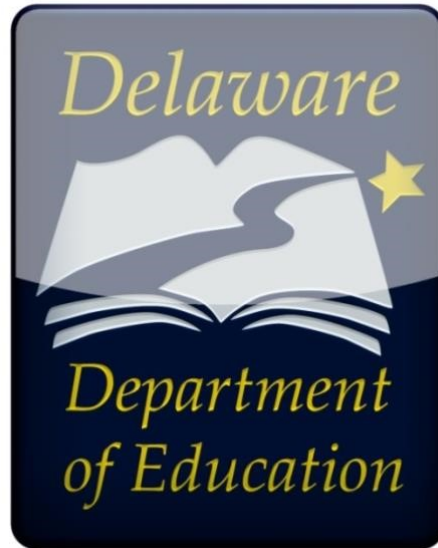


CHARTER SCHOOL ACCOUNTABILITY COMMITTEE

DELAWARE DEPARTMENT OF EDUCATION



Bryan Allen Stevenson School of Excellence **Application to Open a Charter School** **INITIAL REPORT**

CSAC Initial Meeting: February 8, 2022
CSAC Initial Report Published: February 11, 2022

Under 29 Del. C. § 10006A(e) CSAC is permitted to hold a fully virtual meeting without an anchor location during a state of emergency. On July 13, 2021, the Governor of the State of Delaware issued a Declaration of a Public Health Emergency for the entire state. Governor Carney extended the Public Health Emergency on January 31, 2022.

Members of the Charter School Accountability Committee (CSAC) met with representatives from Bryan Allen Stevenson School of Excellence (BASSE) on February 8, 2022 for the CSAC Initial Meeting to address the approval criteria set forth in 14 Del. Code § 512.

The following were in attendance at the Initial Meeting on February 8, 2022:

Voting Committee Members of the Charter School Accountability Committee

- Kim Klein, Chairperson of CSAC and Associate Secretary of Operations Support, DDOE
- Tyler Bryan, Education Associate, Operations Support, DDOE
- Gregory Fulkerson, Ph.D., Education Associate, Academic Support, DDOE
- Joyce Leatherbury, Education Associate, Academic Support, DDOE
- April McCrae, Ed.D., Education Associate, Academic Support, DDOE
- Tiffany Green, Education Associate, Educator Support, DDOE
- Brook Hughes, Education Associate, Operations Support, DDOE
- Brian Moore, Education Associate, School Support, DDOE
- Charles Taylor, Community Member
- Ted Molin, Community Member

Ex-Officio Members (Non-voting)

- Kendall Massett, Executive Director, Delaware Charter School Network
- Vincent Lofink, Delaware State Board of Education

Staff to the Committee (Non-voting)

- Darryl Parson, Deputy Attorney General
- Leroy Travers, Lead Education Associate, Charter School Office, DDOE
- John H. Carwell Jr., Education Associate, Charter School Office, DDOE
- Faye Schilling, Education Specialist, Charter School Office, DDOE
- Alicia Balcerak, Administrative Secretary, Charter School Office, DDOE

Representatives of Bryan Allen Stevenson School of Excellence

- Chantalle Ashford, Educator, Founding Board Co-chairperson
- Teresa Berry, Ed.D., Educator, Founding Board Co-chairperson
- Katherine Cauley, Board Secretary
- Kristen Croner, Founding Instructional Leader
- Karen Higgins, Founding Board Member, Governance Committee
- Dr. Julius Mullen, Founding Executive Director
- Betsy Renzo, Educator and Attorney, Founding Board Secretary
- Crystal Simmons, Director of Development

Ms. Klein stated that the purpose of the meeting was to discuss the new charter application with the applicant, ask questions, and explore areas of concern based on CSAC's initial review of the written application. She also noted that each section of the application was aligned to the minimum requirements for consideration, as identified in 14 Del. Code § 511 and 512.

Application Overview

Ms. Klein asked the representatives of BASSE to summarize the application for a new charter school. Below is a summary of the remarks provided by Ms. Ashford, Dr. Berry, Dr. Mullen, and Ms. Croner, respectively.

Ms. Ashford

- The BASSE Board has worked really hard for the past five years to develop and prepare a strong application to open a school in Sussex County.
- A group of community members came together to, not only honor the legacy of a Milton, DE native, Bryan Allen Stevenson, but also to inspire and prepare the students in Sussex county to be the leaders of tomorrow.
- BASSE's mission is to create pathways to proximity for students with access to service learning, rigorous academic curriculum, including the International Baccalaureate (IB) program and real-world touchpoint learning experiences that are personalized to our students and what they care about

Dr. Berry

- BASSE will give children in the Sussex community a choice and opportunity to participate in service learning and to sit close to their own community when doing so.
- Many children in Sussex County do not get out of Sussex County so this would be an opportunity for them to get involved in service learning and to connect with the community and find positions and jobs within their own community to help their own families
- Bryan Allen Stevenson has done a lot for the State of Alabama and we would like to expand his work in Sussex County.
- BASSE will challenge students with the International Baccalaureate curriculum, taking them from where they start and advancing them via multiple pathways.

Dr. Mullen

- BASSE's vision and mission are currently focused on proximity and getting close to what matters most, but also getting close to kids the hearts and minds of students and parents.
- BASSE students will have direct access to meaningful options and those options will link to opportunities that are relevant and meaningful toward a life of self-sufficiency, impacting generations in Sussex County.
- It is critically important to help parents realize that dreams are mandatory for all children regardless of any demographic identities, unique circumstances, or current condition.
- BASSE will provide a rigorous education predicated on hope, equity, and excellence.

Ms. Croner

- As a Delaware educator for over ten years, it's important for students to have options but many don't know where to go to fulfill those options that they have in their dreams
- BASSE will expose students to the world outside of their familiar environments and provide students and expose them to a variety of pathways to success.
- BASSE will provide a holistic curriculum that combines an academic focus with service learning as well as social-emotional learning to mitigate the negative effects of trauma.

Discussion

CSAC reviewed the school's application and sent initial questions and concerns to the school prior to this meeting. Ms. Klein asked the school to address the initial questions and concerns that CSAC provided. The school's verbal responses are notated as follows in blue.

1. Please highlight, in general terms, what you would view as the three key changes or areas of progress made since last year's application and discussion.
 - Financial Support - BASSE has increased its financial backing and support, receiving \$1,000,000 in grants from the Longwood Foundation and Welfare Foundation.
 - Staffing – BASSE has hired its Founding Executive Director, Dr. Millen, Founding Instructional Leader, Kristen Croner, and Director of Development, Crystal Simmons.
 - Facility – A partnership has been established with Delaware Technical Community College (Del Tech) to locate at the Ennis building.
 - Grade Configuration – The model has expanded to include middle school grades based on parent feedback, indicating a desire for more middle school options. The earlier touch point will ensure that students are fully prepared to enter the high school.
2. For the record, can you please clarify the role and involvement of Ms. Alonna Berry with the school from January 2022 and moving forward, while she is in her role as Education Advisor for the Governor? Her name is mentioned in the application several times.
 - Ms. Berry is BASSE's founder but she is not directly involved with the school as she currently serves as the Governor's education advisor. There a firewall in place now so Ms. Berry is not involved in any aspects of the application process beyond her past role as founder.
 - Any reference to Ms. Berry in the application pertains to her work prior to January 2022 because she was still working with BASSE through December. She is no longer an active member of BASSE but will always be credited as its founder.
 - Ms. Ashford noted that she replaced Ms. Berry as board chair beginning in late November 2021.
3. Why is there no growth beyond 40% of students meeting proficiency?
 - As a school of excellence, we are discussing a higher rate of proficiency and will revisit based on the S.M.A.R.T goal methodology.
 - The response to the Initial CSAC Report will address this area.
4. Can you point us to where in your materials the promotion and graduation criteria are discussed? If it's not included in the materials, can you please provide more information?
 - The response to the Initial CSAC Report will address this area.

5. Throughout the application you mention the service-learning requirement, will that be a requirement for graduation? (Not mentioned on pg. 12 [here](#)).
 - The response to the Initial CSAC Report will address this area.
6. Please provide additional information on how your school will meet the “career pathways” graduation requirement, using the prompts listed in the new charter school application.
 - BASSE has had conversations with the Department’s Career and Technical Education (CTE) office around including career pathways. CTE is developing a new middle school model and BASSE will incorporate this work into its planning.
7. Clarify your recruitment timeline? (Will this begin in 2022 or 2023?)
 - The submitted timeline had a typo in the year. The corrected version will be submitted with the response to the Initial CSAC Report.
8. Share information regarding the existence of other Sussex County IB programs and how they may impact BASSE’s location decision, enrollment preferences, and recruitment strategy.
 - Currently, Sussex Central has an IB track for students and Sussex Academy incorporates some IB programming. All BASSE students will participate in the IB program. However, the IB diploma is optional. The IB program has a career component and students can complete the coursework without pursuing the IB diploma.
 - The IB program also provides supports for students receiving special education services which includes the needed supports and accommodations they would receive in traditional high school curriculum.
 - BASSE will provide a unique IB experience compared to what is currently available in Sussex County.
9. Explain how you will effectively reach out to recruit your English Learner population? (Projected at 22% of enrollment).
 - The 22% EL projected enrollment is based on the current average in Sussex County.
 - BASSE is utilizing recruitment materials in English, Spanish, and Creole for targeted outreach to these communities. Any student, regardless of their home language, has the opportunity to attend BASSE.
10. Explain what challenges you anticipate in recruiting middle school and high school students? How do you plan to address or overcome these challenges?
 - BASSE chose natural transition points for its grade configuration. Recruitment efforts reflect conversations and surveys with middle school parents.
 - BASSE will provide an option for parents who are looking for a unique option that is not currently available in traditional schools in Sussex County.
11. In section 1.3, Attachment 8, the results of the parent support surveys are still concerning. There were only about twenty 6th and 7th grade entries on the spreadsheet. Only four of the 6th and 7th grade entries indicated that BASSE would be their first choice. Please elaborate on the interest in the school.
 - Parent support surveys are increasing weekly.
 - BASSE has contracted a firm to help manage and increase parent engagement which includes a targeted social media plan and a targeted outreach plan.
 - The verbal commitments received to date will be turned to written commitments.

- Creative engagement strategies have been employed to mitigate COVID restrictions which have presented some challenges with in-person engagement.
 - A number of virtual events have been scheduled.
 - Recruitment efforts are intended to maximize the use of various social media platforms as well as a number of traditional, grassroots approaches such as marketing drops at barber shops, hair salons, childcare centers, youth leagues, churches, etc. with an emphasis on diversity and equity.
 - The response to the Initial CSAC report will include updated documentation
12. In section 1.3, Attachment 9, the applicant seems to indicate that they will not allow parents to withdraw an application after the board has taken action on it. It also seems that they will not allow a parent to withdraw their child's enrollment once they accept a spot at the school. This stance may hurt the school in the long run. Please explain the thinking behind this.
- Parents will be permitted to withdraw their applications after the board has acted. The language in the application was unintended and not stated clearly.
 - The language will be clarified in the response to the Initial CSAC report.
13. Can you please clarify your enrollment preferences for the record? The 5 mile radius is listed in this document but is not listed in your enrollment policy. Please share:
- i. Purpose of each proposed enrollment preference in meeting the vision, mission, educational goals, and ability to reach BASSE's target population;
 - ii. Considerations in choosing enrollment preferences and rank-order of these preferences;
 - iii. Information regarding how the preferences will differ, based on the location chosen.
- We noticed that the enrollment preferences were updated in one section but not in the other section. The response to the Initial CSAC Report will clarify the following preferences:
 1. District location to serve the community in which the school is located which, initially, will be the Indian River School District and after the district of the permanent location (western and central Sussex County).
 2. Students with a specific interest in BASSE's teaching methods, philosophy, or educational focus. This is intended to make enrollment more inclusive rather than a barrier. Prospective students will be provided a variety of ways to demonstrate interest.
 3. Sibling Preference – to make it convenient for families with multiple children.
14. Title 14, Chapter 5, Section 512(11), (11) requires the school to ensure its students' adherence to school attendance requirements comply with state and federal law; Can you point to where in your application this information is included? If not, included can you please provide this information?
- BASSE will comply with State and Federal law. This will be affirmed more explicitly in the response to the Initial CSAC Report.
15. Describe your ongoing Professional Learning Plan to maintain the requirements of the special education policies, procedures, and procedural safeguards outlined in Delaware Administrative Code for Unique Populations?

- BASSE will attend all the training required by the State relative to special education policies, procedures, and procedural safeguards. This will be affirmed more explicitly in the response to the Initial CSAC Report.
16. What is your plan to ensure that BASSE has adequate staffing and resources to fulfill related services requirements for students with disabilities?
- Each grade level team will have its own special education teacher who is dedicated to supporting our dual certified teachers.
 - The staffing plan calls for hiring dual certified teachers and a dedicated special education coordinator in our building from year one.
17. Please clarify your referral process for students suspected of needing special education services? Provide more details about the process and be sure you are following the regulations outlined in Delaware Admin. code 925.
- The referral process will be very similar to traditional schools.
 - A referral can be initiated by a staff member and/or parent and would go through the proper testing channels and a determination made based on the assessment results - whether the student needs specialized services and at what level they would need those services. The services would be incorporated into an IEP and/or 504 plan.
18. How will parents/guardians be informed of students' progress through the MTSS process?
- Our MTSS process aligns with student personalized learning plans ,which include parent input, throughout the entire process so parents received regular updates on their children's progress.
 - Student-led conferences will be a unique component of the process.
19. There are points within the application where it is not fully clear if the Academic Dean or the Executive Director will serve as the head of school. Please clarify the roles of those two functions.
- BASSE will have a non-traditional leadership model. The executive director will serve in a role that is similar to a district superintendent with some traditional principal responsibilities. The executive director will manage the non-instructional elements that support school operations.
 - The academic dean will serve as the academic head of school. The titles are analogous to titles used by universities (e.g. department deans). The academic dean will be responsible for instruction leadership, supporting teachers, curriculum, and day-to-day instructional elements.
 - A more detailed breakdown will be provided in the response to the Initial CSAC Report.
20. In section 1.6, page 5, the applicant states that they would be compelled to delay opening if the school does not reach a minimum of 250 students enrolled. Is this minimum to be met by April 1, May 1, or some later date? What if enrollment is at 230 or 240 students? Will that delay the opening?
- Enrollment of 250 students is a State advised threshold. Additionally, meeting revenue thresholds if enrollment is just under 250 students.
21. In section 1.7, Attachment 17.1, most of the letters of support simply state support for approval of the charter application. Very few of the letters submitted actually offered some kind of tangible support to the applicant group (most included a vague statement

about “supporting the school in a way that best utilized our resources”). Most of the letters seemed to be a standard form letter that individuals added their name(s) to and submitted. Some of the standard form letters failed to provide anything besides a name (no address, telephone number or email address). Additionally, the letters of support are from 2019 and 2020. Did the applicant secure any new letters of support? Did the applicant reach out to the original supporters to verify that they are still willing/able to provide support given the new timeline?

- The letters of support received to date reflect our efforts over the past five years.
 - We reach out to them and confirm ongoing support and provide updated documentation that includes more specifics.
22. Can you provide documentation from Moonlight Architecture detailing the renovations needed for the Ennis building and associated costs?
- BASSE is working with Moonlight Architecture to determine the needed renovations for the Ennis Building. A tour and walkthrough have been completed and the blueprints obtained. However, access to the building is limited because it is currently in use by Del Tech. When full access is provided, Moonlight Architecture will be able to complete a full scope of work for the renovation requirements and related architectural plans. The board of directors has set aside \$90,000 for these costs. This work will begin at the end of this school year when Moonlight Architecture is provided full access to the building.
23. Can the school provide a leasing agreement or a letter from Delaware Tech indicating an intended partnership, if the new charter school application is approved?
- The lease agreement was provided in the application materials but it will be resent with the response to the Initial CSAC Report.
24. Under the lease agreement, who is responsible for maintenance costs?
- BASSE will be responsible for maintenance costs and these costs are reflected in the budget.
25. Your application includes a detailed development plan. Can you please specify which, if any, grants (awarded or targeted) are focused on facility renovations?
- All grants received to date can be used toward general operating costs so they can be applied to facility renovations.
26. Will the proposed site for the Sussex County Solutions Center (SCSC) facility be located within the Indian River School District? If not, how do you anticipate that this will impact your enrollment preferences when the time comes to make the transition?
- If SCSC is not located in the Indian River School District, the board’s intent on serving students in the surrounding community will not change.
 - The proposed locations have been targeted based on BASSE’s potential benefit to the respective communities.
27. Is there a guarantee that the space within Ennis will be available for initial opening, if the application is approved? If the Sussex County Solutions Center is not constructed or completed within the anticipated timeline, what is the school’s “plan B” for location?
- The lease agreement provides an option to extend for an additional three years if there are delays with the SCSC building. If necessary, the initial facilities plan also includes the use of temporary or modular structures.

28. Is the “Arts Teacher” for all Related Arts? If so, will the same teacher be covering physical education, health, art, music, technology etc.? There is only 1.0 FTE in the budget in years 1 and 2. Please provide more information on how all of these subjects will be covered by 1.0 FTE and will be able to serve all students in all required subjects.
- The Art Teacher will be a BASSE employee and lead this specific pathway.
 - BASSE will explore partnerships with other schools for other subject areas.
 - Related arts will be contracted out.
29. In line 30 of the budget, Computers, in Section 1.3, Attachment 10, the applicant indicates that all students will be provided with a device (such as a Chromebook). The applicant’s 1:1 technology plan does not appear to be represented in the budget. The narrative states that they “will setup a computer lab and provide computers throughout the school to support the educational programs.” They reference a partnership with NerdiT Foundation, however, the letter that was provided in Section 1.7, Attachment 17.2 (see page 11) does not provide any details regarding this arrangement. The amount budgeted in Year 0 and 1 (\$100,000 and \$0) may not be sufficient to provide an adequate number of devices to students and staff. Can the applicant clarify their intent to provide students with a device (1:1 plan)?
- The budget includes funding for 1:1 technology based on a partnership with the NerdiT foundation.
 - The response to the Initial CSAC Report will provide a further breakout of this budget line 30.
30. On line 31 of the budget, contracted services, please provide a breakout of all items covered under this line, to include items noted in line 25.
- The response to the Initial CSAC Report will provide a further breakout of this budget line 25.
31. In “Other Funds Budget” – how much of the Longwood and Welfare grants have been spent thus far? If some amounts have already been spent, are they accounted for in the Year 0 budget?
- BASSE has already received a majority of the funding. The response to the Initial CSAC Report will provide an accounting of these funds in the Year 0 budget.
32. In “Other Funds Budget” - line 58 shows accounting and payroll expenses during the planning year (Year 0). Does the applicant intend to access state systems for payroll and accounting during the planning year? If yes, what is the timeframe that access will be needed (immediately upon application approval? July 1, 2022? Some other time prior to opening?)?
- We are working with Michelle J. Lambert, CPA LLC & Associates to develop our payroll business processes. The response to the Initial CSAC Report will include that timeline.
33. In the Business Plan, page 5 – The applicant states that the board will build a sufficient cash reserve to cover possible closure over the next five years. Please note that schools must meet this requirement by December 31 of the third year of operation.
- BASSE hired a director of development, Ms. Simmons, to meet this goal.
 - The response to the Initial CSAC Report will address this more specifically.

- BASSE has pursued a braided fundraising strategy. Combining asks with BASSE’s arts, service learning (e.g. financial literacy), social-emotional learning, and staff development goals has proven effective.
34. Delaware Science Coalition doesn’t offer comprehensive support at the high school level. It is strongly recommend that teachers engage in Next Generation Science Exemplar (NGSX) training. It is also recommended that you work with your teachers to enhance IB curriculum with some Next Generation Science Standards (NGSS) aligned pedagogy, which is grounded in equity.
- BASSE will work with DDOE to align the IB curriculum with NGSS.
35. In sections 3-9 your high school science curriculum is intended to be IB with “clear alignment between IB and both the Delaware Content Standards and the Next Generation Science Standards.” The DE Science Coalition does not support IB materials, and a crosswalk of IB curriculum and the NGSS to illustrate this clear alignment along with an intention of incorporating NGSS aligned pedagogy (via professional learning—perhaps using NGSX or other PL modules) has not been provided. Please provide this.
- BASSE will work with DDOE to align the IB curriculum with NGSS.
36. Given that much of the plan is based on using an IB model, has the school had conversations with IB to initiate those conversations?
- Conversations have been ongoing with the IB national office and they have provided a letter of support.
 - The conclusion of the charter application process will trigger next steps relative to staff training, etc.
 - IB support is reflected in the budget.

Conclusion

Ms. Klein asked members of the CSAC to specifically articulate any outstanding concerns with each section of the New Charter Application. The following specific information was requested by the CSAC:

Tyler Bryan

- The transportation plan mentioned reimbursing parents for carpooling as a strategy to mitigate the bus driver shortage. Please elaborate.
 - If the bus driver shortage continues, alternative plans are being explored, including reimbursing parents for carpooling expenses based on a strategy employed by another public school. It’s currently in the idea phase.

Ms. Klein

- There is one charter school in the State whose foundation is providing mileage-based stipends to parents for transportation costs. Payments can be an administrative burden.
- If BASSE intends to do anything other a mileage-based stipend, like a flat payment, it would not be appropriate to pay through the school or through the State’s accounting system.
- If BASSE decides to pursue this strategy, Mr. Bryan and herself are available as resources.

Gregory Fulkerson

- Provide the documentation requested in the follow-up questions relative to curriculum and instruction (See Attachment A)

Tiffany Green

- If the application is approved, is a BASSE leader/site coordinator aware of the induction program and the requirements.
 - IB provides annual training prior to the school year and annual training during the school year.
- Regarding IB training, will teachers complete training prior to the school opening date or subsequently?
 - The timeline will be determined after staff are hired.

Brook Hughes

- Submit the information included in the initial questions/concerns (copy of the lease, confirmation that any funds spent to date are reflected in the budget, etc.)

Joyce Leatherbury

- Clarify the school's plan providing a school psychologist to evaluate students for potential disabilities and other related services (e.g. speech therapy, occupational therapy, and physical therapy services).
 - The special education coordinator and academic dean will manage contracts for related services.
- Be sure to review 14 DE Admin. Code 925, which have been updated as of July of 2021 to ensure that the plan aligns.
 - The plan for related services will be reviewed and updated, if necessary, to incorporate any updates to 14 DE Admin. Code 925.

April McCrae

- It is recommended that BASSE contact DDOE Education Associate for science, Tonyea Mead, for guidance with combining themes from social studies and the Next Generation Science Standards. Additionally, the problem-based learning approach is supported by Gloria Ladson-Billings.

Brian Moore

- The attendance policy includes language regarding withdrawal for multiple violations of the code of conduct. Clarify that due process is included in the code of conduct for any suspensions.
- The code of conduct should include a suicide prevention plan, dating violence recognition plan, and required definitions of violations of code.

Leroy Travers

- Regarding enrollment preferences, district preference is currently prioritized over sibling and student interest preferences. This could pose an unintended consequence of a sibling not being admitted due to a district preference.
 - The leadership team will consider revising the preferences.

Next Steps:

- The CSAC Initial Report will be issued on or before February 11, 2022.
- The first of two public hearings will be held on February 14, 2022, beginning at 5:00 p.m. That meeting will take place virtually.
- The school will have an opportunity to comment on CSAC's initial report. The school's comments are due on or before February 28, 2022.
- A second and final meeting of CSAC will be held on March 24, 2022 at 9:00 A.M. That meeting will take place virtually.
- On or before, March 31, 2022 CSAC will issue a final report, which will include its recommendation on the new charter application.
- A second and final public hearing will be held on April 4, 2022 at 5:00 P.M. That meeting will take place virtually.
- The public comment period ends on April 11, 2022.
- The Secretary of Education will announce his decision at the April 21, 2022 State Board of Education meeting and ask the State Board for ascent.

Curriculum and Instructional Design

English Language Arts

Overall Evaluation: Partially meets expectations

Expectations:

Provide one middle level ELA unit of instruction employing the provided templates to the curricular resource. Please ensure there is a culminating summative assignment with a corresponding scoring rubric.

Ms. Ashford:

- BASSE's education plan includes creating scaffolds for students prior to rolling out instruction.
- The middle level ELA unit will be provided as part of the response to the Initial CSAC report. More specific information regarding the Tier 3 screening and intervention processes will be provided in the response to the Initial CSAC Report.

Follow-Up Questions

Expeditionary Learning and Paths to College and Career are highly aligned, high quality instructional resources. What teacher supports – training, planning, and coaching – are in place to ensure teachers can implement the curriculum with mastery?

Ms. Ashford:

- BASSE has a professional development plan for all teachers.
- Teachers will have significant planning time during the school year. The leadership team is developing a professional development plan for all content areas. Additionally, teachers will receive professional development to implement the International Baccalaureate (IB) curriculum which will be phased in over time.

[ELA] Part 7 of section 1.3 requests a synopsis of the plans for additional academic supports for at-risk students specific to reading and mathematics. Please provide details about the Tier 3 screening and intervention support provided for students with weak phonics/word analysis, fluency skills in addition to comprehension difficulties. The listed intervention resources do not attend to unfinished learning in the foundational reading skills.

Ms. Ashford

- The response to the Initial CSAC report will address this area.

According to your executive summary, nearly two-thirds of the districts here perform below the state average in measures of College and Career Readiness. What is your plan to accelerate the learning of the incoming students not fully prepared for grade-level work?

Ms. Ashford

- The response to the Initial CSAC report will address this area.

English Learners**Comments:**

The current exit score for reclassification of English learners is 4.7, not 5.0 as listed in your education plan.

Your plan indicates the school will schedule contact hours of instruction based on the English learner's proficiency level. Please consider ways that you can integrate and amplify language development within the content areas for your English learners. All educators should share responsibility for language and literacy development within the content areas. Pull-out programs offering isolated language skills have been proven to be less effective for language development than content and language integration within grade-level instruction.

Follow-Up Questions:

How will you use your ELL Plan Committee to support instruction for English learners within the most inclusive environments?

Ms. Ashford

- We will adjust our reclassification system in the application to reflect the correct exit score.
- English learners will have a personalized learning plan that helps them progress to the most inclusive classrooms.
- BASSE will build a collaborative and inclusive instructional culture that removes the silos that happen in education and provide instruction that is specific to each students learning needs.

Mathematics

Overall Evaluation: Partially meets expectations

Follow-Up Questions:

- Are the previous plans and supplements for the high school mathematics resources and the accompanying professional learning still in place?
- If the Eureka/EngageNY materials are used for grades 6-8, what is the specific professional learning plan which will be utilized to support teachers, considering the usability challenges cited in the [EdReports report](#) ?

Ms. Ashford:

- The materials were developed last year and will be provided in the response to the Initial CSAC Report.
- BASSE's professional learning plan will incorporate these resources.

Social Studies

Overall Evaluation: Meets expectations

Follow-Up Questions:

- Given the stated emphasis on service learning and citizenship, what action civics projects will become part of your curriculum and in which grades?

Ms. Ashford:

- The service learning curriculum plan will support students in action-oriented civic learning. Teachers and students will work collaboratively to build out what these projects will look like.
- Teachers will facilitate course content. For example, teachers might facilitate a project about water quality and access in Sussex County and look specifically at chicken plants and how to educate the community. Teachers and students would work collaboratively to develop solutions, such as a letter writing campaign to legislators.
- Solutions would be student-driven and age-appropriate.
- BASSE will work with the Bryan Allen Stevenson’s Equal Justice Institute.
- Any recommendations from the Social Studies Coalition will be incorporated as well.

Science

Overall Evaluation: Partially meets expectations

Expectations:

- Provide a crosswalk that shows alignment of IB curriculum and the Next Generation Science Standards (one at middle and one at high school), to illustrate clear alignment along with an intention of incorporating NGSS aligned pedagogy. This would be a professional development plan. April McCrae and Tonyea Mead, Ed Associates are willing to provide support in helping with this lift. (april.mccrae@doe.k12.de.us and tonyea.mead@doe.k12.de.us)
- Delaware Science Coalition does not offer comprehensive support at the high school level. It is strongly recommend that teachers engage in Next Generation Science Exemplar (NGSX) training. It is also recommended that you work with your teachers to enhance IB curriculum with some Next Generation Science Standards (NGSS) aligned pedagogy, which is grounded in equity.
- In sections 3-9 your high school science curriculum is intended to be IB with “clear alignment between IB and both the Delaware Content Standards and the Next Generation Science Standards.” The DE Science Coalition does not support IB materials, and a crosswalk of IB curriculum and the NGSS to illustrate this clear alignment along with an intention of incorporating NGSS aligned pedagogy (via professional learning—perhaps using NGSX or other PL modules) has not been provided. Please provide this.

Follow-Up Questions:

- How are you using the Safety First Manual to help design for all your science, CTE, health, and visual and performing art classrooms? (Meeting Regulation 885-classroom size, # of exits, fire safety equipment for labs, etc.). Manual is posted on DOE website, science, admin. resources.

- How are you going to provide professional learning to your teachers since the DE Science Coalition doesn't offer IB training?

Ms. Ashford

- The leadership team has completed a crosswalk between the Next Generation Science Standards and the IB curriculum at both the high school and middle school levels.
- The safety manual will be used to support any remodeling at the Ennis building.
- A phase-in plan has been developed for incorporating the IB curriculum with NGSS and training science teachers in accordance with professional development plan.

Visual & Performing Arts

Overall Evaluation: Meets expectations

Follow-Up Questions:

- What types of music courses will be offered? If you are offering traditional ensembles- band, choir, orchestra- the Traditional and Emerging Ensembles Standards strand are what is used.
- Please feel free to reach out to Lauren Conrad, Education Associate for Visual and Performing Arts with any questions (lauren.conrad@doe.k12.de.us).

Ms. Ashford

- BASSE will initially offer general music. As enrollment grows, student demand will determine when the traditional ensemble is established.
- BASSE has already initiated discussions with other schools in Sussex County to explore partnership opportunities sharing resources.

World Languages

Overall Evaluation: Meets expectations

Ms. Ashford

- The leadership team will take Dr. Fulkerson's recommendations for World Languages into consideration.