centers to share information with families of children who are enrolled;
- Partnering with non-profit organizations, such as Boys and Girls Clubs, that serve a diverse constituency in the areas neighboring the school to share information about Mapleton Charter School
- Conducting a targeted advertising campaign in diverse neighborhoods throughout New Castle County to ensure that all families have opportunities to learn about the school;
- Hosting parent information sessions in different parts of New Castle County, including local community centers and churches to ensure that meetings are accessible to all families,
- Offering free child care and refreshments to make attendance at parent information sessions easier for families with young children;
- Working with local press outlets to publish stories about the school’s progress;
- Developing a website and print information about the school and the process for enrollment for families who are unable to attend parent information sessions in person; and,
- Publishing information about the school in both English and Spanish.

For additional strategies and a full plan for marketing/student recruitment, see Appendix B-9.

a. The recruitment strategies that the school will employ to attract each subgroup to the school..

As noted above, all marketing materials including both print and electronic versions will be made available in both English and Spanish. The school will also work with a translator who may be able to attend at least two parent information sessions so that parents in the community for whom English is not their primary language can learn about the school in their native language.

b. A brief explanation of the efforts, resources, structures, or programs that the school...

The Board of Mapleton believes that students and families will stay at a school if the school has a positive learning environment, a high quality educational program where the student is making academic gains, and where the family feels connected to the school.

Positive Learning Environment

Each year, the school will run an anti-bullying campaign. Discipline issues, which are historically very low in EL schools, will be resolved quickly, using the practices of Responsive Classroom® and Restorative Justice so that the culture of the community is maintained. Additionally, through EL's structures of Learning Expedition Showcases, Student-Led Conferences, and Celebrations of Learning, excellence is lifted-up and modeled for all students, encouraging a positive learning environment. School culture data, such as attendance data and discipline data will be monitored on a monthly basis as part of Innovative School's monthly reporting through the data dashboard to note patterns and trends for school leadership and the Board. As attendance and discipline issues are correlated with academic performance, this review may reveal issues that impact the academic performance of students.

Disaggregated Data

To ensure that students across demographics are succeeding academically, each month the school leader, in partnership with the school's CMO, Innovative Schools, will examine the academic metrics of the schools' data dashboard, including disaggregated student data, which will reveal patterns and trends over time. Following the initial meeting between the school leader and the CMO project manager, the school leader will share the disaggregated data dashboard with the grade level teams through a data review meeting. At this meeting, the school leader will work with teachers to examine the disaggregated data to ensure that all students across disaggregated cells are meeting academic benchmarks and growth targets. In the event that students are not meeting benchmarks, the grade level team will talk with the student and his/her parents about the data and develop an Individualized Improvement Plan that outlines specific strategies to improve academic success. This plan will be monitored on a monthly basis through the data dashboard to note patterns and trends.

Outreach to Parents

Mapleton will organize a Parent's Advisory Committee that will meet quarterly to advise the school leadership on upcoming programs and to provide feedback on how parents are feeling about the school. The Committee will be built specifically to reflect the diversity of the school and parents will be recruited from all demographic subgroups. Over the course of the year, the committee will monitor the application process to ensure that marketing and outreach activities are reaching diverse communities and that incoming applications to the school reflect a diverse population. If any student leaves Mapleton prior to graduation, a member of the Parent's Advisory Committee will contact the parents for an exit interview to collect data on why the student is leaving and to solicit advice on how to retain students in the future.

Parents will also be asked to volunteer at the school to increase their ownership and participation in the education of their child. Parental Volunteerism is not a condition of enrollment or promotion, but the school leader will work to educate all parents on the value of their participation in the education of their child. To ensure that all parents have the opportunity to volunteer, the school leader will work with the Parent's Advisory Committee to develop a list of volunteer opportunities that is accessible to all parents and requires various

levels of skill and time commitment. Parent Volunteerism will be coordinated through a Parent Volunteer Coordinator at each grade level. This will be a volunteer position who will report to the Parent's Advisory Committee.

Special outreach will be done for the parents of disadvantaged students to ensure that they participate in school activities. To empower all parents to participate, information will be sent home and will be available on the school website. Additionally, through a school phone notification system, all parents will be notified of upcoming academic activities. Through curriculum nights, parents will be educated on how to help students study and do homework, project-based learning, and other academic topics. Each semester, parents will be invited to conferences, student exhibitions, and other academic events. Teachers will track parent attendance at academic events and report those who have not participated to the school leader so that additional outreach may occur to learn why those parents are not participating, i.e. work schedules, child care, language, or even meals. Once this information is gathered, the school can develop a plan to address these needs and increase parent participation.

Re-enrollment campaign

Beginning each November, a form will be sent home to parents to confirm that their child will re-enroll in the school the following school year. The school leader will follow up with parents who have not signed the form each month, beginning in January, to determine the reason for not signing the form. If there are concerns about the school or their child's performance that are preventing the parent from filling out the form, the school leader will schedule an in-person meeting with the parent and the student's teacher and appropriate support staff to determine if the issue can be resolved.

4. Provide, as Attachment 7, the school's Enrollment Policy and Withdrawal Policy...

a. Any admission requirements, including an explanation of the purpose of any pre-admission...

There will not be any admissions requirements for Mapleton aside from a Delaware residency requirement.

b. Any admission preferences in accordance with 14 Del. C. § 506(b) and how they will be...

The admissions preferences are in accordance with 14 Del.C. §506(b), and are as follows:

1. Children with siblings concurrently enrolled at Mapleton
2. Children of staff members employed on a permanent basis at Mapleton for at least 30.0 hours per week during the school year
3. Children of the school's founders
4. Children residing within a 5-mile radius of the school location

Admissions preferences, including how the school has identified founders, are further described in the schools' Enrollment Policy, found in Attachment 7-A.

c. To the extent practicable, each charter school shall establish a timeline for its application...

In accordance with HB 90 w/ HA1, the timeline for the applications and admissions process shall align with the requirements specified in the law and the public school choice program. The

open application period will operate from November 1st until the 2nd Wednesday of each calendar year. Following this initial deadline and if under-subscribed, Mapleton will reopen for applications for enrollment and continue to accept them as they are received.

Should a lottery become necessary due to over-subscription, one will be held prior to February 15th, with the date to be published prior to the end of January. The procedures for holding the lottery may be found in the Enrollment Policy contained in Attachment 7-A.

Mapleton will use the required Delaware Standardized Application for Education Options.

d. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.

The procedures for student waiting lists, withdrawals, re-enrollment, and transfers may be found in the Enrollment Policy contained in Attachment 7-A.

e. A timeline and plan for student recruitment and enrollment.

The timeline for student recruitment and enrollment is defined above and also outlined in Attachment 7-A. Given the 2-year planning cycle, student recruitment will be targeted to begin in the fall of 2015.

f. Plans to maintain on file a written statement, signed by the parent or guardian of each...

In accordance with 14 Del. C. § 506 (c)(3), parents will sign an enrollment letter prior to their enrollment in the school acknowledging their understanding of the commitment for their child to attend the charter school for at least one full year. These signed forms acknowledging the parent/guardian's understanding of this commitment will be kept on file at the school. A sample student enrollment letter may be found in Attachment 7-B.

5. Student Discipline [14 Del. C. § 512 (6), (7) and (11)]

a. Describe the school's planned approach to student discipline.

If a student fails to meet expectations for conduct, the situation will be resolved through methods of Responsive Classroom® and Restorative Justice which use strategies such as mediation, reflection, and reparation of the misdeed. Working with the teacher, the school leader, parents, and others, depending upon the individual circumstances, the student will identify the root problem reflected by the misbehavior and address it. Information on Responsive Classroom® and the Restorative Justice approach is in Appendix Section B. In the 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.

Describe how the school will ensure that staff are adequately trained and properly implementing...

Mapleton will be proactive in the training and professional development of all teachers, administrators, and staff, specifically in assuring that all state and Federal laws are followed with full compliance in the discipline of students with disabilities. The school leader and/or appropriate staff will attend all state provided trainings on the education and discipline of students with disabilities to ensure that policies are in place so that Mapleton remains compliant at all times.

At Mapleton, steps will be taken to ensure that all administrators, teachers and staff will be trained and practiced in Responsive Classroom®. This allows teachers 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 Mapleton's behavior expectations, the school – overseen by the school leader – 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. 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.

Mapleton will ensure compliance with 14 DE Admin Code 601 and 14 Del Code §4112 that school administrators will attend required Department of Education trainings about the mandatory school crime reporting law and annually, staff will receive training on their duty to report certain incidents of misconduct to school administration under this regulation and statute. In addition, administrators will utilize the DOE School Climate and Discipline program manager and Department of Justice (DOJ) Ombudsperson for technical assistance in regard to the Mandatory School Crime Reporting Law.

1.4 Performance Management

14 Del. C. §§ 512 (4), (5), (6) and (7)

1. Describe any mission-specific academic goal(s) that the school plans to use.

The Mapleton Charter School at Whitehall (Mapleton) will not use any mission specific academic goals.

2. If you are proposing to serve students who are at-risk of academic failure.....

While it is likely that Mapleton will serve students at risk of academic failure, the Board of Mapleton does not seek waivers or exemptions.

3. Describe how the school leadership will oversee and monitor compliance with statutory...

The Board will ensure that all statutory requirements measured by the Organizational Framework are met. Each of the criteria from the Organizational Framework which is listed in the “Meets Standard” performance rating will be included in these governance documents and will be monitored on a monthly, quarterly, or annual basis. Each month, the school leader will collaborate with the Innovative Schools project manager to compile a report for the Board. This report will include metrics from all three areas of the Performance Framework: academic, financial, and organizational. This report will be shared at each month’s board meeting as a regular agenda item.

4. Explain how the school Board and school leadership will measure and evaluate the academic...

Role of the School Leader in Using Data: The school leader will be responsible for all school-wide student assessment data, as well as for overseeing the administration and analysis of common classroom assessments at each grade level. Mapleton student assessment scores will be analyzed in grade-level teams in regular data review cycles and by the school leaders throughout the school year, as well as longitudinally, to identify trends.

Roles of Teachers in Using Data: Mapleton teachers will use student data to create learning opportunities that allow students to discover ideas and construct knowledge for themselves. Staff members will collect informal and formal student assessments on a daily basis, ranging from quizzes, standardized diagnostic, formative or summative tests, observational information, student surveys, exit tickets, and other student work samples. These assessments will be used to inform and monitor instruction and achievement and will be included in student portfolios to demonstrate students’ progress towards meeting academic and non-academic goals. Grade-level and subject-area teams will also examine assessment data and student work samples regularly, checking for alignment between standards, learning targets, instruction, and assessment. These teams of teachers will analyze student work to evaluate the quality of instruction at Mapleton, individual student progress, and the effectiveness of the core curriculum. Teachers will be supported in this work by the school leader and Expeditionary Learning (EL) school designer who will meet with all grade-level teams and will be integral to ensuring continuity in planning and assessment between those teams. With the exception of the students who are referred to the Instructional Support Team (IST), all analysis of individual

student levels will happen at the grade level Professional Learning Communities (PLCs) and with individual students as described below.

Role of Students in Using Data: Student reflection on data is a Core Practice of the EL model. Through the week, as students are working toward their learning targets, the teacher asks the students to reflect on whether or not they can accomplish that target and to provide evidence that the learning target has been reached. Teachers monitor the process and assist the students in providing an accurate self-analysis of their proficiency. In this way, students will personally reflect on, monitor, chart and present their own learning through EL's student-led conferencing protocols

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

Role of Parents in Using Data: Through whole-school communications and letters mailed to each family, Mapleton will engage parents in conversation about their children's progress and data. To explain the data to their parents, there will be student-led parent-teacher conferences at the end of each semester, at which time students will present portfolios of their work, discussing their progress toward meeting academic benchmarks. There will be two parent conferences per year. One will be held in the late fall of the year, just after the first marking period ends, and the second will be in the spring.

Role of the Board Using Data: Each month the school leader will work with the Innovative Schools project manager to collect and compile the school's monthly data report. The board will use this report to track student performance and other metrics to ensure that the school is staying 'on target' in all aspects of its Performance Agreement. The Board will receive training during the planning year on the Performance Framework and how to examine data.

The roles described above portray when and how various groups will review data at Mapleton. This process can be used for the whole school, individual students, and cohorts of students. At Mapleton, data will be reviewed not only at the individual level, but also as a whole school and in student cohorts to monitor specific groups of students and the effectiveness of various programs and interventions.

Monthly, the school leader will collaborate with the CMO, Innovative Schools, to review whole-school data and identify strengths, weaknesses, trends and patterns in the data. Additionally, data will be disaggregated by demographics and analyzed for possible areas of concern. The review of school-wide data will include data sets that are in alignment with the Charter School Performance Framework (CSPF) and will include academic and school culture data such as attendance, as well as the numbers of students who will not be on target to meet grade level

benchmarks. Additional data could include the number of students in various levels of RtI interventions, the number of hours students spend in community service, the number of successful student showcases, and the number of businesses and community partners supporting the Expeditions. In alignment with the CSPF, the school leader and the CMO project manager will also review organizational data, such as special populations compliance data, daily attendance, discipline data, and teacher certifications data. Financial data will comprise the last category of review, such as enrollment, income, debt, and cash flow.

During the planning year, the school leader, board chairperson, and the CMO project manager will finalize a schedule of data review for the monthly board meetings that is based on the Performance Framework. Once finalized, this schedule and regular data monitoring will allow the board to track data trends over time and monitor the progress of the school as it pertains to the Charter School Performance Frameworks and Mapleton's Performance Agreement. School-wide data can also be reported to the faculty, media, and can be used in promotional materials for the school.

While school-wide data are useful to see broad trends and patterns across the school, using data to inform the school's personnel, intern placement, and/or curricular choices requires that the school leader and CMO project manager drill-down into the data to get an accurate picture of how cohorts of students are performing. Data points similar to those listed above for school wide collection will be disaggregated by team, grade level, and classroom/teacher to examine trends and patterns and to look for areas to celebrate and/or root causes when students are not exhibiting achievement. These data can be shared with teachers and teams of teachers who are responsible for those students to ensure appropriate planning and to safeguard that the needs of students are being met.

Another point to examine is the data from cohorts of students who fall into low-achieving AYP cells. When a cohort of students from a low achieving AYP cell is not performing, it will be critical for leaders and teacher to know who those students are within the cell, determine who their teachers are, examine assessment data to identify their needs, and ensure that their gaps in knowledge of content or processes are filled. As there may be students who fall into multiple cells, drilling-down to the names and instructional needs of students who fall into each of the low-achieving cells and cross-walking them across cells will allow leaders and teachers to create a list of high-priority students who need close monitoring to ensure their success.

To monitor the RtI process, the school leader, special education coordinator, and Innovative Schools' project manager will drill down into the data of special needs children, tracking the number of students in each RtI tier and the movement of students between tiers. As the school begins operations, the school leader and special education coordinator will track IEP meetings to ensure that the paperwork for special education students is in compliance.

5. Describe the corrective actions the school will take if it falls short of student academic....

The Board is committed to keeping a watchful eye on student performance data. If Mapleton's student academic achievement goals do not reflect a healthy/growing academic program and a

strong school culture, a process will be in place to self-correct and put the school and its students back on track to academic success. During the planning year, as part of the board training schedule, the Board will receive training on the Delaware Charter School Performance Frameworks and will develop their Performance Agreement with the State Board of Education.

On a monthly schedule and in alignment with the assessments given to students (fall and spring DCAS or other state assessment, and fall, winter, spring of MAP) the school leader and CMO project manager will prepare a data report for the board so that student achievement data may be regularly monitored.

If the data reported suggests that the school will not meet its Performance Goals, the Board will begin a process of gap analysis and course correction to see what areas of the school need attention and support. The gap analysis will include an in-depth investigation of the following areas of school operations: School Academics and Culture; Organizational Leadership and Governance; Financial Integrity and Soundness; Operational Effectiveness and Compliance; and, Community and Parent Relationships.

The gap analysis will be conducted by the school leader and Innovative Schools' project manager with oversight provided by the Board. The gap analysis will involve an instructional culture survey, interviews and focus groups with students, teachers, and parents, conversation with the Board, surveys, document analysis, building walkthroughs, and a thorough analysis of disaggregated data.

Based on the gap analysis, and the discovery of root causes for the lack of student achievement, the board, in collaboration with Innovative Schools and the school leader, will develop a strategic plan which outlines the goals and action steps that are necessary to improve student performance. The school leader and Innovative Schools will be given the task of implementing the plan and following through on all deliverables. All sections of the action plan and the metrics defined to measure the deliverables will be monitored on a monthly basis at regular board meetings until an improvement in student achievement data is realized.

6. Describe how state data systems will be used and monitored to support informed...

Mapleton will use eSchoolPLUS to manage student performance data and IEPPLUS for special education program management. The school leader will be able to view and print reports on attendance, discipline and longitudinal data and run accountability, achievement, certification, or demographic reports with full confidence in the accuracy of the data. The school leader will be responsible for warehousing the data. Parents will also be more connected to the performance of their children through the Home Access Center which allows parents 24 hour access to student's grades and attendance.

In addition to e-SchoolPlus, Mapleton will use the DDOE's Education Insight system to create an aggregate of student performance data. The dashboard shows a comprehensive view of each student -- including items such as student biographical information, schedule, attendance, assessment scores, grades and credits. The data provides a single location for

data from multiple sources - such as the state's eSchool system and DCAS – and provides a central location for all data pertaining to a specific student.

The professional development around using and interpreting data will take place in both whole school professional development sessions, through embedded and contextualized support in PLCs, and in individual coaching sessions. The school designer from EL, in collaboration with the Innovative Schools' project manager and the school leader, will use the information available through e-School Plus, and the Insight Data Dashboard to model for teachers how to take a class set of data and use it to place students in flexible work groups based on common areas for growth. After the whole group professional development, the school designer will work with each teacher individually or in the grade level team to talk about how instruction can be adjusted and daily agendas can be created to meet the needs of individual students, cohorts of students, and the whole class.

1.5 Staffing

14 Del. C. § 512 (6)

Staff Structure *[14 Del. C. § 512 (6)]*

- 1. Provide, as Attachment 8, organizational charts that show the school governance, management, and staffing structure in Year 1 and at full expansion.**

The organizational chart and accompanying documents showing the school's governance, management, and staffing structures may be found in Attachment Section 8.

- 2. If the school is part of a network of schools and/or would contract with a CMO...**

Innovative Schools will provide Charter Management Organization (CMO) services for Mapleton Charter School at Whitehall (Mapleton) through a contractual relationship. As CMO, Innovative Schools will hire a project manager who will work full-time at the school. The school leader, in collaboration with the CMO project manager, will be responsible for ensuring the academic program is implemented with fidelity to the Expeditionary Learning (EL) model, and for maintaining a high-quality operations infrastructure (See attachment 8-A, B and C, respectively). The school leader will dedicate the majority of his or her time to serving as the instructional leader, while also providing oversight of the school's operations. The CMO project manager will dedicate a larger portion of his or her time to helping establish all operational components of the school, and provide oversight of the implementation of the school's academic program. The CMO project manager will be present at all Board meetings and will support the school leader in reporting to the Board on the school's progress.

Staffing Plans, Management, and Evaluation *[14 Del. C. § 512 (6)]*

- 1. Explain the relationship that will exist between the proposed charter school and its employees...**

Upon hire, all employees will sign an employment agreement. The purpose of the agreement is to outline the employee/employer relationship and identify compensation for performing the mutually agreed-upon duties which are outlined in the agreement. New employee orientation will include an explanation of the school's core values, vision, and mission. In addition, each new employee will be given an overview of benefits and will complete all necessary paperwork prior to employment.

All employment at Mapleton will be considered "at will." This means that both employees and the school have the right to terminate employment at any time, with or without advance notice (though all parties may request and should try to give thirty days' notice), and with or without cause. However, Mapleton will not discharge employees for exercising their right to vote or their political affiliation; for answering the call for military or jury duty; for exercising their right of association; for filing a workers' compensation claim; or for receiving an order for wage garnishment.

2. Outline the proposed school's salary ranges and employment benefits for all employees...

For an outline of proposed salary ranges and employment benefits for the Mapleton staff, see Attachment 14-C. Salaries for the school leader and the assistant school leader (hired in Year 3 of operation) are based on comparable salaries for these positions at other Delaware charter schools. Custodial, clerical, counselor, IT, and nurse salaries are based on the Appoquinimink School District salary schedule for similar positions. Teaching staff salaries are calculated at 90% of the Appoquinimink School District's salary for comparable education levels and years of experience, as outlined in Attachment 14-C.

All full-time employees will be able to participate in the state's benefits program. No additional benefits will be provided.

In order to help the school leader understand how to retain high-performing teachers as well as all staff, Mapleton will take part in Innovative Schools' staffing program. Utilizing the Instructional Culture Insight Survey component of this program, the school leader will seek evaluative feedback from the school's teachers twice per year. Staff will be surveyed on a number of issues that reflect on the school leader's performance and inform their intent to stay at or leave the school. This data will be collected in the middle and end of the school year and will be used by the school leader to improve his or her approach to leadership and to help address issues that may prevent staff from being successful, or may lead to the highest quality staff seeking alternate opportunities.

3. Describe the plan and timeline for recruiting and selecting the teaching staff and other

As CMO, Innovative Schools, along with its partner EL, will share responsibility with the Board to recruit and hire the school leader, teachers and non-teaching administrators, and other personnel, as well as to define responsibilities, determine compensation for all school employees within the constraints of the budget adopted by the Board and provide training in the EL model. The Board shall have the final authority to hire teachers and other school personnel, determine compensation, and terminate employees.

As part of the two-year planning cycle, recruitment for teaching and support staff will begin in January 2016 with the intent to hire no later than July 1, 2016 so that the teachers can be involved in the final preparation for school's opening, including curriculum planning and school move-in & set-up.

Recruitment for the school leader will take place through postings on online job forums, as well as outreach through the EL national network, professional associations, school-leadership graduate programs, and relevant nonprofit associations. The publicized job description will list the required and preferred candidate qualifications, which will include administrator or school leader certification; a master's degree in a relevant field; at least five years of school-based instructional experience; school leadership experience, and experience at the

Innovative Schools' operations manager will aid the school's recruitment efforts by working with its subcontractor, EL, to recruit teachers already in the EL national network, and by

facilitating the school's participation in Innovative Schools staffing program. The Teacher Pipeline component includes aggressive recruitment through local and national advertising as well as a rigorous screening process of certified teacher candidates based on the specific hiring needs of participating schools.

The tasks and timelines associated with staff recruitment may be found in Appendix C-1.

Any teachers hired on emergency certification will be required to complete the requirements within the DDOE timeframe. Mapleton will not exceed the state maximum for uncertified teachers. All teachers will be required to maintain compliance with state and federal certification guidelines.

4. Outline the school's procedures for hiring and dismissing school personnel...

The process for hiring the school leader, teachers, and other school staff will include: recruitment and screening; review of credentials, background, experience, and references; sample lesson (if applicable); writing sample; interviews with the school leader and/or Board; sample lessons; and recommendations and contract approvals by the Board. As part of the pre-employment process, all employees and CMO-related staff will be required to complete a criminal background check (CBC).

In cases where termination is necessary to ensure a safe and/or productive learning environment for the students, the following will guide the termination process:

- The school leader makes the decision to terminate an employee.
- The employee may appeal this decision to the Board by initially informing the Board Chair of the intent to appeal in writing.
- The employee will meet with the Board and a final decision will be rendered.
- Employees may also be dismissed through the DPAS II process explained in #5 below.

The complete procedures for hiring and dismissal may be found in the Employee Handbook which is included as Appendix C-2

5. Describe how the school leadership will use the Delaware Performance Appraisal System (DPAS)...

The Mapleton school leader will complete the online DPAS II Evaluator Training accessible via the Professional Development Management System (PDMS) during the school's planning year, as required for all new administrators in Delaware public schools, as well as attend the recommended three-day, in-person DPAS II Training for New Administrators offered in the fall of the planning year. In addition, Mapleton teachers who need to will complete the online DPAS II Teacher Training or DPAS II Specialist Training blackboard course available through PDMS prior to their first evaluations in the first year of the school's operation.

The school leader will ensure that all observations and related materials are entered into the Evaluation Reporting System (ERS) as required by the state. To ensure fidelity to the DPAS II evaluation system the Board and CMO will monitor the progress of the school leader toward teacher evaluation timelines. The Board and/or CMO will request feedback from the State to

ensure that reports are accurate and complete. Periodically, the Board and/or CMO will request that external “experts” in the DPAS II evaluation system review or audit the evaluation reports and provide feedback on their accuracy and thoroughness.

The DPAS II process will provide the backbone for feedback on teacher practice and related responsibilities in the building. Teachers who have Summative Ratings of ‘Effective’ or ‘Highly Effective’ can be considered for advancements, promotions, and extra responsibilities within the building. Teachers who have Summative Ratings of ‘Needs Improvement’ or ‘Ineffective’ will be given written expectations and/or improvement plans targeted at improving their performance. Ultimately, teachers who do not improve and continue to exhibit patterns of ineffective teaching may be subject to dismissal.

6. Explain how the school will handle unsatisfactory leadership or educator performance...

Employees with unacceptable job performance will typically be notified of the need for improved performance in written and verbal communication and will be provided with any needed professional development and support to make improvements which may be but is not limited to the DPAS II process. In the most extreme cases (e.g., employee actions or words that harm or threaten to endanger students’ well-being and behavior that creates an irrevocable breach of trust), employees may be terminated immediately.

Should a teaching vacancy arise in the middle of the year, it will be filled using Innovative Schools’ recruitment and selection support.

If the school leader does not meet performance expectations, he or she will be notified of the need for improved performance in written and verbal communication by the Board president. The preference will be for the school leader to finish the current academic year (though in the most extreme cases as described above, the school leader may be terminated immediately by the Board, and to receive support throughout the remainder of the year from the Innovative Schools’ staffing coach assigned to the school. Should the school leader’s performance not come to meet expectations within a reasonable length of time, even within the same school year, the CMO, in conjunction with the Board, will begin recruiting and interviewing for a replacement school leader.

Professional Development *[14 Del. C. § 512 (6)]*

1. Describe the professional development plan, including standards and opportunities...

Professional development for the school leader and teachers will be critical to ensure that they are able to implement the EL academic program with fidelity. Professional development activities will be planned by the school leader in collaboration with the CMO and its subcontractor, EL, based on EL’s recommended practices. Each year the topics for professional development will be determined based on the needs of the teachers, strategic plans developed by the school leader in collaboration with the CMO, and data collected from annual evaluations conducted by the CMO and EL measuring the school’s fidelity to the EL model.

In years one and two of operations, most of the professional development will be delivered by the EL School Designer, the school leader, and the Delaware Science Coalition. Over time, however, as the staff develops a deep knowledge of the EL school design and demonstrates competency with the instructional elements, staff members, including both faculty and administration, will work with the School Designer to facilitate and lead some of these sessions. This will allow the school to transition more smoothly at the end of four years to full local support to ensure sustainability of the EL model. To facilitate professional learning at Mapleton, consistent structures will be put into place and monitored by the CMO to facilitate the professional growth of the teachers and the school leader. The school schedule allows for an early release day every Wednesday, providing three hours of time for teachers to meet in their Professional Learning Communities (PLCs) and to engage in learning. To create the Professional Development Plan for the school, each year the EL Designer will work with the school leader, CMO, and professional development committee to create a professional development work plan customized to Mapleton and based around creating a stronger fidelity to the EL school design. The plan will include intensive training in the EL Core Practices, aligning instruction and expeditions to standards, the Delaware Science Coalition kits, building classroom culture through Crew and Responsive Classroom® strategies, differentiated instruction, and formative and summative assessment strategies. A sample professional development from Capital City Expeditionary Learning School is included in Appendix C-3.

a. A schedule and explanation of professional development that will take place prior to school...

The focus of professional development during the second year of the 2-year planning cycle will be to train the school leader in the EL school design model and to build his or her capacity to open a school with a strong culture and academic program. For the teachers, the goal will be to empower them to build the school culture and to implement a strong academic program. Because EL is an inquiry-based, hands-on instructional model that demands an understanding of Project Based Learning (PBL), teachers will be prepared through a visit to a model EL school, attendance at the national EL conferences and seminars, and professional development sessions delivered by the EL School Designer/Development Coach and the school leader. As an example, the 2013-2014 schedule for professional development listing specific training sessions may be found in Appendix C-4.

Each school year will begin with a two-week training workshop for all staff and faculty, with an additional third week for any new faculty. There will be three primary topics each summer: an instructional or pedagogical focus for the year, planning time for instructional teams to prepare for the year, and, for faculty new to the school, training on the EL model. The instructional or pedagogical focus for the year will vary from year to year based on the school's implementation of EL and the EL Core Practices. During the first year, the school will focus on literacy instruction in the content areas, especially as it pertains to the integration of the sciences into the learning expeditions and aligning mathematics content and instructional practices to Common Core. The second year will continue to build content area literacy through the learning expeditions and mathematics alignment while layering on an intentional focus on writing instruction. After those initial years, the school leader, in collaboration with the CMO

and EL School Designer will select the next year's focus in the spring so that summer training plans can be made.

b. The expected number of days/hours for professional development throughout the school...

To facilitate professional learning at Mapleton, consistent structures will be put into place and monitored by the school leader and CMO to facilitate the professional growth of the teachers and the school leader. These structures/timeframes may be found in Appendix C-4.

The most significant block of professional development will be the weekly professional development block on Wednesday afternoons. Once a week, students will be released early so that all teachers will have a block of three hours of uninterrupted time to meet with their colleagues, plan, review data, meet with parents, etc. This time will be used for professional development meetings, fieldtrips to another school, presentations by teachers who attended a workshop, speakers from a partner organization, hands-on learning sessions lead by an administrator, or many other options. These events are not administrative staff meetings, and they must fit into the yearlong instructional or pedagogical focus.

The school calendar for the 2016-2017 school year, Attachment 6, shows the professional development days planned for the first year of school operations.

c. An explanation of how professional development will be aligned with the interim....

One focus of professional development within the grade level PLC's will be the use of data to drive and differentiate instruction. Each unit of instruction, whether an extended learning expedition or a unit taught during intersession (between expeditions), will have clearly defined student learning targets that are aligned to Delaware and Common Core standards. Progress toward meeting these learning targets will be benchmarked with interim assessments throughout the unit of instruction. After administering these common, grade-level interim assessments, teachers will meet in PLC's to review student data and to determine the support and modifications needed to personalize instruction for students. If the teachers determine that they do not have the capacity to address the needs of their students, they can require professional development based on the data provided by the interim assessments.

As it pertains to Component Five of DPAS II and teacher evaluation, the external assessment given to students at the beginning of the school year will provide a beginning of the year benchmark of student performance. Interim assessments will be aligned to external assessments so that students who are meeting regular benchmarks will demonstrate improvement on the external assessment by the year's end. Throughout the year, teachers will be provided with professional development on aligning assessments to learning targets and, using the data generated from the assessments, will plan instruction around the students' needs. More specific information about the professional development assessment alignment may be found in Appendix C-5.

d. An explanation of how the professional development program will be evaluated to assess...

Effective evaluation of professional development requires five levels of inquiry because a direct connection between the professional development training and improved student outcomes does not exist. School leaders must consider participant's reaction to the training, participant's learning of the content, organizational support and learning, participant's application of knowledge in the classroom, and, finally, improved student outcomes (Guskey, 1999). An explanation of the five levels of inquiry may be found in Appendix C-6.

Prior to building out the plan for each professional development activity, the school leader will collaborate with the EL School Designer and CMO project manager to identify the outcomes for the professional development activity, establish a key question, and determine an appropriate method of evaluation. As much as possible, the school leader will engage the professional development committee and CMO when making decisions around professional development, including sharing the evaluation framework with each team and having them come up with outcomes and evaluation measures for the focus of that teams professional development.

Additionally, each year EL does an annual audit of its schools to evaluate the school on its fidelity to the EL Core Practices and to suggest next steps for the school. This evaluation will provide a great deal of information to the school on the effectiveness of the professional development and the capacity of the staff to implement the professional development. In the EL schools with the greatest fidelity to the Core Practices, the annual evaluation is in alignment with the goals and activities defined in the professional development work plan for the school. If misalignment is found, or if the teachers and school leader are not implementing with fidelity, then the effectiveness of the professional development may need greater monitoring.

1.6 Governance and Management

14 Del. C. §§ 512 (1), (2), (6) and (9)

Charter Management Company

The Charter Management documents may be found in Attachment Sections 18 through 25.

Legal Status and Governing Documents [14 Del. C. § 512 (2)]

The name of the organizing corporation is Mapleton Charter School at Whitehall. The organization was incorporated on November 19, 2013. The officers of the Board are as follows:

President:	Dr. Michael Stetter
Secretary:	Barbara Frank
Treasurer:	Richard Moretti

The Articles of Incorporation and By-Laws adopted by the Board can be found in Attachment 9. The signed Statement of Assurances can be found in Attachment 10.

Governing Board [14 Del. C. §§ 512 (1), (2), (6) and (9)]

1. Governance Philosophy.

The Mapleton Charter School at Whitehall Board (Mapleton) – otherwise known as ‘the Board’ – will be responsible for the oversight and governance of the school, its operations, and its administration. The overarching philosophy of governance that will guide the proposed school is to operate in an open and transparent way to ensure that parents, teachers, and stakeholders have a clear understanding of the school’s financial health and academic standing, and have regular access to all governance functions, as prescribed by law.

Key stakeholder groups may participate at the school by serving as Board members or by serving as members of advisory groups or on the Citizen’s Budget Oversight Committee (CBOC), the Parent/Family Engagement Committee (PFEC), or the Mapleton Advisory Committee. Further discussion of these bodies may be found in the Advisory Groups section below.

2. Structure and Composition

a. The school will be an educational and operational success.

The general governance structure, board size and composition may be found in Articles IV and V of the By-Laws (Attachment 9-B). Following approval of the school’s charter, the ‘Founding’ Board will be reconstituted into a ‘Governing’ Board. The Governing Board will be responsible for oversight and governance of the school, its operations, and its administration to ensure the school is meeting its obligations outlined in its charter and Performance Agreement with DDOE. More specific information about responsibilities of the Board may be found in Appendix D-1.

To ensure adequate governing representation once the school’s charter is approved, the Board President will evaluate the Board’s membership against a matrix representing experience and representation (Appendix D-2), and will develop a recruitment plan to fill vacancies/gaps in areas requiring specific expertise consistent with Delaware regulations for a charter school

board. Given the 2-year planning cycle, the Board President will have ample time to recruit, onboard, and assimilate new board members well in advance of the school opening.

The Board will directly oversee the Charter Management Organization (CMO) as part of its reporting structure. The CMO will be accountable for the business, operational, and academic services of the school.

The CMO and school leader will report directly to the Board at monthly board meetings on the school's financial health; academic standing; operational functions; parent and community involvement; and, any other topics relative to the school's success measures outlined in the school's charter and Performance Agreement. The Board will be responsible for evaluating the performance of the School Leadership Team and the CMO, and will hold these individuals accountable for the school's success.

b. There will be active and effective representation of key stakeholders.

Each member of the Board – as key stakeholders representing Delaware teachers, parents and community members – intends to remain actively engaged in the development and start-up operations of the school.

3. Roles.

The following list identifies board members along with their areas of expertise/role:

- a) Dr. Michael Stetter; Michael W. Stetter & Associates, LLC**
Expertise/role: school development; assessment; DE Certified Teacher; special ed
- b) Richard Moretti; StudioJAED Architects & Engineers**
Expertise/role: school finance and facilities; school development
- c) Barbara Frank; Christine School District**
Expertise/role: DE certified teacher, parent & community Member
- d) Peter Morrow; Welfare Foundation**
Expertise/role: strategic planning, business development and community engagement
- e) Craig Schroeder; Blue Skies Properties**
Expertise/role: business operations, real estate, fundraising
- f) Matt Swanson; Independent Contractor**
Expertise/role: K-12 education, school development & start-up
- g) Leroy Tice; Leroy A. Tice, Esquire**
Expertise/role: legal counsel, strategic legal advisor, community member
- h) Karl Wagner; Buccini/Pollin**
Expertise/role: business management, finance & facility management

A list of current board members, their intended roles, and the constituencies they represent may be found in Attachment 1-C. Board resumes, professional biographies and the Charter Board Information Forms collectively provide evidence the founding group is committed to govern the school effectively, and will ensure the achievement of the school's mission and goals. These supportive documents may be found in Attachments 1-A, B, and C, respectively.

A summary of their interests and qualifications for serving on the school's board may be found in Section 1: Founding Group & School Leadership.

4. Completed and signed Charter School Board Member Information Forms...

The signed Charter School Board Member Information Forms can be found in Attachment 11.

5. Procedures.

During the application process, Mapleton's Board of Directors has been meeting on a quarterly basis during the planning phase of developing the application, lending valuable expertise to develop clarity around the vision and mission, establish protocols, and thoughtfully review and advise on various sections of the application. Following the approval of the school's charter, the frequency of board meetings will increase to meeting monthly to begin the focused 2-year planning and school start-up process.

During the two-year planning cycle, the Board will have four subcommittees: (1) Academic, (2) Personnel, (3) Finance and Facilities, and (4) Marketing and Student Recruitment. Working in collaboration with the CMO, each committee will meet monthly or as often as needed to perform the necessary work to open the school in the fall of 2016, including securing a school building, hiring a school leader and staff, conducting community outreach and recruiting for student enrollment, and planning the school's academic program. As the school nears its opening, a Citizen's Budget Oversight Committee (CBOC) and Family/Community Engagement Committee (FCEC) will be added.

In compliance with FOIA, the Board will continue to meet monthly 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 at these monthly meetings on student performance in areas such as attendance, academic achievement, and family engagement. Monthly financial reports shall also be presented to the Board and to the CBOC. A schedule of Board meetings will be posted on the school's website at least seven days before the meeting so that members of the community may attend; and 20 minutes per meeting will be reserved for public comment. Board minutes of monthly meetings, along with the monthly financial reports, will be posted on the school's website and shared with staff and parents. Twice annually, the Board and CBOC will also meet to review the school's financial health and progress. The Board will ensure compliance with the Freedom of Information Act (FOIA) and public bodies, public records, and open meeting laws.

6. Board Improvement.

The board intends to fully comply with all required training for board members, as defined in statutory and regulatory requirements. In addition, and to ensure adequate evaluation of itself and the school, Board members will also participate in Innovative Schools Board Development workshops. These training sessions will build capacity within the Board in the areas of superior school governance; oversight; accountability for all financial, legal, and academic matters; and, best practices for school leadership and operations.

Innovative Schools, as part of its CMO responsibilities, will also work regularly with the Board, 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.

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 workshop series, with modules focused on 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.

7. Board Continuity.

Board members will serve a term of two years, structured in a way to ensure stability of experience, knowledge and service. Nomination and election protocols for open positions on the Board and Committees will be posted on Mapleton's website (to be developed following charter approval) and, as openings arise, communications will be sent directly to all school stakeholders to ensure a fair, open, and transparent recruitment and election process. As new Board and Committee members are brought on, they will be expected to participate in workshops hosted by Expeditionary Learning (EL) to ensure all members have adequate knowledge and understanding of the academic program, as well as Board roles and strategies that support effective governance.

8. Ethics and Conflicts of Interest.

Pending the approval of the school's charter, the Board will adopt a formal policy on board ethics and conflicts of interest. A draft policy has been developed, based upon the State Code of Conduct. The sample draft policy can be found in Appendix D-3, and will undergo a more thorough review and approval process following the authorization of the school's charter.

The Board will be required to disclose all financial interests they have in any service provided to the school. An initial screening process is used as part of this charter application and may be found in the Charter School Board Member Information Form-Disclosures in Attachment 11. For future board members, the Board will make use of the same Conflict of Interest Disclosure form as part of the onboarding process when adding new members.

Advisory Bodies [14 Del. C. §§ 512 (1), (2) and (6)]**1. Describe any advisory bodies or councils to be formed....**

In order 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 as national representation from key education reformers. The Board will also establish a Citizen's Budget Oversight Committee (CBOC), consistent with State law. The CBOC will have at least five members that consist of one educator, 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 Mapleton's Board, Advisory Board, and CBOC will occur through a number of different venues, including, but not limited to: Innovative Schools' Board recruiting efforts, solicitations for nominations of employees and of parents of students to be enrolled at Mapleton, as well as requests to key members of the Delaware Business Roundtable and other businesses and community organizations throughout New Castle and Kent Counties. Nominations will be collected by the Board's designated nominating committee with shared at a public Board meeting. Twice annually, the Board, Advisory Board, and CBOC will also meet to review the school's progress. The Governing Board, Advisory Board, and CBOC will have staggered terms of service and ensure smooth transitions and stability of knowledge and expertise with board roles and responsibilities.

Grievance Process [14 Del. C. § 512 (9)]**1. Explain the process that the school will follow should a parent or student**

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 school leader, and the school's staff. Parent representation on the Board, Advisory Board, and CBOC will be a primary means of assuring that the families of Mapleton 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 CBOC.

In the event a parent and/or student has an objection to a governing board policy, administrative procedure, or practice at the school, a written communication will be required defining the concern, along with a description of the circumstances surrounding the concern and the impacts of the identified policy, procedure or practice. Twenty minutes of each monthly board meeting will also be reserved for public comment to allow opportunity for grievances to be discussed publically. Concerns about a board policy would be directed to the Board Chair; concerns about administrative procedures or practices would be directed to the Board Chair and school leader.

Consideration of the concern by the Board Chair and/or school leader would involve, but not be limited to, careful review and investigation of the complaint; discussion among members of the

leadership team; communication with the originator of the grievance to seek more information or clarity, as needed; and, a decision rendered to the complainant. The grievance may or may not result in a change of policy, procedure or practice.

The grievance process will be communicated to parents through the CBOC, Advisory Board, Family Engagement Committee, the Parent/Student Handbook and the school's website. The Board Chair will develop a mechanism for tracking grievances to ensure a decision is rendered to the complainant in a timely fashion.

1.7 Parent and Community Involvement

14 Del. C. §§ 512 (1) and (6)

Parent Involvement

1. Describe the role of any parents and community members involved in developing....

Preparation of the charter application has involved two key groups: (1) Delaware teachers, parents, and community members who comprise the school's Founding Group and Whitehall Ventures (WV), LLC, and (2) Innovative Schools, a Delaware non-profit public school support organization.

The Founding Group has been working together since 2003, and remains passionate and committed to the successful launch of a new school in the Town of Whitehall. The members of Whitehall Ventures (WV), LLC, are well-established members of the surrounding community and have a vested interest not only in the success of the developing community, but also in supporting a superior-quality school that offers a high-degree of rigor and research-based instructional practices, is innovative, and offers differentiated experiences for students. Mr. Peter Morrow – through his long-time affiliation with Innovative Schools – recommended WVP strongly consider Expeditionary Learning (EL); and, following a visit to an EL school in Washington D.C., WV unanimously decided to pursue this model for Mapleton.

How will you inform parents and the community about the school's development?

Mapleton's Founding Board will engage and inform the community about the proposed school throughout the 2-year planning cycle. The Founding Board has identified three key audiences on which to focus their outreach efforts: parents, students, and community organizations. Outreach activities will include engaging the school's planned Advisory Board; conducting community meetings; reaching out to groups involved in the feasibility study for the school, along with the target population previously referenced in marketing activities; meeting with State representatives and key stakeholders; establishing a social media presence; and engaging in upcoming community events. Regular communications highlighting the school's progress over the next several months will be provided to these groups, as well.

2. Describe how you will engage parents in the life of the school, in addition to any proposed

Engaged parents will be a cornerstone of the daily life and culture of Mapleton. Each grade level team will strive to integrate parents into all aspects of their student's educational experiences. Parents and staff will actively collaborate with student leaders to successfully carry out the vision and mission of Mapleton, and seek opportunities to connect students' learning to local issues that are contextualized in the local community. This goal will be measured through strong parental and community participation in expeditions and Showcase Nights, parent satisfaction surveys, and parent/community volunteer hours at the school.

Parents will be involved in the leadership and decision-making within the school through opportunities to serve on the Board of Directors, representation on the school's Advisory Board and participation on school committees, just to name a few.

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

In a broader context, surveys will be a tool used on an annual basis to gauge parent satisfaction with various 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 principal and CMO and will be reported to the Board as one measure of the school's success. The Board will use this data to ensure that Mapleton is meeting the needs of parents and families.

Community Involvement

1. What community resources will be available to students and parents? Describe any partnerships...

In adopting the EL framework, Mapleton will join the Alliance of Model Schools, a network of schools throughout the State that have adopted Deeper Learning instructional models to better serve their students. The Alliance hosts several events each year to share resources and best practices, including events in which students and parents are invited to attend.

Additionally, by adopting the EL model, the school will move forward with a "community is our classroom" mindset, and also gain access to the EL Commons resource hub, which aids in the development of Learning Expeditions and connects schools to community issues through project-based learning and service. Community resources highlighting the expertise of local authors, experts, and community leaders who bring to life the history and culture of New Castle County and Delaware will be incorporated throughout each expedition in which students engage, and parents are encouraged to participate in their child's academic experience.

Meaningful community service through service learning and showcases, portfolios, and/or exhibitions where students present their work and what they have learned to an audience of parents, peers, teachers, community members, and professionals are also key components to this instructional model.

2. Describe any fee-based or in-kind commitments from community organizations or individuals....

The Board intends to work with Innovative Schools as its Charter Management Organization (CMO); EL will serve as Innovative Schools' subcontractor. This unique CMO arrangement will create a balanced workload, leveraging Innovative Schools' local expertise and understanding of Delaware's public school operations, while allowing its national partner to implement their academic and cultural model.

3. Provide, as Attachment 12, evidence of support from community partners, which may include....

Evidence of community support may be found in Attachment 12.

1.8 Start-up and Operations

14 Del. C. §§ 512 (1), (8), (9), (10), (12) and (13)

1. Start-Up Plan.

The start-up plan for Mapleton Charter School at Whitehall is included as Attachment 13. The Budget Sheets, including the 2 planning years (Year 0), are included as Attachment 14.

2. Transportation.

Mapleton will receive funds from the State to provide transportation for its students through contracted services with a highly reputable and insured company that specializes in student transportation. Based on the enrollment reported each April to the DDOE, the Board will open the bus routes to a public bidding process. Bus routes will be established for those students who live within the district in which Mapleton is located.

In the case of students not residing in the district where Mapleton is located, parents will be responsible for transporting the child to and from a point on Mapleton's regular bus route. In the event that student enrollment creates concentrations of students in specific areas outside of the district in which Mapleton is located, the bus routes may be extended to include hub stops as a convenience to families. However, parents who live outside of the district in which the school is located are still responsible for transporting their child to and from the hub stop.

Appropriate accommodations, as defined in the students' Individualized Education Plans (IEP), will be provided to meet the needs of all special needs students requiring transportation and will be included as a criterion in the open bidding process. Once the transportation contract is put in place with the busing company and 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.

Describe the plan for oversight of transportation operations.

The school leader will maintain responsibility for oversight of transportation operations and the Innovative Schools' operations manager will support the school leader. The school leader will ensure appropriate supervision of students before and after school, oversee bus routing and transportation operations, and will schedule and supervise bus safety drills. The school leader will also put into place a contingency plan to address transportation emergencies. This plan will be created in concert with the procedures put in place by the busing company. All bus drivers will be trained in the contingency plan and will have a list of contact names and phone numbers at the school, beginning with the school leader, followed by the CMO operations manager, and then down the chain of command that has been established by the school leader. Once informed of the emergency, in most cases, the school leader will go to the site to coordinate support with other emergency responders and ensure the safety of the students. The CMO operations manager would typically stay at the school to maintain the routine of the school day and to begin the process of notifying parents of the students involved in the situation. In the event of a catastrophic incident, additional staff members from Mapleton as well as Innovative

Schools may be called into service at either the school or at the emergency site to assist in securing the safety of all students.

3. Safety and Security.

The school leader will establish a School Safety Committee to serve as a clearinghouse for the discussion issues, policies, and practices related to the safety of students, parents, and staff. Committee representation will include, but may not be limited to, the school leadership team, teachers, the school nurse, the custodian, and one or more parents. The committee will meet quarterly and conduct a yearly evaluation. The school leader will maintain responsibility for oversight and management of health and safety policies and practices. For a full description of the health care services and policies, see response to question 5, below.

Building Access

In the interest of safety for the 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 when the main entrance will be opened. Visitor access will be restricted to the main entrance – all guests must present proper identification and comply with all ‘guest pass’ procedures before being allowed to pass beyond the main entrance. All staff will be required to wear ID badges while on school premises.

Phone/Texting Notification System

Mapleton will purchase an automated school notification system to improve communications between the school and home and to provide important safety notifications to parents and guardians. This system will provide notifications via phone/text about school closings, delays, and early dismissals, emergency notifications, attendance, bus route notifications, lockdown communications, activity reminders, lunch balance reminders, and parent polls and surveys.

Background Checks

As part of the pre-employment process, all employees and CMO-related staff will be required to complete a criminal background check (CBC). In addition, the Child Abuse Registry (CAR) will be checked through Department of Services for Children, Youth and Families (DSCYF). The school leader and operations manager will maintain due diligence in following the regulations for CBCs and CARs for volunteers. Results will be maintained in a secure file, separate from personnel files; and, available for authorized inspection.

The school leader 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.

Comprehensive School Safety Plan (CSSP)

In accordance with the Omnibus School Safety Act, the School Safety Committee will work with the Department of Safety and Homeland Security (DSHS) to develop and maintain a

comprehensive site-specific safety and emergency preparedness plan that is in compliance with the national Incident management System (NIMS). Following the approval of the school's charter, the School leadership team will reach out to DSHS to begin the Plan's development.

4. Lunch/Breakfast.

Mapleton intends to participate in the National School Breakfast/Lunch Program, and will contract for meals from a qualified food service vendor. Meals will be served on-site five days each week to all students.

Meals will be provided to all students, including those eligible for free/reduced meals and students who are homeless. 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 leader and CMO operations manager will work with the food service vendor to ensure that all meals are consistent with state and federal guidelines and compliant with USDA regulations.

5. Student Health Services.

Assuring a safe and healthy environment for students and staff will be of highest importance. Mapleton will hire a full time registered nurse in July prior to the school opening. The nurse will be responsible for implementing all practices in accordance with the *Nursing Technical Assistance Manual* issued by DDOE. The nurse will be supervised by the school leader who will ensure all health services are in compliance with regulations.

Mapleton 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 orientation programs.

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

Student Enrollment

Policies will be developed and approved by the Board prior to student recruitment beginning in the Fall of 2016, and at a minimum will address the following topics:

- a) Ensuring that students have physical examinations and immunizations 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 included as part of the student record.
- b) Establishing procedures for administering medications and medical treatments, including first aid at school;**

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 onsite at school.

c) 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.

d) Ensuring that immunizations and TB screenings are conducted;

The school nurse is the on-site health expert for Mapleton. His or her duties include monitoring student health records. In accordance with state regulations, parents will be notified when immunization and other screening requirements are not met, and the student will be excluded from school until the regulation has been met. Properly documented immunization exemptions will be considered by the school leader in consultation with the school nurse.

e) 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.

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

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

g) Establishing procedures for containing/controlling the spread of infectious diseases; and,

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

h) Ensuring emergency response procedures and training.

Please see the section above about the Comprehensive School Safety plan.

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.

6. Insurance Coverage.

Insurance coverage and estimated premiums may be found in Attachment 15.

7. Student Records.

Mapleton will be part of the state's eSchoolPlus pupil accounting system. The use of this system will ensure the timely transfer of student data and records to other schools and the DDOE. All staff members required to use eSchoolPlus will be fully trained on the system. Mapleton will remain current with staff training and data requirements defined by the DDOE.

1.9 Facilities

14 Del. C. § 512 (8) and (12)

1. Discuss the school's facility needs based on the educational program and projected enrollment.

At the time of this application, the Board of the Mapleton Charter School at Whitehall (Mapleton) is in the process of selecting the final location for the school and designing the facility. Health and safety considerations, along with school size facility calculations, are being incorporated during the planning phase. The facility will be located centrally in the Town of Whitehall in New Castle County. The specifications used to evaluate appropriate sites include:

- 66,069 square feet for the elementary 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 parent parking.
- Access from major arterial roadways to facilitate student access and safety.
- All health, fire, and safety systems per state and county 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

2. If the applicants have identified a facility, state where the school will be located....

The final site and building design for Mapleton has not been determined yet. It will be centrally located in the Town of Whitehall in New Castle County. The proposed master plan is included in Appendix A-4. The following requirements have been outlined for the facility:

- 24 regular classrooms (800-1000 square feet each)
- 8 additional rooms to be used for special education services, art, music, and other special class offerings
- 1 library
- 1 cafeteria/multipurpose room

3. If the site has been identified, list the detailed terms and/or conditions for the use of the facility. ..

As mentioned above, the school will be located in the Town of Whitehall in New Castle County. The proposed master plan is included in Appendix A-4. The Board has engaged EDiS Construction to review different facility options for the school. EDiS is a Delaware-based construction firm that was established in 1908. They provide construction management services to clients in Delaware, Maryland, Pennsylvania and New Jersey. To date, EDiS' construction volume exceeds \$1.5 billion worth of work in place.

4. If a facility has not been identified, specify potential locations that are under consideration....

Mapleton will identify, negotiate, and begin construction on a facility prior to December 15, 2014, and will ensure that the facility is in full compliance with all applicable codes and regulations prior to the opening of the school. Construction on the facility will be completed no later than late spring of 2016 so that a Certificate of Occupancy (CO) can be obtained by the deadline of June 15, 2016, in accordance with Delaware charter school law.

While the Board is working to finalize the facility location, pending approval of the school's charter, cost estimates for construction have been calculated. The school facility will maintain compliance with all county and city code requirements and will work with personnel from the Delaware Department of Education (DDOE) to ensure school-specific health, safety, and logic aspects of the site are addressed.

5. Explain how the facility will meet the needs of students...

Mapleton seeks to enroll a diverse student body, including students with physical disabilities. The Department of Justice's most recent revision of the regulations for Titles II and III of the Americans with Disabilities Act of 1990 (ADA) were published in the Federal Register on September 15, 2010. Prior to construction, the Board, in conjunction with their construction management firm, will ensure the facility is compliant with the most-up-to-date ADA regulations.

6. To the extent that the Applicant has discussed or established specific lease or purchase terms.....

As "working estimates" for occupancy costs, the school has budgeted \$194,400 in years one and two, and \$388,800 in years three and four. The preferred site will be an attractive and safe location, providing easy access to the school locations for both the students and their families.

The school will utilize operating funds provided by the DDOE and annual local revenues, per formula calculations, to pay the occupancy costs and maintain the facility. In compliance with the Charter School Performance Framework, the Board, along with the school leader, will regularly analyze student enrollment, expenditures, and financial management practices, and will publish this information monthly. To ensure financial solvency, particularly during the planning years and first four years of operation, the Board intends to aggressively implement a fundraising plan, and to apply for operating and capital loans (see Appendix E) to supplement available resources for school operations.

7. Include, pursuant to 14 Del. C. § 511(I), an affirmative representation by the applicant that.....

The Board will await final approval of the school's charter before finalizing any agreements relative to a site and facility.

The Board will identify, negotiate, and secure a site prior to December 15, 2014 and will ensure that the facility is in full compliance with all applicable codes and regulations prior to the opening of the school. Construction of the facility will be completed no later than late spring of 2016 so that a Certificate of Occupancy (CO) can be obtained by the deadline of June 15, 2016, in accordance with Delaware Charter School Law.

1.10 Budget and Finance

*(There is no limit to the length of the budget narrative. Include it as a separate document.)
14 Del. C. §§ 512 (8) and (9)*

1. Describe the systems and processes by which the school will manage accounting, purchasing.....

The Board of Mapleton Charter School intends to contract with Innovative Schools (IS) 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 build the capacity of the Mapleton Charter School 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, Mapleton 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.
2. As CMO, Innovative Schools will support full implementation of the Expeditionary Learning (EL) academic program, and will serve as the main partner with EL as its subcontractor.

In this capacity, the intended CMO contract between the Board of Mapleton Charter School and Innovative Schools will optimize implementation of the academic program and school operations with support from a range of professional education experts who have worked extensively in Delaware's public school system and other school environments. These supports from Innovative Schools (IS) will be coordinated by Innovative Schools' CMO project manager, who will be based at the school site. As it relates to the school's financial operations, this relationship will streamline administrative costs during the first five years of the school's scale-up activities, save time and money, allow maximum resources to be re-directed to the classroom, and ensure transparency and an effective administration. Innovative Schools has been performing these administrative services for Delaware charter schools as a school support organization for several years.

As the CMO representative, 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, charter school finance specialists from Innovative Schools will work directly with Mapleton's school leader, governing board, Citizens Budget Oversight Committee (CBOC), and later with the operations manager to develop a projected budget for each fiscal year, for review and approval by the governing board during the prior year. Innovative Schools' charter school finance specialists will provide initial training to the operations manager and will work closely with the operations manager to perform the tasks and specific deliverables which are described in the intended CMO contract and itemized scope of work included in Attachment 18-A. Following the approval of the school's charter, the board will work with IS to finalize the specifics of the contract and scope of work.

Mapleton Charter School 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.

Mapleton's financial reports will be posted on the school's website on a monthly basis following board approval. 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.

Mapleton Charter School 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.

Mapleton Charter School 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 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 CBOC will be established during year 1 to review and analyze all financial expenditures, management practices, and budgeting. This committee will have at least five members, including one educator from Mapleton, 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 CBOC will be provided by DDOE to ensure the committee members have been adequately prepared to assume their responsibilities. The CBOC will consult regularly with the board, CMO, and school leader. 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.

2. Budget Sheets:

- a. A budget based on your targeted enrollment.** See reference in next question.
- b. A budget based on 80% of the targeted enrollment.**

A budget based upon the target enrollment for Mapleton Charter School, a budget based upon 80% of the target enrollment, and salary calculations may be found in Attachments 14-A, B, and C, respectively.

3. Budget Narrative (Provide as Attachment 17).

- a. General Narrative.**

Revenue Estimates for Mapleton Charter School (at full enrollment and at 80% enrollment) may be found in Attachment 14-D through K, respectively. It is the intention of the Mapleton Board

to obtain a loan for the renovations of the facility. The funds received from the loan are reflected on page 3 of the Budget Worksheets in Attachment 14-A and B.

The Mapleton Board has also developed an aggressive Fundraising Plan (Appendix E) to defray the costs of school operations. 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 CBOC, and will be part of the annual all-funds (single) audit of the school.

The contingency finance plan for Mapleton, should enrollment fall below the projections as presented in this application, will be to reduce personnel and operating costs to meet funding limitations. Mapleton has demonstrated in this application that it can operate financially at any student level between 240 and 600 students. The minimum number of students the school can enroll to remain economically viable in year 2 is 320; in year 3, 420; in year 4 and beyond, that number is 480 students.

b. Expected Funding Sources.

The Mapleton board expects to be awarded grants from philanthropic foundations in the amount of \$200,000 in Planning Year 1, \$225,000 in Planning Year 2 and \$100,000 in Year 1. A bank loan in the amount of \$300,000 will be secured in Year 1 to cover the cost of furnishings for the facility. The contingency finance plan for Mapleton, should enrollment fall below the projections as presented in this application, will be to reduce personnel and operating costs to meet funding limitations.

c. Provide details on how financial, personnel, and administrative support will be provided...

As the CMO representative, 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 Mapleton's school leader, governing board, Citizens Budget Oversight Committee (CBOC), and later with the operations manager to develop a projected budget for each fiscal year, for review and approval by the Governing Board during the prior year. Additionally, Innovative Schools' charter school finance specialists will provide initial training to the operations manager and will work closely with the operations manager to perform the tasks and specific deliverables which are described in the intended CMO contract and itemized scope of work included in Attachment 18-A.

Mapleton Charter School will utilize the Payroll Human Resource Statewide Technology (PHRST) system for managing and reporting compensation, payroll, personnel information, and employee benefits. All personnel, payroll, employee benefits and pension-related functions 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.

4. Audits.

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 CBOC will be established during Year 1 to review and analyze all financial expenditures, management practices, and budgeting.

Mapleton Charter School 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. Mapleton's financial reports will be posted on the school's website on a monthly basis, following board approval. 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.

5. Depositing Funds.

All funds not directly uploaded into the school's FSF appropriations or delivered via Inter-Governmental Voucher will be deposited in person at a Citizens Bank office by a member of the school staff.

6. School closure or dissolution.

To prepare for a possible closure or dissolution of the school, Mapleton Charter School will set aside adequate funds to ensure that all employees are paid according to their contractual agreements with the school; to pay any staff who would be required for close-out activities; and, to pay any vendors such as auditors, movers, liquidators, etc. that would be needed (see budget information in Attachment 14-A). All cash and cash equivalents will be distributed first to satisfy outstanding payroll obligations for employees of the school, then to the remaining creditors of the school. To ensure that the cash reserve is built up as soon as possible, the school's Board will build into its budget a cash reserve, annually increasing that reserve until it is sufficient to cover all outstanding obligations. The board and administration will review fund balances and financial projections on a monthly basis to ensure the fiscal health of the school and the maintenance of the reserve fund. In the event that Mapleton Charter School is closed for nonfinancial reasons and, following the authorizer's charter school closure protocol, the Mapleton Charter School board would work closely with the DDOE concerning any steps necessary (parent notification, transfer of records, disposition of school assets, etc.) to ensure a smooth and orderly closure and transition. The school will follow all legal and regulatory requirements such as those contained in Delaware Code 512, Section 16.