

**TO: Charter School Accountability Committee (CSAC)**  
**Charter School Office**  
**Delaware Department of Education**

**REF: Responses to CSAC initial Report – Formal Review process**

**FROM: Dr. Cristina C. Alvarez, Chief School Officer**

Under separate cover please see the requested:

- Budget Narrative
- Budget Revenue Sheets
- Updated cash flow projection based on Sept 30<sup>th</sup> enrollment at 202 students

In addition, we have included revised projections for years 1 to 4 of operations starting with the 80% enrollment of 240 students. Projection assumptions are described in the above mentioned Budget Narrative, and reflect modified expenditures to

- Ensure the implementation of the school's charter with fidelity,
- Address the large special needs student population,
- Support staff professional development programs

These documents are presented in two packets, one for the 202 student enrollment scenario, and the other for the 240 student enrollment scenario.

#### **Enrollment Update:**

Recent enrollment trends show a steady student enrollment increase. Students enrolled in e-School:

Date	#	Percent of total authorized enrollment
1 April 2015	137	46%
1 May 2015	202	67% (21% increase in one month)
<b>13 May 2015</b>	<b>206</b>	<b>69%</b>
<b>1 June 2015</b>	<b>235</b>	<b>78%</b>

Furthermore, we are able to demonstrate that Design-Lab High is becoming known to families and is an increasingly popular school choice. The data reveal the following application activity on the school choice website: (<http://www.schoolchoicede.org/ApplyInfo/Design-Lab>)

	May 1	May 13	June 1
Applications received on school choice website	345	349	395
Active applications on school choice website	301	237	268
Applicants who have accepted our invitation	204	210	241
Applicants fully enrolled in e-School	202	206	235
Undecided Applicants	30	27	27

**Submitted: 1 June 2015**  
**To: infocso@doe.k12.de.us**

Confidence that student enrollment will reach and surpass the 80% threshold of 240 students has informed the budget revisions we submit to the CSAC on June 1<sup>st</sup>.

### **Education Plan as it relates to:**

#### **Special education staffing and related services:**

As a point of clarification, the Year One organizational chart is updated to reflect the addition of one Special Education Coordinator (paid by federal IDEA funds), one Special Education teacher, nine subject/content teachers and 1.5 specials teacher.

1. **Special Education Coordinator** - will be responsible for the overall coordination of student support services. Responsibilities also include review all of the Individual Education Plans (IEPs) to determine required services and case management. The Special Education Coordinator will deliver ongoing professional development and support to teachers in differentiation of lesson plans and teaching methods, tiered assignments, and adaptation and modification of assessments. The Special Education Coordinator will also support the Intense-Level 2 and Complex-Level 3 SPED students with pull-out services in a resource room (setting B).
2. **Special Education Teacher** - will provide instructional support, including inclusion-model/push-in support (setting A) to Basic-Level 1 SPED students and pull-out services in a resource room (setting B) to Intense-Level 2 SPED students.
3. **Subject/content Teachers** - will be responsible for teaching content and implementing the IEP through appropriate differentiation of lesson plans and teaching methods, tiered assignments, and adaptation and modification of assessments. Subject/content teachers with dual certification in the subject and special education are preferred in Design-Lab's hiring practices.

#### **Services to the general school population:**

In addition, funding is being added to pay for therapists and contracted services for the Intense-Level 2 SPED students, i.e. annual re-evaluation testing, occupational therapy, physical therapy, and related services. Combining the inclusion model and the project-based and interdisciplinary approach in Design-thinking methods provides services to the general school population, because together the approaches lend themselves to differentiation and customization of learning. Total investments in these supports start at over \$40,000 in year 1, increasing to over \$100,000 in year 4.

#### **Recruitment process for attracting dual certified teachers:**

Subject area teachers will help implement the goals of Individual Education Plans (IEPs). We are actively recruiting dual certified subject area teachers through the Design-Lab Schools network and website, multiple advertising venues, social media, professional networking sites, outreach to Delaware's colleges and universities, the [joindelawareschools.org](http://joindelawareschools.org) job search site, professional word-of-mouth referrals, and an Educator Recruitment Fair to be held at the school (179 Stanton Christiana Road, Newark, DE 19702) on Saturday, June 6<sup>th</sup> (see attached flyer).

We are running a 4-week radio ad on REACH Radio 97.1 FM to advertise the Educator Recruitment Fair. A teacher recruitment team will screen candidates at the event and give

**Submitted: 1 June 2015**

**To: [infocso@doe.k12.de.us](mailto:infocso@doe.k12.de.us)**

preference to candidates who hold dual certification in a subject area and special education. Dual certified subject/SPED teachers receive an additional \$750 per year, over their base pay on the salary schedule.

Currently we have 24 candidates for teaching positions, of which 5 are dual certified. Given that we are looking to fill 9 positions, we see a strong probability of having most teachers on staff being dual certified. For budgeting purposes we have assumed all teachers are dual certified.

Finally, we are informing all certified and qualified subject teacher candidates that to be considered for employment they must take the PRAXIS I test in special education by June 30<sup>th</sup>.

### **Narrative describing the professional development program:**

The professional development line item for the first year of operations, in the 4 year school projections is being increased to \$40,000, growing to \$50,000 in years 3 and 4. This will enable teachers to participate in:

- Summer institutes
- August professional development days
- Twice monthly professional development meetings during the school year
- Professional development opportunities offered by Delaware DOE
- Subject area Coalition activities
- Participation in state and national professional organizations

**PLC+ ©** At Design-Lab we call our Professional Learning Communities "PLC Plus" because, in addition to a Professional Learning Community with their peers in the school, each teacher will establish a partnership with a colleague in another district, a partner in one of the other Design-based schools across the nation, a higher education partner, and interaction with a related Education Associate at DDOE.

The CAO will work full-time at the school, doing non-evaluative coaching with teachers on their planning and practice in classrooms and in small group meetings. The coaching process will include pre-planning lessons together, videotaping teachers implementing the lesson, using the videos for cooperative reflection on the lesson, and sharing the results with colleagues locally and nationally.

Some of the teachers will be earning credits toward Masters Degrees and other certifications applicable to their subject area. The remaining teachers will have volunteer mentors who have national reputations in an area of interest to the teacher. The CAO has an international network of mentors in a variety of content areas. Teachers will be expected to read and share books related to their professional development activities as role models for students who will also be doing research using books, magazines, websites, professional organizations, peer partnerships and a variety of other resources related to their individual and group projects.

Design-Lab High will host an annual national conference on Design-Thinking as it applies to our proprietary STEM curriculum (Science, Technology, Engineering and Math plus Media and Design). This conference will include nationally recognized keynote speakers, panels of national and regional practitioners, and exemplary Delaware educators and students. The

CAO has held such annual national conferences in other states for over twenty years. The financial structure for the conference will be designed to net a profit for the school.

**Narrative describing the school leader hiring process and qualifications:**

Qualified Principal candidates are being vetted through a process that includes: recruiting and selecting a pool of qualified candidates, screening credentials, background, experience, and reference checking, background checks and child abuse clearances, and Board approval. Principal candidates completed a series of in-person interviews and written problem-solving tasks in the area of school leadership. We give preference to candidates who demonstrate strong operational and problem-solving skills and who hold advanced degrees in education. Attached please find the posting for the position.

Prior to finalizing an offer of employment Delaware Design-Lab High School Board of Directors is reviewing recommendations and inputs received regarding the finalist(s). The Board will make a decision following the conclusion of their review.

Design-Lab Schools LLC will fund a leadership mentor to provide on-boarding, on-going support and guidance to the Principal in his/her first year as school leader of Delaware Design-Lab High School. In addition, the School founder will oversee the leader's on-boarding at the school.



Design-Lab High is seeking talented, energetic, innovative, motivated faculty who are ready to change the education landscape in Delaware.

## Educator Recruitment Fair

Bring 3 copies of your resume &/or portfolio with 3 references & contact information. On-the-spot interviews may be offered.

### OPEN POSITIONS:

**High School Teachers:** English, Algebra, Geometry, Science, History, Art, Spanish, PE/Health, Technology Education, Special Education, Driver's Education, Media, Design

**Hiring Preference for Teachers:** Dual Certification with Special Education

**Support Services:** Special Education Coordinator, HS Guidance Counselor, Nurse, Paraprofessionals

**Saturday, 6 June 2015 9 am to 2 pm**

179 Stanton Christiana Rd, Newark, DE 19702

**Design-Lab High School**

**302.660.1523**

[www.design-labschools.org](http://www.design-labschools.org)



## FOUNDING PRINCIPAL

**Delaware Design-Lab High School**  
179 Stanton Christiana Rd, Newark, DE 19702

Exciting leadership opportunity for full-time, permanent 12-month position in a new grades 9-12 charter school opening with grades 9 & 10 in summer 2015.

**Required:** Delaware standard certificate/School Leader; Masters Degree in Education or Administration; Minimum 3 years successful school leadership experience; Strong ability to make connections and build relationships with superiors, peers, subordinates, students, parents & staff; Experience managing DE State assessment systems and associated reporting of assessment results. **Preferred:** Previous management and/or supervisory experience, experience working with urban students, working knowledge of student data management systems, and scheduling.

**Successful candidate will demonstrate:** Knowledge of core standards and rigorous instruction; Strong operations background; Knowledge of DE State assessment system and data reporting for DCAS, Smarter Balanced, MAT & NAEP; Evidence of data driven decision-making to produce improved student outcomes; Organizational skills and ability to multi-task; Communication and problem solving skills; Experience in professional development of teachers and related evaluation processes; Ability to work effectively with staff, students, and parents; Strong work ethic; Flexibility; Confidentiality & discretion; Ability to be successful in a fast-paced start-up work environment.

**Main responsibilities include:** Support the Design-Lab Schools vision to provide innovative Design-thinking education; Leadership and management of curriculum, instruction & assessment programs; Develop high achievement programs (Advanced Placement, National Honor Society & National Society of Student Councils); Supervise and evaluate instructional and non-instructional staff; Implement DPAS state educator performance system; Plan professional development; Coordinate effective use of data; Daily school operations; Coordinate with CMO for development of courses, schedules & calendars (assessment, PD, school-year); Recruitment of students and faculty; Represent the school in the community.

Email cover letter, resume, DE certification (School Leader), transcripts, three letters of recommendation (current, within one year), professional reference list with 5+ names and current contact information, salary requirements, current criminal background check (CBC) & DE Child Protection registry clearance. In addition, include a one-page essay explaining why you would be the best choice for Founding Principal.

Email to: [calvarez@design-labschools.org](mailto:calvarez@design-labschools.org)

Applications will be accepted until the position is filled. EOE