

School Calendar and Schedule [14 Del. C. § 512(6)]**1. Provide, in Attachment 6, the school's proposed calendar for the first year of...**

The school calendar and instructional schedule is included in *ATTACHMENT 6*. LTA proposes to open the first year-round public charter high school in the state of Delaware. LTA will use the "single track" year round calendar by changing the instruction/vacation sequence of the school year. The school will be in operation for 180 days on a year round balanced calendar. The daily schedule will include four 90-minute blocks and one 45 minute skinny block. A hybrid A/B alternating block schedule on Mondays, Tuesdays and Thursdays will be used to accommodate the required Project Based Learning curriculum. LTA believes that its students would benefit from a year round school concept to support its Project Based Learning (PBL) curriculum and to maximize learning. The old-school model of passively learning facts and reciting them out of context is no longer sufficient to prepare students to survive in today's world. Based on the Common Core State Standards, solving highly complex problems requires that students have both fundamental skills (reading, writing, and math) and 21st century skills (teamwork, problem solving, research gathering, time management, information synthesizing, utilizing high tech tools). Utilizing a year round school balanced calendar concept with this combination of skills, students become directors and managers of their learning process, guided and mentored by a skilled teacher.

On Wednesdays, the hybrid A/B alternating block schedule will vary with four 90 minute blocks and an extended day period for electives such as introduction to computers, student athletic training, the arts, standardized and SAT test preparation, early college, enrichment and labs. Each content area and Archway elective will total 135 hours of instruction. This schedule will offer the following advantages to LTA's teachers to better support student learning: More opportunities to address various learning styles of students, integrate instructional technologies and conduct labs and projects; smaller class sizes; more time to get to know their students' strengths, needs and preferred ways of learning and time for collaborative planning. For LTA's students this schedule will offer: Equal or better mastery and retention of material; reductions in suspensions and dropout rates; improved relationships between students and teachers; increased attendance; and fewer class changes results in fewer discipline problems. While students are engaged in extended day activities afforded by the federal Title I 21st century Community Learning Centers grant funding, teachers will be engaged in professional development and collaborative activities such as: Professional Learning Communities (PLC's) meetings, Student Assistance Program (SAP) meetings, core and regular content area department meetings and regular faculty meetings.

Friday's block schedule details an extended time for students to cultivate, strengthen and nurture their sprits (C-S-N) in advisories for 45 minutes each week. During this time, students will be engaged in entrepreneurship activities, leadership and character development, science, industrial lab projects, and SSPs. After the advisories 45 minute block, students will rotate between three 60 minute blocks: (1) wellness – 60 minutes; (2) elective; and (3) extra-curricular consisting of vocational youth group meetings, science Olympiad, math league or other activity -- all built into the daily schedule. Fridays at LTA is an abbreviated school day for

teachers because of the extended day time given during the week. However, many of our committed and dedicated teachers will choose to remain as EPER staff, coaches, advisors, mentors and volunteers. At the end of the abbreviated day, 9th and 10th grade students will report to an assigned and supervised area for mentoring and tutoring from the Character Counts Program, Achievers' Academy and the state's Connecting Generations Program provided by community volunteers. LTA may be eligible to apply for the Title I 21st century Community Learning Centers (21st CCLC) for afterschool tutoring and enrichment activities. LTA's 11th and 12th grade students will have an option to pursue either their field of study internships, early college, or job shadowing during this time or the CCLC. LTA realizes that teens who do not participate in extended school programs are nearly three times more likely to skip classes than teens who do participate. They are also three times more likely to use marijuana or other drugs, and they are more likely to drink alcohol, smoke cigarettes and engage in sexual activity. A report on 21st CCLC (afterschool programs receiving federal funds) showed that 45 percent of all participants improved their reading grades and 41 percent improved their math grades. The 21st CCLC program is contingent upon our percentage of Title 1 students and fund raising efforts. See website (<http://www2.ed.gov/programs/21stcclc/eligibility.html>).