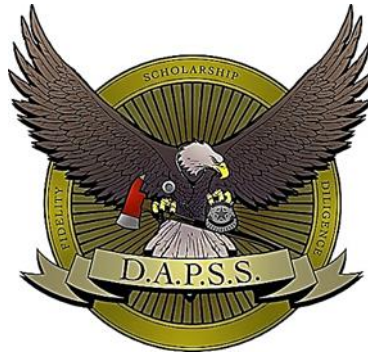


# **Delaware Academy of Public Safety and Security (DAPSS)**



## **Annual Report 2015-16**

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## **I. Charter School Program**

The Delaware Academy of Public Safety and Security (DAPSS) provides a unique program that offers a public safety mission while simultaneously emphasizing core content areas. The DAPSS curriculum is guided by the Common Core College and Career Standards focusing on deepening school and classroom level implementation in all subject areas for all cadets while providing academic and behavioral supports to remove barriers along the college and career readiness track. Furthermore, DAPSS provides opportunities for cadets in career readiness through the public safety field in the areas of law enforcement, forensics, homeland security, emergency medical services, firefighting, corrections, and dispatching. Cadets experience a hands-on approach within the public safety field. DAPSS emphasizes its culture and traditions primarily through a strong work ethic, discipline, duty to others, and duty to oneself and fellow cadets.

The DAPSS mission is:

As a model of excellence in the public safety field, DAPSS will strive to earn the respect of the community. DAPSS will develop disciplined and responsive individuals that will become the trusted and preferred choice of public safety organizations and/or post-secondary institutions. DAPSS graduates will exhibit the core values of fidelity to others, diligence to succeed, and scholarship in the classroom.

The DAPSS vision is:

A charter high school dedicated to providing a rigorous academic curriculum that meets State of Delaware standards as well as providing cadets practical career training in the public safety field.

### **Goals**

Goals for the 2014-2015 and 2015-2016 school years were the following:

Goal (1) DAPSS cadets will graduate from high school in an academic program that will allow for post-secondary education.

Goal (2) DAPSS cadets will develop relationships and have hands-on experiences with professionals in the public safety and security industry that will enhance career awareness and preparedness.

Goal (3) Our passion is to help each cadet discover their full potential. Our academy avows that each cadet will learn, practice and display leadership skills required for success and to be a positive contributor in their selected career or educational endeavors.

## Academic Performance Conditions

According to the 2014-2015 Annual Report, discrepancies existed in cadet data as teachers managed cadet transcripts and scheduling. Additionally, rules and guidelines consistent with a public safety culture were not established. Senior administration and the school counselor are responsible for all scheduling and managing of transcripts. A clear public safety mission has been established, and an administrator in charge of the public safety department was hired.

During the 2013-2014 renewal year, the specific condition of *meets standard* on the academic framework for 2014-2015 was imposed on DAPSS. DAPSS has yet to meet standard on its academic framework. As a result, a director of curriculum and instruction was hired in August of 2016. In June of 2015, the administration created the improvement plan seen in Figure 1.1 addressing academic rigor, cadet recruitment/retention, and financial stability. In response to the financial stability aspect, an administrator with a solid background in finance was hired in March of 2016. Refer to the status column for verification of completion by the start of the 2016-2017 school year.

Figure 1.1 DAPSS Improvement Plan, 2015-2016

Target Dates	Idea and Steps	Resources	Status
30 June 2015	Post, interview, hire Guidance Counselor	-DAPSS website -Join Delaware Schools	Completed -D' Aeisha Hamilton
14 July 2015	Restructure DAPSS culture/environment: -New Chain of Command (creation of Chief of Cadets & Chief of Academics) -Addition of Corps of Cadets, ranking structure, organization, formations -Addition of the culture and traditions of public safety within curriculum -Refinement of the cadet uniform -Creation of Administrator and Public Safety instructor uniforms -Creation of Honor Code within the academy Code of Conduct -Implementation of Cadet Activity Day (team building) -Recruitment of active Public Safety personnel to Board positions	-Parent Meetings to distribute information -Cadet meetings to review/structure Corps of Cadets -New Administrators at summer DOE training's -Postings to the website -Discussion/collaboration with Public Safety Partners Advisory Board	Completed  -Edward Hojnicky, Retired firefighter -Chris Martin, Active Delaware State Police -Willie Patrick, Retired Wilmington Fire Chief
15 July 2015	Update, recalculate, and balance operating budget: -Implement salary scale model -Create academy budgetary policies (cash flow, purchase orders) -Rework with zero deficit spending	CFO/Business Manager	Completed

	-Anticipate drop due to culture change and budget for 300 cadets		
31 Aug 2015	Reviewed, edited, and updated Academy policies: -Grading policy -Grade promotion and graduation standards -Homebound instruction -Groves High School classes -Summer School -Expulsion -Attendance -Athletic Handbook -Staff Handbook -Scheduling procedures -Lesson plan format -Field trip procedures	-Volunteer work groups over summer months -Review of similar school policies, state law, DOE guidelines -Summer PD trainings	Completed
08 Sep 2015	STAR assessment testing -use in ELA and Math courses -Data used for growth and instructional modifications (RTI) -Analysis of data during PLCs	-Purchase program -Online staff training	Completed
18 Sep 2015	Meet and review new Career and Technical Education application procedures/policies	-New DOE guidelines and application procedures	Completed
15 Sep 2015	Implementation of instructor staffed Homework Club after school extra help	-Current staff volunteers	Completed
30 Sep 2015	SAT/Testing Prep small group tutoring -3 week pull-out tutoring	-Current staff -Sample SAT tests	In progress
30 Sep 2015	Creation of Parent-Teacher Organization (PTO) -First meeting 05 October	-Volunteer parents -Volunteer staff liaison	Completed
30 Sep 2015	Creation of Cadet Services Parent Committee (CSPC)	-Volunteer parents -Cadet Services Department staff	In progress
30 Oct 2015	Creation and meeting with cadet led uniform committee -Cadet uniform to accurately reflect public safety service and culture -Selection of new cadet uniform by 04 January 2016 -Follow with updated uniform policy for 2016-2017	-Corps of Cadet officers -Administrators -PTO representative -Uniform vendors	Completed
01 Nov 2015	Implementation of small group Math remediation/tutoring	-Use of current support and Math department staff -Acquire supplemental resource materials	In progress
01 Dec 2015	Implementation of Read 180 system -Small group, challenged readers based on STAR assessment data	-Acquire license -Staff training	In progress  -Created one Read 180 class
24 Mar 2016	Select and implement testing strategies for improved focus on the importance of Smarter Balance from:	-All staff members -Weekly PLC meetings -Weekly staff meetings	In progress

	-brainstorming during PLCs -discussion at staff meetings -collaboration with Cadet Activities Committee -outreach to other similar charter schools for ideas/brainstorming		
30 June 2016	Updated curriculum guides/maps for each department	-current staff -updated state standards	In progress

Figure 1.1. Adapted from “DAPSS Annual Review 2014-2015,” by the Delaware Academy of Public Safety and Security, 2015, pp. 12-14.

## II. Performance Reflection: Tier III Narrative

### Academic Performance

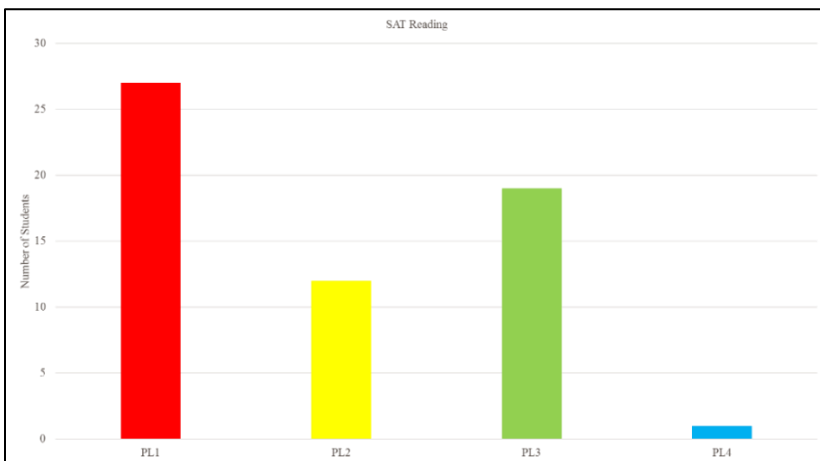
During the 2014-2015 school year, 21% of eleventh grade cadets at DAPSS were proficient in ELA; 7% of eleventh grade cadets were proficient in math (See Figure 1.2). According to the Delaware School Success Framework, academic achievement increased from one to two stars between the 2014-2015 and 2015-2016 school years. The academic growth index saw an increase from one to three stars.

Figure 1.2 Spring 2015 Smarter Balanced ELA and Math 2015

<u>Smarter Balanced</u>	<u>DAPSS</u>		<u>Statewide</u>	
	<u>Mean Scale Score</u>	<u>Percent Proficient</u>	<u>Mean Scale Score</u>	<u>Percent Proficient</u>
ELA	2471	21	2582	52
Math	2435	7	2541	23

Figure 1.2. Adapted from “Assessments,” by the Delaware Department of Education, 2016.

Figure 1.3 Spring 2016 SAT Reading Performance Levels



The increase in academic achievement and academic growth shows a positive trend in academics at DAPSS. For instance, the 2015-2016 school year saw an increase in academic achievement with 34% of eleventh graders proficient in ELA as compared to 19% in math (See Figures 1.3 and 1.4).

Figure 1.4 Spring 2016 SAT Math Performance Levels



The 2015-2016 school year saw a decrease in science proficiency for tenth graders with 13% of cadets proficient in science. Currently, there is a coordinated effort to prepare cadets for the Science DCAS Assessment and correct the misalignment of science units in grades nine-eleven.

2015-2016 STAR data identified areas of growth as well as areas of deficiencies as seen in Figure 1.5. Of note, the 2016-2017 school year baseline is lower than the 2015-2016 school year. One reason perhaps could be because of the increase in special need cadets for the 2016-2017 school year (26% of the cadet population is special needs) as compared to the 2015-2016 school year (23% of the cadet population).

Figure 1.5 STAR Testing Information 2015-2016 and 2016-2017

School Year	Grade	Reading Proficiency STAR Fall	Math Proficiency STAR Fall	Reading Proficiency STAR Spring	Math Proficiency STAR Spring
2015-2016	9	22%	42%	16%	40%
	10	23%	44%	22%	46%
	11	41%	62%	41%	63%
	12	38%	60%	40%	38%
2016-2017	9	32%	37%		
	10	16%	39%		
	11	33%	42%		
	12	49%	67%		

**Needs Assessment: Analysis of Strengths, Challenges, and Opportunities for Growth**

To analyze the strengths, challenges, and opportunities for growth, DAPSS conducted a comprehensive needs assessment. The needs assessment considered all members of the school community: teachers, cadets, parents, and administrators during the 2015-2016 school year.

Figure 1.6 2015-2016 Needs Based Assessment

Cadet Achievement Data	Teacher Data
<p><u>Tools to gather data:</u></p> <ul style="list-style-type: none"> <li>● STAR Math</li> <li>● STAR Reading</li> <li>● SAT</li> </ul>	<p><u>Tools to gather data:</u></p> <ul style="list-style-type: none"> <li>● Subject Specific Data</li> </ul>
<p><u>Strengths:</u></p> <ul style="list-style-type: none"> <li>● one section of Read 180</li> </ul> <p><u>Opportunities for Growth:</u></p> <ul style="list-style-type: none"> <li>● SAT Math: 19% met the math standards.</li> <li>● SAT Reading: 34% met the ELA standards.</li> <li>● 14% of tenth grade cadets met standards in Science (DCAS)</li> <li>● continued development of RtI materials</li> <li>● schedule interventions more strategically</li> <li>● no Math RtI</li> <li>● small group instruction for cadets w/disabilities</li> </ul>	<p><u>Strengths:</u></p> <ul style="list-style-type: none"> <li>● creativity</li> </ul> <p><u>Opportunities for Growth:</u></p> <ul style="list-style-type: none"> <li>● gathering Curriculum Based Assessment (CBA) data</li> <li>● analyzing the data in department PLC</li> <li>● need for evaluation of assessments to ensure their alignment with CCSS and curriculum</li> <li>● NGSS training and a joining the science coalition</li> <li>● identify additional sources of data that will provide a more comprehensive view of achievement, climate and satisfaction of cadets, families and staff</li> </ul>
Parent Involvement Data	Behavior/Leadership Data
<p><u>Tools to gather data:</u></p> <ul style="list-style-type: none"> <li>● Home School Partnership Agreements</li> <li>● Parent Participation – Attendance/Feedback</li> </ul>	<p><u>Tools to gather data:</u></p> <ul style="list-style-type: none"> <li>● School Climate Data</li> <li>● Discipline Report Data</li> </ul>
<p><u>Strengths:</u></p> <ul style="list-style-type: none"> <li>● Parents often volunteer in the public safety arena.</li> </ul> <p><u>Opportunities for Growth:</u></p> <ul style="list-style-type: none"> <li>● Identify opportunities for parents to serve on decision making committees and finding parents willing to serve in that role.</li> <li>● Communication: identify opportunities to inform parents of program activities and successes.</li> <li>● Create initiatives that will support families in guiding their children’s learning.</li> <li>● Develop the capacity of school staff to work with families.</li> </ul>	<p><u>Strengths:</u></p> <ul style="list-style-type: none"> <li>● Leadership supports public safety culture</li> <li>● TacOps serves as an incentive for cadets</li> </ul> <p><u>Opportunities for Growth:</u></p> <ul style="list-style-type: none"> <li>● Develop systems to make sure the school runs smoothly</li> <li>● Focus efforts to develop trusting and respectful relationships</li> <li>● Increase opportunities to improve communication among teachers, staff and administration</li> <li>● Making clear to the staff leadership’s expectations for meeting instructional goals</li> <li>● Provide useful feedback to improve teaching</li> <li>● Places the needs of children ahead of personal and political interest</li> <li>● Takes a personal interest in the professional development of teachers</li> <li>● Need to restructure the leadership system in place</li> </ul>

## School Success Plan for 2016-2017

Based on the needs identified from the 2015-2016 school year, the Delaware Academy of Public Safety and Security developed a school success plan for the 2016-2017 school year. This plan identifies school goals, strategies, action steps, and measureable evidence.

- Goal (1) Deepen school and classroom level implementation of Common Core College and Career Standards in all subject areas for all cadets, including struggling subgroups (SWD, ELL, etc.) with aligned curriculum & intervention programs, supports, and effective professional development for all teachers and paraprofessionals.
- Goal (2) CTE/College Access: Provide opportunities for cadets in career readiness and pathway development by enhancing CTE programs with technical skill attainment measures and non-traditional enrollment.
- Goal (3) Public Safety: Provide hands-on experiences within the public safety field for cadets as well as provide cadets practical career training in public safety fields while emphasizing the culture and traditions of DAPSS consisting primarily of a strong work ethic, discipline, duty to others, and duty to oneself and fellow colleagues.

<b>Goal: Deeper Implementation of Common Core College and Career Standards</b>	
<b>Strategy:</b> Deepen school and classroom level CCSS implementation in all subject areas for all cadets, including struggling subgroups (SWD, ELL, etc.) with aligned curriculum & intervention programs, supports, and effective professional development for all teachers and paraprofessionals.	
<b>Action Step:</b> Lesson plans are written and reviewed for CCSS alignment and rigor for both ELA and Math.	
<p><b>School Action Step(s):</b></p> <p><u>ELA:</u></p> <ul style="list-style-type: none"> <li>• ELA department will create lesson plans in alignment with CCSS and review and modify them during department meetings and PLCs.</li> <li>• The DAPSS Director of Curriculum and Instruction will work collaboratively with the ELA department, during department meetings/PLCs, to review and provide feedback on the quality of the lessons.</li> </ul> <p><u>Math:</u></p> <ul style="list-style-type: none"> <li>• Math department will create lesson plans in alignment with CCSS and review and modify them during department meetings and PLCs.</li> <li>• The DAPSS Director of Curriculum and Instruction will work collaboratively with the math department, during department meetings/PLCs, to review and provide feedback on the quality of the lessons.</li> </ul>	<p><b>Measurable Evidence:</b></p> <ul style="list-style-type: none"> <li>• All lessons will be loaded onto the T drive for teachers to share and review.</li> </ul>



<b>Goal: Deeper Implementation of Common Core College and Career Standards</b>	
<b>Strategy:</b> Deepen school and classroom level implementation of CCSS in all subject areas for all cadets, including struggling subgroups (SWD, ELL, etc.) with aligned curriculum & intervention programs, supports, and effective professional development for all teachers and paraprofessionals.	
<b>Action Step:</b> Deepen ELA and Math CCSS practices by utilizing a CCSS team (currently the ILT); made up of classroom teachers, department head teachers, and a building administrator.	
<u>School Action Step(s):</u> <ul style="list-style-type: none"> <li>The school-wide use of academic vocabulary that can be easily transferrable into different curriculum that cadets and staff use consistently.</li> <li><u>Professional Development:</u> academic vocabulary will be introduced during PLCs.</li> </ul>	<u>Measurable Evidence:</u> <ul style="list-style-type: none"> <li>Exemplars for each content area as a model of what is expected provided by the Director of Curriculum and Instruction to be utilized in respective classrooms.</li> </ul>

<b>Goal: Deeper Implementation of Common Core College and Career Standards</b>	
<b>Strategy:</b> Deepen school and classroom level CCSS implementation in all subject areas for all cadets, including struggling subgroups (SWD, ELL, etc.) with aligned curriculum & intervention programs, supports, and effective professional development for all teachers and paraprofessionals..	
<b>Action Step:</b> Utilize stakeholders within the school to work with administrators to create a Professional Development Calendar based on identified CCSS instructional needs and aligned with PLC topics/agendas.	
<u>School Action Step(s):</u> <ul style="list-style-type: none"> <li>PLC and PD calendar will be created, added to the SY 2017 calendar, and distributed to all stakeholders.</li> <li>DAPSS will create a professional development schedule that will be aligned with the school calendar for coherence and consistency.</li> </ul>	<u>Measurable Evidence:</u> <ul style="list-style-type: none"> <li>Calendar created by the Director of Curriculum and Instruction</li> </ul>

<b>Goal: Deeper Implementation of Common Core College and Career Standards</b>	
<b>Strategy:</b> Deepen school and classroom level CCSS implementation in all subject areas for all cadets, including struggling subgroups (SWD, ELL, etc.) with aligned curriculum & intervention programs, supports, and effective professional development for all teachers and paraprofessionals.	
<b>Action Step:</b> Utilize PLCs & Schoology (blended learning) for communication and implementation of instructional improvement systems, by keeping CCSS implementation as a consistent agenda item, including an implementation and practice period deadline for all PLC focus topics/areas, and monitoring implementation levels utilizing a CCSS aligned walkthrough tool and cadet data.	
<u>School Action Step(s):</u> <ul style="list-style-type: none"> <li>Create a rotating schedule for teachers to do walkthroughs together and observe, take notes, collaborate, and then report it out to their departments with constructive feedback.</li> <li>Provide initial PD on Schoology and build capacity in the staff through ongoing Schoology PD.</li> <li>Incorporation of the Schoology-based Human Ecology Foundation course within TacOps</li> </ul>	<u>Measurable Evidence:</u> <ul style="list-style-type: none"> <li>Observation notes.</li> <li>Utilize Schoology for departments to collaborate, provide feedback, and reflect on their lesson alignment to the CCSS.</li> </ul>

<b>Goal:</b> Deeper Implementation of Common Core College and Career Standards	
<b>Strategy:</b> Deepen school and classroom level CCSS implementation in all subject areas for all cadets, including struggling subgroups (SWD, ELL, etc.) with aligned curriculum & intervention programs, supports, and effective professional development for all teachers and paraprofessionals.	
<b>Action Step:</b> Provide family support to increase parent knowledge and understanding of Common Core.	
<u>School Action Step(s):</u> <ul style="list-style-type: none"> <li>10-12 times a marking period the DAPSS recruitment team will go into different community venues to inform community members about the academic programs provided by DAPSS. This will include a discussion of tactical training opportunities and CTE programs.</li> </ul>	<u>Measurable Evidence:</u> <ul style="list-style-type: none"> <li>Written schedule and coordination of venues with community locations.</li> <li>A script with common terminology will be created with signatures, agenda, notes and evaluation (SANE).</li> </ul>

<b>Goal:</b> Deeper Implementation of Common Core College and Career Standards	
<b>Strategy:</b> Deepen school and classroom level CCSS implementation in all subject areas for all cadets, including struggling subgroups (SWD, ELL, etc.) with aligned curriculum & intervention programs, supports, and effective professional development for all teachers and paraprofessionals.	
<b>Action Step:</b> Utilize Performance Plus to support the creation and analysis of formative and summative assessments across content areas.	
<u>School Action Step(s):</u> <ul style="list-style-type: none"> <li>Begin to upload assessments (where possible) that will be given to all cadets into Performance Plus.</li> <li>Develop a streamlined process for analyzing data on assessments and ensuring conversations taking place.</li> </ul>	<u>Measurable Evidence:</u> <ul style="list-style-type: none"> <li>Data collected from assessments.</li> <li>Collaboration with departments around the progress of cadets.</li> <li>Agendas &amp; Minutes from benchmarking and PLC data.</li> </ul>

<b>Goal:</b> Deeper Implementation of Common Core College and Career Standards	
<b>Strategy:</b> Deepen school and classroom level CCSS implementation in all subject areas for all cadets, including struggling subgroups (SWD, ELL, etc.) with aligned curriculum & intervention programs, supports, and effective professional development for all teachers and paraprofessionals.	
<b>Action Step:</b> Implement RtI process, including universal screeners, targeted interventions & progress monitoring tools for all cadets. For cadets who have multiple areas of need (i.e. English proficiency & Reading), the RtI process will be coordinated. Monitor cadet progress, discuss intervention effectiveness, and determine next steps through bi-weekly Instructional Support Team meetings. Monitor implementation and effectiveness utilizing Performance Plus at monthly accountability meetings.	
<u>School Action Step(s):</u> <ul style="list-style-type: none"> <li>Through STAR Reading cadets will be placed into the appropriate level of intervention to increase their Lexile scores.</li> <li>Through the STAR Math cadets will be placed into the appropriate level of intervention to increase their math grade level scores.</li> <li>Intervention groups will be set up by the IST.</li> <li>Weekly reports will be generated to review cadet performance.</li> <li>IST meets every two weeks to discuss interventions.</li> </ul>	<u>Measurable Evidence:</u> <ul style="list-style-type: none"> <li>STAR Reading</li> <li>STAR Math</li> <li>Cadet grades</li> <li>Intervention groups set up and monitored in Performance Plus.</li> <li>6-week data will be discussed during IST meetings.</li> <li>Disaggregated discipline data and offenders listing.</li> </ul>

**Goal:** Deeper Implementation of Common Core College and Career Standards

**Strategy:** Develop a CCSS-aligned, balanced assessment system that includes formative, interim and summative assessments, and uses cadet results to inform instruction and professional development.

**Action Step:** Utilize Performance Plus data analytics assessment system to analyze cadet results and plan for instruction during PLCs. Use data to identify cadet, group, and class needs and to drive classroom instruction. Monitor impact of aligned assessment results on cadet achievement.

School Action Step(s):

- Upload into Performance Plus summative assessments for each core subject to gather the data for analysis.
- Schedule specific PLC times to review data and discuss assessments and instruction.

Measurable Evidence:

- Data accumulated from the assessments to analyze and determine the overall effectiveness of instruction.
- Adjustments to lesson plans will be discussed and documented for implementation.

**Goal:** Deeper Implementation of Common Core College and Career Standards

**Strategy:** Develop a CCSS-aligned, balanced assessment system that includes formative, interim and summative assessments, and uses cadet results to inform instruction and professional development.

**Action Step:** Utilize Universal Screening tools to identify cadet needs and determine RTI placement in the areas of Reading and Math (STAR Reading, STAR Math).

School Action Step(s):

- Analyze data for strategic placement of cadets in the varying levels of intervention through STAR Reading and STAR Math.

Measurable Evidence:

- Cadets will be placed in the appropriate level of intervention based on their performance in RTI reading and math.

**Goal:** Deeper Implementation of Common Core College and Career Standards

**Strategy:** Begin Next Generation Science Standards training and ensure transfer to classroom practice.

**Action Step:** Update science curriculum and assessments to closer align to NGSS standards.

School Action Step(s):

- DAPSS will become a member of the Delaware Science Coalition.
- Purchase science kits.
- Teachers will attend training associated with these kits.
- Through professional development the science department will update/upgrade science curriculum aligned to the NGSS current trends.
- The creation of a DCAS study guide for the tenth grade assessment.

Measurable Evidence:

- Agendas, meeting minutes, and revised lesson plans.
- DCAS historical scores to identify areas of deficiency.

<b>Goal: CTE/College Access</b>	
<b>Strategy:</b> Provide opportunities for cadets in career readiness and pathway development.	
<b>Action Step:</b> Implement cadet success planning and cadet advisement processes, and use Career Cruising, as well as other meaningful tools for cadets and parents to assist cadets in determining appropriate pathway choice.	
<u>School Action Step(s):</u> <ul style="list-style-type: none"> <li>● The school guidance counselor will administer Career Cruising to cadets during non-core classes.</li> <li>● Print the login and password information for cadets and parents to access while at home.</li> <li>● DAPSS is applying for the computer science pathway.</li> </ul>	<u>Measurable Evidence:</u> <ul style="list-style-type: none"> <li>● Participation percentage goal of 100% has been made by DOE.</li> <li>● Master list of cadets with credentials will be mail merged and sent home via state mail.</li> <li>● Approval of computer science pathway.</li> </ul>

<b>Goal: CTE/College Access</b>	
<b>Strategy:</b> Provide opportunities for cadets in career readiness and pathway development.	
<b>Action Step:</b> Provide IEP transition planning for special ed. cadets.	
<u>School Action Step(s):</u> <ul style="list-style-type: none"> <li>● Continue to provide transition assessments and collect transition data according to the Delaware State regulations.</li> <li>● Utilize various resources to gather data regarding cadets' transition goals.</li> <li>● Monitor and update goals quarterly in IEPPlus.</li> </ul>	<u>Measurable Evidence:</u> <ul style="list-style-type: none"> <li>● Special Education transition survey.</li> <li>● Director of Cadet Services and Director of Curriculum and Instruction self-audit each IEP to make sure they are IDEA compliant.</li> </ul>

<b>Goal: CTE/College Access</b>	
<b>Strategy:</b> Enhance CTE programs with technical skill attainment measures and non-traditional enrollment.	
<b>Action Step:</b> Deepen implementation of existing CTE pathways through professional development, with literacy and math as a focus.	
<u>School Action Step(s):</u> <ul style="list-style-type: none"> <li>● Implement weekly PLC for CTE staff.</li> <li>● Schedule time for the Director of Curriculum and Instruction to work with CTE teachers to discuss instructional strategies that will support reading, writing, and math.</li> <li>● Utilize activities or lessons within the CTE curriculum for non-traditional awareness for cadets.</li> <li>● Develop a master schedule to include CTE teachers in PLCs with a focus on literacy and math strategies.</li> </ul>	<u>Measurable Evidence:</u> <ul style="list-style-type: none"> <li>● PLC minutes and agendas.</li> <li>● Walk-through data showing evidence of specific instructional strategies.</li> <li>● PLC schedule with CTE inclusion.</li> <li>● Lesson review by Director of Curriculum and Instruction.</li> <li>● Walkthroughs by administration.</li> </ul>

<b>Goal:</b> CTE/College Access	
<b>Strategy:</b> Provide academic and behavioral supports for cadets to remove barriers along the college and career readiness track.	
<b>Goal Action Step:</b> Develop and improve upon dual enrollment classes.	
<b>School Action Step(s):</b> <ul style="list-style-type: none"> <li>● DAPSS offers dual enrollment World Literature and World History.</li> <li>● Upon increased enrollment at DAPSS, provide greater variety of dual enrollment classes.</li> </ul>	<b>Measurable Evidence:</b> <ul style="list-style-type: none"> <li>● Incorporate a new curriculum aligned to meet the needs of cadets on the career readiness track.</li> </ul>

<b>Goal:</b> CTE/College Access	
<b>Strategy:</b> Provide academic and behavioral supports for cadets to remove barriers along the college and career readiness track.	
<b>Action Step:</b> Develop compliance systems for IEPs and service delivery for cadets with disabilities.	
<b>School Action Step(s):</b> <ul style="list-style-type: none"> <li>● DAPSS offers a range of special education services.</li> <li>● The Director of Cadet Services spends a minimum of a class period each day working on IEP development and implementation.</li> <li>● The Director of Cadet Services will monitor COGNOS and discuss discrepancies with head of school.</li> <li>● Review current practices and/or procedures to support cadet needs in relation to college or career access.</li> </ul>	<b>Measurable Evidence:</b> <ul style="list-style-type: none"> <li>● Master schedule/teacher schedules.</li> <li>● Monthly COGNOS monitoring sign-off.</li> <li>● The Director of Cadet Services will quarterly audit files.</li> </ul>

<b>Strategy:</b> Provide academic and behavioral supports for cadets to remove barriers along the college and career readiness track.	
<b>Action Step:</b> Document classroom level behavior interventions through the use of discipline data to document behavior incidents and interventions.	
<b>School Action Step(s):</b> <ul style="list-style-type: none"> <li>● Analysis of type of behaviors, time, and locations.</li> </ul>	<b>Measurable Evidence:</b> <ul style="list-style-type: none"> <li>● Biweekly Instructional Support Team (IST) and Cadet Success Team (CST) meetings reviewing the progress/regressions of interventions.</li> <li>● Numbers of documented communications with parents.</li> <li>● Monthly PLCs on climate.</li> </ul>

<b>Goal:</b> CTE/College Access	
<b>Strategy:</b> Develop an informed system to share information concerning the PSAT/SAT	
<b>Action Step:</b> Utilize the master schedule to arrange cadet schedules for college preparation classes/activities	
<b>School Action Step(s):</b> <ul style="list-style-type: none"> <li>● Khan Academy required for all tenth and eleventh graders</li> <li>● All ninth graders participate in Junior Achievement</li> </ul>	<b>Measurable Evidence:</b> <ul style="list-style-type: none"> <li>● Biweekly Instructional Support Team (IST) and Cadet Success Team (CST) meetings reviewing the progress/regressions of interventions.</li> </ul>

	<ul style="list-style-type: none"> <li>● Number of documented communications with parents.</li> <li>● Monthly PLCs on climate.</li> </ul>
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**Goal: Public Safety**

Strategy: Provide hands-on experiences within the public safety field for cadets as well as provide cadets practical career training in public safety fields while emphasizing the culture and traditions of DAPSS consisting primarily of a strong work ethic, discipline, duty to others, and duty to oneself and fellow colleagues..

Action Step: Provide access to the different fields within public safety.

<p><u>School Action Step(s):</u></p> <ul style="list-style-type: none"> <li>● Introductory classes</li> <li>● Basic certifications (CPR, Incident Command System)</li> <li>● Advanced certifications (EMT, EMS)</li> <li>● Specialty training with professionals in the public safety field.</li> <li>● Cadets learn and interact at the State of Delaware Fire Training Grounds</li> <li>● CSI simulations with local law enforcement</li> </ul>	<p><u>Measurable Evidence:</u></p> <ul style="list-style-type: none"> <li>● Number of cadets earning certifications</li> <li>● Volunteers at local fire departments</li> </ul>
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**Goal: Public Safety**

Strategy: Provide hands-on experiences within the public safety field for cadets as well as provide cadets practical career training in public safety fields while emphasizing the culture and traditions of DAPSS consisting primarily of a strong work ethic, discipline, duty to others, and duty to oneself and fellow colleagues.

Action Step: Develop and implement quasi-military expectations as expected in the public safety field.

<p><u>School Action Step(s):</u></p> <ul style="list-style-type: none"> <li>● Structured uniform</li> <li>● Cadet rank system</li> <li>● Honor Code and Code of Conduct</li> <li>● Implement public safety culture of teamwork and maximum effort for the betterment of others</li> </ul>	<p><u>Measurable Evidence:</u></p> <ul style="list-style-type: none"> <li>● TacOps</li> <li>● Rank and file within each company</li> <li>● Interchangeability within the rank and file system</li> </ul>
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**Shifts within the Academic Framework for the Upcoming School Year 2016-2017**

**Cultural Shifts**

Staff are implementing new instructional strategies. There are changes in how DAPSS informs parents through the website as well as the grading policy. Staff are using data-based decision making. DAPSS has created cadet intervention groups. The Director of Curriculum and Instruction completes regular walkthroughs with feedback. Formative evaluations are evidence-based, and the mentoring program has been restructured to include a former administrator.

**PLCs**

PLCs are held on Tuesdays and after school. Each teacher attends a department level PLC as well as a mixed content area PLC. PLCs this year have included: writing rubrics and the CCSS, EdReflect, Component V goals, special education

processes and procedures, discipline data and procedures, Learning Focused training, cadet growth, transforming previous lesson plans into the Learning Focused format, and progress monitoring with Performance Plus.

### **Changes for the 2016-2017 School Year**

DAPSS made significant changes based on 2015-2016 data. DAPSS offers two dual enrollment classes and is exploring two additional classes. DAPSS established an RtI process in alignment with best practices. DAPSS currently offers four math enrichment classes, two Read 180 classes, and one IXL reading class. STAR serves as a universal screener. DAPSS has instituted an instructional support team (IST) to maximize individual cadet success in the regular classroom. The IST serves as a screening process for cadets who may be in a need of additional services and is a success-oriented program which uses specific assessment and intervention techniques to help remove educational, behavioral, or affective stumbling blocks for all cadets in the regular classroom. The IST serves as the starting point for RtI or consideration of special services. This team shifts the critical question in education from asking “What's wrong with the cadet?” to asking “What resources can we use to increase the cadet's chances for success?” The IST meets biweekly to pool academic and behavioral data. The IST recommends strategies to be implemented to help the cadet achieve success in the regular classroom.

By adjusting the master schedule, DAPSS was able to create five Khan Academy classes, implement the RtI process, and allot approximately 90 minutes a week of structured PLCs. DAPSS is a member of the *Stand by Me Program: Delaware Financial Empowerment Partnership* and has had several representatives to the school to help cadets with college financial aid. Additionally, all ninth graders take part in the Junior Achievement Program.

To ensure the needs of the special education population was met, DAPSS hired a full-time case manager (Director of Cadet Services). The case manager is working in partnership with several parents to create a Parent Information Center at DAPSS to provide support and guidance to parents of cadets with disabilities. In keeping with the mission, DAPSS currently has five public safety teachers.

To focus on instruction and to create teacher buy-in, DAPSS now has an Instructional Leadership Team (ILT) which concentrates on creating an instructional focus for DAPSS that guides our work as we move toward greater academic rigor, CCSS alignment, and data driven decision-making. The ILT meets biweekly and helps develop PLCs. Each team member leads their department in the work we do in the ILT. To better communicate with parents, all teachers are required to post course syllabi for every class on his/her website. Websites must be updated weekly and homework assignments posted.

## **Organizational Performance**

DAPSS provides a unique educational experience for all cadets. Besides the traditional, core academic subjects, DAPSS also offers courses at each grade level that introduce and prepare cadets for a potential career in the public safety field. The charter requires all cadets to schedule and pass a minimum of three, yearly public safety courses in order to graduate. The primary public safety courses are identified as Public Safety I, Public Safety II, Public Safety III, and Public Safety IV and fall in line with the cadets' grade level; PSI in ninth Grade, PSII in tenth Grade, PSIII in eleventh Grade and PSIV in twelfth Grade. At a minimum, all cadets are required to schedule and pass PSI along with two other public safety class offerings.

PSI is an introductory level class that is mandatory for all ninth grade cadets as well as all new, incoming cadets, regardless of their grade level. PSI provides a basic introduction to the three primary public safety fields: law enforcement, firefighting, and the emergency medical service (EMS). PSI cadets have an opportunity to obtain two, primary certifications, that are recognized nationally throughout the entire public safety field. The Incident Command System (ICS) is a standardized approach to the command, control, and coordination of emergency response providing a common hierarchy within which responders from multiple agencies can be effective. PSI cadets have the ability through instruction to obtain certification in ICS 100 which is a basic certification required by any of the public safety fields. This certification is usually taught at a public safety academy for police, fire or EMS recruits. PSI cadets also have the opportunity to obtain certification in cardio-pulmonary resuscitation (CPR) through the Delaware State Fire School and the American Heart Association (AHA). CPR is a life skill that is extremely beneficial and required by every public safety entity.

PSII is offered during the cadets tenth grade year and provides an in-depth look at law enforcement and the specialty law enforcement career fields including but not limited to corrections, private security/investigations, and bail enforcement. Due to state and federal regulations, no law enforcement certifications are available to any civilians or juveniles. DAPSS provides two elective courses available to upper classmen that focus on more specific law enforcement topics. Crime Scene Investigation and Forensics is a single semester class that focuses on the field of forensic science and its role in law enforcement. Cadets receive instruction on topics including but not limited to latent fingerprints, DNA, ballistics, evidence collection and the chain of evidence. Cadets not only receive instruction but also have hands-on, practical exercises applying the learned techniques, specifically fingerprint dusting and recovery, DNA collection, and ballistics. Ballistics investigation and recovery is experienced through a field trip to the New Castle County Police



Firearms Range where cadets meet and interact with members of the NCCPD Crime Scene Investigation Unit. The class culminates with a second visit with the NCCPD CSI Unit where forensic techniques are explained and demonstrated. Cadets have the opportunity to interact and participate utilizing the techniques that they have learned.

The second law enforcement, single semester elective is an Introduction to Constitutional Law and the Delaware Criminal and Motor Vehicle Code. This course focuses on constitutional law, specifically the Bill of Rights, and how that is applied to the law enforcement profession. An emphasis is placed on search and seizure and due process as it relates to current law enforcement trends utilizing the U.S. Constitution as well as current federal and state case law. This course also focuses on the State of Delaware Criminal and Motor Vehicle Code and Regulations and utilizes the official, Lexis-Nexis, *Delaware State Criminal Code Handbook* to provide an outline, definition and application of all Delaware law enforcement related codes. Cadets learn and apply the criminal code and current case law to various scenarios. The class culminates with a mock trial where cadets participate in a fictitious criminal prosecution including all aspects of a criminal trial, applying the knowledge that they have gained regarding the criminal code and current case law that regulates the actions and decisions of law enforcement. DAPSS is also in the process of offering a Dual Enrollment class in Criminal Justice through our partnership with Wilmington University.

PSIII is offered to cadets during their eleventh grade year and focuses exclusively on the firefighting profession. The program follows the basic-level Fire Fighter I course offered by the Delaware State Fire School which is the entity that trains all firefighters in the State of Delaware. Several DAPSS Cadets are currently volunteer members with their local fire departments and are already training, learning and utilizing current firefighting techniques in the field. Those select cadets participate in an advanced course that is instructed by current, local career firefighters. The remainder of the cadets are instructed by a current, local volunteer firefighter, who provides the cadets with a more generalized overview of the firefighting profession, firefighting techniques, and the science of fire. All PSIII cadets have several opportunities throughout the school year to train with certified firefighting instructors at the various Delaware State Fire School locations in the various counties. Cadets learn and practice techniques commonly utilized by firefighters in the region and have access to the training grounds through DAPSS' affiliation with the Delaware State Fire School. Future goals are to offer Delaware State Fire School Certifications to all cadets in individual firefighting areas such as: ropes, ground ladders, fire suppression, etc.

PSIV is offered to cadets in the twelfth grade and provides an opportunity to obtain two nationally recognized certifications that are offered through the Delaware State Fire School, Emergency Medical Services Division. Emergency

Medical Responder (EMR) is a basic certification that is required by any professional in any public safety field, and certifies that public safety responders can provide basic, lifesaving and first aid services. CPR certification is a pre-requisite for this course. Emergency Medical Technician (EMT) is a demanding and comprehensive course that provides cadets access to a national certification examination that can be taken at the completion of said course at the minimum age of 18. The national certification examination consists of both academic testing as well as numerous practical exercises necessary for the EMT field and is proctored by the Delaware State Fire School. This course also consists of scheduled *ride-alongs* by cadets with current EMS Organizations in the community where the cadets provide physical assistance, observation and documentation of their efforts during actual EMS incidents. CPR certification is also a pre-requisite of this course. If cadets are successful in completing the course and the national examination, cadets have instant access to job opportunities in the EMS field. An EMT Certification is also mandatory with most career oriented fire departments in this country, including the one career fire department in the State of Delaware, the Wilmington Fire Department. This certification is also a pre-requisite for anyone aspiring to become a paramedic.

Besides the course offerings, DAPSS has also established relationships with several public safety field entities in the region. These relationships with organizations such as the Delaware State Police, New Castle County Police Department, Delaware Fish, Wildlife and Natural Resources Police, Delaware State Fire School, Wilmington Manor Fire Department and EMS and the New Castle County Paramedic Unit of the New Castle County Department of Public Safety, allow cadets to interact and learn from trained professionals in their fields during routine school visits, presentations and visits to their organizations. DAPSS cadets also take field trips to various public safety museums and learn about the history and culture of the public safety professions.

Finally, DAPSS cadets receive instruction in their respective public safety courses regarding the traditions and culture of the public safety fields. All public safety fields are considered quasi-military entities that align with the principles of self-discipline, hard work, teamwork, accountability and service to others. DAPSS cadets are held to a higher standard based upon these principles. All cadets are required to wear a public safety oriented uniform and practice basic, quasi-military traditions learning about rank and file as well as organizational structure. DAPSS cadets are also regulated by an established Honor Code and Code of Conduct.

In regard to meeting financial reporting and compliance requirements, DAPSS has adopted and implemented policies and procedures that ensure segregation of duties, financial transparency through monthly Board finance meetings

and collaboration with the Board Treasurer. The Academy acknowledges that the attendance standards were not met; we are doing our best to align with the State attendance goal.

The Academy acknowledges that it did not meet the standard within the framework. To address this, the Board has made a conscientious effort to ensure compliance in all areas and fully expects to meet the standard for the 2016-2017 school year. To ensure the goal of meeting standard or expectation, the Board of Directors partnered with the Delaware Alliance Non-Profit Association (DANA) to complete Board Excellence training. All Board members were certified in areas of organizational compliance, accountability, board governance, roles, and expectations. Furthermore, the Board of Directors appointed officers who will improve upon and implement protocols, procedures, and policies.

Organizational restructuring that resulted in the development of a senior leadership team beginning with the hiring of a Head of School with a decade of Delaware charter school experience; credentials include a Master's in Business Administration and financial/operations expertise. The leadership team includes a Director of Curriculum and Instruction and a Director in Public Safety. The Director of Public Safety has 25 years of law enforcement experience and will assist in the development of public safety partners, recruitment, and implementation of the school mission. The Director of Curriculum and Instruction has over a decade experience in education including a doctorate in educational leadership as well as education policy and board-level experience.

The Academy applied and was approved for a major modification to reduce its authorized enrollment target. The Academy has initiated a strategic plan and has changed its policies and procedures. DAPSS seeks to maintain enrollment with a commitment to recruitment, retention, and cadet success (See Appendices A and B).

### **Financial Performance**

The Academy received *falls far below* for the past two fiscal years. The current ratio, debt to asset ratio, and cash flow performance have been significantly impacted by unique and one-time expenses thereby limiting availability of funds from the Academy's operating budget. To summarize in 2012, the cancellation of both Federal Start-Up Funds and Title 1 Grant funds led to a reduction of \$400,000 in revenues. In response to the shortfall the Academy secured a line of credit to balance the budget and offset the loss of funds; thus adversely impacting the Academy's debt measures. In 2013 as enrollment increased, the Academy relocated to a larger facility in New Castle, DE. Along with the cost of relocation, the move came with two years remaining on the Academy's initial location's lease. The additional payments to satisfy the original lease totaled nearly \$500,000 during FY14 and FY15. Multiple lease payments significantly impacted the Academy's cash flow and working capital measures. Entering FY16, DAPSS has completely satisfied the lease.

In 2014, the Academy invested \$280,000 in capital improvements to provide four additional classrooms to accommodate our cadets. This investment directly impacted the Academy's unrestricted Days Cash measures. Although these challenges have impacted performance measures, DAPSS is pleased to have addressed these issues in our first four years of operation. The Academy has accomplished relocation, classroom expansion, and payment of two rental lease agreements. DAPSS has been able to meet all financial obligations on a cash basis despite these challenges. The resolve to overcome these challenges speaks to the ability to demonstrate financial viability.

The Board of Directors adopted a budget policy that will stabilize the finances. The FY16 Budget excluded carryover revenues. The historical deficit spending has been eliminated. Additionally, the FY16 budget revenue does not include any private donation commitments, and all budgets will be balanced with current fiscal year state, local and federal allocations. The Academy also implemented a salary scale that will align with approximately 90% of the Colonial School District as a guide. The Academy has seen an immediate impact as a result of these changes as demonstrated in yielding a surplus in FY16.

### **Financial Summary**

In FY16 the Academy received a rating of *falls far below* for financial performance. However, the results show improvement in every measure. The Current Ratio increases from .04 at 6/30/15 to .13 at 6/30/16 and the Days Cash increased from one to seven days. As previously stated in prior years the Academy incurred unusual outflows of cash related to its relocation. Those outflows included duplicate rental payments and capital expenditures. The result was that the academy depleted its cash reserves and is now in the process of restoring these reserves. The increase in this year's Current Ratio and Days Cash is a direct result of the increase in cash. Once the Academy's cash reserves are restored we expect the Academy's Current Ratio and Days Cash will meet standard. The academy has increased from *does not meet standard* last year to *meets standard* this year. This is indicative of the fact that without the unusual outflows of cash noted above, the Academy is able to live within its available resources. A shift from *falls far below* The Debt to Asset Ratio has improved from 1.74 at 6/30/16 to 1.32 at 6/30/15. The same factors that affected the Current Ratio and Days Cash are also impacting this ratio. The Academy's one-year cash flow is now positive and while the three-year cash is negative, it has improved significantly from last year. If the unusual cash outflows noted above had not occurred both the one-year and the three-year would have been positive.