

Freire Charter School

Wilmington, Delaware

Delaware Department of Education
Charter School Application

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1.1 Executive Summary

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

1. Mission and Vision Statements

Mission: Freire Charter School (pronounced “free-AIR-ee”) provides a college-preparatory learning experience with a focus on individual freedom, critical thinking, and problem solving in an environment that emphasizes the values of community, teamwork, and nonviolence.

Vision: Freire Charter School is “the power to build your future” so that all of us inside Freire, as students, teachers, administrators, parents, Board, community members and alumni, join together to build our lives with power and integrity while at the same time improving our communities. Education is our most powerful tool.

This is the Mission and Vision upon which Freire Charter School has been building since 1998 in Philadelphia, and intends to create now in Wilmington.

2. Educational Need and Target Population

a. Freire Charter School Wilmington will serve students in grades 8-12 from Wilmington and the surrounding school districts (including Christina School District, Red Clay School District, Brandywine School District, and Colonial School District). The school will reach its maximum enrollment of 560 students in the 2017-2018 school year.

As a school and as a community, we are committed to reversing the dismal academic performance statistics for low-income and minority students in Wilmington. The City of Wilmington deserves a high-quality, college preparatory high school option open to all students. While the economic and social challenges facing Wilmington are serious, we believe that Freire Charter School Wilmington will offer hope to parents and families seeking a free, high-quality, public education within their community.

b. The best way to explain how Freire Charter School Wilmington will meet the needs of the targeted student population is through the results of our high school students at Freire Charter High School in Philadelphia. Our students’ academic success in college is one of our key performance indicators from year to year. On average, 82 percent of our alumni enroll in college during the first year after high school, and approximately 85 percent of those students return for their sophomore year, according to the National Student Clearinghouse (NSC). The latest graphs from the NSC illustrating these statistics are included as Attachment A.

By way of comparison, the Strategic Data Project at Harvard University recently completed an analysis of statistics for college-going students in Delaware. Their analysis found that only three public high schools in the state of Delaware met or exceeded the 2011 national average for college enrollment, which is 68.2 percent. Furthermore, just 67 percent of African American students in Delaware graduate from high school in four years, and just 30 percent of those high school graduates enroll in

college immediately after graduating from high school. (See Attachment B for additional source information.)

Freire Charter School Wilmington will use the school model proven successful at our Philadelphia campus, with adaptations as needed in order to address the unique needs and desires of the Wilmington community. This strategy will ensure that we accomplish our mission as a college-preparatory program and serve the needs of the community and our student population.

c. Pursuant to 14 Del. C. § 506 (b), Freire Charter School Wilmington will give admissions preferences to the following groups, as stated in the school's proposed admissions policy (Attachment 7):

- a) Students who have a specific interest in Freire's methods, philosophy, and educational focus
- b) Students who have siblings currently attending Freire Wilmington
- c) Students whose parents are employed on a permanent basis by Freire Wilmington for at least thirty hours per week.

In order to qualify for preference (a) above, students and families may choose to sign a pledge, supplemental to the general charter application, indicating their specific interest in Freire Charter School Wilmington's mission. In order to qualify for preference (b) above, prospective students must satisfy at least one of the definitions included in the Freire Charter School Wilmington admissions policy (included as Attachment 7). Implementation of preference (c) above is self-explanatory and will occur as needed. Students who qualify for two or more admissions preferences will be considered first for open seats. Students who qualify for one will be considered in the priority order listed above. Students who qualify for no preferences will be considered for all remaining open seats once preferences have been exhausted in the lottery pool.

3. Community Engagement

a. While there may be a number of school choices for students in New Castle County, the quality of those schools is not as strong as we believe it should be. Freire Charter School's model will be a beacon of hope, and an example of excellence.

Examining 2010 Census data also provides strong evidence that a market exists for our school. In Philadelphia, a city of 1.5 million, Freire competes with 88 other public high schools, or one high school for every 17,340 people in Philadelphia. Northern New Castle County, with 437,462 people, has 17 public high schools, or one high school for every 25,733 people. Thus, Wilmington and its surrounding communities offer fewer public high schools per capita than Philadelphia. In Philadelphia, Freire Charter School consistently has an annual waiting list in the hundreds.

Freire Charter School has been connecting with the Wilmington community, assessing demand for the school and soliciting support from individuals and groups. These connections include the West End Neighborhood House, Delaware Futures, World Café Live, Teach for America – Delaware, the Longwood Foundation, the YMCA

of Delaware, and others. We look forward to continuing to build grassroots community support upon approval of our charter.

4. Education Plan

a. Freire provides a safe, friendly, rich, rigorous, college-prep education for its students. Our model is built around high academic expectations, clearly delineated instructional and cultural principles, a strict nonviolence policy, a data-driven cycle of instruction, an emphasis on student voice, and a focus on social justice. We embody the philosophy of Paulo Freire, meaning that we (1) meet our students where they are, providing intensive skill remediation and intervention as needed, (2) make instruction active and engaging, and (3) help students persevere through and “own” challenging coursework. Our curriculum is designed to reflect depth, programmatic coherence, and continuity, while fostering critical thinking and integration of reading, writing, numeracy, and research skills.

At the most basic level, Freire’s nonviolence policy is what enables our high academic expectations. Because students feel safe, they can focus on learning and developing the intellectual and emotional habits of mind they need to succeed in college and the world of work. Because every course is about more than just skills— students study themes of social justice explicitly in some courses, while in others they develop their own thoughts and voices—Freire students find relevance and meaning in their coursework.

b. Freire’s learning environment is peaceful and orderly, but free from regimentation. Our classrooms and halls are enlivened by our trust in students, who feel known, loved, and held to account. Our school feels like a family; teachers’ collegiality supports ongoing formal and informal professional development, and students often work together in small groups in the classroom, tutoring one another in after school centers and as peer mediators.

c. Freire Charter School is committed to maximizing learning opportunities for all students, regardless of their learning challenges, economic or cultural backgrounds or any other factors. We assess all students carefully, in order to identify their strengths and weaknesses relative to our rigorous college preparatory curriculum, and plan a path of mastery for each individual student. Our emphasis on projects engages students and provides flexibility to challenge different students on multiple levels – from those who are behind the grade level standard to those who are above the grade level standard – and allows for accommodations for students with special education challenges.

We incorporate all students into the regular classroom learning environments to the greatest extent possible. For our English Language Learners (ELL), we employ certified English as a Second Language (ESL) teachers to work directly with those students to accelerate their English language learning. The ESL teachers also work with our general education teachers to bridge the learning of ELL students to their regular classrooms so that they can participate in learning with their peers. ELL students have an ELL plan that identifies their English proficiency level and provides a path toward proficiency. Assessments are conducted regularly to identify progress and assist with transition into full participation in the regular learning environment.

Students with Individualized Education Plans (IEPs) are provided an education fully compliant with their IEP in accordance with the federal Individuals with Disabilities Education Act (IDEA). Implementation of IEPs is overseen by a Director of Student Services. The Student Services Teachers work with regular classroom teachers to ensure each student is provided a Free and Appropriate Public Education (FAPE).

Migrant and homeless children are identified and provided support to ensure they progress in a manner similar to their non-migrant/non-homeless peers. An administrator trained to work with homeless and migrant students oversees their education and ensures the support needed to reach the school's high academic standards.

d. Freire Charter School uses assessments to drive instructional decisions across all subjects both formatively and summatively. All teachers and administrators receive extensive, ongoing training regarding the use of assessments to develop teaching and learning plans for individuals and groups. Because higher education is a primary goal of all Freire students, we use the ACT preparation system beginning in 8th grade to track and guide college preparation.

The ACT, Inc., diagnostic and achievement testing program (EXPLORE in 8th and 9th, PLAN in 10th, ACT in 11th) is used to track reading, math, language arts and science performance and growth relative to our students' peers nationally. We also use select ACT QualityCore exams as end-of-course assessments. Our seniors sometimes opt to take the SAT tests as well. Lastly, all state tests (Smarter Balanced, DCAS, etc.) will be administered.

Results of these tests are used to plan and adjust student academic coursework (e.g., placement in higher mathematics courses or participating in double math periods) and for planning the curriculum to help all students meet the Delaware standards in all areas. Data from assessments allows us to transform "meeting students where they are" (see above) from an expression of compassion about educating underserved students to a literal plan of reinforcement, reteaching, and remediation, so our students can move from where they are to where they need to be, graduating from Freire Charter School ready for the academic demands of college.

5. Leadership and Governance

a. School governance will be driven by each of these stakeholder groups: parents, board and community members, staff, and students. Their voices are sought and heard by school leadership and the governing board. Each stakeholder group will operate its own individualized governing body and together, these bodies will govern more intricate issues where multiple stakeholder groups are affected.

The Board of Directors will maintain controlling legal power and responsibility for the school. The Board will discharge its power and responsibility by functioning primarily as a policy-making body and delegating day-to-day administration to the Head of School, and through the Head of School to the Leadership Team. The Head of Academics and Head of Academic Supports will serve as the two main participants in the Leadership Team, which will be lead and directed by the Head of School. The Freire Board of Directors will be linked to the daily actions, decisions, data, and results of the school through the connection between the Head of School, the CEO for Freire's

Charter Management Organization (Build the Future) and the President of the Freire Board.

b. Kelly Davenport and William (Bill) Porter are two examples of Freire educators seeking to keep learning and growing so that their students may do the same. Both have roots in Delaware and have enjoyed working together for the students of Freire Charter School Philadelphia. In 2010, under their leadership, Freire received a national EPIC award, acknowledging students' dramatic achievement gains. In 2013, the Philadelphia Schools Partnership designated Freire "one of the best in the city" for closing the achievement gap, rating the High School a "9" out of a possible "10" points for its overall ratings (see Attachment C).

The strengths of the proposed governing board are similarly impressive and results-oriented. Gerald Escovitz, who will serve as President of the Freire Wilmington Board, also has served as Freire Philadelphia's Vice Chair for the past 12 years. Joining Gerald will be Henry Smith, Hal Real, Felicia Wenell and John Pierson, all four of whom live and work in Delaware and all of whom have experienced exceptional success in their careers. Together with the Leadership Team of the school and CMO Build the Future, this team will produce the kind of high school where any and all students will learn and grow, one day attending and graduating from college.

c. It will take a steady, experienced set of leaders at both the educational and community level to leverage resources and inspire multiple stakeholder groups in order to establish Freire's model quickly, effectively, and with integrity. Bill, Kelly and Gerald have been providing this kind of leadership together in Philadelphia for over a decade, and plan to do the same in Wilmington. They will work to set a similar precedent in Delaware while also learning the specific nuances of Wilmington's students and families. Kelly will serve as the CEO of Build the Future, guiding Bill in his role as Head of Freire Charter School Wilmington. Gerald will lead the Board to support both Kelly and Bill and ensure positive outcomes for students.

6. Business Plan

a. Challenges abound in Wilmington. City and State government officials point to the need to prepare Delaware students for its workforce. Crime is prevalent, and high school graduation and college persistence rates are low. Freire Charter School positions itself in Wilmington as part of the solution to these problems.

Freire has received community support from many in Wilmington including Teach for America Delaware, the Delaware YMCA, World Café Live at the Queen, the Arsht Cannon Fund, West End Neighborhood House, and the Mural Arts Program, to name some. Michelle Lambert will provide financial guidance to Freire Wilmington. Freire will seek facility financing from local partners and has already received \$100,000 in seed money from The Longwood Foundation, with a pledge for \$300,000 more in a matching grant.

While school choice already exists in Wilmington, quality choices still need to be built. Freire Charter School will be an example of a quality choice.

1.2 Founding Group and School Leadership

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

1.

| Name | Stakeholder Group | Intended Role | Qualifications in Establishing High Quality Charter School |
|-----------------|---------------------------------|----------------------------|---|
| Kelly Davenport | Certified Teacher and Principal | Build The Future (CMO) CEO | With her co-founders, Kelly opened both Freire Philadelphia campuses. She led all fundraising and financing efforts for both projects as well as the design and building of the two physical schools. She knows how to inspire the board and the school leadership team around a common vision, and is a certified high school Spanish teacher by trade. |
| Gerry Escovitz | Community Member | President of the Board | Dr. Escovitz served many years as a Professor of Medicine and Vice Dean of the Medical College of Pennsylvania, where he combined clinical care, teaching and academic administration. He also assumed a leadership role in medical education nationally and internationally. Gerry brings those experiences to the Freire Board, on which he has served since his retirement 12 years ago. He is very knowledgeable in how educational institutions function and more specifically, has been instrumental in building the successful model of Freire Philadelphia. He understands how it needs to operate in order to produce excellent results for and with kids. |
| John Pierson | Parent | Governing Board Member | John serves as Director of Annual Giving for the Delaware YMCA and therefore knows the philanthropic community of Wilmington. He is the parent of 2 daughters who attend a local public school, and he grew up in Wilmington. He understands the urgency of working to find positive, successful educational alternatives for students in Wilmington. John also serves as a link between Freire and |

Freire Charter School, Section 2: Founding Group and School Leadership

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| | | | the Delaware YMCA. |
| William Porter | Certified Principal | Head of School | Bill has experience at Freire Charter School Philadelphia in design and operation of the school, leadership, hiring, curriculum, personnel management, diversity issues, admissions, college placement, and more. |
| Paul Ramirez | Certified Educator, Community Member | Staff | Paul has been teaching English for four years at Howard High, where he manages issues of diversity and teaches at-risk students. Paul has served as head of several committees for his current school and has led some of those committees. He is Chair of the English Department and has authored change that is now being implemented across DE. |
| Hal Real | Community Member | Governing Board Member | Hal is the Founder and CEO of both World Café Live in Philadelphia and World Café Live at the Queen in Wilmington. He serves on multiple non-profit boards and is a real estate lawyer by trade. Hal lives in the Wilmington community. |
| Henry Smith | Community Member | Governing Board Member | Henry currently serves as Deputy Cabinet Secretary for Delaware's Department of Health and Social Services. Prior to coming to the Department of Health and Social Services, he spent fifteen years with Delaware's Department of Services for Children, Youth and Families. Henry spent the first 18 years of his professional career working in higher education, and has been involved in public management for the past twenty-three. As an adjunct faculty member at Springfield College's School of Human Services Wilmington, Delaware campus, Henry routinely teaches courses in fiscal management and strategic planning. He has also taught courses in organizational behavior, leadership, and the economics of change. |

Freire Charter School, Section 2: Founding Group and School Leadership

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| | | | Henry's undergraduate studies were completed at Union College in Schenectady, New York, and his graduate studies were completed at the University of Delaware. While studying in Sweden in the 1970's, Henry met our school's namesake, Paulo Freire, and has been inspired by his theory of education ever since. |
| Felicia Wenell | Certified Educator, Community Member | Staff and also Governing Board Member | Felicia has been teaching Math and Science for four years at Stanton Middle School. Inside her classroom, she manages issues of diversity on a daily basis as well as teaches students from at-risk groups including students with disabilities, ELL's, and students qualifying for free and reduced lunch. Felicia has served as head of several committees for her current school, and worked at Prestige Academy on school operations. |
| Rachel Wiggins | Policy and Research Director | Build The Future (CMO) Representative | Rachel has built a performance framework upon which teachers will be monitored for how much their students excel beyond their predicted scores. She brings policy experience and knowledge of general school operations. |

2. The collective qualifications of the Freire Founding Group are significant. Five of the founding members are experienced educators, each having individually worked inside a school for no less than four years. Of those five, one of the founding members has served Freire Charter School Philadelphia as one of its primary leaders since inception. Several others have been part of developing Freire Philadelphia for over a decade, designing and leading all aspects of the school. This team has experience from daily charter school operations to community engagement, fundraising, fiscal and personnel management, curriculum and pedagogy, high stakes accountability through standardized tests, use of data to drive decision making, special education, admissions, college placement, English Language Learners, leadership and much more. Two of the six have been working inside Delaware public schools for the past four years, where both have been able to contribute as instructional leaders. One has focused on how policy needs to be structured to maximize student learning and therefore achievement. The other four members of the founding committee come from outside the K-12 realm, bringing a wealth of collective knowledge about the surrounding community, what parents want from their school, how the Delaware business and real estate community function, and how best to lead a board.

3.

Kelly Davenport, Ed.D –Kelly has led Freire Charter School Philadelphia since inception 15 years ago. She started her career in education as a certified Spanish teacher, got a Masters for Teachers from Indiana University, and then later a doctorate in Leadership in Urban Education from University of Pennsylvania. Kelly is fluent in Spanish and Portuguese. She is also a facilitator of the Pennsylvania Inspired Leadership program run by the PA Department of Education. Inside this role, Kelly travels the state training PA principals for Act 45 and 48 credits in instructional leadership. Kelly was chosen to participate in the Founding Group because of her ability to build and lead a team around Freire’s mission; her expertise in board governance, fundraising, and pedagogy; and her years of experience building schools.

Gerald Escovitz, MD - Dr. Escovitz, who was born and educated in Boston, came to Philadelphia to pursue a career in medicine after completing his training in internal medicine and gastroenterology. Dr. Escovitz served many years as a Professor of Medicine and Vice Dean of the Medical College of Pennsylvania, where he combined clinical care, teaching, and academic administration. He also assumed a leadership role in medical education nationally as well as serving as a consultant in medical education internationally. Gerry brings those experiences to the Freire Board, on which he has served since his retirement 12 years ago. He is very knowledgeable in how educational institutions function and more specifically, has been instrumental in building the successful model of Freire Philadelphia, serving as Vice Chair of the Board. He understands what the Board needs to be and how it needs to function in order to produce results for kids.

John Pierson – A native of Delaware, John serves as the Director of Annual Giving for the Delaware YMCA and provides leadership to each of the local branch boards. He leads a \$1M annual fund in this capacity and at the same time is the parent of two daughters. John also built a nationally recognized competitive swimming program in Delaware. He is a recent graduate of the Delaware Leadership Program and graduated from Virginia Tech. John was chosen to be on the Founding Group because of his knowledge of Delaware, his background in fundraising in Delaware, his knowledge of the extracurricular and sports worlds, and his drive to help make Delaware a better place for generations of children to come, including his own two daughters.

William Porter – William was born and raised in Wilmington, DE, having graduated from St. Elizabeth’s High School. After graduation, William attended the Honors Program at the University of Delaware to study European History. From there, he taught sixth grade in an elementary school outside of Washington, DC, then moved on to pursue a master’s degree in higher education from the University of Pennsylvania, and later got his principalship certification from Wilmington University. William joined the Freire Philadelphia team in 2002 as a math teacher. He also took on and has led ever since the design and implementation of Freire’s college counseling program. In the past four years, William has not only added the responsibilities of leading and managing the

Freire Philadelphia's admissions team, but also has served on the Leadership Team at Freire Charter School Philadelphia, serving as Head of Academic Affairs. William was chosen as part of the Founding Group because he is eminently qualified to serve as Head of School in Wilmington. William is a native of Delaware, and he has been a highly successful educator and instructional leader for over a decade. He knows what establishing Freire Wilmington as a high-quality charter school in Wilmington will require, and is ready to deliver on his promise to build the best charter high school in Wilmington.

Paul Ramirez – Paul graduated from Yale University in 2010, receiving three significant awards and honors for excellence in the humanities, in composition, and in American Literature. At present, he is a fourth year teacher at Howard High School, now as a Teach for America alumnus. For the past three years, Paul's students have produced the highest achievement gains in his high school. Ninety-two percent of Paul's students met their achievement targets in 2012-13 and as a result, Paul won the Delaware Talent Cooperative Award. Last spring, Paul worked with other English chairs in his District to re-write and align the English curriculum with the Common Core. He also proposed a new data system for student assessment now being used across the District. Paul is the English Chair at Howard High, coaching all 10 teachers in his department and personally mentoring three. He served as a data analysis intern for The Vision Network and is part of the Rodel Teacher Council. Paul has been chosen for the Freire Wilmington team for his track record advancing student achievement. He is also integral to the team for his work in curriculum, his ability to lead his peers, and his understanding of the teaching and learning process.

Hal Real – Hal lives in Rockland, DE. He is a trained real estate attorney but also an entrepreneur, having founded and opened World Café Live in Philadelphia and in Wilmington. He has experience as an executive coach, and was a founder and partner of a law firm in the 1980's and 90's. Hal also lends a plethora of board membership and experience to the team, having served or currently serving on the Boards of Mid-Atlantic Arts Foundation, Fringe Arts, Delaware College of Art and Design, LiveConnections.org, Philadelphia Mayor's Cultural Advisory Council, The People's Light & Theatre Company, Greater Philadelphia Cultural Alliance, and the Main Line Chamber of Commerce. Freire will benefit from his understanding of the Wilmington business and arts communities, his experience as a board member, and his real estate law background.

Henry Smith, III – Henry currently serves as Deputy Cabinet Secretary for Delaware's Department of Health and Social Services. Prior to coming to the Department of Health and Social Services, he spent fifteen years with Delaware's Department of Services for Children, Youth, and Families. While there he served as Deputy Director of Management Support Services, Director of Management Support Services, and as Cabinet Secretary of the Department. In his first five years of State service, Henry worked in the Budget Office as Senior Fiscal and Policy Analyst, heading up its Internal Consulting Group. Henry spent the first 18 years of his professional career working in higher education, and has been involved in public management for the past twenty

three. As an adjunct faculty member at Springfield College's School of Human Services Wilmington, Delaware campus, Henry routinely teaches courses in fiscal management and strategic planning; he has also taught courses in organizational behavior, leadership, and the economics of change. He is also a faculty member in the Executive Master's Program of the School of Human Services, having taught courses in Sweden, Trinidad, San Diego, Charleston, Milwaukee, Houston, and other locations across the country. Henry's undergraduate studies were completed at Union College in Schenectady, New York, and his graduate studies were completed at the University of Delaware. Henry is a natural fit with the Freire Charter School philosophy and the pedagogical theories of Paulo Freire.

Felicia Wenell – Since August 2011, Felicia has served as a corps member and then alumna of Teach for America, during which time she has taught science and math to 8th graders at Stanton Middle School. At Stanton, Felicia also leads the 8th grade team of teachers, facilitates the school's yearbook committee, and produced the second highest gains in Mathematics on the DCAS last year. Felicia went to Iowa State University for her undergraduate degree in logistics and to Wilmington University for her masters degree in secondary teaching. Last summer, Felicia worked at Prestige Academy, where she developed school day schedules, wrote parts of the policy manual, and created a scope and sequence for teacher orientation. Felicia has also taken on a leadership role in planning the logistics for Teach for America's introductory conference. Felicia was chosen to play a significant part on the Founding Group because of her successes as a teacher in a Stanton MS classroom, her drive to continue to learn and grow in the field of education, her approach to teaching and learning, and her ability to lead parts of the school operations team.

Rachel Wiggans – Rachel Wiggans came to Freire four years ago after having graduated with her bachelor's degree from Northwestern University, studying Social Policy. Upon first joining the Freire team, Rachel was tasked as the Assistant to the Head of School. In that role, she learned about Freire's governance and leadership structure, its policies, and overall operations. Quickly thereafter, Rachel grew to become the Director of Research and Quality Assessment, where she has developed a platform for evaluating student performance versus predicted outcomes on a teacher-by-teacher basis. She has written grants, authored reports, and served as the school's main connection to the public policy and political domains. In addition, Rachel serves as the faculty leader of the Student Government and Mock Trial Team. Rachel completed her Master's in Public Administration at the University of Pennsylvania's Fels Institute of Government in December 2013. She was chosen to take part in the Freire Delaware Founding Group because of her strength in public policy and research, student accountability, and depth of knowledge on how things are done at Freire.

4. Please see Attachment 1.

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

Background [14 Del. C. § 512 (1)]

One of the key beliefs at Freire Charter School is that students will learn as long as the educators teaching them are also learning. Kelly Davenport and William (Bill) Porter are two examples of Freire educators seeking to keep learning and growing so that their students may do the same. Both having roots in Delaware and having enjoyed working together for the students of Freire Charter School Philadelphia for over a decade, the two now join forces and skill sets to build Freire Charter School Wilmington. They recognize the educational challenges inside Wilmington, and are committed to do whatever is necessary to build a charter high school in Delaware. They both have a no-nonsense approach to the task and share a common understanding that all children can learn, and that it is the educator's job to do everything in his/her power to help students learn and grow, go to and graduate from college, and become productive citizens of our ever-changing world; and do so inside a culture that values peace and non-violence.

On March 15, 2013, Governor Markell, Secretary Murphy, and a handful of other important DE educational leaders asked Freire Charter School to consider building a high school in Wilmington. As such, Bill and Kelly have led efforts to create an effective and sustainable educational model for a college preparatory charter high school and have asked other key members of the community to join along the way. Rachel Wiggins was added to the team immediately, as her skills are critical to understanding the policies and regulations guiding this effort. Felicia Wenell and Paul Ramirez come eager to learn and participate, weaving their expertise into the Freire Wilmington model.

Unique skill sets and/or perspectives caused community members and parents to be invited to help Freire Charter School Wilmington. With the many disparate challenges ahead, Bill and Kelly turned to individuals who possessed an entrepreneurial spirit combined with a determined tenacity to accomplish great things, even in the face of challenge. In this way, Hal, Gerry, John and Henry joined hands in the effort. Together, this team will produce the kind of high school where any and all kids will be able to learn and grow, to attend and graduate from college, and serve their communities with dignity and know-how. And as they excel, the students will learn to use words and not fists to tackle intricate problems.

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

1. William Porter will serve as the Head of School for Freire Wilmington. Bill has numerous years experience in secondary education as well as the formal educational background needed. He has worked directly under Kelly Davenport's leadership as Head of School for Freire Philadelphia for the past 12 years and essentially, the two of them, along with others, built that successful school model together.

Bill embodies the Freire mission, having been in the Honors Program at University of Delaware and having graduated from there with an Advanced Honors Certificate. He later went to University of Pennsylvania getting a masters degree in Higher Education. Joining Freire, Bill taught math across three grade levels. Bill then built Freire Philadelphia's college application and placement process, still in use at Freire Philadelphia. Bill has also been the architect and leader for Freire's admissions

process and Freire's academic advising system. He manages Freire Philadelphia's 21st Century Grant from the federal government, overseeing \$1,400,000 in funding for after school programs. Bill also works with two peers to lead the overall Freire Charter High School in Philadelphia. He will excel in his role as Head of School at Freire Charter High School Wilmington.

Bill also brings to the task as Head of School a vast history as a community leader. He spent the last three years serving as Board President of the Belmont Village Community Association (BVCA). In this capacity, he served as the public face for BVCA in fundraising, media requests, and in city and state government. He also wrote and won three grants for community redevelopment.

2. In 2010, under the leadership of Bill and Kelly and others on the team, Freire Charter High School in Philadelphia received a national EPIC award, being one of the most successful charter high schools in the country for producing student gains in achievement. Inside that award, Bill was named a National Spotlight Teacher by the U.S. Department of Education. Freire Philadelphia was also selected by the PA Department of Education to be a National Title I School for Freire's ability to produce student achievement for Title I students.

In 2013, the Philadelphia Schools Partnership designated the Freire Philadelphia Middle and High schools as "one of the best in the city" for closing the achievement gap, rating the school a "9" out of a possible "10" points for its overall ratings. Both Freire campuses have waiting lists for admissions, the high school usually receiving 1000 applications for 150 yearly spots.

Freire Philadelphia was recently audited by the Auditor General of PA. At the audit's conclusion after four months, Auditor General DePasquale said Freire's audit was the "cleanest charter school audit" ever conducted, and his audit came up with "zero" findings. Further, Freire Philadelphia has received numerous local, state and federal grants as well as large donations from the private sector. Freire is active in the political sphere in PA and has developed a solid reputation for being an honest institution that delivers measurably positive results. All of these accomplishments have been achieved with Bill as a significant member of the Freire Leadership Team and Kelly as the Head of School.

3. Upon approval, Bill Porter and Kelly Davenport will work on a nearly full-time basis in building and establishing Freire Charter School Wilmington. The two of them have secured donated street-level office space in downtown Wilmington and intend to use that space to recruit students, build community relationships, raise funds, secure a building, and begin to concretize the school from all angles. In mid-November, the Founding Group received a \$100,000 grant from the Longwood Foundation for seed money for the express purpose of developing the school. Further, Longwood will match up to \$300,000 additional funds for every dollar the Founding Team raises between now and September 25, 2014.

4. To date, all leaders that we have identified as eventual staff have also been included in the Founding Group. As such, their resumes and backgrounds have been

discussed above. Though it could change down the road, here is how we see the founding members participating inside the management team:

Bill Porter will lead as the Head of School.

Paul Ramirez plans to apply to the Delaware Leadership Program for 2014-2015 enrollment, as well as apprentice in a Freire school in Philadelphia. All this is in anticipation of his eventually becoming the Head of Academics for Freire Wilmington.

Like Paul, Felicia Wenell intends to spend part or all of her time in 2014-2015 learning on the job at Freire Philadelphia so that she becomes the Head or Assistant Head of Academic Supports. Academic Supports involves leading and managing all realms of the day-to-day operations of the school except the official teaching and learning.

From the Charter Management Organization, Freire Wilmington will draw on the leadership experiences of Kelly Davenport, critical to leading and managing a board and an entire team, Rachel Wiggins for research and policy development, and Tammy Khieu for business and financial administration. Tammy will work with Michelle Lambert, an outside accountant, who the school will hire to manage the financials and together, Michelle and Tammy will provide financial leadership and guidance for the school.

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

The educational program should meet the requirements of 14 Del. C. §§ 512(4), (5), (6) and (7) and applicable regulations.

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

1. Freire Charter School Wilmington’s educational program is modeled on our successful Philadelphia school, with key elements duplicated and customized to meet the needs of underserved teens in Wilmington, while allowing for innovation and modification based on Wilmington students’ unique needs.

In traditional schooling, students are passive recipients of knowledge. Paulo Freire believed that in order to learn, students needed to be “in dialogue” with knowledge. At Freire Charter School Wilmington, we will reinvent and update Paulo Freire’s notion of dialogic learning for 21st century adolescents. Our approach teaches initially disenfranchised, passive students to seek and value alternate perspectives, take responsibility for their learning, speak up in passionate yet appropriate ways, and use education to gain personal power.

Our program is unique in its dual focus on rigorous academic preparation for college and attention to student voice and critical thinking. Key elements include:

- A college prep culture. Freire teachers build engaging, rigorous curricula around a set of clear instructional and cultural principles (see Attachments D and E for Freire Charter School’s Instructional Principles and Cultural Principles), so that every class is demanding, meaningful, and student-centered. Summer clinic introduces Freire culture--our strict nonviolence policy, Code of Conduct, and the values of hard work and community—to all new students before they start school. Students have nightly homework to build, reinforce, and help retain skills.
- High academic expectations. Freire’s high school model begins in 8th grade, giving students with a weak academic foundation five years to come to grade level and prepare for college. Our core academic courses are designed to help students catch up and to push them forward, simultaneously. All courses are mapped to rigorous Delaware, Common Core, and Next Generation standards.
- Strict nonviolence policy. Along with other features of our Code of Conduct, our nonviolence policy with no second chances for incidents of physical or verbal violence establishes the school’s academic focus and frees students to focus on learning. Nonviolence also infuses our curriculum, Peer Mediation program, and annual student-led consciousness-raising workshops.
- An emphasis on student voice. Classrooms are student-centered, with daily opportunities for discussion and group work. There is an active student government, student representatives attend board meetings, and students accompany their parents to parent-teacher conferences. Students run Academic Exhibition Nights and Senior Project presentations. We trust our students and they respond by acting respectfully.

- A focus on social justice. Readings, research and projects in all grades center around themes of social justice. Several courses-- a 9th grade composition class, "Writing for Change," a multidisciplinary elective for seniors called "Peace and Social Change," a "Theatre for the Oppressed" class, and the senior capstone "Social Change Project" – require students to engage in explicit social justice-based inquiry, writing, and action.
- Data-driven cycle of instruction. Evidence from state tests, interim benchmarks, course midterms and finals, and the ACT's Assessment System (including Quality Core End-of-Course assessments, and the current program of EXPLORE/ PLAN/ ACT college readiness tests) are at the center of our Professional Development and instructional decisions. Freire teachers are thoughtful, resourceful, dynamic professionals who use data to shape their practice, by identifying and emphasizing core knowledge and skills, collecting data as they monitor and assess student mastery, and then analyzing this data to enable lesson adjustments and targeted re-teaching.

2. Wilmington students' academic needs are great. Sixty percent of Wilmington students scored at proficient levels in Mathematics, and 62% in Reading on the 2012-2013 DCAS (DDOE). If we look at the proficiency rates of those schools with a population of 70% or greater low-income students (Freire Wilmington Charter School's planned demographic), those 2012-2013 averages are even lower: 49.4% of low income students scored proficient in Reading, and 45.6% in Math. Furthermore, as we have learned in conversations with current Wilmington urban eighth graders, local teens similar in SES to our future students do not view themselves as college-bound, or as future professionals. Our paramount goal is to help these students learn, achieve, and transform their senses of themselves and of their futures—to raise their expectations about what they can be, in school and beyond.

We do this through an instructional design consisting of (a) instruction that is focused, efficient, and active; (b) academic support structures and programs incorporated into every part of the school day; (c) emotional support and structures that serve the whole child; (d) effective use of data taken from a variety of sources; (e) regard for teachers as professionals empowered to create rigorous CCSS- aligned instruction; (f) classroom practices and organization to facilitate learning and safety; (g) technology used as a learning tool.

(a) Instruction that is focused, efficient, and active

Freire classroom instruction relies on rigor, relevance, and relationships. There are few lectures and fewer worksheets; teachers provide models and gradual release of responsibility to the students. This kind of instruction is effective with urban students (National Research Council, 2003) because it increases students' senses of autonomy, competence and meaning—the feelings inherent in having the power to build the future. These feelings, in turn, motivate the student, and work as a catalyst for developing adaptive, constructive learning (Seifert, 2004).

What does this look like in the classroom? Teachers start by planning standards-aligned lessons with objectives that are measurable, manageable, and meaningful. To support student learning, teachers anticipate the kinds of scaffolds they will need, and provide models and support in every lesson. Lessons center around active learning:

Page 3-2 questions and construct meaning in groups and with partners, and practice new understandings in individual work. Teachers use a variety of assessments-- performance- based as well as traditional tests—and then use assessment data to reteach and determine needs for individual intervention.

(b) Academic support structures and programs incorporated into every part of the school day

To be able to get into and succeed in college, most of our students will need extra help along the way. Instead of regarding extra help as an add-on, our instructional program builds support into every aspect and part of the school day. There is no stigma attached to getting extra help after school, or to asking a teacher who is introducing a new concept in class to “break it down.” There is a Writing Center, a Math Center, and a Science Center, where students can go to get extra help with class work, homework, papers, and college applications. 80% of all students at Philadelphia Freire Charter High School attended one of these after school study centers at least once in the 2012-2013 school year!

Each grade has an Academic Advisor, whose job it is to make sure that students do not fall through the cracks. Academic Advisors help prevent academic failure by linking students to the academic supports in place at school and by enlisting whatever parental support they can. They form close relationships with students and earn their trust as advocates and confidants. They also support students by celebrating academic success.

Although we expect a Special Education population of about 12-13%, we also have learned that what are often called best practices for students with special needs can also be recognized simply as good teaching. Our Student Services (Special Education) staff helps integrate supportive approaches and instructional ideas into the “regular” teacher’s classroom instruction, providing students --who may or may not have IEPs but all of whom benefit from extra support--the kind of deliberate, explicit teaching they need.

We also regard the 8th grade year as a kind of academic support program, a year when students get the intensive support and remediation they will need to be successful in high school. Eighth graders’ school day extends beyond 3:00, for an extra period of skill support, academic exploration, and/or extracurricular activities. Before 8th grade students start classes in the fall, their reading levels are assessed with the kinds of reading evaluations usually reserved for elementary schools (i.e., Running Records), so that they can be given appropriate targeted support and scheduled for two classes in Reading and Language Arts. Incoming 8th graders who exhibit math needs are also scheduled for “double Math.” In these ways, they become accustomed to the academic and emotional demands of our college-prep high school.

(c) Emotional support and structures that serve the whole child

Freire balances high academic expectations and the social-emotional needs of the whole child. In addition to the Academic Advisors identified above, who help students with both academic and emotional issues, we also have a Family Therapist whom a student may see together with family members, and a full complement of counselors to provide in-school counseling. Our Peer Mediation program helps students gain maturity and perspective, and our teachers hold weekly team meetings where they share concerns about the students they teach, trading information and suggestions for helping each child succeed. These programs are what make it possible for us to expect so much from our students. We know them, and they know we care about them. We never forget that while it is our job to push a child to achieve academically, our students also need guidance and referrals to other professionals who can help them negotiate unstable or unsafe home situations.

In class, we teach the whole child by providing a variety of structures to meet a wide range of student skill levels. Our teachers create lessons that get students to think and see more than one right answer, encouraging them to speak out and learn from their mistakes. Our students become able not only to succeed on tests, but also to develop the kind of perseverance and grit (Duckworth et. al., 2007) that will allow them to become critical thinkers who see situations from multiple perspectives, and to persevere in college and beyond.

(d) Effective use of data taken from a variety of sources

Student learning is served when teachers gain insight into student understanding via multiple sources: in-class checks for understanding (“Do Nows,” exit slips, etc.), projects and performance tasks, diagnostics, quizzes and traditional summative classroom tests (Wiggins, 1998; Fisher and Frey, 2007). Freire teachers use all these sources. They also use ACT/ Quality Core end-of-course assessments in core courses, and will rely on the data from state tests, be they Delaware end of course tests, DCAS, or Smarter Balance Computer Adaptive Assessments.

These tests help us help students meet high expectations because we regard them as learning tools, not final judgments. In keeping with our mission, this view of testing compels us to treat grades not as an opportunity for subjective teacher judgment, but instead as snapshots of skill mastery and growth. Teachers learn to work with data in Professional Development sessions so they can focus and tailor instruction to meet the needs of their students. Students learn to work with their own performance data in class, as a way to gain a sense of agency and responsibility.

(e) Regard for teachers as professionals empowered to create CCSS- aligned instruction

We believe students are most successful when their teachers are empowered and trained to create responsive, challenging instruction. Our teachers begin with content-area course expectations defined vertically across grade levels, and also grade-level expectations defined across content areas. They then work in teams to align their curriculum to standards (CCSS, Next-Generation, and Delaware Content Standards).

Although some courses specify textbooks or other curricular tools and programs, we regard these as starting points and resources, not as prescriptions. Our teachers are expected to design instruction that follows students' needs, not to "cover" material. That said, we are also aware of the need to bring our students from where they are to where they need to be, and our teachers keep a relentless focus on moving students up to – and beyond—grade level.

How can teachers do this? Answers and insights are often across the hall, in other teachers' classrooms. Freire teachers are hard-working and collegial. They inspire and challenge one another. We have an open-door classroom policy and have a set observation schedule which has teachers observing a variety of colleagues (grade-level, same content-area, etc.), to ensure that no one teaches in a vacuum and that best practices are shared. All teachers are encouraged to seek professional growth inside and outside of school, and expected to develop their practice over time. We are all lifelong learners at Freire.

(f) Classroom practices and organization to facilitate learning and safety

Freire classes are joyous, intentional, safe environments where it is OK to be smart, OK to make mistakes, OK to ask questions, and where everyone learns. Classes are 55 minutes, and making this time effective is our first priority; what matters most in terms of student learning is how time is spent (Joyner and Molina, 2012). Each class serves articulated, clear, measurable, manageable, and meaningful objectives and begins with a bell-ringer or "Do Now" activity. Lessons progress along the gradual release of responsibility model ("I do—We do—You do"), and end in a check for understanding or clear measurement of whether the day's learning objectives have been met.

Class size tops out at approximately 28. Teachers establish rules and procedures to maximize student learning; although there is some variety from teacher to teacher, all Freire instructors embrace a common set of foundational classroom rules around respect, dialogue, and time-on-task. The Freire principles of teaching and learning and culture serve as guideposts (See Attachments D and E). Student focus and discipline concerns are greatly minimized because of the Code of Conduct (See Attachment F). This does not eliminate the need for effective classroom management, but it does establish the expectation that hard work and learning happen in class every day. Teachers also use common instructional techniques – many from Doug Lemov's *Teach Like a Champion* (2010), including "Cold Calling," "No Opt Out" and "Everybody Writes."

(g) Instruction integrates technology as a tool

We use technology to facilitate and inspire student learning at Freire in a number of ways. Daily, teachers use interactive whiteboards to make presentations, access carefully chosen learning sites and activities for the class, and involve students in active learning. Students use a computer lab and laptops to research, write, and use carefully-selected instructional software and applications for learning. Teachers also regularly use Achieve 3000 to provide customized readings and individualized learning activities

for students. Each year, we follow the Internet Safety and Awareness requirements as specified by state and federal regulations.

Some courses, such as the Senior Project, have signature tech-based outcomes which call on students to create PowerPoints for original presentations. Other courses “flip the classroom” calling on students to learn independently, or create digital portfolios, or access class wikis. Students create original works as a means of personal or group expression in some courses. In still others, they use digital media and environments to communicate and work collaboratively in group projects. In all the Internet research they conduct, students learn how to search, evaluate, select, and cite information sources—a critical 21st century skill. Using technology in these ways helps to bring our curriculum to life. Although some research and theory is cited above to substantiate this design and these practices, the best evidence of their efficacy is Freire Charter School Philadelphia’s record, itself. For these data, please see Section 2.5, Portfolio Review and Performance Record.

3. Freire’s curriculum works together as a whole to teach and mutually reinforce core literacy and numeracy skills, critical thinking, and research. Our course sequences are coherent and efficient. They are designed to build on one another “vertically” from grades 8-12, and also to reinforce one another “horizontally,” so that, for example, students use the research skills they learn in 9th grade Social Studies in 9th grade English. In this way teachers do not need to waste time teaching what has already been taught, and instead can build on and deepen students’ understanding over their years at Freire. Further, our curriculum aligns to our assessments, pedagogy and curricular tools, all critical for student academic success (Calkins, Ehrenworth and Lehman, 2012).

Our academic curriculum consists of the following core subjects: Math, English, Science, and Social Studies. Other subjects at Freire are Physical Education, Spanish, Driver’s Education, and Art. Qualities common to all Freire courses are: alignment with CCSS and/ or Delaware Content Standards or Next Generation Science Standards, carefully sequenced units of instruction balance critical thinking and meaningful skill acquisition and practice, varied and rigorous formative and summative assessment and themes of social justice.

In addition, our curriculum highlights special features in each subject area:

- In English, intensive, grade-level reading is paramount. 8th graders who read below grade level may take Intensive Reading concurrently with their regular 8th grade ELA course. All other planned curricula, detailed in attached scope and sequence documents, are starting points for teachers to use to build compelling themes and essential questions in English classes. These skeletons dictate the skills students must gain and the outcomes they must produce at each grade level. Our English team decides together on texts and themes to make these units come alive and provide students with the richest and most effective English language Arts experience. We have found this creates the most ownership and programmatic coherence. Teachers select both grade-level and approaching-level thematically-linked texts so students can

practice close reading, vocabulary work, and responding to text-dependent questions. In all English courses, instruction focuses on similar but grade-appropriate key skills and standards at the same times of year, so teachers can share best practices and resources. Students read in a variety of genres (including a required Shakespeare play every year), and practice vocabulary and conventions in all English classes. “Writing for Change,” a Freshman composition course, helps students develop critical thinking skills and their own authorial voices.

- In Mathematics, our curriculum has been developed in response to students’ widely varying skill needs. Our goal is to give students the strong math background they need to be able to succeed in college STEM courses. Our first job is often “filling in the blanks” for students who have not been able to learn, retain, or integrate basic math concepts, beginning with number sense. Students with weak math skills may take Intensive Math in 8th and/or 9th grade, to shore up the foundational skills prioritized by the CCSS -- skills which are usually learned and solidified in elementary school. They take this course concurrently with Intro to Algebra (8th grade) or Algebra 1 (9th grade). As suggested by the CCSS shifts, the scope of our mathematics content is narrower, but we go more deeply into each targeted standard. All math courses include an automaticity component, to help students develop speed and accuracy in calculation. Math instruction at Freire is designed to pull students forward, through equal time spent on procedural knowledge, conceptual understanding, and problem- solving. We follow a traditional path, offering courses in preAlgebra, Algebra I, Geometry, Algebra II, Precalculus, and Calculus. In 11th grade, all students take double math: their regular course (Algebra II or Precalculus, depending on when they were able to take Algebra), plus Math Analysis, a fast-paced review of Algebra and Geometry, as a way to reinforce these building blocks of higher math. Students in 12th grade take either Precalculus or AP Calculus AB.

- Freire Wilmington is very pleased to offer our Delaware students a truly world class science curriculum that supports the teaching and learning of the new Next Generation Science Standards (NGSS). Freire’s science curriculum places the NGSS performance targets at the center of each grade’s program, from 8th to 12th grade, preparing our students for college, careers, and global and local citizenship. Like the NGSS standards, our science curriculum is integrated with the Common Core State Standards in English and Math, focuses on key disciplinary core ideas, provides performance targets for knowledge and science practice, and takes a multi-year approach to development of science knowledge and skills. Hands on, “real world” type laboratory work is a primary teaching and learning mode in each of our science courses. Our students begin with a foundational, interdisciplinary science course in 8th grade that blends Life Sciences, Earth and Space Sciences, Chemistry and Physical Sciences. This course is designed to elevate our students to high school level by the time they enter 9th grade. In 9th grade, our students study Physical Sciences, with an NGSS-targeted emphasis on blending science with engineering. In 10th grade, students study Biology, preparing for the DCAS End of Course Biology test that will be given at the end of the year. In 11th grade, our students study Chemistry, including a large number of laboratory projects that provide opportunities for more

advanced students to engage at a deeper level if they choose. In 12th grade, students have a choice of taking either Environmental Science, with an emphasis on studying community issues, or AP Biology, for students who want to learn about Biology in more depth.

- Social Studies curriculum also reflects CCSS shifts; there is a consistent focus on reading, writing, and research using primary and secondary sources. As Delaware Social Studies standards and programmatic requirements develop, we will be able to adjust the content and skills contained in each course offered. Social Studies at Freire is active and engaging; we begin in most courses with History Alive! Or Social Studies Alive! textbook and online instructional program; our teachers use the teacher presentations, Interactive Workbook, vocabulary previews, and hands-on activities and scenarios to make instruction engaging and thought-provoking. All Social Studies courses, grades 8-11, prepare students for the double challenge of the 12th grade courses "Peace and Social Change," and the Senior Project. These call on students to use the critical thinking skills and critical voices they have developed in previous courses. Peace and Social Change is run like a college seminar, with students taking ownership of topics and leading discussions based on their reading and planning, and Senior Project is an independent research project, with outcomes requiring intense commitment and perseverance. For this project, students often pick topics with personal relevance; recent topics include AmeriCorps, domestic violence, representation of African Americans in popular film, breast cancer in the media, and teen pregnancy. In their research, students trace the ways society has changed in regards to their topic, or examine the social change brought about by their topic. Outcomes for the senior project include 25 hours volunteered in relevant community service, formal proposal of a student-selected topic, a 10-page original research paper with standard citation requirements, and a formal presentation. This work is truly a summative capstone of the journey Freire students take, from the demanding but scaffolded instruction of grades 8 and 9 to the college-ready independent study of an issue or topic responsible for bringing about change in society, or through which students hope to change the world, and in so doing, themselves.

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4. Please see Attachment 5.

5. Our students will have equitable access to the school's curriculum. Our school has been designed to serve students with a wide range of entering skill levels, and to help them to prepare for the challenges of a post-secondary education as quickly as possible. Each student's academic program is individually planned using assessment data and input from their teachers, their parents or guardians, and the student. Special needs students are provided accommodations in their classroom learning and assessment if necessary, in accordance with their Individual Education Plan, with monitoring by a school team and support given by a certified Special Education teacher devoted to each particular grade. Students with limited English skills are provided an Individual Education program also, with support provided by an ESL certified teacher, with direct English instruction intended to help them transition as quickly as possible to studying with their peers in regular classrooms. Accommodations for ELL students are made jointly between their regular classroom teachers and the ESL teacher to maximize their learning opportunities and cultural assimilation. Gifted and talented students are provided opportunities for mastery of the Delaware standards and Common Core State Standards that enable them to learn in ways that allow them to progress more quickly in their particular area of talent, including a compressed curriculum, and the ability to take higher level classes than would be typical for their grade level.

6. Our school is built on the idea that all students have different learning needs, interests and inclinations, and that particular mix of needs, abilities and interests is the centerpiece of their individualized plan for mastering the academic standards and preparing for post-secondary education and/or a career after high school. Each student's educational plan is developed with them and their guardian as they enter the school, and is frequently revisited with their grade level counselor, their teachers, a certified special education teacher if they have a disability, and an ESL certified teacher if they have English Learning needs. Students who need IEPs are provided accommodations in class and in their testing as needed according to their IEP, with a

Response to Intervention system that is tiered to assist them with mastery of all of the required standards. Opportunities are provided in class to work in small groups at a variety of levels that allow students to work in a manner that best suits their learning needs. Pull-out and push-in instruction is also provided for students who need particular attention from a certified special education teacher. Gifted and talented students, if so identified by a professional qualified to identify students with extraordinary learning abilities, are provided opportunities in class to work at higher levels, with frequent projects providing ample opportunities for students to make choices and work on more challenging topics. Gifted students are also provided opportunities to take more advanced classes if they are prepared to do so, such as taking a higher level math class, or taking a class at the local community college. Students with English Language Learning needs are included with their classmates in the regular classroom to the greatest extent possible, with a certified ESL teacher overseeing their education and assisting classroom teachers with helping to translate and interpret curriculum and customs for the ELL student. ELL students might also require pull-out English instruction, depending on their assessment results and Learning Plan, which will be provided by and overseen by their ESL teacher.

7. Freire Wilmington expects that approximately 13% of our students will be at-risk—students with cognitive, physical and/or emotional disabilities. We expect that several students will enter the school with Individual Education Plans, and several students will need to be identified by their teachers, the school’s Special Education Team (See the Special Populations section below for more on the Team composition), the special education teacher assigned to a particular grade, their parent or guardian, or a grade-level advisor. Students identified as having a disability will be provided an Individual Education Plan that will be reviewed regularly, and implemented according to the recommendations of the IEP Team members. The school will provide services that meet the letter and spirit of the federal Individuals with Disabilities Education Act (IDEA) and all required regulations of Delaware’s Education Code, including a 3 tiered system of interventions in a Response to Intervention Model as required in 14 DE Admin 925.12. Each student’s IEP will be managed by a certified Special Education teacher assigned to their particular grade, who will work with teachers and administrators to monitor their interventions to ensure that they are progressing in all subjects, but particularly in their mastery of the Common Core standards in Reading, Language Arts and Mathematics. The ACT assessment system and Smarter Balanced tests will be used, with any necessary accommodations or in Alternate forms, to ensure that the interventions being used at the particular RTI tiers to which the student is assigned are moving the student quickly toward mastery.

8. All graduation requirements at Freire have been selected with one mission-driven focus: to get students into college. With fifteen years’ experience to draw from, Freire knows its graduation requirements are what it takes to be ready for college. Consistently, eighty-five percent of our graduates return to college for their second year—a statistic-defying college persistence rate that is a testament to being well-prepared at Freire.

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

Respond to the following with regard to the proposed school's student performance, goals.

1. The school's founders developed a set of goals and targets for the school as a whole using the Charter School Performance Framework established by the Delaware Department of Education. A set of goals is established by which to gauge levels of charter success. Based on our experience working with low income urban students in Philadelphia, a similar population to the students targeted by this school, we believe that our school should begin to be measured against these benchmarks beginning in Year 3 of the charter.

The benchmarks for the school as a whole presented here are based primarily on the DCAS tests created by the state of Delaware to meet the state standards. In addition to these, we have established goal areas and targets using the ACT Testing system (Explore/Plan/Aspire) that provides college readiness indices and benchmarks, and interim data that can be used to plan instruction for individuals and groups of students. The ACT Tests are described in the following two sections, along with the benchmarks for those tests set by the founders for the beginning years of the school.

1. STUDENT PROGRESS OVER TIME (GROWTH)

1a. Are students meeting their fall to spring instructional scale score growth targets?

- Between 60 and 79 percent of all students meeting their growth targets in each tested subject and grade of the State Assessment.

1b. Are lowest-performing students in the school meeting their fall to spring instructional scale score growth targets?

- Between 60 and 79 percent of students in the lowest quartile of performance meeting their growth targets in each tested subject and grade of the State Assessment

1c. Are students making enough annual growth to maintain or achieve proficiency status within 3 years or by 10th grade?

- The percentage of students making growth sufficient to maintain or achieve proficiency in three years or by 10th grade is between 70 percent and 89 percent.

2. STUDENT ACHIEVEMENT (STATUS)

2a. Are students achieving proficiency on state examinations in math and reading?

- School's average proficiency rate on DCAS Reading and Math meets or exceeds the statewide average student performance of schools serving the same grades and meets or exceeds the statewide AMO for all students but falls below the 90th percentile of statewide performance.

2b. Are students in demographic subgroups achieving proficiency on state examinations in math and reading?

- School's average subgroup proficiency rate on DCAS Reading and Math meets or exceeds the statewide average subgroup performance of schools

serving the same grades and meets or exceeds the statewide AMO for subgroups but falls below the 90th percentile of statewide performance.

2c. Are students performing well on state examinations in math and reading in comparison to other schools in the district?

- School's average proficiency rate on DCAS Reading and Math meets or exceeds the average student performance of students in the district in the same grades by up to 14 percentage points.

2d. Are students performing well on state examinations in math and reading in comparison to similar schools in the state?

- School's average proficiency rate on DCAS Reading and Math meets or exceeds the average student performance of students in similar schools in the same grades by up to 14 percentage points.

3. STATE AND FEDERAL ACCOUNTABILITY

3a. Did the school make AYP?

- The school will make its AYP targets by Year 3 of the charter, based on the new targets of incrementally reducing the percentage of non-proficient students in the school as a whole and in each measurable subgroup.

4. POST-SECONDARY READINESS

4a. Does students' performance on the SAT (ACT) reflect college readiness?

- 40 percent to 59 percent of students or more score a combined ACT score of 22 (equivalent of SAT score of 1550).

4b. Are students graduating from high school?

- NOTE: Students begin graduating from high school at Freire Wilmington in Year 4
- Year 4: 84% Graduate in 4 years
- Year 5: 86% Graduate in 4 years

Post-Secondary Readiness

5. MISSION-SPECIFIC ACADEMIC GOALS (OPTIONAL)

5. Is the school meeting mission-specific academic goals? Note: schools must submit mission-specific academic goals to DDOE for review and approval.

- 100% of graduates will successfully complete an action research project based on the ideas of social change and social justice (The Social Change Project), in which they spend a year working on an interdisciplinary project that requires them to engage in social justice-based inquiry, writing, and action. [subject to approval by DDoE]

2. In addition to the DCAS/Smarter Balanced tests of Reading (fall and spring, 8th grade, 11th grade spring), Mathematics (fall and spring, 8th grade, 11th grade spring), Science (8th and 10th grade spring) and Social Studies (high school US History spring), the school will use the ACT longitudinal assessment system to track student achievement as both an interim (formative) and summative assessment in Reading, Math, Science and Writing. The ACT assessment system (currently Explore, Plan and ACT and soon to be replaced with the ASPIRE test system) is a Common Core- aligned

test that is indexed to the ACT College Readiness standards and benchmarks at each grade level (8th to 12th) in Reading, Math, Science and Writing. The ACT tests are aligned with the curriculum at Freire, because the curriculum was developed with the career readiness standards in mind and in the context of using the curriculum to prepare students to succeed on the ACT at Freire Philadelphia. The ACT tests will be administered to all students at least twice per year- at the beginning and end of each year in 8th to 11th grade in Reading, Math, Writing and Science, provided predicted college readiness scores for each student and robust scores related to the school's goals by which student academic assignments and interventions can be determined. The ACT test are aligned with Delaware's standards in English and Math through their index to the Common Core, and to the Next Generation Science Standards through the college readiness benchmarks (directly related to NGSS). Furthermore the ACT tests provide a prediction of college readiness and information and experience with college preparedness tests that is central to Freire's mission of preparing all students for post-secondary education.

3. Freire Wilmington will use the ACT Testing System (ACT Explore/Plan/Aspire) in addition to the DCAS to assess student progress toward college readiness and national Math, English and Science standards, beginning in the first year of the charter. The current form of the ACT tests- Explore, Plan and the ACT are indexed to college readiness standards and the Core Curriculum Content Standards, both of which are central to the design of Freire Charter. Our curriculum is directly connected to the ACT tests, readiness and standards and benchmarks in all tested areas- Math, Reading, Science and Writing. The ACT tests will be given at the following grade levels, with the following targets for student performance. The tests will be administered in the fall and spring, to foster diagnosis of student academic needs and placements, and to track student growth and progress over time. As the new, computer-based ACT Aspire system becomes available, the test can be administered more than twice during the year. The ACT Aspire is expected to be available in the fall of 2014 for the first time. By the 3rd year of the charter, we expect to begin achieving these goals (12th graders will be served for the first time in the 4th year of the charter).

Freire Wilmington Spring Targets for ACT Testing System (60% receive stated score or higher)

| Grade | Math | Reading | Math/Reading Combined (average) | Writing | Science |
|------------------|-------------|----------------|--|----------------|----------------|
| Eighth (Explore) | 14 | 14 | 14 | 14 | 14 |
| Ninth (Explore) | 16 | 16 | 16 | 16 | 16 |
| Tenth (Plan) | 18 | 18 | 18 | 18 | 18 |
| Eleventh (ACT) | 21 | 21 | 21 | 21 | 21 |
| Twelfth (ACT) | 22 | 22 | 22 | 22 | 22 |

An additional academic goal of the school is that 100% of graduates will have successfully completed an action research project based on the ideas of social change and social justice (The Social Change Project), in which they spend a year working on an interdisciplinary project that requires them to engage in social justice-based inquiry, writing, and action.

4. Freire's Promotion Policy is as follows:

Students receive academic credit for each class passed with a 75% or higher. Any final year grade under 75% earns no credit. Any student failing one or two classes in an academic year will be required to attend summer school at Freire for each class failed. Summer school attendance is mandatory. Students will not have the opportunity to make up credits during the school year. All missing credits must be made up over the summer session.

Students will be retained in the following situations:

- 1) Any student who earns less than four credits in an academic year will be retained. The student will be required to repeat the grade level in its entirety (i.e. take all 6 classes over again). At the discretion of the Head of Academics and if space permits, a student who receives an 85% or above in any non-failed class may elect to take the next grade level of that class.
- 2) Any student missing a total of three or more credits by the end of the school year (June) will be automatically retained. One example of this would be a 10th grade student who never made up a 9th grade credit and then failed two classes during 10th grade—thus, missing three credits total now. The student will be required to repeat the grade level taking a mix of classes from their previous years at Freire.

In order to enter 12th Grade (Senior Year) at Freire, each student must have earned 18 credits by September 15th of senior year. Only students with 18 credits are eligible to participate in Senior Activities.

The promotion policy and graduation criteria are shared at the start of each school year with families in the Freire Parent and Student Handbook (See Attachment L). This handbook is also posted online all year long. On every report card, the policy is also printed for families' convenience. Each student is also assigned an Academic Advisor, and this advisor continually ensures that students are aware of what they need to stay on track for high school graduation and a subsequent college enrollment. Freire also utilizes a weekly parent "email blast" that offers reminders about upcoming report cards and shares the contact information for their child's academic advisor.

5. Although not required by Pennsylvania law, Freire already employs its own version of Delaware's Student Success Plan in its Philadelphia schools. This best practice is central to our high student achievement numbers, and Freire will naturally continue this practice in Delaware. Numerous times each year students meet with their assigned academic advisor to discuss current courses as well as future plans. Students who are failing (or in danger of failing) classes are given special attention by the academic advisors and supports/interventions are put into place.

Workshops are also held at various points of the year where students are asked to reflect on their career goals and then these written reflections are shared with the academic advisors. Student files are passed on from year to year so that new advisors have access to all information. Advisors also record information (student career interests; student clubs, activities; and awards; parent meetings) into PowerSchool, Freire's online database system by Pearson, which then allows other staff members to view the student's history as the student progresses through the school.

In addition, Freire's use of the ACT testing series provides the school with a yearly career interest inventory for each student as well as a list of students who are flagged for possible early interventions. Advisors have access to all of this information and hold parent-student meetings to review results. For Delaware, each grade level's team leader would be the second staff member to review the Student Success Plan annually.

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

1. As a college preparatory school, Freire Charter School meets all Delaware Graduation Requirements as these are inherent in the school's mission. Freire students are required to earn twenty-four (24) credits for graduation. These credits must be earned in the following disciplines:

| | |
|------------------|--|
| Mathematics: | 4.00 credits required Must include Algebra I, Geometry, Algebra II, and 12 th Grade Math |
| English: | 4.00 credits required Must include English I, English II, English III, and 12 th Grade English |
| Science: | 4.00 credits required Must include Physical Science, Biology, Chemistry, and 12 th Grade Science |
| Social Sciences: | 3.00 credits required Must include World Cultures, U.S. History, and Peace & Social Change |
| World Languages: | 3.00 credits required |

Must include Spanish I, Spanish II, Spanish III

Physical Education: 1.00 credit required

Health: 0.50 credit required

Career Pathway: 3.00 credits required

Electives: 1.50 credits required

In order to insure that all students are prepared for college, Freire minimizes the number of elective choices students can take and outlines the prescribed curriculum above for its students. Unlike their peers in other high schools who may jeopardize their college or career readiness in the course selection process, Freire students do not have to worry about making a “wrong” class choice.

As an exclusively college preparatory school grounded in a Freirean philosophy, all students will follow the “Academic Success Pathway” comprised of the following three classes: Freshmen Composition, Power & Money, and Math Analysis. These three classes are tailored to our students’ needs, empower them to find and use their voice, ask them to think critically, and are essential in providing the academic skills needed to be successful on their pathway: a college degree.

With few exceptions (for example, Health), courses are worth 1.00 credit each. Freire follows the Carnegie Unit model with 135 hours (8100 minutes) being worth one credit. With our class periods being fifty-five minutes long and classes held daily on a non-block schedule, Freire vastly exceeds the required 8100 minutes of instruction, providing extra learning opportunities essential for its students to be college-ready.

Promoting rigor and high expectations, the minimum passing grade at Freire is a 75% (2.0 on a 4.0 scale). Honoring our college prep culture, a 2.0 is the minimum GPA a student can have in college and still secure financial aid. It is also the minimum a student-athlete can have and qualify for the NCAA (Athletic) Clearinghouse. It is critical to our mission that we instill in students early the importance of maintaining a 75% or higher in all courses.

All courses are unweighted at Freire in terms of course difficulty since all courses are college preparatory in nature. When calculating GPAs, however, the credit value of a class plays a role. For example, a health class has half the weight of a one-credit class. Students who earn a quarterly average of 85.00 to 89.99 with no grade below a 75% earn Second Honors. Students who earn a quarterly average of 90.00 and above with no grade below a 75% earn First Honors. Students who fail two classes in any given quarter are placed on Academic Probation. Any component of the Freire curriculum that is graded on a Pass/Fail basis (for example, Driver’s Education and Senior Project) do not count for honor roll or probation purposes.

All coursework is reflected on a student’s transcript and includes the course title, credit earned, and final year grade. A student’s ACT/SAT scores are also provided (with student consent obtained), unless the student is applying to a test-optional college. Honor Roll status and National Honor Society membership is also marked on a

transcript. Lastly, basic identifying information (name, gender, student number, address) is included on the transcript.

To manage all student records, Freire utilizes Pearson’s PowerSchool system. With PowerSchool, administrators, teachers, academic advisors, students, and guardians have 24-7 access to a student’s grades. As a result of this transparency, grades are closely monitored by several adults and, more importantly, the students learn to advocate for themselves in their academics. PowerSchool and Pearson fully complement the Pennsylvania Information Management System (PIMS), and Freire expects the same in Delaware with PowerSchool and the Delaware Student Information System (DELSIS). With data being essential to the work we do, accurate DELSIS information is paramount.

2. a-h. Not applicable. Freire Charter School will not offer any Career and Technical Education (CTE) pathway courses as our school is focused on the liberal arts and sciences.

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

1. Freire designs its school calendar and schedule to maximize student achievement so that all graduates are college-ready. Unlike many schools, Freire does not use block scheduling. Students take essential classes every day, all year long. This approach to education gives Freire students almost one month of extra instruction in each class when compared to the standard 8100-minute course of a block schedule. When compared to most Delaware school districts, Freire students also start the year earlier and finish the year later. Freire designs its calendar to support the success of its college preparatory mission. For a complete Year 1 Calendar, please see Attachment 6.

The bell schedules for a full-day session and a half-day session at Freire are listed below:

Full-Day Session

| Time | Period |
|--|----------------------------------|
| 7:55am – 8:10am | Breakfast & Announcements |
| 8:15am – 9:10am | 1 st Period |
| 9:13am – 10:08am | 2 nd Period |
| 10:11am – 11:06am | 3 rd Period |
| 11:09am – 12:55pm | 4 th Period |
| 11:09am - 12:04pm Class (Grades 9 & 10) 11:07am – 11:57pm Lunch (Grade 8) 12:00pm – 12:55pm Class (Grade 8) 12:05pm – 12:55pm (Lunch Grades 9 & 10) | |
| 12:58pm – 1:53pm | 5 th Period |
| 1:56pm – 2:53pm | 6 th Period |
| 3:00pm | After-school Activities Commence |

| | |
|-----------------|---|
| 3:00pm – 3:45pm | 7 th Period for 8 th Grade Only |
|-----------------|---|

Half-Day Session

| Time | Period |
|-------------------|---------------------------|
| 7:55am – 8:10am | Breakfast & Announcements |
| 8:15am – 8:47am | 1 st Period |
| 8:50am – 9:22am | 2 nd Period |
| 9:25am – 9:57am | 3 rd Period |
| 10:00am – 10:32am | 4 th Period |
| 10:35am – 11:07am | 5 th Period |
| 11:10pm – 11:42am | 6 th Period |
| 12:00pm | Staff PD Time Commences |

The bell schedule above shows that a student’s day contains six, 55-minute class periods and one 50-minute lunch. Students are expected to report to school by 7:55am and dismissal is at 2:53pm, unless the student is in 8th grade or a half-day. Similar to Freire Philadelphia, our youngest students will have an extended school day and have a 7th period class (unless it is a half day). This seventh period is used to provide academic support, character education, and/or enrichment based upon a student’s needs so that all students are ready for the challenges of 9th grade. For one quarter, fitness and Delaware’s physical education standards will be the focus for the 8th graders as a healthy body is essential for a healthy mind.

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

1. Freire Charter School has existing Cultural Principles at our two campuses in Philadelphia. These principles guide the behavior of students and adults at Freire, and will carry over to our Wilmington expansion. Freire’s Cultural Principles are:

a. Safety first.

- i. Students’ physical, mental, and emotional well-being contribute to their success in school. We link our students to appropriate in-school services, external agencies, and community groups that can further physical safety as well as mental and emotional growth.
- ii. Freire’s community principles apply everywhere in the school—school entrance, classroom, hallways, stairways, rest rooms, and gymnasium. Each of these is part of the learning environment, and each is a safe place for every member of the Freire community.
- iii. We are a family at Freire, and look out for one another. Students and staff resolve conflicts using nonviolence, mediation, and conflict resolution strategies.

b. Mutual respect.

- i. The Code of Conduct details exactly what respect means at Freire. Every Freire community member reads and respects the Code of Conduct and follows its rules.

- ii. We value and respect teachers as professionals, and strive to help them use their time to help students achieve.
- iii. A school-wide ethos of respect allows us to communicate honestly and invest in each other. Our respect for students means we never give up on them. Our respect for parents means we try to partner with them to help their children reach excellence. Our respect for each other as colleagues means we support each other in sharing practices and taking risks to further our professional learning.
- iv. Respect is non-discriminatory. We treat others equally no matter race, gender, age, ethnicity, or sexual orientation.

c. We are all learners.

- i. All students can and will learn.
- ii. In the most traditional sense, teachers are expected to teach and students are expected to learn. This is true at Freire as well. That said, teachers make every effort to learn from their students as much as they teach. In this way learning is exchanged, shared, and co-created.
- iii. We never settle for mediocrity, from ourselves or from our students, and always push for more learning, higher achievement, better teaching.

d. We do whatever it takes.

- i. We are persistent, tenacious, and focused on helping our students achieve no matter what.
- ii. All staff members contribute to students' learning and can make a difference in the life of a student.
- iii. We work incredibly hard every day to further student learning and achievement.
- iv. We recognize that learning takes time and persistence, that it can be stressful, and that sometimes it may take a learner down unexpected pathways.

e. We celebrate success.

- i. Students receive feedback and praise when they have reached a goal, or broken through a barrier, or come through a rough patch.
- ii. We recognize and honor individual growth while keeping our eyes on the prize of undeniable, unqualified, academic excellence.

These Cultural Principles, in tandem with Freire's Instructional Principles (see Attachments D and E) have been forged at Freire Charter School through years of hard work and learning by students, staff, and parents, and we believe that these tenets will continue to support our school as we expand into Wilmington. When students and adults feel safe and respected and have the drive to work hard to meet their goals, a positive social and academic environment can blossom and flourish.

2. Bullying Prevention and Anti-Hazing Policies

Freire Charter School's Bullying Policy, compliant with Pennsylvania state law, can be found on pages 41-42 of the school's Code of Conduct (see Attachment F). The policy defines bullying at Freire and the course of action and consequences for those

engaged in bullying behavior at Freire. The policy states that, “Freire takes a firm stance against bullying and is committed to addressing this negative behavior as it is detrimental to the well being of an individual, is a major disruption to the learning environment, and is damaging to the community as a whole.”

In our expansion to Wilmington, Freire Charter School will examine the existing Anti-Bullying Policy, ensuring it is compliant with 14 Del. C. 4112. Furthermore, Freire is required by 14 Del C. 4112D to establish a site-based committee that is responsible for coordinating the school’s bully prevention program including the design, approval, and monitoring of the program. At Freire, this committee will be comprised of instructional staff, students, parents, and building administrators, including the Dean of Students. This committee and all Freire staff members in Wilmington will be trained in accordance with requirements of 14 Del. C. 4112 in order to develop a policy compliant with the parameters of the law and implement the research-based bullying prevention and intervention programs discussed below.

Developing Culture Using Scientifically-Based Practices

In keeping with the model Freire Charter School currently uses in Philadelphia, the Wilmington campus will utilize four specific scientifically-based practices in order to develop a culture of nonviolence and bullying prevention. These practices are:

- a. Peer Mediation: One of Freire’s signature programs with regard to school culture is our Peer Mediation program. Freire uses a program called “Peers Making Peace,” developed by PaxUnited. The program provides a way for students, staff, and community members to engage in conflict resolution in a nonviolent way. Students are empowered to assist their peers in creating solutions to conflicts as they arise. At Freire, community members can refer themselves, other students, or other staff members to peer mediation. Students and staff members are trained in the “Peers Making Peace” program at the start of every school year by the school’s trained staff members.
- b. Olweus Bullying Prevention Program: The Olweus Bullying Prevention Program (www.violencepreventionworks.org/) is the most-researched and best-known bullying prevention program available. Designed so that all students and adults in the school can participate, the Olweus program seeks to improve peer relations and make schools safer for all students. One of Freire Charter School’s school leaders in Philadelphia is a Trainer in the Olweus Bullying Prevention Program, and her expertise is critical to building this program at our school in Wilmington.
- c. Summer Clinic: Freire Charter School provides a two-week Summer Clinic program for all incoming students prior to their matriculation at the school. Summer Clinic has many purposes and benefits, but specifically as related to developing the school’s culture, the Summer Clinic is crucial in building students’ identities as Freire scholars and introducing them to the common language we use at Freire to discuss academic and behavioral expectations. In particular, this is the first time students officially learn about Freire’s nonviolence policy and agree to the school’s Code of

Conduct and have the opportunity to see firsthand that at Freire Charter School we “mean what we say” in terms of creating a safe environment for all students. Summer Clinic ensures that on the first day of school, all students know what the expectations are and arrive ready to learn.

d. **Take Back the City:** Take Back the City is the annual event at Freire that is focused on a community issue of particular relevance and meaning to the student body. The event is typically a departure from the regular curriculum and provides the community an opportunity to delve deeply into a meaningful conversation and develop a common course of action in light of the issues raised. Recent examples of Take Back the City topics include bullying, relationships, and character development. In Wilmington, Freire students, staff, and parents will work together to develop a curriculum and programming for Take Back the City based upon the current needs and desires of the community.

Once school leaders have been trained in these methods, it will be imperative that teachers and parents also receive training during professional development sessions and parent meetings. For staff, this training will be incorporated into the pre-service training embedded into the school calendar in August (see Attachment 6 – School Calendar). Parents and families will receive information on Freire’s Bullying Policy during initial parent meetings, and will have the opportunity to receive additional training throughout the school year.

3. As outlined in our school’s Cultural Principles, at Freire Charter School, we believe that all students can and will learn. The very heart and soul of Freire’s mission is to provide each, every, and all students whatever they need in order to succeed in high school, college, and beyond. Every choice we make about which teacher to hire, what textbook to use, how to utilize our resources, or which sports and after school programs to offer has been considered through the lens of student achievement.

That said, students with special needs, including students receiving special education services, English Language Learners, homeless and migrant students, and any other at-risk students will be served through the implementation of the scientifically-based practices discussed above, particularly the Response to Intervention program and Positive Behavior Supports Program. Furthermore, Freire Charter School plans to offer a complete cadre of academic and social-emotional support programs to all students, including the following:

- Mandating that all incoming students attend one week of summer school, or “clinic”, as we call it. Before school officially starts, students learn about school rules and culture, and meet all of their teachers and many of their peers. This allows us to focus immediately on teaching and learning on the first day of school.
- Instituting an hour long basic skills reading class for all incoming students that is grouped (flexibly) by ability. This reading class focuses on the most important features of literacy development: phonemic awareness, phonics, fluency, vocabulary, comprehension, formative assessment and writing.

- Instituting hour long basic skills math class for all incoming students with a need for it, that is grouped (flexibly) by ability. The curriculum for these two courses has been developed by a group of our senior math teachers. This curriculum is reviewed and adapted frequently based on student needs.
- Co-teaching in Math and English classes and other classes where possible.
- Increasing special education teaching staff as well as Academic Advisors, or RTI coordinators.
- Academic Advisors work directly with parents, students, and teachers to bring resources together that help provide targeted interventions for students in need.
- Creating a weekly electronic newsletter for parents in order to keep our parents involved in our activities and connected with what is going on at school.
- Ongoing focused, differentiated classroom teaching with frequent formative assessments.
- A parent volunteer dinner and training session where we work with parents on the school's mission, how they can support it, and how they can apply for their clearances in order to volunteer at our school.
- Mandatory "Homework Club" from 3-4:30pm M-TH for all struggling 8th grade students. Homework Club is staffed by experienced teachers who have also proven to be adept at motivating students to meet their potential.
- All students at Freire receive academic planners and calendars in which to record their assignments and responsibilities.
- One-on-one college counseling for all juniors and seniors.
- At each of our campuses, Freire has three academic "Centers" where students can get individualized and personalized help during lunch or after school from 3-4:30 M-Th. Those "Centers" are the Freire Writing Center, Math Center, and Science Center. These centers are run by our most successful teachers in that content area. A more junior teacher also works in each Center to provide support. In addition, each Center has Freire student "Fellows" who act to tutor their peers. Graduate and undergraduate students from University of Pennsylvania and Temple University also work in the Centers. Together, all Center supports are there to help students in need in that particular subject area.
- Freire has a lunch/snack program. All food meets federal guidelines.
- Peer mediation program where students are trained in the skills of mediation in order to mediate conflict presenting their peers, all with the aim of preventing violence of any kind.
- Freire provides therapy to any and all students who request it as well as to any family members of that student.
- The Freire Computer Lab is open to all students after school 3-4:30pm M-Th. Further, a portable computer lab is used inside regular classrooms when teachers want students to have access to individual laptop computers.
- Targeted, focused interventions on Saturdays and/or afterschool for students who wish to improve their performance on standardized tests.
- After school enrichment clubs in Robotics, Chess, Engineering, A Capella singing, Service Projects, Mock Trial, Student Government, and a handful of others. Two of our strongest partnerships--one with Play On, Philly! where 80 Freire middle schoolers receive music instruction in a brass, string, woodwind or percussion

instrument every day after school for 2.5 hours and throughout the summer; and also Philadelphia Mural Arts Program where skilled muralists and artists come in to work with high schoolers on their visual arts skills—also offer after school enrichment.

These interventions have proven successful at our high school campus in Philadelphia, ensuring that each and every student at Freire has access to the programs and services they need in order to be successful. We anticipate offering similar programming and interventions to our students in Wilmington.

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

1. Freire Charter School currently offers summer school via in-house instruction and/or credit recovery courses from the Keystone School with tutoring from certified teachers and local college students provided at Freire. For world languages, Freire utilizes Rosetta Stone in its in-house computer lab. Summer school is a requirement for any student who failed (grade under 75%) one or two classes. Freire offers summer school for all classes in its curriculum so that students who struggled always have the ability to stay on track for graduation. Summer school runs for roughly six weeks with students needing to come to school for three hours for each of their sessions. Freire Wilmington anticipates modeling this successful set-up.

In addition to summer school for credit recovery, Freire operates a summer school program for eligible students with disabilities, so that these at-risk students receive extra instructional time. The summer program is flexible by design so that it complies fully with IDEA and each student gets what he or she needs based upon what was determined at their IEP meeting when ESY services were discussed. For most at-risk students, the program will run for four weeks and students spend two to four hours daily in school, depending on their needs. An English class, a math class, and a Summer Reading class are typically offered. As it is not clear at the time of submitting this application what percentage of Freire Wilmington's students will present with disabilities of any kind let alone those that will require ESY services, we will seek to provide ESY services at an off-site fully qualified facility. In this way, we will ensure that each student receives the individualized attention necessary to help keep student progress steady. As the years progress after year one, we will assess yearly how best to serve our students with ESY needs.

2. Freire Philadelphia offers a rich array of out-of-school-time programming to its students at both its middle school and its high school campuses. Learning opportunities outside of the classroom and the traditional school day are vital considering the student population that Freire serves. For many Freire kids, the only access they have to the arts is the one Freire provides them. Freire's after-school programming runs from 3:00 to 5:30pm five days a week and there is also has a 5-week long optional summer component for enrichment.

In Philadelphia, Freire currently offers the following programming for students to enrich themselves:

- Robotics Club, in partnership with FIRST Robotics Competition

- School Orchestra, in partnership with Play On, Philly!
- Drawing Club, in partnership with the Comic Book Project
- Family Fitness Program, in partnership with YMCA
- Freire Echoes, our a cappella singing group
- Art Classes, in partnership with the PA Academy of Fine Arts
- Fashion Design, in partnership with Breakfree Collaborative
- Cooking Classes, in partnership with the Urban Nutrition Initiative
- Student Government
- Yearbook
- National Honor Society
- Mock Trial Team
- Percussion Group, in partnership with LiveConnections at World Café Live
- Youth Art Program, in partnership with Philadelphia's Mural Arts Program
- Youth Rowing, in partnership with Philadelphic City Rowing
- Contemporary Dance, in partnership with Ballet Fleming
- Freire School Spirit Council

This diverse collection of activities is the work of many external community partners coming together to work with Freire because they believe in Freire's kids and what Freire is trying to accomplish. Two essential funding components for this programming are Freire's use of Earned Income Tax Credits (EITC) and the 21st Century Community Learning Center grant from the U.S. Department of Education.

Freire Wilmington aspires to a similar level of quality programming for its campus. Of course, external partnerships take time to nurture and brand new schools are ineligible for a variety of grants like 21st Century. Just as Freire's Philadelphia schools evolved in their programming—getting stronger and stronger, Freire Wilmington anticipates the same.

3. In Philadelphia, Freire Charter School offers the following programs/strategies to address student mental, emotional, and social development and health:

- Mandating that all incoming students attend one week of summer clinic. Before school officially starts, students learn about Freire's school rules and culture, and meet all of their teachers and many of their peers. This allows us to focus immediately on teaching and learning on the first day of school.
- At Freire, the school's Dean's office and Academic Supports programs give great attention to helping students learn the procedures and expectations for their behavior as developing academic scholars and citizens of the community.
- Take Back the City is the annual event at Freire that is focused on a community issue of particular relevance and meaning to the student body. The event is typically a departure from the regular curriculum and provides the community an opportunity to delve deeply into a meaningful conversation and develop a common course of action in light of the issues raised. Recent examples of Take Back the City topics include bullying, relationships, and character development.
- In Philadelphia, Freire Charter School has increased levels of special education teaching staff as well as Academic Advisors, or RTI coordinators. Academic Advisors

work directly with parents, students, and teachers to bring resources together that help provide targeted interventions for students in need.

- Freire Charter School offers one-on-one college counseling for all juniors and seniors, helping with the college research, application, and financial aid processes, ensuring that students and their families make the best decisions around students' post-secondary options.
- Peer Mediation Program where students are trained in the skills of mediation in order to mediate conflict presenting their peers, all with the aim of preventing violence of any kind.
- Freire Charter School's Family Therapy program provides therapy services to any and all students, family members, or staff members who request it, at no cost to the community members seeking counseling.
- The Olweus Bullying Prevention Program (www.violencepreventionworks.org/) is the most-researched and best-known bullying prevention program available. Designed so that all students and adults in the school can participate, the Olweus program seeks to improve peer relations and make schools safer for all students. One of Freire Charter School's school leaders in Philadelphia is a Trainer in the Olweus Bullying Prevention Program, and her expertise is critical to building this program at our school in Wilmington.

Freire Charter School Wilmington seeks to offer very similar programming with regard to the above programs/strategies to address student mental, emotional, and social development and health, and will adapt and build upon these programs/strategies in order to best address the unique needs and desires of our students in Wilmington.

4. Similar to the region's premier private schools, Freire utilizes dedicated college counselors to shepherd our students and their families through the college admissions process. Guidance counselors in most public schools are overwhelmed by their various responsibilities and as a result, college applications are often delegated to parents. Freire believes its students deserve the same college counseling services as the children of the affluent and, thus, Freire has made a college counseling program integral to its school plan for over a decade now.

Special Populations and At-Risk Students [14 Del. C. § 512 (4), (5), (6) and (7)]

1. We plan to serve a population of students with a diverse set of needs, as we do in our Freire Philadelphia school. These include students with IEPs, English Language Learners (ELL), students with 504 plans, migrant and newly immigrating students, gifted and talented students, students at risk of academic failure (far below grade level skills), and homeless students. Our school's overall plan to serve these students is consistent with our overall plan to serve all of our students- to provide an individual learning plan for each student that is developed and overseen by a grade level counselor and grade level teachers in consultation with the student and their parent/guardian, and monitored by frequent formative and summative assessments linked to the academic, college preparatory standards. Depending on each student's individual needs (whether identified in an IEP, ESL plan, homeless student plan, or individual learning plan), the

curriculum and scope and sequence for that student will be adjusted in class through differentiated instruction involving grouping and assignments of different types of learning tasks in projects, and/or additional courses and/or above level or below level courses in a particular academic area or community college classes for additional acceleration. Students with IEPs and students with 504 plans are assisted by a certified special education teacher assigned to their grade. ELL students are supported by a certified ESL teacher who works directly with them and with their regular classroom teachers. Homeless students are supported by a homeless support liaison staff member (see below). Migrant, immigrant and refugee students are supported by a staff member trained to assist with students from these particular situations. Support strategies include primarily mainstreaming of students with in-class support and testing accommodations where necessary (e.g. “push-in” support), with additional tutoring or individual or small group instruction during the day (e.g., pull-out instruction) based on their IEP or individual learning plan. Our goal will always be to provide the Least Restrictive Environment for all students. More details regarding how we will meet the needs of these special populations are provided below in this section.

2.

a. Freire Charter School Wilmington will employ a Response to Intervention program as described in and required in Delaware’s Education Code 14 DE Admin 925.12.0. All of our students will be considered potentially at-risk of not mastering the demanding college readiness standards and Common Core Standards held by the school, and therefore we employ an RTI process throughout the school, continually monitoring the progress of all of our students with curriculum-based benchmarks and nationally normed reading and mathematics tests. All of our students have an Instructional Support Team (IST), which consists of an Academic Advisor assigned to each grade, a certified Special Education teacher/case manager assigned to each grade, Director of Student Services, and Head of Academics where needed to meet regularly with the team, and the grade level teachers. All students follow a Tier 1 program, with required IEP or ELL modifications, with a benchmark placement test provided to determine their need for more intervention given at the beginning of the school year. If a student is identified in the bottom quartile of students nationally, or remains at a low level of performance over multiple weeks, the student will be provided Tier 2 interventions. Tier 2 interventions will be at least 2 sessions in addition to their core program instruction in Reading and/or Math, with 90 to 120 minutes of small group instruction (one subject or two subjects, depending on need), for at least 6 weeks, with monitoring every 2 weeks. If the student is making progress to meet end of year benchmarks by the end of 2 weeks, that student might be moved back to Tier 1 with additional curriculum-related monitoring. If the student is not making adequate progress, the IST might provide an additional 6 weeks of Tier 2 support to determine whether the student is progressing, might provide a different set of supports (such as online math instruction), or might place the student in Tier 3 support. Tier 3 intervention is in addition to core program study (e.g., English and Math class), with at least 4 sessions per week of 150 minutes minimum in the qualifying area (e.g., Reading or Math). If both are required, 180 minutes minimum instruction will be required. Groups will be smaller than

Tier 2 groups, and progress in the curriculum will be monitored every week. After 6 weeks, the student will be re-evaluated to see if they need another 6 weeks of Tier 3 intervention, and adjustment to their intervention (e.g., even smaller group, different type of instruction). After 12 weeks of Tier 3 intervention, if the student has made progress in the curricular area they may be moved to Tier 2 or 1, with additional monitoring, or they might be referred for special education evaluation or a review of an existing IEP.

b. Students at Freire Wilmington will be evaluated following procedures in accordance with 14 DE Admin. Code 925.4.0 through 925.12.0, which specify how a school's instructional support team determines whether a child has a disability and the nature and extent of the special education and related services that the child needs. If a teacher, administrator or a parent has a reason to believe, based on student performance, medical information or other evidence, that the student might have a disability that might require accommodations in their education, the school will attempt to obtain consent from a parent or legal guardian to evaluate that student. The school will make every attempt to obtain parental consent, but if parental consent is not obtained, the official special education evaluation will not be held. However, the school will still make all available accommodations to ensure that that student is receiving a Free and Appropriate Public Education (FAPE) and that student will continue to be part of the Response to Intervention program which can provide additional academic support. Within forty-five (45) school days or ninety (90) calendar days, whichever is less, of receiving written parental consent, the initial evaluation shall be conducted; and the child's eligibility for special education and related services must be determined at a meeting convened for that purpose. The initial evaluation shall consist of procedures to determine if the child is a child with a disability as defined in 14 DE Admin. Code 922.3.0; and to determine the educational needs of the child. A Special Education Team, as described below, will be convened to conduct any necessary evaluation of the student and to develop an IEP for that student if it is warranted based on the available evidence. Identified disabilities requiring IEPs include: Autism/Pervasive Developmental Delay, Deaf-blindness, Deafness, Emotional Disturbance, Hearing Impairment, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment (eg, limited alertness), Specific Learning Disability (e.g., language processing or dyslexia), Speech or Language Impairment, Traumatic Brain Injury, or Visual Impairment Including Blindness.

c. Students with IEPs will be taught on the same path to mastering the school's and Delaware's academic standards, including the Common Core Standards, as students without IEPs. Their progress will be monitored using the same sets of assessments as students without IEPs, including standards-linked curriculum based tests developed by Freire's teachers, the ACT graduated tests of college readiness in Reading, Writing Math and Science (8th to 11th grades) to gauge progress within and across school years, the Smarter Balanced Math and Reading tests in 8th and 11th grades, the end of course tests in Biology and US History, and the SAT, when necessary. These tests will be used to monitor the progress of students with IEPs throughout the year and in annual re-evaluations (or whenever a re-evaluation is requested or deemed necessary).The

exception will be with students who have such severe cognitive impairments that they require the DCAS ALT1 instead of the DCAS for Reading, Math, Science and Social Studies. In the event that a student is not making progress in the core academic areas based on their formal assessment targets as established in the IEP, the student's Special Education Team will examine additional interventions that may be necessary, and recommend any changes to the education plan that are deemed to help the student to progress more quickly. The education tiers in the RTI system will be reviewed by the Team to determine whether the student needs to be placed in a different Tier or their services in that Tier need to be adjusted. Progress monitoring will happen at least every 2 weeks in Tier 2 and at least every week in Tier 1 relative to the Common Core Reading or Math standards, and the assigned special education teacher will review the results to manage intervention strategies in the Tiers and/or in the regular classroom.

d. Freire Wilmington will provide a continuum of placements that enables each student to attend school in the Least Restrictive Environment in accordance with the federal IDEA and No Child Left Behind laws and Delaware Code 14 DE § 925.27.0. We will monitor the progress of all students with disabilities regularly, in accordance with our RTI model as described above. Freire follows an inclusion model of education for our IEP students to the greatest extent possible, which is supported by a special education case manager (Student Services teacher) assigned to each individual grade level. The school will be able to accommodate most students with IEPs with only minimal or no pull-out support. Some students will require a small amount of pull-out support with that support provided in small groups in resource rooms, for example 25% of the school day. Some students may require major amounts of specialized attention, such as special classroom instruction in separate rooms for more than 60% of the day. If a student has severe disabilities that the school is not capable of serving to the extent that those services are needed according to a student's IEP, the school may place that student in a private facility or even a residential facility at the school's expense. Based on our experience in Philadelphia, that situation is expected to be extremely rare.

e. Freire Wilmington will have Intervention Support Teams (ISTs) that consist of a member of the Leadership Team, a special education teacher (from that student's grade level), an academic advisor (at that student's grade level), and a general education teacher. These ISTs will monitor the progress of students at least bi-weekly to determine the success of RTI interventions, and to determine whether students with IEPs are making adequate progress toward their IEP goals and/or the academic standards, with evidence-based tools appropriate to the progress in question in accordance with 14 DE Admin Code 923.11. If a student is not succeeding within the RTI Tiers, the IST might recommend that that student be evaluated for special education services and development of an IEP.

f. For Freire students age 14 or older or entering 8th grade who will need transition planning and services, we will follow all procedures outlined in 14 DE Admin C. 923.10, 925.20.2, and 925.29. While we will not be providing a vocational/technical program at Freire, we will provide the opportunity for our students to participate in desired and appropriate vocational and technical programs that fit their plan for career transition

after high school. We will ensure that the program that the student participates in- for example a program for working in a local grocery store developed with a vocational training center- will be provided in the Least Restrictive Environment possible. If a student desires to participate in a vocational program after high school completion, their IEP will reflect that path and their support team will ensure that that student is provided the opportunity to prepare for that path. In accordance with Delaware Education Code 925.29, we will continue to educate students with IEPs until their 21st Birthday if they desire, and we will provide a Certificate of Completion in lieu of a High School Diploma upon graduation if they have not been able to fulfill the school's and state's requirements for full high school graduation.

g. The school will employ the following staff, with the defined level of training and specified duties to fully support our students with disabilities, and to fulfill the needs of students with 504 plans. This team may be expanded as needed to serve the varying needs of students in accordance with their IEPs and 504 Plans.

| Title | Education/ Training | Employed/Contracted | Duties |
|--------------------------------|--|----------------------------|---|
| Director of Student Services | Certified in Special Education in Delaware | Employed Full Time | Oversee the educational plans and assessments of all students with special needs |
| Student Services Teacher | Certified in Special Education in Delaware | Employed Full Time | Provide special education push in and pull out services to students with IEPs, monitor progress, participate in IST |
| School Psychologist | Certified in Delaware | Contracted Part Time | Evaluate student skills and cognitive needs and assess students' progress for IEP development |
| School Nurse | Certified in Delaware | Employed | Provide student healthcare and physical accommodations as needed |
| Special Education Support Aide | Trained in Special Education | Employed as needed | Provide learning support to students with IEPs and assist with |

| | | | |
|------------------------------|-----------------------|----------------------|---|
| | | | classroom management with Student Services Teachers |
| Occupational Therapist | Certified in Delaware | Contracted Part Time | Provide physical therapy to students as needed |
| Speech Therapist/Pathologist | Certified in Delaware | Contracted Part Time | Provide speech and hearing therapy services as needed |

h. All staff will receive training in all applicable state and federal laws related to the identification, evaluation and education of students with disabilities, with mandatory workshops devoted to IDEA, Child Find, and the DE Admin Code held each summer in the professional development session prior to the start of school. These workshops will include discussions of participation on Intervention Support Teams (IST), RTI methods, curricular adjustments and accommodations for students with special needs, pull-out and push in special education services, and related topics.

i. Freire Wilmington will meet all of the requirements of 14 DE Admin Code § 900.925.22 in attempting to ensure that we have parent participation in the development of each student’s IEP. If a parent refuses to participate in an IEP when such a meeting is called, or refuses to allow the development of an IEP, the school will not create an IEP. However, we will make every attempt to involve the parent and invite them to participate, even if only by phone. If the parent will not cooperate in the development of an IEP, the school will still provide services to the greatest extent possible to provide the Least Restrictive Environment and Free and Appropriate Public Education to the student.

j. We do not anticipate that we will have many students who will participate in the DCAS Alternate Assessment (DCAS Alt1) if any, as these assessments are for students with only the most severe cognitive impairments. However, we will be prepared to serve those students, and we will be prepared to provide the DCAS Alternate Assessments in Math, Reading, Science and Social Studies in the Fall and Spring, when available. Our Special Education certified teachers will be trained in the administration of those tests, and will provide that administration, with any associated accommodations specified in each particular student’s IEPs. The Student Services teachers and the Director of Student Services will all be trained in the interpretation of DCAS Alternate Assessment results, in order to understand how best to use those results when evaluating the student’s progress relative to their IEP and to the state standards.

k. All testing of students with IEPs and/or 504 plans who require particular testing accommodations according to those plans will be overseen by the school’s Director of Student Services. The school will train all Student Services teachers and the Director of

Student Services in the use of accommodations for student testing, particularly with regard to the DCAS and Smarter Balanced tests. The accommodations will be marked on the individual tests, where appropriate, and the Student Services teacher assigned to the student's grade will work with the classroom teacher to provide those accommodations.

3.

a. A Delaware-certified ESL teacher (in accordance with DE Admin Code 14.1500) will oversee the identification, planning, English instruction, and accommodation in testing and in regular classrooms of English Language Learner students at Freire. We will follow the US Department of Education's guidelines for the 6 steps of ELL student service: (1) School enrollment; (2) identification of students possibly needing accommodations, beginning with the Home Language Survey; (3) Provision of ACCESS test to determine English Language Learning needs; (4) Provision of ELL services in and outside of regular classrooms; (5) Reassessment and transition out of ELL services; and (6) Monitoring of participation in the regular academic program and success relative to the curriculum. Upon enrolling in the school, students will be given a home language survey inquiring which language is spoken at home. If the language spoken at home is anything other than English, students are then provided with a screening exam - the WIDA Access Placement Test or (WAPT). The WAPT test is provided by the state of Pennsylvania and its purpose is to identify students who may be candidates for English as a second language (ESL) and/or bilingual services. The WAPT exam will also determine the academic English language proficiency level of students new to a school or to the U.S. school system in order to determine appropriate levels and amounts of instructional services required. Based on the scores on the WAPT exam, students will be placed into the appropriate English learning level. Students will be assigned to one of 6 levels identified below, which correspond to levels identified in ACCESS English proficiency exam results:

ESL 1 - (entering) - These students have just recently arrived in the US within the past academic year without much English language instruction and test at the lowest level on the WAPT screening test.

ESL 2 - (beginning) - These students have some social language proficiency and some, but not extensive, academic language proficiency in English

ESL 3 - (developing) - These students have social language proficiency and have acquired some literacy in English yet are not at grade level proficiency.

ESL 4 - (expanding) - These students have social language proficiency and have acquired some literacy in English and are approaching grade level but still need assistance in the core content areas.

ESL 5 - (bridging) - These students are about to reach (or have reached) grade level proficiency in English and are approaching grade level literacy in the core content

areas. These students will likely meet the state's exit criteria for support services by the end of the academic year.

ESL 6- (reaching) – These students need minimal support and will take all regular classes, although their academic performance will be monitored closely to ensure they are able to learn at a high level.

Parent Notification: Parents of ELL students will be notified of the reason for placement in ESL, the method of instruction and what is required for the student to exit the program, within 30 days of the beginning of the school year or with 2 weeks of entering during the year (in accordance with No Child Left Behind). The parents will be given the option of declining their child's participation in the ESL program.

b. Freire will use a structured immersion model with separate, supportive ESL class periods, taught by certified ESL teachers trained to work collaboratively with regular classroom teachers. This model has been demonstrated to be effective provided that the school has strong professional development schoolwide that encourages teacher collaboration- which is one of Freire's strengths (Ramirez, J. D., Yuen, S. D., & Ramey, D. R. (1991). Longitudinal study of structured English immersion strategy, early-exit, and late-exit transitional bilingual education programs for language-minority children. San Mateo, CA: Aguirre International; Tikunoff, W., Ward, B., van Broekhuizen, D., Romero, M., Castaneda, L.V., Lucas, T., & Katz, A. (1991). A Descriptive study of significant features of exemplary special alternative instructional programs. Washington: U. S. Department of Education, Office of Bilingual Education and Minority Languages Affairs). The structured immersion classes will be provided for students with the most need for intensive English support, while the majority of support will be provided in regular classes in a format developed and taught jointly by regular classroom teachers and certified ESL teachers. The intensity of intervention is dependent on the particular level of intervention to which a particular student is assigned.

c. All ESL-enrolled students will be assessed at least annually using Delaware's English Proficiency Assessment (LAS Links), to determine their progress in the program or whether they are able to exit the program (based on their level, as identified above). Some students may be exempted from individual DCAS tests, and some students may take the test with accommodations, including: (1) allowing the directions and questions to be translated into a student's native language; (2) allowing the student to use a bilingual dictionary for the test; (3) allowing the student to take the test in a location separate from his/her peers; (4) allowing the student additional time to complete the test or take extra breaks from testing.

d. Students whose English language skills are such that they are able to succeed in regular academic classes (levels 4 , 5 and 6), will begin to transition out of the program, with less time spent in ESL English immersion classes and more time in regular classes with ESL teacher-provided support and accommodations. The annual test results and progress monitoring assessment results will be reviewed carefully at least once a year

to determine placement. Students making fast progress in English may be provided an English language assessment at any point in the year, and transitioned out of ESL based on their level of performance on that assessment.

e. Cultural awareness- of one's own culture and of the cultures of others around each student- is a central teaching point of our school. Our school's teachers and ESL coordinator will work with each ELL student to learn the particulars of Freire's school culture and of the Wilmington, Delaware and American cultures as part of their ESL classes and social studies classes, in addition to the emphasis on cultural awareness in the core curriculum. Parents are invited regularly to participate, and we will work to ensure that parents who speak non-English languages can be provided an interpreter that will help them to participate in school activities and learn the culture of Freire and of the context of our public school in the larger Delaware and American cultures.

f. Freire will appoint a migrant student liaison in the school- likely to be our federal programs coordinator- to identify and work with migrant students and their families. We will provide screening questionnaires for entering students to help to identify migrant students and provide coordinated services for them with other agencies in accordance with the federal Title I, Part C Migrant Education Program.

4. A full description of the RTI intervention program that will be used at Freire and how it will be used with students at risk (i.e., with disabilities) and students performing below grade level is provided in section 1.3.3 above. The particular research based interventions that will be used with the RTI include the following:

- Curriculum: Scientifically based curriculum aligned to Delaware standards (including Next Generation Science Standards, Core Curriculum Content Standards in English and Math)
- Assessment: Summative assessments in the DCAS system, with alternative forms and accommodations, where necessary, that are directly linked to the state's standards
- Formative assessments in the form of ACT college preparedness standards and national norms
- Curriculum based assessments as benchmarks during the school year linked to the standards in all areas.
- Instruction: Differentiated instruction with project based learning and small grouping to support differentiation. All teachers trained in curriculum differentiation, with individual learning plans for all students.
- RTI: Tier 2 and Tier 3 interventions involving intensive, small group tutoring linked to the standards with certified teachers.
- Joint Planning: Parent and student participation in student planning and goal setting, with trained IST teams led by Special Education teachers and Grade level counselors.

5. See the section on transition planning and services in section 1.3.2 above.

6.

a. Freire Wilmington will not target gifted students specifically, but we do intend to serve students who meet the current definition under Delaware's Education Code 14, which includes students who are "identified by professionally qualified persons who, by virtue of outstanding abilities, are capable of high performance" and need an adjusted curriculum to help them meet their potential. Those who are "capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas: 1. general intellectual ability, 2. specific academic aptitude, 3. creative productive thinking, 4. leadership ability, 5. visual and performing arts, and/or 6. psychomotor ability (Maryland 1971)." We will be following the research-based practices of accelerating curriculum (e.g., allowing students to take a higher level of mathematics than their peers), flexible grouping and providing accelerated learning choices within regular classrooms, allowing the students to choose their own learning paths and activities within school or in internships or afterschool activities, allowing students to tutor others in the tutoring Centers, and similar activities that stretch them to their potential (Smutny, J., 2000, Teaching Young Gifted Children in the Regular Classroom, Eric Digest, US Dept of Education).

b. All of our students are provided Academic Advisors at each grade level (5 across the 5 grades) who are responsible for assisting with the development of individual learning plans for all of our students and who work closely with a special education certified teacher who is also assigned to that particular grade. The Student Services teachers and Academic Advisors will all receive training in developing plans for, monitoring plans for and working with gifted students. The Advisor and Student Services teacher at the individual gifted student's grade level will be responsible for developing, monitoring, and ensuring implementation of that student's learning plan.

c. The educational trajectories of gifted students will be assessed and monitored using the same assessment system of "non-gifted" students in the school- Smarter Balanced Assessments, DCAS, and Explore/Plan/ACT. Gifted students' progress will be evaluated through their individual learning plans, which are overseen by a combination of administrators, regular classroom teachers, grade level counselors and, where necessary, grade-assigned Student Services teachers.

7. Freire Wilmington will meet all of the requirements of the McKinney-Vento Homeless Assistance Act of Title 10 and Delaware's Title 14 Section 901 in order to ensure that all of our homeless students are appropriately identified by the school so that they are provided the resources that they need to fully benefit from the educational opportunities that are provided by the school in a manner similar to their non-homeless peers. Specifically, the school will appoint a trained LEA Homeless Liaison on the staff at the school who will be responsible for coordinating with local agencies and communicating with parents to ensure that the students are identified as homeless as quickly as possible and resources are coordinated in the community to support those students. The Homeless Liaison at Freire will receive training in the federal and Delaware laws that apply to homeless students and in coordinating services for

homeless students with local agencies that serve those students (homeless shelters, food banks, etc.). Our goal will be to ensure that Freire's homeless students are not stigmatized nor seen as in any way deficient in comparison to their non-homeless peers.

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

1. Freire Wilmington anticipates serving students in grades 8 to 12, with 112 students per grade level. For the 2015-2016 school year, Freire will start with grades 8, 9, and 10 and then add a grade each year. After adding grade 12 in 2017-2018, Freire will be at its maximum enrollment of 560 students.

2. Students currently in grades 6, 7, and 8 will be our future 8th, 9th, and 10th graders in the 2015-2016 school year, and Freire will start its marketing campaign upon submission of its charter application. Unlike other charter schools that have applied before us, Freire is already a highly successful charter school operator. Freire has fifteen years of experience and solid results to share with prospective families seeking a better educational alternative for their child. Comparing our Freire Philadelphia college participation rates to Delaware public high schools, Freire sends more kids to college than any other public high school in Delaware. While New Castle County may have a saturation of school choices in terms of quantity for parents, there is not a saturation in terms of quality. As we share our success with parents, Freire does not anticipate having a problem filling its seats at its Wilmington campus.

Examining 2010 Census data also provides evidence for Freire that a market exists for our school. In Philadelphia, a city of 1.5 million, Freire competes with 88 other public high schools, which breaks down to one high school for every 17,340 people in Philadelphia. Northern New Castle County, with its eight county subdivisions of 437,462 people, has 17 public high schools, which breaks down to one high school for every 25,733 people. Thus, Wilmington and its surrounding communities offer more potential families than Philadelphia does. And, in Philadelphia, Freire—with its freshmen class of 160 kids—has a waiting list in the hundreds every year.

3. Freire serves all kids. Period. Freire is not in business to have special catchment areas or special admissions tests to keep kids out. In Philadelphia, our student body is 99% students of color, 84-88% low income, and over 15% special education. Most Freire students enter our doors well below grade level. Freire seeks to serve a similar group in Wilmington, as this honors the work of our namesake, Paulo Freire.

In terms of student recruitment and marketing, Freire Wilmington has secured both the financing and the local connections to spread the word about our new school far and wide. Using a \$100,000 grant from the Longwood Foundation (with an additional \$300,000 available in matching grants), Freire will advertise throughout the City of Wilmington and its surrounding communities. Ad possibilities include the News Journal, local billboards, and DART buses/shelters. Freire Wilmington has also made important connections with the leadership of the West End Neighborhood House, World Café Live at The Queen, A.I. Du Pont Children's Hospital, YMCA of Delaware, and local

civic associations. Through these community partners and more to come, Freire Wilmington can reach thousands of Delawareans to spread the word about its opening.

Freire Wilmington has also secured donated downtown office space in a highly visible location. With a home base in Wilmington, Freire Wilmington founders will conduct a grassroots campaign to reach as many folks as possible via local stores, salons, restaurants, churches, gyms, and other establishments. Freire will also submit press releases hoping to attract media coverage.

Lastly, Freire Wilmington will produce outreach material in Spanish for families with English language barriers.

4. Please see Attachment 7 for Freire's Enrollment and Withdrawal Policy.

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

a. Freire Charter School's approach to student discipline is based upon the school's Code of Conduct, which is included as Attachment F, in keeping with the school's Cultural Principles (See Attachment E).

We believe that a positive learning environment that sets high academic expectations, keeps all students engaged in their learning, and maximizes time on task encourages students to step up and take ownership of their learning. This, in turn, prevents and minimizes behavioral issues that might otherwise lead to disciplinary action. We seek to create this type of environment at Freire Wilmington.

b. Freire Charter School is committed to ensuring that all staff members receive full and appropriate training to understand how to interpret and enforce the school's Code of Conduct, as well as understanding all state and local laws related to the discipline of students with disabilities.

In order to ensure this compliance, we will offer specific trainings to all new teachers, administrators, and staff members each fall, with ongoing professional development and training on state and federal statutes and regulations related to the discipline of students with disabilities.

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

1. Social Justice experience and college readiness preparation are two central mission-specific goals of Freire Wilmington. One goal of the school is therefore to ensure that 100% of graduates will have successfully completed an action research project based on the ideas of social change and social justice (The Social Change Project), in which they spend a significant amount of time during the year working on an interdisciplinary project that requires them to engage in social justice-based inquiry, writing, and action.

2. We are expecting to serve primarily students considered at-risk of academic failure- urban minority students who have struggled to meet the state's rigorous academic standards before coming to Freire. However, since we believe these students will comprise the majority of our students, we will not have separate performance goals for these students other than the goals we have set for the school as a whole (See section 1.3 above). We expect that by the 3rd year of the charter, we will be able to meet the DCAS goals established in the school's performance framework. The only goal that we have modified from the framework is the high school graduation target. We have set a Year 4 (first year of high school graduation from Freire) of 84%, based on our experience of urban student progress at Freire Philadelphia, and the fact that the overall high school graduation level for all of Delaware as of last year was only 78%, including suburban and rural middle and higher income students. Also, because our school is oriented toward preparing our students for the ACT tests, we have substituted an SAT equivalency combined scores of 22 for the SAT combined target of 1550, with at least 60% of our students reaching that target.

3. The culture of Freire Charter School in Philadelphia is highly data-driven, with data from student performance, school finances and budget and student behaviors continually being collected, reviewed by leadership team and teachers in grade level, subject area and schoolwide teams, and plans for individuals and groups of students and teachers being adjusted based on the identified needs of the school. We will bring this model and our nearly 15 years of experience to Freire Wilmington in establishing this school, along with some of the experienced staff who will help to guide the implementation of the model. The Board will ultimately be in charge of ensuring that the school meets and is on track to meet its targets as identified in the Organizational Framework and specified in section 1.3 above. The Board will discuss targets and data as the information is provided to them in quarterly meetings. The leadership team will meet weekly to discuss school performance data and make adjustments to the academic program as necessary to meet the targets. In addition to the DCAS-focused academic goals and targets identified in the Organizational Framework, the school has set ACT-testing-system-related targets for our interim assessments that are aligned with our college-readiness mission. We have also set a target of 100% demonstration of proficiency on the year-long interdisciplinary Senior Social Change Project. These are described in more detail in section 1.3 above. The ACT system targets are provided again in the following table.

Freire Wilmington Spring Targets for ACT Testing System (60% receive stated score or higher)

| Grade | Math | Reading | Math/Reading Combined (average) | Writing | Science |
|------------------|-------------|----------------|--|----------------|----------------|
| Eighth (Explore) | 14 | 14 | 14 | 14 | 14 |
| Ninth (Explore) | 16 | 16 | 16 | 16 | 16 |
| Tenth (Plan) | 18 | 18 | 18 | 18 | 18 |
| Eleventh (ACT) | 21 | 21 | 21 | 21 | 21 |
| Twelfth (ACT) | 22 | 22 | 22 | 22 | 22 |

From Build the Future’s (Freire’s CMO) Director of Quality Assessment, scores and outcomes vis-à-vis goals will be collected and presented quarterly.

4. Freire Charter School’s staff is constantly engaged in analysis of student data to ensure that each student is meeting his or her academic potential. Student data is a powerful tool in the instructional cycle and provides valuable insights to instructional staff and school leaders throughout the school year. Freire Charter School uses a variety of measurement and evaluation tools in order to assess the academic progress of individual students, student cohorts, and the school as a whole periodically. A chart displaying these tools and how/when they are used is included below, with descriptions of each tool and its audience following.

| | During School Year | End of Academic Year | Term of Charter Contract |
|----------------------------|---------------------------|--|---------------------------------|
| Individual Students | Quarterly SAM Reports | Spring DCAS Scores; Spring ACT/PLAN Scores | Charter Contract Goals |
| Student Cohorts | Quarterly SAM Reports | Spring DCAS Scores; Spring ACT/PLAN Scores | Charter Contract Goals |
| Whole School | Quarterly Dashboard | End-of-Year Dashboard | Charter Contract Goals |

- Quarterly Student Achievement Modeling (SAM) Reports: Starting in 2013, Freire Charter School has worked with a company based in Philadelphia called Nesso. Nesso’s Quarterly SAM Reports provide a real-time assessment of student growth four

times throughout the school year, based primarily upon students' performance on benchmark exams. Nesso's SAM Reports show teachers how their individual students are performing compared to the growth goals for those students, and the reports also provide teachers with information about how the academic performance of each of their class sections compares to Nesso's projections. A sample Nesso SAM Report is included as Attachment G.

- **Quarterly Dashboard:** On a quarterly basis, Freire Charter School's Board of Directors and school leadership will receive a dashboard tracking the school's performance levels as measured by key performance indicators such as daily attendance, Code of Conduct violations, participation in after school activities, and student academic growth as measured by quarterly SAM reports. Our Quarterly Dashboard reports are currently in development for our Philadelphia campuses, and the one used in Wilmington will be modeled upon these reports, with modifications to reflect the unique Wilmington landscape as needed, including correlation to the Charter Contract Performance Goals outlined in above.
- **Spring DCAS Scores:** Spring DCAS scores will be used to analyze how students who took the DCAS in the fall have grown over the course of the academic year. Results from these exams will also provide teachers insight into where their students are academically, per the Delaware standards and the Common Core. Data from the DCAS will also be used to inform the development and implementation of instructional interventions as needed.
- **Spring ACT/PLAN Scores:** The ACT series of assessments is a nationally-normed series of assessments with clear college readiness benchmarks. Results from these assessments will be used to analyze how our students compare to their peers and will help Freire teachers and school leaders ensure that students are on track to be successful in college, providing instructional staff and school leaders with the data necessary to implement interventions as needed.
- **Charter Contract Goals:** In the course of creating this charter application, the Founding Group of Freire Wilmington has created the performance goals outlined above. These are the Charter Contract Goals Freire Charter School has pledged to meet by the end of its initial charter period, and how the Founding Group and Board of Directors will evaluate success.

5. Freire Charter School prides itself on its ability to act swiftly to make adaptations and adjustments to programming and instruction based upon student data. Instructional staff and school leaders examine student data throughout the school year on an ongoing basis during professional development (see Professional Development calendar). In particular, during the first few years of operation in Wilmington, Freire will be engaged in a near-constant process of refining and improving our curriculum and program in order to best serve our students. In order to do this, the school's Leadership Team and Professional Learning Community will be crucial to the process of translating student data into recommendations for action.

At our Philadelphia campuses, Freire has consistently built a culture of academic excellence through the expectation of constant improvement and innovation. We hold high expectations for students and staff and take corrective action as a result of identified needs based upon available data. An example of this is available in Section 2.5, Portfolio Review and Performance Record, Question 3.

6. Freire Charter School will base its use and monitoring of state data systems upon the specifications of the Delaware Charter Performance Framework, utilizing information from state data systems such as DCAS Online, eSchoolPLUS, IEPPLUS, the Insight Data Dashboard System, DEEDS, online databases required for implementation of the DPAS System, and the FSF Accounting System to support informed decision-making at the school level.

Furthermore, the school will comply with state regulations regarding the submission of an annual report, annual financial audit, and the complete and on-time submission of financial reports, including annual budget, revised budgets (if applicable), periodic financial reports as required, and any additional reporting requirements in the event that the Board of Directors contracts with an education service provider (as proposed in this charter application, Section 2.5).

1.5 Staffing 14 Del. C. § 512 (6)

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

1. Please see Attachment 8.
2. If and when this charter application is approved, Freire Charter School will create a non-profit charter management organization (CMO), titled Build the Future. The governing boards of Freire Charter School Wilmington and Freire Charter School Philadelphia will contract with Build the Future for management services (see Section 2.5 of this application). The need for the creation of Build the Future will arise in this situation since Freire Charter School currently operates schools in Pennsylvania, and the approval of this charter application would establish a campus in Delaware. The creation of Build the Future will ensure that public funds from Pennsylvania and Delaware are used appropriately to educate students from Pennsylvania and Delaware, respectively.

An organizational chart showing Build the Future's role in the organizational structure of the school is included as Attachment 8. The CEO of Build the Future and Board Presidents and Heads of School will work closely to keep the relationship between parties legally sound and thriving.

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

1. The relationship between Freire Charter School Wilmington and its employees will be governed by the following:
 - Employment laws: Freire Charter School's hiring practices and employment policies comply with the following statutes: Equal Employment Opportunity, the Americans with Disabilities Act, and Section 504 of the Rehabilitation Act of 1973.
 - Freire Charter School's Policy Manual: Our current Policy Manual is included as Attachment H. Contingent upon approval of this charter application, our existing Policy Manual will undergo comprehensive review by legal counsel in order to ensure compliance with local and state laws and regulations.
 - Employment contracts: Freire Charter School currently utilizes employment contracts for all staff members. Contracts outline the expectations for staff, as well as compensation and the duration of the contract. Each spring, staff members whose contracts are set to expire at the end of the academic year undergo a "360 Degree" Evaluation process (see question 5 below for further details on this process). While we will use contracts for all staff members, all contracts Freire Charter School issues in Philadelphia and Wilmington will contain a clause stating, "Employment with the School is on an at-will basis, which means that either you or the School may terminate the employment relationship at any time with or without cause."

2. After conferring with Riccardo Stoeckicht, CEO of the CEB in Wilmington as well as with DE charter school accountant Michelle Lambert, we have determined that the average starting teacher's salary for Freire Wilmington will be approximately \$38,000 and that all staff will receive group health insurance medical, dental and vision benefits at no additional cost. Pensions will be established through the DE pension system and all DE requirements will be met as outlined by law. Salary increases will be based on record of personal and institutional progress on performance goals. Salary increases will occur most likely at the time of contract renewal but can occur at any time

Freire will do all it can to retain high performing teachers and staff members, as this will be the most critical piece to attaining our mission. As such, we will reward staff members for their high performing accomplishments both with additional financial compensation and expanded leadership and growth opportunities. Further, Freire will work hard to secure its educational value and track record of helping students achieve higher than anyone thought possible, and in so doing, intends to attract the best and brightest talent possible to our Wilmington campus.

3. Recruitment of staff for Freire Charter School's Wilmington campus has already begun, albeit informally. We will recruit staff from local colleges and universities, alternative certification programs such as Teach for America, and through other networks. We will post all open positions on local and national job websites to ensure that we attract highly-qualified and effective staff. All professional staff will be required to participate in the Delaware Education Data System (DEEDS) to ensure accurate credentialing. If teachers are hired from alternative certification programs or have received emergency certification, Freire will ensure that they have met the following requirements: (1) successfully passing the Praxis I and (2) possessing a nationally-accredited degree in their area of instruction. While it is rare for Freire Charter School to hire uncertified teachers, any uncertified instructional staff will have to pass the Praxis II exam.

Freire Charter School has a rigorous application and selection process for all staff members. Prospective instructional staff members will submit a resume, cover letter, sample lesson plan aligned to the Common Core, and contact information for three professional references. Staff members screen incoming applications to determine applicants' alignment with Freire values and expectations. Selected applicants then participate in 30-minute phone screens with Freire staff to further determine applicants' propensity to fit in at Freire. Finally, a portion of applicants are invited to participate in an in-person interview with Freire staff members. Teaching applicants are invited to conduct a demonstration lesson and meet with school leaders. Applicants for other positions are invited to meet with school leaders and complete a scenario-based task as part of their interview process.

Just as Freire's incoming students participate in a Summer Clinic prior to the start of the school year, Freire's incoming staff members participate in a week-long orientation program in August prior to the school wide professional development. This orientation program formally introduces the incoming staff to Freire's Instructional and Cultural Principles, Code of Conduct, and other expectations (see Attachments D-E-F). The program also gives new staff members the opportunity to ask questions and get to

know school leaders and mentors. Freire Charter School's teacher induction program continues throughout the first year of a staff member's work at Freire.

4. Freire Charter School's Policy Manual (Attachment H) contains the school's existing human resources policies. If this charter application is approved, we will conduct thorough review with the assistance of legal counsel to ensure that all existing policies are compliant with state and local regulations and statutes in Wilmington. At present, all offers of employment at Freire are contingent on the following: Confidentiality Commitment, Signed Sexual Harassment Policy, Child Abuse Clearance, FBI Fingerprint Check, State Criminal Background Clearance, Signed Anti-Bullying Policy, Contact Information Form, IRS W-4 Form, IRS I-9 Form, Payroll Form, and Professional Reference Checks.

Freire's Policy Manual (Attachment H) also contains the school's existing policies and procedures governing dismissal of staff. If this charter application is approved, we will conduct thorough review with legal counsel to ensure that all existing policies are compliant with state and local regulations and statutes in Wilmington.

Any decisions that Freire Charter School makes regarding the hiring and dismissal of staff are driven by the best interest of our students and by the desire to provide a safe, engaging school environment for students and the staff.

5. Freire Charter School has an existing teacher observation and evaluation process, and we intend to use this process for all teaching and instructional staff at our Wilmington campus, pending approval and/or modification by Delaware legal counsel.

The teacher evaluation process currently in use at Freire Charter School is based on the "360 Degree Review" model includes the following elements: written self-evaluation, formal observation and evaluation by direct supervisor, two peer observations and evaluations, several informal 5x5 walkthrough observations, student surveys, parent surveys, and student performance on standardized and benchmarked tests.

Feedback and areas of growth are identified and incorporated into staff member's next year. Specific goals are set and professional development targeted to help meet those goals.

In addition to our existing teacher evaluation process, Freire Charter School will also utilize the Delaware Performance Appraisal System (DPAS) for all first-year teachers, as required by Delaware Code and regulation.

6. Performance of Leadership Team

The governing board of Freire Charter School Wilmington will contract with Build the Future, a nonprofit charter management organization. One of Build the Future's key areas of responsibility to the school's governing board will be around the accountability of the school's leadership. Build the Future will have oversight of the school's leadership, and will have the responsibility for developing and training the Leadership Team. If there are ever issues with the Leadership Team's performance, Build the

Future will create interventions and, if necessary, recommend termination. In the event of a vacancy on the Leadership Team, Build the Future will determine selection criteria; select and interview final round candidates; and nominate a candidate to the school's Board of Directors. Further details of this relationship are stipulated in the draft management agreement (Attachment 18).

Performance of Instructional Staff

Freire Charter School operates with the philosophy that everyone in our community, at every level of the organization, should be constantly learning and improving. This carries over to our instructional staff. If and when gaps in educator performance become evident, it will be the responsibility of the Head of Academics and the Head of School to intervene with resources, mentoring, professional development opportunities, coaching, and other steps to assist teachers in acquiring the new skills they need to be successful. If, over time, it becomes clear that an educator does not fit well within the Freire Charter School philosophy and/or mission, that educator may be terminated. Any decisions that Freire Charter School makes regarding the hiring and dismissal of staff are driven by the best interest of our students and by the desire to provide a safe, engaging school environment for students and the entire staff.

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

1. Professional development will be responsibility of the Head of School, the Head of Academics, and the Head of Academic Supports in partnership with Freire Wilmington's CMO, Build the Future. Professional development at Freire is more than just teacher-centered PD. All staff members create our community of learners, and thus, the school leadership shares in the development, execution, and evaluation of professional development. Whether the topic is effective teaching or creating a safe school culture, professional development is focused on giving Freire students the best learning environment possible so that students can achieve at their highest levels.
 - a. Before the first school year starts, all staff will participate in a Freire induction that runs for eight and a half school days, for seven and a half hours each day. Topics include the following: Freire Operating Values, Review of Freire Policies and Procedures, Review of Roles and Responsibilities/Organization Chart, Stories of Our Students, School Culture, Technology Training, Effective Teaching, Staff Evaluation Process, Employee Benefits, State Assessments, Special Education, Using Data to Drive Instruction, the School Schedule, Common Core, School Safety, Vertical Planning Teams, and the Meaning of College Prep. Members of the Freire Philadelphia team will join here in helping train the Freire Wilmington staff.
 - b. Once the school year is underway, the school calendar is structured so that Professional Development happens roughly every other Friday. Most Fridays will be half-day PDs (thirteen in Year 1) with some being full-day PDs (two in Year 1). Several PDs will have built in planning time with either a teacher's grade level or his content area—or both. In the daily schedule, four classes is considered a full-time teaching load so teachers will have two preps to use to work and plan together.

c. Professional development is central to Freire as a college prep school focused on college readiness benchmarks. With the curricular supplement QualityCore from ACT, Inc., Freire will have access to professional development from ACT to help teachers align their content to college and career ready skills. Using ACT's EXPLORE/PLAN/ASPIRE or a similar nationally-normed assessment, Freire teachers will have critical interim and summative assessment data at their fingertips to hone instruction. Data from these and other assessments will guide many PDs so that Freire leadership and the teachers know students are getting what they need, and if not, we will implement change swiftly. This type of student data also serves as one of many factors used to evaluate a teacher's job performance as school leadership can gauge success against clear indicators of quality implementation and the impact on student achievement. Identified needs are transferred to a measurable set of goals between the Head and staff member.

d. Of course, the overall professional development program will be evaluated as a whole. The adult learning experiences that occur during professional development need to transfer into observable changes in classroom instruction, and by extension, increases in student performance. Freire's "return on investment" in its PD can be gauged against indicators such as state assessment scores, graduation rates, and college participation rates. Further, staff members themselves will critique the effectiveness of professional development at each year's end. School leadership will use the critiques to improve next year's professional development.

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

Charter Management Company

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 in addition to the application narrative. The Supplement includes the Highly Successful School Operator Capacity section as well as the Portfolio Review and Performance Record section.

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

1. The corporation “Freire Charter School Wilmington, Inc.” was incorporated on October 1, 2013 with Kelly Davenport as its incorporator. The names of corporate officers are: Gerald Escovitz, John Pierson, Hal Real, Henry Smith and Felicia Wenell.
2. See Attachment 9.
3. See Attachment 10.

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

1. Freire understands the responsibility for decision making to be shared by school personnel, parents, and students, and the board. It is the intersection of each of these stakeholder groups (parents, board and community members, staff and students) and how their voices are sought and heard by school leadership that will govern the school. Each stakeholder group will operate its own individualized governing body. These separate bodies will come together around issues that matter, sending delegates from each group to larger all-school meetings led by Freire leaders.

Parents and students will participate in decision making through their own respective organizations as well as through participation at board meetings. Not only will parent representatives serve on the board of directors, but in addition, student government will send two of its members to sit on the board of directors in an ex officio capacity. Parents and students will also be invited to participate in task forces and as advisors on issues that will arise as well as annual progress review and evaluation meetings. Parent and student representatives will be invited to serve on staff recruitment and hiring committees by the Leadership Team, which will consist of the Head of School, Head of Academics (leading all things related to teaching and learning) and Head of Academic Supports (leading school culture, discipline, sports, extra-curriculars, family therapy, etc.).

Parents and guardians of current Freire students will establish and be invited to join a Parents and Friends of Freire group. Membership in this body will be open—and encouraged—for all current (and past) parents and guardians of students at Freire, along with other interested community members. Once organized, the Parents and Friends group will schedule, announce and hold regular meetings for the purpose of supporting and advancing the school. Specifically, the Parent and Friends of Freire will:

carry out tasks delegated by the Board of Directors (i.e. conducting parent surveys; Implementing new parent initiatives, etc.); serve as a vehicle through which parents can provide collective input or bring concerns to the Board, administration and staff; and pursue an agenda that comports with Board and school priorities for strengthening and improving the school.

Freire students will have many opportunities to develop decision making and participation skills that will benefit them and the community. These opportunities will prepare students for the types of organizations in which they will participate one day in college as well as in society. Student representatives will be members of Freire's Board of Directors (in ex officio capacity). Students will also be asked to form a student government, facilitated and overseen by a Freire staff member. The student government will be charged with: obtaining and presenting input from the collective student body on school affairs; developing and implementing an agenda of activities in support of school priorities and coordinated with the Board of Directors to further interests and goals of the student body, and to advance and improve the school, and meeting with elected officials and community members when requested to share the Freire mission and vision.

Freire faculty will be invited to participate in the "Professional Learning Community" entitled the PLC that will explore policy and practice-related issues that focus on teaching and learning. Any and all staff can attend, the Leadership Team will convene and lead these meetings where all staff has an equal voice.

Moreover, as Freire is a school that stands firmly on the idea of nonviolence and teamwork, students will learn to resolve conflict and tension, both of which are inevitable inside the functioning of any given governing body. As these students are called upon to lead their peers and connect with the governance of the school, they will apply these skills directly in their interactions.

The Freire Board of Directors will hold as its primary focus keeping the mission thriving as well as serving as the ultimate fiduciaries of the school. More specifically, and using The National Association of Independent School's "Trustee Handbook" (DeKuyper, 2003) as a guide, the Freire Board will: adopt a clear statement of the school's mission, vision and strategic goals and establish policies and plans consistent with this statement, review and maintain appropriate bylaws that conform to legal requirements; assure that the school and board operate in compliance with applicable laws and minimize exposure to legal action; recognize that its primary work is long-range and strategic; conduct annual evaluations for the school, head of school and the board itself, engage proactively with the Head of School in cultivating and maintaining good relations with school constituents as well as the broader community and model the school values at all times; accept accountability for the financial stability and financial future of the institution; and participate actively in fundraising.

This governance structure weighs the separate stakeholder groups (students, parents, community and board members, and staff) equally. Where appropriate, separate groups will make decisions as contained inside their group facilitated by the

Head of School. Also where appropriate, the Head of School will convene these groups to make joint decisions.

2. The Board of Directions will maintain controlling legal power and responsibility for the school. The Freire Charter School Wilmington Board of Directors will discharge its power and responsibility by functioning primarily as a policy-making body and delegate day-to-day administration to the Head of School, and through the Head of School to the Leadership Team. Inside its policy-making role, the Board will follow DeKuyper’s list of Board duties and powers as described in the governance section directly above.

The Freire Charter School Wilmington Board of Directors will be composed of from five (5) to fifteen (15) members: founding group representatives, community partners and representatives, current Freire students, parent(s) and educator(s). The Board of Directors will establish the following positions. Board officers will be a President, Vice President, Secretary and Treasurer. Committees will include Executive (made up of all officers of the board as well as one additional member appointed by the President), Audit, Governance, Fundraising, Safety, and Education. Members of the Board will reflect the diversity of cultural, academic, and professional expertise that is essential for fulfilling the school’s unique mission in Wilmington.

The Freire Wilmington Board of Directors will be linked to the daily actions, decisions, data and results mainly through the connection between the Head of School, CEO for Freire’s Charter Management Organization (Build the Future) and the President of the Board. “Funds should be available to support the Head of School’s personal development. Directors should also offer the head positive as well as negative feedback” (DeKuyper, p. 13). A yearly evaluation of the Head of School will be conducted by the Board and similarly, the Head of School and Board will need to conduct an evaluation of the Board’s function, all vis-à-vis the goals set forth by the school inside its governance process and led by Build the Future.

3. Roles.

| Name | Interest in and Qualification for Freire Board |
|----------------|---|
| Gerry Escovitz | Dr. Escovitz served many years as a Professor of Medicine and Vice Dean of the Medical College of Pennsylvania, where he combined clinical care, teaching and academic administration. He also assumed a leadership role in medical education nationally and internationally. He brings these experiences to the Freire Board, on which he has served since his retirement 12 years ago. He is knowledgeable in how educational institutions function and more specifically, has been instrumental in building the successful model of Freire Philadelphia. |
| John Pierson | John serves as head fundraiser for YMCA and therefore knows the philanthropic community of Wilmington. He is the parent of a Wilmington 10 th grader that attends a local public school, grew up in Wilmington. He understands the |

| | |
|----------------|---|
| | urgency in working to find positive, successful educational alternatives for our students in Wilmington. He also can serve to link Freire concretely to the Delaware YMCA. |
| Hal Real | Hal is the Founder and CEO of both World Café Live in Philadelphia and World Café Live at the Queen in Wilmington. He serves on multiple non-profit boards and is a real estate lawyer by trade. Hal lives in the Wilmington community. |
| Henry Smith | Henry currently serves as Deputy Cabinet Secretary for Delaware’s Department of Health and Social Services. Prior to coming to the Department of Health and Social Services, he spent fifteen years with Delaware’s Department of Services for Children, Youth and Their Families. Henry spent the first 18 years of his professional career working in higher education, and has been involved in public management for the past twenty three. He is an adjunct faculty member at Springfield College's School of Human Services Wilmington, Delaware campus, Henry routinely teaches courses in fiscal management, strategic planning, organizational behavior, leadership, and the economics of change. Henry graduated first from Union College in Schenectady, New York, and then finished his graduate studies at the University of Delaware. While studying in Sweden in the 1970’s, Henry met our school’s namesake, Paulo Freire, and has been inspired by his theory of education ever since. |
| Felicia Wenell | Felicia has been a middle school math teacher for the past four years at Stanton Middle School. She comes from a math background, and has delved deeply into the logistics of making a school work. She is an alumna of Teach for America and has helped Prestige Academy write its academic bell schedule. |

The Head of School and CEO of Build the Future will have a seat on all governing committees of the Board and will be expected to attend and lead all Executive Committee meetings. In this way, the two will work with the President of the Board to govern the school.

4. See Attachment 11.

5. As this dream to open a school together began to materialize, Kelly and Bill have worked together to select founding board members to join in their mission to build a safe, college preparatory high school in Wilmington. In its initial stages (probably the first several years if not longer), the Freire Board of Directors and Executive Committee will meet separately and each monthly. All other committees (Audit, Governance,

Fundraising, Safety, and Education) will meet according to the function they serve. Specifically, the Audit Committee will meet to hire the auditor, steer the audit from beginning to end, edit the final draft, and present to the board. All other committees will meet monthly, or more / less frequently depending up on the nature of their business and goals.

The Freire Charter School founding group will appoint the first Board of Directors. Members of the Board will reflect the diversity of cultural, academic, and professional expertise that is essential for fulfilling the school's unique mission in Wilmington. Once the initial board has been established, the Governance Committee will be activated to nominate new board members. Potential new board members will need to submit a resume, meet with the Head of School, be interviewed by the Executive Committee and attend a meeting of the full board of directors before joining the board. New members may only be added by a majority vote of the Board.

The Freire Charter School Wilmington will comply will all regulations, including The Freedom of Information Act. Among other requirements, it will make current and existing documents open to public inspection as required under FOIA. It will also designate an individual to receive any and all such requests and reply within the parameters set forth in the law. All regularly scheduled board meetings will be held in public, with official notification of the dates of board meetings being published in our weekly newsletter sent to parents and community members, our annual school calendar, and in the Delaware News Journal. Names of board members and their contact information as well as the dates, times and locations of our board meetings will also be posted inside the school itself.

Board members will be expected to attend all board meetings that they can, ideally in person, but otherwise as permitted by FOIA. Each board member will be a member of at least one board committee, and every board member is expected to a) actively spread the word about Freire Charter School Wilmington to friends, colleagues and family and b) make an annual contribution to the school.

6. The governing board will constantly seek to improve its effectiveness and capacity. First and foremost it will evaluate its own performance on an annual basis, searching for ways to improve its ability to support and govern the school. As part of its self-evaluation, the Head of School will give input to Build the Future, which will lead the charge. Regional consultants/experts may also be called on to evaluate and strengthen the functioning of the board. All evaluations will be done vis-à-vis a set of commonly held goals and outcomes. Concrete data will be gathered, shared and discussed.

Where identified to be necessary and through the Governance Committee, new board members will be sought inside the specific bodies of knowledge and expertise needed. Potential board members will be screened to identify each candidate's ability to provide strategic expertise, resources, and/or perspectives to ensure the board's fully capacity. Community members who are not board members will also be sought and invited into specific ad hoc areas of need. New board members will receive a zip file of any and all pertinent files about board membership once they have joined the Board. In addition, new board members will spend time with the Head of School, Build the Future's CEO, and the Governance Committee to understand the school's mission as well as expectations for Board membership. For all board members, legal training and

support as desired and as required under Delaware Law will be provided through the Delaware Charter Schools Network and specific legal and financial advice will be sought where deemed necessary by either the President of the Board or the CEO of Build the Future.

7. Board members will be identified and recruited by the Governance Committee of the Board. This Committee will be chaired by the Chair of the Board of Directors. The Head of School and Chair of the Board will work together along with the other committee members to ensure that board members are recruited and selected based on each one's ability to contribute to the school's mission and strategic vision and/or fiduciary duties. Once potential board members are identified, they will go through a series of steps from submitting a resume to meeting with the Head of School for a tour and interview to attending a board meeting, and being interviewed by the Executive Committee.

As soon as the charter is granted, the Board will begin official recruitment of additional members.

8. Freire will abide by the State Code of Conduct and will adopt and implement a conflict of interest policy for its staff, administrators and board members. Further, disclosures of potential conflicts of interest will be made as required by Delaware law.

Advisory Bodies [14 Del. C. §§ 512 (1), (2) and (6)]

1. Freire Charter School Wilmington does not intend to have an advisory body.

Grievance Process [14 Del. C. § 512 (9)]

1. One of Freire Charter School Wilmington's main goals is to ensure open lines of communication and partnership along with satisfaction from our parents and students. That said, should a parent/student have a grievance with the way the school conducts business, Freire will take their criticisms very seriously and do all to satisfy the unhappy party without diluting the school's mission.

In official terms, the school will encourage parents/students to come forward with their grievance(s) and share them directly with the staff member involved. If that does not resolve the problem, the school will then direct the parent/student/staff member to the relevant person on the Leadership Team. If still this situation has not been resolved, the Head of School will be brought in to hear the concerns of all parties and work to broker satisfaction. If, however, that still has not occurred, the Head of School will contact the Chair of the Education Committee of the Board. This committee will meet with the dissatisfied party, then conduct a full investigation and report their findings to the Chair of the Board. Together the Board Chair and Chair of the Education Committee will take appropriate action, yet if this still fails to satisfy the unhappy party, such party will then be invited to present in front of the entire Board. At all times during this process, the unhappy party's rights will be secured through due process.

1.7 Parent and Community Involvement 14 Del. C. §§ 512 (1)and (6)

Parent Involvement

1. In search of community and parent input into what Freire Charter High Wilmington needs to be, Bill and Kelly have met with a handful of community leaders and parents. The first meeting was with Lynn Faulkner, director of the Carrera Youth Achievement program at West End Neighborhood House. Lynn shared that she has monthly meetings with the parents of the 6th-10th grade students Carrera Youth Achievement serves and that they routinely seek help for their children in preparing their children for and applying to college. Lynn's insights there confirmed that Freire's college preparatory focus connects with the parents she serves. Bill and Kelly also met with many Wilmington community members from the private and governmental sector, asking them to give input on what the Freire Wilmington school needs to be. Their input has been embedded into this application and into the blueprint for the school.

Most significantly though, both Founding Group member John Pierson and friend of school Pat Hunt have children attending public high schools in Wilmington, one in Brandywine School District and the other in Red Clay School District, respectively. Each of these parents has had conversations with Kelly and Bill about the lack of safety inside their children's school as well as their overall concerns for the wellbeing of kids inside the public school system. Pat hosted an event on December 27, 2013 where Bill and Kelly came to learn directly from the parents in her neighborhood and church group about what they think a new school like Freire needs to offer high school students. The input heard from all mentioned here runs concomitant with the FCS mission to serve kids at the highest level of educational expectations, and to do so while also teaching kids to be safe and nonviolent; and to serve the *whole* child.

2. As a school aiming to serve all students, Freire will conduct a diversified marketing and outreach campaign to reach as many Delawareans as possible. With \$100,000 in grant money already available, Freire can hit the ground running with ads in newspapers, DART buses and bus stops, local business establishments, churches, and community centers. Freire has already formed important relationships with West End Neighborhood House, World Café Live at the Queen, and the YMCA—all organizations that can connect us to thousands of Delawareans. Via our school website, we will also keep interested stakeholders apprised of every milestone in our development from our charter approval to the ribbon cutting ceremony when the school doors open.

3. Freire Charter School is fully committed to finding meaningful and mutually-enriching ways for parents to participate in our school, particularly in ways that involve improving the quality of teaching and learning at every grade level. Freire works hard to help parents understand how we assess our students as well as understand the academic and behavior expectations we hold. Freire Charter School hosts the following events to bring parents into the discussion of students' academic endeavors:

- Regular family meetings to highlight specific aspects of Freire Charter School's program, such as college counseling, the Dean's office, after school activities, family therapy, etc.

- Family visits for any students identified as needing additional supports. These visits are either held in a family's home or at the school, based on the family's preference.
- Back to School Night is an annual opportunity for parents to come to the school and meet the school staff, learning about their student's schedule and the school's expectations.
- Parent-Teacher-Student Conferences are an opportunity for parents to come in (usually with students) and meet with individual teachers in order to discuss a student's academic performance. These meetings can either take place during designated conference days, or can be arranged separately.
- Grade-level Exhibition Nights are opportunities for students to showcase what they have learned over the course of a semester. Students create posters and presentations around a team determined by the instructional staff, and parents and community members are invited to the school and encouraged to approach students individually to discuss their poster presentations.

Freire also offers opportunities for parent partnership through the following avenues:

- Parents are surveyed annually for input on their satisfaction with the school's staff.
- Parents receive a weekly email newsletter updating them on all activities, events, and happenings of the school.
- Freire communicates with parents throughout the school year through frequent mailings.
- Parents can log onto our student information system database, PowerSchool, at any time to view their student's grades, attendance, and disciplinary information. Freire offers trainings to parents to assist them in utilizing this technology.
- All families receive a School-Teacher-Parent-Student Contract for Excellence, outlining the specific expectations at Freire. (See Attachment L)
- Through PowerSchool, Freire can place a phone call, send a text message, and/or send an email to all parents with school closing information or other updates.
- Parents are encouraged to serve on the school's Advisory Fundraising and Development Committee, ESL or Title I Committees, as well as get involved in other roles at the school.

This section outlines Freire's current family involvement efforts. If approved, Freire Charter School's Wilmington campus will adapt these efforts and add to them as needed in order to address the specific needs and desires of the unique Wilmington community, always with the goal of increasing student achievement.

Community Involvement

1. Freire Wilmington is currently building partnerships to maximize the resources available to parents and students. Below is a chart outlining the partners either secured

or currently being secured as well as the nature of the resource for parents and students.

| Name of Partner | Nature of Service for Parent/Student |
|--|---|
| <i>A.I. DuPont Children's Hospital</i> | We jointly seek to find a way to provide community health based services to/for Freire families; recruiting students |
| <i>West End N-hood House</i> | Link families and programs to Freire and vice versa; recruiting students |
| <i>YMCA</i> | Program offerings and development that are mutually beneficial using YMCA facilities and staff |
| <i>World Café Live at the Queen / Live Connections</i> | Program similar to that already established in the high school of FCS Philadelphia that teaches students about the many cultures of music; and the world of music production from an artistic and business perspective; recruiting students |
| <i>Arsht Cannon Fund</i> | Work within Freire's existing family therapy model to build Freire Wilmington's family therapy program |
| <i>Teach for America</i> | Serve as a pipeline for excellent teaching and best practices |
| <i>Mural Arts</i> | Mural Arts program similar to that already established in the high school of FCS Philadelphia; recruiting students |
| <i>National Coalition Building Institute Delaware</i> | Conflict Resolution and Peace Building Training for Students, Staff and Parents; recruiting students |
| <i>People's Settlement</i> | Summer camp offering, volunteer activities; recruiting students |
| <i>Goodwill</i> | Linking students/parents/families to essentials so that they may establish their own self-sufficiency; recruiting students |
| <i>Ballard Spahr</i> | Community networking |
| <i>DE Charter Schools Network</i> | Partnership in the Network |
| <i>Civic Associations (i.e. 7th District N-hood Planning, Trinity, Little Italy, Triangle, Area N-hood Assoc., and more to come</i> | Community and resource partnerships and networking, recruiting students, joint grant writing |
| <i>Local churches still to be contacted</i> | Community and resource partnerships and networking, recruiting students, joint grant writing |

2. Freire has not brokered any sort of commitments or negotiated any fee for such at this time.

3. See Attachment 12.

1.8 Start-up and Operations 14 Del. C. §§ 512 (1), (8), (9), (10), (12) and (13)

1. See Attachments 13 and 14.

2. Freire's transportation plan involves DART, Delaware's public transit system. As an operating division of the State of Delaware's Department of Transportation, DART provides a safe, efficient means of transportation with over twelve million passenger rides happening in 2012. DART also maintains DART Paratransit for individuals with disabilities and under the American with Disabilities Act (ADA), DART must guarantee the same level of transportation services to disabled individuals as non-disabled persons.

Freire will administer this transportation plan by purchasing monthly DART bus passes for its student body. As of December 2013, each pass would cost \$35 per student, totaling \$350 per year for each student. An administrative staff member will be responsible for the monthly distribution of student transit passes in students' homerooms. Students who live out of district, which are expected to be many since Wilmington is divided into four districts, will receive a monthly pass in the same manner as district residents. All kids need to learn, and thus, all kids need access to school.

Utilizing DART has numerous advantages over traditional yellow buses. Some of these advantages are: shorter commute times for students; better safety as students will no more waiting alone on a corner in the dark at 6am for a school bus; possibly better attendance with no more missing a day of school because the student missed the school bus; better academic performance—no more being forced to go home because the bus is leaving, a student can stay after-school for critical tutoring in Freire's academic centers and/or attend teachers' office hours; and a better activities resume for college—no more forgoing beneficial activities after school. The bottom line is that DART's flexibility allows Freire students to be in school, to get help, and to be active and academically successful while at the same time gives the school more ability to link the transportation needs of its academic program directly to the students and their families inside a more flexible bus schedule.

3. Providing a safe learning environment is of the utmost importance at Freire Charter School. At our high school campus in Philadelphia, Freire has a designated Safety Team, a group of staff members tasked specifically with developing and implementing the school's safety policies, led by the school's Head of Academic Supports. The Staff Safety Manual for Freire's existing high school campus is included as Attachment I. It includes procedural outlines for school evacuation scenarios, lockdown scenarios, medical emergencies, mental health emergencies, school visitors, security protocol, and keeping classroom doors locked. All volunteers and staff members of Freire Charter School must complete criminal background checks and child abuse clearances prior to beginning their tenure at Freire Charter School. Freire Charter School keeps a Memorandum of Understanding with the local police department, and undergoes regular fire and safety inspections. The Head of Academic Supports meets regularly with the Safety Committee of the Board of Directors to discuss any safety issues and report upon their resolution.

If and when this charter application is approved, and upon finalization of our facility arrangements, Freire Charter School Wilmington will conduct a complete review of the site and relevant laws and regulations to determine the appropriate adaptations of existing safety policies and procedures to the Wilmington school. All policies and procedures will be compliant with 14 Del. C. § 512 (12) and the safety provisions included in the Statement of Assurances.

4. Freire Charter School will provide breakfast and lunch to its students where the law requires and where economically feasible. These meals will follow federal guidelines for free and reduced lunch programs. Freire currently seeks an outside provider that brings the food in for our students. Several providers have already been approached and invited to submit a preliminary proposal of how they can provide for our breakfast/lunch needs so that we meet our Wellness Policy requirements yet the school remains cost neutral. (See Attachment L: Parent and Student Handbook of General Policies and Procedures, for Wellness Policy)

5. Freire students will be following the Freire Wellness Policy, and therefore will not be permitted to eat unhealthy foods during the school day. In addition, they will be not only encouraged, but also deliberately taught inside the curriculum about healthy practices around exercise, diet, stress relief, health, and disease prevention.

Freire has reached out to Nemours and A.I. DuPont Children's Hospital and invited them to think collaboratively about how we can build a mutually beneficial program serving the community health needs of our students and their families. They have expressed great interest in joining forces. We anticipate learning much about the future needs of our students through their expertise as well as how to best serve those needs, whether that be in partnership or on our own.

To that end, Freire will also hire a certified school nurse. The school nurse hired will hold a bachelor's degree in nursing and possess a current nursing license. The school nurse's job will be to conduct BMI calculations of students, ensure immunizations are up to date for students, screen students for eye and hearing accuracy, and take an active role in teaching students about their bodies and how to maintain positive health. Further, the school nurse will work with students in pregnancy prevention, drug abuse, sexual abuse, and any/all other issues that may come up while serving high schoolers. The nurse will do so in his/her one-on-one confidential consultations with students, by visiting health classes, and by working with the Leadership Team to address any health concerns at the level of the student body itself in a proactive and strategic way. The nurse will work to ensure a strong bond with parents, as a way to triangulate student learning during the day. The Head of Academic Supports will oversee the nurse in all capacities.

6. See Attachment 15.

7. Freire Charter School's student file retention policy complies with the Family Education Rights and Privacy Act (FERPA) and federal and state regulations regarding disclosure of student records. In addition, in Delaware, Freire will use the state's eSchoolPLUS pupil accounting system. The use of this system will ensure timely

transfer of student data and records to other schools and to the Delaware DOE. All staff members will be trained to use the mandatory eSchoolPLUS system as part of their duties. In addition, Freire Charter School is interested in utilizing the PowerSchool student information system online database program (currently in use at our Philadelphia campuses) to ensure that there is consistency in student record keeping and data across all of our campuses.

1.9 Facilities 14 Del. C. § 512 (8) and (12)

1. Based upon Freire Charter School's two current school facilities in Philadelphia, comprised of approximately 40,000 square-foot high school and a 42,000 square-foot middle school, Partial and Full Program Requirement Summaries were created by the design team of SFS Office Design and Cicada Architects, with principals registered in Delaware. These summaries were customized for the program proposed for Wilmington, resulting in an ideal maximum efficiency projection of approximately 45,000 SF. The actual area leased will be dependent upon several factors including classroom layout, circulation and general efficiency, number of floors and size and inclusion of large program elements such as gym and cafeteria. Please see Exhibits 1 and 2 within Attachment 16.

2. 900-920 North French Street in Wilmington's central business district, an existing fully built out building, is the proposed flagship location for Freire. The property is comprised of a 59,244 square-foot building on approximately 37,280 square feet of land. On site is a parking area allowing for approximately 15-20 cars or less if buses drive through, along with an additional private parking lot next door.

Four floors are comprised of:

| | |
|-------------|--------------------------|
| Lower Level | 15,738 SF (includes Gym) |
| 1st Floor | 11,562 SF |
| 2nd Floor | 15,972 SF |
| 3rd Floor | 15,972 SF |
| Total | 59,244 SF |

See detailed existing Floor Plans in Exhibit 3 of Attachment 16. Limited tenant improvement will be required.

3. The signed Lease Proposal regarding the transaction between Provident Resources Group as Landlord and Freire as Tenant is included as Exhibit 4 in Attachment 16. The lease proposal and lease are contingent upon Freire securing a Delaware charter contract and Provident purchasing 900-920 North French from the State of Delaware, for which a Letter of Intent is currently progressing in the State process.

Newmark Grubb Knight Frank (NGKF) linked Provident to Freire specifically because of their intersecting goals of contributing to the quality of US education. The real estate structure created with Provident will allow Freire to allocate the most financial resources possible to education versus real estate.

Provident Resources Group is a national 501(c)(3) non-profit organization that develops and owns facilities in furtherance of Provident's missions to support education, healthcare, affordable housing, senior living and lessening the burdens of government. Over the past decade, Provident has served its missions in over 18 states and the District of Columbia. In serving its multiple missions, Provident has accessed in excess of \$1.5 billion in capital from the private and public markets, and has assembled an asset base in excess of \$800 million. See Exhibit 5 in Attachment 16.

4. A strategic real estate process for locating a suitable site and environment for Freire Charter School-Wilmington is being conducted by NGKF on behalf of Freire with tenacity of purpose. The NGKF team is comprised of both Philadelphia and Wilmington real estate professionals, including a member of NGKF's national education team with over ten years of experience with charter school transactions and financing.

Process action steps were threefold:

- 1) Initial and ongoing market studies resulting in consideration of approximately 25 properties, of which 15 were toured by school leadership;
- 2) Interviewed and discussed project opportunities with four leading development firms (3 local and one national) regarding building to suit on their own properties or buying for lease to Freire;
- 3) Out of 15 properties toured, short-listed the above opportunities found (and matched with developer teams if required) in terms of:
 - a) Freire Full Program Requirement, quality of the potential educational environment and business plan projections;
 - b) NGKF financial pro formas and lease term cost projections,
 - c) Building design layout potential and construction costs;
 - d) Request for proposals submitted and responses sought from four selected properties.

Three proposals were received and negotiations or counters ensued, leading to focus on the selected property.

5. The nature and design of the learning environment is a critical element of a school's scholastic success and institutional sustainability. From its location at 9th and French, the selected property will present a meaningfully strong home campus identity for Freire. The property's dignified exterior design is designed to convey solid institutional values and permanence through classical detailing and scale, features that are powerfully symbols of foundations for successful educational institutions throughout time and across cultures.

900-920 North French was built in 2001. It was constructed to comply with accessibility codes and guidelines, thus it is fully sprinklered and accessible to students and staff with physical disabilities. For more building details, see Exhibit 6 in Attachment 16.

The interior is characterized by high ceilings and a layout including many large rooms suitable for classrooms because it was originally designed and built as a bank's corporate training center. Amenities include a large central staircase, gym and a library. The Full Program Summary mentioned in Item 1 will be used as the guide to further customize the interior to specifically meet the student and faculty needs.

6. See Exhibit 4 in Attachment 16.

7. See Letter in Exhibit 7 in Attachment 16.

1.10 Budget and Finance 14 Del. C. §§ 512 (8) and (9)

1. Freire Charter School will utilize the state of Delaware's accounting system of FSF to manage accounting, purchasing and cash receipts and utilize the state of Delaware's payroll system of PHRST to manage payroll, human resources, benefits and pension transactions. The Board of Directors has adopted the COSO Internal Controls Integrated Framework to establish control objectives and implement defined policy and procedures that will ensure protection of assets, minimize risk and provide timely and transparent report of operations. The Board will review internal controls annually to ensure that the established internal controls are still effective. Freire will engage an independent certified public accounting firm to audit the annual financial statements each year. The annual financial statements will be remitted to Delaware Department of Education and Delaware Division of Accounting within the required submission date. The monthly financial statements and annual audit, along with an annual report, will be posted to Freire's website for public view.

Freire intends to engage Michelle J Lambert CPA LLC & Associates to provide financial management support to the school which includes accounting, purchasing, cash receipts, payroll, human resource management and benefits. In addition, Michelle J Lambert CPA LLC & Associates will provide budget preparation, monitoring and financial reporting. With the assistance of Delaware Charter School Network, Freire identified charter school management firms in Delaware that specifically work with Delaware charter schools. Upon identifying eligible firms, Freire researched each one's practice and track record. Freire required that each contractor have an extensive knowledge of Delaware charter school operations, currently work with an existing charter school, provide references and be licensed in the state of Delaware. Michelle J Lambert CPA LLC & Associates was selected based on upon the above stated criteria.

2. See Attachment 14.

3. a. See Attachment 17.

b. Freire Philadelphia completed construction and finances of its middle school facilities in August 2012, having secured the following:

- \$3.5M loan from The Reinvestment Fund
- \$1.5M credit enhancement from Building Hope
- \$750,000 line of credit
- \$350,000 grant from CSP
- \$350,000 grant from PSP
- \$300,000 raised in private sector funds.

Freire Wilmington expects to have to secure similar financing and support in order to ensure appropriate educational facilities, furniture and equipment. Longwood's recent grant to Freire Wilmington of \$100,000 now and then an additional \$300,000 in challenge grant funding upon charter approval is a helpful start.

If Freire Wilmington's revenues are lower than estimated in the budget and/or expected fundraising is not as successful as first thought, the Board of Directors along with the Leadership Team will need to make cuts in expenditures to balance while at the same time protecting the academic, financial and organizational integrity of the Freire model.

c.

- **Financial:** The Board of Freire Charter School understands its responsibility for oversight of the operations of the school which includes, and is not limited to, the financial operations of the school. The Board will establish a Citizens Budget Oversight Committee in accordance with Delaware Title 14, which will meet monthly and will have the responsibility of budget and finance oversight. The board will establish and implement the internal control framework of the school to ensure compliance with all legislation, rules and regulations, safe guarding of assets, and systems to provide accurate, timely and transparent financial accounting and reporting of the school. Monthly monitoring of the controls to determine adherence to policy and procedures will be performed by Build the Future's Head of Administration. The audit committee and board will review financial controls annually to assess effectiveness and will amend, if necessary, to ensure a strong internal control environment. The board intends to contract with Michelle J Lambert CPA LLC & Associates, a qualified Delaware licensed firm that specializes in Delaware charter schools for the first two years of operation to provide accounting, human resources, payroll and benefit management. In year three, a Business Manager, will be hired to provide oversight of the previously stated functions. Michelle J Lambert CPA LLC & Associates will be retained to provide back up support, FSF and PHRST data entry support.

- **Personnel:** All of the teaching staff and instructional support staff will be employed by the school board and will be considered state of Delaware employees. As a result, the staff will be offered benefits through the state's benefit plan and will be paid via the state's PHRST system. Attachment 14 includes the staffing schedule, which lists the teaching and instructional support staff and the related cost of each position. In addition, attached is a job description of each position which indicates the role and responsibility of each position. The Board intends to contract with Build the Future to provide administrative support. The details of the CMO contract are discussed below in the Administrative section. The board will implement, monitor and oversee personnel policy and procedures to ensure compliances with federal, state & local regulations.

- **Administrative-** Freire Charter School currently operates in Philadelphia, PA and has established a proven and successful education model. Build the Future will oversee the administrative functions of both the Philadelphia and Delaware locations. Attachment 18 is the CMO management agreement which details the role, responsibility and fee of the services to be provided. The Board recognizes that it is ultimately responsible for the administrative oversight of the school. The Board will establish and implement the administrative operations of the school and will meet to review the operations of the school to ensure that the school is meeting established standards and complying with the board's strategic plan, goals and mission.

4. Each year, at fiscal year-end, Freire Charter School will contract with an outside, independent auditing firm. This firm will conduct a full audit of Freire's financial activities for the year prior and report those findings in an official capacity to the Board of Directors. The Final Position Reports (required by Title 14) will be submitted to the Department of Education. Freire promises to follow all guidelines, filing procedures, and regulations as stipulated in the State Budget and Accounting Policy Manual. The Audit Committee of the Board will oversee this function and will report to the board monthly as to the financial health of the school as well as its compliance to regulations. At all times Freire's process controls and segregation of duties will comply with the standards of the State Auditor's Office.

5. All funds received at Freire Charter School will be deposited into the state issued local bank account daily (or when accumulated daily cash receipts exceeds \$100 or weekly if accumulated daily cash receipts are less than \$100) by a designated staff person that is separate from the cashier who is responsible for cash receipts, the accountant who is responsible for entering cash receipts into FSF and the reconciler that is responsible for daily reconciliations of cash receipts and deposited funds. In the event cash is received after normal banking hours, cash will be secured in a safe that a designated staff member other than those previously stated will have access to.

6. In the event that the school faces closure or dissolution, Freire will:

- Establish an open line of communication between the parents/guardians and the school as well as all staff;
- Maintain an accurate record of enrollment, including the school's final student enrollment.
- Accurately account for the school's financial status;
- Appoint a board member to assume oversight of the school's dissolution process;
- Ensure each student continues his or her education and has complete student records transferred to new school;
- Satisfy payroll and all creditors;
- Properly return funds acquired through federal, state and local grants;
- All additional funds distributed appropriately;
- Conduct a final financial audit.

Inside of any given year of operation, Freire Charter School also plans to maintain an available balance sufficient to pay the minimum costs necessary to provide students with the minimum annual instructional hours required by the Department of Education during the remainder of that fiscal year as reasonably projected.

§ 515. Oversight and revocation process.

The Founding Board of Freire Charter School understands that a charter school such as ours authorized to operate in Delaware must by December 31 of any fiscal year

maintain an available balance sufficient to pay the minimum cost necessary to provide students with the minimum annual instructional hours required by the Department of Education during the remainder of the fiscal year as reasonably projected by the charter school. As such, we also understand that these costs may include but are not limited to all employee compensation required to attain the minimum annual instructional hours during the remainder of that fiscal year, all non-payroll expenses both fixed and non-fixed expenses incurred through the final month of the school year. We further understand that our failure to maintain sufficient available funds by December 31 of our third year of operation will be deemed a material violation of our charter.