Early College H.S. @ Delaware State University

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Volume 1. Issue 3
November 2015

School Leader Letter

Dear Hornets,

We are now about a quarter of the way through the school year! Students received their report cards for the first marking period. This time of year is always a great time for reflection—to look at what is important to us. For our students, we hope that their studies are the high priority. Between now and the winter break, students should be making arrangements to stay after school for extra help. When the students return from the Winter Break, there will only be a short time before exams. So now is the time to get the assignments, projects, and homework complete. Students are reminded that it is their responsibility to take charge of their education!

Parents are reminded that they can monitor students’ grades, attendance, and discipline online on our HAC (Home Access Center) system. Once teachers update the students’ grades, they can be easily accessed via the Internet at anytime, using the district issued password. If parents are having trouble accessing students’ information, they should contact Mrs. Lisa Beckman at lisa.beckman@capital.de.us for assistance. Parents can contact teachers with questions via e-mail for a quick response or to request a conference. We look forward to a great holiday season!!!

Dr. Evelyn A. Edney

Winners

- The winner of the PTSA membership drive contest was Mr. Sanchez’s Advisory Class. They will receive a pizza party.
- The winner of the Halloween Costume Contest was sophomore, Shyanne Brogen
- The High Sellers in the Yankee Candle Fundraiser were:
  - Grade 9: Au’ Mija G.
  - Grade 10: Jade N.
  - Staff: Nurse Kathryn Krieger

Sen. Tom Carper, ECHS PTSA President Danielle Watson and her husband Jerry at the Delaware Charter School Network IDEA Awards ceremony.
General News & Announcements

- Morning Drop-offs: When students are dropped off in the morning before school starts, please drop off at the back by the cafeteria. If a student is dropped off after school starts, please bring the student to the office to sign the student in to school.

- Instead of water fountains, ECHS has water coolers. The water cooler distributor only brings a certain amount of cups each time he delivers the water. Although we are excited that our students are drinking more water, they use a lot of the cups. Please provide a water bottle so that the students can refill whenever they need to do so.

- November Take a Walk on the Wild Side are out. This month’s theme is “Giving Thanks?” Show us your creative side! All entries are due on November 30th

- Breast Cancer Awareness Links of Love Chain had 90 links, so a donation of $90 will be given to the Breast Cancer Coalition.

- When teachers are teaching and they need everyone’s attention, they ask the students to put their computers in “Respect Mode,” which means to lower the screen and put their eyes and ears on the teacher.

- Students trying out for basketball and for cheerleading will need a 2.5 GPA and have a completed DIAA Physical form on file.

Open Houses

Do you know someone who would be a great fit for ECHS? Well, spread the word that Open Houses for students seeking admission to ECHS for the 2016-17 school year are as follows:

- November 3, 205 6:00 p.m. ECHS
- November 11, 2015 8:00 a.m.-5:00 p.m. by appointment
- December 1, 2015 6:00 p.m. ECHS
- January 12, 2015 6:00 p.m. ECHS

Cross Country Team

Congratulations to the Cross Country team which competed in the first-ever ECHS athletic event on Wednesday, October 28, 2015 at Dover High School. Pictured above are

Zachary Bernard          Simeon Cerezo
Olivia Leahy             Diane Ozurk
Ethan Saulsbury          Elijah Wallace Baynard
Chrissy Malone           Gihane Rachid
Coach Barry Young        Michael Taylor

Students in Action led by Mrs. Flocco and Dr. Edney walked in the Making Strides Breast Cancer Walk in Wilmington, DE.
### Calendar November 2015

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Confused about what CCSS and Common Core is all about? For straightforward information and answers check out the link below. You will also find sample items, standards, and practice tests for you and your student(s) to easily access.

Link: http://www.corestandards.org

Today’s students are preparing to enter a world in which colleges and businesses are demanding more than ever before. To ensure all students are ready for success after high school, the Common Core State Standards establish clear, consistent guidelines for what every student should know and be able to do in math and English language arts from kindergarten through 12th grade.

The standards were drafted by experts and teachers from across the country and are designed to ensure students are prepared for today’s entry-level careers, freshman-level college courses, and workforce training programs. The Common Core focuses on developing the critical-thinking, problem-solving, and analytical skills students will need to be successful. Forty-three states, the District of Columbia, four territories, and the Department of Defense Education Activity (DoDEA) have voluntarily adopted and are moving forward with the standards.

The new standards also provide a way for teachers to measure student progress throughout the school year and ensure that students are on the pathway to success in their academic careers.

Why are the Common Core State Standards important?

High standards that are consistent across states provide teachers, parents, and students with a set of clear expectations to ensure that all students have the skills and knowledge necessary to succeed in college, career, and life upon graduation from high school, regardless of where they live. These standards are aligned to the expectations of colleges, workforce training programs, and employers. The standards promote equity by ensuring all students are well prepared to collaborate and compete with their peers in the United States and abroad. Unlike previous state standards, which varied widely from state to state, the Common Core enables collaboration among states on a range of tools and policies, including the:

- Development of textbooks, digital media, and other teaching materials
- Development and implementation of common comprehensive assessment systems that replace existing state testing systems in order to measure student performance annually and provide teachers with specific feedback to help ensure students are on the path to success
- Development of tools and other supports to help educators and schools ensure all students are able to learn the new standards

Why are the Common Core State Standards only for English language arts and math?

English language arts and math were the subjects chosen for the Common Core State Standards because they are areas upon which students build skill sets that are used in other subjects. Students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so the standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. It is important to note that the literacy standards in history/social studies, science, and technical subjects for grades 6–12 are meant to supplement content standards in those areas, not replace them. States determine how to incorporate these standards into their standards for those subjects or adopt them as content area literacy standards.
Key Shifts in English Language Arts

The Common Core State Standards for English Language Arts and Literacy build on the best of existing standards and reflect the skills and knowledge students will need to succeed in college, career, and life. Understanding how the standards differ from previous standards—and the necessary shifts they call for—is essential to implementing the standards well.

The following are key shifts called for by the Common Core:

**Regular practice with complex texts and their academic language**

Rather than focusing solely on the skills of reading and writing, the ELA/literacy standards highlight the growing complexity of the texts students must read to be ready for the demands of college, career, and life. The standards call for a staircase of increasing complexity so that all students are ready for the demands of college and career-level reading no later than the end of high school. The standards also outline a progressive development of reading comprehension so that students advancing through the grades are able to gain more from what they read.

**Reading, writing, and speaking grounded in evidence from texts, both literary and informational**

The Common Core emphasizes using evidence from texts to present careful analyses, well-defended claims, and clear information. Rather than asking students questions they can answer solely from their prior knowledge and experience, the standards call for students to answer questions that depend on their having read the texts with care.

**Building knowledge through content-rich nonfiction**

Students must be immersed in information about the world around them if they are to develop the strong general knowledge and vocabulary they need to become successful readers and be prepared for college, career, and life. Informational texts play an important part in building students’ content knowledge. Further, it is vital for students to have extensive opportunities to build knowledge through texts so they can learn independently.

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Key Shifts in Mathematics

The Common Core State Standards for Mathematics build on the best of existing standards and reflect the skills and knowledge students will need to succeed in college, career, and life. Understanding how the standards differ from previous standards—and the necessary shifts they call for—is essential to implementing them. The following are the key shifts called for by the Common Core:

**Greater focus on fewer topics**

The Common Core calls for greater focus in mathematics. Rather than racing to cover many topics in a mile-wide, inch-deep curriculum, the standards ask math teachers to significantly narrow and deepen the way time and energy are spent in the classroom. This means focusing deeply on the major work of each grade as follows:

- This focus will help students gain strong foundations, including a solid understanding of concepts, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the classroom.

**Coherence: Linking topics and thinking across grades**

Mathematics is not a list of disconnected topics, tricks, or mnemonics; it is a coherent body of knowledge made up of interconnected concepts. Therefore, the standards are designed around coherent progressions from grade to grade. Learning is carefully connected across grades so that students can build new understanding onto foundations built in previous years. Each standard is not a new event, but an extension of previous learning. Coherence is also built into the standards in how they reinforce a major topic in a grade by utilizing supporting, complementary topics. For example, instead of presenting the topic of data displays as an end in itself, the topic is used to support grade-level word problems in which students apply mathematical skills to solve problems.

**Rigor:**

- **Pursue conceptual understanding, procedural skills and fluency, and application with equal intensity.** Rigor refers to deep, authentic command of mathematical concepts, not making math harder or introducing topics at earlier grades.

- **Conceptual understanding:** The standards call for conceptual understanding of key concepts, such as place value and ratios. Students must be able to access concepts from a number of perspectives in order to see math as more than a set of mnemonics or discrete procedures.

- **Procedural skills and fluency:** The standards call for speed and accuracy in calculation. Students must practice core functions, such as single-digit multiplication, in order to have access to more complex concepts and procedures.

- **Application:** The standards call for students to use math in situations that require mathematical knowledge. Correctly applying mathematical knowledge depends on students having a solid conceptual understanding and procedural fluency.

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This year’s homecoming was a spectacular thanks to the parents, students, and teachers all working together! The Dress-up Days during the week of October 19-23 were:

- **October 19th**: Nerd Day
- **October 20th**: Sports Day
- **October 21st**: Mix Match Day
- **October 22nd**: Twin Day and also School Picture Day
- **October 23rd**: Red & Blue Day (9th Dress in Red; 10th Dress in Blue)

Many thanks to Mrs. Savage for helping to organize the Spirit Days and the Pep Rally!

On Friday, there was a Pep Rally. There were games, dancing, stepping, and music from the band. The Royal Court was announced: Freshmen Reps were Shayla McClary, Zoe Jones, Jaylen Echols and Jason Williams. The sophomore reps were Tiffany Boddy, Shalyn Torres, Zack Juracka and Isaiah Patterson and the Miss ECHS, Alexis West and Mr. ECHS Wanye Williams.

ECHS had a float and several students and staff walked in the DSU Homecoming Parade which started from Legislative Hall. And went through the center of town before ending at Booker T Elementary School. Many thanks to Mrs. Dickens, Mrs. Flocco, and Mrs. Jordan

After the parade, students and families attend a tailgate at ECHS. Many thanks to Mr. Young, Mr. Grimm, and Mr. Pritchett for organizing the event. And a special thanks to Mr. Rayfield who cooked all of the food in his smoker.

Finally, there was a Dance: Special thanks to Mrs. Bowen for being the coordinator of the dance decorating and for turning our school into “Hollywood Nights”!
Homecoming 2015
# Receive Text Message Reminders

The teachers and the principal are using a system called Remind, where text messages go out to remind students of homework assignments or events in school. Parents can also receive these messages either for classes so they are seeing the same texts as their students or from the Principal to receive texts about school.

Just text to 81010 and plug in the codes below as a text message. Then you will start receiving reminders

**From the Principal** @ECHSDSU

**From Mrs. Alyssa Wright:**
- Integrated Science, Period 2: @isechs1
- Materials Science, Period 3: @matsciechs
- Integrated Science, Period 4: @isechs2

**From Mrs. Dara Savage**
- @echseng9 (students)
- @echseng9P (parents)
- Period 5 Advisory @ 81217

**For Mr. Robert Grimm**
- Economics: @e0553
- WW1: @worldwano

**For Ms. Charlotte Jordan**
- for Period 1: @charlottej
- for Period 2: @15392
- for Period 4: @153921d

**From Mrs. Sara Gildon**
- Civics/Geography: @sgild
- Personal Finance: Number @sgildo

**From Mr. Barry Young**
- Period 2. Earth Science.@ 60f574
- Period 3. Earth Science @98973
- Period 4 Ant and Phy. @f8e07

**From Mr. Michael Sanchez**
- @IM2-1
- @IM2-2
- @IM2-3

**For Bus-Specific Information**
- @ECHSB1 for Bus 1
- @ECHSB2 for Bus 2
- @ECHSB3 for Bus 3
- @ECHSB4 for Bus 4
- @ECHSB5 for Bus 5
- @ECHSB6 for Bus 6

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**Other ways to communicate in school:**
- Phone calls, e-mails, Home Access Center (HAC), web, twitter... Are you receiving Dr. Edney’s Sunday Night at 8:00 p.m. calls with school news and announcements?
- Make sure: Call Mrs. Thompson. To update phone numbers, addresses, etc. Stay in the know!

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**dream BIG dreams**

We're on the Web!
http://echs.desu.edu/
And Twitter @ECHSDSU

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**Stay Connected!**

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19901-2215

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Fax: 302-857-4456
E-mail:
evelyn.edney@echs.k12.de.us

Feel the Buzz
- Students can catch the Hornet Daily Buzz each morning complete with announcements!
- Once a month, students can read The Buzz, the official student newspaper at ECHS!
- See Mrs. Savage for more information!