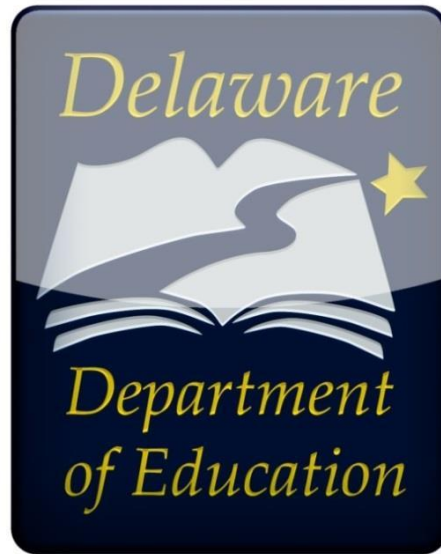


CHARTER SCHOOL ACCOUNTABILITY COMMITTEE

DELAWARE DEPARTMENT OF EDUCATION



Academia Antonia Alonso Charter School

**RENEWAL APPLICATION
INITIAL REPORT**

CSAC Initial Meeting: October 23, 2017
CSAC Initial Report Published: October 30, 2017

By September 30, 2017, Academia Antonia Alonso Charter School submitted an application to renew its charter. Consideration of this application is in accordance with the applicable provisions of 14 *Del. C. Ch. 5*, including § 514A, and 14 DE Admin. Code § 275. Written renewal application guidance is provided by the Delaware Department of Education (DDOE) on its website. The renewal application template developed by DDOE is aligned to the measures and targets within the Performance Framework, which outlines the academic, organizational and fiscal standards by which all Delaware charter schools are evaluated. The evaluation of the school's performance as measured by the Framework is a major component of the decision on the renewal application. The decision on the renewal application is based on a comprehensive review, guided, in part, by the following three questions:

1. Is the academic program a success?
2. Is the school financially viable?
3. Is the school organizationally sound?

This report serves as a summary of the strengths, areas of follow-up, and/or concerns identified by members of the Charter School Accountability Committee (CSAC) during their individual reviews of the charter applicant's renewal application, Performance Review Reports, Annual Reports, Performance Agreements and, discussion during the CSAC meetings.

The following were in attendance at the Initial Meeting of the CSAC on October 23, 2017:

Voting Committee Members of the Charter School Accountability Committee

- David Blowman, Chairperson of the Charter School Accountability Committee and Associate Secretary, Operations Support, DDOE
- Karen Field Rogers, Deputy Secretary, DDOE
- Amy Baker-Sheridan, Education Associate, Academic Supports
- Tracey Neugebauer, Education Associate, Exceptional Children Resources, DDOE
- Charles Taylor, Head of School, Providence Creek Academy
- Seher Ahmad, Data Fellow, Performance Supports

Staff to the Committee (Non-voting)

- Catherine Hickey, Deputy Attorney General, Delaware Department of Justice, Counsel to the Committee
- John Carwell, Education Associate, Charter School Office, DDOE
- Brook Hughes, Education Associate, Finance Office, DDOE

Ex-Officio Members (Non-voting)

- Kendall Massett, Executive Director, Delaware Charter School Network
- Donna Johnson, Executive Director, Delaware State Board of Education

Representatives of Charter School

- Maria Alonso, Board Chair, Academia Antonia Alonso Charter School
- Silvia Simmons, Education Diagnostician, Academia Antonia Alonso Charter School
- Jill Lenihan, Instructional Coach, Academia Antonia Alonso Charter School
- Mercedes Alonso, Educational Consultant, Academia Antonia Alonso Charter School
- Jose Aviles, Head of School, Academia Antonia Alonso Charter School
- Karen Thorpe, Financial Consultant, Academia Antonia Alonso Charter School
- Riccardo Stoeckicht, Independent Consultant, Academia Antonia Alonso Charter School
- Maria Matos, Board Treasurer, Academia Antonia Alonso Charter School
- Shawn Stevens, Board Vice-Chair, Academia Antonia Alonso Charter School
- Norma Antongiorgi, Board Member, Academia Antonia Alonso Charter School

Discussion

Section 1: Overview

Maria Alonso, Board Chair of Academia Antonia Alonso Charter School (AAACS) provided an overview of the school's progress over the last three years. She shared that the renewal process provided the members of the school the opportunity to evaluate the school's progress over the last three years including their challenges and accomplishments. Ms. Alonso shared the school's mantra of "Unity, Integrity, Discovery, Ownership and Self-discipline" (UNIDOS) as the core of the Academia Antonia Alonso Charter School program. Ms. Alonso spoke of the school's challenges beginning with start-up which included staffing, leadership, facilities, and support services for students. Ms. Alonso shared how the school overcame these barriers by:

- adding a school counselor and deans of students;
- moving campuses to provide additional outdoor space and a playground;
- adding their own transportation system;
- adopting new dual language curricula;
- partnering with experts to enhance the dual language program;
- partnering with EL and professional development, and;
- strong connections with parents.

The school participated in an organizational assessment that included parents and school stakeholders. Ms. Alonso provided examples of how the growth mindset of the school is implemented through continuous opportunities for all stakeholders to provide feedback, and through community partnerships including SAP, Delaware Pathways, Compassionate Schools Consortium, and the School Mindfulness Program. The school has implemented a data-driven improvement model for academic, organizational, and financial growth and is committed to give children a highly effective second language program.

Section 2: Academic Framework

Jose Aviles, Head of School, reviewed the demographics of the school.

David Blowman posed questions about the enrollment of the school including the large kindergarten class and recruitment efforts.

The school shared information about their enrollment activities by connecting with the communities around the new school facilities, sharing their unique instructional and social emotional programs, connections with school community including word of mouth of parents, and transportation programs. The school highlighted their connections with parents.

David Blowman asked how the school was managing their growth special education population.

The school shared that they have hired a full-time special education teacher, a full-time para-professional, a full-time special education consultant, and an education diagnostician to service

students in their inclusion program. The school shared that only nine (9) students have speech services and thirty (30) students are identified as students with disabilities (SWD) other than speech. The school psychologist is not bi-lingual but the school contracts for translation services as well as a doctoral student through Immaculata University that is bi-lingual.

The school shared that they attribute the increase in EL and SWD students due to word of mouth by parents. Mr. Aviles shared how they utilize staff and RTI programs to support EL and students with disabilities. The school shared that they believe that the change in location also contributed to the change in demographics.

Mr. Blowman pointed out that the school had one year of state-level academic data. Tracy Neugebauer shared data for students with disabilities that took the assessment. She encouraged the school to continue to analyze the data around this sub-group when planning academically. Ms. Ahmad pointed out the school earned five (5) stars within On Track to Graduation and two (2) stars in academic performance. Ms. Johnson posed the question about how does the school plan to use the data it has moving forward and Ms. Ahmed asked the question about how this planning includes the current curricula.

Mr. Aviles shared that the current state data is acting as the benchmark for the school. He shared that the school compared their data to school's with similar demographics across the state and while the school was not pleased with the current scores, they were happy to see that the school out performed other similar schools within the state. Mr. Aviles shared that by interviewing the students after the assessment, the school learned that students struggled with utilizing the technology, and the length of the assessment. Mr. Aviles shared that the school's new technology program as well as assessment planning has changed as a result of this feedback. Staff were provided professional development on using the interim assessment tools provided by the Department of Education as well as NWEA MAP assessment tools. This professional development included data-driven instructional techniques.

Mr. Blowman posed the question if the school was able to determine the alignment between SBAC and MAP.

Mr. Aviles shared that the EDEL assessment was not aligned but that the school saw a connection between the growths according to MAP aligned with the growth scores the school received for SBAC.

Mrs. Field Rogers posed a question about how the school was determining growth in Spanish language acquisition.

Mr. Aviles shared that the school found that EDEL program recommended by the state was not sufficient to adequately measure student progress. The school moved to Last Links to show language proficiency for both EL and second language proficiency. The school is also partnering with the ACTFUL Organization dedicated to foreign language acquisition.

Mr. Aviles also reviewed the curricula changes. He shared that adding the bi-lingual tool of new

texts Marividias and Wonders, staff now have a bi-lingual tool and can now focus on instructional planning.

Ms. Baker Sheridan asked if professional development was provided for the Wonders program.

Mr. Aviles shared that a consultant from the Wonders program provided professional development around the link between the Wonders program and the current curricula, as well as best practices between instructional planning and implementation. Jill Lenihan shared how PLC's are also implemented with instructional teams to monitor the progress of instruction as well as student learning. She shared how instructional coaching is also provided in conjunction with interim assessments.

Chuck Taylor asked how the school was utilizing benchmark assessments.

Ms. Lenihan shared that MAP assessments were being used to benchmark and assess all students, and that the Wonders program interim assessments were used along with Dibbles to progress monitor.

Ms. Baker-Sheridan provided the feedback on the school's curriculum submission. This feedback included:

1. The current ELA curricula needs to be aligned to the common core Social Studies standards.
2. The team should review the current math curriculum for alignment to the common core standards.
3. The school should provide a scope and sequence for Social Studies and Science or provide the updated MOU for the coalition(s) as well as the schools method for tracking and reporting the school's participation in the coalition meetings.

Section 3: Organizational Framework

David Blowman summarized the Organizational Performance Framework sharing that the school had met overall organizational performance with some areas where the school was approaching standard.

Ms. Alonso summarized the school's performance reiterating her opening remarks around the school's continuous improvement model that includes all school stakeholders.

Mr. Blowman shared that the school has made continuous improvement over the last few years in the Organizational Performance Framework. He commended the school on its growth in performance and asked the school to share their plan on meeting standard in those areas where they were currently approaching standard.

Governance and Public Stewardship and Special Education. Ms. Alonso stated that the parent representative did not take the necessary training because she was called away to Spain. There is now a board member tracking the CBOC training to make sure all members were trained in a timely fashion. Ms. Simmons, the school's Education Diagnostician, stated that the school did not attain a meets standard rating in special education due to a lack of proper record keeping by a previous employee.

Mr. Taylor asked if there were any outstanding members of the board that needed Financial Training.

Ms. Alonso shared that they have two new board members that will have their training completed before the three month mark required by regulation.

Ms. Johnson posed a question about how the board stays within compliance and utilizes best practice when it comes to governance training.

Ms. Matos shared the DANA training last year. She also shared that the DOE provided training. Ms. Matos also shared that there is on-going board training. Mercedes Alonso then shared that a board training was conducted to learn about board processes, assessment of the board, and additional training to use this data for continuous improvement using a system of action-diagnosis-action model. Ms. Matos shared that a new board member, Celeste Payne, was brought on the board due to her expertise in governance. Ms. Alonso, shared how the Board is using the new process to collect data at the school level to meet the organizational standards.

Mr. Blowman pointed out that the Organizational Performance Framework had changed. Ms. Massett shared how the new more clearly defined standards provide clarity around the measures within the new framework.

Section 4: Financial Framework

Mr. Blowman summarized that the school has met standards in the Financial Performance Framework for the last three years. He posed the question if the areas where the school did not meet standards were directly connected to the improvements made to the facility. He also asked the school to elaborate on the proposed budget moving forward.

The school confirmed that the areas where the school did not meet standard were due to facility improvements. Karen Thorpe discussed the schools budget planning process sharing that the school uses a collaborative process for an effective and successful budget despite the financial constraints. She noted that current enrollment has helped the school to have a quality budget and that the projections include a waterfall enrollment. She shared that the school financially plans using a model that is conservative on revenue and high on projected expenses to ensure that the school remains financially viable. Riccardo Stoeckicht stated that strategic thinking and planning includes both short term and long term planning by creating a capital reserve for future building needs. This approach will be combined with future fund raising plans.

Mr. Blowman asked if the school has identified any capital improvements that could impact the budget in the next three to five years.

Mr. Stoeckicht shared that the school assumes that there will need to be improvements made to HVAC units. He also shared that the school has also taken into account other improvements that could come up unexpectedly. Mr. Stoeckicht shared that it is the goal of the school not to touch the line of credit and other reserve accounts but noted that these financial streams are also available to ensure the financial viability of the school should such a need arise.

Mr. Taylor asked about the school's set aside for the cafeteria program and the school's Title I status.

Mr. Stoeckicht shared that 94% of the school's population receives free lunch and 6% receives aid. He shared that this data is being verified by the DOE. He does not expect a change in the school's current status.

Section 5: Five-Year Planning

The school shared that the next five years will be a continuation of the previous four years. Mr. Aviles shared that the future program includes utilization of more technology within the current school programs to increase student engagement. He shared that the goal of the school is to include additional after-school programs including services for our Latino community. The new transportation system will allow for after school program transportation. The school hopes to offer tutoring for students. The school hopes to be the instructional center for their community including a link with businesses. There school has placed para educators in every kindergarten classroom this year and has a plan grow these supports by grade level over the next five years.

Ms. Alonso shared that the school's united clarified vision for moving forward has, and will continue to, make the future goals a reality. Members of the Board spoke of current examples of how they are supporting this collaborative vision. They shared that they are in initial discussions about expanding the school to include grades sixth through eighth grade.

Mr. Blowman noted that the current renewal application does not include a major modification for expansion and asked the school to elaborate on these plans.

Ms. Alonso shared that the Board is in the process of discussing submitting a major modification in December of 2018 to add a sixth grade program in 2019. This program would eventually serve students in grades sixth through eighth grade. Ms. Alonso shared that Odyssey Charter School has been a wonderful partner to Academia Antonia Alonso Charter School and has shared that there is space on the current campus for a middle school program.

Mr. Blowman noted that there was a jump in enrollment in year four to 627 and then the projected enrollment jumped back down to 600 in year five. He asked for the school to clarify.

Mr. Stoeckicht stated that the decrease was due to the bubble in kindergarten. He believes that the retention in grade levels will equalize the projected enrollment.

Ms. Johnson asked about the data around the EL population. She shared the new accountability system under ESSA. She asked about the benchmark data using WIDA and wanted to know if the school had plans of using WIDA data as a part of the future planning.

Conclusion

Mr. Blowman asked each member if they had any concerns or if there was any additional information that the member required to properly evaluate the school's application.

The following concerns were shared and the following information was requested:

Concern was with alignment of the curricula for science and mathematics. Requested documents are included on pages six (6) through eight (8) of this report. These include:

- Align ELA curricula to common core standards for history and social studies;
- Provide gateways and information about supports for integrated reading;
- Review and resend the scope and sequence for Math aligned to common core standards;
- Provide an updated Social Studies curricula to include common core history and social studies, or current Social Studies Coalition MOU as well as the schools method for tracking and reporting the school's participation in the coalition meetings;
- Provide an updated Science curricula to include common core history and social studies, or current Science Coalition MOU as well as the schools method for tracking and reporting the school's participation in the coalition meetings.

For special education the school needs to continue to work through prong II of their corrective action plan.

A professional development plan that includes how the school will continue to train educators on the standards and a detail of how the school will measure Spanish proficiency.

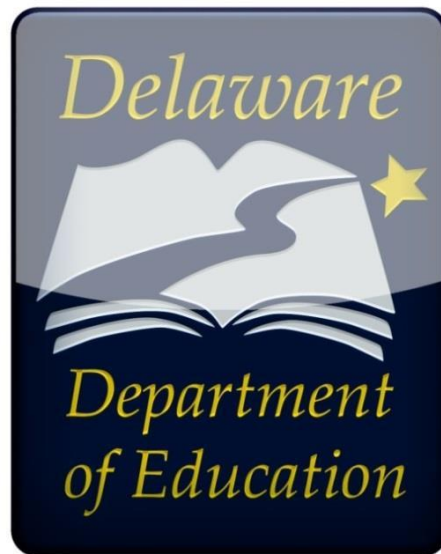
Next Steps:

- The CSAC will provide the school with an Initial Report no later than October 30, 2017.
- The applicant will have the opportunity to submit a written response to the CSAC Initial Report, which is due by close of business on November 14, 2017.
- The final meeting of the CSAC will be held on November 27; 2nd Floor Cabinet Room, Townsend Building, Dover.
- A second public hearing will be held on December 5; J.W. Collette Building, Conference Rooms A&B, 35 Commerce Way, Dover.
- The public comment period ends on December 8, 2017.

- The Secretary of Education will announce her decision at the December 21, 2017 State Board of Education meeting.

CHARTER SCHOOL ACCOUNTABILITY COMMITTEE

DELAWARE DEPARTMENT OF EDUCATION



Sussex Academy Charter School

**RENEWAL APPLICATION
INITIAL REPORT**

CSAC Initial Meeting: October 24, 2017
CSAC Initial Report Published: October 30, 2017

By September 30, 2017, Sussex Academy Charter School (SACS) submitted an application to renew its charter. Consideration of this application is in accordance with the applicable provisions of 14 *Del. C. Ch. 5*, including § 514A, and 14 DE Admin. Code § 275. Written renewal application guidance is provided by the Delaware Department of Education (DDOE) on its website. The renewal application template developed by DDOE is aligned to the measures and targets within the Performance Framework, which outlines the academic, organizational and fiscal standards by which all Delaware charter schools are evaluated. The evaluation of the school's performance as measured by the Framework is a major component of the decision on the renewal application. The decision on the renewal application is based on a comprehensive review, guided, in part, by the following three questions:

1. Is the academic program a success?
2. Is the school financially viable?
3. Is the school organizationally sound?

This report serves as a summary of the strengths, areas of follow-up, and/or concerns identified by members of the Charter School Accountability Committee (CSAC) during their individual reviews of the charter applicant's renewal application, Performance Review Reports, Annual Reports, Performance Agreements, and discussion during the CSAC meetings.

The following were in attendance at the Initial Meeting of the CSAC on October 24, 2017:

Voting Committee Members of the Charter School Accountability Committee

- David Blowman, Chairperson of the Charter School Accountability Committee and Associate Secretary, Operations Support, DDOE
- Karen Field Rogers, Deputy Secretary, DDOE
- Deb Hansen, Education Associate, Academic Supports
- Tracey Neugebauer, Education Associate, Exceptional Children Resources, DDOE
- Seher Ahmad, Data Fellow, Performance Supports
- Charles Taylor, Head of School, Providence Creek Academy

Staff to the Committee (Non-voting)

- Catherine Hickey, Deputy Attorney General, Delaware Department of Justice, Counsel to the Committee
- Denise Stouffer, Lead Education Associate, Charter School Office, DDOE
- John Carwell, Education Associate, Charter School Office, DDOE
- Brook Hughes, Education Associate, Finance Office, DDOE

Ex-Officio Members (Non-voting)

- Kendall Massett, Executive Director, Delaware Charter School Network
- Donna Johnson, Executive Director, Delaware State Board of Education

Representatives of Charter School

- Patricia Oliphant, Director, Sussex Academy Charter School
- Allen Stafford, Director, Sussex Academy Charter School
- Janet Owens, Director, Sussex Academy Charter School
- Jennifer Leonard, IB Co-Coordinator, Sussex Academy Charter School
- Grace Scott, Student, Sussex Academy Charter School
- Theresa Desmond, Social Studies Teacher, Sussex Academy Charter School
- McKinsey Zepp, Student, Sussex Academy Charter School
- Ellyes Baghoulo, Student, Sussex Academy Charter School
- Reagan Allen, Student, Sussex Academy Charter School
- Jack Faust, Student, Sussex Academy Charter School
- Jen Scott, Vice President, Board of Directors, Sussex Academy Charter School
- Joe Schell, Board Member, Sussex Academy Charter School
- Susan Mitchell, President, Board of Directors, Sussex Academy

Discussion

Section 1: Overview

David Blowman pointed out that Sussex Academy was applying for a ten year charter and requested that the Charter School Office define the parameters for this type of application for this year.

Denise Stouffer shared to be eligible for a 10-year charter, the school must be entering at least its fourth renewal term and have earned overall ratings of Meets or Exceeds every year in all performance frameworks.

Dr. Oliphant opened the introduction of the school by having several students present a power point of the school's performance and programming. Grace Scott, McKinsey Zepp, Ellyes Baghoulo, Reagan Allen, and Jack Faust presented the changes in the school over the last five years and discussed school demographics, the improvements in athletics, a new aquatic center, cross-curricular units, performing arts, as well as community involvement including service. The students presented a video that was written, and produced by students in their school.

Dr. Oliphant shared her recollection of the prior renewal process. She noted that five years ago the school only had a plan for a program, whereas now, the school is able to share how these goals were accomplished. Dr. Oliphant noted that while the school has increased the diversity of their school population, they continue to explore methods to attract diverse students. She reviewed the Sussex Academy academic data noting that the school has consistently outperformed the state by as much as 30% percent. Dr. Oliphant reviewed SAT, graduation, and International Baccalaureate data including students that earned their IB Diplomas.

Dr. Oliphant explained that the reason for the school's success has to do with the school's strong emphasis on literacy. She highlighted that all schools are required to take a writing course, independent of other subject areas as well as requiring writing to be taught across the curricula. Dr. Oliphant shared that approximately 20% of middle school students are required to take two math classes per semester. She also highlighted the school's full-inclusion model, the special education program, and screening processes for EL students. Dr. Oliphant shared that the IB learner profile is a part of the school's renewal application and provided information about how this tool is able to assist students to meet standards.

Dr. Oliphant provided information about the school's shared leadership approach. She described the instructional leadership team as well as the teacher led PLC teams that drive the instructional decisions that have led to the school's success. Dr. Oliphant shared that the school has strong data-driven instructional practices. She explained that the school will continue to use this system to drive instruction to make

enhancements to math instruction. She also explained that the school is in the process of implementing a grant for training in the MYP Program that focuses on IB programs at the grades 6 - 10. Dr. Oliphant emphasized the number of talented teachers employed by the school and acknowledged that it was through this talent that the school has been so successful.

Mr. Blowman asked the school to describe their recruitment efforts highlighting strategies the school was taking to attract diverse students.

Ms. Mitchell discussed how the school was providing recruitment materials in Spanish and English to remove barriers from students applying. She also shared that their Board has taken steps to ensure that the Board members are diverse, as well. It is the hope of the Board that their diversity will assist them in enhancing their outreach programs.

Mr. Blowman asked if the school has received any feedback from their diverse students and families about how they can enhance their enrollment outreach or if they are aware as to why more diverse students do not apply to the school.

Ms. Mitchell shared that the new recruitment materials address some of the key questions that diverse families have shared. Ms. Scott stated that the Board has increased its enrollment strategies to ensure families know where the school is located. Ms. Scott mentioned that some students have shared that Sussex Academy has a reputation of being academically rigorous. She went on to say that many students, no matter their background, have shared that they were worried about the rigor of the program. She also shared that the school has been attending cultural events to share information about the school and supports the school has available to assist all learners. The school's connection with the local boys and girls club has allowed the school to promote their program as well as the school supports. It was noted by Mr. Schell that not having a football team has prevented some students from coming to the school. Dr. Oliphant shared that the school's connections with the community have allowed them to form relationships with the greater Sussex County.

Section 2: Academic Framework

Mr. Blowman shared that the school has consistently received five stars across all academic areas of the DSSF.

Tracy Neugebauer mentioned that the growth scores of the students with disabilities was impressive. She also mentioned that the inclusion model was impressive. She recommended that the school continue to focus on this model and accommodations as they continue to grow.

Dr. Oliphant shared that they will continue to grow and support the inclusion model and have

added paraprofessionals to classrooms to support student's individual needs.

Mr. Blowman asked when the school planned to implement the MYP Program.

Dr. Oliphant shared that the school is still evaluating the MYP. The school is hopeful that the Board will be able to make a decision in the spring. The school is currently sending teachers to training to gain more information.

Section 3: Organizational Framework

Mr. Blowman pointed out that Sussex Academy has met overall standards in the Organizational Performance Framework for the last four years. He shared that there was one area where the school has an approaching standard as a part of one measure.

The school clarified that this one approaching standard was due to one member of the board that had missed the financial training deadline but has since been trained.

Mr. Blowman asked the school to describe the school and board's approach to leadership of the school.

Allen Stafford stated that the school has a shared leadership model that places the teachers at the center of the instructional decision making process. The school utilizes an on-going data driven continuous improvement model in all aspects of the school.

Ms. Mitchell shared that the school continually recruits new members with diverse backgrounds culturally as well as within each individual's areas expertise. She shared that the school board members include a lawyer, a doctor, business people, and other experts of a variety of fields. She noted the diverse ethnic backgrounds of the Board. She shared how the Board stays within compliance by Open Meeting Law and utilizes subcommittees to accomplish projects and expand the capacity of the Board. Ms. Mitchell shared that the Board is highly active in the school. The Board participates in training both locally and also through attendance at national conferences. The Board also includes training and literature as part of their board meetings. The Sussex Academy Board of Directors evaluates themselves on their Performance Framework Reports. The Board believes that the performance framework reports and their strategic planning is a demonstration of their success.

Tracy Neugebauer posed the question about the number of students with disabilities attending the school. She stated that she sees the high performance of students with disabilities as information that could be shared to encourage students with disabilities to apply.

Dr. Oliphant shared that Sussex Academy continues to promote that all students can succeed at the school. Ms. Scott pointed out that the lottery is a blind draw.

Ms. Stouffer asked the school to describe its transition plan for school leadership as well as for

the board members.

Ms. Mitchell shared that the Board's Executive Committee has been planning for the succession of Dr. Oliphant for over a year. The school brought Ms. Owens in to support the administrative team through this transition. In addition the Board voted to hire a national consultant to find a new director.

Ms. Scott noted that the school has been diligent in building systems to support the future of the school.

Ms. Scott described the succession planning of the board for a three year term with one year built in for transitions including term limits of six years.

Ms. Johnson asked how the school was utilizing pathways to promote college and career readiness for their students.

Dr. Oliphant shared that the school has two pathways. Mr. Stafford shared that Sussex Academy provides course work in STEM, Communications and Computer Pathways, AP Courses, Project Lead the Way; and provided information about the general course work that has lead to their students being college ready.

Deb Hansen provided accolades on several areas of the curricula. Science and Social Studies curricula met every standard. The Performing Arts curricula was also aligned with the artistic standards. She asked about a few of the ELA Units that did not contain a state standard. She also asked the school to describe the math units that did not have a standard.

Dr. Oliphant explained that there are some units that are written at a collegiate level and therefore were above standard.

Section 4: Financial Framework

Mr. Blowman reviewed the school's financial performance by sharing the school has consistently met all standards and then stated that he is aware that the one measure where the school was approaching standard was due to roll out of the enrollment.

There were no specific questions on finances.

Section 5: Five-Year Planning

Mr. Schell presented information about the foundation's plans to continue the expansion of the school by making improvements to athletic fields and the buildings, as needed. Mr. Shell highlighted that the school has demonstrated that it has been able to accomplish their goals and they wish to maintain and enhance those goals over the next ten years. He shared that Sussex Academy is preparing students for college.

The school leadership explained that the renewal application contains the school's plans for enhancing the programs through programs such as MYP that clarify and refine their mission for every student to go to college.

Conclusion

No other documents were requested by the committee.

Next Steps:

- The CSAC will provide the school with an Initial Report no later than October 30, 2017.
- The applicant will have the opportunity to submit a written response to the CSAC Initial Report, which is due by close of business on November 14, 2017.
- The final meeting of the CSAC will be held on November 28, 2017; 2nd Floor, Cabinet Room, Townsend Building, Dover.
- A second public hearing will be held on December 5; J.W. Collette Building, Conference Rooms A&B, 35 Commerce Way, Dover.
- The public comment period ends on December 8, 2017.
- The Secretary of Education will announce her decision at the December 21, 2017 State Board of Education meeting.