

Supplemental Programming [14 Del. C. § 512(6)]

1. Describe the extra-or co-curricular activities or programming the school will offer;...

LTA, like many other high schools, will offer a variety of clubs for students. Research supports the idea that students who are involved in extra-curricular activities are more likely to be successful academically. Students interested in participating in community service activities with other students may want to consider a club like Interact Club. Other students may want to help within their school community and might consider joining the student council which places students in leadership roles. Students may also choose clubs that focus on their hobbies such as learning a foreign language or playing computer games. If the school doesn't have a club for the student's interest, he/she could speak with a teacher and petition for the club to be created. Students who wish to participate in activities must demonstrate a spirit of cooperation, a willingness to meet the standards set forth by the sponsor(s) and act responsibly at all times.

Student Organizations/Activities/Clubs

Freshman Class	Student Council	Yearbook “The LION”
Sophomore Class	National Honor Society	Science Olympiad
Junior Class	Spanish National Honor Society	Interact Club
Senior Board	Science National Honor Society	Peer Mentoring
Concert Band	Science Fair	Art Club
Gospel Choir	Robotics Club	Spanish Club
Chess Club	Technology Student Association (TSA) Health Occupations Student Association (HOSA)	Kick Butt Generation (KBG)
Achievers’ Academy	Math League	Ski/Snowboard Club
Dance	Academic Competition Bowl	Youth Alive (Bible Study)
Gay/Straight Alliance	Health/Science Club	Musical/Drama

See Appendix 5 Section 1.3 Student Handbook for a description of these organizations and clubs.

LTA believes that all high school students should be required to participate in a team sport. LTA ensures that at least 60% of its students will participate in a competitive in-school team sport, intramural community sport or fitness activity at the school during the extended day. If the school does not have a sport a student is interested in, or if he/she is unable to make the team, he/she might consider joining a league sponsored by the local community center. Often, community centers offer a variety of sports for students of various ages. Those interested in high school sports may want to visit HighSchoolSports.Net www.highschoolsports.net. Students

must be academically eligible to participate in a school sport. *See the DIAA eligibility requirements for athletics in the student handbook found in Appendix 5 Section 1.3.*

Participating in sports boosts a person’s confidence. The endorphins from exercising make people happier and more pleasant to be around. Victories in sports increase the students’ sense of pride in their school. When high schools have winning teams, students would feel pride in their school and be discouraged from vandalizing school property. Lastly, team sports promote healthy lifestyles. With record childhood obesity in America, it is important for children to be bombarded with information about healthy eating and exercise. Students wishing to get or stay in shape will find that both healthy eating and an active lifestyle are promoted by teams. A welcoming environment, decreased substance abuse, boosted moral, an increased sense of pride in one’s school, and promoting healthy lifestyles are all results of sports teams; which is why LTA believes that all high school students should be required to participate in a sport or after school fitness program.

LTA will become a pediatric school partner with Exercise is Medicine® (EIM). As a partner, LTA will be able to learn from EIM United States and what’s happening around the world: EIM Global Initiative research and resources. Exercise is Medicine® Global Health Initiative takes a multisectoral approach, partnering with Program Partners, Industry Partners and other EIM Supporters. Exercise is Medicine believes that the pediatric population is one of the subpopulations across the lifespan (birth through 17 years of age). According to the Data Resource Center for Child and Adolescent Health:

- 31 percent of children aged 10-17 years were overweight or obese with nearly one of five youths aged 2–19 years being obese.
- Less than three in 10 high school students get at least 60 minutes of physical activity every day.

Therefore, it comes as no surprise that the current status of our youth is at risk for developing chronic diseases that will follow them into their young adulthood and eventually into their later years unless otherwise addressed.

EIM further believes that “It is within the school setting that many positive habits can begin to develop; learning habits, social habits, eating habits, and *physical activity* (PA) habits. Currently, initiatives like *Let’s Move*, by the First Lady Michelle Obama, and *Action for Healthy Kids* are being carried out to fight the childhood obesity and physical inactivity epidemic.” See (<http://exerciseismedicine.org/>) for more information about EIM’s score card and what’s happening around the world also (<http://childhealthdata.org/browse/survey/results?q=2612&r=1&r2=9>).

Athletics

Fall Sports	Winter Sports	Spring Sports	
Boys Cross Country Year (1)	Boys Basketball Year (1)	Boys Track Year (2)	Boys Tennis Year (1)

Girls Cross Country Year (1)	Girls Basketball Year (1)	Girls Track Year (2)	Girls Tennis Year (1)
Boys Soccer Year (1)	Boys Swimming and Diving Year (4)	Softball Year (1)	Girls Field Hockey Year (1)
Volleyball Year (1)	Girls Swimming and Diving Year (4)	Baseball Year (1)	
Indoor Track Year (2)	Wrestling Year (3)	Golf Year (3)	
Cheerleading Year (1)	Cheerleading Year (1)	Gymnastics Year (2)	
	Ice Hockey Year (3)		

Work

Having a part-time job is another excellent way for a student to get involved in the community. Part-time jobs are a good way for students to develop work skills and learn how to interact in a grown-up environment. Some students may choose volunteer jobs such as tutoring. Part-time and volunteer jobs may show college admission boards how responsible and mature a student is since a job involves an array of responsibilities. For more information on student jobs, try Job Star, *jobstar.org* or Enterprise for High School Students, *www.ehss.org*. Whether a student joins a club, plays a sport, or has a part-time job, LTA students will be encouraged to select activities based on personal interests. Choosing something that interests them will make the experience more enjoyable and beneficial.

Funding for Programs

Athletic grants from the state department, national sporting leagues, foundations, local businesses, national sports equipment manufacturers, parent sports boosters, and school game ticket sales will be the primary sources of funding for athletic programs.

2. Describe the school’s programs or strategies to address student mental, emotional,...

In 2011, LTA’s founder, Mrs. Pipkin-Perry, read “Health is Academic”, A Guide to Coordinated School Health Programs by Marx, Wooley and Northrop; which prompted her belief in strengthening the links between learning and health. As a school counselor, she believes as does ASCD and CDC that these two essential sectors must align and work collaborative in a systemic model if LTA is to truly support students and their growth and learning. As a result, LTA evolved believing that if health and social service providers are serving the same students in the same locations for the same needs, it makes sense to work together. LTA’s Founding and Advisory Board was formed to include leaders from the fields of health, public health, education and school health to develop a school health curriculum and to ensure that the

health of the student, the teacher, and the school will be taken seriously by its staff and other educators from the community in its yearly school improvement process. Subsequently, in 2014 ASCD launched the WSCC model – Whole School, Whole Community, Whole Child.

LTA strategies to address student mental, emotional, and social development and health are as follows:

1. A wellness program involving 60 minutes of exercise and movement each day; for all four years; designed to emphasize the student's responsibility for their own health and well-being.
2. A Student Success Team consisting of: a nurse, school counselor, special education teacher, education diagnostician, psychologist and a school health coordinator involved in social work and health for the school's community.
3. A healthy breakfast and lunch each day. Children who eat a healthy diet receive direct brain development benefits, according to research associate Marc Goodman-Bryan with The Urban Child Institute. For example, if a child does not receive adequate intake of iodine and iron, s/he may experience both cognitive delays and motor development delays. A child whose diet is deficient in the essential fatty acid DHA might experience delays in learning and development. LTA will incorporate foods from the different food groups, "MyPlate" initiative, into every meal.
4. A Parent Education Center will be designed to involve the parent in the education, health and welfare of their student.
5. Thursday night is family wellness night. On a rotating schedule parents are scheduled to attend a wellness session with their student to learn about social and emotional development, nutrition and the Whole School, Whole Community, Whole Child initiative.
6. A Wellness Center on the premises where students can receive health care and eye exams. LTA is aware that students with poor acuity may become frustrated and exhibit emotional problems when they cannot see the chalkboard or whiteboard.
7. Advisories will be established. A high school advisory is highly connected to lowering dropout rates, raising four-year graduation rates, and improving the trajectory for students to continue academic pursuits and post-secondary training after high school. LTA will link the academic and social/personal dimensions of schooling together, causing our school achievement scores to rise each year and student potential flourish.
8. A mentoring program comprised of a: Peer mentor organization, Achievers' Academy, Connecting Generations, Character Counts, Boys and Girls Club partnership, YMCA and Nemours Health and Prevention partnerships.
9. LTA will offer several student clubs, organizations and sports to encourage and promote social interaction and well-being i.e., Bullying Program.
10. LTA will take its school culture seriously by realizing that it takes every member of the school community – teachers, students, parents, custodians, cafeteria workers, crossing guards, and others to work together toward the shared vision of presenting an optimal school culture. Students, teachers, parents, visitors and the community at large will be able walk into LTA and know immediately that they want to be there.

11. An internship and job shadowing mentoring program for our 11th and 12th grade students.
12. LTA will contract with a school psychologist who will work closely with teachers in professional development settings to train them about likely student behavior. The school counselor who will be trained in mental health and the special educator will be able to recognize signs of appropriate mental, emotional and social development for LTA's student age group. Through the advisory system, adults in the building will be well-connected to each student and able to recognize concerning changes in behavior. If issues arise, the school nurse will be notified. Concerns will then be reported to the appropriate state or social service agency. As another resource, LTA will use the ASCA (American School Counselor's Association) national standards for students on-line Education Planner and its (ILP) Individualized Learning Plans Program Guide. The ILP is an advisory toolkit. A program to personalize student learning and contribute to student academic, career and personal/social success.
(<http://www.educationplanner.org/counselors/asca-career-standards.shtml>)
(http://www.aypf.org/documents/PPSD_Advisory_Toolkit.pdf).

3. If applicable, describe any other student-focused activities and programs that.....

Many of LTA's students will participate the Delaware Volunteer Credit Program; established by the Delaware General Assembly in 1998. It allows students grades 9-12 to earn one elective credit towards graduation upon completing 90 hours of community service in two semesters. <http://www.dhss.delaware.gov/dhss/dssc/sov/dvc.html>. Each of LTA's students will be required to complete at least 25 hours of volunteer community service each year. Advisors, school counselors, teachers, school interventionist, and community mentors will assist our students in securing community service, internships, job shadowing opportunities and academic enrichment in their respective Archway. During their Friday Advisory Period block, students will maintain their SSP portfolio and the ASCA standards toolkit portfolio with the assistance and cooperation of their advisor. Students will earn their advisor's signature upon completion for each community service project. Our wellness, technology advisory committee, and business partners such as: Affinity Health Care, Boys and Girls Clubs of Delaware, Christiana Health Care and others will play a vital role in assisting students in this endeavor toward meeting their altruism goals. Other opportunities for LTA's student development entail: summer engineering residential programs such as FAME (Forum to Advance Minorities in Engineering) and the University of Delaware Merit Program, county wide medical centers, nursing homes, Siemens, AstraZeneca, Delaware River and Bay Authority and Christiana Care's Camp FRESH (Fresh Resources Everyone Should Have) Which is a program designed to empower Wilmington youth to become agents of change within their communities, and is focused on improving health and quality of life by expanding access to quality foods. By becoming ambassadors for good nutrition and healthy lifestyles, the Camp FRESH teens hope to give their families and neighbors the tools to build a healthier lifestyle.

LTA will model The California State Department of Education's *Garden in Every School* program. Schools with a healthy nutrition environment such as a school garden; which fosters improved student health. Additionally, educators find that using the environment as an integrating

context to learning creates the framework for interdisciplinary, collaborative, student-centered, experiential, and engaged learning. Our biomedical students will engage in academic enrichment with PLTW biomedical projects; the same for ConnectEd with its public health curriculum. LTA's students will demonstrate research, communication and technology skills in addition to other relevant 21st century skills. Students will compete locally in the state's TSA and HOSA student organizations. With fundraising efforts; LTA foresees by year three its involvement in national engineering organizations such as FIRST – For Inspiration and Recognition of Science and Technology and a Biomedical Club where students will explore various cutting edge biomedical topics as an extension of the classroom. Finally, our seniors will complete a capstone project as a culminating activity. The capstone project will demonstrate the knowledge and skills acquired by our students. The capstone experience will include an in-depth project, reflective portfolio, community service and internship.

4. For schools offering summer school. Describe the extra- or co-curricular activities....

During its second year of operation, LTA will partner with Compass Learning – Odyssey to provide students with access to a powerful online tool that provides academic resources for students. All students will have access to this exciting learning resource. Students and parents can access Compass Learning using any computer with high-speed internet access. If families do not have high-speed internet access at home, LTA encourages students and parents/guardians to take advantage of computer access available through the New Castle County Public Libraries or other locations. Once students log into the system, there will be activities available to the student based on his/her grade level. By participating in Compass Learning, students will not only continue their learning over the summer and during breaks, but will be better prepared and familiar with this online program, which LTA anticipates to frequently use in our school each year. Compass Learning is fun and rigorous content, interactive lessons, rich graphics and virtual manipulatives keep eyes on screens and will give our learners the support they need. Reporting tools make it easy for teachers to monitor student work and step in when necessary. Our seniors who may need up to two credits recovered to graduate, may be guided by the school's Compass Learning coordinator in completing those credit(s) without a fee and upon approval by the student's counselor.

LTA will also offer an on-line credit recovery program using Compass Learning during its second year of the school opening. Our Compass Learning summer program will provide credit courses to be taken in order for our students to repeat courses not successfully completed during the regular school year. Students repeating a course they have previously failed may earn credit by completing the one-session summer course. The summer session will begin one week after the close of the regular school year for a fee. Students will be required to report to the school for this on-line summer recovery program. Transportation will be provided; which will be included in the cost of the summer school enrollment fee. Attendance is critical. Students must not miss more than two days during the four week one-session program. On-line lessons will be guided by a lab instructor at all times.

(<http://www.compasslearningonline.com/odyssey>)

LTA students may also have the option to enroll in two other online high school credit recovery or original credit programs: Penn Foster High and Keystone Online High School at a cost to the student during the school's first year of operation and thereafter. Student will work at their own pace in completing the course. Students will be required to register with their school counselor for online courses; original credit or recovery, and present a certificate of completion to their counselor within five weeks after starting the course. (<http://www.pennfoster.edu/>
<http://keystoneschoolonline.com/>)

Summer Make Up Credit Mentoring

All students are assigned a mentor who provides academic and social guidance and support throughout the summer school session. Each mentor meets regularly with a group of no more than ten students to encourage one-on-one rapport and group connectivity via teleconferencing. The mentor's mission is to help make every student's summer make up credit experience positive and productive.

Extended School Year Services (ESY)

LTA as a year-round school, is privileged to be able to provide lengthy uninterrupted services to students with disabilities. Additionally, LTA Will offer a summer school program to those students requiring an extended school year (ESY) or needing additional time in the summer to complete an academic contract. Teachers in each of the core content areas will be hired to work with students for five weeks, Monday through Thursday, from 8:00 am – 11:00 am. The time will be used to provide small-group instruction, individualized tutoring, and independent work time, based on each student's contract or the goals outlined in the ESY section of the IEP. The school will provide ESY services for all eligible students. ESY services are based on the unique needs of each child as well as the team-developed goals and objectives contained within his or her Individualized Education Plan (IEP). The decision, rationale, and description of the setting and goals for the program will be outlined in the IEP under "Considerations of Eligibility for Extended School Year Services (ESY)."