

Delaware Department of Education (DDOE) Local Education Agency (LEA) Consolidated Grant Application

Individuals with Disabilities Education Act,
Elementary and Secondary Education Act,
Carl D. Perkins, and
State-Funded Educational Programs

Delaware Department of Education

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Abstract

The Abstract is a brief, precise narrative summary of how this consolidated grant will impact the overall LEA plan for continuous improvement, including goals and objectives, and should include:

* Major program outcomes,	* The name(s) of school reform models, local innovations, and/or external supports,	* A brief description of activities supported by these funds,	* Time frames for implementation of these grant activities.
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The mission of this district is to provide the environment, resources and commitment necessary to ensure every student succeeds. As a district with rich diversity, we strive to be recognized as a leader in increasing achievement and improving outcomes for all students. The district's Strategic Plan outlines five specific goals that have been identified to have a statistically significant correlation with an outcome that impacts student achievement with positive results. Ultimately, to assure student achievement, district leadership will set high expectations for all, engage in meaningful collaboration, strive for continuous improvement, establish non-negotiable goals for achievement and instruction, create board alignment that supports the District's Strategic Plan and five identified goals, monitor achievement and instructional goals, and allocate resources to support the goals for achievement and instruction.

The District's Strategic Plan clearly identifies five goals that serve as the district's path forward and provides the foundation for all district activity:

1. All instructional staff will be engaged in systemic professional development. The district will have highly effective educators in every classroom lead by highly effective administrators. Ultimately, improving instruction is the key to top performance in school systems. Impacting the success is strong leadership, clear instructional priorities, and an investment in high quality professional development. Staff members will be able to provide a learning environment that optimizes the student's potential to learn physically, emotionally and academically. All instructional staff will implement best-in-class talent management/human capital systems and strategies to promote continuous improvement and educator success.
2. All students will read at or above grade level by the end of third grade. The district will promote a culture of continuous improvement rooted in collaboration at all levels of the organization. Staff will accept ownership for individual roles, solve problems cooperatively, and participate in shared decision making continually seeking ways to improve their own performance. District staff will collaborate with others to support the district's efforts to improve student achievement. Students will feel closely connected and valued by adults and will receive support in the areas of behavior, values, and social attitudes. The district will focus on improving assistance to schools by creating high academic environments for all students and investing in professional development for all staff.
3. School will continue to close the achievement gap with a particular focus on English Language Learners and students with disabilities. Every effort will be made to assure all student groups are afforded optimal educational opportunities in order to achieve and succeed at rates much closer to those of their peers. All schools will provide a high-quality educational experience that is rigorous and engaging for all students. Schools will be provided with the appropriate resources, conditions and capacity to foster the highest level of student learning and success, especially in the lowest performing schools.
4. All students will graduate college and career ready. Students will be prepared for success in the 21st Century with skills in communication, collaboration, critical thinking, complex problem solving, evaluating and management. Schools will collaborate with local colleges and universities in order to provide instruction and certification programs that support post-secondary success.
5. Parents and the community will be engaged in the education of students. The district will foster a mindset that encourages strong relationships with our diverse students, families and community partners. Resources, events, and services focus on understanding and supporting the educational needs of all students especially students with disabilities and English Language Learners. Collaboratively identified community services will be targeted to support physical and mental health needs of students and families.

CORE STRATEGIES

1. Provide a high-quality educational experience that is rigorous and engaging for all students.
2. Implement best-in-class talent management / human capital systems and strategies to promote continuous improvement and educator success.
3. Build strong relationships with students, families, and community partners.
4. Provide the appropriate resources, conditions, and capacity to foster the highest level of student learning and success, particularly in our lowest-performing schools.

The Red Clay Consolidated District's Consolidated Grant application represents FY'15 allocation of \$11,219,817; including for support of services offered through federal Title I Part A – Making High Poverty Schools Work, \$5,195,535; Title II Part A – Teacher and Principal Training and Recruitment \$1,085,570; Title III –

Language Instruction for ELL and Immigrant Students \$309,931; Title III – Immigrant Students \$3,526; Individuals with Disabilities Education Act (IDEA) (3-5) \$97,570; Individual with Disabilities Education Act (IDEA) (6-21) \$3,954,538; The Perkins Act - supporting career and technical education, \$397,020; and the State funded Curriculum and Professional Development \$176,127.

Based on the September 30, 2013 data (i.e., the "September 30th count") the funds serve approximately 23,642 students, (16,727 - public, 1,742 - charter, 5173 - private/non-profit), including special needs and historically under-served populations with targeted allocations for schools with the greatest needs, (3 priority, 3 focus and 3 action as identified by the Delaware Department of Education), and children in private, non-public schools that reside in our district.

This FY 2015 Consolidated Grant provides 52.9 additional teachers/school staff, 5.5 special services staff (10 or 11 month staff), and 11 administrators responsible for program oversight, compliance and professional development for a total of 69.4 additional supports to the Red Clay Consolidated School District. With this year's grant, we've been able to increase the number of supplemental staff in our school neediest buildings by 9.9 people!

Red Clay is using the funds to support the implementation of its strategic plan for student success.

Major Outcomes: The District continues to provide services using a systematic approach offered to all schools by all departments that addresses student achievement deficits. These efforts include an analysis of progress towards meeting strategic plan goals, along with the content of the plan itself. Red Clay is moving towards closing the achievement gap by redesigning its services to schools, especially to the areas with the greatest identified needs. Through these efforts, Red Clay will use grant funds to improve student achievement and identify barriers as measured by district and state academic assessments, local assessments of parent and community involvement, the Delaware Student Survey, the Youth Risk Behavior Survey, the George Washington University Center for Equity and Excellence in Education (GW-CEEE) Evaluation of the English Language Learner, and other available data sources that identify the needs of the district's diverse community and communicates the impact of district programming efforts. The data will measure:

1. The increasing the percentage of students who meet or exceed Core Content Standards
2. The FAPE provided to special education students
3. The improvement of school climate through the prevention of violence and resolution of conflict
4. The increase in staff, parent, student and community engagement and awareness that addresses the needs of the district's diverse student population
5. How well students develop the aptitudes and skills needed for graduation, post high school success and career development
6. The opportunities for student learning and academic program enhancement through the use of technology
7. Parent satisfaction regarding day-to-day operations and the opportunity in the decision making process

The framework for all activities, innovations and supports is contained within the Board approved Red Clay Strategic Plan. The time frame for implementation for the Consolidated Grant is July 1, 2014-December 31, 2015.

1.0 Success Plan

The LEA's Success Plan can be modified by going to the menu bar above and selecting "Success Plan." The PDF of the Success Plan available here is a copy of the Success Plan Document developed by the LEA in the Success Plan tab above.

LEAs that mark this section complete are ensuring that the Success Plan is up to date and reflects the LEA’s current goals, objectives, strategies and activities.

In addition, districts marking this section complete are ensuring that their aligned Implementation Plan has been submitted to and approved by the Department.

Success Plan for: Red Clay District Administration

Years: 2012-2013 to 2015-2016

Mission Statement : The mission of the district is to provide the environment, resources, and commitment necessary to ensure every student succeeds.

Vision Statement : VISION: The district will be recognized as a leader in increasing achievement and improving outcomes for all students.

VALUES: High Expectations for All ? Continuous Improvement ? Meaningful Collaboration ? Rich Diversity

Needs Assessment

Student Needs Assessment	
Group Name:	Low Income Students
Need:	Students need to demonstrate proficiency toward meeting the State ELA standards.
Root Cause:	Some students currently lack the foundation to meet the standards in reading; Teacher's teaching the GLE verbs; continuity and consistency in differentiation of instruction; use of student engagement strategies by staff; staff capacity related to understand the challenges, eliminate the academic disparities, and learn how to provide the appropriate academic interventions with an understanding of the economic impact on education to help eliminate the academic disparities; access to core curriculum must be consistent enough to yield success.
Data Source:	DSTP; DCAS; CQA

Group Name:	Special Education students
Need:	Increase reading scores of targeted identified special education students. The student group needs to meet the accountability score across all grade levels, meeting safe harbor in elementary and high school but not in middle school, as established by their prioritized grade level expectations ("meets the standard"). The following were identified as critical instructional needs: Determining meaning by reading more carefully to retell or restate information from the text, Interpreting meaning by drawing conclusions about the central ideas in a text and understanding why a text was written and extending meaning by drawing conclusions and using critical thinking to connect and synthesize information within and across text, ideas, and concepts.
Root Cause:	Students with identified special needs require additional academic support to close achievement gaps. Additional professional development training, resources and staffing is needed to help staff understand these challenges, eliminate the academic disparities, and learn how to provide the appropriate academic interventions and create the least restrictive environments for pupil success. Students identified not having regular access to the core curriculum predisposes them to not being able to master the skills according to prioritized grade level expectations.
Data Source:	DSTP/DCAS Testing, Common Assessments, RTI Data
Group Name:	LEP Students
Need:	Increase reading scores of targeted identified Language English Language Proficiency (LEP) students. The student group needs to meet the accountability score across all grade levels, meeting safe harbor in elementary and high school but not in middle school, as established by their prioritized grade level expectations ("meets the standard)." The following were identified as critical instructional needs: Determining meaning by reading more carefully to retell or restate information from the text, Interpreting meaning by drawing conclusions about the central ideas in a text and understanding why a text was written and extending meaning by drawing conclusions and using critical thinking to connect and synthesize information within and across text, ideas, and concepts.
Root Cause:	LEP students require additional academic support to close achievement gaps. Additional professional development training, resources and staffing is needed to help staff understand these challenges and provide appropriate supplements to eliminate the academic disparities and linguistic barriers. Students must have language supported opportunities to access core curriculum.
Data Source:	DSTP/DCAS Testing, Common Assessments, RTI Data, ACCESS and LAS, WIDA and GWU study
Group Name:	African American Pupils
Need:	Increase reading scores of targeted African American students. The student group needs to meet the accountability score across all grade levels; meeting safe harbor in elementary and meeting the target in high school but not in middle school, as established by their prioritized grade level expectations ("meets the standard"). The following were identified as critical instructional needs: Determining meaning by reading more carefully to retell or restate information from the text, Interpreting meaning by drawing conclusions about the central ideas in a text and understanding why a text was written and extending meaning by drawing conclusions and using critical thinking to connect and synthesize information within and across text, ideas, and concepts.
Root Cause:	African American minority students require additional academic support to close achievement gaps. Additional professional development training, resources and staffing is needed to help staff understand these challenges and provide instruction relative to cultural understanding to help eliminate the academic disparities. Programs to offer academic and social support to make access to core curriculum have not been consistent enough to yield success.
Data Source:	DSTP/DCAS Testing, Common Assessments, RTI Data, DGS reports
Group Name:	Low Income Pupils

Need:	Increase reading scores of targeted low income students. The student group needs to meet the accountability score across all grade levels; meeting safe harbor in elementary and meeting the target in high school but not in middle school, as established by their prioritized grade level expectations ("meets the standard"). The following were identified as critical instructional needs: Determining meaning by reading more carefully to retell or restate information from the text, Interpreting meaning by drawing conclusions about the central ideas in a text and understanding why a text was written and extending meaning by drawing conclusions and using critical thinking to connect and synthesize information within and across text, ideas, and concepts.
Root Cause:	Economically and educationally disadvantaged require additional academic support to close achievement gaps. Additional professional development training, resources and staffing is needed to help staff understand the culture and challenges of poverty and provide instruction relative to it in order to eliminate academic disparities. Access to core curriculum and supplementary services has not been consistently available for this population.
Data Source:	DSTP/DCAS Testing, Common Assessments, RTI Data
Group Name:	Special Education Students
Need:	Increase Math scores of targeted identified special education students. The student group needs to meet the accountability score across all grade levels, meeting safe harbor in high school but missing the target in both elementary and middle school, as established by their prioritized grade level expectations ("meets the standard"). The following were identified as critical instructional needs: Using appropriate computation strategies with understanding (including time and weight), modeling fractions and decimals with situations and pictures, using algebraic reasoning, using basic number properties such as even/odd, multiplication concepts, and writing or describing a simple rule, recognizing and extending a variety of patterns, analyzing properties of simple geometric figures (including angle classification), measuring length or finding the area of simple figures, reading, constructing, and interpreting simple statistical graphs, determining the likelihood of simple events using mathematical reasoning to solve multi-step problems and communicating mathematical arguments.
Root Cause:	Students with identified special needs require additional academic support to close achievement gaps. Additional professional development training, resources and staffing is needed to help staff understand these challenges, eliminate the academic disparities, and learn how to provide the appropriate academic interventions and creates the least restrictive environments for pupil success. General access with support to core curriculum has not been consistent.
Data Source:	DSTP/DCAS Testing, Common Assessments, Report Card Data
Group Name:	Hispanic Students
Need:	Increase Math scores of targeted Hispanic students. The student group needs to meet the accountability score across all grade levels, meeting safe harbor in elementary and high school but not in middle school, as established by their prioritized grade level expectations ("meets the standard"). The following were identified as critical instructional needs: Using appropriate computation strategies with understanding (including time and weight), modeling fractions and decimals with situations and pictures, using algebraic reasoning, using basic number properties such as even/odd, multiplication concepts, and writing or describing a simple rule, recognizing and extending a variety of patterns, analyzing properties of simple geometric figures (including angle classification), measuring length or finding the area of simple figures, reading, constructing, and interpreting simple statistical graphs, determining the likelihood of simple events using mathematical reasoning to solve multi-step problems and communicating mathematical arguments.
Root Cause:	African American minority students require additional academic support to close achievement gaps. Additional professional development training, resources and staffing is needed to help staff understand these challenges and provide instruction relative to cultural understanding to help eliminate the academic disparities. General access with support to core curriculum has not been consistent.
Data Source:	DSTP/DCAS Testing, Common Assessments, Report Card Data
Group Name:	Low Income Students

Need:	Increase Math scores of targeted identified low income students. The student group needs to meet the accountability score across all grade levels, meeting safe harbor in elementary and high school but not in middle school, as established by their prioritized grade level expectations ("meets the standard"). The following were identified as critical instructional needs: Using appropriate computation strategies with understanding (including time and weight), modeling fractions and decimals with situations and pictures, using algebraic reasoning, using basic number properties such as even/odd, multiplication concepts, and writing or describing a simple rule, recognizing and extending a variety of patterns, analyzing properties of simple geometric figures (including angle classification), measuring length or finding the area of simple figures, reading, constructing, and interpreting simple statistical graphs, determining the likelihood of simple events using mathematical reasoning to solve multi-step problems and communicating mathematical arguments.
Root Cause:	Economically and educationally disadvantaged require additional academic support to close achievement gaps. Additional professional development training, resources and staffing is needed to help staff understand the culture and challenges of poverty and provide instruction relative to it in order to eliminate academic disparities. General access with support to core curriculum has not been consistent.
Data Source:	DSTP/DCAS Testing, Common Assessments, Report Card Data
Group Name:	Red Clay Consolidated School District Students and decision-making
Need:	Decrease the suspension rate (in & out) of all students. In 2010-2011, The Suspension rate was higher than the state average.
Root Cause:	Students need a safe and orderly school environment to achieve and succeed academically and personally. Disruptive behaviors need to be identified, and addressed. Schools need to provide intervention strategies, alternative programs, parent education opportunities, and classroom management strategies that will create safe, peaceful and productive school environments. Schools need to consistently communicate high behavioral expectations and implement discipline interventions that are fair, consistent and encourage respect. There needs to be support for impulse control related to student responses and school behavior vs. neighborhood or taught behaviors. A combination of high poverty households lacking structure, few available role models (specifically male) and the challenges of communicating in English when Spanish is the primary language all contribute to the root cause of code of conduct violations that yield suspensions.
Data Source:	Suspension data; Mentoring reports
Group Name:	Incoming Kindergarten - 2nd grade students
Need:	Kindergarten children in targeted schools display learning needs and inexperience with structure and standards based learning.
Root Cause:	Economically and educationally disadvantaged require additional academic supports to close achievement gaps. Additional professional development training, resources and staffing is needed to help staff understand the culture and challenges of poverty and provide instruction relative to it in order to eliminate academic disparities; lack of structured preschool experiences due to poverty and economic situations
Data Source:	Culture/Poverty research (Beagle, Kinjufu, Payne, et. al); DSTP/NWEA/DIBELS NEXT; TOPEL
Group Name:	Baltz - Hispanic Students (1003g)
Need:	Baltz - Increase Reading and Math proficiency of Hispanic students by 6% minimum annually through 2016-2017(currently at 36% (a decline from 12-13 (36.6%) as measured by DCAS/State assessments).
Root Cause:	Hispanic students require additional academic support to close achievement gaps. Additional professional development training, resources and staffing is needed to help staff understand these challenges and continue to provide effective instruction to eliminate academic disparities
Data Source:	DCAS Testing grades 3-5/ MAP and DIBELS NEXT K-2
Group Name:	Baltz - African American Pupils (1003g)

Need:	Baltz - Increase Reading and Math proficiency of American Black students by 7% minimum annually through 2016-2017 (currently at 41% (up from 30.9% in 12-13) as measured by DCAS).
Root Cause:	African American minority students require additional academic support to close achievement gaps. Additional professional development training, resources and staffing is needed to help staff understand these challenges and provide instruction relative to cultural understanding to help eliminate the academic disparities. Programs to offer academic and social support to make access to core curriculum have not been consistent enough to yield success; lack of parent support, enhancing knowledge of in-home educational support; environmental stressors at home must be acknowledged
Data Source:	DCAS Testing, Common Assessments, RTI Data; DIBELS Next
Group Name:	Baltz - Low Income Pupils (1003g)
Need:	Baltz - Increase Reading proficiency of Low Income Students by 6% minimum annually through 2016-2017 (currently at 43% as measured by DCAS).
Root Cause:	Children living in poverty struggle with school readiness due to a variety of factors associated with poverty, including limited access to quality medical care or child care and lack of access to community resources. Additional time for children, training for staff and resources would help Baltz develop its capacity to respond to the culture and challenges of poverty and provide instruction relative to it in order to eliminate academic disparities - this would include developing academic linguistic capacities
Data Source:	DCAS Testing; McREL-CITW for ELLS; Common Assessments, RTI Data; DIBELS Next
Group Name:	Baltz - Targeted Students groups (African Americans & Special Ed Identified)
Need:	Students from racial, educational, linguistic and economic minority groups are demonstrating a preparation and an achievement gap, demonstrating similar instructional needs in reading and math.
Root Cause:	Students in targeted groups have a variety of external factors that often predispose them to academic challenges. Programs need to address the diversity of each individual learner as a mechanism to make sure each child is being taught the way they learn best. This includes the lack of training for teachers in best strategies for each target group and necessary materials to support those efforts,
Data Source:	Growth as measured from Fall to Spring DCAS assessment
Group Name:	Warner - Hispanic students
Need:	Increase Reading and math proficiency of Hispanic students by 6% minimum annually through 2016-2017 (currently at 23.6% as measured by DCAS).
Root Cause:	Students currently lack the basic skills to meet the standards; Teacher's teaching the GLE verbs; continuity and consistency in differentiation of instruction; use of student engagement strategies by staff; Economically and educationally disadvantaged require additional academic support to close achievement gaps. Additional professional development training, resources and staffing is needed to help staff understand the culture and challenges of poverty and provide instruction relative to it in order to eliminate academic disparities. Hispanic students require additional academic support to close achievement gaps. Additional professional development training, resources and staffing is needed to help staff understand these challenges and continue to provide effective instruction to eliminate academic disparities
Data Source:	DCAS; MAP; DIBELS Next
Group Name:	Warner - Low Income students
Need:	Increase Reading and Math proficiency of Low Income Students by 7% minimum annually through 2016-2017 (currently at 27.2% as measured by DCAS).

Root Cause:	Students currently lack the basic skills to meet the standards; Teacher's teaching the GLE verbs; continuity and consistency in differentiation of instruction; use of student engagement strategies by staff; Economically and educationally disadvantaged require additional academic support to close achievement gaps. Additional professional development training, resources and staffing is needed to help staff understand the culture and challenges of poverty and provide instruction relative to it in order to eliminate academic disparities.
Data Source:	DCAS; MAP; DIBELS Next; Ruby Payne
Group Name:	Warner Elementary Students - Grade 1
Need:	Students struggle to matriculate to first grade with appropriate comprehension skills and achievement
Root Cause:	Alignment of written, taught and tested curriculum from K -1. Need to assure teachers know how to teach the GLE's.
Data Source:	DIBELS; DIBELS Next
Group Name:	Warner Kindergarten Students
Need:	5 yr old Students who come from poverty struggle to adjust to structured education (KDG) and lack foundational education skills present in more affluent peers.
Root Cause:	1) Poverty and HS graduation rates (of families) in Attend Zone 2) alignment of written, taught and tested curriculum 3) assure teachers know how to teach the GLE's.
Data Source:	DIBELS; Jump Start KDG Data; Registration information
Group Name:	Warner - Students with identified special needs
Need:	Students with identified special needs are having difficulty meeting ELA and Math standards and need to demonstrate an 8.5% (minimum) increase in reading and math proficiency annually through 2016-2017 (currently at 9.4% as measured by DCAS).
Root Cause:	Students with identified special needs require additional academic support to close achievement gaps. Additional professional development training, resources and staffing is needed to help staff understand these challenges, eliminate the academic disparities, and learn how to provide the appropriate academic interventions and create the least restrictive environments for pupil success. Students identified not having regular access to the core curriculum predisposes them to not being able to master the skills according to prioritized grade level expectations; Teacher's teaching the GLE verbs; continuity and consistency in differentiation of instruction; use of student engagement strategies by staff
Data Source:	DCAS; MAP; DIBELS Next; Ruby Payne; Rtl
Group Name:	Warner - African American Students
Need:	Increase Reading and Math proficiency of American Black students by 7% minimum annually through 2016-2017(currently at 28.8% as measured by DCAS).
Root Cause:	African American minority students require additional academic support to close achievement gaps. Additional professional development training, resources and staffing is needed to help staff understand these challenges and provide instruction relative to cultural understanding to help eliminate the academic disparities. Programs to offer academic and social support to make access to core curriculum have not been consistent enough to yield success; Teacher's teaching the GLE verbs; continuity and consistency in differentiation of instruction; use of student engagement strategies by staff
Data Source:	DCAS; MAP; DIBELS Next
Group Name:	AIMS - ELL pupils

Need:	Middle school ELLs are not making progress toward proficiency in English and math and need to demonstrate a 7% (minimum) increase in reading and math proficiency annually through 2016-2017 (currently at 24.7% as measured by DCAS).
Root Cause:	ELL students require additional academic support to close achievement gaps. Additional professional development training, resources and staffing is needed to help staff align activities to the ELP standards and to address these challenges and provide appropriate supplements to eliminate the academic disparities and linguistic barriers. Students must have language supported opportunities to access core curriculum to meet the minimum score above 5.0 on the WIDA ACCESS or score 3.5 or above on the reading portion of the ACCESS to be considered for partial or full mainstream services.
Data Source:	DCAS, ACCESS, WIDA MODEL
Group Name:	AIMS - Special Education students
Need:	Students with identified special needs are having difficulty meeting ELA and Math standards and need to demonstrate a 8% (minimum) increase in reading and math proficiency annually through 2016-2017 (currently at 12.9% as measured by DCAS).
Root Cause:	Students with identified special needs require additional academic support to close achievement gaps. Additional professional development training, resources and staffing is needed to help staff understand these challenges, eliminate the academic disparities, and learn how to provide the appropriate academic interventions and create the least restrictive environments for pupil success. Students identified not having regular access to the core curriculum predisposes them to not being able to master the skills according to prioritized grade level expectations.
Data Source:	DCAS, IEP reports, Achieve 3000
Group Name:	AIMS - Low Income Pupils
Need:	Low income pupils are having difficulty meeting ELA and Math standards and need to demonstrate a 6% (minimum) increase in reading proficiency annually through 2016-2017 (currently at 34.3% as measured by DCAS).
Root Cause:	Economically and educationally disadvantaged require additional academic support to close achievement gaps. Additional professional development training, resources and staffing is needed to help staff understand the culture and challenges of poverty and provide instruction relative to it in order to eliminate academic disparities. Access to core curriculum and supplementary services has not been consistently available for this population.
Data Source:	DCAS Achieve 3000
Group Name:	AIMS - Hispanic Students
Need:	Hispanic Students are having difficulty meeting ELA and Math standards and need to demonstrate a 6.5% (minimum) increase in reading proficiency annually through 2016-2017 (currently at 32.3% as measured by DCAS).
Root Cause:	Hispanic minority students require additional academic support to close achievement gaps. Additional professional development training, resources and staffing is needed to help staff understand these challenges and provide instruction relative to cultural understanding to help eliminate the academic disparities. General access with support to core curriculum has not been consistent.
Data Source:	DCAS Achieve 3000
Group Name:	AIMS - African American Students
Need:	African American are having difficulty meeting ELA and Math standards and need to demonstrate a 6.5% (minimum) increase in reading proficiency annually through 2016-2017 (currently at 31.5% as measured by DCAS).

Root Cause:	African American minority students require additional academic support to close achievement gaps. Additional professional development training, resources and staffing is needed to help staff understand these challenges and provide instruction relative to cultural understanding to help eliminate the academic disparities. Programs to offer academic and social support to make access to core curriculum have not been consistent enough to yield success.
Data Source:	DCAS, Achieve 3000
Group Name:	AIMS - Students with an IEP
Need:	Children with IEPs in regular standards-based classrooms
Root Cause:	staff knowledge and experience with proven supports; integration and access to the general curriculum; professional development, resources and staffing are needed to provide opportunities and educational environments that support inclusion.
Data Source:	eSchool data, DCAS; I-Tracker
Group Name:	AIMS - All targeted student groups
Need:	32.16% of the student body was suspended in the 2011-12 school year (in and out of school suspensions)the majority of the incidents were for offensive touching and fighting/disorderly conduct
Root Cause:	Students need a safe and orderly school environment to achieve and succeed academically and personally. Disruptive behaviors need to be identified, and addressed. Schools need to provide intervention strategies, alternative programs, parent education opportunities, and classroom management strategies that will create safe, peaceful and productive school environments. Schools need to consistently implement discipline interventions that are fair, consistent and encourage respect. A combination of high poverty households lacking structure, few available role models (specifically male) and the challenges of communicating in English when Spanish is the primary language all contribute to the root cause of code of conduct violations that yield suspensions.
Data Source:	Discipline Data, Attendance Data
Group Name:	AIMS - Special Education Students
Need:	There is a relative difference between regular education and special education students suspensions
Root Cause:	Students need a safe and orderly school environment to achieve and succeed academically and personally. Disruptive behaviors need to be identified, and addressed. Schools need to provide intervention strategies, alternative programs, parent education opportunities, and classroom management strategies that will create safe, peaceful and productive school environments. Schools need to consistently implement discipline interventions that are fair, consistent and encourage respect. A combination of high poverty households lacking structure, few available role models (specifically male) and the challenges of communicating in English when Spanish is the primary language all contribute to the root cause of code of conduct violations that yield suspensions.
Data Source:	Discipline Data
Group Name:	AIMS - Students with an IEP
Need:	Children with IEPs in regular standards-based classrooms
Root Cause:	staff knowledge and experience with proven supports; integration and access to the general curriculum; professional development, resources and staffing are needed to provide opportunities and educational environments that support inclusion.
Data Source:	eSchool data, DCAS; I-Tracker
Group Name:	(Baltz 1003g) All Students Grades 2-5

Need:	At Baltz, only 43% of all students are proficient in ELA on the Spring 2013 DCAS; only 45% of all students are proficient in Math in the Spring 2013 DCAS ;we must raise that percentage to 60% in both ELA and Math in 2015)
Root Cause:	Baltz students enter school with a lack of the background knowledge and the basic skills needed for appropriate grade level success.
Data Source:	2013 Spring DCAS Data; Fall 2012 and 2013 DIBELS
Group Name:	Students transitioning from KDG to 1st grade (Baltz 1003g)
Need:	Based on fall to spring 2012-13 DIBELS results at Baltz, less than 80% of 1st grade students were at the Benchmark/Core levels; while there was an increase in the percentage of students at Intensive level. Only 38 % of staff reports that class sizes are reasonable such that teachers have the time available to meet the needs of all students.
Root Cause:	Baltz students lack exposure to foundation skills for pre-reading, specifically (DIBELS letter naming fluency/sound NSF fluency) and arrive at school with cognitive and social needs that require support beyond a traditional classroom (Attendance and Discipline); the current class sizes pose a challenge for these needs
Data Source:	K Fall 2013 DIBELS 30 % Core /K Winter 2013 DIBELS 70% Core; 1st Grade Fall 2013 DIBELS 67% Core/K Winter DIBELS 68% Core; Avg class sizes: 22 pupils:1 FTE
Group Name:	All Students Grades K-5(Baltz 1003g)
Need:	At Baltz, all Students Grades K-5 need to practice applying skills and concepts to strengthen academic success
Root Cause:	The time allotted within the existing school schedule doesn't provide students with enough time given enough time to practice and apply new content related skills and concepts in new and different situations have limited vocabulary and experiences
Data Source:	SF Benchmark, NWEA MAP (K-2), DCAS

Staff & Community Needs Assessment

Group Name:	Instructional Staff
Need:	Hire and maintain Highly effective teachers
Root Cause:	Teachers need peer to peer productive interactions and knowledge of practices that related to Distinguished practice per DPAS II; while new HQT staff members need to become part of the student success focused culture.
Data Source:	DEEDS; DPAS II R
Group Name:	Professional Staff
Need:	Participate in activities to explore, modify and implement with success with similar populations.
Root Cause:	Strategies can be developed by understanding methods implemented with success at other educational institutions
Data Source:	IRA; Staff Survey data; Distinguished Title I
Group Name:	School Administration
Need:	Increase teacher effectiveness in classrooms and provide leadership in continuous improvement of instruction.
Root Cause:	Classroom instruction needs to be aligned to DCAS assessment to measure priority GLE's and in coming core curriculum.
Data Source:	DCAS II 2010-2011

Group Name:	Instructional Staff
Need:	Classrooms need effective management strategies and promotion of understanding, tolerance, and acceptance of diversity in the educational environment
Root Cause:	Professional development opportunities related to diversity and tolerance; experiences with healthy choices
Data Source:	Delaware School Survey 2008; classroom walkthroughs
Group Name:	Staff implementing the transformation model
Need:	Students need to demonstrate proficiency toward meeting the State ELA and math standards across grade levels.
Root Cause:	Some students currently lack the foundation to meet the standards in reading and math; Teacher's teaching the GLE verbs; continuity and consistency in differentiation of instruction. Students identified not having regular access to the core curriculum predisposes them to not being able to master the skills according to prioritized grade level expectations. Staff use of appropriate student engagement strategies; their capacity to understand student challenges and learn how to provide the appropriate academic interventions must be consistent enough to yield success.
Data Source:	DSTP; DCAS; DIBELS Next
Group Name:	All instructional staff
Need:	All teachers K-12 need professional development in translating state standards into classroom lesson, appropriate instructional methodology and assessments.
Root Cause:	Instruction must be better aligned with the GLE's; staff need experience teacher the verbs and the rigor required; Staff must have better knowledge and extended practice identifying instructional and assessment strategies that align to standards of student practice
Data Source:	DPAS II R; Walkthrough Data; Professional Development Attendance Logs
Group Name:	Red Clay PZ School Lewis Dual Language
Need:	To use time and operations in a manner that promotes a response to student needs and is inclusive of the school community
Root Cause:	Leadership at Lewis had changed repeatedly over the course of the past 5 years, experiencing three different principals, and a lack of an Assistant Principal for the past three years. The school governance structure lacked leadership for curriculum and instruction to ensure fidelity to standards. The data shows a decline in Math and ELA performance of all student groups over a period of time indicating that the instructional model needs to be realigned to meet the diverse needs of the students attending Lewis. The current use of resources (human, time, schedule) does not provide enough a conducive environment for the developmental readiness of students. The district requires a structure to isolate focus on the unique needs of priority schools; one that manages and supports all schools in the Partnership Zone has the authority to communicate, mandate and approve necessary corrections in order to achieve the stated outcomes related to student achievement and instruction
Data Source:	DPAS II Data; DTSP and DCAS; Building Walkthrough Data; Time Audit Data; DSC Professional Development Surveys; PLC Minutes
Group Name:	Red Clay PZ School Marbrook
Need:	To use resources to promote a school culture that compliments the diverse skill of staff and the needs of the school community

Root Cause:	Leadership at Marbrook has been steady for two decades; yet there's a need for the strategic use of adults and time to support teacher effectiveness and enhance student learning. Based on DSTP and DCAS data Marbrook students performed below proficiency level since their 2009 Blue Ribbon award. The current schedule and use of human resources do not ensure that student receive a diverse instructional experience that mirrors their needs. Currently Marbrook's grade level homerooms are not arranged in an aligned fashion and they are not conducive to grade level collaboration. The district requires a structure to isolate focus on the unique needs of priority schools; one that manages and supports all schools in the Partnership Zone has the authority to communicate, mandate and approve necessary corrections in order to achieve the stated outcomes related to student achievement and instruction
Data Source:	DPAS II Data; DTSP and DCAS; Building Walkthrough Data; Time Audit Data; DSC Professional Development Surveys; PLC Minutes
Group Name:	Red Clay PZ School Stanton
Need:	To use time and operations in a manner that promotes college and career readiness and inclusiveness
Root Cause:	leadership team needs the autonomy to make changes that will affect school improvement and increase student achievement; including hiring staff and using the school day in relation to needs. Staff needs experience in learning how to appropriately instruct within a time block. The district requires a structure to isolate focus on the unique needs of priority schools; one that manages and supports all schools in the Partnership Zone has the authority to communicate, mandate and approve necessary corrections in order to achieve the stated outcomes related to student achievement and instruction
Data Source:	DPAS II Data; DTSP and DCAS; Building Walkthrough Data; Time Audit Data; DSC Professional Development Surveys; PLC Minutes
Group Name:	Red Clay Focus School Warner
Need:	To use time and human resources to use time and operations to promote a culture of literacy and responds to the needs of the school community
Root Cause:	Since 2006, Warner has experienced four (4) different leaders (in 6 years). The use of time and school structure does not respond to the need for an intense focus on literacy, especially early diagnosis and intervention. The schedule and use of human resources must ensure that student receive time with instructional experiences that mirrors their needs. Warner's grade level homerooms must be organized in a fashion that encourages aligned learning and grade level collaboration. Staff needs experience in learning how to appropriately use interventions and instruct within a time block; as there's also need for increased discussions, data usage and a design to respond to non-academic factors (student transience, discipline, family communications, and counselor support). The district requires a structure to intensify supports on the unique needs of focus schools; to prioritize strategies and activities that will address the diverse needs identified in the Focus areas
Data Source:	DPAS II Data; DTSP, DIBELS (Next) and DCAS; Building Walkthrough Data; Internal Time Audit; DSC Professional Development Surveys; PLC Minutes; RAP data (cafeteria and recess incidents)
Group Name:	Red Clay PZ School Stanton
Need:	Provide a revised governance structure to facilitate learning and high achievement
Root Cause:	Leadership at Stanton had changed repeatedly over the course of the past three years, experiencing three different principals in the past four years at SMS. Having instability, along with traditional single layer governance - 2 administrator model only further complicates maintaining a focus on academic issues. Stanton's student population arrives with varying degrees of background knowledge, life experiences, and home resources; over 70% of our students participate in the Free and Reduced Price Meal Program. Full participation in the educational process relies on the ability to organize school to effectively meet the needs of children. More than half of our students arrive at Stanton not having met the standards in reading and math in elementary school In the three years prior, Stanton has seen the impact on its academic scores. The district requires a structure to isolate focus on the unique needs of priority schools.
Data Source:	DPAS II Administrative Data; DTSP and DCAS; Building Walkthrough Data;

Group Name:	Red Clay PZ School Lewis Dual Language
Need:	Provide a revised governance structure to facilitate learning and high achievement and fidelity to the adopted language program
Root Cause:	Leadership at Lewis had changed repeatedly over the course of the past 5 years, experiencing three different principals, and a lack of an Assistant Principal for the past three years. The Principal was responsible for the administration of the total school program and served as the instructional leader for the staff, students and community. These responsibilities also included climate, planning and parent involvement for a large Spanish Speaking school community. Having instability, along with traditional single layer governance model only further complicates maintaining a focus on academic issues. The school governance structure lacked leadership for curriculum and instruction to ensure fidelity to standards. In the five years prior, Lewis has seen the impact on its academic scores. The district requires a structure to isolate focus on the unique needs of priority schools.
Data Source:	DPAS II Administrative Data; DTSP and DCAS; Building Walkthrough Data;
Group Name:	Red Clay PZ School Marbrook
Need:	Provide a revised governance structure to facilitate learning and continuous achievement
Root Cause:	Leadership at Marbrook has been steady for two decades, and has consisted of a traditional principal/assistant principal governance format. The structure creates a void replete of collaboration and the freedom needed to influence planning, curriculum and assessments to ensure fidelity to standards aligned curriculum, instruction and assessment. This has influenced student performance. There's a need for the strategic use of adults to support teacher effectiveness and enhance student learning. Since its Blue Ribbon Award in 2009, student performance at Marbrook has sharply declined. The district requires a structure to isolate focus on the unique needs of priority schools.
Data Source:	DPAS II Administrative Data; DTSP and DCAS; Building Walkthrough Data;
Group Name:	Red Clay Focus School Warner
Need:	Provide a revised governance structure to facilitate high reading achievement and fidelity to the instructional program
Root Cause:	leaders (in 6 years). Traditionally, Warner was a two (2) administrator building, earning one (1) chief administrator (principal) and a second (2nd) Administrator - Assistant Principal who both shouldered the responsibility for building programming; yet spending the majority of their time handling climate, discipline, and parent relations. This structure does not allow for an intense focus on instruction, especially during the ELA block and prior to the 2011 DCAS assessment, academic scores have been significantly impacted. The school governance lacked leadership for curriculum and instruction to ensure fidelity to standards.
Data Source:	DPAS II Administrative Data; DTSP and DCAS; Building Walkthrough Data;
Group Name:	Baltz Staff
Need:	Create culture of professional sharing of instructional strategies.
Root Cause:	Challenges with adjusting to changes; Additional professional development training, resources and staffing is needed to help staff understand these challenges and continue to provide effective instruction to eliminate academic disparities
Data Source:	PLC attendance and notes
Group Name:	Warner instructional staff
Need:	All teachers K-12 need professional development in translating state standards into classroom lesson, appropriate instructional methodology and assessments.
Root Cause:	Instruction must be better aligned with the common core; staff need experience teacher the verbs and the rigor required;

Data Source:	Common Core; Consultant Report (Poole/Miller); Professional Development Attendance Logs
Group Name:	Warner Pre-School - 2nd grade students
Need:	Kindergarten children display learning needs and inexperience with structure and standards based learning.
Root Cause:	Economically and educationally disadvantaged require additional academic supports to close achievement gaps. Additional professional development training, resources and staffing is needed to help staff understand the culture and challenges of poverty and provide instruction relative to it in order to eliminate academic disparities; lack of structured preschool experiences due to poverty and economic situations
Data Source:	Ruby Payne poverty data; DCAS/NWEA/DIBELS; Professional Development Attendance Logs
Group Name:	Warner instructional and administrative staff
Need:	With a large % of poor and minority children, Warner students arrive at school with far less exposure to effective instructional technology and 21st century learning than their more affluent, majority group peers.
Root Cause:	Lack of adequate instructional technology prior to 2010; Lack of integration of technology into common core; teaching the correct standards; Economically and educationally disadvantaged require additional academic supports to close achievement gaps. Additional professional development training, resources and staffing is needed to help staff understand the culture and challenges of poverty and provide instruction relative to it in order to eliminate academic disparities.
Data Source:	LoTi data; Ruby Payne poverty research; amplification system data
Group Name:	Warner - Administration - teacher effectiveness
Need:	Under 50% of Warner students met standards in reading and math.
Root Cause:	Assuring Classroom instruction is aligned to common core verbs and DCAS assessment; assuring student
Data Source:	DPAS II
Group Name:	ELA Instructional Staff (Baltz 1003g); targeting grades 4-5
Need:	Currently, 80% of Baltz staff have had intensive district support with literacy instruction; however only 46% of students are proficient in literacy based on the Spring 2013 DCAS, and this number needs to be increased 14% on Spring DCAS 2015.
Root Cause:	There's a lack of building wide implementation of the literacy skills and the need to systemically support and monitor the impact of the literacy training building-wide; class sizes are not conducive to implementing focused small group supports
Data Source:	ELA DCAS Spring 2013; PLC minutes; BLT minutes
Group Name:	Baltz Elementary staff (Baltz 1003g) - ELLs
Need:	At Baltz there's a need for Professional Development to support ELLs: Close to 200 of its 600 pupils are identified as ELs (not including incloing KDG) and only 43% meet/exceed performance in ELA and Math; Staff must increase their ability to support students in mastering academic language needed to be successful
Root Cause:	Lack of time to plan together, limited training and background knowledge needed need to provide evidenced-based strategies for academic language acquisiton and mastery
Data Source:	ELL data (AYP); GWU study; McREL - CITW for ELLs
Group Name:	Baltz Elementary staff (Baltz 1003g)

Need:	Professional Development: The school is currently implementing several (Restorative Practices, Literacy PD, KIVA, Math Common Core, ELA Common Core, PBS, SIOP, Inclusion, Reading Writing, Listening and Speaking) initiatives and they are implemented with fragmentation – there lacks a targeted professional development plan that requires all staff to participate in learning aligned with student needs . Need focus. Need time for training. Need to narrow consistent strategies that will be implemented across classrooms. Need time to implement once a new strategy is learned. Need opportunity to see the strategies implemented well and need feedback on how well specific strategy is being implemented. Need PD targeted to the specialists' content areas. Need additional technology pd (iPAD, SmartBoard, etc.). Need to continue to create a culture of commitment to professional growth.
Root Cause:	The root cause is a lack of uniform agreement on the major issues and building wide commitment and systems in place to prioritize and address the major needs. The current schedule of professional development is voluntary and doesn't require 100% of the staff to be proficient in strategies that will impact student achievement.
Data Source:	% Staff participation in initiatives, # of staff trained in each initiative, walk-through data
Group Name:	Baltz Elementary Staff (Baltz 1003g)
Need:	Only 50% of Baltz staff are participating restorative practice training and an equal % of the school is implementing the PBS model with fidelity. 0% of families have been trained in either.
Root Cause:	Buildings need systems that address misbehavior and harm in a way that strengthens relationships; in direct contrast- Baltz common behavior expectations haven't been defined by the staff and taught to the children and the community. Multiple management systems are being implemented in a fragmented manner. There is a need to clarify expectations about the management systems staff should be using and common expectations for PBS.
Data Source:	% Staff participation in initiatives and % of families have been trained in PBS. Discipline data?
Group Name:	Baltz Elementary Staff (1003g)
Need:	All Baltz teachers need time to master instructional strategies required to successfully teach the Core Curriculum
Root Cause:	Baltz has 5 new teachers in grades K-5 in 2013-14; new and untenured teachers often get involved in numerous additional activities. When changing teaching assignment to a new grade, it takes time to learn the new curriculum. Need deeper support for new teachers. Teachers need time to plan and implement the use of new strategies.
Data Source:	DPAS II, walkthrough data, PLC data
Group Name:	Baltz Elementary Staff (1003g)
Need:	Of its close to 600 students, over 9% of Baltz children have been ID for special education; Staff must increase their capacity to support students with special needs
Root Cause:	Lack of time to plan together, limited training and background knowledge needed need to develop high quality IEPs.
Data Source:	Special Education Achievement Data; PLC data
Group Name:	Baltz Elementary Staff (1003g)
Need:	Less than 47% of staff feel that they have autonomy to make decisions about instructional delivery. There's a need to Increase staff morale related to the educational climate of the school.
Root Cause:	Baltz Elementary staff take student achievement and AYP results personally; Teachers complain that the focus is mainly academic and not holistic and the goal of meeting duplicate targets (making focus and missing AYP)is confusing and reduces teacher confidence; in addition, there are a core group of staff members who participate in numerous school related events (extended day, student clubs), sometimes at the expense of their energy needed for the school day.

Data Source:	TELL Delaware survey; Staff Perception survey; walkthrough data; PLC data
Group Name:	Baltz Elementary PK – 1st grade Staff (1003g)
Need:	The 2013 DIBELS results showed that Baltz had 20% or greater of students at Intensive in first grade and an increase in the percentage of students at Intensive from fall to spring in 1st grade. There's a lack of consistency in administering and scoring DIBELS, and use of data to inform instructional decisions.
Root Cause:	Staff have experience no consistency in training and lacked opportunities to calibrate testing/grading practices.
Data Source:	DIBELS data; PLC data; PreK staff discussions
Group Name:	Turnaround/Transformative Leadership (Baltz 1003 g)
Need:	Per the CSR report, Baltz's existing buildingwide (BLT/Admin/teams) leadership structures minimally support the changes needed for turnaround and must develop their capacity and conditions for rapid and sustained change
Root Cause:	School turnaround efforts require highly effective structures to successfully impact student outcomes. The school must drive a fundamental shift in culture and instructional practice to result in early gains and ongoing high performance. We've to build long-term leadership capacity of leaders in the turnaround setting must obtain competencies required for decisive action and quick wins.
Data Source:	DPAS II; CSR report; Importing Leaders for School Turnarounds: Lessons and

Staff & Community Needs Assessment

Group Name:	Targeted Families
Need:	Families need options related to accessing information related to assisting their child and contributing to school success.
Root Cause:	High Poverty rates, school communication practices and geography can make attending school-related activities to educate parents on instructional strategies they can use to help their child very difficult.
Data Source:	SES; Parent Involvement Survey data 2008 – 2011; Harvard Family Research Parent Involvement Data, attendance at Family events 2008 - 2012
Group Name:	Baltz Elementary Families (1003g)
Need:	Over 15% of Baltz Students were suspended (in or out of school) during the 2012-2013 school year (96 students accounted for 238 suspensions); these numbers must be reduced
Root Cause:	Mutual lack of understand about each culture (school, home and community) and opportunities to support one another; staff do not identify with the families in generational poverty
Data Source:	All Behavior Referral Types (2012-13 and 2013-14); Suspension data (2012-13 and 2013-14)
Group Name:	Baltz Elementary Families (1003 g)
Need:	Currently, 50 % of Baltz families state that their work schedule prevents them from participating in school related events and 33% feel strongly that they have an opportunity to provide feedback related to school policy, practices and programs. We to ensure that our parents are trained to support achievement
Root Cause:	The school does not have consistent and flexibly scheduled events to help parents support their child's learning. Parent time and attention are dominated by survival issues
Data Source:	2013 Parent Satisfaction Survey;

Group Name: Baltz Elementary Families (1003 g)

Need: Only 36.4% of Baltz staff perceives that parents are influential decision makers in the school and only 29% of parents surveyed feel strongly that they know whom to contact in order to serve on school or district planning groups. We value parents, and look to change this trend.

Root Cause: The school has not shared with parents what their expectations are; some parents do not see a need for involvement because they view schools as the professionals and their role in educating their children hasn't been defined;

Data Source: 2013 TELL Delaware Survey; 2013 Parent Satisfaction survey

Goals & Objectives

Goal 1: DDOE Goal 1: Achieve outcomes for students via college-and-career ready mindsets, investments, practices, and programs, while moving to higher standards for student performance.

Objective 1.1: DDOE Objective 1: Deliver rigorous college & career ready standards, assessments and instruction

Objective Narrative:

Need(s) Influenced by this Objective:

Strategy(s):

Strategy 1: DDOE Strategy 1: Administer high-quality summative, formative, and interim student assessments

1. Activity 1: Administer the Smarter suite, PSAT, SAT, and any other assessments required by DDOE under DeSSA 06/01/2013 - 06/01/2015
Deliverable 1. 100% participation rate for all state-required assessments (Smarter suite, PSSS, PSAT, SAT) 06/01/2015
Deliverable 2. Growth in Component V Measure B assessments 06/01/2015
2. Additional LEA Activity: Develop and implement common assessments for ELA and Math (grades K–12). 07/01/2013 - 06/01/2015
Deliverable 1. Common assessments for ELA and Math (K–12) 06/01/2015

Strategy 2: DDOE Strategy 2: Develop, align, and implement high-quality courses, curricular and instructional resources

1. Activity 2: Implement LEA curriculum aligned to state standards at the district, school and classroom level, and ensuring that all materials have been externally reviewed 09/01/2014 - 02/15/2015
Deliverable 1. CCSS-aligned curriculum implemented at all schools 06/30/2015
Deliverable 2. Standards-based IEPs 06/30/2015
2. Activity 3: Ensure availability and widespread student access to advanced coursework including AP and “dual enrollment” options 09/01/2011 - 07/30/2016
Deliverable 1. 50% of students completing dual enrollment, AP, or IB courses 06/30/2015

Strategy 3: Strategy 3: Deliver relevant PD aligned with CCSS and recognizes adult learners

1. Activity 4: PD focused on research-based practices that reflect student and staff needs 09/01/2011 - 07/30/2017
2. Activity 5: Provide differentiated formats for PD delivery 09/01/2011 - 07/30/2017

Strategy 4: Strategy 4: Implement literacy PD to have all students read by end of 3rd grade

1. Activity 6: Intensive PD focused on literacy instruction provided by reading specialists 08/01/2012 - 07/30/2017
2. Activity 7: DPAS evaluations and walkthroughs aligned to literacy PD 09/01/2011 - 07/30/2017

Measure(s):

Measure:	[CM] Percent of children with IEPs aged 6 through 21 inside regular class 80%+ of day	Target Date	Target	Actual Date	Actual
Start Year:	2007 Baseline: 23.4	3/30/2008	56	3/30/2008	24.5
DOE Indicator:	[CM] Percent of children with IEPs aged 6 through 21 inside regular class 80%+ of day	3/30/2009	59	3/30/2009	27.1
		3/30/2010	62	3/30/2010	37.2
Perspective:	Student Achievement/Student Performance				
Period:	Yearly				
Measure:	[CM] 5S1 - % of CTE Concentrator Graduates in Secondary Placement	Target Date	Target	Actual Date	Actual
Start Year:	2008 Baseline: 91	6/15/2008	96	6/30/2008	91
DOE Indicator:	[CM] 5S1 - % of CTE Concentrator Graduates in Secondary Placement	6/15/2009	96	6/15/2009	45.6
		6/16/2010	47.0%	6/16/2010	47.0%
Perspective:	Student Achievement/Student Performance				
Period:	Yearly				
		6/30/2011	48%	6/30/2011	48.8
		6/30/2012	49%	(none)	
		6/30/2013	50%	(none)	
		6/30/2014	52%	(none)	
Measure:	[CM] 6S1 - % of CTE Participants in Programs in Non-Traditional Fields	Target Date	Target	Actual Date	Actual
Start Year:	2008 Baseline: 35.8	6/15/2008	38.5	6/15/2008	35.8
DOE Indicator:	[CM] 6S1 - % of CTE Participants in Programs in Non-Traditional Fields	6/30/2009	38.5	6/30/2009	31.5
Perspective:	Student Achievement/Student Performance				
Period:	Yearly				
Measure:	% Growth DCAS Reading Targets	Target Date	Target	Actual Date	Actual
Start Year:	2013 Baseline: TBD	12/1/2012	TBD	(none)	
DOE Indicator:	(none)	6/30/2013	TBD	(none)	
Perspective:	Teaching and Learning				
Period:	Semi-Yearly				
Measure:	% Growth DCAS Math Targets	Target Date	Target	Actual Date	Actual
Start Year:	2013 Baseline: TBD	12/1/2012	TBD	(none)	
DOE Indicator:	(none)	6/30/2013	TBD	(none)	
Perspective:	Teaching and Learning				
Period:	Semi-Yearly				

Measure:	% Growth on (ELA) District Formative & Summative assessments	Target Date	Target	Actual Date	Actual
Start Year:	2012	2/15/2012	TBD	(none)	
DOE Indicator:	(none)	6/15/2013	TBD	(none)	
Perspective:	Teaching and Learning				
Period:	Semi-Yearly				
Measure:	% Growth on (Math) District Formative & Summative assessments	Target Date	Target	Actual Date	Actual
Start Year:	2012	2/15/2012	TBD	(none)	
DOE Indicator:	(none)	6/30/2013	TBD	(none)	
Perspective:	Teaching and Learning				
Period:	Quarterly				
Measure:	CS Eval: % of Students that access services and succeed academically (DCAS and Local)	Target Date	Target	Actual Date	Actual
Start Year:	2011	6/30/2012	TBD	(none)	
DOE Indicator:	(none)				
Perspective:	Student Achievement/Student Performance				
Period:	Yearly				
Measure:	% of students meeting or exceeding the standard in DCAS tested subjects - ELA	Target Date	Target	Actual Date	Actual
Start Year:	2010	7/30/2011	55%	(none)	
DOE Indicator:	(none)	6/30/2012	75%	(none)	
Perspective:	Student Achievement/Student Performance	6/30/2013	85%	(none)	
Period:	Yearly	6/30/2014	100%	(none)	
Measure:	% of students meeting or exceeding the standard in DCAS tested subjects - MATH	Target Date	Target	Actual Date	Actual
Start Year:	2010	7/30/2011	55%	(none)	
DOE Indicator:	(none)	6/30/2012	75%	(none)	
Perspective:	Student Achievement/Student Performance	6/30/2013	85%	(none)	
Period:	Yearly	6/30/2014	100%	(none)	

Measure:	% point reduction in achievement gaps on DCAS - B/W MATH	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: 34.8% pt gap	6/30/2011	30% pt gap (2.0-4.8%	(none)	
DOE Indicator:	(none)	6/30/2012	25% pt gap (5% pt re	(none)	
Perspective:	Student Achievement/Student Performance	6/30/2013	20% pt gap (5% pt re	(none)	
Period:	Yearly	6/30/2014	15% pt gap (5% pt re	(none)	
Measure:	% point reduction in achievement gaps on DCAS - B/W READING	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: 32.0% pt gap	6/30/2011	30% pt gap (2.0-4.8%	(none)	
DOE Indicator:	(none)	6/30/2012	25% pt gap (5% pt re	(none)	
Perspective:	Student Achievement/Student Performance	6/30/2013	20% pt gap (5% pt re	(none)	
Period:	Yearly	6/30/2014	15% pt gap (5% pt re	(none)	
Measure:	% point reduction in achievement gaps on DCAS - H/W MATH	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: 24.2% pt gap	6/30/2011	20% pt gap (4.2-6.0%	(none)	
DOE Indicator:	(none)	6/30/2012	17% pt gap (3% pt re	(none)	
Perspective:	Student Achievement/Student Performance	6/30/2013	14% pt gap (3% pt re	(none)	
Period:	Yearly	6/30/2014	10% pt gap (4% pt re	(none)	
Measure:	% point reduction in achievement gaps on DCAS - H/W READING	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: 26.0% pt gap	6/30/2011	20% pt gap (4.2-6.0%	(none)	
DOE Indicator:	(none)	6/30/2012	17% pt gap (3% pt re	(none)	
Perspective:	Student Achievement/Student Performance	6/30/2013	14% pt gap (3% pt re	(none)	
Period:	Yearly	6/30/2014	10% pt gap (4% pt re	(none)	
Measure:	% point reduction in achievement gaps on DCAS - ELL/Non - MATH	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: 19.1% pt gap	6/30/2011	17% pt gap (2.1% pt	(none)	
DOE Indicator:	(none)	6/30/2012	15% pt gap (2% pt re	(none)	
Perspective:	Student Achievement/Student Performance	6/30/2013	12% pt gap (3% pt re	(none)	
Period:	Yearly	6/30/2014	10% pt gap (2% pt re	(none)	

Measure:	% point reduction in achievement gaps on DCAS - ELL/Non - READING	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: 31.1% pt gap	6/30/2011	30% pt gap (1.1% pt	(none)	
DOE Indicator:	(none)	6/30/2012	25% pt gap (5% pt re	(none)	
Perspective:	Student Achievement/Student Performance	6/30/2013	20% pt gap (5% pt re	(none)	
Period:	Yearly	6/30/2014	15% pt gap (5% pt re	(none)	
Measure:	% point reduction in achievement gaps on DCAS MATH - SPED/Non	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: 53.1 % pt gap	6/30/2011	50% pt gap (2.2-3.1%	(none)	
DOE Indicator:	(none)	6/30/2012	45% pt gap (5% pt re	(none)	
Perspective:	Student Achievement/Student Performance	6/30/2013	40% pt gap (5% pt re	(none)	
Period:	Yearly	6/30/2014	35% pt gap (5% pt re	(none)	
Measure:	% point reduction in achievement gaps on DCAS READING - SPED/Non	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: 52.2% pt gap	6/30/2011	50% pt gap (2.2-3.1%	(none)	
DOE Indicator:	(none)	6/30/2012	45% pt gap (5% pt re	(none)	
Perspective:	Student Achievement/Student Performance	6/30/2013	40% pt gap (5% pt re	(none)	
Period:	Yearly	6/30/2014	35% pt gap (5% pt re	(none)	
Measure:	% point reduction in achievement gaps on DCAS READING - LI/Non	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: 29.1% pt gap	6/30/2011	25% pt gap (4.1-4.3%	(none)	
DOE Indicator:	(none)	6/30/2012	20% pt gap (5% pt re	(none)	
Perspective:	Student Achievement/Student Performance	6/30/2013	15% pt gap (5% pt re	(none)	
Period:	Yearly	6/30/2014	12% pt gap (3% pt re	(none)	
Measure:	% point reduction in achievement gaps on DCAS MATH - LI/Non	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: 29.3% pt gap	6/30/2011	25% pt gap (4.1-4.3%	(none)	
DOE Indicator:	(none)	6/30/2012	20% pt gap (5% pt re	(none)	
Perspective:	Student Achievement/Student Performance	6/30/2013	15% pt gap (5% pt re	(none)	
Period:	Monthly	6/30/2014	12% pt gap (5% pt re	(none)	

Measure:	NCLB graduation rate	Target Date	Target	Actual Date	Actual
Start Year:	2011	12/30/2011	W/charters:88%; w/o:	(none)	
DOE Indicator:	(none)	12/30/2012	W/charters:89%;w/o:	(none)	
Perspective:	Student Achievement/Student Performance	12/30/2013	W/charters:90%;w/o:	(none)	
Period:	Yearly	12/30/2014	W/charters:90%;w/o:	(none)	
Measure:	SAT Performance: Mean	Target Date	Target	Actual Date	Actual
Start Year:	2011	12/30/2011	R:460; M:460; W:440	(none)	
DOE Indicator:	(none)	12/30/2012	R:480; M:480; W:460	(none)	
Perspective:	Student Achievement/Student Performance	12/30/2013	R:490; M:490; W:470	(none)	
Period:	Yearly	12/30/2014	R:500; M:500; W:480	(none)	
Measure:	Number of schools meeting or exceeding AYP targets	Target Date	Target	Actual Date	Actual
Start Year:	2010	9/1/2012	Increase by 2 school	(none)	
DOE Indicator:	(none)	9/1/2013	Increase by 2 school	(none)	
Perspective:	Student Achievement/Student Performance	9/1/2014	Increase by 2 school	(none)	
Period:	Yearly				
Measure:	Increase in the number of AP exam takers	Target Date	Target	Actual Date	Actual
Start Year:	2010	8/1/2011	1,050	(none)	
DOE Indicator:	(none)	8/1/2012	1,075	(none)	
Perspective:	Student Achievement/Student Performance	8/1/2013	1,100	(none)	
Period:	Yearly	8/1/2014	1,125	(none)	
Measure:	% of AP exams scoring 3+	Target Date	Target	Actual Date	Actual
Start Year:	2010	9/1/2011	51%	(none)	
DOE Indicator:	(none)	9/1/2012	55%	(none)	
Perspective:	Student Achievement/Student Performance	9/1/2013	57%	(none)	
Period:	Yearly	9/1/2014	60%	(none)	

Measure:	Mean score on district common exams(e.g., end of course exams aligned to standards)	Target Date	Target	Actual Date	Actual
Start Year:	2011	7/30/2011	65%	(none)	
	Baseline: EL9: 65%;EL10: 60.5%;US:59.9%;Wld:57%;PhS:51.4%;Bi	7/30/2012	70%	(none)	
DOE Indicator:	(none)	7/30/2013	75%	(none)	
Perspective:	Student Achievement/Student Performance	7/30/2014	80%	(none)	
Period:	Yearly				
Measure:	% of students reaching the Benchmark level on DIBELS	Target Date	Target	Actual Date	Actual
Start Year:	2011	7/30/2011	K: 87%; Gr1: 75%	(none)	
	Baseline: K: 84%; Gr1: 73%	7/30/2012	K: 90%; Gr1: 80%	(none)	
DOE Indicator:	(none)	7/30/2013	K: 92%; Gr1: 90%	(none)	
Perspective:	Student Achievement/Student Performance	7/30/2014	K: 95%; Gr1: 95%	(none)	
Period:	Yearly				
Measure:	College enrollment rate	Target Date	Target	Actual Date	Actual
Start Year:	2010	7/30/2011	60%	(none)	
	Baseline: 58.6%	7/30/2012	63%	(none)	
DOE Indicator:	(none)	7/30/2013	67%	(none)	
Perspective:	Student Achievement/Student Performance	7/30/2014	70%	(none)	
Period:	Yearly				
Measure:	College retention rate	Target Date	Target	Actual Date	Actual
Start Year:	2010	7/30/2011	81%	(none)	
	Baseline: 80.0%	7/30/2012	82%	(none)	
DOE Indicator:	(none)	7/30/2013	83%	(none)	
Perspective:	Student Achievement/Student Performance	7/30/2014	85%	(none)	
Period:	Yearly				
Measure:	% of IB participants who attain the IB diploma	Target Date	Target	Actual Date	Actual
Start Year:	2012	7/30/2013	TBD	(none)	
	Baseline: tbd	7/30/2014	TBD	(none)	
DOE Indicator:	(none)				
Perspective:	Student Achievement/Student Performance				
Period:	Yearly				

Objective 1.2: DDOE Objective 2: Drive college access and 21st century career preparation for all students

Objective Narrative:

Need(s) Influenced by this Objective:

Strategy(s):

Strategy 1: DDOE Strategy 3. Integrate and promote systemwide practices that prepare students to access, enter and complete post-secondary education.

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|--|-------------------------|
| 1. DDOE Activity 4: Participate in the state's College Application Month | 09/01/2012 - 11/21/2014 |
| Deliverable 1. Districtwide reports on college applications, FAFSA and acceptances | 11/21/2014 |
| 2. DDOE Activity 5. Build year-round college access campaigns/plans for students in grades 6–12. | 06/01/2012 - 09/30/2014 |
| Deliverable 1. College application rate | 09/30/2014 |
| Deliverable 2. College acceptances | 09/30/2014 |

Strategy 2: DDOE Strategy 4: Establish and align 21st century career pathways throughout the student experience

- | | |
|---|-------------------------|
| 1. DDOE Activity 6. Create student pathways for 21st-century careers via CTE/STEM, World Language, the Arts and other key 21st-century skills/competencies. | 06/01/2010 - 06/30/2015 |
| Deliverable 1. New, enhanced or expanded CTE pathways at middle and high school levels | 06/30/2015 |
| Deliverable 2. Programs established/students enrolled | 06/30/2015 |
| 2. DDOE Activity 7. Implement student success planning and student advisement processes districtwide beginning in the 8th grade. | 09/01/2012 - 06/30/2015 |
| Deliverable 1. Verified 100% completion amongst 8th graders | 06/30/2015 |
| 3. DDOE Activity 8. Develop "grit" amongst student body via academic and socio-emotional supports. | 09/01/2012 - 07/30/2017 |
| Deliverable 1. Academic and SEL supports provided to students | 06/30/2015 |
| 4. Additional LEA Activity: Provide SAT Prep: | 07/15/2012 - 12/15/2015 |
| Deliverable 1. SAT participation and performance reports | 04/30/2014 |
| 5. Additional LEA Activity: School-to-career transition programs for students with disabilities. | 07/15/2012 - 12/15/2015 |
| Deliverable 1. Transition programs and services provided | 06/30/2015 |

Strategy 3: Strategy 7: Establish partnerships with Higher Ed. And Community

- | | |
|---|-------------------------|
| 1. Activity 13: Partnerships with certificated programming | 09/01/2012 - 07/01/2016 |
| 2. Activity 14: Job shadowing, internships, co-op, and apprenticeship opportunities | 09/01/2012 - 07/30/2016 |
| 3. Activity 15: CTE Advisory Council | 09/01/2012 - 07/30/2016 |

Measure(s):

There are no measures associated with this objective.

Goal 2: DDOE Goal 2: Achieve measurable outcomes for students via a culture of data-driven decision-making and accountability, which includes stakeholder collaboration around student success.

Objective 2.1: DDOE Objective 3: Bolster capacity to analyze and utilize information to make data-driven decisions

Objective Narrative:

Need(s) Influenced by this Objective:

Strategy(s):

Strategy 1: DDOE Strategy 5: Establish professional learning communities focused on data-driven decision-making

1. DDOE Activity 9. Establish weekly collaborative planning time for all core-content educators. 09/01/2010 - 08/21/2014
 Deliverable 1. PLCs for all core-content educators 08/21/2014
2. DDOE Activity 10. Access available resources (coaches, systems) to facilitate/enhance weekly collaborative planning time. 09/01/2011 - 08/21/2014
 Deliverable 1. Resources provided and used in PLC time 06/30/2015

Strategy 2: Strategy 9: Establish instructional leadership positions focused on supporting a data-driven, results oriented environment

1. Activity 18: Establish Academic Dean position for instructional leadership 06/01/2012 - 07/30/2016
2. Activity 19: Establish Building Leadership Teams to periodically review student data and make collaborative, data-driven, instructional decisions 06/01/2012 - 07/01/2016

Measure(s):

Measure:	% Growth DCAS Reading Targets	Target Date	Target	Actual Date	Actual
Start Year:	2013 Baseline: TBD	12/1/2012	TBD	(none)	
DOE Indicator:	(none)	6/30/2013	TBD	(none)	
Perspective:	Teaching and Learning				
Period:	Semi-Yearly				

Measure:	% Growth DCAS Math Targets	Target Date	Target	Actual Date	Actual
Start Year:	2013 Baseline: TBD	12/1/2012	TBD	(none)	
DOE Indicator:	(none)	6/30/2013	TBD	(none)	
Perspective:	Teaching and Learning				
Period:	Semi-Yearly				
Measure:	% Growth on (ELA) District Formative & Summative assessments	Target Date	Target	Actual Date	Actual
Start Year:	2012 Baseline: TBD	2/15/2012	TBD	(none)	
DOE Indicator:	(none)	6/15/2013	TBD	(none)	
Perspective:	Teaching and Learning				
Period:	Semi-Yearly				
Measure:	% Growth on (Math) District Formative & Summative assessments	Target Date	Target	Actual Date	Actual
Start Year:	2012 Baseline: TBD	2/15/2012	TBD	(none)	
DOE Indicator:	(none)	6/30/2013	TBD	(none)	
Perspective:	Teaching and Learning				
Period:	Quarterly				
Measure:	% of Middle/grade students with AP potential (all bldgs)	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: 0	6/30/2011	Top 10% from each 8t	(none)	
DOE Indicator:	(none)	6/30/2012	Top 10% from each 7t	(none)	
Perspective:	Student Achievement/Student Performance	6/30/2013	Top 10% from each 6t	(none)	
Period:	Yearly	6/30/2014	Top 10% from each 6t	(none)	
Measure:	% participation of students taking the SAT	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: 0	6/30/2012	5% increase	(none)	
DOE Indicator:	(none)	6/30/2013	5% increase	(none)	
Perspective:	Student Achievement/Student Performance				
Period:	Yearly				

Measure:	% of teachers utilizing the I-Tracker Pro system	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: TBD	7/30/2011	10% increase over ba	(none)	
DOE Indicator:	(none)	7/30/2012	15% increase over ba	(none)	
Perspective:	Student Achievement/Student Performance	7/30/2013	20% increase over ba	(none)	
Period:	Yearly	7/30/2014	25% increase over ba	(none)	
Measure:	% of teachers self-reporting that they use student data to identify and address student learning need	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: tbd	7/30/2011	10% increase over ba	(none)	
DOE Indicator:	(none)	7/30/2012	15% increase over ba	(none)	
Perspective:	Student Achievement/Student Performance	7/30/2013	20% increase over ba	(none)	
Period:	Yearly	7/30/2014	25% increase over ba	(none)	
Measure:	% of teachers self-reporting that they collaborate with colleagues on student data	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: tbd	7/30/2011	10% increase over ba	(none)	
DOE Indicator:	(none)	7/30/2012	15% increase over ba	(none)	
Perspective:	Student Achievement/Student Performance	7/30/2013	20% increase over ba	(none)	
Period:	Yearly	7/30/2014	25% increase over ba	(none)	
Measure:	% of teachers who are proficient at analyzing student data according to principals, SDTCs, and data	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: TBD	7/30/2011	10% increase over ba	(none)	
DOE Indicator:	(none)	7/30/2012	15% increase over ba	(none)	
Perspective:	Student Achievement/Student Performance	7/30/2013	20% increase over ba	(none)	
Period:	Yearly	7/30/2014	25% increase over ba	(none)	
Measure:	% of teachers improving practice w/ analyzing student data acc to principals, SDTCs,& data coaches	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: TBD	7/30/2011	10% increase over ba	(none)	
DOE Indicator:	(none)	7/30/2012	15% increase over ba	(none)	
Perspective:	Student Achievement/Student Performance	7/30/2013	20% increase over ba	(none)	
Period:	Monthly	7/30/2014	25% increase over ba	(none)	

Measure:	% of educators satisfied with data trainings and collaborative data meetings	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: tbd	7/30/2011	10% increase over ba	(none)	
DOE Indicator:	(none)	7/30/2012	15% increase over ba	(none)	
Perspective:	Student Achievement/Student Performance	7/30/2013	20% increase over ba	(none)	
Period:	Yearly	7/30/2014	25% increase over ba	(none)	
Measure:	Satisfaction among longitudinal data system users	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: tbd	7/30/2011	10% increase over ba	(none)	
DOE Indicator:	(none)	7/30/2012	15% increase over ba	(none)	
Perspective:	Student Achievement/Student Performance	7/30/2013	20% increase over ba	(none)	
Period:	Yearly	7/30/2014	25% increase over ba	(none)	

Objective 2.2: DDOE Objective 4. Develop performance management systems for schools, educators, students, and stakeholders.

Objective Narrative:

Need(s) Influenced by this Objective:

Strategy(s):

Strategy 1: DDOE Strategy 6. Ensure data quality, availability and access for all key stakeholders of the LEA.

1. DDOE Activity 11. Engage family and community in student learning, school accountability and other important metrics via public information and forums. 09/01/2010 - 06/30/2016
Deliverable 1. Parent Involvement survey instrument 06/15/2015
2. DDOE Activity 12. Utilize state-approved student management database systems as well as educator recruitment, evaluation and development organizational systems when statewide data is required. 06/01/2012 - 06/30/2016
Deliverable 1. Users trained and systems utilized effectively 05/31/2015
3. Additional LEA Activity: Ensure TELL-Delaware survey is prioritized amongst educators, creating opportunities and incentives to complete and utilize. 07/01/2012 - 06/30/2016
Deliverable 1. Survey results 05/31/2015

Measure(s):

Measure:	% Growth DCAS Reading Targets	Target Date	Target	Actual Date	Actual
Start Year:	2013 Baseline: TBD	12/1/2012	TBD	(none)	
DOE Indicator:	(none)	6/30/2013	TBD	(none)	
Perspective:	Teaching and Learning				
Period:	Semi-Yearly				
Measure:	% Growth DCAS Math Targets	Target Date	Target	Actual Date	Actual
Start Year:	2013 Baseline: TBD	12/1/2012	TBD	(none)	
DOE Indicator:	(none)	6/30/2013	TBD	(none)	
Perspective:	Teaching and Learning				
Period:	Semi-Yearly				

Measure:	% Growth on (ELA) District Formative & Summative assessments		Target Date	Target	Actual Date	Actual
Start Year:	2012	Baseline: TBD	2/15/2012	TBD	(none)	
DOE Indicator:	(none)		6/15/2013	TBD	(none)	
Perspective:	Teaching and Learning					
Period:	Semi-Yearly					
Measure:	% Growth on (Math) District Formative & Summative assessments		Target Date	Target	Actual Date	Actual
Start Year:	2012	Baseline: TBD	2/15/2012	TBD	(none)	
DOE Indicator:	(none)		6/30/2013	TBD	(none)	
Perspective:	Teaching and Learning					
Period:	Quarterly					
Measure:	% of elementary grade students with AP potential (all bldgs)		Target Date	Target	Actual Date	Actual
Start Year:	2011	Baseline: 0	6/30/2011	Top 10% from each 5t	(none)	
DOE Indicator:	(none)		6/30/2012	Top 10% from each 4t	(none)	
Perspective:	Student Achievement/Student Performance		6/30/2013	Top 10% from each 4t	(none)	
Period:	Yearly		6/30/2014	Top 10% from each 4t	(none)	
Measure:	% of students meeting or exceeding the standard in DCAS tested subjects - ELA		Target Date	Target	Actual Date	Actual
Start Year:	2010	Baseline: 71.8% (2010 DSTP ELA)	7/30/2011	55%	(none)	
DOE Indicator:	(none)		6/30/2012	75%	(none)	
Perspective:	Student Achievement/Student Performance		6/30/2013	85%	(none)	
Period:	Yearly		6/30/2014	100%	(none)	
Measure:	% of students meeting or exceeding the standard in DCAS tested subjects - MATH		Target Date	Target	Actual Date	Actual
Start Year:	2010	Baseline: 69.6% (2010 DSTP MATH)	7/30/2011	55%	(none)	
DOE Indicator:	(none)		6/30/2012	75%	(none)	
Perspective:	Student Achievement/Student Performance		6/30/2013	85%	(none)	
Period:	Yearly		6/30/2014	100%	(none)	

Measure:	% point reduction in achievement gaps on DCAS - B/W MATH	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: 34.8% pt gap	6/30/2011	30% pt gap (2.0-4.8%	(none)	
DOE Indicator:	(none)	6/30/2012	25% pt gap (5% pt re	(none)	
Perspective:	Student Achievement/Student Performance	6/30/2013	20% pt gap (5% pt re	(none)	
Period:	Yearly	6/30/2014	15% pt gap (5% pt re	(none)	
Measure:	% point reduction in achievement gaps on DCAS - B/W READING	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: 32.0% pt gap	6/30/2011	30% pt gap (2.0-4.8%	(none)	
DOE Indicator:	(none)	6/30/2012	25% pt gap (5% pt re	(none)	
Perspective:	Student Achievement/Student Performance	6/30/2013	20% pt gap (5% pt re	(none)	
Period:	Yearly	6/30/2014	15% pt gap (5% pt re	(none)	
Measure:	% point reduction in achievement gaps on DCAS - H/W MATH	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: 24.2% pt gap	6/30/2011	20% pt gap (4.2-6.0%	(none)	
DOE Indicator:	(none)	6/30/2012	17% pt gap (3% pt re	(none)	
Perspective:	Student Achievement/Student Performance	6/30/2013	14% pt gap (3% pt re	(none)	
Period:	Yearly	6/30/2014	10% pt gap (4% pt re	(none)	
Measure:	% point reduction in achievement gaps on DCAS - H/W READING	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: 26.0% pt gap	6/30/2011	20% pt gap (4.2-6.0%	(none)	
DOE Indicator:	(none)	6/30/2012	17% pt gap (3% pt re	(none)	
Perspective:	Student Achievement/Student Performance	6/30/2013	14% pt gap (3% pt re	(none)	
Period:	Yearly	6/30/2014	10% pt gap (4% pt re	(none)	
Measure:	% point reduction in achievement gaps on DCAS - ELL/Non - MATH	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: 19.1% pt gap	6/30/2011	17% pt gap (2.1% pt	(none)	
DOE Indicator:	(none)	6/30/2012	15% pt gap (2% pt re	(none)	
Perspective:	Student Achievement/Student Performance	6/30/2013	12% pt gap (3% pt re	(none)	
Period:	Yearly	6/30/2014	10% pt gap (2% pt re	(none)	

Measure:	% point reduction in achievement gaps on DCAS - ELL/Non - READING	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: 31.1% pt gap	6/30/2011	30% pt gap (1.1% pt	(none)	
DOE Indicator:	(none)	6/30/2012	25% pt gap (5% pt re	(none)	
Perspective:	Student Achievement/Student Performance	6/30/2013	20% pt gap (5% pt re	(none)	
Period:	Yearly	6/30/2014	15% pt gap (5% pt re	(none)	
Measure:	% point reduction in achievement gaps on DCAS MATH - SPED/Non	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: 53.1 % pt gap	6/30/2011	50% pt gap (2.2-3.1%	(none)	
DOE Indicator:	(none)	6/30/2012	45% pt gap (5% pt re	(none)	
Perspective:	Student Achievement/Student Performance	6/30/2013	40% pt gap (5% pt re	(none)	
Period:	Yearly	6/30/2014	35% pt gap (5% pt re	(none)	
Measure:	% point reduction in achievement gaps on DCAS READING - SPED/Non	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: 52.2% pt gap	6/30/2011	50% pt gap (2.2-3.1%	(none)	
DOE Indicator:	(none)	6/30/2012	45% pt gap (5% pt re	(none)	
Perspective:	Student Achievement/Student Performance	6/30/2013	40% pt gap (5% pt re	(none)	
Period:	Yearly	6/30/2014	35% pt gap (5% pt re	(none)	
Measure:	% point reduction in achievement gaps on DCAS READING - LI/Non	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: 29.1% pt gap	6/30/2011	25% pt gap (4.1-4.3%	(none)	
DOE Indicator:	(none)	6/30/2012	20% pt gap (5% pt re	(none)	
Perspective:	Student Achievement/Student Performance	6/30/2013	15% pt gap (5% pt re	(none)	
Period:	Yearly	6/30/2014	12% pt gap (3% pt re	(none)	
Measure:	% point reduction in achievement gaps on DCAS MATH - LI/Non	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: 29.3% pt gap	6/30/2011	25% pt gap (4.1-4.3%	(none)	
DOE Indicator:	(none)	6/30/2012	20% pt gap (5% pt re	(none)	
Perspective:	Student Achievement/Student Performance	6/30/2013	15% pt gap (5% pt re	(none)	
Period:	Monthly	6/30/2014	12% pt gap (5% pt re	(none)	

Measure:	% of teachers who receive a "satisfactory" or "effective" on DPAS II	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: TBD	6/30/2012	100%	(none)	
DOE Indicator:	(none)	6/30/2013	100%	(none)	
Perspective:	Student Achievement/Student Performance	6/30/2014	100%	(none)	
Period:	Yearly				
Measure:	% of administrators who receive a "satisfactory" or "effective" on DPAS II	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: TBD	6/30/2012	100%	(none)	
DOE Indicator:	(none)	6/30/2013	100%	(none)	
Perspective:	Student Achievement/Student Performance	6/30/2014	100%	(none)	
Period:	Yearly				
Measure:	Number of schools meeting or exceeding AYP targets	Target Date	Target	Actual Date	Actual
Start Year:	2010 Baseline: 10 schools	9/1/2012	Increase by 2 school	(none)	
DOE Indicator:	(none)	9/1/2013	Increase by 2 school	(none)	
Perspective:	Student Achievement/Student Performance	9/1/2014	Increase by 2 school	(none)	
Period:	Yearly				
Measure:	% of students reaching the Benchmark level on DIBELS	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: K: 84%; Gr1: 73%	7/30/2011	K: 87%; Gr1: 75%	(none)	
DOE Indicator:	(none)	7/30/2012	K: 90%; Gr1: 80%	(none)	
Perspective:	Student Achievement/Student Performance	7/30/2013	K: 92%; Gr1: 90%	(none)	
Period:	Yearly	7/30/2014	K: 95%; Gr1: 95%	(none)	

Goal 3: DDOE Goal 3. Achieve goals and objectives concerning educator effectiveness via a deep focus on talent acquisition, education evaluation and development, prioritizing work across all elements of the talent cultivation and management spectrum.

Objective 3.1: DDOE Objective 5. Differentiate supports, roles and accountability amongst educators based upon performance.

Objective Narrative:

Need(s) Influenced by this Objective:

Strategy(s):

Strategy 1: DDOE Strategy 7. Maximize educator evaluation as a primary tool for instructional improvement and talent management.

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| 1. DDOE Activity 13. Implement educator evaluation with fidelity, with students at the forefront of all goal-setting and staff management decisions. | 09/01/2011 - 07/30/2017 |
| Deliverable 1. DPAS II documentation (forms, expectations plans/improvement plans) | 10/31/2014 |

Strategy 2: DDOE Strategy 8. Utilize the results of educator evaluations as a primary factor in educator development, placement, promotion, advancement, retention and removal.

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|--|-------------------------|
| 1. DDOE Activity 14. Offer career pathways. | 09/01/2011 - 06/30/2015 |
| Deliverable 1. Increases in student achievement and educator effectiveness | 06/30/2015 |
| 2. DDOE Activity 15. Increase the concentration of highly effective teachers and leaders in high-need schools. | 09/01/2011 - 07/30/2017 |
| Deliverable 1. Percentage of highly effective teachers at the lowest-performing schools, compared to other schools | 06/30/2015 |

Strategy 3: DDOE Strategy 9. Individualize professional development services and offerings.

- | | |
|--|-------------------------|
| 1. DDOE Activity 16. Link professional development and coaching to specific skill areas of growth and role expectations. | 07/01/2012 - 07/30/2017 |
| Deliverable 1. Sustained PD plan for all educators, tied to identified needs | 04/30/2015 |

Measure(s):

Measure:	% of teachers who receive a "satisfactory" or "effective" on DPAS II	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: TBD	6/30/2012	100%	(none)	
DOE Indicator:	(none)	6/30/2013	100%	(none)	
Perspective:	Student Achievement/Student Performance	6/30/2014	100%	(none)	
Period:	Yearly				
Measure:	% of administrators who receive a "satisfactory" or "effective" on DPAS II	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: TBD	6/30/2012	100%	(none)	
DOE Indicator:	(none)	6/30/2013	100%	(none)	
Perspective:	Student Achievement/Student Performance	6/30/2014	100%	(none)	
Period:	Yearly				
Measure:	Number of teachers completing NBCT	Target Date	Target	Actual Date	Actual
Start Year:	2010 Baseline: 53	6/30/2011	73	(none)	
DOE Indicator:	(none)	6/30/2012	93	(none)	
Perspective:	Student Achievement/Student Performance	6/30/2013	113	(none)	
Period:	Yearly	6/30/2014	133	(none)	

Objective 3.2: DDOE Objective 6. Cultivate and assess aspiring and novice educators based upon program, role and potential.

Objective Narrative:

Need(s) Influenced by this Objective:

Strategy(s):

Strategy 1: DDOE Strategy 10. Recruit top talent based upon forecasted projections, program performance, program partnerships and rigorous selection.

- | | |
|--|-------------------------|
| 1. DDOE Activity 17. Forecast detailed hiring needs and use succession planning to identify high-potential candidates for all instructional roles. | 09/01/2011 - 07/30/2017 |
| Deliverable 1. Hiring needs defined | 04/30/2015 |
| Deliverable 2. High-potential candidates identified for all instructional roles | 04/30/2015 |
| 2. DDOE Activity 18. Develop school leadership pipelines with district partners and state-approved partners. | 09/01/2009 - 07/30/2017 |
| Deliverable 1. Educators participating in school leadership pipelines | 06/01/2015 |

Strategy 2: DDOE Strategy 11. Create comprehensive educator induction and succession planning with a focus on teacher-leadership.

- | | |
|--|-------------------------|
| 1. DDOE Activity 19. Provide comprehensive induction for novice educators via state-approved programmatic approach. | 09/01/2014 - 07/30/2017 |
| Deliverable 1. Novice educators completing induction program | 10/31/2014 |
| 2. DDOE Activity 20. Develop mentoring approach and other resources focused on supporting and holding novice educators accountable for student outcomes. | 09/01/2012 - 05/15/2015 |
| Deliverable 1. Comprehensive Induction Program completed | 05/15/2015 |

Measure(s):

Measure:	% of teachers who receive a "satisfactory" or "effective" on DPAS II	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: TBD	6/30/2012	100%	(none)	
DOE Indicator:	(none)	6/30/2013	100%	(none)	
Perspective:	Student Achievement/Student Performance	6/30/2014	100%	(none)	
Period:	Yearly				
Measure:	% of administrators who receive a "satisfactory" or "effective" on DPAS II	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: TBD	6/30/2012	100%	(none)	
DOE Indicator:	(none)	6/30/2013	100%	(none)	
Perspective:	Student Achievement/Student Performance	6/30/2014	100%	(none)	
Period:	Yearly				

Goal 4: DDOE Goal 4. Dramatically accelerate achievement and improve outcomes for all students with deep support for the lowest-achieving schools within an LEA.

Objective 4.1: DDOE Objective 7. Provide deep support to the lowest-achieving schools.

Objective Narrative:

Need(s) Influenced by this Objective:

Strategy(s):

Strategy 1: DDOE Strategy 12. Transform selected schools via the state-approved processes for turning around schools selected as “Priority,” “Focus,” etc.

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|---|-------------------------|
| 1. 43) Deliver targeted PD at low-achieving schools | 07/01/2011 - 06/30/2014 |
| 2. 44) Hire and assign Academic Deans at Dickinson High, McKean High, H.B. Middle, Skyline Middle, A.I. Middle, Stanton Middle, Shortlidge Elementary, Lewis Elementary, Highlands Elementary, Warner Elementary, and District Office | 09/01/2010 - 06/30/2014 |
| 3. 45) Utilize a Manager of RTTT to effectively support low-achieving schools | 09/01/2011 - 07/30/2014 |
| 4. Implement District School Support and Bi-Monthly Monitoring Efforts for Focus Schools (AIMS, Baltz and Warner Elementary Schools). | 06/20/2012 - 06/30/2017 |
| 5. Provide deep support to the lowest performing schools via a DTO and PZ Council | 09/01/2013 - 06/30/2017 |
| 6. Activity 31: Provide deep support to the lowest performing schools via a DTO and PZ Council | 06/19/2012 - 07/30/2016 |

Strategy 2: DDOE Strategy 13. Increase investments from Goals 1, 2 and 3 in the lowest-performing schools, redoubling resources and attention for the highest-need schools and populations.

No activities for this strategy

Strategy 3: DDOE Strategy 14. Engage families and communities effectively in supporting the academic success of students in the lowest-performing schools.

- | | |
|---|-------------------------|
| 1. RCCSD Activity: Engage family and community in student learning, school accountability, and other important metrics via public information and forums (RCCSD Strategic Plan Goal 5 strategies and activities(e.g., reading readiness, kindergarten readiness, bilingual support, college & career ready children). | 09/01/2013 - 07/30/2016 |
| Deliverable 1. Parent University Courses | 06/15/2015 |

Measure(s):

Measure:	[CM] Out-of-School Suspension Rate (All Students)	Target Date	Target	Actual Date	Actual
Start Year:	2007 Baseline: 18.1	6/30/2008	12.8	6/30/2008	18.8
DOE Indicator:	[CM] Out-of-School Suspension Rate (All Students)	6/30/2009	12.8	6/30/2009	18.9
Perspective:	Student Achievement/Student Performance	6/30/2010	12.8	6/30/2010	20.5
Period:	Yearly	9/1/2011	18	9/1/2011	14.3
		9/1/2012	16	(none)	
		9/1/2013	14	(none)	
		9/1/2014	12.8	(none)	
Measure:	Out-of-School Suspension Rate (Spec Ed Students)	Target Date	Target	Actual Date	Actual
Start Year:	2008 Baseline: 23.8	6/15/2009	12.8	6/15/2009	26.2
DOE Indicator:	(none)	6/15/2010	12.8	6/15/2010	24.1
Perspective:	Student Achievement/Student Performance	9/1/2011	18	(none)	
Period:	Yearly	9/1/2012	16	(none)	
		9/1/2013	14	(none)	
		9/1/2014	12.8	(none)	
Measure:	[CM] Percent of children with IEPs aged 6 through 21 inside regular class 80%+ of day	Target Date	Target	Actual Date	Actual
Start Year:	2007 Baseline: 23.4	3/30/2008	56	3/30/2008	24.5
DOE Indicator:	[CM] Percent of children with IEPs aged 6 through 21 inside regular class 80%+ of day	3/30/2009	59	3/30/2009	27.1
		3/30/2010	62	3/30/2010	37.2
Perspective:	Student Achievement/Student Performance				
Period:	Yearly				
Measure:	% of resolved findings related to state audits	Target Date	Target	Actual Date	Actual
Start Year:	2010 Baseline: 100%	6/30/2010	100%	4/30/2010	100%
DOE Indicator:	(none)	6/30/2011	100%	(none)	
Perspective:	District/School Processes				
Period:	Yearly				
Measure:	Attendance rate	Target Date	Target	Actual Date	Actual
Start Year:	2010 Baseline: 93.6%	6/30/2011	94%	(none)	
DOE Indicator:	(none)	6/30/2012	94.5%	(none)	
Perspective:	Student Achievement/Student Performance	6/30/2013	95%	(none)	
Period:	Yearly	6/30/2014	95%	(none)	

Measure:	% of students meeting or exceeding the standard in DCAS tested subjects - ELA		Target Date	Target	Actual Date	Actual
Start Year:	2010	Baseline: 71.8% (2010 DSTP ELA)	7/30/2011	55%	(none)	
			6/30/2012	75%	(none)	
DOE Indicator:	(none)		6/30/2013	85%	(none)	
Perspective:	Student Achievement/Student Performance		6/30/2014	100%	(none)	
Period:	Yearly					
Measure:	% of students meeting or exceeding the standard in DCAS tested subjects - MATH		Target Date	Target	Actual Date	Actual
Start Year:	2010	Baseline: 69.6% (2010 DSTP MATH)	7/30/2011	55%	(none)	
			6/30/2012	75%	(none)	
DOE Indicator:	(none)		6/30/2013	85%	(none)	
Perspective:	Student Achievement/Student Performance		6/30/2014	100%	(none)	
Period:	Yearly					
Measure:	Maintain favorable parent satisfaction with the district's communication practices		Target Date	Target	Actual Date	Actual
Start Year:	2011	Baseline: Avg 4.13 on 5-pt scale	6/30/2012	4.0 or higher	(none)	
			6/30/2013	4.0 or higher	(none)	
DOE Indicator:	(none)		6/30/2014	4.0 or higher	(none)	
Perspective:	District/School Processes					
Period:	Yearly					
Measure:	Increase in return rate of district's annual parent survey		Target Date	Target	Actual Date	Actual
Start Year:	2011	Baseline: TBD	6/30/2012	5 % increase over ba	(none)	
			6/30/2013	5 % increase over ba	(none)	
DOE Indicator:	(none)		6/30/2014	5 % increase over ba	(none)	
Perspective:	Community					
Period:	Yearly					
Measure:	% point reduction in achievement gaps on DCAS - B/W MATH		Target Date	Target	Actual Date	Actual
Start Year:	2011	Baseline: 34.8% pt gap	6/30/2011	30% pt gap (2.0-4.8%)	(none)	
			6/30/2012	25% pt gap (5% pt re	(none)	
DOE Indicator:	(none)		6/30/2013	20% pt gap (5% pt re	(none)	
Perspective:	Student Achievement/Student Performance		6/30/2014	15% pt gap (5% pt re	(none)	
Period:	Yearly					

Measure:	% point reduction in achievement gaps on DCAS - B/W READING	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: 32.0% pt gap	6/30/2011	30% pt gap (2.0-4.8%)	(none)	
DOE Indicator:	(none)	6/30/2012	25% pt gap (5% pt re	(none)	
Perspective:	Student Achievement/Student Performance	6/30/2013	20% pt gap (5% pt re	(none)	
Period:	Yearly	6/30/2014	15% pt gap (5% pt re	(none)	
Measure:	% point reduction in achievement gaps on DCAS - H/W MATH	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: 24.2% pt gap	6/30/2011	20% pt gap (4.2-6.0%)	(none)	
DOE Indicator:	(none)	6/30/2012	17% pt gap (3% pt re	(none)	
Perspective:	Student Achievement/Student Performance	6/30/2013	14% pt gap (3% pt re	(none)	
Period:	Yearly	6/30/2014	10% pt gap (4% pt re	(none)	
Measure:	% point reduction in achievement gaps on DCAS - H/W READING	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: 26.0% pt gap	6/30/2011	20% pt gap (4.2-6.0%)	(none)	
DOE Indicator:	(none)	6/30/2012	17% pt gap (3% pt re	(none)	
Perspective:	Student Achievement/Student Performance	6/30/2013	14% pt gap (3% pt re	(none)	
Period:	Yearly	6/30/2014	10% pt gap (4% pt re	(none)	
Measure:	% point reduction in achievement gaps on DCAS - ELL/Non - MATH	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: 19.1% pt gap	6/30/2011	17% pt gap (2.1% pt	(none)	
DOE Indicator:	(none)	6/30/2012	15% pt gap (2% pt re	(none)	
Perspective:	Student Achievement/Student Performance	6/30/2013	12% pt gap (3% pt re	(none)	
Period:	Yearly	6/30/2014	10% pt gap (2% pt re	(none)	
Measure:	% point reduction in achievement gaps on DCAS - ELL/Non - READING	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: 31.1% pt gap	6/30/2011	30% pt gap (1.1% pt	(none)	
DOE Indicator:	(none)	6/30/2012	25% pt gap (5% pt re	(none)	
Perspective:	Student Achievement/Student Performance	6/30/2013	20% pt gap (5% pt re	(none)	
Period:	Yearly	6/30/2014	15% pt gap (5% pt re	(none)	

Measure:	% point reduction in achievement gaps on DCAS MATH - SPED/Non	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: 53.1 % pt gap	6/30/2011	50% pt gap (2.2-3.1%)	(none)	
DOE Indicator:	(none)	6/30/2012	45% pt gap (5% pt re	(none)	
Perspective:	Student Achievement/Student Performance	6/30/2013	40% pt gap (5% pt re	(none)	
Period:	Yearly	6/30/2014	35% pt gap (5% pt re	(none)	
Measure:	% point reduction in achievement gaps on DCAS READING - SPED/Non	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: 52.2% pt gap	6/30/2011	50% pt gap (2.2-3.1%)	(none)	
DOE Indicator:	(none)	6/30/2012	45% pt gap (5% pt re	(none)	
Perspective:	Student Achievement/Student Performance	6/30/2013	40% pt gap (5% pt re	(none)	
Period:	Yearly	6/30/2014	35% pt gap (5% pt re	(none)	
Measure:	% point reduction in achievement gaps on DCAS READING - LI/Non	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: 29.1% pt gap	6/30/2011	25% pt gap (4.1-4.3%)	(none)	
DOE Indicator:	(none)	6/30/2012	20% pt gap (5% pt re	(none)	
Perspective:	Student Achievement/Student Performance	6/30/2013	15% pt gap (5% pt re	(none)	
Period:	Yearly	6/30/2014	12% pt gap (3% pt re	(none)	
Measure:	% point reduction in achievement gaps on DCAS MATH - LI/Non	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: 29.3% pt gap	6/30/2011	25% pt gap (4.1-4.3%)	(none)	
DOE Indicator:	(none)	6/30/2012	20% pt gap (5% pt re	(none)	
Perspective:	Student Achievement/Student Performance	6/30/2013	15% pt gap (5% pt re	(none)	
Period:	Monthly	6/30/2014	12% pt gap (5% pt re	(none)	
Measure:	% of families accessing services in community schools	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: TBD	6/30/2011	10% increase over ba	(none)	
DOE Indicator:	(none)	6/30/2012	15% increase over ba	(none)	
Perspective:	Student Achievement/Student Performance	6/30/2013	20% increase over ba	(none)	
Period:	Yearly	6/30/2014	25% increase over ba	(none)	

Measure:	Warner Focus School Composite Growth (ELA/Math) - Low Income	Target Date	Target	Actual Date	Actual
Start Year:	2012 Baseline: 20.6	6/30/2012	27.2%	7/1/2012	36.5%
DOE Indicator:	(none)	6/30/2013	33.8%	1/1/0001	
Perspective:	Teaching and Learning	6/30/2014	40.5%	1/1/0001	
Period:	Yearly	6/30/2015	47.1%	1/1/0001	
		6/30/2016	53.7%	1/1/0001	
		6/30/2017	60.3%	1/1/0001	
Measure:	Warner Focus School Composite Growth (ELA/Math) - African American	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: 22.6	6/30/2012	28.8%	7/1/2012	34.5%
DOE Indicator:	(none)	6/30/2013	35.3%	1/1/0001	
Perspective:	Teaching and Learning	6/30/2014	41.8%	1/1/0001	
Period:	Yearly	6/30/2015	48.3%	1/1/0001	
		6/30/2016	54.7%	1/1/0001	
		6/30/2017	61.2%	1/1/0001	
Measure:	Warner Focus School Composite Growth (ELA/Math) - SWD	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: 1.2%	6/30/2012	9.4%	7/1/2012	6%
DOE Indicator:	(none)	6/30/2013	17.6%	1/1/0001	
Perspective:	Teaching and Learning	6/30/2014	25.9%	1/1/0001	
Period:	Monthly	6/30/2015	34.1%	1/1/0001	
		6/30/2016	42.3%	1/1/0001	
		6/30/2017	50.6%	1/1/0001	
Measure:	Baltz Focus School Composite Growth (ELA/Math) - Hispanic	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: 30.8%	6/30/2012	36.6%	7/1/2012	44.5%
DOE Indicator:	(none)	6/30/2013	42.3%	1/1/0001	
Perspective:	Teaching and Learning	6/30/2014	48.1%	1/1/0001	
Period:	Yearly	6/30/2015	53.9%	1/1/0001	
		6/30/2016	59.6%	1/1/0001	
		6/30/2017	65.4%	1/1/0001	
Measure:	AIMS Focus School - Community-Based Partners satisfaction survey	No measure details are defined for this measure			
Start Year:	2013 Baseline: TBD				
DOE Indicator:	(none)				
Perspective:	Teaching and Learning				
Period:	Yearly				

Measure:	AIMS Focus School - CBP meetings and/or workshops for parents of AIMS children		No measure details are defined for this measure
Start Year:	2013	Baseline: TBD	
DOE Indicator:	(none)		
Perspective:	Connections to Learning		
Period:	Semi-Yearly		
Measure:	Baltz Focus School - FCT services provided for parents of Baltz children		No measure details are defined for this measure
Start Year:	2013	Baseline: TBD	
DOE Indicator:	(none)		
Perspective:	Connections to Learning		
Period:	Monthly		
Measure:	Warner Focus School - # of children served by BioAssessments LLC who show growth		No measure details are defined for this measure
Start Year:	2013	Baseline: TBD	
DOE Indicator:	(none)		
Perspective:	Connections to Learning		
Period:	Semi-Yearly		
Measure:	Percentage of Highly Effective educators in High-Needs schools vs. Non-High-Needs schools.		No measure details are defined for this measure
Start Year:	2015	Baseline: TBD	
DOE Indicator:	(none)		
Perspective:	Teaching and Learning		
Period:	Yearly		

Objective 4.2: PZ Objective 1: To improve student learning by delivering rigorous, relevant and aligned curriculum, instruction and assessment

Objective Narrative:

LEWIS:

Reflection of Current Practices

The goals of dual language at William C. Lewis Dual Language Elementary School are for students to develop high levels of language proficiency and literacy in both program languages, to demonstrate high levels of academic achievement, and develop an appreciation for and an understanding of diverse cultures. Students will be taught literacy and other content in English and Spanish. Language programs at Lewis will foster bilingualism, biliteracy, enhanced awareness of linguistic and cultural diversity, and high levels of academic achievement through instruction in two languages. In stating such there is a firm understanding that there is a need to the fidelity of the implementation and delivery of services to students and through a diagnostic the prior dual language program lacked these fundamental components for success.

The previous instructional model at Lewis did not yield or improve students' outcomes due to the model itself and fidelity to its implementation.

The previous dual-language model implementation was failing to assist students to reach proficiency on the state assessments. For reasons including but not limited to lack of administrative leadership, teacher capacity, the instructional schedule, and the instructional delivery within the dual language programming was ineffective in meeting students' needs. Based upon data analysis the following are considered to be root causes which impacted the decline of student achievement: lack of consistent and persuasive instructional practices, varying degrees of staff fidelity to core curriculum and inconsistent implementation of standards-based instruction. Adding to the main root causes, the students at William C. Lewis Dual Language Elementary have varying degrees of background knowledge, life experiences and home resources. Lewis teachers were using without fidelity a 50/50 model approach to dual language instructional delivery. Students were spending 50% of the time throughout the year learning concepts and skills delivered in English and 50% of the instructional time in Spanish.

This approach to instructional delivery meant that teachers were teaching two curricula pieces (English and Spanish) which are each designed for a traditional 180 day yearly school schedule, and teaching only half of the curriculum within the school year. It is also important to note that the two curricula do not align, and teachers were in fact teaching 50% of two different curricula within the course of the school year. As a result of using only a portion of both curricula, the teaching of concepts and skills became disjointed and/or skipped. This pacing did not allow skills and strategies to be introduced systematically, and this did not align with best practices. Skill gaps were observed in formal unit assessments, and informal teacher observations. Students were being assessed on skills, strategies, and vocabulary in which they were never taught. The new implementation model will allow for all standards to be taught within the core curriculum without gaps and pacing issues.

The transformation program at William C. Lewis Dual Language Elementary embraces the best practices of immersion. The plan ensures that the development of formal or academic English is a key instructional goal for English learners, beginning in the primary grades because academic English should not wait until students are able to read and write in English. The development of age-appropriate academic English – morphology, syntax, vocabulary – can be accelerated orally through planned and deliberate daily instruction. Systemic instruction in usage and language conventions will be a core feature of English language development, and many of the words used will be the same words students are working with their reading lesson. William C. Lewis Dual Language Elementary will continue to embrace multi-culturally responsive classrooms, while providing classes in ways that promote English and Spanish language development. The dual language program provides integrated language and academic instruction for native English speakers and native speakers of Spanish with the goals of high academic understanding. Language learning is integrated with content instruction. Subjects are taught to students through both English and the other language, Spanish. Expert input is provided by George Washington University, Mass Insight, Red Clay Manager of ELL, and the District team visiting and researching Dual Language schools.

Sheltered Instruction (SI) as an approach for teaching language and content to English language learners (ELL). In SI teachers use the core curriculum but modify it to meet the language development needs of ELLs. Specific strategies are used to teach a particular content area in ways that are comprehensible to students and that promote their English language development. SI uses many of the strategies found in high-quality instruction for native-English speakers, but are characterized by careful attention to ELLs' distinctive second language development needs and gaps in their educational backgrounds. ELLs will be receiving explicit English language development instruction to increase the English language proficiency.

The foundation for curriculum, instruction, and assessment is being developed based on the identified needs of the student population at William C. Lewis Dual Language Elementary. The data reflects a decline in Math and ELA performance of all student groups over a period of time indicating that the instructional model needs to be realigned to meet the diverse needs of the students attending Lewis. Evidence of the decline in student performance is indicated below. The basic curriculum will continue to be from a national expert (e.g., Scott Foresman Reading Street Program), the Spanish ELA curriculum TBD, and Kendall Hunt Math Trailblazers with fidelity to all programs. School and district staff to conduct curriculum alignment to ensure the alignment of materials used for the implementation of a dual language program. All students will gain access to all state standards and curricular components in both ELA and Math. Additionally, technology will be infused meaningfully into all instructional areas. Further interventions will be implemented as targeted support for students as needed. To ensure that the core curriculum will be taught with fidelity, district and building administrators will also participate in the SIOP professional development. In doing so, they will be able to evaluate teachers consistently.

Percentage of Students Meeting the Standard in Reading

2009 2010 2011

2 67 78 37

3 60 59 31

4 55 45 14

5 65 47 19

Percentage of Students Meeting the Standard in Math
 2009 2010 2011
 2 94 99 61
 3 69 62 40
 4 56 57 24
 5 73 58 6

All instruction, curriculum, and assessment strategies are listed below.

SIOP-(Sheltered Instruction Observation Protocol)

Professional development in SIOP (Sheltered Instruction Observation Protocol) will be provided to all staff members of the William C. Lewis Dual Language Elementary School. The Sheltered Observation Protocol Model (Echeverria, Vogt & Short, 2004) provides teachers of ELLs with a well-articulated, practical model of sheltered instruction. The SIOP Model is comprised of 30 features organized into eight components. Its effectiveness was validated by a research study conducted through Guarino, et al (2001), who determined that it was a highly reliable and valid measure of sheltered instruction. The model provides a framework that can bring together a school's instructional program by organizing methods and techniques, and ensuring that effective practices are implemented and quantifies. Its effectiveness was validated by a research study conducted through Guarino, et al (2001), who determined that it was a highly reliable and valid measure of sheltered instruction."-- <http://www.siopinstitute.net/about.html>

The SIOP is a research-based observation instrument that has been shown to be a valid and reliable measure of sheltered instruction (Guarino, Echevarria, Short, Schick, Forbes, & Rueda, 2001). Early research indicates that the SIOP model approach is effective for learners at all grade levels across subject areas. In a study examining the effects of the SIOP model on student achievement, students whose teachers implemented a SIOP model to a high degree outperformed those students in sheltered classes whose teachers were unfamiliar with the model. The SIOP is also used as a model for lesson planning and implementation of high quality sheltered instruction. All features of the SIOP model are aligned with current research on instruction for ELLs. Details of the alignment can be found in Figure E.3 on page 187 in the book Implementing the SIOP Model through Effective Professional Development and Coaching. A national expert will provide 3 initial days of training. There will be 3 follow up days throughout year 1. There will be internal supports, A national expert will train the trainer to support SIOP within the building Trainers will include teacher leaders. Additionally, Instructional Cadres will participate in training to support and coach teachers. During Year 2 there will be 4 days of follow up professional development with additional training during PLCs in year 3.

Upon receipt of the George Washington University audit, Lewis will review the report to ensure that the SIOP instructional model is an appropriate fit for the needs of Lewis students.

Reading- (National expert)

William C. Lewis Dual Language Elementary School will expand the ELA block to include instruction in English using Scott Foresman Reading Street and Spanish using a Spanish ELA curriculum. Teachers will begin instruction in English and use Spanish curriculum to continue the development of oral language, vocabulary and writing development. The core curricula chosen for the content areas meet appropriate content standards, and includes researched based instructional strategies and practices. The programs include hands-on opportunities and real-world connections. In addition, the curricula have resources for whole and small group instruction, to provide differentiated instruction and address individual learning needs. Student assessment data will be used to drive instructional planning within the classroom. Formal and informal assessments will be ongoing. Likewise, there are benchmark, and progress monitoring tools. A train the trainer model has been in place and will be reviewed, revised and implemented for current and new staff. School administration and teacher leaders will facilitate ongoing monitoring and alignment of SIOP to be infused within district mandated curriculum pieces.

Math- Kendall Hunt Trailblazers

Instruction will continue with Math Trailblazers for core instruction. Math Trailblazers is a complete, research-based, Common Core State Standards- aligned, K-5 mathematics program integrating math, science and language arts. The curriculum is based on the belief that children learn best when engaged in problem-solving exercises that use real-world context that help students make sense of mathematics. Trailblazer features conceptual understanding and procedural skills combined with a balance of hands-on activities and paper-pencils tasks along with whole-class instruction, small-group activities and individual work. District Office Math Supervisor and Cadre will continue to train and develop current and new staff in the strategies associated with Trailblazers. Professional development will be offered to assist staff with using data reports to inform instruction.

Reading Assist Institute- LETRS

Teachers will engage in LETRS training through the Reading Assist Institute.

LETRS is a professional development program that gives reading teachers and coaches a deep knowledge of the English language – knowledge proven to be at the heart of successful literacy instruction. LETRS is used by many states and school districts across the country as the foundation and model for professional development of classroom teachers, reading coaches, and literacy specialists.

The Orton Gillingham-based intervention program provides an explicit, structured, sequential and cumulative approach to both reading and spelling. Multisensory structured language lessons activate the visual, auditory, kinesthetic, and tactile pathways through simultaneous engagement to support mastery of sound symbol correspondence and decoding skills. All instruction provided through RAI tutoring programs reflect best practices which are consistent with instructional guidelines as indicated by the report of the National Reading Panel.

Through a combination of lecture, whole class and small group activities, video demonstrations, review sessions, and linkages to core reading program components, participants are introduced to how children learn to read; the importance of oral language, phoneme awareness, phonics, fluency, vocabulary, and comprehension in reading instruction; and how to put LETRS concepts to work in the classroom. (For all grades)

- LETRS Foundations: An Introduction to Language and Literacy
- Module 1: The Challenge of Learning to Read,
- Module 2: The Speech Sounds of English: Phonetics, Phonology, and Phoneme Awareness
- Module 3: Spello-graphy for Teachers: How English Spelling Works
- Module 4: The Mighty Word: Building Vocabulary and Oral Language
- Module 5: Getting Up to Speed: Developing Fluency
- Module 6: Digging for Meaning: Teaching Text Comprehension
- Module 7: Teaching Phonics, Word Study, and the Alphabetic Principle
- Module 8: Assessment for Prevention and Early Intervention
- Module 9: Teaching Beginning Spelling and Writing
- Module 10: Reading Big Words: Syllabication and Advanced Decoding
- Module 11: Writing: A Road to Reading Comprehension
- Module 12: Using Assessment to Guide Instruction

WIDA

The World Class Instructional Design and Assessment (WIDA) English language development (ELD) standards outline the progression of English language development and exemplify how to teach academic language within the context of content area instruction. The WIDA Consortium's English Language Development Standards encompass: Social and Instructional language, the language of Language Arts, the language of Mathematics, the language of Science, and the language of Social Studies.

Teachers will use the research based WIDA ELD standards to promote the teaching, learning, and assessment of content and language for our ELL population. In addition, teachers will assess students by using the WIDA ACCESS tool. ACCESS stands for Assessing Comprehension and Communication in English State-to-State for English Language Learners. This assessment will provide teachers a tool in determining when ELLs have attained the language proficiency needed to participate meaningfully in content area classrooms without program support and on state academic content tests without accommodations.

Instructional Technology

In order to assist William C. Lewis students in their capacity to perform proficiently on the computer based state assessment (DCAS) and to develop true 21st century learners (See previous Delaware Assessment Data) the technology plan for William C. Lewis Dual Language Elementary School is as follows:

In order to provide increased access and increase computer proficiency for students, an additional computer lab will be added. The school-wide increase in technology access, in both labs and classrooms, will engage students and promote achievement in a 21st century learning environment. Computer labs will provide two educational experiences; students will participate in technology as a related arts class as well as an infusion into core curriculum work as a scheduled technology block. Also, all classrooms will be equipped with upgraded technology including Smartboards, Projectors, and additional student computers by the start of the Summer Enrichment Program. Lewis used PZ funds (cost shared with other PZ schools) to hire an instructional technology staff member to train and support staff to integrate technology in instruction. This position is above and beyond tech personnel that the schools will receive from the district. Training will take place in several ways: faculty meetings, PLCs where applicable, and afterschool sessions with alternative funding. This professional development will support teachers to provide 21st century, research-based instruction, embedded with technology, to support student learning.

Earobics

The core reading program will be supplemented with the instructional technology program Earobics, which builds phonemic and phonological awareness, phonics, vocabulary, fluency, and comprehension. <http://www.earobics.com/>. Earobics is a research-based literacy program. The program provides targeted small group instruction paired with individualized computer based practice. Included are diagnostics tools allowing the teacher to customize specific reading skill areas for students. This program will be used as a Tier 2 RTI intervention. "Earobics builds individualized reading instruction in all of the critical areas identified by the National Reading Panel. It helps educators address the challenges of reading through technology, multimedia materials, and professional development. A proven research-based solution, Earobics delivers demonstrable impact on achievement in reading, and ensures flexible and differentiated classroom instruction."

As of May 2012, Lewis staff will review Earobics for use in year 2. The number of new initiatives TWIOP, Dual Language Immersion program, numerous new staff members from in district and from Spain, WIDA standards and other trainings would make it extremely difficult to implement another new program with fidelity during the first year of transformation. Funding originally allocated for Earobics (\$21,600 of \$50,000) will be used to support Parent Forums to support communications regarding the PZ Process and school updates and meals. After the review if recommended for year 2 other district/grant funding sources would support the balance needed to implement Earobics.

Dreambox Learning

Dreambox Learning K-5 Math is a rigorous curriculum, delivered through adaptive learning technology. The curriculum develops conceptual understanding, computational fluency, and problem-solving ability. Students build the foundation required to achieve proficiency in the critical areas of Counting and Cardinality, Comparing, Operations and Algebraic Thinking, and Number and Operations in Base Ten. Virtual manipulatives deepen understanding of math concepts. Providing effective differentiated instruction for a broad range of learners, from struggling to advance. DreamBox Learning's intelligent adaptive learning environment keeps all students in their optimal learning zone, increasing proficiency and academic success. It's aligned with the Common Core State Standards, and the Focal Points for each grade set by the National Council of Teachers of Mathematics (NCTM). Teachers and administrators get a detailed view of the progress each student is making in the Teacher Dashboard. This information will be used as a data point for monitoring progress.

Assessment

Student data will drive instruction. Teachers will use data to form small groups during core reading instruction, form RTI groups, and determine instructional needs. The data points that will be used for ELA include, DCAS, Fresh Reads, Unit Benchmark Assessments, curriculum based assessments, DIBELS Next, IDEL, Informal Reading Inventories, Sight Word Inventories, ACCESS, and report cards, Star Reading, and second graders will be assessed using NWEA Measures of Academic Progress tests in the beginning, middle, and end of the year in reading and math. Math RTI groups will be formed based on district screener, NWEA data and Dreambox Learning reports.

As of May 2012, Lewis will not add NWEA additional fall, winter, spring tests to the mix (Focus Area 1). Too much instructional time would be used for testing. By working with the Research and Assessment department, staff found additional ways to look at their current data which provides them similar information to the NWEA tests. Without this additional testing time students will gain additional instructional time. As the year progresses, teachers will reflect on key data points to ensure alignment with DCAS, standards, and instruction. Teachers will reflect on students' instructional needs and will ensure alignment between instruction, assessment, and standards. Teachers will collaborate through the PLC process. This process will be reflected via increased student learning. The funds originally allocated for NWEA (site license @ \$11,125/yr and desktops \$32,717) would be utilized to support the additional funds needed for the laptop carts.

Data will be housed in I-Tracker as supported by the district to provide instructors with access to data regarding student work to drive both collaborative and individual efforts to target student challenges.

Data will drive instruction during weekly PLC's and teacher collaboration.

Student Evaluation Team

Diagnostic process for new students to ensure appropriate services to meet the academic needs of each individual child. This is in the planning stages, will be in place after July, 2012. Teachers will evaluate newly enrolled students after completed registration is accepted and assessment appointment is scheduled. Assessments will include but not be limited to the following: DIBELS, ACCESS, Dreambox pre-test and IRI.

Social Studies/Science Instruction

Instructors will re-align and re-purpose Social Studies and Science instruction. Teachers will infuse Social Studies into Reading and Science and into Reading and Math when applicable. An additional 3-5 days per month will be designated to complete Science and Social Studies standards-based instruction. Creating an alignment between the Scott Foresman Reading Series main selections and leveled readers with the Social Studies and Science Standards will afford teachers additional instructional time by creating a connection to the standards which are embedded in the reading series.

Lewis' Mock Student Schedule - Students' schedules will be differentiated based on their proficiency.

English Language Arts, and Math	(Taught in English)	240 minutes = 64.8%
Spanish Language Arts, Specials, Science, Social Studies	(Taught in Spanish)	130 minutes = 35.1%

8:15 – 8:35 Breakfast
8:35 – 10:35 ELA block
10:35 – 11:05 RTI ELA
11:05 – 11:50 Lunch/recess
11:50 – 12:50 Math
12:50 – 1:20 RTI Math
1:20 – 2:00 Spanish LA block
2:00 – 2:45 Specials(Eng&Span)
2:45 – 3:30 Sci/SS (Eng&Span)

MARBROOK:

The foundation for curriculum, instruction, and assessment is being developed based on the identified needs of the student population at Marbrook Elementary School. The data shows a decline in Math and ELA performance of all student groups over a period of time indicating that the instructional model needs to be realigned to meet the diverse needs of the students attending Marbrook. For a variety of reasons including but not limited to: teacher capacity, the instructional schedule, and the instructional delivery methodology; the current delivery of instruction was ineffective in meeting students' needs. Evidence of the decline in student performance is indicated below. The basic curriculum will continue to be Pearson: Scott Foresman Reading Program and Math Trailblazers with fidelity to both programs, but the instructional delivery method will shift to Sheltered Instruction. This combination will allow for appropriate pacing as recommended by the district and publisher. With this shift all students will gain access to all curricular components in both ELA and Math. Additionally, technology

will be infused meaningfully into all instructional areas. Further interventions will be implemented as targeted support for students as needed.

Percentage of Students Meeting the Standard in Reading

2009 2010 2011

2 81 74 42

3 82 70 31

4 78 72 26

5 85 71 34

Percentage of Students Meeting the Standard in Math

2009 2010 2011

2 86 82 52

3 72 70 40

4 74 71 29

5 74 67 39

INSTRUCTIONAL PROGRAMS

Scott Foresman Reading Street

Through the use of the SIOP delivery model, the MEC will revise reading instruction through Scott Foresman's Reading Street, an evidence based program with data that proves its effectiveness in increasing student reading achievement that is aligned with the Common Core State Standards. Identifiable learning gaps will be resolved through an academic blend approach that supports the core curriculum and supplemental intervention and enrichment programs.

--[http://assets.pearsonschool.com/asset_mgr/current/201140/Reading%20Street%20ELL%20FINAL%2009-26\[1\]\[4\].pdf](http://assets.pearsonschool.com/asset_mgr/current/201140/Reading%20Street%20ELL%20FINAL%2009-26[1][4].pdf)

MY SIDEWALKS

In addition, the MEC will use the intervention series My Sidewalks as a companion to Reading Street to build background knowledge, pre-teach vocabulary and introduce skills that will be focused on during the primary ELA block. Many of Marbrook's ELLs lack the background knowledge and vocabulary necessary to comfortably access the information found in Reading Street. By using My Sidewalks as a companion, the MEC will be able to close the gaps that are identified through a systematic review of student data and determine what additional teaching is necessary before presenting the main lessons during ELA. The MEC will look at student data, including DCAS scores from Spring 2012, for placement in these groups. Students who do not qualify for this additional instruction will participate in extension activities such as literature circles. This program is currently being used as a tier 3 RTI intervention. The MEC will revise how My Sidewalks is used and assigned in order to support as many students as possible. Mandatory training will be held afterschool in the spring of 2012.

"My Sidewalks on Scott Foresman Reading Street: Intensive Reading Intervention is an intensive reading intervention program that accelerates the reading development of struggling students. It aligns instruction perfectly with Scott Foresman Reading Street, but can be used with any core classroom reading program. My Sidewalks accelerates reading through: 30 weeks of reading intervention, 30-45 minutes every day; emphasis on deep meaning of vocabulary and concepts"- <http://www.pearsonschool.com/index.cfm?locator=PSZu68&PMDbSiteld=2781&PMDbSolutionId=6724&PMDbSubSolutionId=&PMDbCategoryId=3289&PMDbSubCategoryId=&PMDbSubjectAreaId=&PMDbProgramId=72101>

Ticket to Read

To strengthen reading instruction, the online component Ticket to Read will allow for independent practice at the students' instructional level in non-fiction text. This program works on fluency, vocabulary and comprehension skills. This program will be used during the technology period, as a center during reading instruction, and during RTI for the students who do not qualify for intervention. For additional exposure, Marbrook students with access to the internet will be encouraged to use this program at home. Students in grades 2-5 are placed in Ticket to Read levels based upon their DIBELS oral reading fluency scores. From there, the program becomes self-leveling, allowing the students to progress to the next level upon satisfactorily completing the requirements of their current level. The non-fiction text goes up to an 8th grade readability level, therefore students who are reading on or above grade level can also benefit from this program. Students in K and 1 take a phonics assessment through the program to be placed in a level. Again, the students will move up a level upon successful completion of their assigned level. Class wide and individual student reports are available to teachers and administrators to track progress. Marbrook purchased a site license for this program for the first time this year (2011-2012). This program is being well received in grades K-5 by students, staff and parents. Teacher leaders will provide training for this program during PLCs throughout the year. Specifically, using the Ticket to Read student reports to determine success and growth.

- "Designed for K-6 students
- Engages and motivates students in a Web-based environment
- Builds phonics, fluency, vocabulary, and comprehension
- Offers multiple reading levels with hundreds of reading passages and activities

- Develops early reading skills with phonics games
- Includes support for native Spanish-speaking students
- Embedded reward system motivates students to build virtual toys and decorate their personal reading space"-- <http://www.voyagerlearning.com/ttr/index.jsp>

Math-Kendall Hunt Trailblazers

The MEC will revisit the use of Math Trailblazers for the comprehensive math curriculum. Math Trailblazers is a complete, research based, common core state standards-aligned, K-5 mathematics program integrating math, science and language arts. The curriculum is based on the belief that children learn best when engaged in problem solving exercises that use real world context that helps students make sense of mathematics.

A balanced mathematics program that features conceptual understanding and procedural skills combined with a balance of hands-on activities and paper-pencil tasks along with whole class instruction, small group activities and individual work.

The district office Math cadre will be utilized to train and develop current and new staff in the strategies associated with Trailblazers.

Math Facts

The MEC will institute an additional 30 minute math block which will focus on teaching and practicing foundational math facts for addition, subtraction, multiplication and division that will lead to proficiency and automaticity with these mathematical foundations. After gathering baseline data, students will be grouped according to their individual needs and will receive targeted instruction. This will be a new initiative for the MEC. Professional Development will be held in August of 2012. Instructors will develop a bank of strategies as they build interventions.

DreamBox (K-3)

Dreambox is web-based instructional program that is aligned with Common Core math standards, to help students learn the foundations that are needed to achieve proficiency in critical math concept areas, using virtual manipulatives to deepen understanding of math concepts. This program will be integrated into math instruction during the technology block, the summer enrichment program and after school during the Dolphin Dugout program. Students take a level test their first time on Dreambox to determine their starting point. The program provides highly adaptive instruction for each student based on continuous formative assessments. There are comprehensive, detailed reports for teachers and administrators. Marbrook is piloting this program for the 2011-2012 school year. It is being well received by the staff and students in grades K-3 who are piloting the program. Next year the program will be available for grades K-5 and our site license will enable all of our students to benefit from this program. Professional development will be done through PLCs for teachers new to this program.

After analysis of student performance data and study of the demographic background of Marbrook students, the Partnership Zone Design Team decided to focus on strengthening and enhancing the MEC's capacity to accelerate the learning and performance of all students, with special provisions for the ELL students. The root cause for this is the lack of consistent and pervasive instructional practices at Marbrook. Even within grade level teams, teachers are taking different approaches to the same lesson. Due to this inconsistency the MEC will evolve into a Sheltered Instruction (SI) program. SI is an approach for teaching language and content to ELLs, particularly as schools prepare students to achieve high academic standards. In SI, academic subjects are taught using English as a medium of instruction. Currently, there are varying degrees of staff fidelity to the core curriculum. In using an SI program, all teachers will use the core curriculum with fidelity but modify it to meet the language development needs of ELLs. To ensure that the core curriculum will be taught with fidelity, district and building administrators will also participate in the SI professional development. In doing so, they will be able to evaluate teachers consistently. Specific strategies are used to teach a particular content area in ways that are comprehensible to students and that promotes their English language development. SI uses many of the strategies found in high quality instruction for native English speakers, but it is characterized by careful attention to ELLs' distinctive second language development needs and to gaps in their educational backgrounds. The SI model integrates content area objectives and language development objectives, providing instruction that meets the unique needs of ELLs enrolled in grade-level content courses. The plan ensures that the development of formal or academic English is a key instructional goal for English learners, beginning in the primary grades because academic English should not wait until students are able to read and write in English. The development of age-appropriate academic English – morphology, syntax, vocabulary – can be accelerated orally through planned and deliberate daily instruction. Systemic instruction in usage and language conventions will be a feature of English language development, and many of the words used will be the same words students are working with in their reading lesson.

See attached for Marbrook/State gap analysis.

DELIVERY MODEL

SIOP Sheltered Instruction Observation Protocol

The MECs universal delivery model beginning in August of 2012 will be SIOP. SIOP training will be required for all staff at Marbrook Elementary. SIOP will provide best teaching practices for all students.

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1 "The Enhancing Instruction for English Learners with the SIOP Model presents a well-articulated, practical model of sheltered instruction that can be implemented uniformly throughout the district across all content areas. Participants receive the training and support needed to effectively implement the SIOP Model to teach content to students who are also learning English. The program supports teachers in their content area, and can be coupled with follow-up sessions to deepen their understanding of the model and to teach how they can

effectively use it to refine language objectives and lesson plans.

1

1 The goal of the professional development program is for educators to gain an understanding of sheltered instruction using the SIOP Model, and how implementing SIOP can be effective for improving instruction for ELs and all students. Services can include onsite professional development, online learning, or a blended approach, and we have specific offerings for:

1 • Teachers

1 • Administrators

1 • Coaches

1

1 Services within the program ensure participants implement robust sheltered instruction lessons in their educational setting by: building collaborative sessions with fellow educators to reflect and improve sheltered instruction; observing Pearson's SIOP Service Consultants and being coached in techniques to improve lesson delivery and implementation; and gaining insight on how best to apply what was learned to their own educational setting.

1

1 The program also includes training coupled with consultation to further support consistency in implementing the model across schools within the district.

1 • Educators gain motivation and knowledge of how to teach the EL population.

1 • Participants get a deeper understanding of EL issues and the research supporting the instructional approach to meet their needs.

1 • Educators gain a greater understanding of the eight components through the Component Enrichment service. Each component is explained in greater detail and additional interactive strategies are used to increase transfer of knowledge and feedback

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1 • Educators transfer knowledge into practice through Implementation Enrichment consisting of observation, coaching or consultation with campus administrators.

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1 • Services within the program are designed to be more sustaining and support teachers in classroom implementation.

1 • Educators learn how to use the observation protocol to observe, rate and review lessons. As a result, lesson plans can be continuously improved to develop the most robust sheltered lesson for the classroom. Lesson Plans are often discussed and shared among teachers so curriculum area instruction can be improved.

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1 The Enhancing Instruction for English Learners with the SIOP Model is designed to support educators with extensive follow-up options while building strong communication between Pearson staff and the school staff.

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Overview of SIOP®

1 The Sheltered Instruction Observation Protocol Model (Echevarria, Vogt & Short, 2004) was developed to provide teachers of ELs with a well-articulated, practical model of sheltered instruction. In 2005 Pearson acquired the SIOP Institute to deepen our professional development offerings and to support the needs of faculty and administrators in learning about and implementing this innovative teaching model. Based on the success of the SIOP Institute, Pearson worked with the authors to develop districting training in the SIOP Model. The SIOP Model is currently used in hundreds of schools across the U.S. as well as in several other countries. The model facilitates high quality instruction for ELs in content area teaching. While the SIOP Model was developed specifically to ensure quality instruction for ELs, it has been shown to be effective in addressing the needs of all students.

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1 The SIOP Model offers a research-based approach to sheltered lesson planning and implementation that has proven effective with ELs throughout the United States. The model was developed in a seven year national research project (1996-2003) sponsored by the Center for Research on Education, Diversity & Excellence (CREDE). Through literature review and with the collaboration of practicing teachers, researchers identified features of instruction present in high-quality sheltered lessons to generate the SIOP Model. The model was refined over multiple years of field testing and consists of eight components and 30 features that are explained in the book, Making Content Comprehensible for English Learners: The SIOP Model (Echevarria, Vogt & Short, 2007).

1

1 The SIOP Model has been shown to be a valid and reliable measure of sheltered instruction (Guarino, Echevarria, Short, Schick, Forbes, & Rueda, 2001). Early research indicates the SIOP Model approach is effective for learners at all grade levels across subject areas. In a study examining the effects of the SIOP Model on student achievement, students whose teachers implemented the SIOP Model to a high degree in middle school classes outperformed those students in sheltered classes whose teachers were unfamiliar with the model. Critical features of high quality instruction for ELs are embedded within the SIOP Model. The Center for Applied Linguistics is currently conducting further research in secondary schools. This ongoing project is facilitating professional development on the SIOP Model and examining the effect of SIOP-based instruction on student achievement in core content areas such as math, science, social studies, and English language arts.

Technology Integration

The diverse student population of Marbrook has varying degrees of background knowledge, life experiences, and home resources. For instance, a survey of students showed that over 1/3 do not have access to a computer at home. In order to develop the skills necessary to reach proficiency levels on the state assessment and develop 21st century learners, access to technology and technology education will significantly increase. There has not been technology instruction at Marbrook. A full time technology teacher will be hired to educate the Marbrook students in how to use computer and web-based instructional programs as well as test taking strategies. The technology class will become part of the Unified Arts rotation. This staff position will be funded through the unit count earned by the building. In order to support this philosophical belief, the MEC plans to:

- Buy 5 Netbooks carts and 120 Netbooks
- Add a technology class for all students
- All teachers will have an i-pad. These can be used in small group, as a center and for teacher use. On-going professional development will be provided by the technology teacher during PLCs.
- Partner with local vocational school for technical support
- Share a technician with Lewis and Stanton
- Use district and school personnel to train and support the MEC in technology integration
- Rosetta Stone English Language program—new to English language students will use the Rosetta Stone program during the daily classroom technology program.

Assessment and Use of Data

Marbrook will utilize student data to drive instruction. Teachers will effectively analyze data to:

- ? Cultivate small groups for reading instruction
- ? Tier RTI Intervention groups
- ? Cohort students according to instructional needs (i.e. previewing, reteaching and acceleration)

Marbrook will utilize various formative data points use:

- ? Assessment system TBD
- ? DCAS
- ? Scott Foresman Fresh Reads
- ? Scott Foresman unit benchmark assessments
- ? DIBELS
- ? Report cards
- ? attendance
- ? behavior

In order for the Marbrook Instructional staff to effectively collect all data points, the staff will utilize I-Tracker Pro (Data Service Center) as the universal tool. Data will be analyzed on a bi-weekly basis during PLCs. Using the Data to Instruction Framework that has been developed by Wireless Generation, the MEC will review, analyze and discuss student data to drive instruction (whole group, small group, RTI and reteaching).

Marbrook will continue to use I-Tracker Pro in DSC to collect, analyze and track data. The grade level teams will continue to use the RTI review cycle schedule to look at student data and assess any changes that need to be made to student grouping or instruction. Data is reviewed weekly by PLCs teams as well as individual staff. The full IST/RTI teams meet and review individual data on a school wide basis at the end of each RTI cycle.

Additional Strategies/Professional Development SIOP

Training will include:

- 1 day building and district administrators Summer 2012
- 3 days initial teacher training in June 2012
- 2 days how to plan in August 2012
- 2 days follow up during the first year (in the first year there are 7 total days of professional development in SIOP, 5 training days and 2 follow up days)
- 4 days follow up during the second year (year 2 follow up is to check implementation of the program, address any concerns or issues, and further develop understanding of the protocol) 2 days in June 2013 and 2 days imbedded in school year

WIDA

WIDA training will be required for all Marbrook teaching staff. WIDA supports academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators. WIDA standards are used to ascertain English Proficiency and aid the MEC in determining the necessity of English Language Development instruction. The My Sidewalks component of Scott Foresman's Reading Street fosters English Language Development. The desired outcome for students who participate in English Language Development instruction is that they will become proficient in academic and social language.

Additional professional development as needed PD will be done in house for new teachers or as a refresher, by MEC or district office personnel who are proficient in the programs.

Implementation of these strategies will be revisited. An emphasis will be placed on systematic and knowledgeable implementation.

- My Sidewalks
- Ticket to Read
- Dreambox

- Math Facts
- Essential Strategies for Curriculum Instruction and Assessment to Improve Student Outcomes
- Curriculum
- 7. Scott Foresman Reading Street
- 8. My Sidewalks
- 9. Ticket to Read
- 10. Math Trailblazers
- 11. Math Facts
- 12. Dreambox
- Professional Development/Educational Strategies
- 5. SIOP
- 6. WIDA
- 7. National Guard Team Building
- 8. Math Strategies
- Technology
- 6. 120 Netbooks and 5 laptop carts
- 7. Teacher I-pads
- 8. Technician
- 9. Partnership with local vocational high schools
- 10. Increased student interaction with technology
- Assessment
- 1. Use an assessment system (to be determined) to collect data and determine cohorts
- 2. Continue to use I-Tracker Pro

STANTON:

Reflection of Current Practices

As evidenced by the student achievement data referenced above, there has been a decline in student performance at Stanton Middle School over the past several years. There are several root causes for this decline. Stanton's student population arrives with varying degrees of background knowledge, life experiences, and home resources. Over 70% of our students participate in the Free and Reduced Price Meal Program. Students from economically disadvantaged families do not have the same access to computer technology in their homes as students coming from more advantaged backgrounds. Full participation in the educational process relies heavily on the ability to use technology effectively, as evidenced by the fact that state assessment is administered fully online. More than half of our students arrive at Stanton not having met the standards in reading and math in elementary school. Stanton has a large population of students who need remediation in basic skills in addition to the grade level curriculum. Currently, there is not adequate instructional time to address these individual student needs, particularly in ELA and math. Currently we have a half-hour homeroom period dedicated to sustained silent reading using Accelerated Reader. This program is not being implemented with fidelity, and this time could be used for instruction. Additionally, it is unclear how closely our curriculum aligns with the state standards. Beyond that, there is a lack of consistent and pervasive instructional practices throughout the school.

Based on research, several strategies have emerged to accelerate school turnaround: An increased focus on addressing individual student needs through data analysis; altering the school's master schedule to increase instructional time, particularly in ELA and math, including time built in to address remediation and individual student needs; implementation of an instructional model that is aligned with state standards and operated through a system of continuous improvement. In order to enhance the rigor and relevance of the context of the curriculum, Stanton Middle School will focus on technology integration to prepare students with 21st century technology skills.

With the use of these strategies, Stanton Middle School's goal is to decrease by 10% the number of students not proficient each year.

Curriculum Audit and Alignment

Stanton Middle School will increase the emphasis on the alignment between curriculum, instruction, and assessment. In order to identify curricular needs, Stanton Middle School will contract with an outside vendor to complete a curriculum audit for ELA and Math. This audit will help align the written curriculum to what is taught and assessed in the classroom. Through Professional Learning Communities (PLCs), teachers will use audit results in planning to address gaps and needs in curriculum and instruction. Through the curriculum audit, there will also be a crosswalk of alignment to the common core standards, given that the implementation of these standards will begin during the 2012-2013 school year.

Marzano's Nine Instructional Strategies for Effective Teaching and Learning

In addition to the curriculum audit and alignment, Stanton Middle School will implement a system of continuous improvement based on the research by Marzano (Classroom Instruction That Works). Teachers will receive training on Marzano's Nine Strategies for Effective Teaching and Learning as described in Classroom Instruction That Works (CITW). An implementation plan will be developed that will strategically prioritize the implementation and monitoring of instructional strategies. Teachers will all teach using the same research-based strategies identified as focus areas and school-wide common rubrics (Marzano, Pickering, Pollock, 2004). There will be an initial school-wide focus on three highly effective instructional strategies during the 2012-2013 school year to ensure mastery. The initial strategies used will be extended thinking, summarizing, and teaching vocabulary in context. According to research (Marzano and ASCD, 2001 & US Department of Education: 2002), these three strategies yield the greatest percentile gain in student learning. These items will become standard operating procedures at Stanton Middle School with the expectation that every teacher use the identified strategies with fidelity. The instructional strategies will be consistent and pervasive, used by every teacher in every classroom every day. Subsequently, additional strategies will be reintroduced through ongoing professional development provided by a

consultant. The consultant will assist in the development of a school-wide walkthrough tool that will be utilized to monitor the implementation of the effective instructional strategies. The consultant will also conduct monthly walkthroughs with building leadership to provide feedback and will provide targeted professional development that will occur during monthly staff meetings and/or additional professional development sessions. The monitoring and support plan will ensure effectiveness and implementation with fidelity.

Block Schedule

Research indicates that the implementation of a block schedule reduces transition time and positively affects school climate and discipline data. Research also demonstrates that increased instructional time positively affects student achievement. Stanton Middle School will transition to an A/B block schedule where every student receives approximately 90 minutes of both ELA and math each day. Currently academic class periods are 57 minutes in length with students receiving 285 minutes/weekly of instruction time in each core subject. Moving to an A/B block Schedule will increase core instructional time in ELA and math from 285 minutes weekly to approximately 440 minutes weekly. With the transition to a block schedule, there is a tremendous opportunity to embed the tools mentioned above (walkthrough tool, school-wide common rubrics) into collaborative time to implement a model of continuous improvement through embedded professional development.

Teachers will need support in transitioning from teaching in a traditional schedule to teaching in a longer timeframe. Teachers will receive an intensive three to five day professional development series focused on "Teaching in the Block" in June. They will meet again in August for additional training. Throughout the year, embedded training will be delivered to help teachers attain proficiency in teaching in this model. Additional professional development will be provided in year two based on identified needs and including new staff.

Continuous Use of Data

In order to gather information on incoming students' individual instructional needs, Stanton will use a diagnostic tool such as the Scholastic Reading Inventory/Scholastic Math Inventory (SRI/SMI) or the Gates-McGinnity. Due to the influx of students from various feeder schools and new students that come to Stanton Middle School, the diagnostic will be used for all sixth graders and new seventh and eighth graders, with the possibility of expanding to all students if needed.

Through the redesign of the master schedule, time will be built in daily to meet the needs of those students that need extra assistance in attaining proficiency through Response-to-Intervention (RtI). During this time, re-teaching will occur based on deficiencies in specific skill areas. Within this structure, a pyramid of intervention will be developed, a reading and math program will be identified, and a formative assessment tool will be developed and used to gather data regarding student proficiency. Through Professional Learning Communities (PLCs) teachers will analyze classroom data to identify student needs, share ideas, create common formative assessment items, and develop re-teaching strategies and differentiated lessons.

With additional instructional time in the area of ELA, we will expand the use of Achieve 3000 to all ELA classrooms. Achieve 3000 has found that that teaching students one-on-one, at their level, is one of the most powerful ways to help them reach their maximum potential. Their five-step literacy routine (set a scheme, read for information, demonstrate mastery, construct meaning, and form an opinion) provides a routine for students to follow when reading informative text. Studies show that when using this program with fidelity, students can experience a triple lexile score gain.

In the planning year (Spring 2012), Stanton will investigate math intervention programs to be used during the school year for tier 2 and tier 3 levels of intervention. Once the program is selected, student improvement will be monitored.

A biweekly Advisory period with a dual purpose that will be expanded upon in focus area five will also provide opportunities for the continuous use of data. Advisors will review individual student performance data, including DCAS scores and grades, with all of the students in his or her Advisory class. In order to support advisors, training will be provided in the use of I-tracker Pro, a tool on Data Service Center that allows teachers to collect and review multiple sources of student achievement data in order to address the individual needs of students.

SMARTboards and Laptops

Stanton Middle School aims to create 21st century learners especially in the area of technological proficiency. The eMINTS program was introduced to Stanton Middle School during the 2010-2011 school year for sixth grade only. eMINTS is a project focusing on enhancing instructional network teaching strategies. Through eMINTS, all sixth grade classrooms were equipped with SMARTboards, LCD projectors, and other educational technology. Additionally, teachers were trained to facilitate the use of this technology within regular classroom instruction. The initial intention was to expand this program to seventh and eighth grades. While the funding was eliminated to expand this program to the seventh and eighth grades, we will use trained instructional staff to provide support and training to the seventh and eighth grade teams.

Although we cannot expand eMINTS, we plan to increase the amount of instructional technology in all classrooms. SMARTboards and LCD projectors will be installed in all classrooms. Professional development will be provided through the district instructional technology cadre to train staff members to effectively embed technology into instruction. Teachers will be trained in the use of SMARTboards and SMART technology, so that they can enhance their lessons and promote student engagement. Laptop carts will be purchased and made available to each grade level team. This infusion of technology will remove a barrier to accessing technology at the classroom level and allow for the greater implementation of such programs as Achieve 3000. There will be an expectation that the technology will be integrated into the instructional delivery on a consistent basis.

Special Education Support

The achievement of our special education population is an important focus for Stanton Middle School. Based on the DCAS 2011, there were only 3.6% students who were proficient in Reading and 5.4% proficient in Math. Currently Stanton offers inclusion classes in all grades in all core academic subjects. However, many teachers participating in inclusion have not received formal training on inclusive instruction. All teachers participating in inclusion will receive training in co-teaching and other inclusive strategies. Additionally, there will be a class added to the redesign of the master schedule that will include previewing vocabulary and scaffolding grade level expectations for special education students as well as remediation on benchmarks that were not met. Also, special education teachers will be given additional support in designing interventions, accommodations, etc. Because increasing the achievement

of our special education students is central to our plan and mission, a Special Education Coordinator position will be created to provide leadership for the effective implementation of the special education program at Stanton Middle School. The responsibilities of this position are outlined in the second focus area.

Professional Development Summary

Professional development in the following areas will support implementation of all aspects of this plan:

1. Marzano's Nine Instructional Strategies for Effective Teaching and Learning (CITW)
2. Effectively teaching in a block schedule
3. SMARTboard training
4. Second Step Advisory Curriculum
5. Collecting and analyzing student data using i-Tracker Pro
6. Inclusive instruction

Expectations for the implementation of professional development will be monitored through weekly walkthroughs and formal observations. Strengths and weaknesses will be assessed, and areas of challenge will be supported through regular feedback.

WARNER:

See 1003g SIG application.

Need(s) Influenced by this Objective:

1	<i>Student Need</i>	(Low Income Students) Students need to demonstrate proficiency toward meeting the State ELA standards.
2	<i>Student Need</i>	(Special Education students) Increase reading scores of targeted identified special education students. The student group needs to meet the accountability score across all grade levels, meeting safe harbor in elementary and high school but not in middle school, as established by their prioritized grade level expectations ("meets the standard"). The following were identified as critical instructional needs: Determining meaning by reading more carefully to retell or restate information from the text, Interpreting meaning by drawing conclusions about the central ideas in a text and understanding why a text was written and extending meaning by drawing conclusions and using critical thinking to connect and synthesize information within and across text, ideas, and concepts.
3	<i>Student Need</i>	(LEP Students) Increase reading scores of targeted identified Language English Language Proficiency (LEP) students. The student group needs to meet the accountability score across all grade levels, meeting safe harbor in elementary and high school but not in middle school, as established by their prioritized grade level expectations ("meets the standard)." The following were identified as critical instructional needs: Determining meaning by reading more carefully to retell or restate information from the text, Interpreting meaning by drawing conclusions about the central ideas in a text and understanding why a text was written and extending meaning by drawing conclusions and using critical thinking to connect and synthesize information within and across text, ideas, and concepts.

4	<i>Student Need</i>	(African American Pupils) Increase reading scores of targeted African American students. The student group needs to meet the accountability score across all grade levels; meeting safe harbor in elementary and meeting the target in high school but not in middle school, as established by their prioritized grade level expectations ("meets the standard"). The following were identified as critical instructional needs: Determining meaning by reading more carefully to retell or restate information from the text, Interpreting meaning by drawing conclusions about the central ideas in a text and understanding why a text was written and extending meaning by drawing conclusions and using critical thinking to connect and synthesize information within and across text, ideas, and concepts.
5	<i>Student Need</i>	(Low Income Pupils) Increase reading scores of targeted low income students. The student group needs to meet the accountability score across all grade levels; meeting safe harbor in elementary and meeting the target in high school but not in middle school, as established by their prioritized grade level expectations ("meets the standard"). The following were identified as critical instructional needs: Determining meaning by reading more carefully to retell or restate information from the text, Interpreting meaning by drawing conclusions about the central ideas in a text and understanding why a text was written and extending meaning by drawing conclusions and using critical thinking to connect and synthesize information within and across text, ideas, and concepts.
6	<i>Student Need</i>	(Special Education Students) Increase Math scores of targeted identified special education students. The student group needs to meet the accountability score across all grade levels, meeting safe harbor in high school but missing the target in both elementary and middle school, as established by their prioritized grade level expectations ("meets the standard"). The following were identified as critical instructional needs: Using appropriate computation strategies with understanding (including time and weight), modeling fractions and decimals with situations and pictures, using algebraic reasoning, using basic number properties such as even/odd, multiplication concepts, and writing or describing a simple rule, recognizing and extending a variety of patterns, analyzing properties of simple geometric figures (including angle classification), measuring length or finding the area of simple figures, reading, constructing, and interpreting simple statistical graphs, determining the likelihood of simple events using mathematical reasoning to solve multi-step problems and communicating mathematical arguments.

7	<i>Student Need</i>	(Hispanic Students) Increase Math scores of targeted Hispanic students. The student group needs to meet the accountability score across all grade levels, meeting safe harbor in elementary and high school but not in middle school, as established by their prioritized grade level expectations ("meets the standard"). The following were identified as critical instructional needs: Using appropriate computation strategies with understanding (including time and weight), modeling fractions and decimals with situations and pictures, using algebraic reasoning, using basic number properties such as even/odd, multiplication concepts, and writing or describing a simple rule, recognizing and extending a variety of patterns, analyzing properties of simple geometric figures (including angle classification), measuring length or finding the area of simple figures, reading, constructing, and interpreting simple statistical graphs, determining the likelihood of simple events using mathematical reasoning to solve multi-step problems and communicating mathematical arguments.
8	<i>Student Need</i>	(Low Income Students) Increase Math scores of targeted identified low income students. The student group needs to meet the accountability score across all grade levels, meeting safe harbor in elementary and high school but not in middle school, as established by their prioritized grade level expectations ("meets the standard"). The following were identified as critical instructional needs: Using appropriate computation strategies with understanding (including time and weight), modeling fractions and decimals with situations and pictures, using algebraic reasoning, using basic number properties such as even/odd, multiplication concepts, and writing or describing a simple rule, recognizing and extending a variety of patterns, analyzing properties of simple geometric figures (including angle classification), measuring length or finding the area of simple figures, reading, constructing, and interpreting simple statistical graphs, determining the likelihood of simple events using mathematical reasoning to solve multi-step problems and communicating mathematical arguments.
9	<i>Student Need</i>	(Incoming Kindergarten - 2nd grade students) Kindergarten children in targeted schools display learning needs and inexperience with structure and standards based learning.
10	<i>Staff & Community Need</i>	(Staff implementing the transformation model) Students need to demonstrate proficiency toward meeting the State ELA and math standards across grade levels.

Strategy(s):

Strategy 1: PZ Strategy 1.1: Provide ongoing, high-quality, job-embedded professional development targeting the school's needs

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|--|-------------------------|
| 1. Baltz 1003g: Redesign the master schedule in order to increase learning time in ELA and math | 03/01/2012 - 08/31/2013 |
| 2. Baltz 100g: Implement Classroom Instruction that Works (CITW) Effective Instructional Strategies | 06/01/2012 - 06/30/2015 |
| 3. Baltz 1003g: purchase and use lap top carts to support web based interventions in ELA classes and Extended Learning Academy | 03/01/2012 - 06/30/2015 |
| 4. Baltz 1003g: Restorative Practices: 100% of the staff receiving the training in order to systematize implementation | 08/01/2014 - 06/30/2017 |
| 5. Baltz 1003 g: implement a book study to impact instrction and climate | 03/31/2014 - 08/30/2016 |

Strategy 2: PZ Strategy 1.2: Use data to identify and implement an instructional program that is research-based, vertically aligned, and aligned with state standards

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|--|-------------------------|
| 1. Baltz 1003g: 100% of staff will receive literacy PD, CITW PD, and PD on developing IEPS | 09/01/2014 - 06/30/2017 |
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Strategy 3: PZ Strategy 1.3: Promote continuous use of student data (incl. formative, interim, summative to inform and differentiate instruction)

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|---|-------------------------|
| 1. Stanton Act. 1: Continue Implementation of Professional Learning Communities (PLCs) to use data to inform instructional practice | 09/01/2011 - 06/30/2015 |
| 2. Stanton Act. 2: Response-to-Intervention (Rtl) | 08/01/2012 - 06/30/2015 |
| 3. Stanton Act. 3: I-Tracker Pro | 08/01/2012 - 06/30/2013 |
| 4. Lewis Act. 1: DCAS Accommodations to roll over from the previous year. | 08/01/2012 - 06/30/2015 |
| 5. Lewis Act. 2: DCAS: Fall, Winter, Spring in 3-5 | 08/01/2012 - 06/30/2015 |

6. Lewis Act. 4: DIBELS Next and IDEL in K to 5	08/01/2012 - 06/30/2015
7. Lewis Act. 5: Scott Foresman baseline, unit assessments	08/01/2012 - 06/30/2015
8. Lewis Act. 6: Scott Foresman Fresh Reads	08/01/2012 - 06/30/2015
9. Lewis Act. 7: Words Their Way assessment	08/01/2012 - 06/30/2015
10. Marbrook Act. 1: I-Tracker Pro	09/01/2011 - 06/30/2015
11. Marbrook Act. 2: Computer based assessment (TBD)	08/01/2012 - 06/30/2015
12. Warner Act. 1: I-Tracker Pro	09/01/2012 - 06/30/2015
13. Warner Act. 2: Continue Implementation of Professional Learning Communities (PLCs) to use data to inform instructional practice, create, and analyze formative assessments and share and collaborate with colleagues regarding implementation of reading strategies	09/01/2012 - 06/30/2015
14. Warner Act. 3: Implement Response-to-Intervention (RtI) and align Tier 2 & 3 small group instruction with Tier 1 small group instruction	09/01/2012 - 06/30/2015

Strategy 4: PZ Strategy 1.4: Use technology-based supports and interventions as part of the instructional program

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|---|-------------------------|
| 1. Stanton Act. 1: Integrate SMARTboards into classroom instruction | 08/01/2012 - 08/31/2013 |
| 2. Stanton Act. 2: Integrate laptops into classroom instruction | 08/01/2012 - 08/31/2013 |
| 3. Lewis Act. 1: 3 laptop carts (30 laptops/cart), with MS Office licenses for laptops | 08/01/2012 - 09/30/2012 |
| 4. Lewis Act. 2: Technology lab adding desktops - Add 34 desktop computers in new technology lab, software license and wiring | 08/01/2012 - 09/30/2012 |
| 5. Marbrook Act. 1: 5 Laptop carts | 08/01/2012 - 06/30/2015 |
| 6. Marbrook Act. 2: Technician | 07/01/2012 - 06/30/2014 |
| 7. Marbrook Act. 3: Partnership with students from Vo-Tech | 08/01/2012 - 06/30/2014 |
| 8. Marbrook Act. 4: Teacher i-Pads | 08/01/2012 - 06/30/2013 |

Measure(s):

There are no measures associated with this objective.

Objective 4.3: PZ Objective 2: To accelerate student achievement by recruiting, developing, and retaining great teachers and leaders

Objective Narrative:

LEWIS:

The Principal is responsible for the administration of the total school program and serves as the instructional leader for the staff, students and community. These responsibilities include establishing a climate conducive to learning, clarifying roles and expectations, long range planning and coordinating community involvement in the total school. The Principal will provide leadership in the strategic planning of instructional programs that support teacher effectiveness and enhance student learning. The Principal will have the support of an Assistant Principal, who will work under the direction supervision of the Principal and assist with establishing a climate conducive to learning and ensuring conditions that will promote effective utilization of available resources. The School Administrative Manager, a specialist position, will support the administrative team by being responsible for overseeing the facilities management of the school site in a manner that frees the building principal to spend more time on instruction.

See attached job descriptions of the Principal, Assistant Principal, School Administrative Manager (SAM) and Teacher Leader Positions.

1. Replace the principal and take steps to increase teacher and leader effectiveness

The Red Clay Consolidated School District conducted a search for a new leader at Lewis Dual Language that encompassed over two years (starting in spring 2011). The search included input from the District Superintendent, Director of School Operations, Manager of ELL Programs and Manager of Human Resources. The following were the basic components of the search:

- 1) Recruitment, during which RCCSD attempted an intensive effort to attract a wide and diverse pool of prospective candidates, both from internal sources (e.g., district leaders, principals, and assistant principals within the district) and external sources (e.g., principals in neighboring districts and ads in local and national publications, including The News Journal, The New York Times, The Washington Post and Education Week).
- 2) Eligibility review, the district made a preliminary assessment as to each candidate's eligibility.
- 3) District competency screening, each candidate was reviewed against criteria for school leadership related to their ability as a proven academic leader; this review also included their experience leading language programs.
- 4) Panel interview, during which a recommendation was made as to the candidate's potential fit.

The principal at William C. Lewis Dual Language Elementary School was replaced in the summer of 2011. The new principal was chosen because of her strong instructional background, leadership, and commitment to make the changes necessary for student success. The administrative team will be supported by an Assistant Principal. The administrative team will be rigorously observed by the District Turnaround Office, including monitoring of site-based leadership through walkthroughs, DPAS II-Revised evaluations, and professional development implementation. The establishment of the position of Director of School Turnaround demonstrates a strong commitment to supporting this reform model.

Students are performing below proficiency level and in recent years performance has declined as evidenced in the graph above. The main root causes of student academic growth declining below proficiency level are the following but not limited to: lack of administrative leadership, lack of professional development for the teachers and staff, the lack of collaborative planning to develop curriculum and assessments, the amount of time and PD developed to guide the teachers in reviewing student data and work samples, and lack of being exposed to the entire curriculum. Therefore lessons and instruction in the previous years weren't data driven. William C. Lewis Dual Language Elementary School also lacked formalized training and time for teacher leaders to work collaboratively to ensure fidelity to standards aligned to the curriculum, instruction and assessment. In the current dual language model, teachers are teaching two curricula (English and Spanish) which are designed for a traditional 180 day yearly school schedule, and teaching only half of the program to within the school year. It is also important to note that these two curricula do not align, and teachers are in fact teaching 50% of two different curricula within the course of the school year. As a result of using only a portion of both curricula, the teaching of concepts and skills becomes disjointed and/or skipped. This pacing does not allow skills and strategies to be introduced systematically, and this does not align with best practices. Skill gaps are observed in formal unit assessments, and informal teacher observations. Students are being assessed on skills, strategies, and vocabulary in which they were never taught. Restructuring the program to teach 100% English will ensure systematic instruction, and will allow teachers to spend more time developing concepts and vocabulary knowledge (extremely important for the student population) because all weekly lessons included within the thematic unit is taught. Current teachers did not participate in professional development that supported how to teach skills being skipped due to the pacing of the two curricula pieces being used within the current dual language model. In order to ensure that appropriate personnel is in place to meet the needs of William C. Lewis Dual Language Elementary School students, there will be further development of current best practices and the infusion of new practices within the classrooms and presented by teachers. William C. Lewis Dual Language Elementary School will work to ensure that staff will be highly trained, highly prepared, and committed to the Partnership Zone Process. Teacher recruitment will be focused on retaining effective teachers that are currently on staff and are rated effective reflected on DPAS evaluations and walk through data. Administration will lead an interview panel, consisting of teacher leaders to select candidates who are committed to the Lewis Partnership plan and the professional development requirements and professional responsibilities listed in the MOU. Ancillary staff (school social worker, guidance counselor, educational diagnostician, IST facilitator and psychologist) will be selected to serve in the Lewis Partnership Zone by Principal an interview process and the staff member will be required to sign the MOU. The William C. Lewis Dual Language Elementary School's Partnership Zone Design Team has identified that due to a lack of targeted professional development and an absence of formalized training and time for collaborative planning to ensure fidelity to standards aligned curriculum, instruction and assessment; effective best practice instruction was not occurring at William C. Lewis Dual Language Elementary School on a consistent basis. This inconsistency led to declining student achievement recent years.

The district through the Human Resources department will hold a job fair to meet the needs of Partnership Zone schools. The district will recruit by advertising locally, regionally, and nationally for native Spanish speaking instructors and Bilingual instructors. The district will contact Gregory Fulkerson, DOE Education Associate, World Languages and International Education, to recruit and assist in placement of native Spanish speaking instructors.

To fill vacancies at William C. Lewis Dual Language Elementary School, the interview committee is seeking highly qualified, highly motivated and highly effective educators to fill these

positions who demonstrate the following qualities:

- * Strong desire to achieve outstanding student learning results by setting clear expectations
- * Ability to set high goals for oneself and one's students despite barriers and resistance
- * Ability to work with others to achieve shared goals
- * Belief that all students can learn at levels higher than their current achievement indicates
- * Drive to do more than is expected or required in order to accomplish shared goals

In an effort to staff William C. Lewis Dual Language Elementary School with turnaround teachers that possess these characteristics, the interview is proposing an aggressive strategy to recruit educators, both internally and externally.

Timeline

The Lewis Partnership Zone Plan process is committed to following the detailed timeline below:

- *February 2012 - Principal will reassign teacher assignments within the building, based on student need and upon the individual skill set of each teacher
- *March 2012- Principal will conduct interviews to hire applicants within the district who would like to Voluntary Transfer into William C. Lewis Dual Language Elementary School.
- *April 2012- Red Clay PZ schools, Marbrook Elementary, William C. Lewis Dual Language Elementary, and Stanton Middle schools will hold a Job Fair to interview and screen applicants to fill remaining positions. The Red Clay Human Resource Department will advertise these available openings in local and regional newspapers and public locations.

Several growth opportunities will be offered for exceptional teachers within the building. (8) Teacher Leader positions will be appointed by the instructional leader and be paid with a stipend. Teacher leaders will work to ensure that fidelity to standards based curriculum, instruction and assessment is occurring throughout the school. These positions will be filled by the principal and assistant principal in June of 2012. Job responsibilities for teacher leader include, but are not limited to, the following:

- * Model best instructional practices through classroom coaching experiences and informal classroom observations
- * Recommend instructional support materials, strategies, and interventions during RTI review session bases on I-Tracker Pro data
- * Analyze assessment data to drive decision making regarding effective instruction
- * Schedule peer coaching experiences for teachers across grade levels.
- * Monitor student engagement and persistence during classroom instruction

In addition to the teacher leader positions, two positions will be available in order to facilitate before and after school activities at William C. Lewis Dual Language Elementary School. Teachers who fulfill these roles will receive an annual \$2500 stipend. Responsibilities for these positions include coordinating, planning and implementing events, creating and reviewing parent surveys, tracking data and adjusting programs as necessary.

- * Coordinator of Educational Activities
- * Coordinator of Family/Community Engagement

A new principal was appointed for the 2011-2012 school year and will continue as the instructional leader during the Partnership Zone.

In order to support teacher development and impact instructional practices the position of Literacy Coach will be maintained. The position will be allocated from a teacher unit. Specific roles and responsibilities associated with this position will be developed by February 2012.

The teachers and administrators will be evaluated following the guidelines of Delaware's Performance Appraisal System II – R. These evaluations include a student growth component based on DCAS data. The Lewis leadership team will receive on-going, targeted professional development based on DPAS observations and non-evaluative information such as a walk-through from the administration and district personnel. A targeted walk-through tool with a feed-back loop system will be developed to increase communication and collaboration between administration and teachers ultimately impacting the instruction of students. The district and building administrators will also participate in professional development to maintain fidelity in observing teachers. In doing so, they will be able to evaluate teachers consistently. Rewards for full time staff will include stipends up to \$1000.00 in year 2013 and again in year 2014 based upon DCAS Adequate Yearly Progress. Stipends may be applied for and used for such instructional supports, as educational conventions and conferences, classroom materials and/or tuition costs.

There will be opportunities for teachers to develop their leadership skills through team leader positions. This position will be posted for teachers to apply. Another opportunity afforded to teachers to demonstrate leadership is through the Building Leadership Team (BLT). Under the flexible operating guidelines, the Lewis instructional staff professional development experiences will be prioritized. Lewis school based initiatives will be the primary focus and if time permits the staff will participate in district wide professional development initiatives.

Going forward the development of an Instruction and Curriculum Team will be implemented to focus on new teacher mentoring and ongoing staff development.

To recruit new core content teachers there will be an additional 60 minutes per week to allow for instructional planning. This will be accomplished by using Earobics and Dreambox Learning in the Technology Lab. There will be a protocol for using this time for lesson planning and for collaboration with the Literacy Coach and administration.

The current teacher transfer process will take place in March 2012. New staff will be recruited outside of the voluntary transfer process. An interview team will include administrators and

teachers. Applicants will present a model lesson. Staffing decisions will be based upon the skill set of the teacher and the needs of the students. Recruitment and retention strategies will include opportunities for growth based on identified building needs such as pursuing ESL, Bilingual or Special Education Certification. Teachers will be able to apply for tuition reimbursement from the Lewis educational funds. There will be \$35,000.00 set aside each year for teachers to earn these certifications.

MARBROOK:

Currently, there is a lack of collaborative planning time to develop curriculum and assessments, and review student data and student work samples. In addition, there is a lack of formalized training and time for teacher leaders to work collaboratively to ensure fidelity to standards aligned curriculum, instruction and assessment. The MEC will meet at least 3 times a week as grade level teams to review and analyze data and plan student instruction based upon that data.

Students are performing below proficiency level and in recent years performance has declined. In order to ensure that appropriate personnel is in place to meet the needs of Marbrook Elementary students, there will be further development of current best practices and the infusion of new practices. Marbrook Elementary School will work to ensure that staff will be highly trained, highly prepared, and committed to the Partnership Zone Process.

The principal will be selected based upon demonstrated instructional leadership in a turnaround school, successful academic achievement results for students, and a strong commitment to turning around Marbrook in the 2012 academic year and beyond. The position will be posted in January 2012 and interviews will be conducted by the Red Clay Consolidated School District's Human Resource office. The first interview will be held with representatives from the District Partnership Zone Council members, Marbrook teachers who have signed the letter of commitment (at least 3 teachers), Marbrook RCEA representatives, a Marbrook parent representative and a member from the DOE turnaround team. A second interview will be held by the Red Clay Superintendent and the Red Clay Deputy Superintendent. The superintendent will then make a recommendation to the Red Clay Board of Education for approval. The process will begin in January of 2012.

The primary role of the Principal is to provide leadership in the strategic planning of instructional programs that support teacher effectiveness and enhance student learning. The Principal will support the Partnership Zone turn around process and the mission of the district while demonstrating school leadership and is expected to:

- Communicate the school mission and foster a school culture that emphasizes academic achievement for all students.
- Support the school community in its efforts to increase parental involvement.
- Develop a master schedule that supports differentiated learning experiences, maximizes instructional time, and is aligned to the instructional needs of students.
- Plan and provide professional development experiences during the school day and after school for teachers.
- Promote instructional innovation that influences and improves the entire school from within.
- Analyze assessment data to drive decision making regarding effective instruction and student progress.
- Regularly facilitate staff, department and 1:1 meetings to support school-wide and individual teacher goals.
- Use formal (DPAS II) and informal (standards based classroom rubric) observations and DPAS II procedures to provide feedback to teachers regarding their performances.
- Use the DPAS II protocol to document ineffective teacher performance and provide this documentation to the Office of Human resources.
- Establish a culture supporting strategic planning within small learning communities of teachers.
- Develop and sustain, in conjunction with the administrative office, a program of public relations to establish and maintain favorable relationship with the community, local groups, and individuals to foster understanding and solicit support for overall school objectives and programs.
- Develop, in cooperation with input from teacher leaders, the school's budget and administer the budget allocated from the district and other federal funding sources.

The role of the principal is paramount to the success of the school.

The primary role of the Assistant Principal is to work under the supervision and direction of the Principal. The Assistant Principal serves as building manager and instructional leader for the staff, students and community and is expected to:

- Establish a climate conducive to learning, clarifying roles and expectations, and coordinating community involvement in the total school program.
- Communicate the school mission and foster a school culture that emphasizes academic achievement for all students.
- Support the school community in its effort to increase parental involvement.
- Assist with the planning, supervising and directing the business operation of the school in accordance with district policies and procedures, including the development and administration of the school budget.
- Develop school plans and organizational procedures for the health, safety, discipline and conduct of pupils as established at the district and building level.
- Plan and facilitate after school programs and academic clubs for student body.
- Analyze assessment data to drive decision making regarding effective instruction and student progress.
- Regularly facilitate staff, department and 1:1 meetings to support school-wide and individual teacher goals.
- Use formal (DPAS) and informal (standards based classroom rubric) observations and DPAS II procedures to provide feedback to teachers regarding their performances.
- Use the DPAS II protocol to document ineffective teacher performance and provide this documentation to the Office of Human resources.
- Establish a culture supporting strategic planning within small learning communities of teachers.
- Perform other duties and tasks assigned by the Principal.

The Marbrook Partnership Zone Design Team has identified that due to a lack of targeted professional development and an absence of formalized training and time for collaborative planning to ensure fidelity to standards aligned curriculum, instruction and assessment, effective best practice instruction was not occurring at Marbrook on a consistent basis. This inconsistency led to declining student achievement.

The teachers and administrators will be evaluated following the guidelines of Delaware Performance Appraisal System IIR (DPAS IIR). These evaluations include a student growth component based on DCAS data. The Marbrook administrative leadership team is to participate in ongoing targeted professional development based on the DOE DPAS IIR process, provided by the district or DASL. In addition, there will be ongoing systematic training and calibrations facilitated by district administrators for Marbrook building administrators using the district walk through tool. Targeted professional development will be provided to staff members, based on the data collected from DPAS IIR evaluations and administrative walk-throughs. Topics for these professional developments will be directly related to instructional strengths and weaknesses of the MEC.

In order to fill vacancies at Marbrook Elementary, the MEC is seeking highly qualified, highly motivated educators. An Interview Committee will be formed consisting of administrators and teachers. Applicants under consideration will present a model lesson. Staffing decisions will be based upon the skill set of the teachers and the needs of the students. Applicants are expected to demonstrate the following qualities:

- * strong desire to achieve outstanding student learning results by setting clear expectations
- * ability to set high goals for oneself and one's students despite barriers and resistance
- * ability to work with others to achieve shared goals
- * belief that all students can learn at levels higher than their current achievement indicates
- * drive to do more than is expected or required in order to accomplish shared goals

An interview process for potential teachers will take place with the building leaders, DOE turnaround team members and a cohort of teachers. Selected candidates will be provided with Marbrook's Partnership Zone plan and school profile in advance of the interview. Candidates will respond to selected questions about the plan in writing and verbally. In addition, interviewees will be asked a series of questions to assess their skill sets and ability to be a Partnership Zone turnaround teacher. An evaluation tool will be developed to assist in this process.

In an effort to staff Marbrook with turnaround teachers that possess these characteristics, the MEC is proposing an aggressive strategy to recruit educators, both internally and externally.

Timeline

*February 2012 – The principal may reassign staff assignments within the building, based upon student need and teacher competencies, using the School Turnaround Teachers: Selection Toolkit. Current staff members, who choose to stay at Marbrook, must be fully committed to the entire PZ process. All staff members must sign a letter of commitment.

*March 2012- The principal will conduct interviews to hire applicants within the district who would like to Voluntary Transfer into Marbrook Elementary

*April 2012- The Red Clay PZ schools, Marbrook Elementary, William C. Lewis Dual Language Elementary and Stanton Middle schools will hold a Job Fair to interview and screen applicants to fill remaining positions. The Red Clay Human Resource Department will advertise these available openings in local and regional newspapers and public locations.

Full time contracted Marbrook Educational Staff will be eligible for a reward of up to \$1000 in year 2013 and \$2000 in 2014 based upon meeting AYP scores as defined by DCAS. District employees who work at Marbrook part time will be eligible to apply for a stipend based on the hours per week they teach at Marbrook. Stipends may be applied for and used for such things as educational conventions and conferences, classroom materials and/or tuition costs.

Several growth opportunities will be offered for exceptional teachers within the building. Eight Teacher Leader positions will be appointed by the instructional leaders and be paid with a stipend. Teacher leaders will work to ensure that fidelity to standards based curriculum, instruction and assessment is occurring throughout the school. These positions will be filled by the principal and assistant principal in June of 2012. Job responsibilities for teacher leader include, but are not limited to, the following:

- * Model best instructional practices through classroom coaching experiences and informal classroom observations
- * Recommend instructional support materials, strategies, and interventions during RTI review sessions bases on I-Tracker Pro data
- * Analyze assessment data to drive decision making regarding effective instruction
- * Schedule peer coaching experiences for teachers across grade levels.
- * Monitor student engagement and persistence during classroom instruction

In addition to the teacher leader positions, two positions will be available in order to facilitate before and after school activities at Marbrook;

- * Coordinator of Educational Activities
- * Coordinator of Family/Community Activities

Teachers who fulfill these roles will receive an annual \$2500 stipend. Responsibilities for these positions include coordinating, planning and implementing events, creating and reviewing parent surveys, tracking data and adjusting programs as necessary. A roles and responsibilities matrix will be created for each position.

Extra time coordinator positions to oversee the Dolphin Dugout and summer enrichment programs will be available. The responsibility of these programs will include recruitment of teachers and students, scheduling and grouping students into small cohorts based on data, ordering materials, securing transportation and overseeing the implementation of the programs.

A facilitator for the web-based programs will be necessary. This person will be responsible for maintaining student lists, tracking school wide data and fielding questions, problems, and

technical issues related to the programs.

Essential Strategies for Teacher and Leader Effectiveness to Improve Student Outcome

- Hire new principal (process begins January 2012)
- Targeted professional development based on DPAS IIR and walk-through observations
- Reward stipends for meeting AYP (\$1000 in 2013, \$2000 in 2014)
- Eight Teacher Leader positions
- Coordinator of Educational Activities
- Coordinator of Family/Community Engagement
- Dolphin Dugout Coordinator
- Summer Enrichment program coordinator
- Web-based program facilitator (part of technology teacher job responsibility)

STANTON:

Teacher and leader effectiveness is a cornerstone of any great school. The quality of the leadership provided by a strong principal and empowered teacher-leaders sets the tone for the entire school environment. Effective leadership will inspire educators and provide the support necessary for staff to perform at their best and, therefore, produce improved student outcomes. The turnover in leadership over the past several years has been a root cause of declining student outcomes. The constant change has affected the consistency and fidelity of program implementation. Stanton has revamped its organizational structure to enhance the focus on academic achievement. Increased opportunities for master teachers to serve in leadership roles throughout the building will support the effectiveness of this plan. Stanton will also implement strategies to ensure that ALL teachers receive the support they need to be effective and to improve.

Instructional Leadership

A new principal was hired for Stanton Middle School in the spring of 2011. The new principal was chosen because of his strong instructional background, leadership, and commitment to make the changes necessary for student success.

In addition, the new position of Academic Dean was added for the 2010-2011 school year. The Academic Dean assists the principal in the planning of instructional programs that support teacher effectiveness and enhance student learning. The Academic Dean:

1. Facilitates Professional Learning Community (PLC) meetings.
2. Conducts walkthroughs to accumulate school-wide data on instruction and provide feedback for individual teachers.
3. Identifies professional development needs and coordinates PD for staff.
4. Assists the principal in implementing the DPASII evaluation system.

A new Assistant Principal was also hired in the summer of 2011.

The new leadership team at Stanton is committed to creating a school climate and implementing an instructional program designed to increase student achievement. In order to implement this vision, there will be a re-alignment of roles and responsibilities of the administrative team, whereas the principal serves as the true instructional leader of the building, with support from the Academic Dean and the Assistant Principal.

Growth Opportunities for Teacher-Leaders

- Building Leadership Team

Various teacher-leaders will have the opportunity to serve on the Building Leadership Team (BLT) by assuming a leadership role within the building such as Department Chair, Academy Coordinator, etc. The purpose of the BLT is to utilize data to conduct strategic planning for the following school year and to monitor implementation of initiatives throughout the school year, review data, and make necessary adjustments throughout the school year. The BLT will be chaired by the Principal. Members will include the Assistant Principal, Academic Dean, Department Chairs, and School Counselor. The BLT will meet for 1- 2 days at the conclusion of the school year and on a monthly basis throughout the school year. Areas of focus will include professional development, instructional strategies, school calendar, and the development and monitoring of new initiatives.

- Department Chairs

In order to empower teachers to become instructional leaders, department chair positions will be created to supplement the school's current team leader positions. Both department chairs and team leaders will be given a stipend to accomplish their goals. The current team leaders facilitate and manage daily operations of the school at their grade levels. They will continue to do so. Department chairs will be academic leaders in their content areas who focus on curriculum and instruction. They will be master teachers who serve who serve as mentors to the other teachers in their departments. Department chair positions will be created in English, math, social studies, science, related arts, and special education. All candidates for department chair positions will be required to apply for the position, including those who currently hold these positions. Criteria for the position of department chair will be established.

Department chairs will:

1. Conduct walkthroughs in classrooms throughout their departments approximately four times per year.

2. Supervise curriculum alignment and delivery, monitoring the implementation of Marzano's effective instructional strategies.
3. Provide input into the ongoing professional development needs of their department staff.
4. Serve on the Building Leadership Team.

- Special Education Coordinator

Because increasing the achievement of our special education students is central to our plan and mission, a Special Education Coordinator position will be created to provide leadership for the effective implementation of the special education program at Stanton Middle School. This position will encompass the duties of an educational diagnostician per district requirements. Additionally, this person will serve as a master teacher/ED and will perform the following duties:

1. Serve as the special education department chair.
2. Conduct walkthroughs in classrooms throughout their departments approximately four times per year.
3. Supervise curriculum alignment and delivery, monitoring the implementation of Marzano's effective instructional strategies.
4. Provide input into the ongoing professional development needs of their department staff.
5. Facilitate a successful transition to middle school for our special education students.
6. Communicate with special education coordinators and/or educational diagnosticians at sending elementary schools to ensure that IEP's for incoming students are updated and applicable to the middle school setting.
7. Ensure that all placement information for incoming special education students is received and organized by the end of the preceding school year.
8. Participate in the scheduling of all special education students.
9. Establish and maintain communication with parents/guardians of special education students.
10. Share the accommodations of all special education students with each student's teachers prior to the start of the school year.
11. Serve on the Building Leadership Team.

- Extended Day Academy Coordinator

An after school Extended Day Academy will be developed to provide students with opportunities for remediation and enrichment to enhance achievement. The Extended Day Academy Coordinator will report to the building principal and will:

1. Lead the development of the Extended Day Academy
2. Recruit staff and students.
3. Monitor and document student progress.
4. Report and communicate student progress to school staff and parents/guardians.

- Summer Academy Coordinator

Research indicates that long-term academic performance declines in general for students who experience a transition from elementary to middle school. This highlights the need to institute strategies to facilitate a more successful transition from elementary to middle school. In order to accomplish this, Stanton Middle School will develop a Summer Academy to introduce students to middle school and to facilitate the early identification of student needs. Additionally, Stanton will institute summer home visits for all incoming sixth grade students. A Summer Academy Coordinator position will be created. This person will report to the building principal and will:

1. Oversee the development and implementation of the Summer Academy
2. Recruit Summer Academy staff.
3. Administer diagnostic assessment tools in reading and math.
4. Coordinate summer home visits.

Continuous Improvement

To implement a vision of continuous improvement for all, Stanton will implement several strategies that will focus on teacher effectiveness. To ensure staff commitment to the Partnership Zone Plan, current staff will be required to sign a letter of commitment.

Teachers will participate in ten professional development days each summer (2012, 2013) and an additional three two-hour sessions after school during each year, for a total of an additional 56 hours per year. There will also be job-embedded ongoing professional development that will focus on the implementation of research-based CITW strategies. A consultant will be hired to deliver the initial training as well as follow-up training throughout the year. A walkthrough tool, developed in conjunction with the consultant, will be designed to monitor implementation of CITW strategies and will be utilized to provide immediate and specific feedback to teachers on a consistent basis. Walkthroughs will be conducted by the principal, academic dean, department chairs, and the consultant. The walkthrough data will be used to determine level of implementation and the professional development supports needed for teachers.

A peer to peer observation protocol will be instituted whereby content area department chairs will conduct walkthroughs and offer feedback to teachers. Also as part of this protocol, teachers will have the opportunity to observe their master teacher/mentor who will model effective instructional strategies.

Stanton Middle School will implement the new DAPS II Component 5 in accordance with DEDOE guidelines. This will provide us with an evaluation system that takes data into account. Based on staff strengths and weaknesses, as witnessed by the DPAS II observations, targeted professional development will be administered to staff throughout the year.

Teacher Recruitment

There will be a need to recruit additional staff to replace current staff who may not continue with the Partnership Zone process and/or to supplement staff in areas of identified need. A Partnership Zone job fair sponsored by Red Clay's three Partnership Zone schools will be held in the Spring of 2012. Stanton Middle School will be seeking highly motivated teachers with the following qualifications and dispositions:

1. Teachers who are certified in their subject area, meeting criteria for Highly Qualified Teacher (HQT) status
2. Teachers who have demonstrated successful experience working with high poverty, middle-school aged students
3. Individuals with a genuine desire to effect positive academic and social outcomes for students and who are flexible and committed to building positive teacher-student relationships
4. Individuals with the drive to go beyond what is expected or required in order to accomplish shared goals

Rewards for Increasing Student Achievement

As a reward system for increasing student achievement, staff will receive a voucher in the amount of \$1,000 if the school makes AYP in each of 2013 and 2014. This opportunity will include each staff member that is under the teacher contract. The stipend can be used by staff for professional development expenses or to purchase educational material for their classrooms. If the school does not make AYP, the principal will utilize the funds to implement professional development based on the needs of the staff to improve student outcomes. In year two of implementation, staff members who are on a continuous improvement plan and/or get placed onto an improvement plan during the second year of PZ implementation, are not eligible for the reward unless the guidelines associated with the plan reach a satisfactory rating and the improvement plan has been terminated.

WARNER:

See 1003g SIG application.

Need(s) Influenced by this Objective:

1	Staff & Community Need	(Instructional Staff) Hire and maintain Highly effective teachers
2	Staff & Community Need	(Professional Staff) Participate in activities to explore, modify and implement with success with similar populations.
3	Staff & Community Need	(School Administration) Increase teacher effectiveness in classrooms and provide leadership in continuous improvement of instruction.
4	Staff & Community Need	(Instructional Staff) Classrooms need effective management strategies and promotion of understanding, tolerance, and acceptance of diversity in the educational environment
5	Staff & Community Need	(All instructional staff) All teachers K-12 need professional development in translating state standards into classroom lesson, appropriate instructional methodology and assessments.
6	Staff & Community Need	(Red Clay PZ School Marbrook) To use resources to promote a school culture that compliments the diverse skill of staff and the needs of the school community
7	Staff & Community Need	(Red Clay Focus School Warner) To use time and human resources to use time and operations to promote a culture of literacy and responds to the needs of the school community

Strategy(s):

Strategy 1: PZ Strategy 2.1: Replace the principal/Support new leader as a part of a broader reform effort

1. Baltz 1003g: Administration was replaced within the timeframe as a part of a larger reform effort. 01/01/2012 - 06/30/2015

Strategy 2: PZ Strategy 2.2: Use a rigorous, transparent, equitable teacher and principal evaluation system designed with teacher and principal involvement and taking student data into account

1. Baltz 1003G: Implement DPAS II in accordance with Delaware Department of Education (DEDOE) guidelines 01/01/2012 - 06/30/2015
2. Baltz 1003 g: Targeted PD as needed for teacher effectiveness based on walkthroughs and DPAS II-R 01/01/2012 - 06/30/2015
3. Baltz 1003g: Use student data to identify student cohort groups for teachers and staff for Component 5 of DPAS II 01/01/2012 - 06/30/2015

Strategy 3: PZ Strategy 2.3: Identify and reward staff who have increased student achievement

1. Stanton Act. 1: If the school makes AYP in 2013 each staff member will receive a voucher of \$1,000 which can be used for professional development of classroom supplies. The same reward will be offered if the school makes AYP in 2014. 08/01/2013 - 08/31/2014
2. Lewis Act. 1: Meeting AYP Reward Stipend 08/01/2013 - 08/31/2014
3. Marbrook Act. 1: AYP Reward 08/01/2013 - 08/31/2014
4. Warner Act. 1: 1) Rewarding all Warner staff members in 2012, contingent upon attending PD sessions on Responsive Classroom and Climate and Culture; each staff member will receive a max stipend of \$500 for attendance and planning; 2)Rewarding all staff contingent upon the school making AYP/meeting state targets in 2013, 2014, and 2015 – 3 consecutive years. In 2015, each staff member will receive a voucher of \$500 which can be used for professional development of classroom supplies at Warner for the 2015-16 school year 06/01/2012 - 06/30/2015
5. (Baltz 1003g) Rewarding Baltz staff members annually contingent upon attending demonstrated growth with identified (specific) subgroups students; 08/25/2014 - 06/30/2015

Strategy 4: PZ Strategy 2.4: Implement human capital strategies to recruit, develop, evaluate, and retain staff (incl. financial incentives, promotion/growth opportunities)

1. Baltz 1003 g: Create position for Family & Community (EPER) 05/01/2014 - 06/30/2015
2. Baltz 1003 g: Create position for Evening activity lead(EPER) 05/01/2014 - 06/30/2015
3. Baltz 1003g: Hire Math Coach to support enhanced implementation of current math curriculum materials and to support math intervention. 05/01/2014 - 06/30/2015
4. Baltz 1003 G: Tuition reimbursement for Baltz staff to receive ESL certification 05/01/2015 - 06/30/2015
5. Baltz 1003G: DASL contract for a Development Coach 03/31/2014 - 06/30/2016

Strategy 5: PZ Strategy 2.5: Hire Academic Dean to provide additional support specifically in the area of instruction

1. Stanton Act. 1: Academic Dean added to administrative team to support teacher effectiveness in the area of instruction 07/01/2011 - 07/31/2011

Measure(s):

Measure:	% of classes taught by HQT	Target Date	Target	Actual Date	Actual
Start Year:	2008 Baseline: 86	6/15/2009	100	6/15/2009	91.2
DOE Indicator:	(none)	6/15/2010	100	6/15/2010	94.01
Perspective:	Student Achievement/Student Performance	6/30/2011	100	(none)	
Period:	Yearly				
Measure:	[CM] Percent of classes taught by Highly Qualified Teachers (HQT)	Target Date	Target	Actual Date	Actual
Start Year:	2008 Baseline: 84.6	6/15/2008	100	6/15/2008	84.6
DOE Indicator:	[CM] Percent of classes taught by Highly Qualified Teachers (HQT)	6/15/2009	100	6/15/2009	91.2
		6/15/2010	100	6/15/2010	94.5
Perspective:	Student Achievement/Student Performance	6/15/2011	100	6/15/2011	94.9
Period:	Yearly	6/15/2012	100	6/15/2012	96.1
		6/15/2013	100	(none)	
		6/15/2014	100	(none)	

Measure:	% of highly effective, effective teacher ratings (summative ev)	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: 0	6/30/2012	% of effective teach	(none)	
DOE Indicator:	(none)	6/30/2013	% of Highly effective	(none)	
Perspective:	Student Achievement/Student Performance				
Period:	Yearly				
Measure:	Surveys of professional preparation	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: TBD	6/30/2012	TBD	(none)	
DOE Indicator:	(none)				
Perspective:	Student Achievement/Student Performance				
Period:	Yearly				
Measure:	Surveys of DEDOE PD model and courses	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: TBD	6/30/2012	TBD	(none)	
DOE Indicator:	(none)				
Perspective:	Student Achievement/Student Performance				
Period:	Yearly				
Measure:	DPAS II R Formative evaluations	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: TBD	2/15/2012	TBD	(none)	
DOE Indicator:	(none)	6/30/2012	TBD	(none)	
Perspective:	Student Achievement/Student Performance				
Period:	Semi-Yearly				
Measure:	% of School Support Team visits to targeted schools	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: 100%	12/15/2010	100%	12/15/2010	100%
DOE Indicator:	(none)	3/31/2011	100%	(none)	
Perspective:	Student Achievement/Student Performance	6/30/2011	100%	(none)	
Period:	Quarterly				
Measure:	% of teachers who receive a "satisfactory" or "effective" on DPAS II	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: TBD	6/30/2012	100%	(none)	
DOE Indicator:	(none)	6/30/2013	100%	(none)	
Perspective:	Student Achievement/Student Performance	6/30/2014	100%	(none)	
Period:	Yearly				

Measure:	% of administrators who receive a "satisfactory" or "effective" on DPAS II	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: TBD	6/30/2012	100%	(none)	
DOE Indicator:	(none)	6/30/2013	100%	(none)	
Perspective:	Student Achievement/Student Performance	6/30/2014	100%	(none)	
Period:	Yearly				
Measure:	% of teachers utilizing the I-Tracker Pro system	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: TBD	7/30/2011	10% increase over ba	(none)	
DOE Indicator:	(none)	7/30/2012	15% increase over ba	(none)	
Perspective:	Student Achievement/Student Performance	7/30/2013	20% increase over ba	(none)	
Period:	Yearly	7/30/2014	25% increase over ba	(none)	
Measure:	% of teachers self-reporting that they use student data to identify and address student learning need	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: tbd	7/30/2011	10% increase over ba	(none)	
DOE Indicator:	(none)	7/30/2012	15% increase over ba	(none)	
Perspective:	Student Achievement/Student Performance	7/30/2013	20% increase over ba	(none)	
Period:	Yearly	7/30/2014	25% increase over ba	(none)	
Measure:	% of teachers self-reporting that they collaborate with colleagues on student data	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: tbd	7/30/2011	10% increase over ba	(none)	
DOE Indicator:	(none)	7/30/2012	15% increase over ba	(none)	
Perspective:	Student Achievement/Student Performance	7/30/2013	20% increase over ba	(none)	
Period:	Yearly	7/30/2014	25% increase over ba	(none)	
Measure:	% of teachers who are proficient at analyzing student data according to principals, SDTCs, and data	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: TBD	7/30/2011	10% increase over ba	(none)	
DOE Indicator:	(none)	7/30/2012	15% increase over ba	(none)	
Perspective:	Student Achievement/Student Performance	7/30/2013	20% increase over ba	(none)	
Period:	Yearly	7/30/2014	25% increase over ba	(none)	

Measure:	% of teachers improving practice w/ analyzing student data acc to principals, SDTCs,& data coaches	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: TBD	7/30/2011	10% increase over ba	(none)	
DOE Indicator:	(none)	7/30/2012	15% increase over ba	(none)	
Perspective:	Student Achievement/Student Performance	7/30/2013	20% increase over ba	(none)	
Period:	Monthly	7/30/2014	25% increase over ba	(none)	
Measure:	% of educators satisfied with data trainings and collaborative data meetings	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: tbd	7/30/2011	10% increase over ba	(none)	
DOE Indicator:	(none)	7/30/2012	15% increase over ba	(none)	
Perspective:	Student Achievement/Student Performance	7/30/2013	20% increase over ba	(none)	
Period:	Yearly	7/30/2014	25% increase over ba	(none)	
Measure:	MARBROOK/LEWIS: % of teachers trained and using SIOP strategies	Target Date	Target	Actual Date	Actual
Start Year:	2013 Baseline: TBD	10/31/2012	85%	1/1/0001	
DOE Indicator:	(none)	2/28/2013	95%	1/1/0001	
Perspective:	Teaching and Learning	6/30/2013	100%	1/1/0001	
Period:	Semi-Yearly				
Measure:	MARBROOK: % of students demonstrating 10% F-W/W-S growth based on SIOP strategy usage	Target Date	Target	Actual Date	Actual
Start Year:	2013 Baseline: TBD	2/1/2013	85%	1/1/0001	
DOE Indicator:	(none)	6/30/2013	85%	1/1/0001	
Perspective:	Teaching and Learning				
Period:	Semi-Yearly				
Measure:	MARBROOK: % of ELL students demonstrating 25% Rdg F-W/W-S growth w/ teacher usage of my sidewalks	Target Date	Target	Actual Date	Actual
Start Year:	2013 Baseline: TBD	2/1/2013	85%	1/1/0001	
DOE Indicator:	(none)	6/30/2013	85%	1/1/0001	
Perspective:	Teaching and Learning				
Period:	Semi-Yearly				

Measure:	LEWIS: % of staff using SF reading street	Target Date	Target	Actual Date	Actual
Start Year:	2013 Baseline: TBD	12/31/2012	85%	1/1/0001	
DOE Indicator:	(none)	6/30/2013	100%	1/1/0001	
Perspective:	Teaching and Learning				
Period:	Semi-Yearly				
Measure:	LEWIS: % of students in tiers 2&3 demonstrating 25% or more growth in ELA	Target Date	Target	Actual Date	Actual
Start Year:	2013 Baseline: TBD	2/1/2013	60%	1/1/0001	
DOE Indicator:	(none)	6/30/2013	85%	1/1/0001	
Perspective:	Teaching and Learning				
Period:	Semi-Yearly				
Measure:	STANTON: % of staff trained in teaching in the block schedule	Target Date	Target	Actual Date	Actual
Start Year:	2013 Baseline: TBD	7/31/2012	85%	1/1/0001	
DOE Indicator:	(none)	10/31/2012	100%	1/1/0001	
Perspective:	Teaching and Learning				
Period:	Semi-Yearly				
Measure:	STANTON: % of staff trained in Classroom Instruction That Works	Target Date	Target	Actual Date	Actual
Start Year:	2013 Baseline: TBD	7/31/2012	85%	1/1/0001	
DOE Indicator:	(none)	10/31/2012	100%	1/1/0001	
Perspective:	Teaching and Learning				
Period:	Semi-Yearly				
Measure:	MARBROOK: % of Dolphin Dugout attendees demonstrating F-W/W-S academic growth	Target Date	Target	Actual Date	Actual
Start Year:	2013 Baseline: TBD	2/1/2013	85%	1/1/0001	
DOE Indicator:	(none)	6/30/2013	100%	1/1/0001	
Perspective:	Teaching and Learning				
Period:	Semi-Yearly				

Objective 4.4: PZ Objective 3: To accelerate student achievement by extending learning time

Objective Narrative:

LEWIS:

The data shows a decline in Math and ELA performance of all student groups over a period of time indicating that the instructional model needs to be realigned to meet the diverse needs of the students attending Lewis (see data chart page 4).

In an effort to increase learning time for all students, William C. Lewis Dual Language Elementary School will employ the following strategies: increasing daily instructional time by increasing the student day, adjusting the internal schedule, adding the extended day program, and extending the school year through a summer program. The increased instructional time will be used to address student needs with the new instructional methodologies, interventions, professional development, etc.

Using the school-wide analysis provided by the Center for Time and Learning, modifications will be made to the school day. Student drop off will be from 8:00-8:15, allowing students to be in their classrooms by 8:30 which will increase the students instructional day. Grab and Go Breakfast will expedite the breakfast program gaining 30 minutes a day which yields an additional 90 hours per year. Additionally, grade level classes will be grouped in the centrums to provide a more conducive environment for the developmental readiness of students. Kindergarten and First grades will be given priority in assigning classrooms with bathrooms.

To increase instructional time at each grade level, recess and lunch will be bundled in 45 minute blocks with recess before lunch, gaining 45 hours per year. There will be six hourly wage employees hired to cover student lunch periods thus allowing additional planning time for teachers.

Further data reflection of current scheduling practices will occur by utilizing the NCTL classroom time-use tool. An external team paired with internal staff will observe classroom practices and report findings to administration. Time re-allocations may occur as a result from those findings.

Beginning this school year William C. Lewis Dual Language Elementary School will offer an after-school program. This program will meet 2 days a week and run for 12 weeks. The Lewis after-school program will focus on vocabulary and ELA concepts that will be taught during the regular school day while extending background knowledge. This program will be offered to all students K-5.

Social Studies/Science Instruction-Instructors will re-align and re-purpose Social Studies and Science instruction. Teachers will infuse Social Studies and Science and into Reading and Math when applicable. An additional 3-5 days per month will be designated to complete Science and Social Studies standards-based instruction. Creating an alignment between the Scott Foresman Reading Series main selections and leveled readers with the Social Studies and Science Standards will afford teachers additional instructional time by creating a connection to the standards which are embedded in the reading series.

Due to the substantial number of English language learners, additional targeted support beyond the school year is needed to close achievement gap. The summer of 2012 - 2014, Lewis will offer a summer enrichment program to all Lewis students. The foundation of this program is to decrease summer learning loss. The summer enrichment program will run for 4 weeks and have a 10:1 student to teacher ratio. The Lewis staff will continue to implement the comprehensive reading strategies that were effectively utilized during the school year ensuring a continuation of educational strategies and techniques that will follow with the students from year to year. The infrastructure of the program will allocate 120 minutes of ELA comprehensive reading strategies and 60 minutes of essential math concepts and skills Monday through Thursday. The adaptive software computer lab will be used. We will continue to improve reading skills by following the RTI programs and interventions used during the school year while previewing content and vocabulary for the following year. In this way, the continuation of educational strategies and techniques will flow with the students from year to year.

MARBROOK:

Due to a substantially large Hispanic population, additional targeted support is needed to close the achievement gap for Marbrook students. Potential language barriers at home warrant additional academic support to close the achievement gap. Additional exposure to core curriculum is needed to accelerate the academic growth of all students because of declining performance levels.

Based on 2011 DCAS data Marbrook students performed below proficiency level. In order to ensure that students are receiving diverse instructional experience that mirrors the diversity and needs of our students, the MEC is implementing a restructured daily schedule that extends the instructional mathematic and reading experience as well as infusing technical skills through a balanced instructional delivery model. Additionally, students will have opportunities to participate in the after school and summer enrichment programs.

Currently the Marbrook students are offered extended learning through two summer venues: One summer program is offered district wide by Title I: targeted population 2nd through 5th graders who scored below the proficiency level on the state test. The second summer program is offered through the district ELL office. It targeted students based on ACCESS (English proficiency) and DIBELS scores.

Increasing student learning time has proven to increase daily performance and performance on formative and summative assessments. The MEC plans to extend instructional time on many different levels:

1) Due to potential language barriers at home, additional academic support beyond the school day is warranted to close the achievement gap. Beginning the 2011-2012 school year, Marbrook will offer an after school program. This program will meet twice a week for 60 minutes and run for 20 weeks. The after school program will focus on test taking skills and ELA

concepts that will be taught during the regular school day while extending background knowledge. The after school program will be offered to our ELL students in grades 2-5 and have a 6:1 student to teacher ratio.

2) In 2012-2013, the program will be renamed as The Dolphin Dugout and be held for 60 minutes twice per week for 16 weeks. 50% of the Dolphin Dugout will focus on the essential ELA skills and concepts. The other 50% will focus on the essential Math skills and concepts. The ELA portion of this program is being piloted in 2011-2012. During the pilot year, student academic, attendance and discipline data will be collected, monitored and evaluated. Upon completion of the program, the data will be reviewed to see the impact on student progress. At this time, any necessary adjustments to the ELA component of the Dolphin Dugout program will be made. The second day of the Dolphin Dugout program will be dedicated to improving essential math concepts and skills. In 2012-2013, Dolphin Dugout will be open to all Marbrook students in grades 2-5. To monitor the success of the Dolphin Dugout, computer based assess (TBD) data will be analyzed.

3) Due to the substantial number of English language learners, additional targeted support beyond the school year is needed to close achievement gap. The summer of 2012, the MEC will offer a summer enrichment program to all Marbrook students. The foundation of this program is to decrease summer learning loss. The summer enrichment program will run for 4 weeks and have a 10:1 student to teacher ratio. The MEC will continue to implement the comprehensive reading strategies that were effectively utilized during the school year ensuring a continuation of educational strategies and techniques that will follow with the students from year to year. The infrastructure of the program will allocate 120 minutes of ELA comprehensive reading strategies and 60 minutes of essential math concepts and skills Monday through Thursday.

4) Due to the declining performance of all students, additional exposure to the core curriculum is needed to accelerate academic achievement of all students. Upon examination of the current instructional schedule, the MEC's PZ design team has suggested the following adaptation in order to increase instructional time: lunch and recess will be combined into one 45 minute period to gain an extra 15 minutes of instructional time. In addition, DOE will perform an instructional time audit for Marbrook. This audit will yield recommendations for maximizing instructional time throughout the day.

5) Instruction currently begins as 8:55. Homeroom is from 8:30 to 8:55. Beginning in the 2012-2013 school year, the student day will begin at 8:20. Homeroom will be from 8:20 to 8:35. Instruction will begin at 8:35. This will add 20 minutes to Marbrook's instructional day.

6) Data will be used to form cohorts of students on which to focus the expanded instructional time so that services will be aligned to student needs.

Essential Strategies to extend learning time to improve student outcomes

- After School Program (Dolphin Dugout)
- Summer Enrichment Program offered to every student
- DOE time audit
- Additional 50 minutes of instructional time for all students each day. The schedule below is an example of how and where time will be added to improve student achievement.

Example of Current 3rd Grade Teacher Schedule Total Minutes Example of Future 3rd Grade Teacher Schedule Total Minutes

8:30-8:55 Homeroom 25 (non-instructional minutes) 8:20-8:35 Homeroom 15 (non-instructional minutes)

8:55-9:49 Special 54 8:35-9:05 Science/Social Studies 30

9:49-11:30 English Language Arts 91 9:05-10:35 English Language Arts 90

11:30-12:35 Lunch/Recess 65 (non-instructional minutes) 10:35-11:35 Math 60

12:35-12:55 Writing/Grammar 20 11:35-12:20 Lunch/Recess 45 (non-instructional minutes)

12:55-1:50 Math 55 12:20-1:05 Special 45

1:50-2:25 RTI 35 1:05-2:35 English Language Arts (My Sidewalks, Writing, RTI) 90

2:25-2:45 Writing/Grammar 20 2:35-3:05 Math 30

2:45-3:35 Science/Social Studies 50 3:05-3:35 Technology 30

Total Instructional Minutes 325 Total Instructional Minutes 375

STANTON:

Stanton Middle School will effectively utilize instructional time to reduce by 10% the number of students not meeting proficiency.

Block Schedule

Presently, Stanton Middle School runs on a six period day with a homeroom period. Students meet daily in their four core classes (ELA, Math, Science, and Social Studies) for 57 minutes each and their two Related Arts for 40 minutes each. Currently, there are seven separate transitions, and the schedule yields only 308 minutes of total instructional time per day. By implementing a block schedule, eliminating homeroom, and reducing transition times, instructional time will increase to 352 minutes per day which represents an increase of 14%. Instructional time in ELA in math will increase from 57 minutes each day to 80 minutes each day. This represents a 40% increase in instructional time in both subjects.

Extended Day Academy

Stanton Middle School's needs assessment highlighted the achievement gap, particularly for students in our special education and African American populations. Stanton is in the process of designing an Extended Day Academy that will focus on differentiated on-line instruction in ELA and math, as well as utilize enrichment activities that promote cognitive development and build positive social skills. Students in the Extended Day Academy will utilize the Achieve 3000 program to improve reading skills. Achieve 3000 is an online, individualized program designed to increase reading comprehension using articles about high-interest topics matched to each student's individual reading level. There is extensive

research to validate the effectiveness of Achieve 3000 in improving student achievement. An online math program will be selected as part of the Academy as well. Programs being considered include Apangea and Mind Research. The Extended Day Academy will begin during the 2011-2012 school year (January). Although the program will be open to all students, recruitment efforts will focus on students with the greatest need based on DCAS scores. An Extended Day Academy Coordinator will be hired as an EPER position. The responsibilities of this position are outlined in focus area 2.

Summer Academy

Additionally, a summer academy will be developed for all incoming sixth grade students. This program will meet for two two-week periods during the summer, meeting for three to four hours daily. The goal of this program will be to facilitate a successful transition to middle school for incoming sixth grade students. Summer Academy will focus on identifying students' instructional needs, previewing material for the next school year, and personalizing the school environment. Information on organizational skills and other student success skills will be provided. A Summer Academy Coordinator will be hired and compensated through EPER. The responsibilities of this position are outlined in focus area two.

WARNER:

See 1003g SIG application.

Need(s) Influenced by this Objective:

1	<i>Student Need</i>	(Low Income Students) Students need to demonstrate proficiency toward meeting the State ELA standards.
2	<i>Student Need</i>	(Special Education students) Increase reading scores of targeted identified special education students. The student group needs to meet the accountability score across all grade levels, meeting safe harbor in elementary and high school but not in middle school, as established by their prioritized grade level expectations ("meets the standard"). The following were identified as critical instructional needs: Determining meaning by reading more carefully to retell or restate information from the text, Interpreting meaning by drawing conclusions about the central ideas in a text and understanding why a text was written and extending meaning by drawing conclusions and using critical thinking to connect and synthesize information within and across text, ideas, and concepts.
3	<i>Student Need</i>	(LEP Students) Increase reading scores of targeted identified Language English Language Proficiency (LEP) students. The student group needs to meet the accountability score across all grade levels, meeting safe harbor in elementary and high school but not in middle school, as established by their prioritized grade level expectations ("meets the standard)." The following were identified as critical instructional needs: Determining meaning by reading more carefully to retell or restate information from the text, Interpreting meaning by drawing conclusions about the central ideas in a text and understanding why a text was written and extending meaning by drawing conclusions and using critical thinking to connect and synthesize information within and across text, ideas, and concepts.
4	<i>Student Need</i>	(African American Pupils) Increase reading scores of targeted African American students. The student group needs to meet the accountability score across all grade levels; meeting safe harbor in elementary and meeting the target in high school but not in middle school, as established by their prioritized grade level expectations ("meets the standard"). The following were identified as critical instructional needs: Determining meaning by reading more carefully to retell or restate information from the text, Interpreting meaning by drawing conclusions about the central ideas in a text and understanding why a text was written and extending meaning by drawing conclusions and using critical thinking to connect and synthesize information within and across text, ideas, and concepts.

5	<i>Student Need</i>	(Low Income Pupils) Increase reading scores of targeted low income students. The student group needs to meet the accountability score across all grade levels; meeting safe harbor in elementary and meeting the target in high school but not in middle school, as established by their prioritized grade level expectations ("meets the standard"). The following were identified as critical instructional needs: Determining meaning by reading more carefully to retell or restate information from the text, Interpreting meaning by drawing conclusions about the central ideas in a text and understanding why a text was written and extending meaning by drawing conclusions and using critical thinking to connect and synthesize information within and across text, ideas, and concepts.
6	<i>Student Need</i>	(Special Education Students) Increase Math scores of targeted identified special education students. The student group needs to meet the accountability score across all grade levels, meeting safe harbor in high school but missing the target in both elementary and middle school, as established by their prioritized grade level expectations ("meets the standard"). The following were identified as critical instructional needs: Using appropriate computation strategies with understanding (including time and weight), modeling fractions and decimals with situations and pictures, using algebraic reasoning, using basic number properties such as even/odd, multiplication concepts, and writing or describing a simple rule, recognizing and extending a variety of patterns, analyzing properties of simple geometric figures (including angle classification), measuring length or finding the area of simple figures, reading, constructing, and interpreting simple statistical graphs, determining the likelihood of simple events using mathematical reasoning to solve multi-step problems and communicating mathematical arguments.
7	<i>Student Need</i>	(Hispanic Students) Increase Math scores of targeted Hispanic students. The student group needs to meet the accountability score across all grade levels, meeting safe harbor in elementary and high school but not in middle school, as established by their prioritized grade level expectations ("meets the standard"). The following were identified as critical instructional needs: Using appropriate computation strategies with understanding (including time and weight), modeling fractions and decimals with situations and pictures, using algebraic reasoning, using basic number properties such as even/odd, multiplication concepts, and writing or describing a simple rule, recognizing and extending a variety of patterns, analyzing properties of simple geometric figures (including angle classification), measuring length or finding the area of simple figures, reading, constructing, and interpreting simple statistical graphs, determining the likelihood of simple events using mathematical reasoning to solve multi-step problems and communicating mathematical arguments.

8	<i>Student Need</i>	(Low Income Students) Increase Math scores of targeted identified low income students. The student group needs to meet the accountability score across all grade levels, meeting safe harbor in elementary and high school but not in middle school, as established by their prioritized grade level expectations ("meets the standard"). The following were identified as critical instructional needs: Using appropriate computation strategies with understanding (including time and weight), modeling fractions and decimals with situations and pictures, using algebraic reasoning, using basic number properties such as even/odd, multiplication concepts, and writing or describing a simple rule, recognizing and extending a variety of patterns, analyzing properties of simple geometric figures (including angle classification), measuring length or finding the area of simple figures, reading, constructing, and interpreting simple statistical graphs, determining the likelihood of simple events using mathematical reasoning to solve multi-step problems and communicating mathematical arguments.
9	<i>Staff & Community Need</i>	(Instructional Staff) Classrooms need effective management strategies and promotion of understanding, tolerance, and acceptance of diversity in the educational environment
10	<i>Student Need</i>	(Incoming Kindergarten - 2nd grade students) Kindergarten children in targeted schools display learning needs and inexperience with structure and standards based learning.
11	<i>Staff & Community Need</i>	(Staff implementing the transformation model) Students need to demonstrate proficiency toward meeting the State ELA and math standards across grade levels.
12	<i>Staff & Community Need</i>	(Red Clay PZ School Lewis Dual Language) To use time and operations in a manner that promotes a response to student needs and is inclusive of the school community
13	<i>Staff & Community Need</i>	(Red Clay PZ School Stanton) To use time and operations in a manner that promotes college and career readiness and inclusiveness
14	<i>Staff & Community Need</i>	(Red Clay Focus School Warner) To use time and human resources to use time and operations to promote a culture of literacy and responds to the needs of the school community

Strategy(s):

Strategy 1: PZ Strategy 3.1: Increase learning time

1. Baltz 1003 g: Summer Academy program implemented to facilitate the grade level transition and enrichment 06/01/2012 - 06/30/2015
2. Baltz 1003g: Grab and Go Breakfast starting 8:20AM. Students will eat in cafeteria until 8:25. Dismissed at 8:25 to report to room. After 8:25 students grab breakfast and go to ELA support sessions 09/01/2014 - 06/30/2017
3. Baltz 1003g: Bundle recess and lunch into 45 min with recess before lunch - Hourly staff will replace teachers during lunch and recess to allow staff time to meet around ELA 09/01/2014 - 06/30/2017
4. Baltz 1003 g: Provide the Early Bird before care program through an outside vendor 09/01/2014 - 06/30/2017
5. Baltz 1003 g: Establish a partnership with an external provider to implement increased learning time services in core instruction and enrichment activities (RFP to be developed) 05/01/2014 - 06/30/2016
6. Baltz 1003g: Target Elsmere/Baltz attendance zone for PreK program to focus on transitioning students into elementary school 05/01/2014 - 06/30/2017

Measure(s):

Measure:	% Growth on (ELA) District Formative & Summative assessments	Target Date	Target	Actual Date	Actual
Start Year:	2012 Baseline: TBD	2/15/2012	TBD	(none)	
DOE Indicator:	(none)	6/15/2013	TBD	(none)	
Perspective:	Teaching and Learning				
Period:	Semi-Yearly				
Measure:	% Growth on (Math) District Formative & Summative assessments	Target Date	Target	Actual Date	Actual
Start Year:	2012 Baseline: TBD	2/15/2012	TBD	(none)	
DOE Indicator:	(none)	6/30/2013	TBD	(none)	
Perspective:	Teaching and Learning				
Period:	Quarterly				

Measure:	Number of schools meeting or exceeding AYP targets	Target Date	Target	Actual Date	Actual
Start Year:	2010 Baseline: 10 schools	9/1/2012	Increase by 2 school	(none)	
DOE Indicator:	(none)	9/1/2013	Increase by 2 school	(none)	
Perspective:	Student Achievement/Student Performance	9/1/2014	Increase by 2 school	(none)	
Period:	Yearly				
Measure:	% of school enrolled in summer enrichment programming	Target Date	Target	Actual Date	Actual
Start Year:	2012 Baseline: TBD	7/25/2012	80% total	1/1/0001	
DOE Indicator:	(none)	7/30/2013	82% total	1/1/0001	
Perspective:	Teaching and Learning				
Period:	Yearly				
Measure:	%age growth in DCAS reading	Target Date	Target	Actual Date	Actual
Start Year:	2012 Baseline: TBD	11/30/2012	TBD	1/1/0001	
DOE Indicator:	(none)	3/31/2013	TBD	1/1/0001	
Perspective:	Teaching and Learning	7/15/2013	TBD	1/1/0001	
Period:	Semi-Yearly				
Measure:	%age growth in DCAS math	Target Date	Target	Actual Date	Actual
Start Year:	2012 Baseline: TBD	11/30/2012	TBD	1/1/0001	
DOE Indicator:	(none)	3/31/2013	TBD	1/1/0001	
Perspective:	Teaching and Learning	7/15/2013	TBD	1/1/0001	
Period:	Semi-Yearly				
Measure:	MARBROOK/LEWIS: % of teachers trained and using SIOP strategies	Target Date	Target	Actual Date	Actual
Start Year:	2013 Baseline: TBD	10/31/2012	85%	1/1/0001	
DOE Indicator:	(none)	2/28/2013	95%	1/1/0001	
Perspective:	Teaching and Learning	6/30/2013	100%	1/1/0001	
Period:	Semi-Yearly				
Measure:	MARBROOK: % of students demonstrating 10% F-W/W-S growth based on SIOP strategy usage	Target Date	Target	Actual Date	Actual
Start Year:	2013 Baseline: TBD	2/1/2013	85%	1/1/0001	
DOE Indicator:	(none)	6/30/2013	85%	1/1/0001	
Perspective:	Teaching and Learning				
Period:	Semi-Yearly				

Measure:	MARBROOK: % of ELL students demonstrating 25% Rdg F-W/W-S growth w/ teacher usage of my sidewalks	Target Date	Target	Actual Date	Actual
Start Year:	2013 Baseline: TBD	2/1/2013	85%	1/1/0001	
DOE Indicator:	(none)	6/30/2013	85%	1/1/0001	
Perspective:	Teaching and Learning				
Period:	Semi-Yearly				
Measure:	LEWIS: % of staff using SF reading street	Target Date	Target	Actual Date	Actual
Start Year:	2013 Baseline: TBD	12/31/2012	85%	1/1/0001	
DOE Indicator:	(none)	6/30/2013	100%	1/1/0001	
Perspective:	Teaching and Learning				
Period:	Semi-Yearly				
Measure:	LEWIS: % of students in tiers 2&3 demonstrating 25% or more growth in ELA	Target Date	Target	Actual Date	Actual
Start Year:	2013 Baseline: TBD	2/1/2013	60%	1/1/0001	
DOE Indicator:	(none)	6/30/2013	85%	1/1/0001	
Perspective:	Teaching and Learning				
Period:	Semi-Yearly				
Measure:	STANTON: % of staff trained in Classroom Instruction That Works	Target Date	Target	Actual Date	Actual
Start Year:	2013 Baseline: TBD	7/31/2012	85%	1/1/0001	
DOE Indicator:	(none)	10/31/2012	100%	1/1/0001	
Perspective:	Teaching and Learning				
Period:	Semi-Yearly				
Measure:	MARBROOK: % of Summer Enrichment attendees demonstrating Jun-Jul academic growth	Target Date	Target	Actual Date	Actual
Start Year:	2013 Baseline: TBD	7/31/2013	100%	1/1/0001	
DOE Indicator:	(none)				
Perspective:	Teaching and Learning				
Period:	Semi-Yearly				
Measure:	STANTON: % scale growth (F-W/W-S) for students in Extended day Academy in ELA	Target Date	Target	Actual Date	Actual
Start Year:	2013 Baseline: TBD	2/1/2013	10%	1/1/0001	
DOE Indicator:	(none)	6/30/2013	10%	1/1/0001	
Perspective:	Teaching and Learning				
Period:	Semi-Yearly				

Measure:	STANTON: % scale growth (F-W/W-S) for students in Extended day Academy in Math	Target Date	Target	Actual Date	Actual
Start Year:	2013 Baseline: TBD	2/1/2013	10%	1/1/0001	
DOE Indicator:	(none)	6/30/2013	10%	1/1/0001	
Perspective:	Teaching and Learning				
Period:	Semi-Yearly				
Measure:	STANTON: % of ELA classes using Achieve 3000 two times per week in classroom instruction	Target Date	Target	Actual Date	Actual
Start Year:	2013 Baseline: TBD	12/31/2012	85%	1/1/0001	
DOE Indicator:	(none)	6/30/2013	100%	1/1/0001	
Perspective:	Teaching and Learning				
Period:	Semi-Yearly				
Measure:	MARBROOK: % of Dolphin Dugout attendees demonstrating F-W/W-S academic growth	Target Date	Target	Actual Date	Actual
Start Year:	2013 Baseline: TBD	2/1/2013	85%	1/1/0001	
DOE Indicator:	(none)	6/30/2013	100%	1/1/0001	
Perspective:	Teaching and Learning				
Period:	Semi-Yearly				

Objective 4.5: PZ Objective 4: To ensure success by offering programming and supports that meet the unique needs of the student population

Objective Narrative:

LEWIS:

Governance Structure

District Governance:

In order to provide targeted support to struggling schools, Red Clay will establish a new District Turnaround Office (DTO) to manage and support all schools in the Partnership Zone. In the first year, DTO responsibilities will entail the coordination, management, and evaluation of the various initiatives, strategies and timelines associated with William C. Lewis Dual Language Elementary School, Marbrook Elementary School, and Stanton Middle School, Red Clay's Partnership Zone Schools. In addition the District Turnaround Office has the authority to communicate, mandate and approve necessary corrections in order to achieve the stated outcomes related to student achievement and instruction. The Director of School Turnaround will hold monthly meetings with the PZ Advisory Council and provide them monthly reports. Information discussed at the PZ Advisory Council Meetings will be distributed and discussed with schools via weekly school meetings with building administration.

The Director of School Turnaround position is part of the PZ plan. The Director will facilitate and monitor development of draft and final Partnership Zone (PZ) plan submissions by the individual PZ schools. The Director will facilitate submission of the PZ plans in accordance with DOE timelines, and achieve approval from DOE on the PZ plans. The Director will coordinate and monitor the implementation of the PZ plans once approved at each school. The Director of School Turnaround will facilitate/participate in meetings of the PZ schools, coordinate regular updates on the PZ plans, present updates of PZ plans to the Red Clay Board of Education and community. Also the Director will have a system in place to capture project measurements and evaluate.

Five Core Functions of a District Turnaround Office:

The District Turnaround Office will perform five core functions, which together comprise a streamlined system for delivering resources more efficiently to the schools in greatest need.

1. Attracting and Supporting Partners

The DTO will work with schools to recruit, attract, and vet all potential partner organizations. Partnership Zone schools will work with an array of partners to provide targeted programs, professional development and training, and management support to meet their achievement goals. Support may range from small-scale program enhancements such as volunteer tutoring, to contracted partners, providing in depth professional development(see focus area 1 for list) The DTO will ensure that all partnerships with external organizations are clearly defined, properly executed, and well positioned to effect change within the school.

DTO functions may include:

- Matching schools to appropriate intervention models (e.g., turnaround, restart, or transformation) and Lead or Supporting Partners by serving as a source of information and decision making body to align schools with best-fit improvement strategies
- Creating a partner-friendly context which assures operators will receive the flexibility needed to affect school-level change
- Issuing Requests for Proposals (RFPs) for external partners

2. Coordinating School Support

Whether from partners or district resources, the DTO must make certain that the services a school receives are aligned with its true needs and are having the intended impact.

DTO functions may include:

- Liaising with other district offices to ensure promised autonomies for schools
- Streamlining operational and back office support services
- Creating clear lines of communication within the district to ensure school leaders can apply resources effectively
- Reducing or eliminating redundancies and unneeded interference from the district, state, and other partners

3. Fostering Human Capital

Human capital is the cornerstone of any reform strategy, and in the case of transformation, it is especially critical both to secure top-tier employees and to be sure they have the autonomy necessary to utilize their unique skills.

DTO functions may include:

- Attracting high quality talent from both inside and outside of the district by crafting incentives and favorable conditions (e.g., allowing principals to build their own teams)
- Liaising with other partners working on developing human capital (e.g., Delaware Leadership Program, Teach for America, Delaware Teaching Fellows etc.)
- Supporting the creation of modified collective bargaining agreements
- Helping bridge district hiring practices with future lead partners

4. Accountability and Oversight

In tandem with its mission of individualized support, the DTO must also provide individualized accountability by setting aggressive but customized performance targets. The Red Clay

DTO will develop a performance management system for all Partnership Zone schools and train district and school personnel in using the system for increased accountability.

DTO functions may include:

- Collecting, analyzing, and disseminating data, including by issuing school report cards and designing progress metrics (with the Research and Evaluation Office)
- Developing systems of reciprocal accountability, e.g., hold facilities, transportation, nutrition, technology, special services, human resources, research and evaluation, data, curriculum, budget office, and DSC accountable for how well they support turnaround schools/partners
- Interpreting policy, including state compliance mandates and collective bargaining requirements
- Assuring transparency and access for key stakeholders

5. Securing Resources

The DTO acts as advocate for the schools under its umbrella, working to direct district and external resources towards areas of identified need.

DTO functions may include:

- Aligning existing funding streams from local, state, and federal funds (e.g., Title I) to reflect the district commitment to its neediest schools
- Liaising with other state and district offices (e.g., grants management) to be sure turnaround schools receive priority
- Pursuing outside funding opportunities (possibly in conjunction with Lead Partners)

Assembling a District Turnaround Office

The District Turnaround Office is an innovative organizational structure that provides targeted support to low-performing schools to allow for greater efficiencies and autonomies at the school level. Red Clay recognizes that building a DTO is an ongoing process and therefore anticipates that the structure, roles, and responsibilities of the DTO may go through several iterations as the number of Partnership Zone schools and nature of support needed evolves. Staff for the District Turnaround Office includes the Director of School Turnaround and secretary. Other staff members are utilized as needed.

Coordinate, Manage, and Evaluate initiatives:

The district is in the process of developing a new project management plan application with the Data Service Center. Expected to launch in late January/early February 2012, the application will serve as a progress monitoring tool. The application will facilitate DTO performance management while also allowing for project management at the activity/deliverable levels. This application will be used to track and communicate progress on tasks, deliverables, and activities.

In regards to ELL populations, recommendations from a consultant such as George Washington University will be reviewed, analyzed, and implemented if appropriate for the school. A Lead Partner as an evaluator of progress may be used. Additionally, a staff member could be added to the DTO.

Red Clay will use the 2011-2012 planning year to put key strategies in place to address several critical components of organizational development:

- District Commitment – Securing the necessary buy-in, support, and autonomy from district leadership to effectively launch and run an independent DTO
- Needs Assessment – The district will initiate a system-wide diagnostic to determine what is/isn't working in the current district structure, what barriers might exist to building a DTO, and what core efficiencies could be achieved through realignment
- Staffing – The district will build strategies to identify, hire, and empower highly skilled change agents to help improve schools
- School-level Planning – Determine which schools (including but not exclusive to PZ schools) will be managed by the DTO and how services will be aligned with individual school needs.
- Communications and Outreach – Planning and implementing strategies to engage and unite all stakeholders around the mission of supporting PZ schools
- Accountability and Oversight – Design system and processes to measure achievement gains in schools, monitor implementation and success of school plans, and intervene swiftly in schools that are experiencing challenges

District Turnaround Officer:

See flow chart in appendices.

DTO Leadership competencies

The Director of School Turnaround will oversee all operations of the DTO and will serve as the primary liaison with all district offices. While highly capable leaders have emerged from a wide variety of backgrounds, the following skills and experiences are especially critical to fulfill in the core team:

Required:

- Turnaround, school management, or senior management experience
- Demonstrated ability to make data-based decisions
- Ability to network and build relationships in neighborhood communities
- Strong communication, presentation and interpersonal skills across audiences
- Experience managing cross-functional teams and complex systems
- Experience in strategic planning and change management
- Experience as a teacher or principal, especially serving a similar population of students
- Demonstrated success turning around a low-performing school or increasing student achievement

- Established local relationships within the LEA and the community at large

Examples of School-Based responsibilities (per school):

- a) On site 7 hrs. Per week
 - i. Monitor PLC's
 - ii. Monitor SLC's (when applicable)
 - iii. Monitor Site-based Leadership through observation and report of:
 - o Walk-throughs / feedback
 - o DPAS evaluations/ feedback
 - o Participation in PLC's
 - o Participation in SLC's (when applicable)
 - iv. Monitor Professional Development implementation, staff engagement, and alignment to common core.
 - v. Review and monitor the implementation of RTI programming
 - vi. Monitor the scheduling and administration of DCAS
- b) Review Bi-weekly status report with site leadership
 - i. Develop and utilize a Bi-weekly monitoring report
 - ii. (report is a concise document that is aligned to the major initiatives and data points outlined in the plan)
 - o Data Points include: attendance (staff and student), discipline, assessment, etc...
 - o Comprehensive review of Project Strategies/Objectives
 - o Monthly setting of targets and review of progress. Course correct as necessary.

Examples of District-Based Responsibilities:

- a. Facilitate and schedule District PZ Advisory Council monthly walk-throughs
 - a. Participants include: Deputy Superintendent, Directors of Elementary and Secondary Education, Manager of RTTT, Manager of Federal Programs, Educational Consultants and Director of School Turnaround (Additional managers and supervisors included on an as needed basis)
- b. Submit Monthly Status report to District PZ Advisory Council
- c. Facilitate a Monthly District PZ Advisory meeting (status update)
- d. Submit Monthly Status Report for each school
- e. Facilitate BI-weekly site visits with DDOE School Turnaround Unit
- f. Facilitate Monthly Status Report and meeting with DDOE School Turnaround Unit

Examples of Progress Monitoring:

- a. The Deputy Superintendent evaluates all PZ Leadership.
- b. Leadership: Quarterly review should reflect development of the project plan including implementation of key project components, monitoring of school programs and processes and student growth.
- c. Conducts weekly progress monitoring calls/contacts with PZ school leaders and school-based district support staff.
- d. Create a Roles and Responsibilities Matrix for each school, whereas specific outcomes and measures are in place and assigned to an owner who will be accountable for implementation. This process consists of the identified roles and level of responsibility the individual has in the effective implementation of each school PZ plan.
- e. Mid-year formative evaluations are completed.

Building Governance:

In order to facilitate the appropriate staff assignments upon the approval of this plan, the Principal has the autonomy to develop the intervention protocols as well as hire, monitor, evaluate, and dismiss staff at William C. Lewis Dual Language Elementary School. The Principal will have discretion in the selection of the Assistant Principal assigned to the school. There is a need to collaborate with the Human Resources Department to develop job descriptions to fill staff positions based on the needs of the students to accelerate achievement.

The Principal is responsible for the administration of the total school program and serves as the instructional leader for the staff, students and community. These responsibilities include establishing a climate conducive to learning, clarifying roles and expectations, long range planning and coordinating community involvement in the total school. The Principal will provide leadership in the strategic planning of instructional programs that support teacher effectiveness and enhance student learning. The Principal will have the support of an Assistant Principal, who will work under the direction supervision of the Principal and assist with establishing a climate conducive to learning and ensuring conditions that will promote effective utilization of available resources. The School Administrative Manager, a specialist position, will support the administrative team by being responsible for overseeing the facilities management of the school site in a manner that frees the building principal to spend more time on instruction. Efforts will be coordinated with the Transportation and the Nutrition Department and Special Services to ensure that staffing aligns to the flexible operation initiatives within the plan.

Job Title: Principal (William C. Lewis Dual Language Elementary School)

Position Summary:

The primary role of the Principal is to provide leadership in the strategic planning of instructional programs that support teacher effectiveness and enhance student learning. The Principal supports the mission of the district and demonstrates school leadership in the following ways:

- Communicate the school mission and fosters a school culture that emphasizes academic achievement for all students.
- Supports the school community in its efforts to increase parental involvement.
- Develop a master schedule that supports differentiated learning experiences, maximizes instructional time, and is aligned to the instructional needs of students.
- Plan and provide professional development experiences during the school day and after school for teachers.
- Promote instructional innovation that influences and improves the entire school from within.
- Analyze assessment data to drive decision making regarding effective instruction and student progress.
- Regularly facilitate staff, department and 1:1 meetings to support school-wide and individual teacher goals.
- Use formal observations and DPAS II procedures to provide feedback to teachers regarding their performances.
- Use the DPAS II protocol to document ineffective teacher performance and provide this documentation to the Office of Human resources.
- Establish a culture supporting strategic planning within small learning communities of teachers.
- Develop and sustain, in conjunction with the administrative office, a program of public relations to establish and maintain favorable relationship with the community, local groups, and individuals to foster understanding and solicit support for overall school objectives and programs.
- Develop, in cooperation with input from teacher leaders, the school's budget and administer the budget allocated from the district and other federal funding sources.
- Principal will be responsible for the recommendation for staff hiring and recommendation for staff termination.

Job Title: Assistant Principal (William C. Lewis Elementary School)

Position Summary:

The primary role of the Assistant Principal is to work under the supervision and direction of the Principal. The Assistant Principal serves as building manager and instructional leader for the staff, students and community. These responsibilities include:

- Establishing a climate conducive to learning, clarifying roles and expectations, and coordinating community involvement in the total school program.
- Communicate the school mission and fosters a school culture that emphasizes academic achievement for all students.
- Supports the school community in its efforts to increase parental involvement.
- Assist with the planning, supervising and directing the business operation of the school in accordance with district policies and procedures, including the development and administration of the school budget.
- Develop school plans and organizational procedures for the health, safety, discipline and conduct of pupils as established at the district and building level.
- Plan and facilitate after school programs and academic clubs for student body.
- Analyze assessment data to drive decision making regarding effective instruction and student progress.
- Regularly facilitate staff, department and 1:1 meetings to support school-wide and individual teacher goals.
- Use formal observations and DPAS II procedures to provide feedback to teachers regarding their performances.
- Use the DPAS II protocol to document ineffective teacher performance and provide this documentation to the Office of Human resources.
- Establish a culture supporting strategic planning within small learning communities of teachers.
- Perform other duties and tasks assigned by the Principal.

Job Title: School Administrative Manager (William C. Lewis Dual Language Elementary School)

Position Summary:

Manage school activities, including supervision of classified support personnel. Selects and provides training for classified staff. Manage and coordinate such activities as instructional rather than managerial tasks. The School Administrative Manager (SAM) is responsible for overseeing the administrative and facilities management responsibilities of a school site in a manner that frees the building principal to spend more time on instruction. The School Administrative Manager will support the school in the following ways:

- Manage school activities, including supervision of classified support personnel
- Select and provide training for non-instructional staff
- Manage and coordinate such activities as special events, transportation, and building maintenance
- Helps principal focus on instructional rather than managerial tasks.
- Completes Time Track daily with principal.
- Develops systems within the school to limit principal time spent on management work.
- Assumes responsibility for administration of the school in the absence of certificated administrators.
- Supports the Principal in the Supervision of all non-instructional related activities.
- Manages all school scheduling, special events, field trips, cafeteria, transportation, maintenance, playgrounds and cleaning.
- Plan, manage and supervision of the extra-curricular programs including managing community use of school site.
- Manages school budget and maintains appropriate records for all local school fiscal affairs in accordance with state and system-wide accounting practices.
- Responsible for disaster preparation, fire drills, student, staff and public safety, student health.
- Maintains equipment, textbook and supply inventories.
- Monitors student attendance and coordinates effort to improve student attendance.
- Plans & coordinates to maintain a positive, safe learning environment for students by assisting with student behavior management.

- Promotes the school and District through positive relations with community, business, parents, and students.
- Plans for and provides orientation, transition, and school programs information to students, parents, and staff.
- Administer and supervise the maintenance of the physical facilities.
- Performs other duties as assigned by the Principal.

Commitment Letter:

Once the Partnership Zone plans are approved by DOE, the commitment will be distributed on February 9 at the school faculty meeting as well as time for Q and A on the plan. All staff would be required to return the signed letter by March 1

MARBROOK:

Based on 2011 DCAS data Marbrook students performed below proficiency level. In order to ensure that students are receiving diverse instructional experience that mirrors the diversity and needs of our students, the MEC is implementing a reconfiguration of the existing schedule to provide expanded instructional time.

Currently Marbrook's grade level homerooms are scattered throughout the school. This configuration is not conducive to grade level collaboration. As a result of this investigation, the PZ design team suggests classroom relocation. A classroom relocation project will be developed and grade level teachers will be cohorted. This clustering of classrooms will encourage an enhanced atmosphere of management, collaboration, and flexible grouping according to students' instructional needs.

Through the time analysis approach, the MEC PZ design team is proposing the following changes to the established daily schedule with the ultimate goal of increasing student instructional time.

- Student instructional day begins at 8:35
- Grab-and-go breakfast
- Bundle lunch and recess into one 45 minute period
- Hire 4 reported time personnel staff members to assist with lunch and recess duty for 4 hours each day
- Student dismissal at 3:40

District Governance:

In order to provide targeted support to struggling schools, Red Clay will establish a new District Turnaround Office (DTO) to manage and support all schools in the Partnership Zone. In the first year, DTO responsibilities will entail the coordination, management, and evaluation of the various initiatives, strategies and timelines associated with William C. Lewis Elementary Dual Language School, Marbrook Elementary School, and Stanton Middle School, Red Clay's Partnership Zone Schools. In addition the District Turnaround Office has the authority to communicate, mandate and approve necessary corrections in order to achieve the stated outcomes related to student achievement and instruction. The Director of District turnaround will hold monthly meetings with the PZ Advisory Council and provide them monthly reports. Information discussed at the PZ Advisory Council Meetings will be distributed and discussed with schools via weekly school meetings with building administration.

Five Core Functions of a District Turnaround Office:

The District Turnaround Office will perform five core functions, which together comprise a streamlined system for delivering resources more efficiently to the schools in greatest need.

1. Attracting and Supporting Partners

The DTO will work with schools to recruit, attract, and vet all potential partner organizations. Partnership Zone schools will work with an array of partners to provide targeted programs, professional development and training, and management support to meet their achievement goals. Support may range from small-scale program enhancements such as volunteer tutoring, to contracted partners, providing in depth professional development(see focus area 1 for list) The DTO will ensure that all partnerships with external organizations are clearly defined, properly executed, and well positioned to effect change within the school.

DTO functions may include:

- Matching schools to appropriate intervention models (e.g., turnaround, restart, or transformation) and Lead or Supporting Partners by serving as a source of information and decision making body to align schools with best-fit improvement strategies
- Creating a partner-friendly context which assures operators will receive the flexibility needed to affect school-level change
- Issuing Requests for Proposals (RFPs) for external partners

2. Coordinating School Support

Whether from partners or district resources, the DTO must make certain that the services a school receives are aligned with its true needs and are having the intended impact.

DTO functions may include:

- Liaising with other district offices to ensure promised autonomies for schools
- Streamlining operational and back office support services
- Creating clear lines of communication within the district to ensure school leaders can apply resources effectively
- Reducing or eliminating redundancies and unneeded interference from the district, state, and other partners

3. Fostering Human Capital

Human capital is the cornerstone of any reform strategy, and in the case of transformation, it is especially critical both to secure top-tier employees and to be sure they have the autonomy necessary to utilize their unique skills.

DTO functions may include:

- Attracting high quality talent from both inside and outside of the district by crafting incentives and favorable conditions (e.g., allowing principals to build their own teams)
- Liaising with other partners working on developing human capital (e.g., Delaware Leadership Program, Teach for America, Delaware Teaching Fellows etc.)
- Supporting the creation of modified collective bargaining agreements
- Helping bridge district hiring practices with future lead partners

4. Accountability and Oversight

In tandem with its mission of individualized support, the DTO must also provide individualized accountability by setting aggressive but customized performance targets. The Red Clay DTO will develop a performance management system for all partnership Zone schools and train all district and school personnel in using the system for increased accountability.

DTO functions may include:

- Collecting, analyzing, and disseminating data, including by issuing school report cards and designing progress metrics (with the research and evaluation office)
- Developing systems of reciprocal accountability, e.g., hold facilities, special services, human resources, nutrition, technology, transportation, research and evaluation, data, curriculum, budget office, and DSC accountable for how well they support turnaround schools/partners
- Interpreting policy, including state compliance mandates and collective bargaining requirements
- Assuring transparency and access for key stakeholders

5. Securing Resources

The DTO acts as advocate for the schools under its umbrella, working to direct district and external resources towards areas of identified need.

DTO functions may include:

- Aligning existing funding streams from local, state, and federal funds (e.g., Title I) to reflect the district commitment to its neediest schools
- Liaising with other state and district offices (e.g., grants management) to be sure turnaround schools receive priority
- Pursuing outside funding opportunities (possibly in conjunction with Lead Partners)

Assembling a District Turnaround Office

The District Turnaround Office is an innovative organizational structure that provides targeted support to low-performing schools to allow for greater efficiencies and autonomies at the school level. Red Clay recognizes that building a DTO is an ongoing process and therefore anticipates that the structure, roles, and responsibilities of the DTO may go through several iterations as the number of Partnership Zone schools and nature of support needed evolves. Staff for the District Turnaround Office includes the Director of School Turnaround and secretary. Other staff members are utilized as needed.

Coordinate, Manage, and Evaluate initiatives:

The district is in the process of developing a new project management plan application with the Data Service Center. Expected to launch in late January/early February 2012, the application will serve as a progress monitoring tool. The application will facilitate DTO performance management while also allowing for project management at the activity/deliverable levels. This application will be used to track and communicate progress on tasks, deliverables, and activities.

In regards to ELL populations, recommendations from a consultant such as George Washington University will be reviewed, analyzed, and implemented if appropriate for the school. A Lead Partner as an evaluator of progress may be used. Additionally, a staff member could be added to the DTO.

Red Clay will use the 2011-2012 planning year to put key strategies in place to address several critical components of organizational development:

- District Commitment – Securing the necessary buy-in, support, and autonomy from district leadership to effectively launch and run an independent DTO
- Needs Assessment – The district will initiate a system-wide diagnostic to determine what is/isn't working in the current district structure, what barriers might exist to building a DTO, and what core efficiencies could be achieved through realignment
- Staffing – The district will build strategies to identify, hire, and empower highly skilled change agents to help improve schools
- School-level Planning – Determine which schools (including but not exclusive to PZ schools) will be managed by the DTO and how services will be aligned with individual school needs.
- Communications and Outreach – Planning and implementing strategies to engage and unite all stakeholders around the mission of supporting PZ schools

- Accountability and Oversight – Design system and processes to measure achievement gains in schools, monitor implementation and success of school plans, and intervene swiftly in schools that are experiencing challenges

District Turnaround Officer:

DTO Leadership competencies

The District Turnaround Officer will oversee all operations of the DTO and will serve as the primary liaison with all district offices. While highly capable leaders have emerged from a wide variety of backgrounds, the following skills and experiences are especially critical to fulfill in the core team:

Required:

- Turnaround, school management, or senior management experience
- Demonstrated ability to make data-based decisions
- Ability to network and build relationships in neighborhood communities
- Strong communication, presentation and interpersonal skills across audiences
- Experience managing cross-functional teams and complex systems
- Experience in strategic planning and change management
- Experience as a teacher or principal, especially serving a similar population of students
- Demonstrated success turning around a low-performing school or increasing student achievement
- Established local relationships within the LEA and the community at large

Examples of School-Based responsibilities (per school):

- a) On site 7 hrs. Per week
 - i. Monitor PLC's
 - ii. Monitor SLC's (when applicable)
 - iii. Monitor Site-based Leadership through observation and report of:
 - o Walk-throughs / feedback
 - o DPAS evaluations/ feedback
 - o Participation in PLC's
 - o Participation in SLC's (when applicable)
 - iv. Monitor Professional Development implementation, staff engagement, and alignment to common core.
 - v. Review and monitor the implementation of RTI programming
 - vi. Monitor the scheduling and administration of DCAS
- b) Review Bi-weekly status report with site leadership
 - i. Develop and utilize a Bi-weekly monitoring report
 - ii. (report should be a concise document that is aligned to the major initiatives and data points outlined in the plan)
 - o Data Points include: attendance (staff and student), discipline, assessment, etc...
 - o Comprehensive review of Project Strategies/Objectives
 - o Monthly setting of targets and review of progress. Course correct as necessary.

Examples of District-Based Responsibilities:

- a. Facilitate and schedule District PZ Advisory Council monthly walk-throughs
 - a. Participants include: Deputy Superintendent, Directors of Elementary and Secondary Education, Manager of RTTT, Manager of Federal Programs, Educational Consultants and Director of School Turnaround (Additional managers and supervisors included on an as needed basis)
- b. Submit monthly Status report to District PZ Advisory Council
- c. Facilitate a Monthly District PZ Advisory meeting (status update)
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Examples of Progress Monitoring:

- a. The Deputy Superintendent evaluates all PZ Leadership.
- b. Leadership: Quarterly review should reflect development of the project plan including implementation of key project components, monitoring of school programs and processes and student growth.
- c. Conducts weekly progress monitoring calls/contacts with PZ school leaders and school-based district support staff.

d. Create a Roles and Responsibilities Matrix for each school, whereas specific outcomes and measures are in place and assigned to an owner who will be accountable for implementation. This process should be unique and consist of the identified roles and level of responsibility the individual has in the effective implementation of each school PZ plan.

e. Mid-year formative evaluations are completed.

Marbrook's governance structure will include the principal and an assistant principal to focus on the taught, assessed and aligned curriculum. Members of the MEC will have the opportunity to become part of the school success team, teacher leaders or coordinators. The staff members in these leadership positions will work closely with the administration to ensure student success.

In order to facilitate the appropriate staff assignments, as the instructional leader, The Marbrook Principal has the autonomy to develop the intervention protocols as well as hire, monitor, evaluate, and dismiss staff at Marbrook Elementary School. There is a need to collaborate with the Human Resources Department to develop job descriptions to fill staff positions based on the needs of the students to accelerate achievement.

Commitment Letter:

Once the Partnership Zone plans are approved by DOE, the commitment will be distributed on February 9 at the school faculty meeting as well as time for Q and A on the plan. All staff would be required to return the signed letter by March 1.

STANTON:

Flexible operating conditions will afford the principal of Stanton Middle School the autonomy to make changes that will affect school improvement and increase student achievement.

Flexible Operating Conditions

School Governance

In order to facilitate the role as instructional leader, the principal has the autonomy for the selection of instructional staff and staff in other leadership positions, including Assistant Principal and Academic Dean. The principal has the autonomy to develop the interview protocol as well as hire, monitor, evaluate, and dismiss staff at Stanton Middle School.

The Academic Dean assists the principal in implementing the instructional program for the school. This includes the DPAS II evaluation process, professional development, and PLCs.

The Assistant Principal assists the principal in managing school climate. This includes the implementation of the Student Code of Conduct, Positive Behavior Support (PBS) initiatives, and student attendance monitoring.

Extended Staff Work Year

Staff will be required to attend ten days of professional development (PD) in the summer of 2012 and the summer of 2013. The PD will be broken down as follows: five days will take place in June at the end of each school year, and five days will take place in August prior to the start of each school year. There will also be a PD requirement for during the school year. Staff will be required to attend three two-hour sessions of PD that will take place after the school day. The focus of the PD in 2012 will include the following:

1. Marzano's Nine Instructional Strategies for Effective Teaching and Learning
2. Effectively teaching in a block schedule
3. SMARTboard training
4. Second Step Advisory Curriculum
5. Collecting and analyzing student data using i-Tracker Pro
6. Inclusive instruction

Governance Structure

District Governance:

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- e. Mid-year formative evaluations are completed.

Commitment Letter:

Once the Partnership Zone plans are approved by DOE, the commitment will be distributed on February 9 at the school faculty meeting as well as time for Q and A on the plan. All staff would be required to return the signed letter by March 1.

WARNER:

See 1003g SIG application.

Need(s) Influenced by this Objective:

1	Staff & Community Need	(School Administration) Increase teacher effectiveness in classrooms and provide leadership in continuous improvement of instruction.
2	Staff & Community Need	(Instructional Staff) Classrooms need effective management strategies and promotion of understanding, tolerance, and acceptance of diversity in the educational environment
3	Staff & Community Need	(All instructional staff) All teachers K-12 need professional development in translating state standards into classroom lesson, appropriate instructional methodology and assessments.
4	Staff & Community Need	(Red Clay PZ School Marbrook) To use resources to promote a school culture that compliments the diverse skill of staff and the needs of the school community
5	Staff & Community Need	(Red Clay PZ School Stanton) To use time and operations in a manner that promotes college and career readiness and inclusiveness
6	Staff & Community Need	(Red Clay PZ School Stanton) Provide a revised governance structure to facilitate learning and high achievement
7	Staff & Community Need	(Red Clay PZ School Lewis Dual Language) Provide a revised governance structure to facilitate learning and high achievement and fidelity to the adopted language program
8	Staff & Community Need	(Red Clay PZ School Marbrook) Provide a revised governance structure to facilitate learning and continuous achievement
9	Staff & Community Need	(Red Clay Focus School Warner) Provide a revised governance structure to facilitate high reading achievement and fidelity to the instructional program

Strategy(s):

Strategy 1: PZ Strategy 4.1: Secure sufficient operational flexibility (incl. staffing, calendar/time, budgeting)

1. Baltz 1003g: implement grab and go breakfast and ELA support 09/01/2014 - 06/30/2017
2. Baltz 1003 g: Utilize a partnership with the University of Delaware to hire 2 graduate assistants to support small group instruction 09/01/2014 - 06/30/2017
3. Baltz 1003g: Support the Shared costs of the DTO; the DTO provides oversight and support under a new governance structure. 09/01/2014 - 06/30/2017
4. Baltz 1003 g: Redesign the master schedule to use reported time aides to provide support with lunch and recess duty, to allow core content staff additional collaborative time for ELA success 09/01/2014 - 06/30/2017
5. Baltz 1003 g: Redesign the use PLC time to develop common lessons, instructional strategies, and assessments 07/01/2014 - 06/30/2017

Strategy 2: PZ Strategy 4.2: Adopt a new governance structure

- | | |
|---|-------------------------|
| 1. Baltz 1003 g: Support District Turnaround Office activities related to Baltz transformation plan success | 09/01/2014 - 06/30/2017 |
| 2. Baltz 1003g: DTO will supervise the Baltz coordination and management of the transformation plan and evaluate initiatives | 09/01/2014 - 06/30/2017 |
| 3. Baltz 1003g: Use the position of Academic Dean to provide leadership in the strategic planning of instructional programs that support teacher effectiveness and enhance student learning | 09/01/2014 - 06/30/2017 |
| 4. Baltz 1003g: DTO will develop a contract with an external partner who's experienced in assisting LEAs and low-performing schools in setting the stage for change and building transformative leadership capacity to achieve that change. | 08/18/2014 - 06/30/2017 |
| 5. Baltz 1003g: DTO oversee the Baltz leadership team's evaluation of the effectiveness and implementation of Professional Learning Communities. | 08/18/2014 - 06/30/2017 |

Strategy 3: PZ Strategy 4.3: Support flexible operating conditions

- | | |
|--|-------------------------|
| 1. Stanton Act. 1: Technology support staff shared with Lewis and Marbrook | 07/01/2012 - 06/30/2014 |
| 2. Marbrook Act. 1: Hire 4 reported time staff members | 08/01/2012 - 06/30/2014 |

Measure(s):

There are no measures associated with this objective.

Objective 4.6: PZ Objective 5: To ensure success by establishing and maintaining a positive school climate with strong family and community engagement

Objective Narrative:

LEWIS:

The William C. Lewis Dual Language Elementary School is firmly embedded in the belief that family/community involvement is directly tied to student achievement. Expanding upon that belief system is recognizing William C. Lewis' culturally diverse population. The William C. Lewis Dual Language Elementary School's community will develop and implement activities to increase family and community involvement.

Parent and community involvement are minimal due to the lack of sufficient opportunities. There were no scheduled events/opportunities for parents to be involved in the school community or their child's education. For the past five years, there is lack of parent leadership and non-existent PTA leadership board. There is little to no evidence of parent surveys, student surveys and teacher surveys focused on increasing the parental and community involvement opportunities.

The new administration was appointed to Lewis in July 2011. The principal issued a parent survey focused on needs and desires of parents regarding their involvement in the school. One hundred and thirty seven surveys were returned. Responses of the survey included; ESL classes, ongoing counseling for PTSD, opportunities to volunteer in classrooms and input in planning monthly events. Administration and parent leadership will develop and distribute surveys focused on school climate, parent education, and other issues impacting student achievement. Surveys will be analyzed and programs will be developed based on the results.

In order to address the lack of parent and community involvement at William C. Lewis Dual Language Elementary School these assurances will be provided:

Parent Forums to Support Communications regarding the Partnership Zone Process – Supports parent forums and community suppers to share information to all school stakeholders regarding the transformation process at William C. Lewis Dual Language Elementary School. The forums will Forums began in January, 2012. Upcoming parent forums will were be held: January 9, 2012; February 13, 2012; March 12, 2012 and will continue throughout the school years. Upcoming parent forums will be held biweekly and will continue throughout the school year. The number of parent forums to be held will be reevaluated based on participation to ensure active participation of families in supporting their child's learning. On May 14, 2012, parents voted to have biweekly meetings to hold parent forums regarding literacy, math, technology, and other areas to support their child's learning. Parents met in groups by focus areas. They discussed highlights of each focus area. We recorded parent questions and parents voted on how often they wanted to meet and the time. At this point parents have asked to meet biweekly. We are involving parents and using their input to create a communication process that will work for all. As the year progresses parents could vote to change the meeting times and dates. Our goal is to build trust and confidence in the school, meet the needs of our families, and help families support student learning. A brief school update will also be given at the forums. Community suppers are directly tied to the parent forums. The suppers are intended to encourage attendance at the forums by meeting families' needs.

Proud Parents Program supports a combination of parent involvement needs. Through a survey administered in September 2011, parents expressed a desire to learn more about nutrition, exercise, ways to help their children, immigration issues, post-traumatic stress disorder in addition to many other topics. The newly created Lewis Parent Involvement Team will be comprised of the administration, social worker, guidance counselor and other staff. This team will host a parent education forum series once a month. Each session will include a social and educational component.

o Parent Educational Programs- The purposes of the activities outlined are to enhance parent literacy skills, and provide them with resources so that they are more equipped to help their child/children with schoolwork and provide training and resources to parents so that they are able to reinforce what their students are learning at school. In addition, they are able to enhance their own literacy skills, and become more confident in helping with homework. Research states that "family and community engagement are increasingly seen as powerful tools for making schools more equitable, culturally responsive, and collaborative" (Auerbach, p. 10). In addition to the parent technology education we will also be offering ESL classes for Lewis parents. These classes will be offered in small groups, over 18 week sessions. The instructors will be contracted through the Latin American Community Center.

- Parent Technology Project- William C. Lewis Dual Language Elementary School Parent Cookbook- In order to help parents become more involved in their children's education, the Lewis staff will initiate a Lewis family cookbook. Parents will share their love of food and culture by producing a cook book. They will receive training on the use of the computer to publish this work of art. They will be taught formatting, use of graphics, basic typing skills, etc. The hope is that parents will increase their confidence as learners, build literacy skills, and learn how to use technology.

- "Parent Center" in the Literacy Resource Room- William C. Lewis Dual Language Elementary School plans to expand resources for parents to utilize as they assist their child's academic growth. The center will provide parent experiences through technology integration and academic supports all specific to the individual child's needs. Materials will be added that can be given to parents to use at home. These materials will be available for all grade levels, and they will directly relate to student's instructional needs, across grade-levels. The use of the materials will be modeled for the parents, and the value of the activity will also be explained before leaving the resource room. The school counselors and social workers will support this resource as a part of their valuable work with Lewis parents.

- Positive Behavior System (PBS) – School Year 2010-2011 marked the school-wide implementation of PBS. The PBS program will continue over the next three school years. Enhancements will be made to the structure and organization of the program (PBS student/teacher education, school-wide assemblies and celebrations, individual student behavior plans, systematic distribution of incentives).

Coordinator of Educational Activities & Coordinator of Family/ Community Activities

Teachers who fill these roles will receive a \$2,500/year stipend upon completion of roles and responsibilities as determined by the principal. Responsibilities for these positions include coordinating, planning, and implementing events, creating and reviewing parent surveys, tracking data and adjusting programs as necessary. A roles and responsibility matrix will be created for each position.

MARBROOK:

The MEC is firmly embedded in the belief that family/community involvement is directly tied to student achievement. Expanding upon that belief system and recognizing Marbrook's culturally diverse population, the MEC will develop and implement activities to increase family and community involvement. The MEC has identified a need for broader engagement with all families of Marbrook students, in particular Spanish speaking families.

There is scant parent and community involvement due to a lack of sufficient opportunities to involve family and community members in school wide educational and non-educational events. Presently there are only 2 PTA sponsored events and 2 educational based parent trainings through Marbrook's Title I program. Additionally, the Hispanic turnout at these events was extremely low. This is possibly due to several factors:

- fear over status of being an undocumented worker
- stigma over lack of English language abilities
- no transportation provided to events
- lack of incentive for attendance
- inconsistent staff support
- no Hispanic representative on PTA executive board
- no Spanish speaking representative on PTA executive board

There is little to no evidence of parent surveys, student surveys and teacher surveys focused on increasing the parental and community involvement opportunities.

In April of 2012 the MEC will send home a family survey, in both English and Spanish, to determine the perceived needs of the Marbrook families in supporting their child's academic growth. Additionally, prior to the end of the school year, all staff will be surveyed in order to assess the support the willing to provide Marbrook families. Ultimately, the Marbrook team would like to provide social and academic support experiences to the families in the Marbrook community. The MEC will implement monthly family based enrichment activities based on the results of these surveys.

Marbrook will offer several educational activities for families:

Bi-monthly Literacy Booth and Literacy Bags

The MEC team is revisiting the implementation of literacy booths and literacy bags. The goal is to promote attendance of all stakeholders including our Hispanic population. The MEC is going to revise and reestablish these programs under the leadership of the parent educational coordinator. The purpose of the Title I Literacy Booth is to provide families with tools to assist their children in building essential literacy skills at home. The Literacy Booth will span from Kindergarten through the Fifth grade level. The booth will provide English and Spanish materials and individualized support to families. Materials will include Parent Homework Dictionaries, books that provide reading strategies, bookmarks with reading tips and handouts on various reading techniques and methods to practice at home. Time will be allotted for individual question and answer sessions, as well as time to make tailored materials to meet individual family needs. The focus will be on home/school partnerships, involving parents in their child's academic success and improving the reading achievement of Marbrook students. Each participating family is asked to fill out a survey on the usefulness of the materials and information given at each session. In return, the families get to keep the materials provided to work on academic skills at home with their children. The parent educational coordinator will develop, distribute and review parent satisfaction surveys to the Marbrook families to determine the success and value of each event.

English Language classes will be offered through Back to Basics

English language classes will be offered once a week for 18 weeks. "Back to Basics Learning Dynamics" course for parent's centers on improving communication skills and increasing confidence in speaking English. This course offers parents a unique opportunity to increase their level of English, practice their conversational skills, and become more connected, communicative, and comfortable with their children's scholastic community." This is a new program at Marbrook designed to provide families with the opportunity to enhance their English language skills. Pre and post assessments will be provided through Back to Basics.

Parent Education Nights

Marbrook will hold monthly parent education nights in conjunction with the PTA meetings and family fun nights based on the needs revealed in the parent survey (April 2012). The MEC will work to offer educational opportunities for parents to support and encourage their children's academic development. The focus of these evenings will be to assist the parents in how they can best support the academic endeavors of their students in ELA and math. Parents will receive instruction and resources that will help their children find academic success. Some possible activities may include how to do a read aloud with your child, make and take educational games for both ELA and math, educational apps for cell phones and iPods, and educational websites that can be accessed from home. Marbrook will begin to hold parent education nights. The parent educational coordinator will develop, distribute and review parent satisfaction surveys to the Marbrook families to determine the success and value of each event.

NetBook Giveaways

Marbrook will provide an attendance incentive in the form of a netbook raffle at the conclusion of every other PTA meeting/family fun night (4 times a year). This will support the school's technology initiative by providing select families with a home tool. The success of this program will be measured by increased attendance at Marbrook parent events to be monitored by the parent educational event coordinator.

In addition, the MEC has recognized the need to incorporate non curricular family and community activities in partnership with the school and the staff to foster a shared experience in a secure and inviting community. The MEC will develop a strong connection between home and school by opening its doors to families beyond the academic day. The following school/community building activities are under consideration for implementation in the 2012-2013 school year. A minimum of 5 activities will be developed and implemented in year one and 8 activities in year two:

- Muffins with Mom
- Grandparent Fairy Tale breakfast
- Bagels with Dad
- Girls on the Run
- Soccer/Reading Intermural league
- Multi-cultural theme nights involving music, food and dance
- Community suppers
- Dolphin Dazzlers meet for breakfast (monthly award incentives for behavior and/or academic successes)
- Child care during the English language classes
- Family movie night

Base line data including parent attendance and feedback of the value of the activities will be collected during these events through parent surveys. Each of the surveys will include an area for parent input and be available in both English and Spanish. Benchmarks will be determined through collection of this baseline data starting in September 2012 to February 2013 to determine the measure of success of these events. From the data, the MEC will reevaluate, revise and further develop parent/community events to ensure that quality and valued events are being held.

Two stipend positions will be created to coordinate, plan and implement events. These staff members will also be responsible for creating and reviewing parent surveys, tracking data and adjusting programs as necessary. There will be one position for educational events and one position for family/community events.

Essential Strategies for family and community engagement to improve student outcomes

- Literacy booths
- Literacy bags
- English language classes
- Netbook giveaways for PTA meeting incentives
- Parent education nights
- Non-curricular community engagement events
- 2 coordinator positions

STANTON:

Family and community engagement is an essential element of any school improvement effort. Stanton Middle School believes in the importance of making families feel a part of the school and aims to help educate parents/guardians about how to support their children's education and development both in and out of school. Currently there is only one parent member of the PTA. During last year's Choice Open House, only four families visited. Stanton Middle School will implement several strategies to increase parent and family involvement in the educational process.

Additionally, research indicates that a positive school climate is an important educational condition and establishes the context in which learning takes place. Stanton will employ several strategies to enhance the school climate and create a more academic culture with a goal of reducing suspensions by 10%. Stanton will also begin to record data of parental attendance at school activities to establish baseline data in order to accomplish a goal of increasing parental participation.

Advisory

Many Stanton students lack a relationship with an adult advocate. According to school climate data in 2010-2011, only 64% of students reported believing that teachers at Stanton care about their students. Research shows that personalizing the learning environment is effective for enhancing achievement for all students, particularly students who are considered high risk. Stanton will implement an Advisory period that will meet at least biweekly. All staff members will be involved in the Advisory process. Each will be assigned to a small group of students. Advisory will provide an opportunity for staff to form relationships with students and focus on individual student needs. The Advisory period will serve the following two purposes.

1. Advisors will deliver the Second Step curriculum, a research-based middle school program that helps young adolescents make good choices and stay engaged in school. The program is lesson-based and emphasizes empathy and communication, bullying prevention, emotion management, problem-solving, goal-setting, and substance abuse prevention. The lessons are differentiated by grade level.
2. Advisory will be a vehicle for implementing the Individual Student Success Plan (ISSP). This will be a document created by Stanton Middle School that includes student goals

regarding DCAS scores, grades, and educational planning (high school and beyond). Additionally, Advisory will provide an opportunity to expand access to the state-provided online Student Success Plan (SSP) program Utilizing Career Cruising) to sixth and seventh grade students. The SSP is currently part of our eighth grade instructional program and provides personalized information regarding career and college readiness. Although students in grades six and seven are not able to save SSP information online, they are able to access all other Career Cruising features available to students in grade 8 and beyond.

Advisors will be required to make contact with parents/guardians of at least half of their advisees each month so that each family will be contacted bimonthly. Staff will begin to keep a log in order to track data on parent/guardian contacts. By analyzing this data, the school can set intermediate goals to increase interactions with parents.

Dress Code

Stanton Middle School will implement a new Student Dress Code for the 2012-2013 school year. The Dress Code will require students to wear a solid Polo/golf style shirt and tan (khaki) or black colored pants. The goal of the Student Dress Code is to create a climate at the school that promotes student achievement. Surveys were administered to staff, students, and parents, to obtain feedback about the Student Dress Code Proposal. 98% of staff was in favor of the proposal. Although only 19% of students were in favor of the Student Dress Code proposal, 77% of parents who responded to the survey were in favor.

Positive Behavior Support (PBS) System

Currently Stanton operates a PBS System and has seen a drop in student suspension rates. During the 2009-2010 school year, Stanton had 1039 suspensions. In 2010-2011 that number decreased to 891. Stanton will examine the effectiveness of the current PBS initiatives in Spring 2012 and look for areas of improvement. Revisions will be made as necessary.

Themed Evening Events

Parent involvement at Stanton Middle School is currently low. In order to increase parental engagement, we plan on conducting six themed evening events during the school year. These events will focus on academic topics such as reading/literacy and math as well as more general topics such as health and wellness. Each themed event will supply parents and families with ways they can support their student's success at home. Stanton will implement a multi-pronged approach to incentives for students and parents to attend these events with a goal of having at least 50 student representatives at each event. Final determinations will be made by the Building Leadership Team. Some ideas include giving PBS tickets to students whose parents attend and item giveaways.

Summer Home Visits

Stanton will implement a Summer Home Visit program beginning in the summer of 2012. The program will have staff members visit the homes of every rising 6th grade student. The goal of this program will be to create a welcoming environment for students new to Stanton. The program will also give staff members the opportunity to share information with students and their families that will help to facilitate the transition from elementary school to middle school. In order to increase the effectiveness of the home visits, the Summer Academy Coordinator will recruit Stanton staff to conduct the home visits. Staff will be compensated accordingly. Staff will follow up with families throughout the year through Advisory. Advisors will contact the family of each advisee at least bi-monthly. The themed evening events will provide another opportunity to follow up with these families.

Behavioral Health Consultant

Stanton will continue to provide the services of a Behavioral Health Consultant (BHC) provided by the State of Delaware's Division of Prevention and Behavioral Health Services. The BHC is a resource in the school for students who are acting out behaviorally and/or demonstrating mental health concerns. The BHC works with families to help them identify resources in the community that offer ongoing support.

WARNER:

See 1003g SIG application.

Need(s) Influenced by this Objective:

1	Staff & Community Need	(Professional Staff) Participate in activities to explore, modify and implement with success with similar populations.
2	Staff & Community Need	(Targeted Families) Families need options related to accessing information related to assisting their child and contributing to school success.
3	Student Need	(Incoming Kindergarten - 2nd grade students) Kindergarten children in targeted schools display learning needs and inexperience with structure and standards based learning.
4	Staff & Community Need	(Red Clay PZ School Lewis Dual Language) To use time and operations in a manner that promotes a response to student needs and is inclusive of the school community
5	Staff & Community Need	(Red Clay PZ School Marbrook) To use resources to promote a school culture that compliments the diverse skill of staff and the needs of the school community

Strategy(s):

Strategy 1: PZ Strategy 5.1: Provide for ongoing family and community engagement

1. Baltz 1003g: "Parent Center" in the Literacy Resource Room 09/01/2014 - 06/30/2017
2. Baltz 1003 g: Provide early literacy materials and lessons for families that support the long term needs 09/01/2014 - 06/30/2017
3. Baltz 1003g: Provide English Language classes for families and the community 09/01/2014 - 06/30/2017
4. Baltz 1003g: Parent Literacy (How to help your student) 09/01/2014 - 06/30/2017
5. Baltz 1003g: Develop community engagement events 09/01/2014 - 06/30/2017
6. Baltz 1003g: Community conversation opportunities for Baltz staff to meet with families in their communities 09/01/2014 - 06/30/2017
7. Baltz 1003g: Use the Family Resource Center to implement Parent Leadership activities and literacy training (to support at-home skills) 09/01/2014 - 06/30/2017

Strategy 2: PZ Strategy 5.2: Address all relevant elements of Connections to Learning domain of continuous improvement (Social/Emotional Health, School Climate, Health Nutrition and Physical Activity), with supports that are aligned to needs and resources that are integrated into a comprehensive learning support system

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| 1. Stanton Act. 1: Behavioral Health Consultant (BHC) provided by the State of Delaware's Division of Prevention and Behavioral Health Services. | 09/01/2011 - 06/30/2015 |
| 2. Stanton Act. 2: Advisory program implemented as part of master schedule, utilizing Second Step Advisory Curriculum | 08/01/2012 - 06/30/2015 |
| 3. Lewis Act. 1: Proud Parents Program | 08/01/2012 - 06/30/2015 |
| 4. Lewis Act. 2: ESL Parent Classes | 08/01/2012 - 06/30/2015 |
| 5. Lewis Act. 3: Child care for ESL classes | 08/01/2012 - 06/30/2015 |
| 6. Lewis Act. 4: Positive Behavior System | 08/01/2012 - 06/30/2015 |
| 7. Lewis Act. 5: Parent Technology Course | 08/01/2012 - 06/30/2015 |
| 8. Warner Act. 1: Partner with Children and Families First of DE to provide research based community school services to Warner Elementary School families, including mental, social and economic wellness | 08/01/2012 - 06/30/2015 |
| 9. Partner with community based agencies to provide structured activities for parents that focus on transitioning children 3 yrs-5yrs | 07/01/2012 - 06/30/2015 |

Strategy 3: PZ Strategy 5.3: Implement a dress code to create a positive learning environment

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| 1. Stanton Act. 1: Student Dress Code requiring students to wear solid Polo/golf style shirts and tan (khaki) or black colored pants (Dockers/chino/khaki style) | 08/01/2012 - 06/30/2015 |
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Measure(s):

There are no measures associated with this objective.

Objective 4.7: Focus School Objective 1: Provide deep support to turnaround Focus Schools

Objective Narrative:

AIMS:

Intervention 1: Extended Time

The Extended Time program at Alexis I. du Pont Middle School will be implemented to provide instructional support after the regular school hours. This intervention will extend and provide specific instructional support to underperforming students in the subgroup areas that have not met the standard on state assessments are reduce the achievement gap and use the Professional Learning Communities and the building Leadership Team to identify targeted students based on Fall DCAS scores, classroom assessments and advisement. The program includes math and reading tutoring with research –based supports identified with the support of the District ELA and Math Cadre, including using Teacher Created Materials and Achieve 3000. These programs will be funded through the Focus Schools funding from the Delaware Department of Education. Beginning in the 2012-13 school year, formative assessment data will be available to assess student growth. This information will equip the Extended Day service providers to teach directly to students who need such services while, at the same time, focusing on specific weaknesses for each of these students. This formative assessment data will be augmented by the services of the school's ELA and Math and instructional support staff members to coordinate programs and material with the grade level curriculum. This intervention will require the instructional staff to periodically review student data. This process will be monitored by the school's administration, building leadership team, content area teachers, and district administration. The school staff will review student performance levels for students arriving in September. Extended Day funds will be used to support efforts to increase student achievement. The support will be sustained throughout the school year with two 10 week after school programs. The program sessions will be conducted two times a week after school two hours per session. The students will receive tutoring/instructional support in specific areas as identified through DCAS data. The tutoring services will be provided by staff members that are highly qualified in their content area. Alexis I. du Pont Middle School staff member will monitor the participating students progress throughout the school year. This monitoring will consist of DCAS growth (Fall – Winter – Spring), marking period grades, and attendance in school and with extended day. Building Leadership Team will review data with the monitoring program to assess the delivery services being provided, their effectiveness, and potentially make alterations in service delivery.

Extra Time Program (Reading and Math Support) Total Cost = \$40,000

Start of First Session (10 Weeks) – October 2012

Extra Time Hours Per Week – Two time per week for a total of 4 hours

Transportation - \$150 per bus – Need two buses each week

Start of Second Session (10 Weeks) – January 2013

Number of Staff Members – 10 (EPER Pay @ \$35 per hour)

Materials - \$1,000 per 10 week program

- Identify an objective for the Focus School.

To provide deep support to turnaround focus schools (to increase the percentage of students meeting/exceeding the standard)

Intervention 2: Partnerships with community

Communities In Schools supports students, parents, and schools. Their work is based on the core belief that all children have the ability to learn and succeed, and that improving public education must involve integrating community-based services into schools. Community In Schools has a comprehensive approach serves all students, including those most underperforming academically and are at risk of dropping out of school. They implement community based resources to assist students in the educational process while providing support to parents and the school. Pritchett Associates is a local organization that provides onsite support to schools in order to address needs related to academics, leadership, principals and parenting/community building skills needed to improve student performance. They are a grassroots group of experienced educators who have served at every level of public and private education.

The objective for the Communities In Schools program is to provide additional support to students, and the school, comprehensive services and also support teachers. They will use their more than 30 years of experience to target students at greatest risk of dropping out to stay in school by identifying and addressing the unmet needs of these children and their families. Rather than duplicating services or competing with other youth-serving organizations and agencies, Communities In Schools will mobilize existing community resources and foster cooperative partnerships to aid dropout prevention efforts and benefit students and families. This includes addressing barriers to learning for the high-poverty needs of AIMS, including Connecting young people with a host of services — healthcare, housing, nutrition — resulting in students more prepared to learn and One-to-one mentoring: Instilling the confidence to succeed, the belief that education creates opportunity, and setting the expectation for success.

The objective for Pritchett Associates is to promote academic success by increasing parent/guardians' involvement with their students and their interactions with programs at A. I. DuPont Middle School; (2) to increase parent/guardian awareness and support of their adolescents' academic socialization needs; (3)to involve parents in regular two-way communication with staff members and the administration of A. I. DuPont Middle School on key mandates/issues that impact student learning; and (4) to make parents of A. I. DuPont Middle School aware of and place in contact with those key community resources that can provide benefits to families and school programs. transitioning students, especially those of color and who live in poverty, school, comprehensive services and also support teachers. For more than 30 years, Communities In Schools has helped students at greatest risk of dropping out stay in school by identifying and addressing the unmet needs of these children and their families. Rather than duplicating services or competing with other youth-serving organizations and agencies, Communities In Schools mobilizes existing community resources and fosters cooperative partnerships for the benefit of students and families, incorporating them in the educational process.

The Common Core State Standards allows for the widest possible range of students to participate fully from the outset, along with the appropriate accommodations to ensure maximum participation of students with Disabilities. AI Middle will hire a highly qualified, appropriately certified (SPED) educator to deliver instruction to address IEP specific student needs and goals, provide expert support to the PLCs, give students access to the core curriculum to the maximum extent possible. This instruction will endorse and support the school mission statement so that individual growth and achievement is optimized. The educator will engage students with a range of tools (ex: explicit instruction, self-monitoring, guiding questions, and curriculum-based measurement) to produce the intended outcomes (Calhoon, M. B., & Fuchs, L. S. (2003). The effects of peer-assisted learning strategies and curriculum-based measurement on the mathematics performance of secondary students with disabilities. Remedial and Special Education, 24(4), 235-245). As a member of a teaching team - educational targets that have proved to be an ongoing challenge will be identified and addressed. Students with disabilities will demonstrate the capacity to succeed in the general curriculum with appropriate specialized instruction, supports, and accommodations. Through the use of research-based theory (ex: Universal Design for Learning, Stetson Associates and Sheltered Instruction Observational Protocol (SIOP), the instruction will be differentiated to meet the variety of instructional needs of students (Fleming, V. M. (2002). Improving students' exam performance by introducing study strategies and goal setting. Teaching of Psychology, 29(2), 115-119). AIMS will identify a specialist with a well-developed personal philosophy of special education based on models theories and legal policies that include awareness of core content standards and access to them, along with a responsibility to families. This individual will

- have a knowledge of the varying characteristics of exceptional learners and have the skills to assess the multiple systems and influences that affect a student's behavior.
- select, use, and evaluate research-based instructional strategies and materials in various settings and involve the student in using cognitive strategies to increase their academic performance.
- create safe, supportive learning environments which encourage inclusion of students through use of varied behavior management strategies, supportive routines, and proactive problem-solving interventions.
- support and enhance communication skills of individuals with exceptional needs based on awareness of cultural differences in behaving and communicating.
- sequence, implement and evaluate an academic program using effective lesson plans, instructional practices, materials and technology based on Classrooms That Work.
- collaborate to meet the needs of individuals with exceptional learning needs, their families and community.
- create instructional goals, methods, materials, and assessments that work for everyone—customized and adjusted for individual needs.

BALTZ

Intervention 1: Extended time (day, week, year) for students with designated intervention strategies

Identify an objective for the Focus School.

- Implement standards based instruction that incorporates high expectations for students, staff and larger school community. Strategies utilized will focus on both formative and summative assessments that reflect student data to measure academic and social growth (Schools will continue to close the achievement gap for all students, with a particular focus on our English Language Learners and students with disabilities).

Intervention 3: Strategies to address social, emotional, and health needs

Identify an objective for the Focus School.

Implement strategies to engage families and communities effectively in supporting the academic success of students

Intervention 4: Job-embedded Professional Development

Identify an objective for the Focus School.

o Every classroom will have a highly effective educator led by highly effective administrators.

Intervention 8: Develop and initiate a comprehensive parent engagement plan

Identify an objective for the Focus School.

Implement strategies to engage families and communities effectively in supporting the academic success of students

Intervention 11: Staffing selection and assignment

Identify an objective for the Focus School.

- Every classroom will have a highly effective educator led by highly effective administrators.

Intervention 1: Extended time (day, week, year) for students with designated intervention strategies

- Identify an objective for the Focus School.

Identify and build the capacity to improve and support all students, especially those who are part of under-achieving groups based on data of ESEA (ne: NCLB) subgroups.

Intervention 2: Partnerships with community

Intervention 3: Strategies to address social, emotional and health needs

- Identify an objective for the Focus School.

Provide a school climate that enhances learning and the safe and secure setting needed to nurture academic and social success

Need(s) Influenced by this Objective:

1	Staff & Community Need	(Baltz Elementary Families (1003g)) Over 15% of Baltz Students were suspended (in or out of school) during the 2012-2013 school year (96 students accounted for 238 suspensions); these numbers must be reduced
2	Student Need	(Baltz - Hispanic Students (1003g)) Baltz - Increase Reading and Math proficiency of Hispanic students by 6% minimum annually through 2016-2017 (currently at 36% (a decline from 12-13 (36.6%) as measured by DCAS/State assessments).
3	Student Need	(Baltz - African American Pupils (1003g)) Baltz - Increase Reading and Math proficiency of American Black students by 7% minimum annually through 2016-2017 (currently at 41% (up from 30.9% in 12-13) as measured by DCAS).
4	Student Need	(Baltz - Low Income Pupils (1003g)) Baltz - Increase Reading proficiency of Low Income Students by 6% minimum annually through 2016-2017 (currently at 43% as measured by DCAS).
5	Student Need	(Baltz - Targeted Students groups (African Americans & Special Ed Identified)) Students from racial, educational, linguistic and economic minority groups are demonstrating a preparation and an achievement gap, demonstrating similar instructional needs in reading and math.
6	Student Need	(Warner - Students with identified special needs) Students with identified special needs are having difficulty meeting ELA and Math standards and need to demonstrate an 8.5% (minimum) increase in reading and math proficiency annually through 2016-2017 (currently at 9.4% as measured by DCAS).
7	Staff & Community Need	(Warner - Administration - teacher effectiveness) Under 50% of Warner students met standards in reading and math.
8	Student Need	(Warner - African American Students) Increase Reading and Math proficiency of American Black students by 7% minimum annually through 2016-2017 (currently at 28.8% as measured by DCAS).
9	Student Need	(AIMS - ELL pupils) Middle school ELLs are not making progress toward proficiency in English and math and need to demonstrate a 7% (minimum) increase in reading and math proficiency annually through 2016-2017 (currently at 24.7% as measured by DCAS).
10	Student Need	(AIMS - Special Education students) Students with identified special needs are having difficulty meeting ELA and Math standards and need to demonstrate a 8% (minimum) increase in reading and math proficiency annually through 2016-2017 (currently at 12.9% as measured by DCAS).
12	Student Need	(AIMS - Low Income Pupils) Low income pupils are having difficulty meeting ELA and Math standards and need to demonstrate a 6% (minimum) increase in reading proficiency annually through 2016-2017 (currently at 34.3% as measured by DCAS).
13	Student Need	(AIMS - Special Education Students) There is a relative difference between regular education and special education students suspensions

Strategy(s):

Strategy 1: FS Intervention 1 (AIMS): Extended time (day, week, year) for students with designated intervention strategies

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| 1. AIMS Activity 1: Tiger Pride Extended Day Academy providing increased learning time opportunities for students via targeted tutoring and enrichment in ELA and math | 10/01/2012 - 04/30/2015 |
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Strategy 2: FS Intervention 3 (AIMS): Partnerships with community

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| 1. AIMS Activity 1: Partner with Communities In Schools, DE to provide research based community school services to AIMS students, including mental, social and economic wellness | 10/01/2012 - 06/30/2013 |
| 2. AIMS Activity 2: Implement AI Ambassadors to assist with 6th grade transitions, academic development and build a cohort of leaders who can continue influence to climate and help parents assist their children with at-home skills: <ul style="list-style-type: none">• 2012-13: up to 20 Ambassadors and increase in family participation• 2013-14: up to 20 Ambassadors (the 2012-13 cohort parents help lead the training) and increase in family participation• 2014-15: up to 20 Ambassadors (the 2 cohorts help train families by grade level); and increase in family participation | 10/01/2012 - 06/30/2015 |

Strategy 3: FS Intervention 1 (Baltz): Extended time (day, week, year) for students with designated intervention strategies

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|--|-------------------------|
| 1. Baltz Activity 1: Baltz Care Extended Day Academy providing increased learning time opportunities for students via targeted tutoring and enrichment in ELA and math | 10/01/2012 - 04/30/2015 |
| 2. Baltz Activity 2: Baltz Cares Summer Enrichment Academy providing increased learning time opportunities for students via targeted tutoring and enrichment in ELA and math | 06/25/2013 - 07/26/2014 |

Strategy 4: FS Intervention 1 (Warner): Extended time (day, week, year) for students with designated intervention strategies

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| 1. Warner Activity 1: Summer enrichment for 24 days | 06/25/2012 - 07/26/2012 |
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Strategy 5: FS Intervention 2 (AIMS): Staffing selection and assignment

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| 1. Activity 1: Special Education specialists added to team to support inclusion, Classroom Instruction that Works (CITW), and Stetson Instructional Strategies | 10/01/2012 - 06/30/2015 |
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Strategy 6: FS Intervention 3 (Baltz): Strategies to address social, emotional, and health needs

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| 1. Activity 1: Develop a contract to obtain 1 FTE Family Crisis Therapist | 11/01/2012 - 07/31/2015 |
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Strategy 7: FS Intervention 11 (Baltz): Staffing selection and assignment

1. Activity 1: Extra support Personnel [(1) African American Support Personnel, (2) ELL/Hispanic Support Personnel] 09/14/2012 - 09/14/2012

Strategy 8: FS Intervention 3 (Warner): Strategies to address social, emotional, and health needs

1. Activity 1: Clinical psychologist for diagnosis and treatment of disruptive behaviors: Attention Deficit/Hyperactivity Disorder (ADHD) and Oppositional Defiant Disorder (ODD) 10/01/2012 - 06/30/2015
2. Activity 2: Hire 2 FTE Behavior interventionists to support BioAssessments work related to disruptive behaviors 10/01/2012 - 07/30/2015
3. Activity 3: Contract with Big Brothers Big Sisters DE to create and coordinate school based mentoring program for targeted children 10/01/2012 - 07/30/2015

Measure(s):

Measure:	% Growth DCAS Reading Targets	Target Date	Target	Actual Date	Actual
Start Year:	2013 Baseline: TBD	12/1/2012	TBD	(none)	
DOE Indicator:	(none)	6/30/2013	TBD	(none)	
Perspective:	Teaching and Learning				
Period:	Semi-Yearly				
Measure:	% Growth DCAS Math Targets	Target Date	Target	Actual Date	Actual
Start Year:	2013 Baseline: TBD	12/1/2012	TBD	(none)	
DOE Indicator:	(none)	6/30/2013	TBD	(none)	
Perspective:	Teaching and Learning				
Period:	Semi-Yearly				
Measure:	% Growth on (ELA) District Formative & Summative assessments	Target Date	Target	Actual Date	Actual
Start Year:	2012 Baseline: TBD	2/15/2012	TBD	(none)	
DOE Indicator:	(none)	6/15/2013	TBD	(none)	
Perspective:	Teaching and Learning				
Period:	Semi-Yearly				

Measure:	% Growth on (Math) District Formative & Summative assessments	Target Date	Target	Actual Date	Actual
Start Year:	2012 Baseline: TBD	2/15/2012	TBD	(none)	
DOE Indicator:	(none)	6/30/2013	TBD	(none)	
Perspective:	Teaching and Learning				
Period:	Quarterly				
Measure:	AIMS - number of reportable offenses (to police department)	Target Date	Target	Actual Date	Actual
Start Year:	2013 Baseline: 2 offenses	12/30/2011	0 to 5 total	1/1/0001	
DOE Indicator:	(none)	6/30/2012	0 to 5 total	1/1/0001	
Perspective:	Teaching and Learning				
Period:	Semi-Yearly				
Measure:	AIMS - [CM] Out-of-School Suspension Rate (All Students)	Target Date	Target	Actual Date	Actual
Start Year:	2009 Baseline: 44.1	5/29/2009	41	1/1/0001	
DOE Indicator:	(none)				
Perspective:	Teaching and Learning				
Period:	Yearly				
Measure:	AIMS - Measure Name: [CM-R2T] % Meets Standard in Reading on the DCAS (All Students - All Grades)	Target Date	Target	Actual Date	Actual
Start Year:	2012 Baseline: 27.4	6/30/2013	83.3	1/1/0001	
DOE Indicator:	(none)				
Perspective:	Teaching and Learning				
Period:	Semi-Yearly				
Measure:	AIMS - [CM-R2T] % Meets Standard in Math on the DCAS (All Students - All Grades)	Target Date	Target	Actual Date	Actual
Start Year:	2012 Baseline: 30.1	6/30/2013	83.2	1/1/0001	
DOE Indicator:	(none)	6/30/2014	100	1/1/0001	
Perspective:	Teaching and Learning				
Period:	Semi-Yearly				
Measure:	Baltz - [CM-R2T] % Meets Standard in Reading on the DCAS (All Students - All Grades)	Target Date	Target	Actual Date	Actual
Start Year:	2012 Baseline: 30.7	6/30/2012	37.63	1/1/0001	
DOE Indicator:	(none)				
Perspective:	Teaching and Learning				
Period:	Yearly				

Measure:	Baltz - [CM-R2T] % Meets Standard in Math on the DCAS (All Students - All Grades)	Target Date	Target	Actual Date	Actual
Start Year:	2012 Baseline: 32.4	6/30/2012	39.16	1/1/0001	
DOE Indicator:	(none)				
Perspective:	Teaching and Learning				
Period:	Yearly				
Measure:	Warner - % Growth on (ELA) District Formative & Summative	Target Date	Target	Actual Date	Actual
Start Year:	2012 Baseline: 0	12/30/2012	TBD	1/1/0001	
DOE Indicator:	(none)	6/30/2013	TBD	1/1/0001	
Perspective:	Teaching and Learning				
Period:	Semi-Yearly				
Measure:	Warner - % Growth on (Math) District Formative & Summative	Target Date	Target	Actual Date	Actual
Start Year:	2012 Baseline: 0	6/30/2012	TBD	1/1/0001	
DOE Indicator:	(none)	12/30/2012	TBD	1/1/0001	
Perspective:	Teaching and Learning				
Period:	Semi-Yearly				
Measure:	Warner - % of school enrolled in summer enrichment programming	Target Date	Target	Actual Date	Actual
Start Year:	2013 Baseline: TBD	7/25/2012	80%	1/1/0001	
DOE Indicator:	(none)	7/30/2013	82%	1/1/0001	
Perspective:	Teaching and Learning				
Period:	Yearly				
Measure:	Warner Focus School Composite Growth (ELA/Math) - Low Income	Target Date	Target	Actual Date	Actual
Start Year:	2012 Baseline: 20.6	6/30/2012	27.2%	7/1/2012	36.5%
DOE Indicator:	(none)	6/30/2013	33.8%	1/1/0001	
Perspective:	Teaching and Learning	6/30/2014	40.5%	1/1/0001	
Period:	Yearly	6/30/2015	47.1%	1/1/0001	
		6/30/2016	53.7%	1/1/0001	
		6/30/2017	60.3%	1/1/0001	

Measure:	Warner Focus School Composite Growth (ELA/Math) - African American	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: 22.6	6/30/2012	28.8%	7/1/2012	34.5%
DOE Indicator:	(none)	6/30/2013	35.3%	1/1/0001	
Perspective:	Teaching and Learning	6/30/2014	41.8%	1/1/0001	
Period:	Yearly	6/30/2015	48.3%	1/1/0001	
		6/30/2016	54.7%	1/1/0001	
		6/30/2017	61.2%	1/1/0001	
Measure:	Warner Focus School Composite Growth (ELA/Math) - SWD	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: 1.2%	6/30/2012	9.4%	7/1/2012	6%
DOE Indicator:	(none)	6/30/2013	17.6%	1/1/0001	
Perspective:	Teaching and Learning	6/30/2014	25.9%	1/1/0001	
Period:	Monthly	6/30/2015	34.1%	1/1/0001	
		6/30/2016	42.3%	1/1/0001	
		6/30/2017	50.6%	1/1/0001	
Measure:	Baltz Focus School Composite Growth (ELA/Math) - Hispanic	Target Date	Target	Actual Date	Actual
Start Year:	2011 Baseline: 30.8%	6/30/2012	36.6%	7/1/2012	44.5%
DOE Indicator:	(none)	6/30/2013	42.3%	1/1/0001	
Perspective:	Teaching and Learning	6/30/2014	48.1%	1/1/0001	
Period:	Yearly	6/30/2015	53.9%	1/1/0001	
		6/30/2016	59.6%	1/1/0001	
		6/30/2017	65.4%	1/1/0001	
Measure:	AIMS Focus School - Community-Based Partners satisfaction survey	No measure details are defined for this measure			
Start Year:	2013 Baseline: TBD				
DOE Indicator:	(none)				
Perspective:	Teaching and Learning				
Period:	Yearly				
Measure:	AIMS Focus School - CBP meetings and/or workshops for parents of AIMS children	No measure details are defined for this measure			
Start Year:	2013 Baseline: TBD				
DOE Indicator:	(none)				
Perspective:	Connections to Learning				
Period:	Semi-Yearly				

Measure:	Baltz Focus School - FCT services provided for parents of Baltz children	No measure details are defined for this measure
Start Year:	2013 Baseline: TBD	
DOE Indicator:	(none)	
Perspective:	Connections to Learning	
Period:	Monthly	
Measure:	Warner Focus School - # of children served by BioAssessments LLC who show growth	No measure details are defined for this measure
Start Year:	2013 Baseline: TBD	
DOE Indicator:	(none)	
Perspective:	Connections to Learning	
Period:	Semi-Yearly	

Objective 4.8: Accelerate achievement and improve outcomes for all students with deep support for Baltz Elementary School

Objective Narrative:

Need(s) Influenced by this Objective:

1	<i>Student Need</i>	((Baltz 1003g) All Students Grades 2-5) At Baltz, only 43% of all students are proficient in ELA on the Spring 2013 DCAS; only 45% of all students are proficient in Math in the Spring 2013 DCAS ;we must raise that percentage to 60% in both ELA and Math in 2015)
2	<i>Student Need</i>	(Students transitioning from KDG to 1st grade (Baltz 1003g)) Based on fall to spring 2012-13 DIBELS results at Baltz, less than 80% of 1st grade students were at the Benchmark/Core levels; while there was an increase in the percentage of students at Intensive level. Only 38 % of staff reports that class sizes are reasonable such that teachers have the time available to meet the needs of all students.
3	<i>Student Need</i>	(All Students Grades K-5(Baltz 1003g)) At Baltz, all Students Grades K-5 need to practice applying skills and concepts to strengthen academic success
4	<i>Staff & Community Need</i>	(ELA Instructional Staff (Baltz 1003g); targeting grades 4-5) Currently, 80% of Baltz staff have had intensive district support with literacy instruction; however only 46% of students are proficient in literacy based on the Spring 2013 DCAS, and this number needs to be increased 14% on Spring DCAS 2015.
5	<i>Staff & Community Need</i>	(Baltz Elementary staff (Baltz 1003g)) Professional Development: The school is currently implementing several (Restorative Practices, Literacy PD, KIVA, Math Common Core, ELA Common Core, PBS, SIOP, Inclusion, Reading Writing, Listening and Speaking) initiatives and they are implemented with fragmentation – there lacks a targeted professional development plan that requires all staff to participate in learning aligned with student needs . Need focus. Need time for training. Need to narrow consistent strategies that will be implemented across classrooms. Need time to implement once a new strategy is learned. Need opportunity to see the strategies implemented well and need feedback on how well specific strategy is being implemented. Need PD targeted to the specialists' content areas. Need additional technology pd (iPAD, SmartBoard, etc.). Need to continue to create a culture of commitment to professional growth.
6	<i>Staff & Community Need</i>	(Baltz Elementary Staff (Baltz 1003g)) Only 50% of Baltz staff are participating restorative practice training and an equal % of the school is implementing the PBS model with fidelity. 0% of families have been trained in either.
7	<i>Staff & Community Need</i>	(Baltz Elementary Staff (1003g)) All Baltz teachers need time to master instructional strategies required to successfully teach the Core Curriculum
8	<i>Staff & Community Need</i>	(Baltz Elementary Staff (1003g)) Of its close to 600 students, over 9% of Baltz children have been ID for special education; Staff must increase their capacity to support students with special needs

9	Staff & Community Need	(Baltz Elementary Staff (1003g)) Less than 47% of staff feel that they have autonomy to make decisions about instructional delivery. There's a need to Increase staff morale related to the educational climate of the school.
10	Staff & Community Need	(Baltz Elementary PK – 1st grade Staff (1003g)) The 2013 DIBELS results showed that Baltz had 20% or greater of students at Intensive in first grade and an increase in the percentage of students at Intensive from fall to spring in 1st grade. There's a lack of consistency in administering and scoring DIBELS, and use of data to inform instructional decisions.
11	Staff & Community Need	(Baltz Elementary Families (1003 g)) Currently, 50 % of Baltz families state that their work schedule prevents them from participating in school related events and 33% feel strongly that they have an opportunity to provide feedback related to school policy, practices and programs. We to ensure that our parents are trained to support achievement
12	Staff & Community Need	(Baltz Elementary Families (1003 g)) Only 36.4% of Baltz staff perceives that parents are influential decision makers in the school and only 29% of parents surveyed feel strongly that they know whom to contact in order to serve on school or district planning groups. We value parents, and look to change this trend.
13	Staff & Community Need	(Baltz Elementary Families (1003g)) Over 15% of Baltz Students were suspended (in or out of school) during the 2012-2013 school year (96 students accounted for 238 suspensions); these numbers must be reduced
14	Student Need	(Baltz - Hispanic Students (1003g)) Baltz - Increase Reading and Math proficiency of Hispanic students by 6% minimum annually through 2016-2017 (currently at 36% (a decline from 12-13 (36.6%) as measured by DCAS/State assessments).
15	Student Need	(Baltz - African American Pupils (1003g)) Baltz - Increase Reading and Math proficiency of American Black students by 7% minimum annually through 2016-2017 (currently at 41% (up from 30.9% in 12-13) as measured by DCAS).
16	Student Need	(Baltz - Low Income Pupils (1003g)) Baltz - Increase Reading proficiency of Low Income Students by 6% minimum annually through 2016-2017(currently at 43% as measured by DCAS).
17	Staff & Community Need	(Turnaround/Transformative Leadership (Baltz 1003 g)) Per the CSR report, Baltz's exisiting buildingwide (BLT/Admin/teams) leadership structures minimally support the changes needed for turnaround and must develop their capacity and conditions for rapid and sustained change
18	Staff & Community Need	(Baltz Elementary staff (Baltz 1003g) - ELLs) At Baltz there's a need for Professional Development to support ELLs: Close to 200 of its 600 pupils are identified as ELs (not including incloing KDG) and only 43% meet/exceed performance in ELA and Math; Staff must increase their ability to support students in mastering academic language needed to be successful

Strategy(s):

Strategy 1: PZ Strategy 1.1: Provide ongoing, high-quality, job-embedded professional development targeting the school's needs

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| 1. Baltz 1003g: Redesign the master schedule in order to increase learning time in ELA and math | 03/01/2012 - 08/31/2013 |
| 2. Baltz 100g: Implement Classroom Instruction that Works (CITW) Effective Instructional Strategies | 06/01/2012 - 06/30/2015 |
| 3. Baltz 1003g: purchase and use lap top carts to support web based interventions in ELA classes and Extended Learning Academy | 03/01/2012 - 06/30/2015 |
| 4. Baltz 1003g: Restorative Practices: 100% of the staff receiving the training in order to systematize implementation | 08/01/2014 - 06/30/2017 |
| 5. Baltz 1003 g: implement a book study to impact instrction and climate | 03/31/2014 - 08/30/2016 |

Strategy 2: PZ Strategy 1.2: Use data to identify and implement an instructional program that is research-based, vertically aligned, and aligned with state standards

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| 1. Baltz 1003g: 100% of staff will receive literacy PD, CITW PD, and PD on developing IEPS | 09/01/2014 - 06/30/2017 |
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Strategy 3: PZ Strategy 2.1: Replace the principal/Support new leader as a part of a broader reform effort

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| 1. Baltz 1003g: Administration was replaced within the timefram as a part of a larger reform effort. | 01/01/2012 - 06/30/2015 |
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Strategy 4: PZ Strategy 2.2: Use a rigorous, transparent, equitable teacher and principal evaluation system designed with teacher and principal involvement and taking student data into account

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| 1. Baltz 1003G: Implement DPAS II in accordance with Delaware Department of Education (DEDOE) guidelines | 01/01/2012 - 06/30/2015 |
| 2. Baltz 1003 g: Targeted PD as needed for teacher effectiveness based on walkthroughs and DPAS II-R | 01/01/2012 - 06/30/2015 |
| 3. Baltz 1003g: Use student data to identify student cohort groups for teachers and staff for Component 5 of DPAS II | 01/01/2012 - 06/30/2015 |

Strategy 5: PZ Strategy 2.3: Identify and reward staff who have increased student achievement

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| 1. Stanton Act. 1: If the school makes AYP in 2013 each staff member will receive a voucher of \$1,000 which can be used for professional development of classroom supplies. The same reward will be offered if the school makes AYP in 2014. | 08/01/2013 - 08/31/2014 |
| 2. Lewis Act. 1: Meeting AYP Reward Stipend | 08/01/2013 - 08/31/2014 |
| 3. Marbrook Act. 1: AYP Reward | 08/01/2013 - 08/31/2014 |
| 4. Warner Act. 1: 1) Rewarding all Warner staff members in 2012, contingent upon attending PD sessions on Responsive Classroom and Climate and Culture; each staff member will receive a max stipend of \$500 for attendance and planning; 2)Rewarding all staff contingent upon the school making AYP/meeting state targets in 2013, 2014, and 2015 – 3 consecutive years. In 2015, each staff member will receive a voucher of \$500 which can be used for professional development of classroom supplies at Warner for the 2015-16 school year | 06/01/2012 - 06/30/2015 |
| 5. (Baltz 1003g) Rewarding Baltz staff members annually contingent upon attending demonstrated growth with identified (specific) subgroups students; | 08/25/2014 - 06/30/2015 |

Strategy 6: PZ Strategy 2.4: Implement human capital strategies to recruit, develop, evaluate, and retain staff (incl. financial incentives, promotion/growth opportunities)

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| 1. Baltz 1003 g: Create position for Family & Community (EPER) | 05/01/2014 - 06/30/2015 |
| 2. Baltz 1003 g: Create position for Evening activity lead(EPER) | 05/01/2014 - 06/30/2015 |
| 3. Baltz 1003g: Hire Math Coach to support enhanced implementation of current math curriculum materials and to support math intervention. | 05/01/2014 - 06/30/2015 |
| 4. Baltz 1003 G: Tuition reimbursement for Baltz staff to receive ESL certification | 05/01/2015 - 06/30/2015 |
| 5. Baltz 1003G: DASL contract for a Development Coach | 03/31/2014 - 06/30/2016 |

Strategy 7: PZ Strategy 3.1: Increase learning time

1. Baltz 1003 g: Summer Academy program implemented to facilitate the grade level transition and enrichment 06/01/2012 - 06/30/2015
2. Baltz 1003g: Grab and Go Breakfast starting 8:20AM. Students will eat in cafeteria until 8:25. Dismissed at 8:25 to report to room. After 8:25 students grab breakfast and go to ELA support sessions 09/01/2014 - 06/30/2017
3. Baltz 1003g: Bundle recess and lunch into 45 min with recess before lunch - Hourly staff will replace teachers during lunch and recess to allow staff time to meet around ELA 09/01/2014 - 06/30/2017
4. Baltz 1003 g: Provide the Early Bird before care program through an outside vendor 09/01/2014 - 06/30/2017
5. Baltz 1003 g: Establish a partnership with an external provider to implement increased learning time services in core instruction and enrichment activities (RFP to be developed) 05/01/2014 - 06/30/2016
6. Baltz 1003g: Target Elsmere/Baltz attendance zone for PreK program to focus on transitioning students into elementary school 05/01/2014 - 06/30/2017

Strategy 8: PZ Strategy 4.1: Secure sufficient operational flexibility (incl. staffing, calendar/time, budgeting)

1. Baltz 1003g: implement grab and go breakfast and ELA support 09/01/2014 - 06/30/2017
2. Baltz 1003 g: Utilize a partnership with the University of Delaware to hire 2 graduate assistants to support small group instruction 09/01/2014 - 06/30/2017
3. Baltz 1003g: Support the Shared costs of the DTO; the DTO provides oversight and support under a new governance structure. 09/01/2014 - 06/30/2017
4. Baltz 1003 g: Redesign the master schedule to use reported time aides to provide support with lunch and recess duty, to allow core content staff additional collaborative time for ELA success 09/01/2014 - 06/30/2017
5. Baltz 1003 g: Redesign the use PLC time to develop common lessons, instructional strategies, and assessments 07/01/2014 - 06/30/2017

Strategy 9: PZ Strategy 4.2: Adopt a new governance structure

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| 1. Baltz 1003 g: Support District Turnaround Office activities related to Baltz transformation plan success | 09/01/2014 - 06/30/2017 |
| 2. Baltz 1003g: DTO will supervise the Baltz coordination and management of the transformation plan and evaluate initiatives | 09/01/2014 - 06/30/2017 |
| 3. Baltz 1003g: Use the position of Academic Dean to provide leadership in the strategic planning of instructional programs that support teacher effectiveness and enhance student learning | 09/01/2014 - 06/30/2017 |
| 4. Baltz 1003g: DTO will develop a contract with an external partner who's experienced in assisting LEAs and low-performing schools in setting the stage for change and building transformative leadership capacity to achieve that change. | 08/18/2014 - 06/30/2017 |
| 5. Baltz 1003g: DTO oversee the Baltz leadership team's evaluation of the effectiveness and implementation of Professional Learning Communities. | 08/18/2014 - 06/30/2017 |

Strategy 10: PZ Strategy 5.1: Provide for ongoing family and community engagement

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| 1. Baltz 1003g: "Parent Center" in the Literacy Resource Room | 09/01/2014 - 06/30/2017 |
| 2. Baltz 1003g: Provide early literacy materials and lessons for families that support the long term needs | 09/01/2014 - 06/30/2017 |
| 3. Baltz 1003g: Provide English Language classes for families and the community | 09/01/2014 - 06/30/2017 |
| 4. Baltz 1003g: Parent Literacy (How to help your student) | 09/01/2014 - 06/30/2017 |
| 5. Baltz 1003g: Develop community engagement events | 09/01/2014 - 06/30/2017 |
| 6. Baltz 1003g: Community conversation opportunities for Baltz staff to meet with families in their communities | 09/01/2014 - 06/30/2017 |
| 7. Baltz 1003g: Use the Family Resource Center to implement Parent Leadership activities and literacy training (to support at-home skills) | 09/01/2014 - 06/30/2017 |

Measure(s):

There are no measures associated with this objective.

Goal 5: RCCSD SP Goal 5: Parents and the community will be engaged in the education of students.

Objective 5.1: Objective 9: Parent satisfaction and belief that family involvement is valued in their child's school will increase by 10% as measured by our district survey.

Objective Narrative:

As established in Red Clay Consolidated School District Board of Education Policy 9002, the district recognizes that the engagement of parents and families in the educational process has a strong impact on student achievement. In addition, many students do not have access to medical interventions that assist in a student's readiness for learning. Parent workshops, parent sessions, family communication centers at all schools, the Red Clay Family Resource Fair, and the Red Clay College Fair will provide parents and families with access to information and resources that will help them support their students' educational pursuits. The activities outlined in this objective are designed to engage parents in the learning process, provide access to community resources on college- and career-readiness, and offer information and resources to support students in the educational process.

Research has found that students do better in school when they are physically and emotionally healthy. Further, when they feel closely connected and valued by adults, they exhibit more positive behavior, values, and social attitudes. In addition, research suggests that fidelity to the community school strategy benefits students, families, and community. Students show significant gains in academic achievement and in key areas of nonacademic development, and that community schools enjoy stronger parent-teacher relationships, increased teacher satisfaction, a more positive school environment, and greater community support and the model promotes more efficient use of school buildings. Community service and support in schools will give students, parents, and families access to vision, dental, preventive, and mental health resources for a population that is too often unable to access these resources. In order for educators to be able to increase student achievement to a level of all students achieving success in school, the district will provide access to these necessary life amenities.

Helping parents be co-producers of good outcomes for their children and giving them the tools to help them develop socially, educationally, and emotionally will assist our students and the district over time. Addressing family-related stressors and working together to develop school readiness are crucial to literacy success and are key elements in helping the district address its literacy needs. The district is focused on building and sustaining parent leaders, especially since there is evidence that parent leadership activities directly influence parental knowledge, skills, and action and show statistically significant increases in community leadership skills. Red Clay also plans to provide parent education services to help parents facilitate their children's development by working collaboratively with families in targeted schools to develop programs aimed at improving parent leadership and participation in school reform efforts. When this is accomplished, we can sustain and increase their involvement in their children's education and encourage a systems-based approach to reform efforts.

The district developed the framework for community conversations in the fall of 2009 and continued during SY 2010–11. The superintendent held community coffee meetings to discuss the district's strategic planning efforts and solicit the community's input. The district newsletter, the Red Clay Record, features important district information and is mailed to all residents. The district's TV show, "Red Clay This Week," is a parent education and information program presented twice weekly on Comcast and is broadcast throughout New Castle County (estimated population: 534,634). The district also reaches directly into neighborhoods and the home, making home visits within targeted school populations to address student attendance and family needs. In addition, the district transported its school staff through the feeder neighborhoods of the students so that the staff can witness the diverse lives and experiences of our children and families outside of school. As we focused on targeted schools, local educational partners Pritchett & Associates convened multiple meetings with elected officials and community leaders representing the community school pilot neighborhoods in Wilmington, Delaware, to foster communication and collaboration around neighborhood and school issues. Our ongoing work with community social services agencies, such as Hilltop Lutheran Neighborhood Center, Latin American Community Center, Metropolitan Wilmington Urban League, Parents As Teachers, Nemours Health Partners, Communities In Schools, and Learning Link of Delaware, as well as our connections with local services agencies and elected officials, enhance our foundation of open dialogue to address social issues for students attending targeted schools and incorporate families as partners in improving educational outcomes.

Research indicates that parents who become leaders are better able to support their children's learning, both through their active presence at the school and through the skills and contacts they gain in their leadership activities. Furthermore, studies show that families of all income and education levels, and from all ethnic and cultural groups, are involved at home. The district's current vehicle for parent representation and leadership, the Red Clay Parent Advisory Council (RCPAC), serves as a starting point for the expansion of recruiting parent leaders from targeted schools and neighborhoods; the district not only plans with this group, but presents key information and listens to the needs of school communities. The focus will be on identifying the key stakeholders then addressing the needs through designed strategies, thinking first about "who" and then about "what," with the "what" being parental and community initiatives and work designed to impact district goals related to literacy, ELLs, and students with special needs. Collaborating with school leaders, our community partners, and RCPAC parent representatives will help us implement a plan to recruit parents from targeted schools to participate in parent leadership training focused on assisting schools in meeting educational outcomes and education sessions.

We will use our communications to listen to families and articulate the needs as they relate to our goals in order to work together to see clearly what steps must be taken to build momentum. By engaging external partners, we seek to build on existing community assets and ensure that the actions are aligned with our goals to develop purposeful partnerships. The district will continue to utilize its ELL Office and ELL Assessment Center to provide interpretation of information during parent meetings, to translate materials into the desired home language(s), and to expand the two years of collaborative work with the Federal Programs Office in implementing research-based parent education opportunities for families whose home language is not English. In doing this, we will continue to share responsibility for parent education and school improvement. The district also has the distinct advantage of communicating and, where appropriate, replicating the successful practices of Mote Elementary, which was named a 2011 winner of the annual Excellence in Parental Involvement Award by Lieutenant Governor Matt Denn.

By identifying citizens and families who sit at the center of existing social networks, and equipping them with the resources they need in order to inform and engage others, Red Clay will communicate with the broader population through a range of current and expanded approaches, including newsletters and brochures, technologies (local cable access and school kiosks), public information sessions, and announcements through community institutions.¹³

In SY 2012–13, the district will engage in a process of systematically reviewing all activities in this plan and in the district at large. Using a data-based review of our progress, we will prioritize those programs that bring the most value to our students and will allocate resources to ensure their continuance. If during its review the district identifies any activities that fail to bring the desired level of success to our students, those activities will be eliminated or revised with a reduction in funding. The Manager of RTTT will meet monthly with the persons responsible for RTTT activities to monitor their progress and compliance and to resolve any issues that arise.

Need(s) Influenced by this Objective:

1	Staff & Community Need	(Targeted Families) Families need options related to accessing information related to assisting their child and contributing to school success.
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Strategy(s):**Strategy 1: Strategy 13: Build strong relationships with our diverse students, families, and community partners**

1. 46) Institute monthly parent workshops focused on parents of students in high-need schools 09/01/2010 - 07/30/2014
2. 47) Provide quarterly parent sessions focused on parents of students in high-need schools, and two sessions per year specifically targeted to parents of students enrolled in the pre-school program 07/01/2011 - 07/30/2014
3. 48) Implement a parent communication center at all schools 05/01/2011 - 09/30/2012
4. 49) Hold an annual Red Clay Family Resource Fair 09/01/2010 - 06/01/2014
5. 50) Develop community service and support in schools 09/01/2011 - 06/01/2014
6. 51) Hold an annual Red Clay College Fair 01/15/2011 - 06/01/2014
7. Design Family Literacy events aligned to monthly professional development focus 06/02/2014 - 06/30/2017

Measure(s):

Measure:	[CM] Out-of-School Suspension Rate (All Students)	Target Date	Target	Actual Date	Actual
Start Year:	2007 Baseline: 18.1	6/30/2008	12.8	6/30/2008	18.8
DOE Indicator:	[CM] Out-of-School Suspension Rate (All Students)	6/30/2009	12.8	6/30/2009	18.9
Perspective:	Student Achievement/Student Performance	6/30/2010	12.8	6/30/2010	20.5
Period:	Yearly	9/1/2011	18	9/1/2011	14.3
		9/1/2012	16	(none)	
		9/1/2013	14	(none)	
		9/1/2014	12.8	(none)	

Measure:	Out-of-School Suspension Rate (Spec Ed Students)	Target Date	Target	Actual Date	Actual
Start Year:	2008 Baseline: 23.8	6/15/2009	12.8	6/15/2009	26.2
DOE Indicator:	(none)	6/15/2010	12.8	6/15/2010	24.1
Perspective:	Student Achievement/Student Performance	9/1/2011	18	(none)	
Period:	Yearly	9/1/2012	16	(none)	
		9/1/2013	14	(none)	
		9/1/2014	12.8	(none)	
Measure:	[CM] Percent of children with IEPs aged 6 through 21 inside regular class 80%+ of day	Target Date	Target	Actual Date	Actual
Start Year:	2007 Baseline: 23.4	3/30/2008	56	3/30/2008	24.5
DOE Indicator:	[CM] Percent of children with IEPs aged 6 through 21 inside regular class 80%+ of day	3/30/2009	59	3/30/2009	27.1
		3/30/2010	62	3/30/2010	37.2
Perspective:	Student Achievement/Student Performance				
Period:	Yearly				
Measure:	Attendance rate	Target Date	Target	Actual Date	Actual
Start Year:	2010 Baseline: 93.6%	6/30/2011	94%	(none)	
DOE Indicator:	(none)	6/30/2012	94.5%	(none)	
Perspective:	Student Achievement/Student Performance	6/30/2013	95%	(none)	
Period:	Yearly	6/30/2014	95%	(none)	
Measure:	% of students meeting or exceeding the standard in DCAS tested subjects - ELA	Target Date	Target	Actual Date	Actual
Start Year:	2010 Baseline: 71.8% (2010 DSTP ELA)	7/30/2011	55%	(none)	
DOE Indicator:	(none)	6/30/2012	75%	(none)	
Perspective:	Student Achievement/Student Performance	6/30/2013	85%	(none)	
Period:	Yearly	6/30/2014	100%	(none)	
Measure:	% of students meeting or exceeding the standard in DCAS tested subjects - MATH	Target Date	Target	Actual Date	Actual
Start Year:	2010 Baseline: 69.6% (2010 DSTP MATH)	7/30/2011	55%	(none)	
DOE Indicator:	(none)	6/30/2012	75%	(none)	
Perspective:	Student Achievement/Student Performance	6/30/2013	85%	(none)	
Period:	Yearly	6/30/2014	100%	(none)	

Measure:	Maintain favorable parent satisfaction with the district's communication practices	Target Date	Target	Actual Date	Actual
Start Year:	2011	6/30/2012	4.0 or higher	(none)	
DOE Indicator:	(none)	6/30/2013	4.0 or higher	(none)	
Perspective:	District/School Processes	6/30/2014	4.0 or higher	(none)	
Period:	Yearly				
Measure:	Increase in return rate of district's annual parent survey	Target Date	Target	Actual Date	Actual
Start Year:	2011	6/30/2012	5 % increase over ba	(none)	
DOE Indicator:	(none)	6/30/2013	5 % increase over ba	(none)	
Perspective:	Community	6/30/2014	5 % increase over ba	(none)	
Period:	Yearly				
Measure:	% of families accessing services in community schools	Target Date	Target	Actual Date	Actual
Start Year:	2011	6/30/2011	10% increase over ba	(none)	
DOE Indicator:	(none)	6/30/2012	15% increase over ba	(none)	
Perspective:	Student Achievement/Student Performance	6/30/2013	20% increase over ba	(none)	
Period:	Yearly	6/30/2014	25% increase over ba	(none)	
Measure:	Parents agreeing that their child's school communicates effectively	Target Date	Target	Actual Date	Actual
Start Year:	2013	6/30/2014	85%	1/1/0001	
DOE Indicator:	(none)	6/30/2015	87%	1/1/0001	
Perspective:	Connections to Learning	6/30/2016	89%	1/1/0001	
Period:	Yearly	6/30/2017	90%	1/1/0001	

Objective 5.2: Obj 10: Community partners will be surveyed annually and indicate a 75% or higher satisfaction rate on partnership effectiveness

Objective Narrative:

Need(s) Influenced by this Objective:

Strategy(s):

Strategy 1: Hold ourselves accountable to parents and provide them with efficient customer service

No activities for this strategy

Strategy 2: Increase parent involvement in students' success

- | | |
|---|-------------------------|
| 1. Implement a Parent University | 09/01/2013 - 06/30/2017 |
| 2. Provide ESL classes for targeted populations | 11/01/2012 - 06/30/2017 |

Strategy 3: Increase community involvement in the success of our students and our schools

No activities for this strategy

Measure(s):

There are no measures associated with this objective.

Goal 6: RCCSD SP Goal 4: All students will graduate college- and career-ready

Objective 6.1: Upon graduation, 100% of students will be prepared for post-secondary success.

Objective Narrative:

In order to compete in the expanding global economy, attain professional success, and achieve personal fulfillment, all Red Clay students must graduate well-prepared for the academic and nonacademic challenges of life after high school. Today, most jobs in Delaware require a two-year or four-year college degree—a trend that will only continue in the future. Students who earn a college degree are more likely to pursue a career that unleashes their potential and offers personal and professional fulfillment. College graduates earn almost twice the income of high school graduates in their lifetime, giving them the power to improve the quality of their own lives and that of their families. Furthermore, America's preeminence in the world hinges on our ability to educate all students at high levels. However, four out of ten new college students, including half of those at two-year institutions, take remedial courses, and many employers comment on the inadequate preparation of high school graduates. This will be unacceptable in Red Clay.

Need(s) Influenced by this Objective:

Strategy(s):

Strategy 1: Provide a high-quality educational experience that is rigorous and engaging for all students.

1. Provide increased opportunities for rigor and participation in Advanced Placement (AP), International Baccalaureate (IB), Science, Technology, Engineering and Math (STEM), Career Technical Education (CTE) programs.

09/01/2012 - 06/10/2017

Deliverable 1. IB program at Dickinson High School.

09/01/2013

Deliverable 2. STEM Summer Enrichment Program for middle school students

09/01/2013

Deliverable 3. high---need or low---achieving students enrolled in enrollment in advanced coursework

06/10/2017

Strategy 2: Implement
best---in---class
talent
management/
human
capital
systems
and
strategies
to
promote
continuous
improvement
and
educator
success.

1. Increase
the
number
of
highly
effective
AP,
IB,
and
STEM
teachers.

09/01/2013 - 06/30/2017

Deliverable 1. Create
teacher
pipeline/strategy
for
placement
and
retention
of
highly
effective
AP,
IB,
and
STEM
teachers.

06/30/2017

Deliverable 2. Enhanced PD opportunities that increase
teacher participation in AP,IB,and
STEM
through
enhanced
PD
opportunities.

06/30/2017

Measure(s):

There are no measures associated with this objective.

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Brown, Susan	RCPAC Member - RCCSD community	1-856-308-4831	brown.susanj36@gmail.com
Green, Taylor	Strategic Plan Coordinator	302-552-3701	taylor.green@redclay.k12.de.us
Shockely, Tiffany	RCPAC Rep - BSS		
Brady, Deborah	Principal - Linden Hill Elementary School	302-454-3406	Deborah.Brady@redclay.k12.de.us
Castaneda, Ariadna	Principal Wm. C. Lewis Dual Language Immersion Elementary	302-651-2695	Ariadna.Castaneda@redclay.k12.de.us
Albers, Jodi	Supervisor - Math	302-552-3700	Jodi.Albers@redclay.k12.de.us
Selekman, Aaron	Principal - Mote Elementary School	302-992-5565	Aaron.Selekman@redclay.k12.de.us
Rookard, Sharon	Ed. Associate, CTE/Perkins/Restructuring	302-552-3700	sharon.rookard@redclay.k12.de.us
Smith, Christine	Manager, Human Resources	302-552-3771	Christine.Smith@redclay.k12.de.us
Reed, Becky	Supervisor - Social Studies	302-552-3700	Rebecca.Reed@redclay.k12.de.us
Johnson, Dorothy	Principal - Richey Elementary School	302-992-5535	Dorothy.Johnson@redclay.k12.de.us

Broomall, Hugh	Deputy Superintendent, Student Support Services	302-552-3700	hugh.broomall@redclay.k12.de.us
Beard, Gaysha	Supervisor - ELA	302-552-3700	Gaysha.B Beard@redclay.k12.de.us
Ueltzhoffer, Lisa	Principal - Thomas McKean High School	302-992-5525	Lisa.Ueltzhoffer@redclay.k12.de.us
Ennis, Linda	Principal - Heritage Elementary School	302.454.3424	Linda.Ennis@redclay.k12.de.us
Courtney, Maribeth	Principal, Shortlidge Academy	(302) 651-2710	maribeth.courtney@redclay.k12.de.us
Fitzgerald, Dr. Chrishaun	Principal, Warner Elementary	302-651-2740	chrishaun.fitzgerald@redclay.k12.de.us
Jones, Equetta	RCPAC President - AI Middle Parent-PTA	302-651-2740	equetta.jones@redclay.k12.de.us
Valentine, Antoinette	Parent, Warner Elementary (BLT/ Implementation Team)	302-651-2740	valentine0129@yahoo.com
Horsey, Mari	Community School Coordinator - Warner	302-651-2740	mari.horsey@redclay.k12.de.us
Hills, Irene	CPI Consultant		Irene.Hills@redclay.k12.de.us
Conlin, Alice	Academic Dean, Warner Elementary	302-651-2740	alice.conlin@redclay.k12.de.us
Friend, Larry	Assistant Principal, Stanton Middle (PZ Advisory/ Implementation Team)	302-992-5540	larry.friend@redclay.k12.de.us
Rifenburg, Shane	Academic Dean, Stanton Middle (PZ Advisory/ Implementation Team)	302-992-5540	shane.rifenburg@redclay.k12.de.us
Brown, Valerie	Teacher/ Parent, Stanton Middle (PZ Advisory/ Implementation Team)	302-992-5540	valerie.brown@redclay.k12.de.us
Washington, Shun	Teacher, Stanton Middle (PZ Advisory/ Implementation Team)	302-992-5540	shun.washington@redclay.k12.de.us
DeBastiani, Annette	Teacher, Stanton Middle (PZ Advisory/ Implementation Team)	302-992-5540	annette.debastiani@redclay.k12.de.us
McLean, Chimere	Teacher, Stanton Middle (PZ Advisory/ Implementation Team)	302-992-5540	chimere.mclean@redclay.k12.de.us
Carucci, Denise	Parent, Stanton Middle (PZ Advisory/ Implementation Team)	302-992-5540	
Phillips, Melissa	Assistant Principal, Marbrook Elementary (PZ Advisory/ Implementation Team)	302-992-5555	melissa.phillips@redclay.k12.de.us
Brechemin, Veronica	Literacy Coach, Marbrook Elementary (PZ Advisory/ Implementation Team)	302-992-5555	veronica.brechemin@redclay.k12.de.us

English-Murray, Chantel	Teacher, Marbrook Elementary (PZ Advisory/ Implementation Team)	302-992-5555	chantel.english-murray@redclay.k12.de.us
Green, Jennifer	Teacher, Marbrook Elementary (PZ Advisory/ Implementation Team)	302-992-5555	jennifer.green@redclay.k12.de.us
Szczerba, Jacqueline	Teacher, Marbrook Elementary (PZ Advisory/ Implementation Team)	302-992-5555	jacqueline.szczerba@redclay.k12.de.us
Valente, Christine	Teacher, Marbrook Elementary (PZ Advisory/ Implementation Team)	302-992-5555	christine.valente@redclay.k12.de.us
Carducci, Sonja	Parent, Marbrook Elementary (PZ Advisory/ Implementation Team)	302-992-5555	carrier59@verizon.net
Hudson, Kathryn	School Administrative Manager, Lewis Elementary (PZ Advisory/ Implementation Team)	302-651-2695	kathryn.hudson@redclay.k12.de.us
Millhous, Bonnie	Teacher, Lewis Elementary (PZ Advisory/ Implementation Team)	302-651-2695	bonnie.millhous@redclay.k12.de.us
Vickers, Janette	Librarian, Lewis Elementary (PZ Advisory/ Implementation Team)	302-651-2695	janette.vickers@redclay.k12.de.us
Corwell, Layla	Parent/ Teacher, Lewis Elementary (PZ Advisory/ Implementation Team)	302-651-2695	layla.corwell@redclay.k12.de.us
Messina, Kait	Teacher, Warner Elementary (PZ Advisory/ Implementation Team)	302-651-2740	kaitlin.messina@redclay.k12.de.us
Cottet, Kim	Teacher, Warner Elementary (PZ Advisory/ Implementation Team)	302-651-2740	kimberly.cottet@redclay.k12.de.us
Holstein, Bradford	Principal, Marbrook Elementary	302-992-5555	bradford.holstein@redclay.k12.de.us
PZ Advisory/ Implementation Team, RCCSD	Lewis Elementary		
Ammann, Ted	Asst. Superintendent, District Operations	302-892-4721	Ted.Ammann@redclay.k12.de.us
Stewart, Malik	Manager, Federal & Regulated Programs	302-552-3700	Malik.Stewart@redclay.k12.de.us
Golder, Sam	Director, Secondary Schools	302-552-3700	Sam.Golder@redclay.k12.de.us
Lanciault, Andrea	Director, Elementary Schools	302-552-3758	andrea.lanciault@redclay.k12.de.us
McGrath, Edward	Supervisor, Science	302-552-3768	edward.mcgrath@redclay.k12.de.us
District Support Team, RCCSD	ESEA School Support	302-552-3700	
Daugherty, Mervin	Superintendent	302-552-3703	Mervin.Daugherty@redclay.k12.de.us
Floore, Jill	Chief Finance Officer/Finance	302-552-3725	Jill.Floore@redclay.k12.de.us

2.1 LEA Consolidated Application Planning Team

Enter your LEA grant planning team including administrators, teachers, parents, school nurses, community leaders, school counselors, law enforcement officers, visiting teachers, and others. Parent participation should be across multiple programs.

The Perkins Advisory Committee must be comprised of business, industry and educational constituents, and representative of all career and technical programs. All members of the Perkins Advisory Committee must be listed in this section along with the program they are representing.

<u>First Name</u>	<u>Last Name</u>	<u>Title</u>	<u>Email Address</u>	<u>Constituency</u>	<u>Perkins</u>
Gerri	Marshall	Supervisor, Research & Evaluation	Gerri.Marshall@redclay.k 12.de.us	Administrator	
William	Johnston	JP Morgan Chase & Co - 301 N. Walnut St. - Wilmington, DE. 19801		Business Person	Business, Finance and Marketing
Andrea	Lanciault	Director, Elementary Schools	andrea.lanciault@redclay .k12.de.us	Administrator	
Amy	O'Neill	Asst. Principal, Lewis Elementary (PZ Advisory/ Implementation Team)	amy.o'Neill@redclay.k12. de.us	School Employee	
Andrienne	Pinckney MPT, CCCE	ATI Physical Therapy - 4102 Ogletwon- Stanton Rd. - Ste. B - Newark, DE. 19713		Business Person	Skilled and Technical Science
Abbie	Seifert	School Counselor, Stanton Middle (PZ Advisory/ Implementation Team)	abbie.seifert@redclay.k1 2.de.us	School Employee	
Ted	Ammann	Asst. Superintendent, District Operations	Ted.Ammann@redclay.k 12.de.us	Administrator	
Sam	Golder	Director, Secondary Schools	Sam.Golder@redclay.k12 .de.us	Administrator	
Deborah	Finch	Parent		Parent	Skilled and Technical Science
Christine	Miller	Ed. Associate, Federal Programs, Non-Public Sch, MckinneyVento, Nurses, Health/PE	Christine.Miller@redclay. k12.de.us	Administrator	
Tiffany	Shockely	RCPAC Rep - BSS		Parent	

Ann Marie	Swift	Literacy Coach, Baltz Elementary	ann.swift@redclay.k12.de.us	Teacher	
Carolina	Beck	Supervisor, ELL Office	carol.beck@redclay.k12.de.us	District Employee	
Michael	Corey	Clear Channel Radio - 8 Dovetree Dr. - Newark, DE. 19713		Business Person	Technology Education
Dr. Chrishaun	Fitzgerald	Principal, Warner Elementary	chrishaun.fitzgerald@redclay.k12.de.us	Administrator	
Norm	Jones	Kirkwood Auto Center - 4913 Kirkwood Hwy. - Wilmington, DE. 19808		Business Person	Skilled and Technical Science
DeMarkus	Kirby	Virginia Tech, Civil Engineering (AIHS Alumni)		Community Member	Technology Education
Peggy	Vavala	Dupont		Business Person	AgriScience
Malik	Stewart	Manager, Federal & Regulated Programs	Malik.Stewart@redclay.k12.de.us	Administrator	
Kendall	Mobley	Assistant Principal, Stanton Middle (BLT/ Implementation Team)	kendall.mobley@redclay.k12.de.us	Administrator	
Julie	Picciotti	Teacher, Stanton Middle (PZ Advisory/ Implementation Team)	julie.picciotti@redclay.k12.de.us	Teacher	
Judy	White	St. Anthony of Padua School	jwhite@stanthonynet.org	Administrator	
CJ	Murphy	WSFS - 7450 Lancaster Pike - Hockessin, DE. 19707		Business Person	Business, Finance and Marketing
Jennifer	Gomez	Citibank 809 Baltimore Avenue - Wilmington, DE. 1980		Business Person	Business, Finance and Marketing
Mary Lou	Soltys	St. John the Beloved School	msoltys@saintjohnthebeloved.org	Administrator	
Kristine	Bewley	Manager, Information Technology	kristine.bewley@redclay.k12.de.us	Administrator	
Sr. Virigina	Pfau	St. Ann School	ann.vmp@verizon.net	Administrator	

Susie	Hessling	Teacher, Warner Elementary (BLT/ Implementation Team)	susan.hessling@redclay.k12.de.us	Teacher	
Taylor	Green	Strategic Plan Coordinator	taylor.green@redclay.k12.de.us		
Mary	Norris	Asst. Superintendent, Special Services	Mary.Norris@redclay.k12.de.us	Administrator	
Joseph	Perrotto	DuPont - 974 Centre Road - PO Box 2915 - Bldg. 722 - Rm. - 1016 - Wilm., DE. 19805		Business Person	Technology Education
Theodore	Boyer	Principal - AI DuPont Middle School	Theodore.Boyer@redclay.k12.de.us	Administrator	
Sandy	Potter	Teacher, Warner Elementary (Title I KDG transition committee)	sandra.potter@redclay.k12.de.us	Teacher	
Sharon	Rookard	Ed. Associate, CTE/Perkins/Restructuring	sharon.rookard@redclay.k12.de.us	Administrator	
Susan	Brown	RCPAC Member - RCCSD community	brown.susanj36@gmail.com		
Equetta	Jones	RCPAC President - AI Middle Parent-PTA	equetta.jones@redclay.k12.de.us	Parent	
Pati	Nash	Public Information Officer	pati.nash@redclay.k12.de.us	District Employee	Technology Education
James	Comegys	Director, Curriculum & Instruction	james.comegys@redclay.k12.de.us	Administrator	
Christina	Personti	Baltz BLT Member (Focus School Planning Team)	christina.personti@redclay.k12.de.us	Teacher	
Stacie	Larkin	Physical Therapy		Business Person	Skilled and Technical Science
Joe	Rappa	AP - Warner Elementary BLT Member (Focus School Planning Team)	joseph.rappa@redclay.k12.de.us	Administrator	
Todd	Howe	Finestationery.com - 201 W. 14th St. - ste. 100 - Wilmington, DE. 19801		Business Person	Technology Education

Marty	Krajewski	Brandywine Auto Repair		Business Person	Technology Education
Amy	Grundy	Manager, School Turnaround	amy.grundy@redclay.k12.de.us	Administrator	
Linda	Fischer	St. Mark's HS	lfischer@stmarkshs.org	Administrator	
Jude	Szczerba	Salesianum School	jszczer@salesianum.org	Administrator	
Stacey	Papa	Baltz BLT Member (Focus School Planning Team)	stacey.papa@redclay.k12.de.us	School Employee	
Jill	Floore	Chief Finance Officer/Finance	Jill.Floore@redclay.k12.de.us	Administrator	
Vicki	Petrucci	Supervisor - Special Education Services	vicki.petrucci@redclay.k12.de.us	Administrator	
Deborah	Roberts	Supervisor - Accounting	deborah.roberts@redclay.k12.de.us	District Employee	
Hugh	Broomall	Deputy Superintendent, Student Support Services	hugh.broomall@redclay.k12.de.us	Administrator	
Carolyn	Hart	University of DE Alumni FCS Student		Community Member	Family and Consumer Sciences
Lou	Spinelli	DTCC; Automotive Tech		Business Person	Technology Education
Arba	Henry	University of DE		Community Member	AgriScience
Tawanda	Bond	Principal, Stanton Middle	tawanda.bond@redclay.k12.de.us	Administrator	
Bill	Wockenfuss	Array of Monograms - 2015 louisa Dr - Wilmington, DE. 19804		Business Person	Technology Education
Kelly	Hurt	Principal - Baltz Elementary	kelly.hurt@redclay.k12.de.us	Administrator	
Mervin	Daugherty	Superintendent	Mervin.Daugherty@redclay.k12.de.us	Administrator	
Val	Hall	PreSchool Teacher/Lit Coach		Parent	Family and Consumer Sciences
Barnabas	Kerkuca, RN	Registered Nurse		Business Person	Skilled and Technical Science
Maureen	Shields	Child Find Coordinator-RCCSD	maureen.shields@redclay.k12.de.us	District Employee	
Michele	Lundstrom	Padua Academy	mlundstrom@paduaacademy.org	Administrator	

Diane	Maguire	The Centreville School	dmaguire@centrevilleschool.org	Administrator	
Cindy	Felix	LACC - 403 N. VanBuren Street - Wilmington, DE. 19805		Business Person	Family and Consumer Sciences
Marie	Ferrier	Director, Ursuline Academy	mferrier@ursuline.org	Administrator	
Anne	Thompson	RCPAC - Marbrook parent rep	anne.thompson@redclay.k12.de.us	Parent	
Mario	Rivera	Baltz BLT Member (Focus School Planning Team)	mario.rivera@redclay.k12.de.us	Teacher	
Patricia	Seningen	West Chester University, Human Resources		Business Person	Business, Finance and Marketing
Diana	Thompson	All Saints Catholic School	dthompson@ascsde.org	Administrator	
Adrienne	Hopson	Librarian, Warner Elementary (BLT/ Implementation Team)	adrienne.hopson@redclay.k12.de.us	Teacher	
Evonne	Fintzel	Baltz BLT Member (Focus School Planning Team)	evonne.fintzel@redclay.k12.de.us	Teacher	
Wendy	Freeman	Veteranarian		Business Person	AgriScience
Chris	Chris Hewlett, CPA	Hewlett & Company - 5586 Kirkwood Highway - Wilmington, DE. 19808-5002		Business Person	Business, Finance and Marketing
Judith	Conway	Supervisor, Curriculum & Assessment	judith.conway@redclay.k12.de.us	Administrator	
Ariadna	Castaneda	Principal Wm. C. Lewis Dual Language Immersion Elementary	Ariadna.Castaneda@redclay.k12.de.us	School Employee	
Chef David	Nolker	Culinary Director, DTCC		Business Person	Family and Consumer Sciences
Jacque	Varsalona	Director of Marketing, Wilmington University		Business Person	Technology Education

Louis	DeAngelo	Catholic Diocese of Wilmington	ldeangelo@cdow.org	Administrator	
Amber	Tos	Baltz BLT Member (Focus School Planning Team)	amber.tos@redclay.k12.d e.us	Teacher	
Jeanette	Hayes	Parent		Parent	AgriScience
Katherine	Wallace	Academic Dean- AIMS BLT Member (Focus School Planning Team)	katherine.wallace@redcla y.k12.de.us	Administrator	
Gaysha	Beard	Supervisor - ELA	Gaysha.Beard@redclay.k 12.de.us	District Employee	
Christine	Smith	Manager, Human Resources	Christine.Smith@redclay. k12.de.us	Administrator	
Wendy	Simione	VCA Hopsital		Business Person	AgriScience

2.2 Contact Information:

Please select a representative for each area below. The representative must be a member of the LEA's Consolidated Application Planning Team listed in Section 2.1 of this grant. Click the drop down arrow to select members from your planning team.

	Name	Title	Phone	Email Address
Primary Contact	Malik Stewart	Manager, Federal & Regulated Programs	302-552-3700	Malik.Stewart@redclay.k12.de.us
Summer Contact	Mervin Daugherty	Superintendent	302-552-3703	Mervin.Daugherty@redclay.k12.de.us
Business Manager	Jill Floore	Chief Finance Officer/Finance	302-552-3725	Jill.Floore@redclay.k12.de.us
Homeless Liaison	Christine Miller	Ed. Associate, Federal Programs, Non-Public Sch, MckinneyVento, Nurses, Health/PE	302-552-3815	Christine.Miller@redclay.k12.de.us
Parent Liaison	Malik Stewart	Manager, Federal & Regulated Programs	302-552-3700	Malik.Stewart@redclay.k12.de.us

IMPORTANT: Summer Contact Information (July - August): An LEA representative needs to be available who is authorized to make substantive changes to the grant as well as to make final dollar allocation decisions.

2.3 Selection of Federal and State Programs

Check all grant programs for which you are applying in this application.

Note: If the LEA subsequently un-checks a grant program all budgeted items associated with that grant will be deleted.

<u>Federal</u>		<u>State</u>	
<input checked="" type="checkbox"/>	Carl D. Perkins Career and Technical Education – Secondary	<input checked="" type="checkbox"/>	Curriculum and Professional Development
<input checked="" type="checkbox"/>	Individuals with Disabilities Education Act 611 (6-21)		
<input checked="" type="checkbox"/>	Individuals with Disabilities Education Act 619 (3-5)		
<input checked="" type="checkbox"/>	Title I, Part A - Making High Poverty Schools Work		
<input checked="" type="checkbox"/>	Title II, Part A - Teacher and Principal Training and Recruitment		
<input checked="" type="checkbox"/>	Title III - Immigrant Students		
<input checked="" type="checkbox"/>	Title III - Language Instruction for ELL		

Consolidated Grant Application Submission Deadlines

For 2014 - 2015 Consolidated Grant Applications, the following schedule applies:

If the LEA does not submit an application by the final submission date of August 14, 2014, then an LEA is required to file an extension request. The extension request must include the reason the LEA cannot meet the final submission date requirement. Extensions can only be granted in case of an emergency situation. Every effort needs to be made to meet the August 14, 2014 deadline. If an extension request is denied, DDOE can 1) refuse to reimburse the LEA for any expense incurred before the application is submitted; or 2) formally disapprove the LEA for funding, which triggers the LEA's due process rights in accordance with Section 432 of the General Educational Provisions Act (GEPA).

The start date for federal funds is the date of initial submission if the grant is substantially approvable as determined by DDOE. Substantially approvable grants that are submitted prior to July 1 will have a start date of July 1. LEA's whose grants are not considered substantially approvable at the time of initial submission will be contacted by the SEA. Significant revisions will be required and the start date will be set once the grant is submitted in substantially approvable form.

Federal Funds Obligation Date: 09/30/16 (* LEAs with more than \$50,000 in Title I, Part A funds must obligate 85% of these funds by 9/30/15*); Federal Funds Liquidation Date: 11/30/2016; State Funds Start Date: 07/01/14; State Funds End Date 06/30/15.

IMPORTANT DISCLAIMER: All information contained in the DDOE LEA Consolidated Grant Manual and in the DDOE LEA Consolidated Grant Application is subject to change, depending on receipt of federal US DOE rules and guidance. LEAs may be required to submit amendments that would bring the application into compliance with such documents at any time during the effective dates of the grant.

2.4 Program Coordinators and Allocations

AFTER completing Section 2.3, LEAs must click “Get Default Values” to load program allocations. LEAs must then click edit to assign a program coordinator for each program.

Federal Programs

<u>Program</u>	<u>Coordinator</u>	<u>Allocation</u>	<u>Liquidation Date</u>
Carl D. Perkins Career and Technical Education – Secondary	Rookard, Sharon sharon.rookard@redclay.k12.de.us	\$397,020.00	11/30/2016
Individuals with Disabilities Education Act 611 (6-21)	Norris, Mary Mary.Norris@redclay.k12.de.us	\$3,954,538.00	11/30/2016
Individuals with Disabilities Education Act 619 (3-5)	Norris, Mary Mary.Norris@redclay.k12.de.us	\$97,570.00	11/30/2016
Title I, Part A - Making High Poverty Schools Work	Stewart, Malik Malik.Stewart@redclay.k12.de.us	\$5,195,535.00	11/30/2016
Title II, Part A - Teacher and Principal Training and Recruitment	Comegys, James james.comegys@redclay.k12.de.us	\$1,085,570.00	11/30/2016
Title III - Immigrant Students	Beck, Carolina carol.beck@redclay.k12.de.us	\$3,526.00	11/30/2016
Title III - Language Instruction for ELL	Beck, Carolina carol.beck@redclay.k12.de.us	\$309,931.00	11/30/2016

State Programs

<u>Program</u>	<u>Coordinator</u>	<u>Allocation</u>	<u>Ending Date</u>
Curriculum and Professional Development	Comegys, James james.comegys@redclay.k12.de.us	\$176,127.00	6/30/2015

2.5 Constituency Participation

This section requires the LEA to describe its public process for developing this consolidated application with the involvement of appropriate stakeholders.

Question A

A.1 Explain the process through which parents, community members, LEA and building administrators, teachers, and students, including representatives of children with disabilities, participate in the planning, design, and review of the LEA Success Plan and this Consolidated Application. [Section 1112(d)(1)]

Coordinated by the Superintendent, the Deputy Superintendent and the Office of Federal and Regulated Programs, the Consolidated Grant Application Planning process is organized to maximize time, expertise and input. This process was recently revised so that all planning supported the strategic plan outcomes for the district. This includes public district-wide updates to strategic plan goals and continues with the district's staffing meetings, monthly strategic planning updates and Partnership Zone Council meetings, the February School staffing planning, and with the implementation of the district's 5

year strategic plan.

The process incorporates: Federal & Regulated programs, English Language Learners, Curriculum & Instruction, IDEA - special needs, parents, CTE/Perkins Advisory, and Priority and focus school staff/teachers. The 2015 Consolidated Application was developed using these meetings (staffing and the strategic plan) with additional contributions from Program managers, district and building level administrators, representatives from the Red Clay Parent Advisory Council (parents and community members), representatives from nonpublic schools, Red Clay Curriculum and Instruction staff, teachers and Red Clay special education staff members. Lastly, especially with regard to closing the achievement gap – the district held monthly public feedback sessions from November 2013 – March 2014 to gauge public feedback.

The meetings and feedback sessions were a part of a timeline to complete the grant application prior to the DE Department of Education's first deadline, July 17, 2014. Each team had to review information that would contribute to the development of the application. The district has a sole message: all resources will continue support the 5 District Goal outcomes. In addition, the Consolidated Grant Application Planning process is organized to maximize time, expertise and input. The process incorporates: Federal & Regulated programs, Curriculum & Instruction, IDEA - special needs, parents, CTE/Perkins Advisory, and Priority and focus school staff/teachers. Here is an example of the planning:

- Every classroom will have a highly effective educator led by highly effective administrators. (Title I, Title II, IDEA, Title III, Carl D. Perkins and Curriculum and PD) We will focus on ensuring that our students are challenged and inspired every day by highly effective master educators; this would include coaching from Academic Deans, Literacy supports and ongoing professional development.
- All students will read at or above grade level by the end of third grade. (Title I, IDEA) A focus on early literacy will help us to fulfill our mission by providing our K–3 teachers with critical, job-embedded professional development opportunities that are designed to improve their instructional practice in the teaching of literacy and by providing our high poverty schools with PK – 3 staffing, supports and resources to ensure success with the elementary program.
- Schools will continue to close the achievement gap for all students, with a particular focus on our English Language Learners and students with disabilities. (IDEA, Title III, Title I) We will demand high expectations of all students, and provide strong support systems to meet their unique learning needs. These supports will come in the form of staff, training, resources and parent engagement and education opportunities, along with community partnerships.
- All students will graduate college- and career-ready. (Carl D. Perkins, Title II, IDEA, Curriculum and PD) In order to compete in the expanding global economy, attain professional success, and achieve personal fulfillment, all Red Clay students must graduate well-prepared for the academic and nonacademic challenges of life after high school.
- Parents and the community will be engaged in the education of students. (IDEA, Title I, and Title III). This is achieved through kindergarten transition sessions, the development of the Parent University and partnerships with community agencies to support the readiness of our clientele.

To access and analyze data related to root causes, the Office of Federal and Regulated Programs received support from the New Castle County Title I Consortium, DE DOE, US DOE and the Data Service Center. Once the Consolidated Grant Program allocations were final, the Grant Development Team worked to complete and submit a draft. The 2013-2014 DCAS, DIBELS Next data, along with district assessments, ELL program review, PLC meetings, parent and staff surveys and other program specific data were reviewed to develop plans to support the five (5) district success (strategic) goals.

Planning and information sessions included the Red Clay Parent Advisory Council (RCPAC) to obtain parent input. Ongoing communication with Program Managers at the Department of Education also assisted in the completion of the grant application, including discussions to ensure alignment with ELL improvement and school turnaround needs. Throughout the school year a series of meetings were held with leaders from the nonpublic schools to assure ongoing meaningful and timely consultation; viewing the application at the formative level, provided feedback and made recommendations to be included in the application.

The RCCSD Administration reviews the budget document to ensure alignment with the district's Strategic Plan Goals. The Federal programs Manager meets bi-weekly with the Superintendent and prepares a final draft for his office and the CFO during the week of July 7, 2014. After review, and any last minute edits the document will be signed and ready for submission by July 17, 2014. Once final approval is received from DE DOE copies of the approved application will be posted on the Red Clay website and made available to the School Board, all Program Managers, Red Clay schools, Parent Advisory Council members, nonpublic schools representatives and district administrators. Regular reviews and focus group sessions will be used to discuss progress in implementing strategies and activities toward meeting the goals

A.2 Record the dates of the Consolidated Application LEA Planning Committee Meetings. [Section 1112(d)(3)]

In order to support the Consolidated Application planning, the district focuses its meetings and discussions around 5 strategic plan goals. Ideally, the discussions, meetings, and expenditures relate to the outcomes in the plan and impact student performance goals. The district plan serves as a template and starting point for individual school plans and the outcomes align. The plan establishes a long-range direction for the district and provides a clear focus for future pursuits by identifying priorities for improvement and expense. The process involves a series of steps that moves Red Clay to effectively deal with change in a proactive, rather than reactive manner by establishing a common purpose, a sense of direction, priorities for change, and a blueprint for action and allocation.

October 1, 2013 - Title I Meaningful Consultation Meeting
October 3, 2013 - Equitable Services Federal Programs Meeting
October 4, 2014 – Perkins Advisory
January – April, 2014: Community presentations and meetings related to inclusive schools
January 6, 2014 – DE Stars for Early success
January 9, 2014 – Partnership Zone council – strategic plan; Equitable services discussion with SEA and DCPS
January 13 – 14, 2014 – CSR conducted at Focus Schools
January 15, 2014 – Consolidated Grant preliminary discussion
January 16, 2014 – Dropout prevention committee
January 21, 2014 – Equitable Services
January 29, 2014 – Goal 5 Parent and community involvement
February 1 – 6, 2014: NASTID
February 7, 2014 – 1003(g) session
February 10, 2014 – Race To The Top Review
February 11, 2014 – Staffing committee
February 12, 2014 – Superintendent’s Parent Council
February 18, 2014 – Consolidated Grant: allocations
February 19, 2014 – Classroom Instruction That Works for ELLs District overview part 2
February 21, 2014 – Goal 5 Parent and community involvement
February 24, 2014 – Summer Enrichment Planning
February 27, 2014 – Family ESL class planning
February 28, 2014 – Promise Neighborhood planning
March 3, 2014 – PreK Parent focus group
March 5, 2014 – Staffing (Title I schools)
March 6, 2014 – Staffing (Title I schools)
March 7, 2014 – District Success Planning discussion
March 11, 2014 – Attendance Zone meeting
March 12, 2014 – Regional Parent University planning
March 16 – 19, 2014: NAFEP Meetings in Washington, DC
March 19, 2014 - Equitable Services Federal Programs Meeting
March 20, 2014 – Success Plan revisions
March 21, 2014 – Goal 5 (parent & Community Engagement) Team meeting
March 24, 2014 – Extended day discussion
March 26, 2014 - Regional Parent University planning
March 31, 2014 – CSR review with DEDOE and submission of Baltz 1003g
Spring 2014 – Perkins Advisory follow up discussion
April 1, 2014 – FY 2015 Programs and budgets discussion
April 2, 2014 – Budgets (Federal)

April 3, 2014 – Partnership[Zone Council and PreK discussion
 April 4, 2014 – DE Readiness Team meeting (Hanover Church)
 April 8, 2014 – After school programs meeting and Attendance Zone meeting
 April 10, 2014 – Success plan/implementation plan meeting
 April 11, 2014 – Community School planning meeting (Wilmington city schools)
 April 14, 2014 – Hanover Kindergarten Readiness Team meeting
 April 17, 2014 - Regional Parent University planning
 April 29, 2014 – Kindergarten Transition Meeting
 April 30, 2014 – Consolidated Application regional Training session
 May 1, 2014 - Title I Coordinators Planning Meeting – Private schools
 May 1, 2014 – ELL and SWD (IDEA) Parent programming meeting
 May 2, 2014 – Kindergarten transition and PreK meetings; McKinney Vento Liaison Meeting
 May 5, 2014 – Promise Neighborhoods discussion
 May 6, 2014 – Focus School visits
 May 8, 2014 - Title I Meaningful Consultation Meeting
 May 8, 2014 – All schools conference (Dover);
 May 13, 2014 – Attendance Zones
 May 15, 2014 - PD - Classroom Instruction That Works for English Language Learners and Kindergarten transition meeting
 May 27, 2014 – Kindergarten transition and Stanton Title I meeting
 May 29, 2014 – Warner Title I discussion and Regional Parent University training for summer
 June 3, 2014 – ELL planning and the implementation plan
 June 4, 2014 – CTE/Perkins discussion and Kindergarten transition planning
 June 6, 2014 – Birth to 8 advisory planning
 June 10, 2014 – Title I summer planning
 June 11, 2014 – RTTT/ESEA end of the year review
 June 12, 2014 – Reading, Professional development for 2014-15, Title IIA and Federal Programs meetings
 June 17, 2014 – RCPAC planning for 2014-2015
 June 18, 2014 – Consolidated Grant/Implementation Planning and Kindergarten Transition planning and prep
 June 19, 2014 – Parent Engagement meeting - subcommittee
 June 20, 2014 – Parent University and Title III discussion
 June 24, 2014 – Extended Day program planning, McKinney Vento Meetings, and supports to Focus and Watch schools
 June 24, 2014 - Equitable Services Federal Programs Meeting
 June 26, 2014 – Parent Engagement meeting - subcommittee
 July 16, 2014 - Staffing

A.3 According to Section 427 of the General Education Provisions Act (GEPA), LEAs must describe the steps it will take to ensure equitable access to, and participation in, the services provided in this grant for students, teachers, and other program beneficiaries with special needs. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. The LEA must provide a clear and succinct description of how it plans to address the barriers that are applicable to its own local circumstances.

The Red Clay Consolidated School District ensures equity of access and participation of students, teachers, and parents in all educational programs, including those supported through the LEA Consolidated Application. The Red Clay Consolidated School District is an equal opportunity / affirmative action agency; it does not discriminate on the basis of race, color, religion, gender, national origin, age, political affiliation, disability, or sexual orientation. As such, no barriers will impede equitable access to the services provided by the Consolidated Application for educational personnel or other parties. All potential beneficiaries will be provided equitable access to participate in grant project activities and services. RCCSD conducts numerous activities to ensure compliance with GEPA requirements including, but not limited to, the following actions.

1. Employ federally funded positions to ensure that equity requirements are met. These positions include administrators, staff and personnel within Title I, IDEA and Title III whose job duties include providing services to special populations of students who would traditionally be considered potentially "at-risk."
2. Maintaining the offices of Special Education, Federal all who focus on the needs of traditionally underserved populations and to ensure that both state and federal funds are used to provide equitable services to all student populations in the state. These activities include providing professional development that is focused on the needs of the diverse learner.
3. Identifying inclusive education as a goal in the strategic plan, with action plans and outcomes to ensure equity.
4. Training was provided to RCCSD Administrators and schools to increase their knowledge and understanding of how a quality intervention system supports the provision of inclusive placements for students with disabilities and those in need of language acquisition; technical assistance resources including materials/models from other states were provided.
5. RCCSD schools received training on how to address considerations for least restrictive environments within school and district improvement planning efforts, including information on explaining data to district- and site-based leaders.
6. Information and resource materials were provided to special education directors to facilitate the effective inclusion of preschoolers with disabilities and to support developmentally appropriate practices within those settings.
7. For assessments, the schools are provided with technical assistance to ensure student accommodations are met. In addition, the district works with DEDOE to ensure that statewide assessments do not negatively impact diverse learners.
8. The Office of the Superintendent's Leadership Academy (a required activity for all administrative staff) focused on diversity training during the 2013-2014 school year.
9. During new teacher orientation week, teachers are required to attend sessions to improve their abilities, including those on inclusive settings and educating students in poverty.
10. Family and parent access to participation in schooling activities and leadership opportunities, through native language translation and interpretation (RCPAC, Parent University, parent-teacher conferences, school events).
11. Activities: All activities are designed without barriers that may impede equitable access or participation related to gender, race, national origin, color, disability or age. Red Clay takes into account diversity and equity so as to involve full participation in programming without barriers. Activities are held in physical facilities that accommodate visually and physically challenged participants.

3.1 Title I Data Questions

Please answer the following questions regarding school Title I designations.

Question A

A.1 What source of data was used to determine the Title I Status of the LEA's schools?

Note: The LEA must use the same data set for all schools

[Section 1112(b)(1)(G)]

<input type="checkbox"/>	DEDOE-provided % Direct Certification data (13-14 Sept 30 Data)
<input checked="" type="checkbox"/>	DEDOE-provided % DHSS poverty data (13-14 Sept 30 Data)
<input type="checkbox"/>	New LEA-provided data (NOTE: LEAs may use this option if they are experiencing feeder pattern changes or if they have access to more timely poverty data)

A.2 If new LEA-provided data was used, please explain why this method was chosen and how the poverty data was obtained. [Section 1112(b)(1)(G)]

N/A

Question B

B.1 Is the LEA serving all schools with poverty rates of 75 percent and above (based on the data source chosen above)?

If no, please provide a brief explanation as to:

1) why the school was skipped and how the school meets the comparability requirements; and

2) how the skipped school is receiving supplemental funds from other state and local sources that either meets or exceeds the amount that would have been provided with Title I, Part A funds AND is being spent in accordance with the Targeted Assistance or Schoolwide program requirements.

[Section 1113(b)(D)]

The LEA is serving its traditional, graded (PK – 12) public schools with poverty levels at/above 75%; however the LEA is choosing to not allocate Title I funding in its ungraded specialized school settings; these include Richardson Park Intensive Learning Center (ILC), Central School ILC, First State School and Meadowood School. Of these four, Central ILC, First State and Meadowood program have DHSS- calculated poverty rates above 75%.

All Three program sites receive tuition funds to serve students with identified specialized needs and these resources far exceed the amounts that they would have received based on a Title I per pupil allocation (PPA explained: this creates an allocation based on the numbers of eligible children and a ranking of the school's poverty levels).

CENTRAL ILC: The Central School Intensive Learning Center (ILC) serves students with specialized and exceptional educational needs and some of the pupils return to their traditional district grade-level schools during the school year and graduate with that class. The school program addresses not only cognitive development but also vocational interests and social skill development. The Central School gives students basic educational skills, language arts, mathematics, computer, science and social studies with the primary focus on increasing their reading ability.

MEADOWOOD: The Meadowood Program provides services to students ages 3-21 with moderate to severe disabilities. The classrooms blend the functional and developmental curriculum to serve the individual needs of our youngest students. All children have an Individual Education Plan (IEP) with learning goals and objectives based on needs identified through formal testing. Students in the Meadowood Program may attend Forest Oak Elementary School for their elementary years, HB duPont Middle School for middle years as students begin to utilize their skill set across a greater variety of settings. While maintaining their involvement with the inclusive classrooms, students begin to experience vocational exploration and community-based instruction. For high school, students may attend Thomas McKean & John Dickinson High Schools to have increased opportunities to enhance their functional independent living skills, as well have vocational experiences that help create a better pathway to future paid employment.

FIRST STATE: The First State School gives children and adolescents who would otherwise be homebound with serious illnesses the chance to attend school with their peers while they get the medical treatment they need. Located at Wilmington Hospital, First State School offers kindergarten through high-school education to children with diabetes, sickle-cell anemia, severe asthma, cancer and other illnesses that preclude attendance at regular school. The program is only one of three in operation nationwide and is co-sponsored by Christiana Care and the Delaware Department of Education through the Red Clay School District. The First State School staff (physicians, nurses, educators and psychologists) are available throughout the school day to oversee each student's daily needs in collaboration with their family and primary care physicians and subspecialty consultants. The first school of its kind in the United States, the First State started in 1985 as the brainchild of Janet Kramer, M.D., F.S.A.M., a medical internist and director of Christiana Care's Division of Adolescent and Young Adult Medicine Services who sought to help chronically ill children get the medical treatment they needed without missing out on the important parts of childhood—the chance to learn and grow with others.

The district's 2014 comparability report will reflect the LEA not only meeting the required average student: staff ratio for schools serving these students, but also providing instruction in accordance with laws for students who require special and specific accommodations to meet their identified needs**(per guidance from The Delaware Dept. Of Education – (KW/TJ)

B.2 Is the LEA electing not to serve or "Skipping" any other eligible schools that have a higher percentage of children from low income families than the schools that are being served?

If yes, please provide a brief explanation as to:

1) why the school was skipped and how the school meets the comparability requirements; and

2) how the skipped school is receiving supplemental funds from other state and local sources that either meets or exceeds the amount that would have been provided with Title I, Part A funds AND is being spent in accordance with the Targeted Assistance or Schoolwide program requirements.

[Section 1113(b)(D)]

N/A - In accordance with Section 1120A(c)(5)(B) of the ESEA, the Red Clay Consolidated School District will demonstrate comparability for its schools that serve pupils with identified and documented special needs, including: Richardson Park ILC, Central School ILC, First State School and Meadowood School by estimating the number of staff the school would have received if it were not a school serving students with disabilities. We will use the standard unit count ratios provided by the Department in preparing the estimates. The RCCSD comparability process will be implemented and the 2014-2015 calculations will be submitted to the Department in November using the ratios provided by the Department and in accordance with the grade configurations at the school levels.

Question C

C.1 What is the LEA's threshold for serving schools (or schools within a grade span) with Title I funds? [Section 1113(a)(2)(3)(B)]

<input type="checkbox"/>	LEA has only one school which is eligible to receive Title I, Part A funds according to Section 1124(b) of the ESEA.
<input type="checkbox"/>	Serving all schools with poverty rates equal to or above 35%
<input type="checkbox"/>	Serving all schools equal to or above the LEAs total average poverty rate
<input type="checkbox"/>	Serving all schools in a grade span equal to or above the LEAs total average poverty rate
<input type="checkbox"/>	Serving all schools in a grade span equal to or above the average poverty rate of that grade span
<input type="checkbox"/>	Serving all schools with a poverty rate equal to or above X% as determined by the LEA NOTE: poverty rate must be equal to or above the LEA's total average poverty or 35% (whichever is lower) if using a district wide ranking, or if ranking by grade span, equal to or above the average rate of that grade span or 35% (whichever is lower). (Please see Part 2 below)
<input checked="" type="checkbox"/>	Other (Please explain in Part 3 below)

C.2 If "Serving all schools with a poverty rate equal to or above X% as determined by the LEA" was selected in Part 1 above, what is the % threshold is the LEA using to serve schools with Title I funds?

N/A

C.3 If "Other" was selected in Part 1 above, please explain the LEA's threshold for serving schools with Title I funds.

The Red Clay Consolidated School District is serving schools based on the following actions:

DHSS Composite Eligibility -

1) Grades K-5: Red Clay is serving schools equal to or above the LEAs total average poverty rate as measured by the % of DHSS- eligible students. The LEA's level is 50.19% - it established a threshold of at least 56%; in order to service the highest poverty schools first – and has a single (1) high need school with a poverty rate 8.78% higher than the district average (58.97%); next the district has eight (8) schools with poverty rates over 77.4% or greater (from 77.4% - 94.83% Schoolwide and includes 2 Partnership Zone/Priority Schools and 2 Focus schools).

2) Grades 6-12: Red Clay established a threshold equal to or above the 70% DHSS poverty threshold to begin services. For 2014-2015, we are serving A.I. DuPont Middle (80.45% DHSS eligible and a focus school) and Stanton Middle (73.18% DHSS-eligible and a Partnership Zone school).

Question D

D.1 This question should only be completed by LEAs with more than one school.

Please describe the methodology used to determine the per-pupil amount (PPA) for each participating Title I school.

Note: LEAs with an enrollment of less than 1,000 or LEAs with only one school per grade span are not required to allocate funds to schools in rank order.

Once Red Clay received its FY 2015 allocation amount, it made the following decisions related to District-resource reserves:

- Homeless Services
- Parental involvement (Red Clay reserved more than (almost double) the federally required 1% per the regulations in Title I, Part A section 1118)
- LEA Instructional Services
- LEA Professional Development
- Focus and Priority school supports
- Prekindergarten and transition to kindergarten supports
- Administrative Costs

The reservation is smaller than the remaining total. The remainder is then allocated (given/distributed) to the eligible participating schools. Red Clay identifies eligible schools with attendance areas at or above 35% DHSS-poverty and ranks them by both grade-levels and educational designation/purpose. In ranking, it establishes categories for schools to determine participation and allocations:

Category 1: Traditional PK-5 Elementary School (DHSS poverty = 80% or greater (PARTICIPATING))

Category 2: Traditional PK-5 Elementary School (DHSS poverty = 75% to 79% (PARTICIPATING))

Category 3: Traditional 6-12 Middle to High School (DHSS poverty = 70% or greater (PARTICIPATING))

Category 4: Traditional K-5 Elementary School (DHSS poverty = 50.19% (District DHSS-poverty average) to 74% (PARTICIPATING))

Category 5: Traditional K-5 and under 50.19% poverty (ranked not participating)

Category 6: ILC with 35% poverty or greater (ranked not participating)

Category 7: Traditional K – 12 (ranked not participating and not eligible)

Once the participating public school attendance areas and categories have been established, Red Clay uses the remaining funds (after reservations) to calculate a PPA for each participating public school category – using the total number of children from low-income families residing in each attendance area to allocate funds for each participating school. Red Clay allocates resources within each category in decreasing rank order of poverty; starting with the categories above 75 percent poverty – prioritizing early intervention and elementary schools in categories 1 and 2; then high poverty middle schools in category 3, and then high poverty elementary schools in category 4. From these PPA amounts, Red Clay reserves funds for the private school children (calculated for low-income private school students residing in the attendance areas of eligible category 1-4 schools) to provide equitable services to eligible private school participants. The LEA adjusts the PPA until all the resources (after the set-asides) have been expended.

3.2 Title I Public School Data

LEAs must click “Get Default Values” for a list of schools within the LEA and their associated DHSS (DHSS Pov %) and Direct Certification (Dir. Cert %) low income data. LEAs must click the edit button for each school to:

- 1) identify each school's Title I status;
- 2) list the grade span of the school; and
- 3) enter new poverty data (only if the LEA chooses to use its own poverty data).

Note: DHSS and Direct Certification poverty data will not be loaded for new charter Schools. The adjusted census poverty data for new charter schools can be provided by DDOE upon request. New charter schools are encouraged to enter their own poverty rate if they have available data.

Public Schools

School	Title I Status	Grade Span	Total	DHSS Pov %	New Pov %	Dir.Cert%
A I duPont High	Eligible But Not Receiving Service	09-12	1110	40.09	0.00	30.09
A I duPont Middle	Schoolwide	6-8	486	76.95	0.00	62.55
Baltz Elem	Schoolwide	BK-05	628	78.03	0.00	61.62
Brandywine Springs	Not Eligible	KN-08	1117	17.19	0.00	9.22
Calloway Sch of the Arts	Not Eligible	6-12	919	13.38	0.00	7.18
Central School	Eligible But Not Receiving Service	Ungraded	159	83.65	0.00	57.86
Conrad Schools of Science	Not Eligible	6-12	1153	24.46	0.00	14.57
Dickinson High	Eligible But Not Receiving Service	09-12	765	54.64	0.00	41.57
First State School	Eligible But Not Receiving Service	Ungraded	21	85.71	0.00	52.38
Forest Oak Elem	Eligible But Not Receiving Service	KN-5	532	49.81	0.00	37.03
H B duPont Middle	Eligible But Not Receiving Service	6-8	828	45.65	0.00	38.41
Heritage Elem	Not Eligible	KN-5	625	32.80	0.00	23.52
Highlands Elem	Schoolwide	KN-5	383	76.76	0.00	67.62
Lewis Dual Language Elem	Schoolwide	KN-5	467	86.51	0.00	74.73
Linden Hill Elem	Not Eligible	KN-5	860	15.47	0.00	10.12
Marbrook Elem	Schoolwide	KN-5	593	76.22	0.00	55.82
McKean High	Eligible But Not Receiving Service	9-12	873	60.37	0.00	44.33
Meadowood Program	Eligible But Not Receiving Service	Ungraded	147	85.71	0.00	38.78
Mote Elem	Schoolwide	BK-5	598	78.93	0.00	56.02

North Star Elem	Not Eligible	KN-5	701	7.28	0.00	3.85
Richardson Park Elem	Schoolwide	KN-5	482	79.88	0.00	69.71
Richardson Park Lrng Cntr	Eligible But Not Receiving Service	Ungraded	299	59.87	0.00	43.48
Richey Elem	Schoolwide	KN-5	429	57.58	0.00	43.82
Shortlidge Elem	Schoolwide	KN-5	329	90.27	0.00	85.11
Skyline Middle	Eligible But Not Receiving Service	6-8	790	39.62	0.00	28.99
Stanton Middle	Schoolwide	6-8	686	70.99	0.00	49.56
Warner Elem	Schoolwide	KN-5	559	88.19	0.00	84.97

3.3 Title I: LEA Support for Local School Planning

The questions in this section require the LEA to describe how it meets the various Title I requirements for LEA level planning, supports, and services for schools and students.

Question A

A.1 Describe how the LEA uses high-quality academic assessments, if any, that are in addition to the DCAS, that the LEA and schools use to:

- 1) to determine if children served under Title I meet the State Standards,
- 2) provide information to teachers, parents, and students on progress toward meeting the standards,
- 3) assist in the diagnosis, teaching and learning in the classroom to best enable children served under Title I to meet the state standards,
- 4) determine what revisions are needed to the Success Plan to ensure children are meeting the state student academic achievement standards and
- 5) if applicable, to identify students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments, as defined in Reading First

[Section 1112(b)(1)(A)(i-iv)]

The Red Clay Consolidated School District uses a number of high quality academic assessments in addition to those required for state accountability purposes to determine the success of children in meeting the core content curriculum standards, and to provide information to teachers, parents, and students on student progress in relation to the standards. The assessments provide information to assist in classroom diagnosis, teaching, and learning in ways that best enable low-achieving children served under applicable federal programs to demonstrate progress toward and to meet the state achievement academic standards; to help determine what revisions are needed to strategies so that such children meet the standards; and to effectively identify students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.

These assessments include:

Reading/English Language Arts

- The WIDA ACCESS English language proficiency tests are used to assess listening, speaking, reading and writing proficiency for Limited English Proficient (LEP) students in grades K-12.
- Early screening profiles, like ChildFind and Parent Checklists are administered to all preschoolers seeking admission to the all-district kindergarten programs. The data identifies student proficiency in language and cognitive development before they move into kindergarten.
- Literacy: Scott Foresman to provide information about the way children understand core instruction in the classroom. aligned to the state standards so these assessments can give some indication as to the attainment of the GLEs; schools also use STAR reading and use (Dolch) sight word lists to help in the diagnosis of student needs for RTI instruction. We are also adopting more diagnostic assessments this year to inform instruction.
- Benchmark assessments and item banks are available to schools to assist in development of benchmark tests for progress monitoring.
- DIRFI S Next - This assesses a student's competence in foundational reading skills: testing oral reading fluency and comprehension. These skills predict

later reading success and identify reading support in order to monitor progress.

- Selected Schools use the STAR assessment to determine proficiency with the Accelerated Reader Program.
- Study Island is implemented in targeted schools to identify and target student needs to directly impact instruction.
- TEMA and TOPEL data along with Nemours Bright Start! data for PreK.

Mathematics

- Math trailblazers: In the Curriculum Mapping Guides there is a section entitled: "Desired Results assessed". This section identifies specific assessment pages or activities for each Trailblazer unit. Teachers also use Formative Assessment booklets that contain questions for each Trailblazer Unit. These are supposed to be given at the end of the unit.
- Singapore Math: To provide a consistent and strong emphasis on problem solving and model drawing, with a focus on in-depth understanding of the essential math skills recommended by the common core. Singapore establishes a strong foundation of math skills with a lot of repetition.
- Elementary Math: Math probes and DreamBox Learning for K-3 Math to identify individualized math instructional needs. This online learning program lets students work independently, keeping all learners, from struggling to advanced, in their optimal learning zone. DreamBox Learning's rigorous math curriculum is aligned with Common Core State Standards and builds conceptual understanding and fluency in the critical areas of Number and Operations, Place Value, and Number Sense so students have the foundation they need to succeed
- Secondary Math: unit assessments (Quiz/Test/ACE questions; Core questions, common quarterly assessments) and the aligned curricular map identifies what's essential and important

The Red Clay Consolidated School District will continue to monitor previously measured indicators with increased data collection, analysis and monitoring. Red Clay measures, among others, the following indicators:

- Attendance: PK-12 Students each academic year.
- Course Average/report card grades
- Graduation rate: The percent of students who graduate in grade 12 with their cohort.
- Student referrals: The types of students being referred and the infractions.
- Dropout rate: The dropout rate for the district and for individual schools.
- Suspension rate: The suspension rate for the district and for individual schools.
- Retention rates: The grades of highest retention and student subpopulations.
- Student Perception Survey
- Anecdotal information from Community of Interested Persons Meetings and collaborations with Head Start, Children and Families First, Nemours, Parents As Teachers, and additional area child care agencies
- Teacher and school survey data
- School Climate Survey
- Parent Involvement Survey reports and Parent Forum evaluation documents; this includes RCPAC evaluations and Parent University workshop evaluations
- Participation rates in programs (Extracurricular and academic programs)
- Alcohol, Tobacco, and other drug usage survey
- TELL Delaware Survey data
- Nurse's reports and data from auxiliary services such as school psychologists, family crisis therapists, Instructional Support Teams, Counselors, Advisors, Coaches, and Community School centers and supports.
- Administrators and teachers collaboratively analyze individual student and classroom data.
- 21st CLLC and other Extended Day programs: average daily attendance, program participant surveys, parent surveys

Red Clay Consolidated School District's Office of Research and Evaluation conducts research projects to determine the impact various practices, programs and services have on student achievement. Findings from these projects are used to inform policy making and resource allocation decisions. Research and Evaluation works with various Central Office departments as they plan, implement, monitor and assess the effects of the services they provide to schools

and students. Studies and trend analyses are an integral part of determining assistance and the basis for making curricular and instructional decisions at the district, school and classroom level. The results of the assessments and supporting information are analyzed and used to plan instruction and better focus team planning and responses.

A.2 Describe how the LEA will provide additional assistance to individual students assessed as needing help in meeting the State's challenging academic achievement standards. [Section 1112(b)(1)(C)]

- The Red Clay Consolidated School District, along with its school-based Building Leadership Teams, identifies the areas where students require additional assistance and outlines a plan of action to ensure that students receive the assistance to compliment the diagnosis. Each school identifies students "at-risk" of failure and uses data tracking systems (ex: I-Tracker Pro) to record personal education plans for those students. The plan identifies each student's tier, their area of academic/personal focus, the intervention strategy, the amount of time needed, and the progress that they make toward the goal is updated throughout the year.
- Each school develops an improvement plan to assist students who need additional help in meeting academic achievement standards. The plan is updated annually and presented to the District Office for approval. Individual strategies may include but are not limited to:
 - Tutoring before, during and after school, and Saturday Library/Academy/Literacy. Extended day programming is aligned with the curricular standards to help students to grow towards academic proficiency (this includes after school, Saturday and Summer Enrichment).
 - Small group instruction with focused instructional formats and resources with additional guided reading lessons for at-risk students
 - Additional computer support, literacy interventions – such as leveled books; including books with decodable text and high frequency words; and Achieve 3000, Read 180 and Think Through Math.
 - Social and Emotional supports in the forms of opportunities to meet with clinical professionals and using school based mentors to support literacy goals and to positively reinforce student aspirations and school goals
 - Parent University sessions for parents and materials for parent education and engagement sessions; this includes sessions for incoming kindergarten children and with Head Start and area care agencies and relative caregivers. These sessions include English language classes for ESL families
 - Yearlong – and summer transition programs (Ready 4 K Summer Academy) to provide kindergarten readiness skills to incoming children and to the staff that work at neighboring/partnering agencies that serve incoming children and families.
 - Refining Title I School-wide plans to ensure that there's a "whole child" approach Schoolwide needs (reduce segmented programming).
- The district provides pre-kindergarten programs for high poverty and English Language Learner families at targeted schools. Early interventions provide these students an opportunity to enter kindergarten on an academic level more closely aligned with their peers and on grade level. The services targets students who are at-risk, and match them with effective educational staff members. There are also summer extensions for pre-kindergarten students at 6 regional sites, in the city of Wilmington and in New Castle County – focusing on serving ELL populations. Schools also implement Ready 4 K Summer programs, offering entering kindergarten students the opportunity to participate in activities, have their learning levels identified, and receive family supports prior to the start of school.
- RCCSD provides credit recovery grade acceleration through EDOptions program to enable students to complete school requirements.
- RCCSD provides an alternative education setting for students who require a specialized environment to continue and complete their educational goals.
- Supplemental services are provided to assist schools in addressing cognitive and other learning challenges that may inhibit a child's ability to process or participate in 21st century learning. Mentoring, psycho-social supports, counseling and family assistance are a part of this type of intervention.
- Interpreters are utilized when needed at meetings and public workshops; especially in forums where schools discuss with parents the progress their children are making in meeting academic achievement standards.

Question B

B.1 Describe how the LEA will coordinate services provided under Title I with programs under Title II to provide professional development for teachers and principals, and if appropriate, pupil services personnel, administrators, parents and other staff, including LEA level staff. [Section 1112(b)(D)]

The effectiveness of our school community accounts for the majority of coordinated efforts to improve student achievement. To support educator accountability, Red Clay provides research-based instructional knowledge and resources designed to successfully meet the needs of our district. This provides foundational support for the development of a standards-based education. An area of particular focus is the instructional effectiveness of teachers

of Special Education students and ELL students through differentiated PD in all curricular areas, such as differentiated instruction, instructional accommodations and curricular modifications, new models of support, collaborative teaching, multilevel instruction, understanding of English Language Proficiency (ELP) standards and the connection to common core standards. At the Macro-level, the School Board has an approved policy for standards based education and professional development to align with it. Also at the macro level, the Strategic Planning Action Team recommends, directs the usage of, and approves resources in alignment with the data and the recommendations of district and school sources, including Professional Learning Communities (PLCs), Curriculum Councils, and for our community, the Community of Interested Persons (CoIP); the Superintendent's Parent Council and the Red Clay Parent Advisory Council (RCPAC). PLCs provide job-embedded systems for decision-making and needs assessment at the school levels; and create reports that include data which inform building and systemic needs and success. The Curriculum Councils are composed of teachers and content specialists from all district schools and content areas, and designed to ensure the alignment of the district curricula and professional development to the common core. They review curricular and instructional information and make recommendations related to instructional practice. The Community and parent-based councils provide opportunities for the district to communicate with its representative communities and school families, provide information related to strategic plan goals and initiatives as well as training. These functions also serve as opportunities to listen to the needs and design strategies that align with the goals. After the inclusion of stakeholders– the district then considers the usage of all funding sources. Mandatory, district-wide supports are initiated with regular, local resources and then supplemented with federal funds (in accordance with their regulations). At the Macro-level, the Strategic Planning Team recommends, suggests and directs the usage and approval of resources in alignment with the data and the recommendations of the Plan Action Teams and supportive groups. This helps to impact the overarching goals and focus the strategies to meet them. It also ensures that the professional development occurs through team planning with support from a variety of sources both traditional (internal school community) and when needed, external (Community supports, Mid Atlantic Equity Consortia, Distinguished Educators, consultants, community partners).

Professional development is at the core of influencing district goals and is research based, ongoing and designed to meet the needs of schools (by helping staff gain knowledge relevant to instructional practices, effective supports and high achievement). The staff development is provided through courses, consultants, workshops, distance learning, family workshops and conferences. At the building level, principals, assistant principals, and academic deans support ongoing staff development by using their allocations to continue the knowledge locally. The resources are used to provide EPER for onsite learning after school hours, to send school community members to conferences that relate to identified goals, to bring in national/regional/local expertise, and to provide coverage for adult learning that takes place during the school day.

The Professional Development is then designed to impact the goals of the strategic plan, and the actions are funded with Title II, Curriculum and Professional Development, IDEA, Title III, Title I and other resources. The professional development plan addresses “best practices” for staff development activities derived from a district wide needs assessment. Coordinated Professional development includes:

- Leadership:
 - Blueprint (communication, team management, professional feedback) – The Flippen Model
 - Classroom Instruction That Works for English Language Learners
 - Staff Performance Appraisal Training related to highly effective instruction
 - Diversity/working with diverse communities
 - Professional Learning Communities
- Literacy focus: all K-3 instructional staff use of best teaching practices in early literacy. This includes a four year-long systemic job-embedded professional development to focus on modeled lessons, in- class coaching, feedback, and providing differentiated strategies to meet the needs of diverse learners.
- Embracing Diversity
 - Engaging parents and communities as partners in learning
 - Understanding the Culture of Poverty – developing a core of certified trainers
 - SIOP/TWIOP/ Dual Language programming
- Inclusive Education and best practices for learning challenges
 - Collaborative teaching: crafting clarity related to the multiple support models for students with special needs emphasizing the importance of individual student-centered decisions for assigning supports and services.
 - CPI –non-violent crisis intervention training: to significantly reduce classroom incidents and suspensions, create behavioral and crisis response plans, and ensure safe learning environments for teachers and students.
 - Project GLAD model of language acquisition and literacy to model and promote English language acquisition, academic achievement, and cross-

cultural skills.

- Brain-based education
- College and Career Readiness
- AVID (Advancement Via Individual Determination), a college readiness system for designed to increase schoolwide learning and performance through effective instruction, meaningful and motivational professional learning to catalyze systemic reform and change.
- CTE and Pathway professional development to ensure that students are exposed to rigorous, 21st century learning and career options
- Parent Engagement:
- Transition activities for parents of early childhood children, and students with academic, developmental and language
- Development of the Parent University workshops, strands and seminars to support school choice, internet safety, college and career readiness, early literacy and other pertinent topics.
- Program Management and Compliance
- Using federal resources to support systemic improvement models.
- Operating compliant programs in accordance with regulations
- Informing trends and best practice

Professional development includes Administrators, Teachers, Federally funded personnel (ex: IST, Title I reading and math specialists, and paraprofessionals. PLCs, parents, and Building Leadership Teams. It also includes ongoing training in areas such as DPAS IIR, literacy strategies and curriculum delivery and adaption, inclusive education, and finance. Schools that educate ELL students participate in specific staff development opportunities (ACCESS, SIOP/TWIOP/Dual Language training), and also take part in training to support reading instruction. General education and IDEA-funded personnel collaboratively receive training in co-teachings strategies and transitions (between middle and high schools and select elementary schools). Literacy coaches at each Title I building provide monthly professional development to address reading challenges and also facilitate monthly literacy workshops for parents. Coordination between Carl D. Perkins, Title I, Title II, IDEA, CPD, and Title III includes the following examples: training to serve homeless students; sessions for teachers and families to support an understanding of diversity; 21st century college and career readiness and access; information literacy; supporting high achievement in inclusive settings; integrating technology into professional development within the curricular frameworks, and the use of variety of formats (district wide, site based, individualized, online, and train-the-trainer) to support staff development needs (ex: GPS activities, teacher webpages, flip videos, Inspiration/Kidspiration, Photo Story, SmartBoard lessons, Mimio, Document cameras, iPods/iPads, Google documents, Google calendars, Google email and netbooks).

The resources are also matched to implement:

- Parent University workshops are held at individual schools, regional community locations and the district office, designed to help parents become full partners in their children's education through free courses, family events and activities purposed to equip families with new or additional skills, knowledge and resources. The district identifies needs via the annual district and school parent involvement surveys. Title II, IDEA B, Title I, and Title III funds are coordinated to support professional development and workshops focused on strategies to support instruction at home, support different learners, language and literacy and other topics. Parent University Forums help families understand "macro-level" district initiatives, such as school choice, bullying and safety and summer program opportunities.
- To insure our teachers are highly qualified and effective, Title II and Curriculum and Professional Development funds are used to offer support for graduate level courses in curriculum areas that support teaching methods to enhance content delivery.
- All teachers new to the district have New Teacher Induction before beginning their assignment and all teachers with two years or less experience continue to attend monthly trainings throughout the school year. Each newly hired teacher will be assigned a mentor to assist with any areas of need throughout the year.

B.2 Describe how the LEA will coordinate and integrate services provided under Title I with other educational services at the LEA or individual school level, such as:

1) transitional services for students in preschool programs to local elementary schools programs and/or

2) the coordination of programs for ELL students, children with disabilities, migratory children, neglected or delinquent youth, homeless children and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. [Section 1112(b)(1)(E)(i-ii)]

Transitional Services for students in preschool programs to local Elementary programs:

The Red Clay Consolidated School District operates preschool programs in targeted high poverty elementary school buildings (Baltz, Mote, and Warner) and provides uses partnerships with entities such as Parents As Teachers, DE Readiness Teams, and community agencies and uses the skills of its highly effective Kindergarten staff to offer Professional development for area Head Start and preschool centers. This program is supported with 21st CCLC, Title I, Title III and other funding. This includes opportunities for visits to kindergarten classes, parent meetings, and transition conversations and training sessions between preschool families and the feeder elementary schools. To further assist with the transition process from preschool to kindergarten, all district incoming families are invited to orientations in the spring and the summer in community partner sites, and additional family days are scheduled in summer enrichment sites – this includes transportation. In addition, we offer a Ready 4 K Academy in the summer for our 9 Title I buildings to provide programming for 120 incoming low-income children to expose them to kindergarten curriculum and provide families with materials and guidance for home-based supports. This allows incoming children to become comfortable with standards-based learning and gives the families opportunities to visit the school and address screening for educational and connected needs. Red Clay works with its community partners and readiness teams to hold conversations related to kindergarten transition. Students and parents are provided a tour of the school to acclimate them to the facilities. This includes collaborating and communicating with Head Start and other providers of early childhood development programs on activities including transfer of records, development of communication channels for teachers and staff, meetings for parents and teachers, transition training, and linking services. Title I Kindergarten teachers from Red Clay Consolidated School District schools provide structured transition workshops for families and staff members at NCC Head Start and area preK sites. During the school year, Red Clay also uses Nemours Bright Start! to provide families access to early literacy skills. Targeted schools, such as Baltz Lewis Dual Language, Marbrook, and Warner provide specific transition activities (ex: ELL family nights, etc.).

Coordination of Programs for specified populations to increase program effectiveness:

Coordination and integration of services at the local educational agency and individual school level are accomplished through the involvement of administrators, staff, and parents. The Federal Programs, Student Services, School Operations, District Operations, Curriculum this includes professional development, curriculum, parent workshops, student assessments and reporting. In addition, monthly administrator meetings involving central office administrators and principals provide a means of keeping an open line of communication between and among programs.

Services for children with limited English are provided using Title I and III funds as well as local monies. Limited English Proficient students are identified using the home language survey and they are served in the regular classroom, as well as with IDEA and Title I supports, and receive supplemental services from speech and reading teachers, technology and an ELL resource teacher funded by local and Title III funds. To help teachers more effectively work with students with limited English proficiency the district's ELL Office supports and trains staff deployed to identified schools, giving the teachers appropriate strategies for helping the students achieve success in the regular classroom. Parents receive information from the teacher about the academic plans for the year, what they expect from the school and the teacher, and how they can make the best choices and most effectively be involved with their child's education.

Special Services:

The Special Services Office works with the Members of Strategic Plan Goal 3, and the Curriculum, Operations and Federal Programs (Title I) Offices to identify, train and place support resources in positions to best meet the needs of children. This may include school psychologists, Family Crisis supports, Educational Diagnosticians, Instructional Support Team Members, and Special Education staff, along with paraprofessionals, community school resources

and parent educators. The Office of Research and Evaluation leads each school through analyzing data; supporting teacher work in small collaborative teams to use the data to improve student learning. Additionally, RCCSD offices collaborate to develop school capacity in using their resources to understand and effectively implement appropriate Tier 1, 2, 3 interventions. Instructional Support Teams (IST) aid local data collection and the implementation of the school wide plan; and in cases such as with Richardson Park ILC and Richardson Park Elementary School, the schools share services and resources to help all students excel. The Office also coordinates the Parent Forum series in Title I schools; a series of informational workshops to assist families in obtaining services for their children (these services include transitions).

Other offices:

Breakfast, snack and lunch are also provided through the state Child Nutrition Program and these services support children developmentally. The Office of Human Resources assists with filling vacancies in Title I buildings and supervising protocols for hiring and staff evaluations; the office also coordinates the staffing team which includes all program managers and monthly staffing meetings.

District Services:

Assist with principal mentoring and coordinates auxiliary services to buildings, such as prevention programs, and community-based education supports. These supports include 21st Century Community Learning Centers, and other supportive programs that are part of the school wide plan.

Joint Development:

The Deputy Superintendent leads the Strategic Plan action Team as well as the District School Support Team. The Strategic Planning Team helps to set and clarify the district goals and assists in the translation of the goals to school level success plans and activities. The Support Team focuses on providing resources and advice to targeted schools in an effort to improve performance and put a spotlight on low achievement.

Homeless students who attend Title I Schoolwide schools may have unique challenges that exceed the services offered by the regular Title I programs in the schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For instance, students residing in temporary living situations (shelters, motels, or other overcrowded conditions) may not have a quiet place to study after school and may require extended-school resources within the school day (due to potential transportation challenges); or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services or community school supports. Title I, Part A, in conjunction with a McKinney-Vento subgrant and other programs, allow students experiencing transition to benefit from and participate in a school's program. The RCCSD Homeless Liaison completes an investigation and then aligns services that are specific to the law and the identified family needs and situation. Homeless resources are linked to the child's educational needs, and may provide needed classroom supplies, transportation as prescribed by the law, and fees to support the student's opportunity to participate in all school activities (eyeglasses; health, nutrition, and other social services; or provide specialized professional development to liaison staff).

Question C

C.1 This question should only be completed by LEAs using Title I funds to support LEA operated infant/toddler and/or preschool programs. Please list the LEA operated infant/toddler and/or pre-school programs (physical locations) the LEA intends to support with Title I funds this school year. Please also list the approximate number of infants/toddlers and preschool children impacted by the use of Title I funds in each location.

Note: All infant/toddler and/or pre-school children should be counted in Title I schoolwide schools.

Example:

LEA Operated Program Location A – 33 children
LEA Operated Program Location B – 25 children
LEA Operated Program Location C – 25 children

- Red Clay Consolidated School District Operated Program Location Baltz– 40 children
- Red Clay Consolidated School District Operated Program Location Lewis Dual Language– 15 children
- Red Clay Consolidated School District Operated Program Location Mote– 15 children
- Red Clay Consolidated School District Operated Program Location Warner– 40 children

C.2 This question should only be completed by LEAs using Title I funds to support LEA operated infant/toddler and/or preschool programs.

Of the children listed above, please list the total number of children in each of the following categories by location:

- 1) Total number of children younger than age 1 in each location
- 2) Total number of children age 2 to age 3 in each location
- 3) Total number of children age 4 and prior to kindergarten in each location

The Red Clay Consolidated School District will serve approximately 110 children – 4 years of age prior to kindergarten entry; the numbers are:

- Red Clay Consolidated School District Operated Program Location Baltz– 40 children
- Red Clay Consolidated School District Operated Program Location Lewis Dual Language– 15 children
- Red Clay Consolidated School District Operated Program Location Mote– 15 children
- Red Clay Consolidated School District Operated Program Location Warner– 40 children

C.3 This question should only be completed by LEAs using Title I funds to support LEA operated infant/toddler and/or preschool programs.

Please describe how the Title I funds will be used to support the LEA operated programs listed above. [Section 1112(b)(1)(K)]

Title I funds will be used to support program staff (as needed) and teacher professional learning opportunities to further prepare children to be grade-level literate by or before grade 3. It will also be used to provide parent involvement opportunities specific to families of Prekindergarten children (school transition, introduction to public schools, partnering with teachers, common core, etc.); and will be provide by district staff, PAT, Delaware PTA and Nemours BrightStart! As needed, Title I will be used to provide materials and supports for the 4 year old before and after school 21st CCLC programming. This will help to align extend learning time to the regular day, and give students continual access to effective instructional strategies, high-quality curricula, and highly-qualified and trained professional staff.

Question D

D.1 This question should only be completed by LEAs using Title I funds to support partnership programs (non-LEA operated) serving infant/toddler and/or pre-school children.

Please list the partner programs (physical locations) serving infant/toddler and/or pre-school children the LEA intends to support with Title I funds this school year. Please also list the approximate number of infants/toddlers and preschool children impacted by the use of Title I funds in each location.

Example:

Partner Program Location A – 33 children

Partner Program Location B – 25 children

Partner Program Location C – 25 children

N/A

D.2 This question should only be completed by LEAs using Title I funds to support partnership programs (non-LEA operated) serving infant/toddler and/or pre-school children.

Of the children listed above, please list the total number of children in each of the following categories by location:

1) Total number of children younger than age 1 in each location

2) Total number of children age 2 to age 3 in each location

3) Total number of children age 4 and prior to kindergarten entry in each location

N/A

D.3 This question should only be completed by LEAs using Title I funds to support partnership programs (non-LEA operated) serving infant/toddler and/or pre-school children.

Please describe how the Title I funds will be used to support the partner programs listed above [Section 1112(b)(1)(K)]

N/A

Question E

E.1 The following question should only be answered by LEAs with Title I schools designated as “Focus”.

LEAs with Title I schools designated as “Focus” according to Delaware’s ESEA Flexibility plan must set aside a portion of their Title I, Part A funds (between 5 and 20%) to support state approved interventions in these Title I schools. Please indicate the amount the LEA intends to set aside and provide a justification for the amount based on the following factors:

- 1) the number of Focus Schools the LEA is required to address;
- 2) total student enrollment in the school(s);
- 3) the total number of students in each subgroup that caused the school(s) to be identified; and
- 4) the scope of the state approved intervention(s) the LEA proposes to implement in the schools.

We are fully funding for our Focus Schools through 1003(a) and State School improvement funds. We do not intend to use additional funds.

E.2 If the LEA intends to use funds other than Title I funds from this grant to meet all or part of the required set-aside for Focus Schools, please provide the following:

1) the amount of other funds to set aside; and

2) the source of funds that will be used.

We are fully funding for our Focus Schools through 1003(a) and State School improvement funds. We do not intend to use additional funds.

Question F

F.1

The following question should only be answered by LEAs with Title I schools designated as "Priority".

LEAs with Title I schools designated as "Priority" according to Delaware's ESEA Flexibility plan may use a portion of their Title I, Part A funds to support these Title I schools. If the LEA intends to set aside any funds to support Title I Priority Schools, please provide the following:

1) a list of schools in which the funds will be used; and

2) the amount of funds to set aside for each school.

Warner: At the LEA-level, Red Clay is setting aside \$34,000 to fund additional small group reading supports (through a contract with the University of Delaware); a book study to influence PLC decisions and actions related to student data.

Warner: The LEA is providing an additional \$17,000 to support work with the University of Virginia's Darden/Curry Partnership to providing our school leaders with world-class leadership development and capacity building.

Aside from these targeted resources, we are fully funding for our remaining Priority Schools through 1003(g) and State School improvement funds. We do not intend to use additional funds beyond what has been described.

F.2

If the LEA intends to set aside Title I, Part A funds for a subset of schools that it has determined to be low-performing, please provide the following:

- 1) a list of the schools in which the funds will be used;
- 2) a description of the criteria used to identify the schools as low performing; and
- 3) the amount of funds to set aside for each school.

1) The schools that have been as Action List Schools are: Highlands and Richardson Park Elementary Schools and Shortlidge Academy.
2) The DDOE has identified Title I schools that missed State AMOs in the same subgroup and the same content area for two consecutive years (2011-2012 and 2012-2013) as "Action List" schools. Red Clay Consolidated School District was notified on February 20, 2014 of this data, but has used its own data for 2 years to deploy its School Support Team to schools in danger of not meeting AYP.
3) At the LEA-level, Red Clay is providing resources from FY 14 Title I carryover (materials) to support a book study to influence leadership actions and PLC decisions related to student data to assist with capacity building.

3.4 Title I Schoolwide and Targeted Assistance

LEAs have two options for how they can deliver services to eligible children in Title I schools. Targeted Assistance schools provide services only to students who have been identified as being most at-risk of not meeting the State's challenging standards. Schoolwide schools use Title I funds to meet the needs of all students in the school, as determined through a comprehensive needs assessment. Individual students are not identified as eligible to participate in schoolwide schools. A school must have 40% poverty or higher (or an approved ED Flex waiver) to operate a schoolwide program. LEAs operating schoolwide programs must answer questions A1-A3. LEAs operating Targeted Assistance programs must answer questions B1-B3.

Question A

A.1 This question should only be completed by LEAs operating Title I Schoolwide programs. If all LEA Title I programs are Targeted Assistance, please move to Question B.

Explain how the LEA will ensure the Schoolwide program meets the 10 Requirements of Schoolwide Programs. [Section 1114(b)(1)]

The Red Clay Consolidated School District does the following to ensure that we meet the 10 requirements (through the Federal and Regulated Programs Office):

- Regular meetings with Title I buildings to review each of the components and provide assistance on a school basis or a district basis (per the need);
- Discussions with Title I Building Leadership Teams to review success plans and provide support for each component;
- The use of a school-based binder to capture artifacts from each component to assist with guidance, documentation, and monitoring visits from the District office, State or Federal officials;
- District-directed Title I Kindergarten Transition Team to provide district-wide activities for incoming families at Title I schools and NCC Head Start; along with a Title I Prekindergarten program serving all 9 Title I elementary attendance zones;
- A schedule to monitor each Title I building and to review components;
- A standardized parent engagement survey to collect at the end of each workshop;
- Meetings and discussions with Title I-funded staff to discuss the components and provide support with program implementation;
- Provide a guidance document that exemplifies the content required, along with non-examples, for the components;
- Educational opportunities for schools, such as (not limited to) The National Title I conference (which has multiple sessions on Schoolwide programs and individual sessions on Schoolwide components); International Reading Association; Math Supervisor's conference; National Association of Federal Education Program Administrators; Ed Trust; Ruby Payne, ASCD, Project GLAD and guidance related to Schoolwide Program implementation

A.2 Describe how each school operating a Schoolwide program will annually evaluate the implementation of, and results achieved by, the Schoolwide program to determine whether the program was effective. [34 CFR Section 200.26(c)]

In RCCSD all eleven (11) buildings operate as Schoolwide Title I comprehensive programs. Schools use data received from the Office of Research and Evaluation to develop reports and document progress toward the objectives and support the analysis of program effectiveness. Based on the feedback from their teams (Building Leadership, Professional Learning Community (PLC), and other related teams) and information from monitoring during the year (academics, climate and staff evaluations and classroom walkthroughs), along with parent satisfaction surveys, schools work with the Federal Programs Office to amend their plans as needed. Plans are to align to the RCCSD 5 Strategic Goals.

Through monthly principal meetings, and working with individual school teams throughout the year, the district provides examples/models of effectiveness and supports revisions and provides assistance and guidance with the evaluation. A part of the regular monthly schedule includes PLCs devoted to data review; which is an opportunity for schools to review data and strategies with their school teams and to make adjustments/identify more targeted research based actions and present these plans to district administration during the August – June school year calendar. Schools also maintain a portfolio (binder) which houses artifacts related to reach of the 10 components (specific to the school). These portfolios are used for district, state and federal auditing purposes along with references for program improvements.

Once the plans and actions are approved, the schools use their regular (monthly at a minimum) building-level team meetings to review plan implementation and to adjustments to plans during the year. These meetings provide a continuum of review related to the strategies impacting academic, behavior, and survey data.

A.3 Please provide a general description of the different types of services that will be provided in the LEAs Title I Schoolwide School(s).

Note: LEAs are not required to specifically outline each service provided in each Title I Schoolwide school. [Section 1112(b)(1)(I)]

Listed below is a general description of the Title I Schoolwide services from the RCCSD schools:

- CPI/Responsive Classroom/Restorative practices to enable families, schools, and communities to simultaneously teach, reinforce, and model good character;
- Full service Community School model and related emotional, social and mental health services to address barriers to learning for participating students and families;
- Research based Prekindergarten program to provide curriculum based instruction for high poverty school communities;
- Research based instructional and intervention strategies; example: the SIOP and TWIOP Models based on current knowledge and research-based practices for promoting learning with all students, especially English Learners (ELLs); Responsive classroom, research-backed approach to elementary education to increase academic achievement, decreases problem behaviors, improves social skills, and lead to more high-quality instruction; Stetson Associates strategies
- The Block Schedule for core academic subjects to provide extensive time for learning;
- Professional Development related to literacy, cultural supports, communication and other targeted areas;
- Award-winning, research-proven Dual language programming;
- Extended day academic program supports: afterschool academies targeting need, enrichment and Saturday Literacy/Library;
- Parent resources that include: Parent University; ESL classes, literacy training; funding for parent engagement leaders (teacher leadership positions); family resource centers at select schools (based on school-level parent input) and technology;
- Student transitions between school levels (kindergarten transition team workshops for families, child care agencies, DE Readiness teams and NCC Head Start);
- Counseling supportive services with external partners and expertise;

Question B

B.1 This question should only be completed by LEAs operating Targeted Assistance programs.

Explain the LEA's procedures for identifying Title I Targeted Assistance program participants. The procedures must be uniformly applied for all students at a grade level in the LEA. [Section 1112(b)(1)(H)]

N/A all 11 schools are schoolwide programs

B.2 Explain how the LEA has:

1) given primary consideration to using Title I Targeted Assistance program funds to provide extended learning time, such as an extended school year, before- and after-school, and summer programs and opportunities;

2) helped provide an accelerated, high-quality curriculum, including applied learning;

3) minimized removing children from the regular classroom during regular school hours for instruction; and

4) ensured that personnel providing Targeted Assistance services are integrated into the regular school program and overall school planning, professional development and improvement efforts. [Section 1115(c)(i)-(iii) and Section 1115(d)]

N/A all 11 schools are schoolwide programs

B.3 Please provide a general description of the types of services that will be provided in the LEAs Title I Targeted Assistance school(s).

Note: LEAs are not required to specifically outline each service provided in each Title I Targeted Assistance school. [Section 1112(b)(1)(I)]

N/A all 11 schools are schoolwide programs

3.5 Title I: Parental and Community Involvement

Section 1118 of the ESEA requires the involvement of parents and communities in regular, two way, and meaningful communication involving student academic learning and other school activities. The questions in this section require the LEA to describe how it meets the various Title I requirements for parental and community involvement.

Question A

A.1 Describe the parental involvement activities as they relate to students needs that will be implemented at the LEA-wide level. [Section 1118(a)(3)(A)]

Goal 5 (five) of the District's Strategic Plan clearly states that every effort will be made to build strong relationships with our diverse students, families and community partners. The District holds administrative and instructional staff accountable to parents and will provide them with efficient customer service that supports academic and personal success for their student. Information and resources will be disseminated throughout the year to parents and the community. This will encourage engagement opportunities that support student success especially for English Language Learners (ELLs) and students with disabilities (SWD). Efforts to increase family partnerships supporting literacy and college and career readiness will continue to be provided through Parent University (PU) sessions.

Departments across the District provide parent education training programs throughout the year that address the various needs of the students, parents, schools and the general community. The District coordinates the PU through a collaborative effort between the schools, the Office of Federal & Regulated Programs, District Services, ELLs and Special Services. The PU provides monthly workshops to address key topics and concerns of parents regarding supporting student academic and personal success, especially for the English Language Learner and the SWDs. The ELL office also provides parent training opportunities throughout the year in Red Clay schools and local community agencies that focus on specific needs of the ELL student and their family. Parent engagement surveys from PU sessions facilitate the design of programs and policies.

Both the District's Red Clay Parent Advisory Council (RCPAC) and the Office of Federal and Regulated Programs suggest, identify and recommend parent engagement activities as they relate to student needs. The RCPAC members openly interact with District and building level administrators, federal-funded staff, and members of school PTAs, PTOs, SSAs to discuss student and school needs and address strategies to effectively engage parents to assist the identified needs. The RCPAC hosts monthly forums for information and workshops based the schools of interest and membership, as well as District initiatives.

Every fall, the RCPAC hosts the Annual Family Resource Fair to encourage parent and community engagement. This free event provides information and resources about services provided by the Red Clay Consolidated School District. Community agencies vested in the District, strive to promote student achievement and parental engagement at home, in the school and in the community. Family Resource Fair's Mission is: "make your child's education a family project."

From September through May, the RCPAC meets monthly to:

- (a) participate in goal-setting and the planning process,
- (b) to review data,
- (c) to develop and maintain the District parental involvement policy,
- (d) to gather and analyze feedback from the building-level PTAs, PTOs and other SSAs,
- (e) to make recommendations for changes or adaptations to the District's RCPAC through utilizing the data from the Parent Involvement Survey,
- (f) and to learn about the day-to-day operations of the District.

In June, RCPAC membership meets to provide input on the Consolidated Grant and to develop the meeting schedule for the coming school year.

The District maintains the first and only 24/7 days-week educational channel for New Castle County; EDtv, channel 965 on Comcast (and coming soon – Verizon), to provide continuous viewing of educationally based programs. The aired programs address day-to-day operations in the District, events in Red Clay schools, strategic plan initiatives and services provided to students, school families and the community.

District-wide activities will focus on the District's efforts to impact the student's needs specific for each school and to help parents support these efforts. This will be done by providing the opportunity to receive supplemental assistance from local, regional, state and national organizations and professionals. The District also encourages parents to attend learning experiences provided by nationally acclaimed speakers so the knowledge can be transferred to the local buildings and school families.

Parents are encouraged to participate in training opportunities sponsored by and community agencies.

A.2 This question should only be completed by LEAs with more than one school.

Describe the parental involvement activities as they relate to student needs that will be implemented at the school level. [Section 1118(a)(3)(A)]

Stakeholders design, develop, and implement parental engagement activities. Funding for engagement events may come from a variety of sources depending on the available financial resources for the school. For most schools, the primary funding source is the building Title I allocation/reservation for parental engagement. Parent engagement activities are justified through analysis of data. Schools may consult with parent involvement specialists and literacy and data coaches to help analyze the data from the needs assessments in order to design and organize appropriate parent engagement activities. All participating schools strive to have a positive climate that is welcoming and motivated in order to encourage parental engagement.

Building level administrators and teachers meet with parents to develop strategies to create a sense of connection at the schools. Schools strive to promote a sense that the family, school and the community work together in order to accomplish the essential goals for students to maintain healthy lifestyles while making safe choices and to achieve and succeed academically in order to be successful members of society and positive contributors to the community when they become adults. By establishing school connection, the needs of the student population are identified and parents recognize their role. Cooperatively and collaboratively, all stakeholders work together recognizing that everyone has a vested interest in the student's academic achievement.

When parents are provided with the strategies that foster and encourage parent involvement and engagement, they are also afforded opportunities to take an active role in the planning, design and evaluation of School Success Plans, Compacts and the Parent Involvement Policy. As a result of their involvement, parents will expect accountability on all levels with results supporting student achievement and meeting student needs. In 2014-15, RCPAC is heading up a Parenting Partners training for all Title I schools. This will enable parent-staff teams in Title I schools to better engage children through asset development. In addition, parents are able to support their school on a regular basis and to attend parent involvement training sessions sponsored by local, state, regional and national organizations that promote parent engagement strategies. Parents are also encouraged to network and partner with families in other schools across the District and throughout the state to create, enhance and promote the involvement of parents in all Red Clay schools. Lastly, parents in all schools are encouraged to be actively involved in the design, development, implementation and evaluation of programs and delivery of services provided to students in all Red Clay schools.

Question B

B.1 Describe how the LEA jointly develops, and distributes to, parents of participating children, a written parent involvement policy that meets the requirements of Section 1118(a)(2) of the ESEA.

The Superintendent, the Manager of Federal and Regulated Programs, building administrators at school-wide Title I schools, Title I teachers, parents of students who attend Title I schools and School Success Plan Team members all in some way provide support and direction regarding the federal requirements for the development, implementation and annual review of Compacts and Parent Involvement Policies.

This LEA has a well-established and active District Parent Advisory Council (RCPAC). Each Red Clay school is encouraged to designate two parent representatives to serve on the Red Clay Parent Advisory Council (RCPAC). The RCPAC members meet monthly with the District Parent Involvement Liaison to share strategies and also engage in training and learning opportunities that promotes parent knowledge as well as encourages parent involvement and engagement at all levels. Parents run the meetings, complete with an executive committee (President, VP, and Secretary). Strategies to help students at home and at school to achieve academic and personal success are paramount at monthly RCPAC meetings.

The RCPAC uses a model (including parents teaching parents) that helps to improve the knowledge and skills of each member. This approach in turn helps each RCPAC member to have an increased knowledge base so they can encourage other parents at the schools they represent to take an active role in the planning, decision making and implementation of policies, events and activities. The parents as teachers for other parents model ultimately should result in schools having an increased number of parents being more actively involved in the decision making process at their respective schools.

Professional development opportunities that educate parents about designing, implementing and evaluating both the school Compact and the school and district Parent Involvement Policy is conducted each year. When the need arises, the district will identify a sub-committee made up exclusively of RCPAC parents representing Title I schools to assist with requirements and educate schools and leaders about the processes. Subcommittee members work with district and school level personnel to assure parents understand the rights and responsibilities of parents.

The LEA encourages RCPAC members to attend parental trainings on the state and national levels, and will provide resource support to attend such trainings (as resources are available). Information and strategies obtained at these state-wide meetings is shared with the RCPAC members who in turn shares with the local school PTAs, PTOs and other school support associations. This networking opportunity serves to encourage and improve parental involvement and awareness at each school and at the district level.

In 2014-15, The Federal Programs Office and RCPAC are coordinating a series of meetings to assist schools with parent leadership efforts, the development of the school compact and Parent Involvement Policy. Also, best practices addressing instructional delivery, assessment and engaging parents will be shared in RCPAC meetings in 2014-15 and with schools. Strategies to be effective communicators with parents and school families are also included as a part of the professional development. Partnerships with knowledgeable resource agencies and parent engagement professionals such as but not limited to Children and Families First, Delaware State PTA and the Parent Information Center of Delaware have been established.

The Parent Involvement Policy is made accessible to parents and concerned community members using the following strategies:

1. The policy is posted on the district website with a direct link to it from every school website page.
2. The policy is posted on school websites under district policies.
3. The policy may be printed in the district newsletter, The Red Clay Record, and is included in the districtwide annual calendar. Both are distributed to all homes in Red Clay and also available at all schools and the district offices.
4. The information in the policy and how to view the policy is shared during a taping of "Red Clay this Week", a cable network broadcast that airs on the district's EDTV channel, 965 on Comcast.
5. The policy is provided to all RCPAC members in the fall and is included in the resources given to all RCPAC members. (RCPAC members serve as a direct link that keeps the lines of communication open between the school's parents and the district.) Copies of this manual are also provided to principals. (Copies are available in all school offices)

Throughout the school year each Title I school is to maintain a notebook which includes a section on parent involvement and engagement opportunities. Documentation in the binder includes: meeting agendas, attendance logs, narrative summaries, photos, artifacts from events held at the school for student and parents and the procedural processes incorporated at each school for drafting school specific and authentic documents and assuring compliance of all regulations. A copy of the school compact and the school and district Parent Involvement Policy are included in this binder as well as documentation regarding the draft, review and communication of these documents to parents and schools.

B.2 Describe how the LEA conducts, with the involvement of parents, an annual evaluation of the content and effectiveness of the LEA's parental involvement policy.

Describe how the LEA will use the results of this evaluation to revise the policy, if necessary [Section 1118(a)(2)(E)].

In addition to an RCPAC subcommittee consisting of parent-members, Red Clay elicits feedback via its annual parent survey and parent focus groups (including PreK families). The RCPAC helps to review and recommend for review the Parent Involvement Policy, and works with the Federal & Regulated Programs Office to ensure that district programming aligns with the policy. Any recommendations, feedback or suggestions from the subcommittee members are provided to the Manager of Federal and Regulated Programs. This information is also shared with the larger RCPAC membership and the Superintendent. Based on the comments of the subcommittee additional meetings with key stakeholders may be scheduled with the intent of adjusting service delivery to assure compliance and if necessary, a recommendation for updating the policy. The District Parent Involvement Policy was recently revised and approved by the RCCSD board.

A subcommittee drafted the document along with support from the Parent Involvement Liaison, the Deputy Superintendent, the Manager of Federal and Regulated Programs and the District's policy and grant writer. The draft was reviewed previously presented to and review by RCPAC and was also presented at a public board meeting with an opportunity provided for community comment. Lastly, the Policy was also reviewed by the District's Board Policy Committee before presentation to the board for approval. Once the final document was drafted and accepted by the subcommittee, RCPAC and other stakeholders, the Deputy Superintendent presented the policy to the Board and it was approved unanimously. The approved policy is posted on the District's website and each school's home webpage. The Policy includes a statement that assures it will be reviewed annually; and the RCPAC decided that the policy will be revised in 2014-15 to align with the recent parent engagement focal points, such as the focus on student asset building, literacy support, and readiness. RCPAC has designed its 2014-15 calendar to include sessions to review and revise the policy and submit it to the board for approval.

B.3 This question should only be completed by LEAs with more than one school.

Describe how the LEA ensures that each Title I school jointly develops with, and distributes to, parents of participating children, a written parent involvement policy and parent-school compact that meets the requirements of Section 1116(b) and (d) of the ESEA.

Note: Schools may adopt the LEA policy only if the LEA policy contains the school-level provisions outlined in Section 1118(b) and (d).

The Office of Federal and Regulated Programs along with building leadership teams and Title I-funded staff at the school-wide Title I schools, provide support and direction regarding the federal requirements for the development, implementation and annual review of school Compacts and school level Parent Involvement Policies.

This LEA has a well-established district Parent Advisory Council (RCPAC). Each Red Clay school has two parent representatives that serve on the RCPAC, and the members meet monthly with the Manager of Federal and Regulated Programs to share strategies and engage in training opportunities to promote effective parent engagement strategies to help students achieve academic and personal success. This also involves a parents-teaching parents model to improve the knowledge and skills of each member (ex: In February, an RCPAC member led a presentation on resources and connecting with the school community). These approaches help members to build their knowledge and encourage other parents to be active in local school planning, policy and decision making. The model ultimately should result with schools having an increased number in parents being more actively involved in the decision making process at their respected schools.

Red Clay is providing training related to designing, implementing and evaluating both the school compact and the Parent Involvement policies. Additionally, sub-committee of parents representing Title I schools works with district personnel to help parents understand their rights and responsibilities.

Throughout the school year, each Title I school is to maintain a Title I notebook which includes a section on parent involvement and engagement opportunities. Documentation included but not limited to meeting agendas, attendance logs, narrative summaries, photos, artifacts from events held at the school for student and parents and the procedural processes incorporated at each school for drafting school specific and authentic documents to assure compliance of all regulations.

Through district meetings and small focus group sessions with the staff in Title I buildings, the building administrators will develop the capacity to educate parents about Parent engagement, the Compact and the Parent Involvement Policies, with the support from the Manager of Federal and Regulated Programs, and the Goal 5 Strategic Plan Team. Each year, Title I schools host informational events explaining their school-wide Title I program and how it serves to help students. Parents are provided with an explanation and access the Compact and Parent Involvement Policy. All documents use a language that parents understand, and are translated as needed. Some schools, based on the decision of their parents, have parents sign the compact (some also include the signatures of students, teachers and building administrators); the compact also is in many forms from paper to a poster! Additional dissemination practices include:

1. Schools will print the policy and may include it in their mailing to the parents. (The back to school packet, principal's or parent organization newsletter or other school level distribution to parents)
2. Share copies during the fall Title I information evenings.
3. Information is also provided regarding locating the documents on the district or school website.
4. Discuss the Policy during parent organization (PTA, PTO, etc.) and building leadership team meetings
5. RCPAC has a subcommittee to review the district parent involvement policy each year. This subcommittee provides a report of their review to RCPAC members. Members are encouraged to share any information discussed at RCPAC meetings with their school parents. The RCPAC will revise the policy during the 2014-15 school year. After it is revised and approved by the local school board, the district will lend technical support to schools in the revisions and implementation of the revised policy along with the process to align compacts to the new policy. To aide these efforts, Red Clay is supporting a parent engagement leader at each Title I school in 2014-15.

The LEA, when applicable, encourages and financially supports parents of Title I students to attend parent involvement training opportunities. These events may be sponsored by various state, regional and national organizations and other local LEAs to help parents gain a better understanding and knowledge base of the components of a school-wide Title I program.

Question C

C.1

Describe how and when the LEA distributes the following information to parents of children in Title I schools:

1)Written SEA complaint procedure; and [34 CFR Section 299.11(d)]

2)Parents' right to know teacher and paraprofessional qualifications notice. [Section 1111(h)(6)(A)]

The Red Clay Consolidated School District's Distribution of:

Complaint procedure:

How: Written document is shared at the building level with families; family packets and through the parent meetings to explain Title I, Part A requirements and on the district webpage. In 2014-15, it will be shared with RCPAC members during monthly meetings and through the district's EDtv channel, 965.

Lastly, the procedure is posted publically

When: At the beginning of the year and throughout the year.

Parents Right To Know:

How: Written document is shared at the building level with families and through the parent meetings (opportunities for two-way dialogue) to explain Title I, Part A requirements and on the district webpage. In 2014-2015, it will be shared with RCPAC membership during the monthly meetings and on the district's EDtv channel, 965. Lastly, the Parents' Right to know is posted publically.

When: At the beginning of the year and throughout the school year.

Improvement Identification:

How: Written communication has been shared at the building level with families and through the parent meetings (opportunities for two-way dialogue) to explain Title I, Part A requirements and the communication is posted on the district webpage. Schools also schedule communication sessions prior to the start of school to discuss the identification and invite families to participate in improvement efforts related to Partnership Zone and Focus School efforts (i.e. corrective actions and restructuring). The written information is communicated in family home languages and the document is vetted through school parents prior to mailing. The SI information is also shared with RCPAC membership and, as new schools are identified, it will be communicated through the district's EDtv channel, 965, along with being communicated to community partners.

When: At the beginning of the year and throughout the school year.

C.2 Describe how the LEA ensures that the principal of each Title I school annually attests in writing to meeting the requirements for highly qualified teachers and paraprofessionals. [Section 1119(i)(1)(2)]

Each school year, the Human Resources and Federal Programs Offices work together to ensure staff at local buildings meet the Requirements of ESEA Section 1119, through the review of files and staff hiring. Principals are instructed to attest annually that their school is in compliance with the ESEA requirements and copies of attestations are:

- o Maintained at each school,
- o Maintained at the school district, and
- o Available to the general public on request

C.3 Describe how the LEA disseminates and makes public the results of the LEA progress reviews to staff, parents and the community. [Section 1116(a)(1)(C)]

The Office of Research and Evaluation and the Office of Federal programs provide support for the review of summative results. Outcomes data is shared with staff members prior to the start of school in team meetings and planning. Parents and community members are invited to both regular school-based parent meetings, RCPAC meetings, and school board meetings where the district shares the formative and summative results. The summative progress results are also accessible on the web. The school based meetings are best in communicating and defining summative progress (attempting to define the “why” and explain next steps or expected outcomes).

The district prepares summative results in a variety of understandable formats and languages for all parents, and is providing training for parent leaders in analyzing and communicating results. Progress is also communicated during annual meetings at each Title 1 building and in school-based communication (written, improvement letters, newsletters, etc.).

While always looking to improve communications, the District’s procedures are supported by a three year data trend from the Parent Involvement Survey; which reveals that parents increasingly feel they have “been informed of the academic expectations at their child’s school (rating 4.50 in 2014; 4.49 in 2013; 4.43 in 2012; 4.42 in 2013; on a 5.0 scale).”

Question D

D.1 Describe how the LEA ensures that Title I schools provide, to each individual parent, timely notice that their child has been taught for four or more weeks by a non-highly qualified teacher (if applicable). [Section 1111(h)(6)(B)(ii)]

The Red Clay Consolidated School District works to fill all available positions in accordance with the Requirements of ESEA Section 1119. This includes:
o hiring teachers and paraprofessionals who have met the highly qualified regulations outlined in state and federal law, and
o if needed, developing a plan has to ensure all teachers are highly qualified.

The District’s office of Human resources works with the local building principals and Federal Programs offices to coordinate a process to fill available positions and ensure that both candidates and staff in Title I buildings meet the HQT requirements. At the beginning of each school year, the districts notifies parents in a variety of communication methods (in print, verbal in the annual parent meeting, and through the use of the webpage and TV show) that they have the right to request specific information about the professional qualifications of their child’s classroom teacher(s). This information includes:

1. Whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under emergency or conditional certification.
3. The baccalaureate degree major of the teacher and other graduate certification or degree, and the field of discipline of the certification and/or degree.

The schools, with technical assistance from HR and Federal Programs, provide timely notification if a pupil has been taught for four or more consecutive weeks by a teacher who is not highly qualified. This notification is in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. Copies of the notice and the right to know are on the district webpage.

D.2 Describe how the LEA ensures that each Title I school invites parents to an informational meeting to inform them about the school's participation in Title I, Part A and their right to be involved. [Section 1118(c)(1) and (2)]

The Red Clay Consolidated School District guides schools in the use of a template for the meeting (agenda, timing, etc.). The District allows schools to pay reasonable and necessary expenses associated with local parental involvement activities to enable parents to participate in school-related meetings and training sessions. Schools are encouraged to arrange meetings at a variety of times. Schools are encouraged to consider the following options to ensure maximum participation:

- Provide child care services during the annual meeting;
- Provide transportation to and from the meeting;
- Hosting the annual meeting at various times such as evenings and again on Saturday;
- Send information presented at the annual meeting home with students of the parents that did not attend;
- Ensure that teachers discuss the Title I program services with parents during conferences or home visits;
- Announce the meeting on the webpages;
- Recording the annual meeting and replaying on the web;
- Partnering with community and/or faith-based organizations to advertise and encourage parent participation; and/or
- Conducting additional meetings in local community centers and/or faith-based centers.

In addition, for parents who are unable to attend functions at school, schools may arrange for and conduct in-home conferences between teachers or other educators who work directly with participating children and the children's parents.

D.3 How does the LEA provide information on school regulations, activities, testing, and instruction to the parents of students identified as English Language Learners (ELLs)?

How does the LEA make written materials accessible and understandable to parents with varying levels of English literacy? [Section 1118(f)]

Red Clay's English Language Learners Office and Assessment Center, is responsible for translating and helping to disseminate information to our minority language families. During the registration process, parents have the option of selecting all school correspondence in a minority language (Spanish is the primary minority language spoken in the district; the next three prominent languages are Korean, Chinese and Arabic). Through an ELL Online System, schools can request translation services ranging from written materials to interpreters during parent/community events. This process helps all documents regarding school regulations, activities, testing and instruction to be translated properly. The schools provide additional data through their needs assessments, and the ELL office works with other offices (ex: Federal and Regulated Programs and Special Services) to coordinate services for families and students.

Red Clay uses the reasonable and feasible accommodations to improve communication with ELL parents, and through them (services) we can invite minority language families to participate in parent meetings, receive information on school regulations, activities, assessments and instructional services and to provide opportunities to support the schools as volunteers. Every effort is made to translate communication (written and spoken), including phone, text and email messages sent through the "School Messenger" system. The ELL Supervisor participates in the allocation and implementation of federal resources via the Consolidated Grant Application processes, and the office and staff serve as valued resources to families to whom English is a second language. The office also provides workshops in conjunction with district schools and community centers to assist families in comprehending American school policies, regulations, local curricula and other important educational items. Each family receives progress reports throughout the year and individual state assessment scores in a language they understand, unless clearly not feasible. The Special Services Department provides additional assistance to parents of students with disabilities by providing translation services related to the student IEP.

3.6 Services and Programs for Homeless Students and Youth

According to Title I, Part A, each LEA must set-aside funds as necessary to provide services to homeless children who are attending elementary, middle, or high schools that are not Title I, Part A schools. In determining the set-aside amount, LEAs should allow for the provision of services to meet the unique needs of homeless students who attend Title I, Part A schools that are above and beyond services provided through the regular Title I, Part A programs at those schools, in addition to the provision of services to homeless students who do not attend Title I, Part A schools. [20 USC 6313(c)(3)(A), 2001]

Question A

A.1 A child or youth who is homeless is automatically eligible to receive Title I services. Section 1113(c)(3)(A) of the ESEA requires that LEAs reserve a portion of their Title I, Part A funds as necessary to serve the instructional and related service needs of homeless students and youth attending non-Title I participating schools. Services provided must be comparable to those provided to students in Title I participating schools.

Specify:

- 1) the amount of Title I, Part A funds that have been reserved for instructional and related service needs of homeless students and youth and an explanation of how the amount was determined;
- 2) the projected types of costs and services that these funds would support; and
- 3) an approximate number of homeless students and youth the LEA expects to assist with these Title I reserved funds.

A reserve of \$6,611.00 has been set-aside to be used to assist students who are homeless or living in transition and attend non-Title I schools. The amount of the set-aside this year was determined by requesting equal amounts from the FY 15 Consolidated Grant and the FY 15 McKinney-Vento grant. Based on the amount of prior expenditures, ideally to meet the needs of Red Clay students living in transition or who are homeless, \$13,222.00 is a sufficient amount to address the needs of these students.

The set-aside will provide funding to assist students in need of clothing and uniforms, items for personal hygiene and basic needs, food, school supplies, school fees, transportation and provides academic support by affording the opportunity for tutoring, attendance at summer school and participation in credit recovery programs. Funds will also be used for staff training, informational resources, and professional development.

The district expects to serve at least 300 students living in transition or who are homeless attending non-Title I schools and 550 students overall enrolled in all 27 Red Clay schools.

A.2 In accordance with new authority granted in the 2014 Consolidated Appropriations Act, LEAs may also reserve additional funds, over and above the funds reserved in A1, to pay for the salary of a homeless liaison and/or to transport homeless students and youth to and from their school of origin. If the LEA wishes to set aside additional funding to support all or part of the salary for a local homeless liaison and/or to transport homeless children and youth to and from their school of origin, please specify:

1) the amount Title I, Part A funds that have been reserved for transportation and/or to support the salary of a homeless liaison and how the amount was determined; and

2) the approximate number of homeless students and youth the LEA expects to assist with these Title I reserved funds.

Transportation: \$11,389.00.

Salary: na

Students to be assisted: These funds are expected to serve at least 300 students living in transition or who may be experiencing homelessness and attending non-Title I school. In all, the district expects to provide at least 550 services to students during the upcoming school year.

3.7 Title I Private School Data

Geographic School Districts must provide equitable services to eligible children attending non-profit private schools who reside in the attendance zones of its public schools that are participating in Title I. Districts must list each participating non-profit private school and the number of low income private school students in each school that generated funding from your District only (regardless of where the school is located). The number of low income private school students listed in this section should equal the total number of low income private school students in each District's Title I spreadsheet. If the District is pooling funds, the District must also list participating non-profit private schools that will participate in the pool, even if they do not have any low income students to contribute funds to the pool.

Private Schools

School	Status	Grade Span	# Low Income
All Saints Catholic Schoo	Participating Private School	k-8	20
Harvest Academy Wilm	Participating Private School	k-8	3
Holy Angels	Participating Private School	k-8	1
Nativity Preparatory	Participating Private School	5-8	4
Red Lion Christian	Participating Private School	k-8	3
Serviam Girls Academy	Participating Private School	5-8	11
St. Ann	Participating Private School	k-8	8
St. Anthony of Padua	Participating Private School	k-8	12
St. Elizabeth's Elem	Participating Private School	k-8	15
St. John Beloved	Participating Private School	k-8	2
St. Michael's Day	Participating Private School	k-2	5
St. Peter's Cathedra	Participating Private School	k-8	29

Total: 113

3.8 Equitable Services

The questions in this section ask geographic school districts to describe their process for providing equitable services to eligible children in private schools. The questions in this section do not apply to non-geographic school districts and charter schools.

Question A

A.1 Describe how the LEA generated funds for equitable services for each eligible federal program including:

Title I, Part A; Title II, Part A*; Title III, Part A; IDEA, Part B;

*The Title IX statute requires that an LEA spend at least as much for professional development under Title II, Part A as it did in fiscal year (FY) 2001 under the former Eisenhower Professional Development and Class-Size Reduction programs (See Title IX, Section 9501(b)(3)(B)).

Title I Part A - Each year during the month of March, a packet including two Letters of Intent to Participate is mailed via registered mail with return receipts to the principals of all not-for profit private schools located within the Red Clay feeder inviting them to participate in the Consolidated Grant application. Private schools currently participating in the FY'14 grant received the packets for their school at the March Federal Programs Meaningful Consultation meeting. Any currently participating private school not in attendance at the March meeting also receives their packet via registered US mail.

The packet contains a cover letter, two separate letters of Intent to Participate, and a Confidential Family Survey template used for collecting poverty data. One letter is specifically for participating in the Title I program. The other letter is for the other available programs; Title IIA, Title III, IDEA and the option to participate in any competitive grant awarded to the district throughout the fiscal year. Each private school has until May 1st to sign and return the Letters of Intent to Participate.

After the initial due date passes for returning the signed Letters of Intent acknowledging the private school's intent to or not to participate, either a second letter or a follow-up phone call or an email is sent extending a second invitation to participate in the federal programs for the upcoming fiscal year to schools that did not respond to the first invitation. The Letters of Intent to Participate explains the various federal programs available, and whether an allocation, resources or both are available. The cover letter that accompanies the Letters invites the participating private schools to a federal program meaningful consultation meeting scheduled during the month of June. The federal programs meaningful consultation meetings (3 annually - October, March and June) are separate and in addition to the county-wide Title I meaningful consultation meetings. The cover letter also invited schools interested in participating in the Title I program to a county-wide Meaningful Consultation meeting scheduled during the month of May.

Because students who are Red Clay residents may attend a private school outside of the Red Clay feeder, the LEAs in New Castle County and the Smyrna School District work collaboratively regarding collecting the Letter of Intent for Title I. Each LEA in the NCC consortium (Colonial, Brandywine, Christina, Smyrna, Red Clay and Appoquinimink) provides all participating LEAs with a copy of all the signed Letters of Intent to Participate to assure all residential and academically eligible students (those students who reside within a Title I feeder and struggle academically and are at the greatest risk for struggling or failure) will be referred for and receive services depended upon available funding. Copies of Letters of Intent that decline services are also provided to each district validating that all districts attempted to invite any private school in the county that may have students in attendance from each district. Lastly, included in the mailing from the LEA is the template of a Confidential Family Survey. This is the tool that all participating private schools are to use to collect poverty data if the district has not received current poverty data prior to the mailing. All schools that plan to participate in the Title I program must provide poverty data using the Confidential Family Survey in order to calculate a reserve and provide participating schools with an allocation for Title I instructional services, professional development and family involvement.

The LEA ensures that the services provided to students, teachers and parents in the participating private schools receive are equitable in comparison to the services provided to public school students, staff and families by assuring funds are reserved for instruction, professional development and parent engagement.

Collection of Poverty Data:

All private schools are provided with a Confidential Family Survey template that is to be used to collect poverty data for the participating private school.

Currently participating private schools traditionally collect this data during the first week of school with a return date of October 1st to the private school

office. The completed Confidential Family Surveys are traditionally turned into the feeder LEA by December 15th. The Confidential Family Survey template

is a standardized document used by all New Castle County school districts and the Smyrna School District to assure collection and review of poverty data is consistent across the county. Any new school that intends to participate must submit all surveys to the district by May 1. All collected surveys are given to the Data Service Center for data analysis in order to determine the poverty data for each school where Red Clay students attend. All reports from Data Service Center are provided to the district by June 1st in order to have the data included in the Consolidated Grant. The LEA calculates the proportion of low income private schools children to the total of all low-income children (public and private) in the participating attendance area. The proportion is then applied to the total set-aside to calculate the amount that will be made available to the private schools. This district will have a Title I set-aside for each participating private schools that is determined by the poverty data provide by each school. Allocations are school by school and not pooled.

Set-aside:

There are three separate allocations of the Title I funding; instruction, professional development and parent involvement. The instructional set-aside is used solely for delivery of services to students including tutoring services, supplies and materials. The professional development set-aside is to be available to each school to assist teachers who work directly with students receiving Title I services. The cost per student for the vendor to provide services to each eligible Red Clay student for the 2014-15 is \$844.68. Each individual school's set-aside will determine the number of student who will be able to receive services.

The district uses the following formula for determining each participating school's professional development set-aside and parent involvement set-aside. (This formula is consistent across the county and is used by all participating New Castle County LEAs and the Smyrna School District.)

The total Professional Development set-aside for all participating private schools is divided by the total number of Red Clay students attending participating private schools receiving services on November 30th. This creates the per pupil allocation which is then multiplied by the number of students receiving services in each school to determine each school's professional development set-aside. (FY 14 = $75.58 \times \text{students being serviced}$) The same formula is also used to determine each participating private schools Parent Engagement set-aside. Total Parent Engagement set-aside is divided by the total number of Red Clay students attending participating private schools receiving services on November 30th. This creates the per pupil allocation which is then multiplied by the number of students receiving services in each school to determine each school's parent involvement set-aside. (FY 14 = $\$33.79 \times \text{students being serviced}$)

Title II Part A

The Title IIA funds provide assistance for preparing, training, recruiting and retaining highly qualified and effective teachers and leaders. The amount of funding available for services to private school personnel is governed by Section 9501 (b) (3), of ESEA which requires equitable services for private school teachers to the extent that the LEA uses its funds for professional development. Per section G-2 in October 2006 Improving Teacher Quality State Grants Non-Regulatory Guidance Red Clay Consolidated School District consulted with private school officials on the method for determining equal expenditures, and the resulting methodology reasonably reflects the relative numbers of students and educational needs of the public and private school students. We consider the allocation for the current year, the total number of participating private school children, public school children and amounts reserved for indirect costs, admin fees and other sources along with the total amount spent in fiscal year 2001 for professional development under the predecessor Eisenhower Professional Development Program and the Class Size Reduction Program. From this, a per pupil allocation is determined and an amount is identified as available to the participating private schools. As agreed upon in meaningful consultation with participating private school principals, the Title IIA allocation is set-aside to be divided among all participating private schools. The total set-aside is divided by the total number of private schools students eligible for services (FY 15-5173) at each school to determine a per pupil allocation. The per pupil allocation is then multiplied by the number of students in each school to determine the individual school allocation. For FY 14, the PPA was $\$4.56 \times \text{the number of students per school}$. The district has an established protocol for requesting use of funds and reimbursement of funds used for allowable expenses.

Title III Part A C. Beck

Services are provided to all participating private schools as needed and requested. Contact information for the ELL office staff is provided to all private schools during the Federal Programs Meaningful Consultation Meetings.

IDEA, Part B M. Norris

A.2 Describe the LEA's process for notifying non-profit private schools of their eligibility to participate in federal programs and the LEA's process of consulting with private schools officials to design, implement and evaluate programs for eligible private school students, staff and their families (as appropriate for each federal program). Please describe this process for each eligible program including:

Title I, Part A; Title II, Part A; Title III, Part A; IDEA, Part B (Be sure to include a description of the consultation meeting(s); who was invited; information shared, etc.);

Note: If the LEA is participating in a consortium, the LEA must describe the consortium process and list the other LEAs participating in the consortium.

Title I, Part A

The LEA ensures that the services provided to students, teachers and parents in the participating private schools are equitable in comparison to the services provided to public school students, staff and families by assuring funds are reserved for instruction, professional development and parent engagement. Also, ongoing meaningful consultation occurs between the LEA and the participating private schools. All equitable services to private schools is the responsibility of an Education Associate in the Department of Federal and Regulated Programs.

Initial communication to private schools each year includes the mailing of a packet, sent via registered US mail to all not-for-profit private schools. The packet includes a cover letter that explains the federal programs and an invitation to a meaningful consultation meeting. Also, two Letters of Intent to Participate and a Confidential Family Survey template is included in the packet along with a self-addressed stamped envelope to return all signed forms either accepting or declining to participate in the upcoming fiscal year's grant application. Forms may also be returned via email scan or fax. The district hosts three federal programs meeting each year, October, March and June, at the district office. Current participating private schools are invited to each meeting. Those in attendance at the March meeting receive the packet during the meeting. Current participating schools not in attendance also receive the packet for the upcoming fiscal year via registered US mail. Schools electing to participate in the Title I program, current or a new school participating for the first time, are also invited to attend three Consortium Meaningful Consultation Meetings. These meetings include the Title I coordinators from the Red Clay, Brandywine, Christina, Colonial, Appoquinimink and Smyrna School Districts along with principals from the participating private school for those districts.

The Process:

Collection of Poverty Data:

All private schools are provided with a Confidential Family Survey template that is to be used to collect poverty data for the participating private school. Traditionally, participating private schools collect this data during the first week of school with a return date of October 1st to the private school office. The completed Confidential Family Surveys are traditionally turned into the feeder LEA by December 15th. The Confidential Family Survey template is a standardized document used by all New Castle County school districts and the Smyrna School District to assure collection and review of poverty data is consistent across the county. All surveys collected for the district are given to the Data Service Center for data analysis in order to determine the poverty data for each school where Red Clay students attend. All reports from Data Service Center are provided to the district by June 1st in order to have the data included in the Consolidated Grant. The LEA calculates the proportion of low income private schools children to the total of all low-income children (public and private) in the participating attendance area. The proportion is then applied to the total set-aside to calculate the amount that will be made available to the private schools. This district will have a Title I set-aside for each participating private schools that is determined by the poverty data provided by each school. Allocations are school by school and not pooled.

Determining Eligibility:

Eligible students are to be identified by the participating private school in order to schedule Title I services. A student must meet both residency and academic eligibility to be referred for services.

Residency Eligibility - The referred student must live within the feeder of a participating Red Clay Title I school. The participating private school must validate addresses of students being referred for services. Any student whose address is not in the feeder of a Title I school will be denied consideration. The district also reviews the addresses before proceeding with consideration for services.

Academic Eligibility - Criteria is determined annually in Meaningful Consultation with principals from participating private schools. Currently to be referred, a student must have a C or below in either or both reading and math and a standardized test score below the 49thile. The student must demonstrate low performance or appear to be at the greatest risk for failure.

Parental Consent for Release and Review of Academic Records:

Before any services are offered to a student, the participating school's principal must obtain a signed parental consent authorizing the school to refer the student for services. The principal or school designee must also complete a Student Referral Form which must include the signature of the principal.

Accompanying the Referral Form is the parent's consent for release form, and the student's most recent report card, standardized test scores and any other documents supporting the recommendation for services.

In the event the principal refers more students than the school's set-aside can fund for delivery of Title I services, all students referred will be priority ranked. The principal will determine the order for offering services to students since the set-aside is a school-by-school and not pooled. Principals will have the final decision on who receives the funding for services. The students will receive a parent consent letter in mid-September inviting them to participate in the Title I program and to receive instructional services.

Set-aside:

There are three separate allocations of the Title I funding; instruction, professional development and parent involvement. The instructional set-aside is used solely for delivery of services to students including tutoring services, supplies and materials. The professional development set-aside is to be available to each school to assist teachers who work directly with students receiving Title I services. The cost per student for the vendor to provide services to each eligible Red Clay student for the 2013-14 is \$844.68. Each individual school's set-aside will determine the number of student who will receive services. The district uses the following formula for determining each participating school's professional development set-aside and parent involvement set-aside. (This formula is consistent across the county and is used by all participating NCC LEAs and Smyrna School District.

The total Professional Development set-aside for all participating private schools is divided by the total number of Red Clay students attending participating private school receiving services on November 30th. This creates the per pupil allocation which is then multiplied by the number of students receiving services in each school to determine each school's professional development set-aside. (FY 14: \$75.58 X students being serviced) The same formula is also used to determine each participating private schools Parent Engagement set-aside. The total Parent Engagement Set-aside is divided by the total number of Red Clay students attending participating private school receiving services on November 30th. This creates the per pupil allocation which is then multiplied by the number of students receiving services in each school to determine each school's parent involvement set-aside. (FY 14: \$33.79 X students being serviced)

Service Delivery:

The Title I services provided to private schools students will be consistent with the type of services that are provided to Red Clay Title I schools. The private school program will be designed through ongoing meaningful consultation with participating private school principals. Though the LEA makes the final decisions for all services and maintains control of the funding, all decisions for program design, service delivery, and assessment are made through meaningful consultation. Principals are expected to sign a Letter of Affirmation by June 30th stating that meaningful consultation was held throughout the year to plan the program and that all components of the Letter of Affirmation has been discussed.

A third party vendor, selected through the bid process provides the Title I services at the participating schools. Per the signed contract, each student is entitled to receive two 45 minute sessions or three 30 minutes session each week. The schedule for delivery of services must be approved by the school principal before the vendor begins any instructional and assessment services. Instructional services will begin at the same time as the Title I program for public school students. There is flexibility if the participating principal requests a later date, but that change must be determined in consultation. Since the funding is available as soon as the Consolidated Grant is processed by the state, the district creates a purchase order to pay for services. All services provided are invoiced by the third party vendor and sent to the LEA the last week of each month.

Throughout the school year, meaningful consultation meetings are held to assure equitable services consistent with the Title I services that are provided to Red Clay Title I schools. Meetings are county-wide and include the Red Clay, Brandywine, Christina, Colonial, Appoquinimink and Smyrna School Districts.

During meaningful consultation meetings the following topics are discussed:

- What services the LEA will offer to eligible private school children;
- The amount of funding available for services
- How and when the LEA will make decisions about the delivery of services;
- How, where and by whom the LEA will provide services to eligible private school children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with a third-party provider;
- How the LEA will assess academically the services to eligible private school children in accordance with Sec. 200.10 of the Title I regulations and how the LEA will use the results of that assessment to improve Title I instructional services;
- The size and scope of the equitable services that the LEA will provide to eligible private school children and, consistent with §200.64, the proportion of

funds that will be allocated to provide these services;

- The method or sources of data that the LEA will use under §200.78 to determine the number of private school children from low-income families residing in participating public school attendance areas, including whether the LEA will extrapolate data, if a survey is used;
- The equitable services the LEA will provide to teachers and families of participating private school children;
- If the LEA disagrees with the views of the private school officials on the provisions of services through a contract, the LEA must provide the private schools the reasons in writing why the LEA chooses not to use a contractor.
- The opportunity for the participating private schools to file a formal complaint with the LEA, the state or US Ed.
- Academic and Assessment Criteria
- Criteria for Referral for Services
- Processing of Referral Forms for Services
- Timeline for the Referral Process
- Site Visits
- Determining Residency Eligibility
- Scheduling of Services
- Materials and Instructional Supplies (The LEA ensures that the content of all instructional materials, supplies and resources are secular, neutral and non-ideological in accordance with federal regulations.)
- Portfolios
- Student Learning Plans
- Inventory and storage of supplies/materials (All materials and supplies used in the private schools by the vendor will be purchased and labeled property of the LEA.)
- Assessment Tools
- Summer enrichment programs
- Conferences
- Grade spans to be serviced
- Dates of assessment
- Progress reporting and timeline for reporting
- Progress reports to school staff and parents
- Use of facility by vendor
- Start and end date for providing services
- Parent Involvement opportunities
- Title I Tool Kit
- Feedback Surveys – parents, administrators, teachers
- Standardized test scores

Compliance:

To assure compliance of all regulations, public school officials, DE DOE staff who conduct audits as well as US ed. staff may audit the delivery of equitable services to private schools to assure compliance of all federal regulations.

Title IIA, Part A

Professional Development Set-aside for Title IIA

Process: The following process is used to assure private schools are invited to receive equitable services and participate in the Title IIA program each fiscal year.

Letter of Intent to Participate – (Due Date - May 1)

A. First Mailing – March (week of March 17th)

B. Follow-up correspondence - Second Mailing or email or phone call – May

This communication affords all private schools located within the district boundaries the opportunity to participate in the available federal programs, which includes Title IIA.

Once schools agree to participate in the Federal Program, the principal is invited to attend the first of three Meaningful Consultation Meetings held each year that affords the participating private schools the opportunity to design a plan for professional development that includes opportunities on and off site, strategies to implement and participate in professional development opportunities and assessing the benefits of the professional development experience.

Topics of discussion during the meaningful consultation meeting will include but are not limited to:

- A. The availability of professional development opportunities that address the common needs of all participating private schools.
- B. The availability of professional development opportunities that address the specific needs of individual schools.
- C. How to use the set-aside funds to get the most training, services and learning opportunities for staff and administration.
- D. The creation of a plan that explains how professional development will be implemented.
- E. Evaluating the skills/strategies/resources for effectiveness.
- F. Determining evaluative measures.
- G. Professional development opportunities offered by district staff members that can either be held off site or at a participating private school/s.
- H. Arranging for staff to attend training conducted in Red Clay school or district office.
- I. Assessing student, school and community needs.

Meaningful Consultation Meeting - June

- A. Needs Assessment completed by each participating private school
- B. Discussion regarding regulations, compliances and protocols for use of federal funds
- C. Review of expenditures/reimbursements, and remaining allocation available
- D. Discussion of formula for allocating funds to participating schools and an estimated amount of the new FY allocation
- E. Introduction of Key Staff - Director of Curriculum and Instruction, Supervisor of ELL, Coordinator for Child Find and Assistant Superintendent for Special Services
- F. Allocations
- G. Processing reimbursement – proof of payment and attendance by staff
- H. The availability of professional development opportunities that address the common needs of all participating private schools.
- I. The availability of professional development opportunities that address the specific needs of individual schools.
- J. How to use the set-aside funds to get the most training, services and learning opportunities for staff and administration.
- K. The creation of a plan that explains how professional development will be implemented.
- L. Evaluating the skills/strategies/resources for effectiveness.
- M. Determining evaluative measures.
- N. Professional development opportunities offered by district staff members that can either be held off site or at a participating private school/s
- O. Arranging for staff to attend training conducted in Red Clay school or district office.
- P. Assessing student, school and community needs.

Meaningful Consultation – October

- A. Review of expenditures/reimbursements, and remaining allocation available
- B. notification of new FY allocation
- C. Processing reimbursement – proof of payment and attendance by staff
- D. The availability of professional development opportunities that address the common needs of all participating private schools.
- E. The availability of professional development opportunities that address the specific needs of individual schools.
- F. How to use the set-aside funds to get the most training, services and learning opportunities for staff and administration.
- G. The creation of a plan that explains how professional development will be implemented.
- H. Evaluating the skills/strategies/resources for effectiveness.
- I. Determining evaluative measures.
- J. Professional development opportunities offered by district staff members that can either be held off site or at a participating private school/s.

- K. Arranging for staff to attend training conducted in Red Clay school or district office.
- L. Assessing student, school and community needs.

Meaningful Consultation – March

- A. Review of expenditures/reimbursements, and remaining allocation available Distribution of new FY Letter of Intent to Participate for next FY
- B. Processing reimbursement – proof of payment and attendance by staff
- C. The availability of professional development opportunities that address the common needs of all participating private schools.
- D. The availability of professional development opportunities that address the specific needs of individual schools.
- E. How to use the set-aside funds to get the most training, services and learning opportunities for staff and administration.
- F. The creation of a plan that explains how professional development will be implemented.
- G. Evaluating the skills/strategies/resources for effectiveness.
- H. Determining evaluative measures.
- I. Professional development opportunities offered by district staff members that can either be held off site or at a participating private school/s
- J. Arranging for staff to attend training conducted in Red Clay school or district office.
- K. Assessing student, school and community needs.

Title III, Part A - C.Beck

IDEA, Part B - M. Norris

Question B

B.1 Describe who will provide services to eligible private school students, staff and their families for each eligible federal program including:
Title I, Part A; Title II, Part A; Title III, Part A; IDEA, Part B;

Title I, Part A

An RFP is designed by the Data Service Center (DSC) for the Colonial and Red Clay School Districts to select a 3rd party vendor to provide services. After reviewing all bids submitted, the Title I coordinators from the Colonial and Red Clay districts along with DSC staff and the Title I coordinators from the other districts participating in the New Castle County consortium, rate the bids using a rubric and each district submits a recommendation for selection of a vendor to DSC and the Chief Financial Officers.

All other NCC districts traditionally piggyback and sign a contract with the vendor approved by the Red Clay and Colonial School Boards. The contract with the vendor is for one year with an option to roll over for an additional year. The vendor will provide services to all participating private schools in New Castle County who sign a Letter of Intent, a Letter of Affirmation, submits poverty data and refers academically at risk students who reside within the feeder of a participating Title I school.

A new RFP was designed for the 2013-14 school year. All districts participating in the New Castle County consortium and private school administrators collaboratively drafted the RFP during meaningful consultation with the participating private school principals. The vendor was selected after all bids were reviewed and rated using a rubric. Only LEA staff and DSC staff served on the bid review committee. A recommendation for a vendor was submitted to each LEA in April, 2013. Each district will create its own contract with the vendor for one year with the option of a rollover for a second year. Red Clay will be rolling the contract over for the 2014-15 school year.

During Meaningful Consultation it was agreed that the Title I reserve to pay for services for district students attending participating private schools will be based on the poverty data generated school by school. This district will not be pooling funds to pay for services. Also, this district will not be providing any funding to other districts. Generated set-aside is solely for services to residential and academically eligible students who are attending participating private schools.

Services provided will be either offer two 45-minute sessions, or three 30 minutes sessions weekly from September through May.

Content areas could be math, reading or both. (Kindergarten students receive a blend of reading, math and readiness skills.)

All districts in New Castle County and Smyrna School District work cooperatively and collaboratively to provide services to all eligible students receiving services no matter what district the private school is located.

Title IIA, Part A

Participating private schools have multiple options for using their allocated Title IIA funding. During meaningful consultation the schools may request a specific professional development training that addresses the core content areas be provided to a group of participating private schools that have identified similar needs. Schools also have the opportunity to request the use of Title IIA funds for specific teacher training opportunities that focus on the core content areas and address the specific needs of their school. Participating private schools also may request to use funding to bring a training program/s on site that will address identified needs of their school/students. Lastly, all participating private schools may request to attend professional development trainings offered by district staff. Private schools may send administrative and instructional staff to sessions held at the district or may request for a district staff member/s to present at their school. Though the LEA makes all final decisions regarding use of school allocations, ongoing meaningful consultation with the participating private school administrators or designees assure the school use the funding to provide top quality professional development.

Title III, Part A - C. Beck
IDEA, Part B - M. Norris

B.2 Describe the types of services that will be provided to eligible private school students, staff and their families for each eligible federal program including:

Title I, Part A; Title II, Part A; Title III, Part A; IDEA, Part B;

Title I, Part A

Students:

- Private schools were to identify on the Letter of Intent the grade spans they wish to have services provided.
- K-8 grade levels – Reading, Math or both (a minimum of 2 times per week during a 45 minute or more per session or three thirty minute sessions each week)
- Extended school day services (depending on availability of funding)
- Kindergarten students receive a combination of Reading/Math/Readiness instruction.

Instructional Strategies:

- Guided instruction
 - Independent practice
 - Computer assisted Instruction/practice skills
 - Individualized, paired and who group instruction
 - Vocabulary oral, choral reading teaching model
 - Unit/skill work packets
 - Review of core content as requested by the classroom teacher
- Assessments

Staff - Professional Development

Through meaningful consultation with all participating private school administrators, professional development opportunities will be offered to staff working directly with students who are receiving Title I services. Professional development may be offered by the third party vendor, the LEA or other agencies/resources that address the needs of the private school Title I students. The allocation for each school is determined using the following formula: The total Professional Development set-aside for all participating private school is divided by the total number of Red Clay students attending participating private school receiving services on November 30th. This creates the per pupil allocation which is then multiplied by the number of students receiving services in each school to determine each school's professional development set-aside. (FY 14 = \$75.58 X students being serviced). All participating schools must submit a request and gain approval before any funds are used for services or reimbursement.

Families - Parent Involvement

Custom based training for parents to meet the needs of participating students will be provided to all parents. Parent input for programs is determined through two-way communication with the parents, use of a parent survey, parent interviews and feedback from participating principals. Parents are invited to participate in an information session to become knowledgeable of all services being provided to the participating private schools. The contracted third party vendors will maintain two-way communication with parents of all participating students regarding services, academic success and assessments. A parent/student engaging summer enrichment activity is provided to all students that participated in the Title I program. The activity program, Think Stretch, engages students and parents in fun-filled review, practice and enrichment activities in the area of math and reading. Students also receive an award the following school year if they complete the enrichment activities over the summer.

The allocation for each school is determined using the following formula:

The total Parent Engagement set-aside is divided by the total number of Red Clay students attending participating private schools receiving services on November 30th. This creates the per pupil allocation which is then multiplied by the number of students receiving services in each school to determine each school's parent involvement set-aside. (FY 14 = \$33.79 X students being serviced)

The LEA will communicate with parents as necessary to assure compliance of all federal regulations.

Title IIA, Part A

Title II, Part A provides funds to increase academic achievement of all students by helping schools and school districts improve teacher and principal quality and ensure that all teachers are highly qualified. Funds are to be used to ensure all students have effective teachers that have subject matter knowledge and teaching skills necessary to help all children achieve high academic standards, regardless of individual learning styles and needs. Participating private

schools that receive Title IIA funds are required to have a needs assessment plan for FY '14. Based on the needs assessments, the principals conferred that the FY '15 Title IIA set-aside would be used for the following:

1. Provides technical assistance and support for the goals of the Middle States evaluations.
2. Provides training opportunities in order to offer specific programs to private school students.
3. Provides the opportunity to bring onsite training to staff for instructional areas identified as being of greatest need.
4. Provides training to offer AP courses in the secondary schools.
5. Affords the opportunity to have teachers meet HQT status.
(Math, Social Studies, Science, ELA and Technology)
6. Affords the opportunity to be knowledgeable of current instructional trends and practices to improve student achievement, school climate and parent/community involvement.
7. Provides clock hours and learning opportunities to meet DEEDS certification.

Title III, Part A - C. Beck

IDEA, Part B - M. Norris

B.3 Describe how the LEA ensures that the services are equitable in comparison to the services provided to public school students, staff and families, and are provided in a timely manner, are secular, neutral and non-ideological for each eligible federal program including:

Title I, Part A; Title II, Part A; Title III, Part A; IDEA, Part B;

Title I, Part A

The LEA ensures that the services provided to students, teachers and parents in the participating private schools are equitable in comparison to the services provided to public school students, staff and families by assuring funds are reserved for instruction, professional development and parent engagement. The LEA calculates the proportion of low income private schools children to the total of all low-income children (public and private) in the participating attendance area. The proportion is then applied to the total set-aside to calculate the amount that must be made available to the private schools.

Instructional services will begin at the same time as the Title I program for public school students. The funding is available as soon as the Consolidated Grant is processed and a purchase order is created to pay for services invoiced by the third party vendor that provides the Title I services.

The Title I services provided to private schools students will be consistent with the type of supplemental services that are provided to Red Clay Title I schools.

The private school program will be designed through ongoing meaningful consultation with participating private school principals. Though the LEA makes the final decisions for all services and maintains control of the funding, all decisions for program design, service delivery, and assessment are made through meaningful consultation.

Principals are expected to sign a Letter of Affirmation by June 30th stating that meaningful consultation was held throughout the year to plan the program and that all components of the Letter of Affirmation has been discussed.

During meaningful consultation meetings the following topics are discussed:

- What services the LEA will offer to eligible private school children;
- The amount of funding available for services
- How and when the LEA will make decisions about the delivery of services;
- How, where and by whom the LEA will provide services to eligible private school children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with a third-party provider;
- How the LEA will assess academically the services to eligible private school children in accordance with Sec. 200.10 of the Title I regulations and how the LEA will use the results of that assessment to improve Title I instructional services;
- The size and scope of the equitable services that the LEA will provide to eligible private school children and, consistent with §200.64, the proportion of funds that will be allocated to provide these services;
- The method or sources of data that the LEA will use under §200.78 to determine the number of private school children from low-income families residing

in participating public school attendance areas, including whether the LEA will extrapolate data, if a survey is used;

- The equitable services the LEA will provide to teachers and families of participating private school children;
- If the LEA disagrees with the views of the private school officials on the provisions of services through a contract, the LEA must provide the private schools the reasons in writing why the LEA chooses not to use a contractor.
- The opportunity for the participating private schools to file a formal complaint with the LEA, the state or US Ed.

The Title I services provided to private school students will begin at the same time of year as the services provided to the public school students. The agreed start date is determined in meaningful consultation with the private school principals. All materials and supplies used in the private schools by the vendor will be purchased and labeled property of the LEA. The LEA ensures that the content of all instructional materials, supplies, assessments and resources are secular, neutral and non-ideological in accordance with federal regulations.

Title IIA, Part A

The LEA ensures that the services provided to participating private schools are equitable in comparison to services provide to Red Clay schools by assuring funds are reserved for professional development opportunities that address the specific needs of the participating private schools. After each private school signs a Letter of Intent to Participate in the month of March and engages in ongoing Meaningful Consultation with the LEA during the month of June, an allocation is determined for each school. During the consultation sessions in June and October the needs of each school are shared and possible professional development opportunities are discussed to address the identified needs. During all consultation sessions, June, October and March the schools are advised of due dates, timelines and the protocols for requesting funds, gaining approval for use of funds and the reimbursement process. Also, during the June consultation meeting the formula used to determine each school's allocation is discussed with all participating private schools. This meeting provides each participating school with an estimated amount so they can begin planning how the funds will be used to provide professional development opportunities to staff at their respected schools. The actual allocation for each school is provided during the October consultation meeting. Schools have from November 1st to December 31st of the following year to use the FY allocation.

Title III, Part A - C. Beck

IDEA, Part B - M. Norris

Question C

C.1 Describe the process the LEA uses to monitor the provision of services to eligible private school students, staff and their families for each eligible federal program including:

Title I, Part A; Title II, Part A; Title III, Part A; IDEA, Part B;

Title I, Part A

1. A site visit observation form is used by all NCC Title I coordinators
2. Multiple visits are made to schools throughout the year by the LEA Title I Coordinator
3. The vendor has a designated Title I project coordinator who serves as a liaison with the private schools, the vendor staff and the LEAs.
4. Monthly documentation includes but not limited to:
 - Record of student services provided monthly
 - Invoicing
 - Assessments
 - Professional development
 - Parent Communication
 - Teacher/Vendor Staff communication
 - Discharge from services
 - Portfolio updates
 - Inventory of supplies and materials
 - Schedule of services/student attendance
 - Ongoing email/and or communication with schools/vendor/vendor staff
5. Satisfaction surveys are completed by the parents, principals and school staff.
6. Meaningful Consultation Meetings are held throughout the year.
7. Ongoing communication via email with school principals.
8. Periodic meetings with the vendor's administrative staff.

Title IIA, Part A

Since 2009 the district table of organization includes an Education Associate who has the responsibility for assuring compliance and delivery of equitable services to participating private schools. The Red Clay district has 13 private schools in New Castle County that have generated poverty and are entitled to and received Title I services. Five of those schools are within the Red Clay feeder and also participate in the other federal programs. In addition, nine additional private schools located within the district's feeder participate in the other federal programs; Title IIA, Title III, IDEA and any other awarded competitive grant. The Education Associate is responsible for assuring compliance and monitors all services funding by Title IIA. Meaningful consultation meetings are held three times a year to assure the participating private schools have a complete understanding of the acceptable use of funds allocated as well as the professional development opportunities available by the district. Schools also received monthly communication by email reminding them of the procedures, protocols and responsibilities regarding services and funding provided by the federal program/s for which they are participating. Site visits are also made to the participating private schools in the Fall, and throughout the year on an as needed basis to provide technical assistance. Detailed files are kept each fiscal year and are reviewed by the Education Associate, the Supervisor of the Business Office and the Manager of Federal and Regulated Programs.

Title III, Part A - C. Beck

IDEA, Part B - M. Norris

C.2 Describe the LEAs process for ensuring that allowable materials, equipment, and/or property are purchased and properly maintained and accounted for by the LEA for each eligible federal program including:
Title I, Part A; Title II, Part A; Title III, Part A; IDEA, Part B;

Title I, Part A

DE DOE provided technical assistance to the LEAs regarding supplies and materials. (Guidance provided by email correspondence, professional development, Title I Messenger, resources on the state website and by phone communication)

Since 2009-10 this LEA has contracted with Back to Basics Learning Dynamics, Inc. as the Title I service provider. Any materials/supplies released to the LEA by the previous vendor Catapult, and were purchased prior to 2009 were/are labeled property of NCC Title I schools.

Materials purchased as of 2009 are identified with a label stating: Property of Red Clay Consolidated School District with a line to note the year of the purchase.

An inventory is kept at the LEA of all supplies and materials purchased.

Private Schools are encouraged to provide textbooks and instructional materials to be used for re-teaching.

Supplemental materials must be approved and purchased by the LEA to be used in the private schools by the vendors.

Supplies and materials may also be purchased to assist with record keeping tasks and for storage of materials/supplies.

Requisitions are processed using the First State Financial program and are charged to the appropriate budget.

Title IIA, Part A

In meaningful consultation with the participating private schools, all schools utilize the Title IIA allocation for teacher training in the core content areas.

Schools either request approval to send teachers to professional development programs off site or request to use funding to pay for a presenter/s to come to their school/s. If a school would request the use of funds for materials, the school would be required to submit a request for funding and receive prior approval from the equitable services coordinator. All materials would need to be associated with a specific professional development training that was either held off site or as part of an on-site training for staff. The purchase of materials that are not associated with a specific professional development would not be an acceptable use of funding as the district does not utilize Title IIA funds to purchase materials or supplies.

Title III, Part A - C. Beck

IDEA, Part B - M. Norris

C.3 For Title I, Part A, describe the criteria the LEA used to determine which private school students will receive equitable services. If the LEA is pooling funds among schools, the LEA must describe which schools are participating in the pool and the criteria used to determine which private school students will receive equitable services in the pool.

Note: Your response should clearly state that poverty is not a criterion for services.

[Section 1120(b)(1)(A) and Section B.4 of non-regulatory guidance]

- Referral to the US Ed. Private School Services Toolkit was used as the starting point to determine assessment criteria, content areas, grade spans and other related concerns related to providing equitable services to private schools.
- During meaningful consultation it was decided that the standardized test school must be 49%ile or below.
- The report card grade must be a C or less. (A or B for students with accommodations may also be considered)
- Identified weaknesses using a standardized referral form that includes a checklist and anecdotal comment must be completed a student can be identified as needing services.
- Technical assistance as needed from DE DOE.
- Collaboration with all Title I coordinators in New Castle County and Smyrna School District

A student's level of poverty is not the determining factor for participating in the Title I program. Poverty Data is used solely to determine the instructional, professional development and parent involvement set-asides for the participating schools that have generated poverty. For a student to be referred for, and receive services, a student must reside within the feeder of a Title I school. A eligible student must also demonstrate academic need (grade C or below in reading and/or math, and score below the 49%ile on an annual standardized test) along with measurable evidence of being a struggling student.

Question D

D.1 List the non-profit private schools participating in Title II, Part A.

All Saints Catholic School
Harvest Christian Academy
Padua Academy
Salesianum School
Sharon Temple Adventist School
St. Ann School
St. Anthony of Padua School
St. John the Beloved School
St. Mark High School
The Centreville School
The Tatnall School
Ursuline Academy
Wilmington Christian School

D.2 List the non-profit private schools participating in Title III, Part A.

All Saints Catholic School
Harvest Christian Academy
St. Mark High School
Sharon Temple Adventist School
St. Ann School
St. Anthony of Padua School
St. John the Beloved School

3.9 Children with Disabilities under IDEA - CEIS Services

Under 34 CFR §300.646(b)(2), if a State identifies significant disproportionality, the LEA must use the maximum amount (15 percent) of the total of IDEA 3-5 and IDEA 6 – 21 funds allowable for comprehensive CEIS for children in the LEA, particularly, but not exclusively, for children in those groups that were “significantly overidentified.”

Question A

A.1 Please indicate which of following applies to your LEA regarding Comprehensive Early Intervening Services (CEIS) utilizing IDEA funds:

<input checked="checked" type="checkbox"/>	CEIS is required.
<input type="checkbox"/>	CEIS is voluntary.
<input type="checkbox"/>	CEIS is not being used.

A.2 For LEAs utilizing IDEA funds for Comprehensive Early Intervening Services (CEIS), explain how the LEA will develop and implement its CEIS system to provide coordinated, early intervening services for students in grades K-12 who are not identified as needing special education, but who need additional academic and behavioral support to succeed in a general education environment. (20 U.S.C. §1413(f) and 34 C.F.R. §226). If using IDEA funds for CEIS, please note the following reporting requirement: The regulations require, in 34 CFR §300.226(d), each LEA that implements CEIS to report to the State on the number of children who received CEIS and the number of those children who subsequently received special education and related services under Part B during the preceding two-year period (i.e., the two years after the child has received CEIS).

Instructional consultation teams will work in two elementary schools to problem-solve with teachers to provide early intervention services to students who are not identified for special education but need academic and/or behavior support. Instructional consultants will partner with teachers to conduct curriculum-based or functional behavior assessments, identify students' specific skill needs, and choose appropriate intervention strategies. Teachers will implement these strategies with fidelity, monitor progress of interventions through data collection and graphing, and revise instruction or intervention strategies as necessary for students with academic problems and/or at risk for behavior failure.

All Red Clay Consolidated School District's problem solving teams will have the opportunity to participate in curriculum-based assessment and progress monitoring and will apply these skills to problem solving and collaboration across all grade levels to support all students in the general education population who need academic or behavior support. The teams will gain a great understanding of multi-tiered behavioral systems of support. The goal of this professional development is to reduce identification of students in general, and in particular, to reduce the over identification of minority students for special education services.

Professional development for teachers will continue to be provided in specific reading interventions will be provided concurrently to general and special education teachers.

Eleven Red Clay Schools will continue to implement School-wide Positive Behavior Support programs with the addition of one new school. Representative teams from four schools that have implemented School-wide PBS programs will continue to participate in professional development and receive coaching and technical assistance to implement targeted and individual PBS support strategies with any student who demonstrates greater incidences of office discipline referral and/or suspension. This additional support will focus on multi-tiered levels of support for individual students as well as school wide systems. In addition, every elementary school must have a School-wide behavior support/discipline program that encompasses the key features of a research-based behavior support system (i.e. PBS, Responsive Classroom).

Both School-wide PBS as well as PST teams will use data disaggregated by student sub-groups to implement strategies to reduce over-representation of minority students in high-incidence office referral and suspension categories.

Both School-wide and Targeted PBS teams will use data disaggregated by student sub-groups to implement strategies to reduce over-representation of minority students in high-incidence office referral and suspension categories.

3.10 Title II, Part A, HQT and HQP

Section 2122 of the ESEA requires LEAs to conduct a needs assessment for professional development and hiring. This assessment shall be conducted with the involvement of teachers, including those teachers participating in programs under Title I Part A. The assessment shall take into account activities needed:

- (1) for teachers to prepare students to meet challenging Common Core academic achievement standards; and**
- (2) to give principals the instructional leadership skills to support teachers.**

Question A

A.1 Hiring Needs Assessment:

Describe the teacher and principal hiring needs-assessment process for your LEA. [Section 2122 (c)(1) and (2)]

District Management holds individual meetings with principals in late winter to discuss: terminations for cause, programming changes, expansion or deletion (e.g., RTTT), projected needs due to attrition, unit count projections, and implications of federal policy (i.e. sequestration; changes to funding allocation amounts; etc.). Present are representatives from the following departments: Special Education, English Language Learners, Directors of School Operations, School Turnaround Office, Office of Federal & regulated Programs and Human Resources.

A.2 List the findings from the hiring needs assessment described above.

Vacancies were determined for multiple areas to include special education, elementary and secondary core content.

A.3 Describe the LEA's plan to recruit highly qualified teachers. What specific strategies does your LEA use to staff high-needs schools? [Section 2123(a) (2) and (4)]

School and district staff participated in multiple job fairs this spring and improved efforts to recruit at HBCU (historically black colleges and universities) and to discuss potential partnerships for candidate recruitment. HR uses website and newspaper advertising to include major mid-Atlantic markets and some national advertising (ASCD, Teachers of Color magazine). Principals from targeted schools also attended minority employment fairs and activities in neighboring states to address hard-to-staff vacancies (ex: ESL certification).

Question B

B.1 Which of the following activities will the LEA be implementing using all or a portion of its Title II A funds? (Check all that apply). [Section 2123 (a) and 3/4/10 US DOE memo on Section 2113(c)]

- | | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | Develop and implement mechanisms to effectively recruit and retain highly qualified teachers (HQT), specialists in core academic subjects, and principals. |
| <input type="checkbox"/> | Develop and implement initiatives to retain highly qualified teachers and principals, particularly in schools with a high percentage of low-achieving students. |
| <input type="checkbox"/> | Provide scholarships, signing bonuses, or other financial incentives, such as differential pay, for teachers in academic subjects in which there is a shortage of HQT. |

<input type="checkbox"/>	Recruit and hire HQT to reduce class size, particularly in the early grades.
<input type="checkbox"/>	Recruit and hire HQT, including teachers who become highly qualified through alternative routes, and special education teachers.
<input type="checkbox"/>	Provide incentives, including financial incentives, to retain teachers who have a record of helping low-achieving students improve their academic achievement.
<input type="checkbox"/>	Provide incentives, including financial incentives, to principals with a record of improving academic achievement of all students, but particularly students from economically disadvantaged families, students from racial and ethnic minority groups, and students with disabilities.
<input type="checkbox"/>	Carry out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a career teacher, mentor teacher, or exemplary teacher) and pay differentiation. An evaluation system could play a role in such an effort.
<input type="checkbox"/>	Provide activities designed to improve the quality of principals and superintendents, including the development and support of academies to help talented aspiring or current principals and superintendents become outstanding managers and educational leaders. An evaluation system could play a role in such an effort.
<input checked="" type="checkbox"/>	Provide activities that ensure teachers are able to use challenging State academic content standards and assessments to improve instructional practices and improve student academic achievement. An evaluation system could play a role in such an effort.
<input type="checkbox"/>	The LEA will not be using Title IIA funds for any of the above activities.

B.2 If the LEA is using other funds to support any of the activities above, list the activities and the other funding sources that will be used.

State CPD (Curriculum and Professional Development) funding is used to reimburse teachers for Praxis II examination in critical shortage areas. Local funds money is used to support aspiring leader cohorts. Travel costs for job fairs are supported by local funds (HR budget). Stipends for career ladder positions (such as Lead teacher) are supported locally. Mentoring positions are supported by state funding.

Question C

C.1 This question should only be answered by LEAs with non-highly qualified teachers in core academic subjects.

Teacher Quality Needs Assessment:

By the end of the 2005-2006 school year, all classes of core academic subjects were to be taught by highly qualified teachers.

Under ESEA, the core academic subjects are:

English

Reading/language arts

Mathematics

Science

Foreign languages

Art

Music

Social Studies (History, Civics/government, Economics, Geography)

Elementary school teachers meet the HQT requirement as Elementary Generalists.

In your LEA, which ESEA academic subjects have the largest number of classes not taught by highly qualified teachers? In which schools are these classes? Please be specific using final HQT data and your year-end kicker list. [Section 2122 (b)(3)(A)]

From 2014 HQ data, fully certified ELL teachers continue to be an area of need. While most are HQ as elementary generalists and/or secondary content areas, they have emergency certificates for ELL and moving toward full certification. Impacted schools include Mote, Al DuPont Middle, Conrad, Central and Al DuPont High School. The RCCSD 2013-14 HQT percentage was 94.22%.

The Central School, a restrictive placement center for special education students, continues to be in need of certified special education teachers who are HQ in multiple content areas.

C.2 This question should only be answered by LEAs with non-highly qualified teachers in core academic subjects.

Based on the analysis above, why are the teachers of these classes not yet highly qualified?

Factors include chronic shortages of special education and ELL certified teachers; local hiring policy constraints that require late hiring versus other local districts; and master schedule constraints, particularly at the secondary level, that result in “leftover” sections in one or more subject areas.

The Central School, a restrictive placement center for special education students, continues to be in need of certified special education teachers. As with ELL issues, some are certified and HQ in content but lack permanent special education certification. Those teachers are also teaching with emergency certificates and have plans in place for becoming HQ. Other fully certified Central teachers are teaching out of HQ content area due to master schedule and unit constraints. Those teachers will either be reassigned within Central or sit for Praxis II examination.

Question D

D.1

This question should only be answered by LEAs with non-highly qualified teachers in core academic subjects.

Equity Data:

Refer to your final HQT data showing the following student characteristics:

English language learners (ELL)

Students with disabilities (SWD)

Race/ethnicity

Low income

Which student subgroups, if any, show a disparity in access to classes taught by highly qualified teachers? That is, which student sub-groups are assigned at a higher rate to classes not taught by highly qualified teachers and in which schools are these classes?

Use your final HQT data to answer questions in this section, and be specific in your response. [Section 2122 (9)]

2013,HQ data shows that while 99% of white students have access to highly qualified teachers, 95.7% of blacks had access. In 2014 black access increased to 96%, compared to 98% for white students. Overall Hispanic data was not provided by DeDOE again this year.

Although gaps exist for ELL students (93.7%) and students with disabilities (92.9%), both groups decreased their gaps by 2% over 2013. Schools with gaps of 5% or more for ELL students include, Central, Conrad, HB DuPont Middle, and Mote.

Schools with gaps of 5% or more for students with disabilities include AI High, McKean, AI Middle, Conrad, and HB Middle.

Gaps for black vs white access to HQ teachers exist this year at Central.

Low income students: data does not exist this year.

D.2

This question should only be answered by LEAs with non-highly qualified teachers in core academic subjects.

If there is no disparity based on final HQT data, skip to Question E.

In your LEA, what factors contribute to the disparities in student access to classes taught by highly qualified teachers? What are the reasons why these student sub-groups are taught more frequently by teachers who are not yet highly qualified?

Factors include chronic shortages of special education and ELL certified teachers; local hiring policy constraints that require relatively late hiring; master schedule constraints, particularly at the secondary level, that result in “leftover” sections in one or more subject areas.

It should be noted that some of the non-HQ teachers in special education and ELL programs are highly qualified in content, but lack the specialized certificate for their areas and are therefore deemed not HQ (Highly Qualified). Those teachers are enrolled in critical needs programs or other programs designed to provide them with the specialized certificate and have emergency certification.

D.3

This question should only be answered by LEAs with non-highly qualified teachers in core academic subjects.

Based on your needs assessment, what is your strategy to retain and attract highly effective teachers in schools with the largest disparities in relation to student achievement? The response is to be specific to compensation reform and teacher identification/placement as it relates to a DPAS II rating of Highly Effective or Ineffective.

The District's Strategic Plan contains goals and activities designed to develop highly effective teachers and principals within our high-needs schools. This includes resources such as high-quality professional development, lead teachers for PD and novice educator development and targeted recruitment.

The district continues to contract with Teach for America (TFA) and recruit from Alternative Routes programs as well aggressively recruit minority and Spanish-speaking candidates.

Question E

E.1 This question should only be answered by LEAs with non-highly qualified teachers in core subject areas.

Title I, Part A Highly Qualified Requirements:

Title I, Part A requires that all teachers hired after the first day of the 2002-2003 school year were to be highly qualified at the time of hire if they were to be placed in a Title I school or a program supported with Title I funds.

Describe the process for developing individual highly qualified plans with your teachers and the responsibility of the teachers, including consequences for not following through with the plan. [Section 1119 (a)(1) and (3)]

The district continues to support non-HQ teachers in accessing and answering the DEEDS survey and Praxis II materials and testing. Regular education teachers will be encouraged and supported to cross-certify in special education as well. All non-HQ teachers are required to submit an individualized plan for how they will become HQ. During the staffing period, regular reporting from district personnel to building administration on student scheduling and teacher quality status will inform hiring decisions. A priority of the HR office will be to carefully screen candidates for quality status prior to offers of employment.

An updated electronic job application provides building administrators with improved information concerning quality status of applicants. Teachers may not transfer to positions for which they are not highly qualified. Teachers who are on temporary contracts and are not HQ in the field in which they are teaching may not have their contract extended. Teachers who are not highly qualified may also be "excessed".

E.2

Title I, Part A Paraprofessional Requirements:

Title I, Part A requires that all instructional paraeducators in Title I schoolwide programs and in programs supported with Title I funds meet the highly qualified requirement by:

Holding an Associate's or higher degree,

Having at least two years of study at an institution of higher education, OR

Passing the ParaPro test.

NOTE: All non-highly qualified instructional paraeducators working in Title I schools must be reassigned to either a non-Title I school OR be reassigned as a service paraeducator until they become highly qualified.

How does the district/charter school ensure that it meets this federal requirement? Be specific in your response. [Section 1119 (c)(1) and (2) and (f)]

The district only hires Paraprofessionals who are highly qualified. Based on staffing projections and building allocations (per pupil allocations), buildings are allocated fiscal and human resources. When a school earns enough resources for a Paraprofessional, the district employs and places only highly qualified paraprofessionals in the Title I buildings.

Currently, there are four (4) Title I buildings that use their Title I, Part A resources to support 1 Highly Qualified Para per site (four Highly Qualified Paraprofessionals total). In the case of professional leave, or a new hire, the district would place a candidate who meets the HQ requirements in a vacancy (This would be a requirement for the application process).

3.11 Title II, Part A, Professional Development Plan

Section 3.11 elaborates on the needs assessment, goal setting, and professional development that is required for Title IIA funds. LEAs may list up to six (6) professional development priorities. Please ensure that ALL subsections are labeled and answered in each section.

Question A

A.1 Describe your needs-assessment process including listing the names, position, and school assignment of all those involved. Your team should include teachers, paraprofessionals, principals, other relevant school personnel, and parents.

The Professional Development offerings for each year will be organized within an overarching framework that is consistent with the District's priorities and instructional goals. This District coordinates and integrates the workshop topics for each school year and produce a sequenced and integrated professional development learning calendar. This learning calendar will illustrate 1) the order in which teachers, administrators and central office staff will acquire specific knowledge and skills and 2) how this knowledge supports the implementation of existing District initiatives. The District uses the following sources to determine professional development needs: 1) A council system has been implemented to ensure that all students achieve success. This system drives professional development. Councils, consisting of teacher representatives and content supervisor, are created for all content areas. Based on data, students' needs are brought forward by teachers to the council. Issues are researched and discussed. In order for an item to move forward to the Curriculum Cabinet, councils need a supermajority vote. The cabinet will assess the request based on research, then vote to move the item forward. A supermajority vote of at least 75 % must occur before items are moved to our Superintendent or Board (if needed). Information used by councils driving professional development includes annual needs assessment survey; individual workshop evaluation surveys; parent surveys; DPAS II; DCAS Reports – all grades; PSAT data; DIBELS data; DCAS benchmarks; the annual evaluation of the consolidated programs, as well as information from local audits/reports. Trends from these data sources are analyzed and needs projected from that data. In addition, the District analyzes data from the schools under improvement, as well as the students who have not met standard and the subjects that are a cause for concern/focus. We also review past PD offerings and their impact.

Staff involved in the collection of this data includes classroom teachers:

RCCSD Administration: Director of Curriculum and Instruction (James Comegys); Supervisor of Special Education Curriculum (Kelley Brake); Supervisors of Curriculum Content Areas (ELA – Dr. Gaysha Beard, Math – Jodi Albers, Social Studies – Rebecca Reed, Science – Edward McGrath); Supervisor of Related Arts (Dr. Judith Conway); District PLC/PD Leader (Dr. Ken Goodwin); Director of District Services (Burton Watson); Supervisor of ELL (Carol Beck); Manager of Federal and Regulated Programs (Malik Stewart); Education Associate for Non-Publics and McKinney-Vento (Christine Miller), Education Associate for Perkins and Support (Sharon Rookard); instructional cadre (ELA – Amy Kalafut ; Math – Louis Mingione); principals and families (RCPAC and Community of Interested Persons).

Staff input includes the following committees:

Health and PE council
Rhawn Short – RPLC
Jacklyn Bain – Mote Elementary
Patricia Seeman – JDHS
James Campbell – McKean
Lee Raymond – McKean
Laura Kaiser – Stanton
Christopher Wells – Stanton

World Language
Jennifer Short, Co-Chair Dickinson
Pam Scholla A I High

Amy Hobbs McKean
Holly Schnittinger McKean
Ana Viscara Conrad
Jeanna Emerick Brandywine Springs
Joslyn Morris Cab Calloway
Gina Travalini Dickinson
Christine Wallace A.I. High
Julie Leasure Conrad

Art Council
David Kelleher, Co-chair Brandywine Springs
Greg Thompson A.I. High
Carolyn Czipoth Mote
Rich Hanel Cab Calloway
Toniann Degregory Cab Calloway
Colleen Zufelt H.B. du Pont
Cheryl Weischel Shortlidge
Beth Eggleston McKean
Megan Covert Dickinson
Christina Bartnik Richey

Mixed Councils Membership
Performing Arts Council
Pam Letts, Co-Chair H.B. du Pont
Sheila Cassidy Dickinson
Steven Fackenthall Richardson Park
Sue Peo Traveling Music Teacher
Jessica Prince Stanton
Patrick Healy Conrad
Maureen Murphy Linden Hill
Jennifer Green Marbrook
Marty Lassman Cab Calloway
Carlton Cannon Cab Calloway
Leslie Grant Brandywine Springs

Librarians
Janet Dean, Co-Chair Cabinet Seat Conrad
Mary Tise Cab Calloway
Suzanne Smith A.I. High
Susan White A.I. Middle
Adrienne Hopson Warner
Joan March H.B. du Pont
Jennifer Minchini North Star
Debbie Marinelli Linden Hill
Janette Vickers Lewis

Mary Dorrell Skyline
Debbie Supplee Dickinson

Social Studies

Baltz Jeff Twardus
Brandywine Jill Szymanski
Forest Oak Kelly Hurtt
Heritage Jennifer Smith
Highlands Stella Evans
Lewis Susan Palmer
Linden Hill Tina Windsor
Marbrook Chantel English-Murray
Mote Virginia Sylvester
North Star Kristin Becker**
Richardson Park Elizabeth Garrett
Richardson Park LC Erin Venturato
Shortlidge Raymond Rissmiller
Warner Diane Mahotiere

Al duPont Middle James Lindell
HBMS Maureen Greenly
Skyline Robert Lingenfelter
Stanton Christina Tarrant
Cab Calloway Holly Golder
Conrad Barbara Prillaman
Al duPont High Cristina Kalesse
Central Sarah Lucas
Dickinson Richard Cini
McKean Hilda Koach
First State Alice Beckman
First Madelynn Lemon
**Council Co-Chair

Math Council:

Bowers Janice H.B. duPont Middle
Brown Karen Conrad School
Cochran Pam McKean High
Connolly LeeAnn Skyline Middle
DeNardo Cynthia Stanton Middle
Didion Lisa Richardson Park L.C.
Edler Sara Marbrook Elementary
Fullerton Athena North Star Elementary
Gallagher Jackie Forest Oak
Gormely Kathy Highlands Elementary
Harrington Jennifer Cab Calloway
Israilova Larisa Mote Elementary
Lemon Madelynn First State

Mahotiere Diane Warner Elementary
 Malatesta Linda A.I. duPont High
 Maloney Holly Brandywine Springs School
 Mason Erica Heritage Elementary
 Matthias John Linden Hill Elementary
 McIlvain Kelley Heritage Elementary
 Moffett Earl A.I. duPont Middle
 Reitemeyer Michael Dickinson High
 Rissmiller Ray Shortlidge Academy
 Shackelford Ellen Richey Elementary
 Shaw-Williamson Edna Central School
 Thorp Wayne Baltz Elementary

A.2 List the data sources that were analyzed during the needs-assessment process (e.g. DPAS II evaluations, DCAS, LEA and School Success Plans, etc.).

During the Needs Assessment process, the district reviews the following data:

These assessments include:

- Reading/English Language Arts: DCAS ELA; Scott Foresman assessments; STAR reading assessments; Benchmark assessments and item banks; DIBELS Next - foundational reading skills; testing oral reading fluency and comprehension.
- Early screening: ChildFind and Parent Checklists (proficiency in language and cognitive development before kindergarten).
- ELL Data: The WIDA ACCESS English language proficiency results (listening, speaking, reading and writing proficiency for Limited English Proficient (LEP) students in grades K-12).
- Mathematics: DCAS Math; Math Trailblazers Formative Assessment; Singapore Math; DreamBox Learning for K-3 Math to identify individualized math instructional needs;
- DPAS II Evaluations
- School Success Plans
- PLC and Building Leadership Team Data
- Attendance: K-12 Students each academic year.
- Course Average/report card grades
- Graduation rate: The percent of students who graduate in grade 12 with their cohort.
- Dropout rate: The dropout rate for the district and for individual schools.
- Suspension rate and Retention rates
- Teacher, school and Student Perception Survey

- Youth Risk Behavior data
- McKinney Vento – Student displacement data
- CTE/Perkins data and industry information
- information from Community of Interested Persons Meetings and collaborations with Head Start, Children and Families First, Nemours, Parents As Teachers, and additional area child care agencies
- School Climate Survey
- Parent Involvement Surveys and Parent University evaluation documents
- Participation rates in programs (Extracurricular and academic programs)
- Alcohol, Tobacco, and other drug usage survey
- Nurse's reports and data from auxiliary services such as school psychologists, family crisis therapists, Instructional Support Teams, Counselors, Advisors, Coaches, and Community School centers and supports
- Administrators and teachers collaboratively analyze individual student and classroom data.

We also review:

- Strategic Plan Mid and End of year reviews
- Professional development workshop and satisfaction surveys
- Class walkthrough observation data
- Academic Data (State Testing, local benchmarks and nationally/locally normed assessments)
- RCPAC evaluation data
- TELL Delaware data

Red Clay Consolidated School District's Office of Research and Evaluation conducts research projects to determine the impact various practices, programs and services have on student achievement. Findings from these projects are used to inform policy making and resource allocation decisions. Research and Evaluation works with various Central Office departments as they plan, implement, monitor and assess the effects of the services they provide to schools and students. Studies and trend analyses are an integral part of determining assistance and the basis for making curricular and instructional decisions at the district, school and classroom level. The results of the assessments and supporting information are analyzed and used to plan instruction and better focus team planning and responses.

A.3 List the findings from the needs-assessment process described in A.1.

The results revealed the following:

The greatest performance challenges for Red Clay are overall reading proficiency (all grades, all subgroups), overall math proficiency (all grades, all subgroups), Special Education (math), and ELL (math). Through our needs analysis we identified our performance challenges based on the gap in reading performance on DIBELS and DCAS with a focus on early grades and targeted schools, achievement gaps among subgroups and their reference groups (especially with Special Education and ELL students), performance on DCAS overall, and in high-need schools. Similarly, there are significant gaps between African American, Hispanic, and Caucasian students in other key indicators including graduation rates and suspension rates (while SAT and AP scores are revealing significant improvements). The root causes of our performance challenges are multi-faceted, and each one of the activities is integral to district's emphasis on increasing the quality of education provided to all of our learners. The district has identified the following factors as contributing to our performance challenges:

- A need to continue with the work of enhancing systemic professional development for all educators. In order to deliver a consistent, research-based education to our students, our educators must be equipped with the tools and knowledge necessary to meet the learning needs of all types of learners – this includes ongoing, job- embedded professional development for all instructional and administrative staff who serve ELLs and SWDs and a system for monitoring and evaluating the effectiveness of the ELL/SWD PD. The district will build on its systemic professional development plan with training linked to specific skills and expectations. The effectiveness of the training will be regularly reviewed and the district will prioritize those offerings that prove to have the highest impact.
- A Need to expand educational opportunities and services for our neediest learners, especially intensive ongoing PD to improve literacy instruction for grades PK to 3, targeting high need schools. Due to resource constraints for the families of our neediest learners, Red Clay must enhance its programs for targeted populations on a large scale to improve academic achievement throughout Red Clay. Our reading data indicates a need to provide comprehensive PD related to: Students with Disabilities, ELLs/Diversity, literacy, educating students in poverty/experiencing homelessness (Red Clay has over 52% of its students receiving free and reduced price lunches), and interventions that align to the core and impact student growth. This also includes developing the capacity of our families and communities (through ongoing learning) to assist us in addressing our needs and meeting our academic and related goals.
- A need for to continue developing rigorous advanced coursework and targeted support for secondary students as a part of the emphasis on college- and career-readiness for all students to prepare them for the world of work and their roles as citizens. This will require adult learning aligned with the CCCS, and with regard to career/industry readiness, STEM/IB programs, transitions between middle and high school levels, AP programs, and initiatives to ensure that all students to graduate high school with the skills necessary to succeed academically and professionally. Lastly, we would need to increase parent and community knowledge and awareness in this area.
- A need for curriculum alignment and standards-based instruction and to learn to use data to draw conclusions and learn the impact of decision-making. A focus on inclusionary practices will support our struggling learners, especially as rigorous instruction aligned to common core standards is implemented for all students and as the data is discussed in professional learning communities and faculty sessions. The district will focus on aligning data discussions, instructional practices, supports, and academic structures to the common core standards and outcomes, along with a continual system to monitor instructional practices in the district and provide professional development in areas of need.

Question B

B.1 Describe how teachers and principals will be provided with professional development opportunities aligned to your needs assessment and related to student learning needs including, but not limited to, professional development opportunities aligned to rigorous national college-and-career ready standards.

All K-3 teachers will receive job-embedded, systematic professional development over the next 3 years. The following year the professional development will focus on "Quality Reading Instruction". Teachers will receive monthly training focusing on various aspects of reading instruction in grade level teams. Opportunities for ongoing and differentiated professional development will occur by the use of building literacy coaches.

- All ELA teachers, K-12, will receive ongoing training on the Common Core State Standards, and participate in discussions regarding student and curriculum expectations. Instructional materials will be evaluated to ensure that teachers have quality resources to delivery standard-based instruction.
- All math teachers will receive training in the new Common Core standards. Grade level teacher leaders will be trained on learning progressions and targeted instruction regarding smarter balance items. Teacher leaders will share the training through building level professional learning communities. Middle school Geometry teachers will receive course to support the transfer of geometry from the high school to the middle level.
- Partner with the Christina School District and the Delaware Center for Teacher Education to carry out USDOE's Teaching American History Grant – Freedom Project. American history teachers lack adequate preparation in their subject area. The project includes four 2-day American history workshops and two week-long summer institutes with field trips for two cohorts of 25 teachers and administrators, who will work in professional learning communities and lesson study teams. Cohort A will learn about events through the Civil War, while Cohort B will focus on post-Civil War history. Participating and non-participating teachers have opportunities throughout the school year to participate in evening and day long seminars with presentations from noted authors of history. These seminars are in addition to the workshops and institutes and are open to all Red Clay Consolidated School District teachers and administrators.
- Partner with the Delaware Center for Teacher Education. The DCTE will provide professional development workshops for secondary social studies teachers with the focus of supporting the Common Core State Standards – Literacy through social studies lessons, with a focus on informational text. Trainings include materials that support reading and writing in the content areas.
- Participate in workshops provided by the Social Studies Coalition of Delaware. The SSCD provides one day workshops throughout the school year targeted for K-12 teachers of social studies. SSCD workshops present new Delaware Recommended Curriculum Model Units, which are required curricula in the Red Clay Consolidated School District. Workshops are held during the school day and substitute teachers are used to provide classroom coverage for the participants. Participants will share strategies and information with like staff (grade level) through collaboration meetings such as Professional Learning Communities meetings and Social Studies Curriculum Council meetings.
- Offer additional professional development opportunities to K-12 social studies teachers. Several sessions will be available for curriculum revision, adaption and/or creation. These sessions are voluntary and usually are held during the summer.
- Present Social Studies Coalition professional development related to Common Core State Standards.

B.2 List and describe how the district allocates time for professional development. State the total average number of hours each teacher and principal is expected to participate in professional development and describe how it is structured (i.e. all teachers will participate in 90-minutes of collaborative planning each week and participate in at least one 60 minute all-staff training each month for a total of 7 hours per month of professional development time).

The district plans to use professional development days, Professional Learning Communities, after school professional development time and substitutes to provide ongoing and relevant professional development. During the 2014-15 school year, Teachers and principals will be required to support this work with the following required activities:

ALL STAFF

Monthly – three 1-hour faculty meetings with required staff attendance (180 minutes total)

- PLC Meeting
- District PD meeting
- School PD/operational meeting

The district will offer the option for staff to earn buy back time for the November 26th in-service day. Staff will have a menu of choices to earn time and have the time approved at the discretion of the school administration. This will be scheduled and completed prior to the winter break holiday and staff not scheduled to complete the time will be required to work the in-service day.

In ADDITION, SECONDARY

Weekly – School day PLC meeting 45 minutes on time per week (180 minutes total)

(Secondary schools meet the intent of the DOE requirement by having a total of 360 minutes per month of PLC time).

In ADDITION, ELEMENTARY

Weekly – School day PLC meeting 45 minutes on time per week: Each elementary school will attempt to schedule 45 consecutive minutes per week, within the student day, for PLC's. This work should occur in collaboration with the BLT and may utilize teacher planning time. However, the district is not presently able to require teachers to participate in regular meetings during their planning period. If a school isn't able to reach agreement for the staff on the 45 minute PLC during the day, see OPTION A (180 minutes)

-Elementary schools able to schedule 45 minute school day PLC's meet the intent of the DOE requirement by having a total of 360 minutes per month of PLC time.

OPTION A: The district will require 7.5 hours of buy back time to be two, one-hour PLC meetings outside the school day in each month during the following months: September, October, November and one 1 hour PLC meeting outside the school day and one, thirty minute PLC outside the school day in December.

(Secondary schools meet the intent of the DOE requirement by having a total of 360 minutes per month of PLC time)

Question C

C.1

List your PRIORITY ONE professional development activity in alignment to the needs-assessment findings described in Sections A1-A3. Then, state the following:

1) Describe the activity.

2) Describe the rationale and research basis for the activity and why the activity is expected to improve student academic achievement.

3) State who will participate in this professional development by listing which teachers, descriptive group of teachers (e.g. Instructional Coaches, math teachers), paraprofessionals and/or principals will be chosen/designated to participate in this professional development activity.

4) List the source(s) of funds to support this activity.

Activity: Establish a sustained, District-wide commitment to providing teachers with the knowledge and skills they need to embrace Red Clay's diversity and close the achievement gap. This is designed to improve inclusive access to grade-level curriculum and reduce achievement gaps for targeted subpopulations – racial, economic, special education and ELL students and provide supports to align with District diversity. Professional Development focused on high quality, culturally responsive instruction, assessment and evidence-based intervention to contribute to meaningful identification of learning/behavioral challenges, improve instructional quality, and provide all students with the best opportunities to succeed in school. Educators will learn how to raise achievement levels for all students—while narrowing the gaps between groups (Goals 1 and 3 of District Strategic Plan).

Activity delivery: Through Monthly Leadership meetings, and quarterly District PD sessions, along with regularly scheduled school based (PLCs and 3 required monthly meetings) sessions and District Support to targeted leadership teams, Leaders will: Prepare to support both content learning and the learning of language related to the content; and to collaborate effectively to design and supervise instruction – with a focus on targeted populations. Prepare administrators so they understand how programs are to be implemented and how to monitor the implementation of effective instructional strategies. Teachers will: increase use of differentiated instructional strategies; develop and provide resources; collaborate on lessons, materials and resources; and use student performance outcomes to inform instruction, interventions and parent conferencing. Staff will learn to address the process of second language development and methods for integrating language instruction into content and be prepared to make academic content instruction accessible to ELLs. The providers will include Central Office staff responsible for managing: Special Services, Professional Development, ELL services, Culture of Poverty training and as needed national and local experts (ex: Aha!, McREL, etc.). Lastly, Red Clay will look to DEDOE staff responsible for Titles I, IIA, III, IDEA, and Perkins to provide technical assistance during the school year in the implementation of PD.

Rationale: Today, we expect all students to achieve and succeed in school and on nationally normed exams, yet current data shows that small percentages of cultural minority students, students with disabilities (SWD), English Language Learners, and children from impoverished backgrounds achieve at levels similar to their counterparts from cultural majority groups and from non-poverty, non-SWD and Non-ELL backgrounds. Because every child deserves an equal chance at academic success and because standardized testing is a fixture on the educational landscape, each student regardless of economic standing, racial background, educational or language ability should have equal access to rigorous, high quality instruction and preparation for entrance to a career or college. Closing the achievement gap for targeted students will require attention and action at every level of the education system. Leadership must create the policies to guide expectations and provide the resources to support implementation. In response, schools and classes must take thoughtful actions – building on assets and addressing needs appropriate to their community. To accomplish this, Red Clay Consolidated School District must assure that teachers, staff and administrators are qualified, trained and effectively implementing strategies that have been proven to meet the academic, cultural, linguistic and social needs of our students.

Evidence: IDEA 2004; Classroom Instruction That Works; Acosta, B., George Washington University Center for Equity and Excellence in Education. Evaluation of English Language Learner Programs in Red Clay Consolidated School District (2012); Barley, Z., Lauer, P. A., Arens, S. A., Apthorp, H. S., Englert, K. S., Snow, D., & Akiba, M. (2002).; Helping at-risk students meet standards: A synthesis of evidence-based classroom practices. Centennial, CO: Mid-continent Research for Education and Learning; Haager, Diane et al. Evidence-Based Reading Practices for Response to Intervention, Brooks Publishing, 2007; Darling-Hammond, L. 2007. The Flat Earth and Education: How America's Commitment to Equity Will Determine Our Future. AERA, Educational Researcher, 36(9): 541; Tatum, B. D. (1997). "Why are all the black kids sitting together in the cafeteria?": And other conversations about race. New York, NY: Basic Books.

Audience: Building level instructional staff; District administrative and supplemental program and curricular staff

Funding: IDEA, Title I, Title III, Curriculum & Professional Development; Local Curriculum and Special Services Budgets

C.2 PRIORITY ONE: Check all that apply to this activity.

<input checked="" type="checkbox"/>	Activity designed to improve student academic achievement and eliminate achievement gaps
<input checked="" type="checkbox"/>	Activity designed to help teachers address the needs of students with different learning styles
<input checked="" type="checkbox"/>	Activity designed to help teachers improve student behavior in the classroom
<input checked="" type="checkbox"/>	Activity designed to help teachers involve parents in their child's education
<input checked="" type="checkbox"/>	Activity designed to help teachers understand and use data and assessments to improve classroom practice and student learning
<input checked="" type="checkbox"/>	Activity designed to help teachers effectively integrate technology into curricula and instruction
<input checked="" type="checkbox"/>	Activity designed to give principals instructional leadership skills

Question D

D.1

PRIORITY ONE: List the specific educator outcomes, including quantifiable measures and targets, intended as a result of this professional development. Describe how you will evaluate the outcome. If using DPAS II, for example, you could use the following:

1) Overall growth in DPAS II scores (i.e. ELA teacher performance on the DPAS II Summative Performance Rating will improve from 10% Needs Improvement, 75% Effective, and 15% Highly Effective to 0% Needs Improvement, 75% Effective, and 25% Highly Effective

2) DPAS Components I-IV individually (i.e. Math teacher performance on DPAS II Component 3: Instruction will improve from 5% Basic and 95% Proficient to 35% Distinguished and 65% Proficient.

3) OR a combination of DPAS components I-IV (Social Studies teacher performance on DPAS II Component 1: Planning and Preparation and Component 3: Instruction, on average, will improve from 10% Basic and 90% Proficient to 85% Distinguished and 15% Proficient.

Note: Please reserve student growth as a measure of student academic achievement in part 2 below.

% of Special Ed certified teachers who are rated highly effective (Overall growth in DPAS II)
% of ELL certified teachers who are rated highly effective (Overall growth in DPAS II)
% of Special Ed certified teachers who are Novice, compared to general ed teachers (ratio)
% of ELL certified teachers who are Novice, compared to general ed teachers (ratio)
% of Special Ed certified teachers who are on Emergency Certificate, compared to general ed teachers (ratio)
% of ELL certified teachers who are on Emergency Certificate, compared to general ed teachers (ratio)
% of teachers rated highly effective, at targeted low-performing schools (compared to other schools)
% of teachers rated effective or higher (Overall DPAS II ratings)
% of teachers rated highly effective (Overall DPAS II ratings)
% of administrators rated effective or higher (Overall DPAS II ratings)
% of administrators rated highly effective (Overall DPAS II ratings)

Formative SP measures:

% of educators agreeing that they are likely to use the strategies/content learned at PD workshop (97% monthly target)
% of educators agreeing that their job performance will improve because of the strategies/content (95% monthly target)
% of educators agreeing that the strategies/content will benefit their students (93% monthly target)
% of educators agreeing that they use the strategies/content (97% monthly target)
% of educators agreeing that their use of the strategies/content has increased student achievement in their classroom (97% monthly target)
of DPAS II formative evaluations reviewed by expert evaluators (99 is the monthly target)
of PD workshops targeted to specific Framework for Teaching components, criteria, and elements (31 is the monthly target)
% of parents leaders who believe Red Clay Consolidated School District communicates effectively in a variety of ways addressing diverse social, language, and cultural backgrounds (4.0 on a 5.0 scale winter 2015)
% of families who agree or strongly agree that Parent U sessions give opportunities to learn strategies to help their child be successful (4.0/5 rating/month).

DOE priority metrics - Report Only

% of "novice" teachers rated exceeds on Measure A (report only in year 1)
% who arrive in school kindergarten ready (report only)

D.2

PRIORITY ONE: Provide a description of how the activities will have a substantial, measurable, and positive impact on student academic achievement that includes the following:

1) A list of the specific student outcome(s), including quantifiable measures and targets, intended as a result of this professional development.

2) A description of how you will evaluate each outcome. (i.e. DCAS Math proficiency for all students will increase from x% to y% by June 2014. Evaluation: Formative: fall and winter DCAS data; Summative = spring DCAS data.

% of students demonstrating adequate growth within their current RTI intervention tier (grades K–5)
% of SWDs proficient on DCAS Reading (State Reading results current: 35% proficient; 2015 target – 42%)
% of SWDs proficient on DCAS Math (State Math results current: 30% proficient; 2015 target – 40%)
% of ELLs proficient on DCAS Reading (State Reading results current: 33% proficient; 2015 target – 40%)
% of ELLs proficient on DCAS Math (State Math results current: 40% proficient; 2015 target – 46%)
% of SWDs inside the general ed classroom >80% of the day (66% target)

Formative SP measures:

Average # of reading activities completed on Achieve3000 (grades 6–9) (target is 5% monthly)
% of students Intensive on DIBELS (grades K–1)(target is 10% monthly)
% of students below the 25th percentile on MAP (grade 2)(target is 18% monthly)
% of students identified as at risk on the RTI screener (grades 3–5)(target is 20% monthly)

DOE priority metrics

% of students seamlessly enrolling in college (2015 target - 68%)
% of students who by the end of senior year have demonstrated that they are College-and-Career Ready (CCR). (Still need further definition from DOE, reported is % juniors at 1550+ on SAT) - 2015 - 45%)
% of students graduating high school with post-secondary credit.
(Still need further definition from DOE)2015 target - AP: 70%; A/B dual enroll: 82%
% of 8th grade students who determine their high school program of study or career pathway utilizing their Student Success Plans (SSP). - TBD
% of students graduating with an industry-recognized credential. - TBD
% of 9th grade on-track status (2015 target - 86%)
% of students with chronic absences (2015 target - 30%).
% of students suspended or expelled (2015 target - 12.5%).
Drop-out rate (percentage) (2015 target - 2.2%).
Percentage of educators hired by 6/1. - TBD
% of educators who rate the school positively on TELL DE Composite Score (2015 target - 84%).
%e of Highly Effective educators in High-Needs schools vs. Non-High-Needs schools (2015 target 50/50%).

Question E

E.1

List your PRIORITY TWO professional development activity in alignment to the needs-assessment findings described in Sections A1-A3. Then, state the following:

1) Describe the activity.

2) Describe the rationale and research basis for the activity and why the activity is expected to improve student academic achievement.

3) State who will participate in this professional development by listing which teachers, descriptive group of teachers (e.g. Instructional Coaches, math teachers), paraprofessionals and/or principals will be chosen/designated to participate in this professional development activity.

4) List the source(s) of funds to support this activity.

Activity: Providing all of our PK–3 teachers with critical, job-embedded professional development opportunities that are designed to improve their instructional practice in the teaching of literacy.

Activity delivery: Through Monthly Leadership meetings, and quarterly District PD sessions, along with regular scheduled school based (PLCs and 3 required monthly meetings) sessions, along with monthly contact with school reading supports and PreK staff, Leaders will: Reinforce and support the district requirement that teachers participate in literacy professional development; ensure the capacity and support to sustain essential professional development in their buildings; manage accountability for schools and literacy staff, help to ID specific needs and recurring literacy issues that cut across multiple school sites. This will prepare administrators so they understand how the literacy strategies are to be implemented and how to plan family and community workshops that align to instruction. Teachers will: increase use of differentiated instructional strategies; collaborate on lessons, materials and resources; and use student performance outcomes to inform instruction, interventions and parent conferencing. It is expected that participants will broaden their subject matter knowledge and pedagogy for literacy and improve practice.

The providers will include Central Office staff responsible for managing: Elementary Operations, ELA, School Turnaround, Special Services, Professional Development, ELL services, Title I and as needed national and local experts (ex: DE Stars, MAEC, University of Delaware, etc.). Lastly, Red Clay will look to DEDOE staff responsible for Titles I, IIA, III, and IDEA, to provide technical assistance during the school year in the implementation of PD.

Rationale: If a student cannot read by the end of third grade, his or her chances of graduating from high school are substantially diminished. Research indicates that excellent early instruction in reading, coupled with the provision of highly effective early intervention programs, can prevent reading failure. Studies indicate that when students get off to a poor start in reading, they hardly ever close the gap. Struggling readers encounter various challenges: grade retention, assignment to special education, or participation in long-term remediation. The academic distance from those who read well to those who do not grows more pronounced over time as Underachievement in reading can be caused by a lack reading role models and life experiences and limited expose to or practice with reading skills, specifically phonics and comprehension. When adults proactively address these underdeveloped skills in the classroom and beyond, struggling readers become better readers. In order to ensure that every student succeeds, it is imperative to ensure reading success from the start of our students' educational experience. In order to meet this goal, professional development and parent engagement opportunities must be designed to improve literacy development.

Evidence: McNamara, J.K., Scissons, M., and Gutknecht, N. (September/October 2011). A longitudinal study of kindergarten children at risk for reading disabilities: The poor really are getting poorer. In Journal of Learning Disabilities, 44(5), 421–430.; Hernandez, D. (2011, April). Double jeopardy: How third-grade reading skills and poverty influence high school graduation. Baltimore: The Annie E. Casey Foundation, p. 3-5, 10.; Hernandez, D. (2012).; Mapp, Karen L. 2007. Beyond the Bake Sale: The Essential Guide to Family-School Partnerships. The New Press.; Lloyd, Jennifer E.V., and Clyde Hertzman. 2009. "From Kindergarten Readiness to Fourth Grade Assessment: Longitudinal Analysis with Linked Population Data," Social Science; Annie E. Casey Foundation. 2010. Early Warning!: Why Reading at the End of Third Grade Matters. A Kid's Count Special Report from the Annie E. Casey Foundation. Baltimore, MD: The Annie E. Casey Foundation. and Medicine, 68 (2009), p. 111-123.

Audience: PreK – 3 staff, teachers, administrators and supports; families of targeted buildings; Title I PreK programs

Resources: Title I, CPD, Title II, IDEA, Title III, 21st CCLC, Curriculum and Professional Development, local curricular funds

E.2 PRIORITY TWO: Check all that apply to this activity.

<input checked="" type="checkbox"/>	Activity designed to improve student academic achievement and eliminate achievement gaps
<input checked="" type="checkbox"/>	Activity designed to help teachers address the needs of students with different learning styles
<input type="checkbox"/>	Activity designed to help teachers improve student behavior in the classroom

<input checked="" type="checkbox"/>	Activity designed to help teachers involve parents in their child's education
<input checked="" type="checkbox"/>	Activity designed to help teachers understand and use data and assessments to improve classroom practice and student learning
<input checked="" type="checkbox"/>	Activity designed to help teachers effectively integrate technology into curricula and instruction
<input checked="" type="checkbox"/>	Activity designed to give principals instructional leadership skills

Question F

F.1

PRIORITY TWO: List the specific educator outcomes, including quantifiable measures and targets, intended as a result of this professional development. Describe how you will evaluate the outcome. If using DPAS II, for example, you could use the following:

1) Overall growth in DPAS II scores (i.e. ELA teacher performance on the DPAS II Summative Performance Rating will improve from 10% Needs Improvement, 75% Effective, and 15% Highly Effective to 0% Needs Improvement, 75% Effective, and 25% Highly Effective

2) DPAS Components I-IV individually (i.e. Math teacher performance on DPAS II Component 3: Instruction will improve from 5% Basic and 95% Proficient to 35% Distinguished and 65% Proficient.

3) OR a combination of DPAS components I-IV (Social Studies teacher performance on DPAS II Component 1: Planning and Preparation and Component 3: Instruction, on average, will improve from 10% Basic and 90% Proficient to 85% Distinguished and 15% Proficient.

Note: Please reserve student growth as a measure of student academic achievement in part 2 below.

% of teachers (grades K–3) rated highly effective, at low-performing schools (compared to other schools)

% of administrators (grades K–3) rated highly effective, at low-performing schools (compared to other schools)

% of teachers rating literacy PD as effective or very effective

% of administrators rating literacy PD as effective or very effective

Formative SP measures:

% of teachers rating literacy PD as effective or very effective (90% monthly)

% of administrators rating literacy PD as effective or very effective (100% monthly)

% of families who agree or strongly agree that Parent U sessions give opportunities to learn strategies to help their child be successful (4.0/5 rating/month).

DOE priority metrics:

% of educators hired by 6/1. - TBD by SEA

% of educators who rate the school positively on TELL DE Composite Score (2015 target - 84%).

% of Highly Effective educators in High-Needs schools vs. Non-High-Needs schools (2015 target 50/50%).

% who arrive in school kindergarten ready (report only)

F.2

PRIORITY TWO: Provide a description of how the activities will have a substantial, measurable, and positive impact on student academic achievement that includes the following:

1) A list of the specific student outcome(s), including quantifiable measures and targets, intended as a result of this professional development.

2) A description of how you will evaluate each outcome. (i.e. DCAS Math proficiency for all students will increase from x% to y% by June 2014. Evaluation: Formative: fall and winter DCAS data; Summative = spring DCAS data.

Attendance rate among pre-k students

% of students demonstrating kindergarten readiness on TOPEL (grade Pre-K)

% of students proficient on DCAS Reading (grade 3)

% of students scoring 80%+ on Scott Foresman Benchmark Assessments (grades 2–3)

% of students at DIBELS Benchmark or Core (grades K–1)

% of students at MAP 40% percentile or above (grade 2)

% of pre-k students demonstrating kindergarten readiness on TOPEL

of hours of extended learning time offered to targeted students

% of students who attended extended day programs at least 90% of the time

% of students who attended summer enrichment programs at least 80% of the time

% of students scoring 80%+ on Scott Foresman Benchmark Assessments, EOY (grades 2–3)

% of students at DIBELS Benchmark or Core, EOY (grades K–1)

% of students at MAP 40% percentile or above, EOY (grade 2)

% of students meeting growth projections on MAP Reading (grade 2)

Formative SP measures:

% of students scoring 80%+ on Scott Foresman Benchmark Assessments (grades 2–3)(targets pre- 22%;mid- 34%; end- 40%)

% of students at DIBELS Benchmark or Core (grades K–1) (targets: pre- 70%;mid- 82%;end- 85%)

% of students at MAP 40% percentile or above (grade 2)(targets: pre- 62%;mid- 70%;end- 75%)

DOE priority metrics

% of students with chronic absences (2015 target - 30%).

% who arrive in school kindergarten ready (report only)

Question G

G.1

List your PRIORITY THREE professional development activity in alignment to the needs-assessment findings described in Sections A1-A3. Then, state the following:

1) Describe the activity.

2) Describe the rationale and research basis for the activity and why the activity is expected to improve student academic achievement.

3) State who will participate in this professional development by listing which teachers, descriptive group of teachers (e.g. Instructional Coaches, math teachers), paraprofessionals and/or principals will be chosen/designated to participate in this professional development activity.

4) List the source(s) of funds to support this activity.

Activity: Providing all of schools with professional development related to develop teacher and leader effectiveness and increase instructional rigor and the use of data.

Activity delivery: Through meetings with Building Leadership Teams and PLC Leads, and scheduled in-service District PD sessions, along with regular scheduled school based (PLCs and 3 required monthly meetings) sessions and meetings with external supports (contracted services), participating schools will: learn viable methods to successfully use school and student data, from creating individual profiles that contribute to student achievement to using schoolwide assessments with individual student profiles to guide initiatives to improve academic performance. As a result, they'll increase their capacity to use schoolwide and individual student data to design and support initiatives for improved student learning. This will enable them to dissect the alignment between the initiatives, the intended outcomes, and the current outcomes in order to identify root causes of success or stagnation and improve practice. The providers will include Central Office staff responsible for managing: Research & Evaluation (and PLCs), Curriculum & Instruction, School Operations, School Turnaround, Special Services, Professional Development, ELL services, Title I and as needed national and local experts (ex: DE Stars, MAEC, University of Delaware, etc.) and partners with whom RCCSD has contracts for services that impact pupil outcomes (ex. Health services, mental supports, parenting engagement, etc.). Lastly, Red Clay will look to DEDOE staff responsible for Titles I, IIA, III, and IDEA, to provide technical assistance during the school year in the implementation of PD.

Rationale(s): A major priority in the District Success Plan is the alignment of instruction and curricula to developing standards, while at the same time creating a culture of college- and career-readiness in our schools. We further our work in this area by continuing to focus on areas of effectiveness for our buildings:

1) Use of formative data as the means to identify the gap between a student's current status in learning and some desired educational goal: formative assessment should be implemented across all courses/subjects because, it provides an accountability system truly based on three components A. instructional strategy (teaching) B. Student mastery and C. Curriculum alignment. Ongoing assessment helps students and their teachers to systematically track and document progress toward the attainment of learning outcomes. Assessment results can also serve as useful indicators for responsive and responsible educational planning.

2) Employing Rigor in core content areas at all grade levels: To be successful in the 21st century careers and citizenship, students must receive and use the rigorous skills and knowledge needed for college and workforce entry. Only by creating a culture of high expectations and providing support so students can truly succeed do you have a rigorous classroom. Identifying the critical attributes of rigor and measuring its appearance.....is therefore fundamental to this process. Daniel Pink, the author of A Whole New Mind, observes that developing young people's capacities for imagination, creativity, and empathy will

be increasingly important for maintaining our country's competitive advantage in the future.

3) Grading practices: Changing the grading and reporting philosophy, procedures, and practices is highly complex and requires systematic collaboration and communication across offices, schools, and parent/community groups. This work aligns with the system's reform efforts to improve teaching and learning in all schools for all students

4) Use of effective evidence-based approaches associated with greater teacher effectiveness, higher student achievement, and improved school climates. This work is based on the premise that children learn best when they have both academic and social-emotional skills and when teachers use effective strategies consistently (fidelity).

The research suggests that schools can no longer think that an academic focus alone will well prepare children for college, careers, and life. Teaching and modeling the very skills that the world demands (grit/perseverance, recognizing and controlling emotions, goal-setting, empathy, relationships, and making good decisions) are essential skills for us and our children. Social and emotional learning is a powerful tool to make this happen.

Evidence: Pink, D. (2005). A whole new mind: Moving from the information age to the conceptual age. New York: Riverhead Books, pp. 32–33; Tough, P. (2012) How Children Succeed (Houghton-Mifflin); Wyatt, J., Kobrin, J., Wiley, A., Camara, W. J., & Proestler, N. (2011). Development of a college readiness benchmark and its relationship to secondary and postsecondary school performance. (College Board Research Report No. 2011-5) New York: The College Board; Wanless, S.G., Patton, C.L., Rimm-Kaufman, S.E., & Deutsch, N.L. (2012). Setting-level influences on implementation of the Responsive Classroom approach. Prevention Science. Advance online publication. doi: 10.1007/s11121-012- 0294-1

Audience: Building level instructional staff; District administrative and supplemental program and curricular staff

Funding: IDEA, Title I, Title III, Title II, Carl D. Perkins, 509, Curriculum & Professional Development; Local Curriculum and Special Services Budgets

G.2 PRIORITY THREE: Check all that apply to this activity.

<input checked="" type="checkbox"/>	Activity designed to improve student academic achievement and eliminate achievement gaps
<input checked="" type="checkbox"/>	Activity designed to help teachers address the needs of students with different learning styles
<input checked="" type="checkbox"/>	Activity designed to help teachers improve student behavior in the classroom
<input type="checkbox"/>	Activity designed to help teachers involve parents in their child's education
<input checked="" type="checkbox"/>	Activity designed to help teachers understand and use data and assessments to improve classroom practice and student learning
<input type="checkbox"/>	Activity designed to help teachers effectively integrate technology into curricula and instruction
<input checked="" type="checkbox"/>	Activity designed to give principals instructional leadership skills

Question H

H.1

PRIORITY THREE: List the specific educator outcomes, including quantifiable measures and targets, intended as a result of this professional development. Describe how you will evaluate the outcome. If using DPAS II, for example, you could use the following:

1) Overall growth in DPAS II scores (i.e. ELA teacher performance on the DPAS II Summative Performance Rating will improve from 10% Needs Improvement, 75% Effective, and 15% Highly Effective to 0% Needs Improvement, 75% Effective, and 25% Highly Effective

2) DPAS Components I-IV individually (i.e. Math teacher performance on DPAS II Component 3: Instruction will improve from 5% Basic and 95% Proficient to 35% Distinguished and 65% Proficient.

3) OR a combination of DPAS components I-IV (Social Studies teacher performance on DPAS II Component 1: Planning and Preparation and Component 3: Instruction, on average, will improve from 10% Basic and 90% Proficient to 85% Distinguished and 15% Proficient.

Note: Please reserve student growth as a measure of student academic achievement in part 2 below.

% of Special Ed certified teachers who are rated highly effective (Overall growth in DPAS II)
% of ELL certified teachers who are rated highly effective (Overall growth in DPAS II)
% of Special Ed certified teachers who are Novice, compared to general ed teachers (ratio)
% of ELL certified teachers who are Novice, compared to general ed teachers (ratio)
% of Special Ed certified teachers who are on Emergency Certificate, compared to general ed teachers (ratio)
% of ELL certified teachers who are on Emergency Certificate, compared to general ed teachers (ratio)
% of students demonstrating adequate growth within their current RTI intervention tier (grades K–5)
% of teachers rated highly effective, at targeted low-performing schools (compared to other schools)
% of teachers rated effective or higher (Overall DPAS II ratings)
% of teachers rated highly effective (Overall DPAS II ratings)
% of administrators rated effective or higher (Overall DPAS II ratings)
% of administrators rated highly effective (Overall DPAS II ratings)
% of educators agreeing that they are likely to use the strategies/content learned at PD workshop
% of educators agreeing that their job performance will improve because of the strategies/ content
% of educators agreeing that the strategies/content will benefit their students
of BLT minutes submitted
of PLC minutes submitted

H.2

PRIORITY THREE: Provide a description of how the activities will have a substantial, measurable, and positive impact on student academic achievement that includes the following:

1) A list of the specific student outcome(s), including quantifiable measures and targets, intended as a result of this professional development.

2) A description of how you will evaluate each outcome. (i.e. DCAS Math proficiency for all students will increase from x% to y% by June 2014. Evaluation: Formative: fall and winter DCAS data; Summative = spring DCAS data.

% of SWDs proficient on DCAS Reading (State Reading results current: 35% proficient; 2015 target – 42%)
% of SWDs proficient on DCAS Math (State Math results current: 30% proficient; 2015 target – 40%)
% of ELLs proficient on DCAS Reading (State Reading results current: 33% proficient; 2015 target – 40%)
% of ELLs proficient on DCAS Math (State Math results current: 40% proficient; 2015 target – 46%)
of students enrolled in 1 or more AP courses
of students taking AP exams
of students enrolled in the IB program
of students enrolled in CTE courses
% of eligible 8th-grade students enrolled in the STEM summer enrichment program who take Honors Math or Honors Science
of dual enrollment participants
of students enrolled in the AVID program
Average GPA of students enrolled in the AVID program
High school graduation rate (one-year lag)
of AP exams scoring 3 or above

Question I

I.1

List your PRIORITY FOUR professional development activity in alignment to the needs-assessment findings described in Sections A1-A3. Then, state the following:

1) Describe the activity.

2) Describe the rationale and research basis for the activity and why the activity is expected to improve student academic achievement.

3) State who will participate in this professional development by listing which teachers, descriptive group of teachers (e.g. Instructional Coaches, math teachers), paraprofessionals and/or principals will be chosen/designated to participate in this professional development activity.

4) List the source(s) of funds to support this activity.

Activity: Creating environments and opportunities to prepare students to handle the increasingly higher expectations of postsecondary education, employment or civic responsibility.

Activity delivery: Through meetings with Building Leadership Teams and school points of contact, and scheduled in-service Advisory sessions, District PD sessions related to curricular alignment and 21st century skills, along with regular scheduled school based (PLCs and 3 required monthly meetings) sessions and meetings with external supports (contracted services), and industry partners participating schools will: learn varied and proven strategies to prepare students for postsecondary education and employment along with volunteerism; and methods to successfully use school and student data to provide experiences to prepare them adequately for the future. Special attention will be paid to increasing rigor, relevance, and engagement, especially for students who have traditionally faced barriers to meaningful success. Schools will have an integrated approach to meeting achievement and participation goals, designing programs and personal experiences (career or campus visits) and have programs that promote college enrollment and better job skills. This will enable them to align programs and interventions with industry standards and college and career readiness goals. The providers will include Central Office staff responsible for managing: Curriculum & Instruction, Career & Technical Education, School Operations, Special Services, Professional Development, ELL services, Title I and as needed national and local experts (ex: Delaware State University, Wilmington University, DTCC, Wesley College, University of Delaware, etc.) and partners with whom RCCSD has contracts for services that impact pupil outcomes (ex. Business and industry, regional colleges and universities.). Lastly, Red Clay will look to DEDOE staff responsible for Perkins, IDEA and Titles I, IIA, III, to provide technical assistance during the school year in the implementation of PD.

Rationale: What we once knew as an industrial economy based on manufacturing has become a service economy driven by information, knowledge and innovation. There's also a new level of foundational academic knowledge needed for success in both postsecondary education and for careers. Preparing students to transition successfully to college (without remediation) or onto careers that pay a living wage, or both, is the ultimate aim. As such, students must be taught in instructional programs and with strategies that equip them with the knowledge and skills needed to compete and succeed in a global economy. The current reality is one where corporations demand staff equipped with skills beyond the traditional ones (reading, writing, and arithmetic); they look for candidates to think critically, solve problems, innovate, collaborate, and communicate effectively at all levels. To address this, educators must reflect on what changes are required, deemphasize rote memorization and factual knowledge, and more strongly emphasize critical thinking and problem solving. Educators must adopt strategies that accentuate the importance of problem solving, genuine innovation and collaboration. (Achieve. (August 2010). Achieving the Possible: What Americans Think About the College- and Career-Ready Agenda.; Association for Career and Technical Education. (2010). What Is "Career Ready?"; Paulson, A. (March 23, 2010). "No Child Left Behind Embraces 'College and Career Readiness.'" The Christian Science Monitor.; Rich, M. (July 1, 2010). "Factory Jobs Return, but Employers Find Skills Shortage." The New York Times.; Walden University. (2010). Educators, Technology and 21st Century Skills: Dispelling Five Myths.

Participants: All Red Clay Consolidated School District teachers, focusing on secondary teachers; administrative staff (principals);

Funding Resources: Title I, Title IIA, Curriculum and Professional Development, Title III, Carl D. Perkins, 509, IDEA as supplements to local funds (operations, curricular funds)

I.2 PRIORITY FOUR: Check all that apply to this activity.

<input checked="" type="checkbox"/>	Activity designed to improve student academic achievement and eliminate achievement gaps
<input checked="" type="checkbox"/>	Activity designed to help teachers address the needs of students with different learning styles
<input checked="" type="checkbox"/>	Activity designed to help teachers improve student behavior in the classroom
<input checked="" type="checkbox"/>	Activity designed to help teachers involve parents in their child's education
<input checked="" type="checkbox"/>	Activity designed to help teachers understand and use data and assessments to improve classroom practice and student learning

<input checked="" type="checkbox"/>	Activity designed to help teachers effectively integrate technology into curricula and instruction
<input checked="" type="checkbox"/>	Activity designed to give principals instructional leadership skills

Question J

J.1

PRIORITY FOUR: List the specific educator outcomes, including quantifiable measures and targets, intended as a result of this professional development. Describe how you will evaluate the outcome. If using DPAS II, for example, you could use the following:

1) Overall growth in DPAS II scores (i.e. ELA teacher performance on the DPAS II Summative Performance Rating will improve from 10% Needs Improvement, 75% Effective, and 15% Highly Effective to 0% Needs Improvement, 75% Effective, and 25% Highly Effective

2) DPAS Components I-IV individually (i.e. Math teacher performance on DPAS II Component 3: Instruction will improve from 5% Basic and 95% Proficient to 35% Distinguished and 65% Proficient.

3) OR a combination of DPAS components I-IV (Social Studies teacher performance on DPAS II Component 1: Planning and Preparation and Component 3: Instruction, on average, will improve from 10% Basic and 90% Proficient to 85% Distinguished and 15% Proficient.

Note: Please reserve student growth as a measure of student academic achievement in part 2 below.

% of Special Ed certified teachers who are rated highly effective (Overall growth in DPAS II)
% of ELL certified teachers who are rated highly effective (Overall growth in DPAS II)
% of Special Ed certified teachers who are Novice, compared to general ed teachers (ratio)
% of ELL certified teachers who are Novice, compared to general ed teachers (ratio)
% of Special Ed certified teachers who are on Emergency Certificate, compared to general ed teachers (ratio)
% of ELL certified teachers who are on Emergency Certificate, compared to general ed teachers (ratio)
% of students demonstrating adequate growth within their current RTI intervention tier (grades K–5)
% of teachers rated highly effective, at targeted low-performing schools (compared to other schools)
% of teachers rated effective or higher (Overall DPAS II ratings)
% of teachers rated highly effective (Overall DPAS II ratings)
% of administrators rated effective or higher (Overall DPAS II ratings)
% of administrators rated highly effective (Overall DPAS II ratings)
% of educators agreeing that they are likely to use the strategies/content learned at PD workshop
% of educators agreeing that their job performance will improve because of the strategies/ content
% of educators agreeing that the strategies/content will benefit their students
of BLT minutes submitted
of PLC minutes submitted
of teachers teaching AP, IB, STEM and CTE courses
of teachers participating in AP, IB, STEM and CTE PD opportunities
% of AP, IB, STEM and CTE teachers rated highly effective

J.2

PRIORITY FOUR: Provide a description of how the activities will have a substantial, measurable, and positive impact on student academic achievement that includes the following:

1) A list of the specific student outcome(s), including quantifiable measures and targets, intended as a result of this professional development.

2) A description of how you will evaluate each outcome. (i.e. DCAS Math proficiency for all students will increase from x% to y% by June 2014. Evaluation: Formative: fall and winter DCAS data; Summative = spring DCAS data.

of students enrolled in 1 or more AP courses
of students taking AP exams
of students enrolled in the IB program
of students enrolled in CTE courses
% of eligible 8th-grade students enrolled in the STEM summer enrichment program who take Honors Math or Honors Science
of dual enrollment participants
of students enrolled in the AVID program
Average GPA of students enrolled in the AVID program
High school graduation rate (one-year lag)
of AP exams scoring 3 or above
College enrollment rate (one-year lag)
Attainment of the following Perkins Indicators:
-1S1 - Academic Attainment in Reading/Language Arts;
-2S1 - Technical Skill Attainment;
-6S2 - Nontraditional Completion;
-5S1 - Secondary Placement;
-6S1 - Nontraditional Participation

Question K

K.1

List your PRIORITY FIVE professional development activity in alignment to the needs-assessment findings described in Sections A1-A3. Then, state the following:

1) Describe the activity.

2) Describe the rationale and research basis for the activity and why the activity is expected to improve student academic achievement.

3) State who will participate in this professional development by listing which teachers, descriptive group of teachers (e.g. Instructional Coaches, math teachers), paraprofessionals and/or principals will be chosen/designated to participate in this professional development activity.

4) List the source(s) of funds to support this activity.

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K.2 PRIORITY FIVE: Check all that apply to this activity.

<input type="checkbox"/>	Activity designed to improve student academic achievement and eliminate achievement gaps
<input type="checkbox"/>	Activity designed to help teachers address the needs of students with different learning styles
<input type="checkbox"/>	Activity designed to help teachers improve student behavior in the classroom
<input type="checkbox"/>	Activity designed to help teachers involve parents in their child's education
<input type="checkbox"/>	Activity designed to help teachers understand and use data and assessments to improve classroom practice and student learning
<input type="checkbox"/>	Activity designed to help teachers effectively integrate technology into curricula and instruction
<input type="checkbox"/>	Activity designed to give principals instructional leadership skills

Question L

L.1

PRIORITY FIVE: List the specific educator outcomes, including quantifiable measures and targets, intended as a result of this professional development. Describe how you will evaluate the outcome. If using DPAS II, for example, you could use the following:

1) Overall growth in DPAS II scores (i.e. ELA teacher performance on the DPAS II Summative Performance Rating will improve from 10% Needs Improvement, 75% Effective, and 15% Highly Effective to 0% Needs Improvement, 75% Effective, and 25% Highly Effective

2) DPAS Components I-IV individually (i.e. Math teacher performance on DPAS II Component 3: Instruction will improve from 5% Basic and 95% Proficient to 35% Distinguished and 65% Proficient.

3) OR a combination of DPAS components I-IV (Social Studies teacher performance on DPAS II Component 1: Planning and Preparation and Component 3: Instruction, on average, will improve from 10% Basic and 90% Proficient to 85% Distinguished and 15% Proficient.

Note: Please reserve student growth as a measure of student academic achievement in part 2 below.

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L.2

PRIORITY FIVE: Provide a description of how the activities will have a substantial, measurable, and positive impact on student academic achievement that includes the following:

1) A list of the specific student outcome(s), including quantifiable measures and targets, intended as a result of this professional development.

2) A description of how you will evaluate each outcome. (i.e. DCAS Math proficiency for all students will increase from x% to y% by June 2014. Evaluation: Formative: fall and winter DCAS data; Summative = spring DCAS data.

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Question M

M.1

List your PRIORITY SIX professional development activity in alignment to the needs-assessment findings described in Sections A1-A3. Then, state the following:

1) Describe the activity.

2) Describe the rationale and research basis for the activity and why the activity is expected to improve student academic achievement.

3) State who will participate in this professional development by listing which teachers, descriptive group of teachers (e.g. Instructional Coaches, math teachers), paraprofessionals and/or principals will be chosen/designated to participate in this professional development activity.

4) List the source(s) of funds to support this activity.

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M.2 PRIORITY SIX: Check all that apply to this activity.

<input type="checkbox"/>	Activity designed to improve student academic achievement and eliminate achievement gaps
<input type="checkbox"/>	Activity designed to help teachers address the needs of students with different learning styles
<input type="checkbox"/>	Activity designed to help teachers improve student behavior in the classroom
<input type="checkbox"/>	Activity designed to help teachers involve parents in their child's education
<input type="checkbox"/>	Activity designed to help teachers understand and use data and assessments to improve classroom practice and student learning
<input type="checkbox"/>	Activity designed to help teachers effectively integrate technology into curricula and instruction
<input type="checkbox"/>	Activity designed to give principals instructional leadership skills

Question N

N.1

PRIORITY SIX: List the specific educator outcomes, including quantifiable measures and targets, intended as a result of this professional development. Describe how you will evaluate the outcome. If using DPAS II, for example, you could use the following:

1) Overall growth in DPAS II scores (i.e. ELA teacher performance on the DPAS II Summative Performance Rating will improve from 10% Needs Improvement, 75% Effective, and 15% Highly Effective to 0% Needs Improvement, 75% Effective, and 25% Highly Effective

2) DPAS Components I-IV individually (i.e. Math teacher performance on DPAS II Component 3: Instruction will improve from 5% Basic and 95% Proficient to 35% Distinguished and 65% Proficient.

3) OR a combination of DPAS components I-IV (Social Studies teacher performance on DPAS II Component 1: Planning and Preparation and Component 3: Instruction, on average, will improve from 10% Basic and 90% Proficient to 85% Distinguished and 15% Proficient.

Note: Please reserve student growth as a measure of student academic achievement in part 2 below.

N.2

PRIORITY SIX: Provide a description of how the activities will have a substantial, measurable, and positive impact on student academic achievement that includes the following:

1) A list of the specific student outcome(s), including quantifiable measures and targets, intended as a result of this professional development.

2) A description of how you will evaluate each outcome. (i.e. DCAS Math proficiency for all students will increase from x% to y% by June 2014. Evaluation: Formative: fall and winter DCAS data; Summative = spring DCAS data.

3.12 Carl D. Perkins Career and Technical Education Act of 2006

Eligible recipients receiving funds under this act must use the funds to improve career and technical education programs. Eligible recipients must first satisfy the required activities for uses of Perkins funds before any expenditure of funds are permitted for permissive activities. Required and Permissive uses of funds are listed in Sec.135 (b) and 135 (c) of Perkins IV. The required activities [Sec. 135 (b)] do not need to be exclusively satisfied through the use of Perkins funds. Some required activities may be accomplished through existing general fund supported programs and policies; some required activities may be accomplished through support from other federal. State or local funding sources; or some required activities may require the use of Perkins funds as the sole funding source.

Question A

A.1 Is the LEA participating in a consortium?

☐

Yes

☒

No

A.2 If the LEA is participating in a consortium, list the names of the LEAs in the consortium.

N/A

A.3 If the LEA is participating in a consortium, list the name of the LEA that will serve as the fiscal agent for the consortium.

Note: The fiscal agent must:

- 1) update its Success Plan to address the Perkins measures and targets for all LEAs in the consortium;
- 2) respond to all questions in this section of the grant on behalf of all LEAs in the consortium; and
- 3) complete the budget in this grant on behalf of all LEAs in the consortium.

N/A

Question B

B.1 Describe how the career and technical education programs required under Perkins IV Sec. 135 (b) [Required uses of funds] will be carried out with the funds received. [Sec. 134(b)(1)]

The CTE programs in our district are a priority. Goal #4 of our Strategic Plan organizes our main focuses for CTE into five activities; upgrading current facilities/programs, implementing new CTE programs/facilities at both the high school and middle school levels, stakeholder involvement by facilitating our CTE Advisory Council, Professional development opportunities and developing opportunities for CTE students to experience business & industry.

B.2 Describe how parents, students, academic and career and technical education teachers, faculty, administrators, career and guidance and academic counselors, representatives of Tech prep consortia (if applicable), representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs and how such individuals and entities are effectively informed about and assisted in understanding the requirements of Perkins IV including Programs of Study. [Sec. 134(b)(5)] [Sec. 135(b)(6)]

The Red Clay CTE plan is continuously shared with all stakeholders and ongoing updates and progress is reviewed at all meetings. Each CTE staff/program maintain a list of stakeholders which include representation from Business, Industry, Post secondary, Parents, Students, Building Administration and District Administration. During the course of the school year an open exchange of communication with this group is recorded, 4 of our 5 district Strategic Plan Goals drive the on going improvement of our CTE programs and our stakeholder balance this with their input. The focus is for continuously improve of our CTE Programs and Facilities as well as to allow our student to prepare for success as they enter the work force or post secondary education. We invite our stakeholders to two annual meetings one in the fall and one in the spring.

The information gleaned from this process is reflected in the working 3 year plan of each of the CTE programs, which feed into this application process. Records of this process are filed in the office of CTE.

B.3 Explain how Perkins and or other funds will be used to develop and implement evaluations of the career and technical education programs carried out with funds under Perkins IV, including an assessment of how the needs of special populations are being met. [Sec. 135 (b)(6)]

All Perkins supported CTE programs in Red Clay have an open enrollment policy which guaranties special populations the same opportunities to prepare themselves for career and college readiness. We work closely through advisement, mentoring and the students' SSP to ensure they are aware of and explore CTE options and make successful choices in CTE to prepare them for career and college readiness. New and upgraded facilities all plan for any student need.

All CTE programs are actively working to find and put in place end of pathway assessments and certification options as well as using the success rate using the traditional grading process. We encourage all students including our special populations to participate in our CTE pathways; at McKean we have our Meadowood students and continue to work towards our district wide inclusion plan.

Question C

C.1 Describe how the career and technical programs will be carried out with respect to meeting state adjusted levels of performance under Section 113 of Perkins IV (Accountability). [Sec. 134(b)(2)]

The continuous improvement of our facilities and programs are designed to maximize student success within the specific CTE area and by supporting the core academic areas. State of the art facilities meeting business standards set up an environment for the application of both CTE and academic content to provide a real world experience for our students.

C.2 Describe how the academic content standards and career and technical education content standards are being integrated through Programs of Study as described in Section 122(c)(1)(A) of Perkins IV(State Plan). [Sec. 134 (b)(3)(A)]

CTE staff work closely with DOE CTE Education Associations in the ongoing development of Programs of Study. At the building level CTE staff work within their schedule and system to establish what each pathway needs are for student success.

C.3 Explain how Perkins or other funds will be used to link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A). [Section 135(b)(2)]

We start at the middle school level with our Student Success Plans and with the implementation of Programs of Study direct us to the post-secondary options. With continuous expansions and enhancements of our CTE programs /facilities our students are provided with a better understanding and preparation for the options of post-secondary opportunities.

Question D

D.1 Describe how Perkins or other funds will be used to improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in:
A) the core academic subjects(as defined in section 9101 of the Elementary and Secondary Education Act of 1965), and; B) career and technical education subjects. [Sec. 134 (B)(i)(ii)] [Sec. 135(b)(1)];

We have high expectations for all CTE programs, staff and students focusing on academic achievement and technical skill development. With our expansions & enhancements of our CTE programs/facilities we provide training and professional work sessions for CTE teachers, as well as opportunities through conferences and content specific professional develop.

Perkins funds will be used to purchase new materials, resources, and equipment as well as enhance, innovate, upgrade and implement new pathways/facilities to support the integration of academic content and CTE content with an emphasis on STEM – Science, Technology, Engineering & Mathematics. CTE workshops and available conferences will be supported by Perkins resources. The upgrade of the pathway/facilities to industry standard will focus on college and career readiness, as well as leadership and employability skills.

As part of our plan to improve and meet our Perkins targets we will work directly with staff, guidance and administration to have an understanding of the data and what is needed to help our students succeed and improve our data. The integration of the CTE content standards, academic content standards and business & industry standards establish a challenging and rigorous teaching and learning environment for student success. High expectations are set for all students and CTE is an integral part of our District's Strategic Plan (Goal #4 College and Career Readiness).

D.2 Describe how career and technical education students will be encouraged at the secondary level to enroll in rigorous and challenging courses in core academic subjects. [Sec. 134 (b)(3)(E)]

All CTE students are encourage to support their academic success the implementation of Programs of Study provides a great focus. CTE programs/facilities demonstrate a real world experience which demonstrates to student the need for strong academic to support their technical skill set.

Also the outcomes in Red Clay's strategic plan - goal 4, call for all secondary students to be exposed to rigorous core instruction. Latsly, resources have been allotted for CTE staff to participate in a 2 day work session focused on Doub Buehl's "Common Core in your CTE Classroom"; this is being done to ensure that the rigor extends beyond the core content areas and that there's alignment in industry-related programming.

D.3 Describe how Perkins and/ or other funds will be used to provide all career and technical education students with strong experiences in, and understanding of, all aspects of the industry that the student is preparing to enter. [Sec 134 (b)(3)(c)] [Sec. 135 (b)(3)]

The upgrade of our facilities/programs to demonstrate a real environment provides each student the opportunity to develop and apply the skills need to enter the work force.

Our focus on improving all programs and facilities to commercial grade, state of the art industry standard facilities provides an instructional environment to prepare students for employment. Supporting a variety of activities to provide different perspectives to business and industry as well as participation in local, state and national conferences to compete and develop leadership skills and engaging students in job shading, internships and employment opportunities to provide first hand experience. We believe by upgrading our facilities to commercial and industrial grade will make them inviting to both traditional and non-traditional students.

The strength of the majority of the programs of study in Red Clay is the hands-on experiences gained from class instruction, student competitions, practicum, and work study/internships. These experiences give the students a real world of work vantage point and to prepare them for entry into their chosen career. The District ensures that programs offered provide students strong experience in and understanding of the associated business and/or industry. The laboratories and simulation classrooms prepare the students for the actual work world by providing the opportunity to work and live through possible scenarios they could encounter in the work world. For example, the Automotive Technology lab simulates an automotive shop, and the Communications labs simulate studios. Students are exposed to many aspects of these chosen industries through these simulations. The Perkins funds provide faculty opportunities for professional development to increase knowledge and skills. Local funds provide opportunities for connections and partnerships (and advisement from) with local businesses/ industries related to the pathways.

Question E

E.1 Explain how Perkins and/or other funds will be used to develop, improve, or expand the use of technology in career and technical education, which may include:

A) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;; B) providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or; C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs that improve the mathematics and science knowledge of students. [Sec. 135 (b)(4)];

During all upgrades or new program we place the most current technology available in to the CTE program. Enhancement or innovation by individual CTE staff for content specific technology is submitted within their CTE plan. Incorporating technology in all content areas is a district priority.

Instructional technology upgrades are on a regular schedule to ensure that the instructional experiences in both teaching & learning emulate work place facilities and job requirements. Particular attention will be given the priority areas of our 5 year plan for CTE in Red Clay, individual 3 year CTE plans and recommendations of our CTE advisory Council. All CTE staff are encouraged to research and present the latest technology for their area to enhance instruction and the experience for the student. Our focus is to use industry standard technology appropriate to the specific content area.

Red Clay is also designing course curriculum content according to identified academic and technical standards and funding content area professional development for targeted CTE areas and instructors. The .032 CTE Supervisor/Ed Associate helps to lead CTE teachers with curriculum integration strategies

E.2 Describe how Perkins and/or other funds will be used to ensure that all students who participate in career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to other students. [Sec. 134 (b)(3)(D)]

Perkins funds will be used to provide ongoing training and professional development opportunities that align with each upgrade and/or new program so that Red Clay stays current with business and industry.

Red Clay has created a platform to ensure the alignment between CTE coursework and the core, and through the School Operations and Curriculum and Instruction Departments, along with Federal Programs. CTE and Core subject teachers have opportunities to collaborate on subject matter both within schools and throughout the district.

All instructional improvements are focused on closing the achievement gap. Our schools under improvement have placed CTE as an area of support to enhance the student's academic achievement; this includes: paraprofessionals, tutoring and the usage of credit recovery to increase the support for reading/language arts skills for CTE students. In addition, via a 5 year plan all CTE courses are being aligned to the core for academic purposes and CTE participates in a curriculum council (re: RCCSD RTTT plan years 2 – 4) to make targeted decisions related to funding. Lastly, work with the Central School is helping to ensure CTE alignment that will give students with identified special needs the necessary skills for academic and technical success.

Question F

F.1 Explain how Perkins and/or other funds will be used to provide comprehensive professional development programs (including initial teacher preparation) that are consistent with section 122 (State Plan) to secondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including:

A) training on:; i) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable; (ii) effective teaching skills based on research that includes promising practices; (iii) effective practices to improve parental and community involvement, and; (iv) effective use of scientifically based research and data to improve instruction; B) support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;; C) internship programs that provide relevant business experience; and; D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction. [Sec. 134 (b)(4)] [Sec. 135 (b)(5)];

Perkins funds will be used to provide professional development to all CTE staff in the knowledge and skills of their area to support the state standards, district initiatives and industry standards. We will focus on the integration of reading and math strategies as they relate to the technical content and support student achievement. Areas such as summarization, critical details, problem solving and technical vocabulary building will be the focus. We will provide professional development to the staff of the new programs, innovated, enhanced and upgraded programs. We will provide professional development to support the continued implementation of STEM as a focused area.

As part of our plan to improve and meet our Perkins target, based on the pathway completion, graduation rates, academic attainment targets, and the non-traditional participation data will help us prioritize the professional development. 2014-15 Professional development will address:

- Evaluation, implementation, and collaboration of CTE core and Academic Common core (CTE-Core PLC)
- Common Core in CTE classrooms – work session and resource materials – Doug Buehl
- Ethics, professionalism and employability skills for business & industry
- Developing certification options for each program
- Developing POS for all CTE pathways
- Support content specific conferences
- Work sessions on Perkins data and plans on improving the data as a classroom teacher

CTE staff participates in ALL instructional teaching & learning professional development with the complete school staff and are held to the same high expectation of implementation as all other staff.

F.2 Describe how Perkins IV or other funds will be used to provide services and activities that are of sufficient size, scope, and quality to be effective. [Sec. 134 (b)(6)] [Sec. 135 (b)(8)]

Working closely with the state as we develop new programs and as we evaluate current programs our CTE plan has us focusing on very specific areas systematically, collaborating with post-secondary, business and industry partners for additional support and other resources. Our goal is to provide CTE programs for all students that prepare them to be part of a global workforce. Offer only programs that develop career and college readiness, employability skills and leadership skills for high demand, high skill and high wage jobs.

Question G

G.1 Explain how Perkins and/or other funds will be used to initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology. [Sec. 135(b)(7)]

Perkins provides the opportunity to systematically upgrade to industry standard facilities and add new programs working directly with CTE/DOE. Each project implements the most current technologies and the appropriate industry standard equipment.

We continue to evaluate each of our CTE programs and their facilities and through our district strategic plan goals. Each CTE program/facility is being or has been upgraded, enhanced, innovated (or replaced if necessary) to ensure that all CTE pathways meet education, business and industry standards and prepare our students to be career and college ready. We will continue efforts in the implementation of our Engineering programs, system control & robotics as well as all CTE content areas to identify and include STEM components in our programs.

Current and new pathways have been approved by the state and are an integral part of the plans of each school and of Goal #4 from the district's strategic plan to ensure college and/or career readiness for our children.

G.2 Describe the process used to:

A) review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the program for special populations. [Sec. 134 (b)(8)(A)]

B) ensure that programs are designed to enable the special populations to meet the state adjusted levels of performance. [Sec. 134 (b)(8)(B)]

C) ensure that the LEA provides activities to prepare special populations for high skill, high wage, or high demand occupations that will lead to self-sufficiency. [Sec. 134 (b)(8)(C)] [Sec. 135 (b)(9)]

D) ensure that individuals who are members of special populations will not be discriminated against on the basis of their status as members of special populations. [Sec. 134 (b)(9)];

The district has a non discrimination policy and enforces this. All Perkins supported CTE programs in Red Clay have an open enrollment policy which guarantees special populations the same opportunities to prepare themselves for career and college readiness. We work closely through advisement, mentoring and the students' SSP to ensure they are aware of and explore CTE options and make successful choices in CTE to prepare them for career and college readiness.

The programs encourage inclusive enrollment and practices, for example, the Meadowood School is a program that serves students ages 3-21 with moderate to severe disabilities. The middle school program for Meadowood students is located at H. B. duPont Middle School. During the middle school years, students begin to utilize their skill set across a greater variety of settings. While maintaining their involvement with the inclusive classrooms, students begin to experience vocational and technical exploration and community-based instruction. In High School, students attend Thomas McKean High School. A significant reason for the transition to McKean High School centered upon the enhancements that the school made to their Career and Technical Education (CTE) program. These classes also give increased opportunity for Meadowood students to enhance their functional independent living skills, as well as have increased involvement in vocational experiences that help create a better pathway to future paid employment. The vocational rotations, community instruction, and inclusive classes provide an opportunity for students to refine skills necessary for them to experience success after completion of the high school program. Lastly, The District Central Office works with the Central School ILC to ensure CTE alignment to help students with identified special needs develop necessary skills for academic and technical success.

G.3 Describe the process that is used to promote preparation for non-traditional fields. [Sec. 134 (b) (10)]

In Red Clay, Perkins funding provides the opportunities to enhance each of our programs to business and industry standards, we market the CTE programs to all students as well as maintain an open enrollment policy. We work with students and their SSP to make appropriate choices for success. The district develops partnerships with business and industry to present all career possibilities to all students and we also allow for job site visits and guest speakers and provide positive encouragement.

We maintain an open enrollment policy, provide marketing materials and resources, tutoring service if needed and maintain an instructional setting they supports independent choice and opportunity for all students. Provide professional development to any staff in this area as needed. We believe by upgrading our facilities to business and industrial standard will make them inviting to both traditional and non-traditional students. The District also provides advisory support and develops area partnerships to focus on nontraditional enrollment. Other strategies include:

- Working with Director of Secondary Schools to support transitions from middle to high school
- Communicating with students/parents about non-traditional careers/CTE options
- Involving women-owned and minority-owned businesses in all phases of planning and implementation

Having an open enrollment policy and monitoring the programs to ensure the policy is in place as well as maintaining an environment of student success for all CTE students.

Question H

H.1 Describe how career and guidance counseling will be provided to career and technical education students, including linkages to future education and training opportunities. [Sec. 134 (b)(11)]

All CTE teachers, guidance counselors and mentors as well as administrators support students in making the linkage to post-secondary/future education and training opportunities. This is done as a district priority. Students receive advisement to support their career pathway goals, this guidance is purposed to lead to career or college enrollment. They also access Career Cruising, which helps to add value to their dreams and personal goals. The Perkins Advisory guidance and CTE and CTSO competitions and conferences provide students with exposure to a variety of fields and competencies. This helps students to effectively navigate the pathways that connect education to employment so that they are prepared to achieve fulfilling and successful lives.

As part of our plan to improve and meet our targets; we will include and provide professional develop to our guidance staff and building administration. With an increased understanding of all aspects of CTE we enable our guidance staff to support the success of our students. As stated - Red Clay has placed CTE as integral part of Goal #4 of our Strategic Plan – “All students will graduate College and Career Ready.” We maintain an open enrollment policy to all CTE courses & pathways. Students are mentored in advisory programs, the SSP process and with our guidance staff support ALL students have equal opportunity to participate in our CTE programs. Our focus as a district on CTE allows us to continually evaluate the CTE programs to insure equal opportunity for all students. So we are encouraging ALL students to challenge themselves as well as taking academic courses that are appropriate for success in the specific CTE pathway the student has selected. Additional training/professional development will be provided specifically to our guidance staff to support students' success and to meet the Perkins targets as well as the Program of Study work as we move forward.

Red Clay works with the Data Service Center to conduct follow-up surveys; and provides additional staff time to administer CTE follow-up surveys, and to record, retrieve, and analyze the data. We've a partnership with DTCC to align students with skills center and post-high school employment. Additional professional development with Director of District Services supports guidance counselors in their work with children.

H.2 Describe efforts used to recruit and retain career and technical education teachers, faculty, and career guidance and academic counselors including individuals in groups underrepresented in the teaching profession. [Sec. 134 (b)(12)(A)]

We collaborate with our Human Resource department, our building administration and follow all district/state hiring practices. School and district staff participated in multiple job fairs this spring and improved efforts to recruit at HBCU (historically black colleges and universities) and to discuss potential partnerships for candidate recruitment. HR uses website and newspaper advertising to include major mid-Atlantic markets and some national advertising (ASCD, Teachers of Color magazine). Principals from targeted schools also attended minority employment fairs and activities in neighboring states to address hard-to-staff vacancies (ex: ESL certification).

H.3 Describe the process used to help teachers transition from business and industry. [Sec. 134 (b)(12)(B)]

Coordinating new teacher orientation programming helps to assist individuals in making a smooth transition from business and industry into education. The New teacher orientation provides information and training related to diversity, curriculum and content standards, and sessions specific to CTE. In Addition, the Ed. Associate provides onsite and ongoing support for new teachers during the year regardless of their origin (from industry, college, or another district). This helps the individual to become comfortable with the classroom setting and to be successful with their students and in their school.

Question I

I.1 Provide a list of end of pathway assessments being administered in Career and Technical Education program areas.

CTE pathway assessments include
- Final exams and
- the assessment of student portfolios.

Red Clay is currently in the process of establishing specific assessments for CTE content.

I.2 Describe the process that will be used to:

A) evaluate and continuously improve the performance of the LEA in the area of career and technical education. [Sec. 134 (b)(7)]

B) ensure that federal and/or local funds are being directed to the meeting of all federal state negotiated performance targets are being met.;

The Strategic Plan project management system tracks all work done. There are required monthly updates. We have six activities within the plan that addresses CTE specifically. Ongoing progress checks and tracking, number of students in a pathway, teacher evaluation, individual program plans, state and federal audits to assure compliance are some of the most common metrics.

This information is shared with the local school board and is shared with the public via the local board meetings, mailings and the webpage.

Regular updates are scheduled with the Federal and Regulated Programs Manager and with the Superintendent of Schools to review expenditures and alignment to the strategic plan (and former 5 year CTE plan).

I.3 Provide concrete strategies and activities that will be used to ensure that all missed federal state negotiated performance targets are being met. If the LEA has missed performance targets for three years then federal and/or state funds must be targeted to these activities.

Having stated earlier, CTE is a district priority: we have high expectations for all CTE programs, staff and students and use meaningful collaboration with higher education, business and industry to support continuous improvement within our diverse community. The Perkins data is an integral part of our decision making process for the academic success of all CTE students and is included in our strategic plan. Our schools coming out of improvement have placed CTE as an area of support to enhance the student's academic achievement; this focus being integral to Thomas McKean and John Dickinson High Schools both showing continual improvements academically. With the improvement of our CTE programs, integration of the academic courses, and marketing our program to all students, particularly the non-traditional we will have created an atmosphere that is inviting for all students to succeed. By placing CTE as a district priority and developing a 5 year CTE plan we stay focused on the data and providing quality CTE programs for all students which supports their academic achievement to be college and career ready as they leave Red Clay.

1S1 - Academic Attainment in Reading/Language Arts:

- All instructional improvements are focused on closing the achievement gap. Our schools under improvement have placed CTE as an area of support to enhance the student's academic achievement; this includes: paraprofessionals, tutoring and the usage of credit recovery to increase the support for reading/language arts skills for CTE students.
- In addition, via a 5 year plan all CTE courses are being aligned to the core for academic purposes and CTE participates in a curriculum council (re: RCCSD RTTT plan years 2 – 4) to make targeted decisions related to funding.
- Working with the Central School to ensure CTE alignment to help students with identified special needs develop necessary skills for academic and technical success.

Note: all Red Clay Consolidated School District High Schools met AYP and DEDOE has admitted that they've incorrectly calculated the graduation rates for RCCSD students.

2S1 - Technical Skill Attainment:

- Improving facilities, programs and curriculum via the CTE curriculum council
- Designing course curriculum content according to identified academic and technical standards.
- Funding content area professional development for targeted CTE areas and instructors
- .032 CTE Supervisor/Ed Associate funded to lead CTE teachers with curriculum integration strategies
- Involve businesses in the design and delivery of course content to students. Enlist business representatives to serve on advisory committee.
- Inviting business and industry representatives to visit your classroom and to be involved in evaluating classroom projects and presentations
- Complete all the requirements to ensure that programs are state approved.

6S2 - Nontraditional Completion:

- Facilities upgrades are business-like and appropriate creating and inviting atmosphere for all students and having a district goal focused on closing the achievement gap.
- 5 year district plan for CTE
- Working with Director of Secondary Schools to support transitions from middle to high school
- Involve women-owned and minority-owned businesses in all phases of planning and implementation

5S1 - Secondary Placement

- Work with a Data Service Center to conduct follow-up surveys; and additional staff time to administer CTE follow-up surveys, and to record, retrieve, and analyze the data
- Partnership with DTCC to align students with skills center and post-high school employment
- Professional development with Director of District Services to support guidance counselors
- using Career Cruising in area high schools

6S1 - Nontraditional Participation

- Advisory support and area partnerships focus on nontraditional enrollment
- Working with Director of Secondary Schools to support transitions from middle to high school
- Communicate with students/parents about non-traditional careers/CTE options
- Involve women-owned and minority-owned businesses in all phases of planning and implementation

3.13 Title III: ELL/ Immigrant

The questions in this section require the LEA to describe how it will serve limited English proficient children in accordance with the various requirements in Title III Public Law Sections 3115, 3116, 3122.

Question A

A.1 Describe the research-based high quality language programs and activities proposed to be developed, implemented, and administrated under the subgrant. The description should include, at a minimum:

1. the identification of bilingual/ESL program models used at each campus/school. Examples of program models could include ESL pull-out, EL push-in, sheltered English immersion, structured English immersion, self-contained, transitional bilingual, ESL content-based instruction, bilingual, and dual language immersion to increase the English proficiency of limited English proficient children;; 2. the methods or forms of English language acquisition instruction to be used in the programs above and activities to assist limited English proficient children, including the language development textbook/curriculum used per grade level; and; 3. the names of the certified ESL or certified bilingual teachers actively providing ELL services at each campus.;

NOTE: The dual language immersion program administered through the DDOE World Language Department is an optional program choice for parents only, districts must still provide ESL services to all ELL students. [Section 3116(b)(1)]

The Red Clay Consolidated School District provides instructional programs incorporating English Language Development to help students learn English while providing academic instruction in English to support mastery of the common core standards. In meeting the needs of our diverse ELL population, a variety of instructional programs are offered throughout the district. All students receive access to grade level curriculum, as well as additional support to meet their language needs. The Red Clay Consolidated School District provides the following programs:

Two-Way Bilingual /Dual Language

English and Spanish-speaking students are provided integrated language and academic instruction with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. Language learning is integrated with content instruction. Academic subjects are taught to all students through both English and Spanish. The program starts in Kindergarten and continues through the end of elementary school.

Structured English Immersion

ELLs are taught subject matter in English by content licensed teachers who are also licensed in ESL or bilingual education. The goal is fluency in English so that the ELLs are ready for the mainstream classroom and achieve academic success. Instruction is in English, however, the academic setting and the instruction are adjusted to the proficiency level of the students to make content comprehensible. Primary language support is provided as needed.

ESL – Sheltered Instruction (SI)

It is an approach for teaching language and content to English language learners, particularly as schools prepare students to achieve high academic standards. In SI, academic subjects (e.g. science, social studies) are taught using English as a medium of instruction. In SI, teachers use the core curriculum but modify it to meet the language development needs of ELLs. Specific strategies are used to teach a particular content area to make it comprehensible to students and that promote their English language development. SI uses many of the strategies found in high quality instruction for native English speakers, but it is characterized by careful attention to ELLs' distinctive second language development needs. The SI model integrates content area objectives and language development objectives, providing instruction that meets the unique needs of ELLs enrolled in grade-level content courses.

English as a second language

ESL instruction provides structured English language development and content based instruction for short periods of time to students from different language backgrounds. The frequency and duration of the pull-out sessions are determined by the literacy level of the student.

During the 2013/2014 school year, the Office of English Language Learners purchased Language Central ELD (an English language development curriculum) and Imagine Learning (a language and literacy software program) to be used with our active ELLs at the following schools: Brandwine

Springs, Forest Oak, Heritage, Highlands, Linden Hill, North Star, Richardson Park, Richey, Shortlidge, Warner, HB Middle, Skyline, and Stanton. Discussions have been held with administrators to expand the use of these materials/programs at additional schools for the upcoming school year. The Red Clay Consolidated School District currently has 44 certified ESL or certified bilingual teachers actively providing ELL services. The teacher name and school are listed below:

Fintzel, Evonne Baltz (Austin D.) Elementary School
Personti, Christina Baltz (Austin D.) Elementary School
Rivera III, Mario Baltz (Austin D.) Elementary School
Rykaczewski, Allison Baltz (Austin D.) Elementary School

Flickinger, Jenna Conrad Schools of Science
Klein, Amy Conrad Schools of Science
Reis, Mandy Conrad Schools of Science
Viscarra Gikas, Ana Conrad Schools of Science

Allen, Elizabeth Dickinson (John) High School

Asion, Maria duPont (Alexis I.) High School
Santana Rodriguez, Aida duPont (Alexis I.) High School

Desmond, Sandra, duPont (Alexis I.) Middle School
Rodriguez-Garvey, Victoria duPont (Alexis I.) Middle School

Alvarado-Perez, Maria Lewis (William C.) Dual Language Elementary School
Carballo Gallego, Ruth, Lewis (William C.) Dual Language Elementary School
Cordwell, Layla, Erin Lewis (William C.) Dual Language Elementary School
Grant, Angela, Travers Lewis (William C.) Dual Language Elementary School
Lorenzo Gil, Diana, Lewis (William C.) Dual Language Elementary School
Martinez Leria, Maria, Lewis (William C.) Dual Language Elementary School
Millhous, Bonnie, Lewis (William C.) Dual Language Elementary School
Ramirez De Allen, Hilda, Lewis (William C.) Dual Language Elementary School
Rocha, Raimundo, Lewis (William C.) Dual Language Elementary School
Saura-Marin, Luis, Lewis (William C.) Dual Language Elementary School
Scarlett, Adrienne, Lewis (William C.) Dual Language Elementary School
Trusello, Dora, Lewis (William C.) Dual Language Elementary School
Wilkins, Brandy, Lewis (William C.) Dual Language Elementary School

Choffo, Heather, Marbrook Elementary School
Fitzpatrick, Erin, Marbrook Elementary School
McCloskey, Erin, Marbrook Elementary School
Monahan, Caitlin, Marbrook Elementary School
Senkus, Brittany, Marbrook Elementary School
Steffy, Susan, Marbrook Elementary School
Valente, Christine, Marbrook Elementary School
Williams-Saly, Dawn, Marbrook Elementary School

Bartlett, Michelle, McKean (Thomas) High School

Acevedo, Lisa, Mote (Anna P.) Elementary School

Gopie, Rachel, Mote (Anna P.) Elementary School

Gutierrez Jimenez, Francisco Mote (Anna P.) Elementary School

Lenoff, Larisa, Mote (Anna P.) Elementary School

Pryor, Richelle, Mote (Anna P.) Elementary School

Saienni, Mabel Mote (Anna P.) Elementary School

Sanchez, Ana, Mote (Anna P.) Elementary School

Tovar Tellez, Veronica, Mote (Anna P.) Elementary School

Williams, Ashley, Warner Elementary School

A.2 Describe the bilingual/ESL specific high-quality professional development to classroom teachers - including teachers in classroom settings that are not the settings of language instruction programs - principals, administrators, and other school personnel that are designed to improve the instruction and assessment of limited English proficient children. [Section 3115(2)(d)]

All teachers, administrators, specialists, and district office staff are provided the opportunity to participate in professional development specifically designed to meet the needs of English Language Learners. The ELL Office has provided, and will continue to provide, specialized workshops on strategies to help ELLs in the classroom, language acquisition and literacy, accessing online data, WIDA, interpreting ACCESS data, and appropriate accommodations. There is training for office staff on how to correctly and more effectively register students and what to do when questions arise regarding ELLs. Presentations are available to all district principals about inclusion and ELLs in Red Clay to create a better awareness of what is required and how to align with the Strategic Plan.

Also, key to the RCCSD professional development program is the continuation of the Sheltered Instruction Observation Protocol (SIOP) and Two-Way Immersion Observation Protocol (TWIOP), to provide teachers with a well-articulated, practical model of sheltered instruction. The intent of the model is to facilitate high quality instruction for English learners in content area teaching. The models are based on current knowledge and research-based practices for promoting learning with all students, especially English Learners (ELs).

The Delaware Department of Education will also be providing a variety of workshops to school districts which will provide further guidance on meeting the needs of our ELLs. Teachers providing direct support to our ELLs will be given the opportunity to attend these DOE sponsored workshops, as well as limited general education teachers.

The list below includes professional development that will be available during the 2014/2015 school year to address our ELLs:

Program Updates

New Teacher Orientation- Classroom Instruction That Works with ELLs Part I

Classroom Instruction That Works with ELLs Part II

SIOP (select schools TBD)

Registration Procedures

Accommodations

Data Digging & the Can Do Descriptors

Curriculum & Software Training- Language Central ELD & Imagine Learning

Collaboration with Wilmington University for additional adapted courses

Collaboration with MAEC and counselors on ways to increase understanding about ELL needs and support

Introduction to the English Language Acquisition Plan

Introduction to the Monitoring Cycle of our FEP 1s and FEP 2s

Early Childhood ELD Standards and Screening Tool

ELL legal implications (DOE)

Introduction to the ELD Standards (DOE)

Introduction to Academic Language (DOE)

ELD Standards in Action (DOE)

ACCESS Score Reports for Instruction (DOE)

Question B

B.1 Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives (AMAOs) as established in Delaware's Title III Accountability Model. [Section 3116(b)(2)]

In order to meet annual measurable achievement objectives (AMAOs), the District will use Title III funds to provide the following supports and services to our staff, students, and families:

- SIOP Training (schools TBD)
- Classroom Instruction that Works with ELLs
- Additional Language Central ELD materials
- Professional development to implement curriculum effectively
- Additional Imagine Learning licenses
- Professional Development to implement software effectively
- Collaboration with Wilmington University
- Funding for substitutes for teachers to attend DOE sponsored workshops
- EPER for teachers to attend afterschool professional development
- EPER for teachers to participate on the English Language Acquisition Committee
- Continued partnership with the Latin American Community Center to provide after school support to our ELLs
- WIDA Training for select staff
- Training for select staff on Parents as Educational Partners
- Parent training sessions to support EL families and ensure access to culturally and linguistically appropriate resources
- Collaboration with MAEC
- Provide parent notifications required by Title III

B.2 If the LEA has failed to meet AMAO's for 2 consecutive years, describe the improvement plan that will ensure the LEA meets the objective, specifically addressing the factors that prevented the LEA from achieving such objectives. [Section 3122(b)(2)]

The Supervisor of English Language Learners, Assistant Superintendent of Special Services, and Title III Federal Program Director have been in communication regarding the development of the improvement plan.

The District has made the following changes/enhancements to the ELL program over the 2013/2014 school year:

- 4 part-time ESL tutors were hired to replace Back-to-Basics
- ESL tutors provide English Language Development at the following schools- Highlands, Brandywine Springs, Forest Oak, Linden Hill, Heritage, Richey, North Star, Shortlidge, Richardson Park, HB Middle, and Skyline
- ELD support is determined based on proficiency level of the individual student- anywhere from 1-3 sessions per week (45 minute sessions)
- 2 full-time ELD teachers were hired at Warner and Stanton
- The ELD teacher at Stanton provides support for a 90-minute block of time every other day
- The ELD teacher at Warner has a pull-out classroom and supports students every day for approximately 30 minutes per session
- Language Central was selected as the ELD curriculum (reviewed by WIDA)
- Imagine Learning was selected as an additional intervention
- ELL Committees at the elementary and secondary level have been created to develop a recommended plan for the transition of our ELLs to their feeder schools
- Discussions have been held with building administrators on changing support structures and program delivery models- including ELD into their schedules
- Classroom Instruction That Works with ELLs was presented in a 3-hour professional development to all teachers by school level teams (with the exception of select PZ/Focus schools)
- MOU with Wilmington University provided Red Clay Consolidated School District 2 two-hour workshops adapted from required courses for certification- one workshop was provided to all AI Middle School staff and the other was offered districtwide
- SIOP Days 3 & 4 provided to all Baltz Elementary School staff
- ELL Legal Implications provided to school administrators & district office staff
- Introduction to WIDA & the Can Do Descriptors provided to all 2nd-5th grade teachers

Changes/enhancements that will occur over the 2014/2015 school year to meet the needs of our diverse ELLs which will address factors that have prevented us from meeting AMAOs will include:

- Continuation of the changes/enhancements that have been made over the 2013/2014 school year
- Additional ESL tutors may be hired to address the increase in ELLs in our district
- Additional ELD teachers may be hired to address the increase in ELLs in our district
- Increase in the use of Language Central ELD in select schools
- Increase licenses of Imagine Learning in select schools
- Dissemination of the state ELL Guidebook to all Red Clay Consolidated School District staff to increase awareness
- Use of the English Language Acquisition Plan for our ELLs that are not meeting specific objectives
- Reviewing criteria for service delivery hours- recommended contact hours and frequency of service based on language proficiency
 - Reviewing academic data, attendance information, behavior data, and intervention information for active ELLs
- Reviewing criteria for exit/transition of our ELLs- minimum scores required in reading and writing literacy domains
- Reviewing criteria for the monitoring of our Fully English Proficient 1s and Fully English Proficient 2s
- Establish an English Language Acquisition Committee (school and/or district level) to assist and inform district practices regarding placement of ELLs and continue review of student progress
- Preparation for the implementation of ACCESS 2.0 online assessment
- Preparation for the roll-out of Early Childhood ELD standards and the screener
 - Continue discussions with building administrators on changing support structures and program delivery models in their buildings
- Classroom Instruction That Works with ELLs Part 2
- Continued collaboration with Wilmington University
 - Collaboration with MAEC
- SIOP

B.3 Describe how the LEA will promote parental and community participation in programs for limited English proficient children in consultation with teachers, school administrators, and parents. [Section 3116 (b)(4)]

Develop a district-wide outreach plan that integrates culturally and linguistically responsive approaches to address the needs of our EL parent and community.

Provide schools with the opportunity to share strategies for increasing parent involvement of ELs. Leverage local efforts by particular schools that have been successful at recruiting parents of ELs, and “scale up” these programs to other schools. Support schools to assess and address barriers (e.g., transportation, child care) that prevent EL parent involvement and then develop and implement strategies to mitigate these challenges.

Work with schools to ensure that all parents, including those who speak low incidence languages, receive appropriate translation and interpretation services. Also provide a school-based liaison to support registration, transition and placement at select schools. Include topics relevant to the education of ELLs at the Parent University. Increase the number of locations where we offer ESL for parents.

Question C

C.1 This question should only be answered by LEA receiving Title III funds for Immigrant Students.

Describe how immigrant increase funds will be used for activities that provide enhanced instructional opportunities for immigrant children and youth. [Section 3115(e)(1)(A-G)]

These funds will be used to promote parental, family, and community participation in programs for ELLs and immigrant students. The district will use the \$3,526 to provide tutoring through community participation programs, family literacy services, and parent outreach and training activities to LEP families to improve the English language skills of LEP parents so they may help their children to improve academic achievement and be active participants in schooling.

4.0 Budget and Distribution of Funds

LEAs must complete Sections 2.3 and 2.4 prior to completing this section. In addition, LEAs must ensure its goals, objectives and strategies have been updated in its Success Plan. LEAs must complete a budget for each program it is applying for in this application. Budgeted item descriptions must include the level of detail required for each type of account (see required details next to salaries, contractual, supplies and materials, etc.) in order for program managers to determine if the item is allowable, reasonable and necessary. LEAs must provide estimated calculations if exact figures are not available at the time of submission. LEAs must ensure that the budgets for each applicable program are zeroed out before submission.

If the LEA intends to take Indirect Costs for one or more federal programs, the LEA may reserve funds from each federal program up to the maximum allowable rate (Allowable IC displayed below) for all non-Capital Outlay items. The Allowable IC total is determined for each program using the following formula:((Total Allocation – Allocation budgeted to Capital Outlay) / (1 + Approved Indirect Cost Rate)) * Approved Indirect Cost Rate.

Budgeted Item Detail

Federal Budget Summary

Account	Sub Account	Budgeted Item	IDEA 611 (6-21)	IDEA 619 (3-5)	Perkins	Title I, Part A	Title II, Part A	Title III - ELL	Title III - Immigrant	Total
Salaries	Extra Pay for Extra Responsibility (EPER)	(Title I PreK) EPER for Title I Kindergarten teachers to meet to develop transition activities from October – June (10FTE x 2 hours x \$26/hr x 9 meetings: \$4680)				\$4,680.00				\$4,680.00
Program			FICA	Medicare	Pension	Workman's Comp	Unemployment	Health Ins.	Non Taxed Benefits	Total OEC Cost
Carl D. Perkins Career and Technical Education Secondary		(PreK transitions): EPER for Kindergarten staff to provide summer Ready 4 K academy activities for incoming 4 year old children to better prepare them for Title I Kindergarten (est.10-15 ETE x \$26/hour x 4.5 hours x 20 days: \$28,507.90 max costs w/ OECs)	\$217.51	\$50.87	\$724.79	\$56.13	\$5.96	\$287.36		\$1,342.62
Curriculum and Professional Development			\$5,778.61	\$1,351.45	\$19,255.82	\$1,491.25	\$158.45	\$0.00		\$28,035.58
Individuals with Disabilities Education Act (IDEA 611-21)			\$120,830.54	\$28,258.72	\$402,638.55	\$31,182.07	\$3,313.10	\$251,835.95		\$838,058.93
Individuals with Disabilities Education Act (IDEA 619-5)			\$3,436.16	\$803.62	\$11,450.19	\$886.75	\$94.22	\$8,655.12		\$25,326.06
Title I, Part A - Making High Poverty Schools Work			\$193,620.52	\$45,282.23	\$645,193.60	\$49,966.57	\$5,308.98	\$609,187.90		\$1,548,559.80
Title II, Part A - Teacher and Principal Training and Recruitment		EPER for 4 FTE staff to provide Saturday Family literacy activities in Title I schools (4 FTE x \$28/hr x 2.5 hrs x 2 sessions: \$560 (before OECs)	\$43,880.14	\$10,262.29	\$146,219.99	\$11,323.91	\$1,203.16	\$560.00	\$96,064.61	\$308,954.10
Title III - Immigrant Students			\$149.58	\$34.98	\$498.43	\$38.60	\$4.10	\$0.00		\$725.69
Title III - Language Instruction for ELL			\$6,731.96	\$1,574.41	\$22,432.63	\$1,737.28	\$184.59	\$0.00		\$32,660.87
		EPER for Teachers to provide targeted extended day programs in Title I schools to support literacy by 3rd grade and secondary school readiness (36 hrs/month x 7 months x \$28/hr : est. max costs \$7000 (pre OECs)	\$274,645.02	\$87,618.57	\$1,248,414.00	\$96,682.56	\$10,272.56	\$7,056.00	\$966,030.94	\$2,783,663.65

Account	Sub Account	Budgeted Item	IDEA 611 (6-21)	IDEA 619 (3-5)	Perkins	Title I, Part A	Title II, Part A	Title III - ELL	Title III - Immigrant	Total
Salaries	Extra Pay for Extra Responsibility (EPER)	EPER for translation svcs during quarterly parent literacy nights district wide (est. 68.6 hours of translations services x \$28/hr: \$1921.89 max estimate)				\$1,921.89				\$1,921.89
		Pay EPER for homebound instruction	\$60,000.00							\$60,000.00
		Pay EPER for homebound instructional services at hospitals and treatment centers	\$45,000.00							\$45,000.00
		EPER for Professional Development to improve teacher and leader knowledge regarding effective instructional practices that involve collaborative groups; Address different learning styles, particularly students with special needs and with limited English proficiency	\$43,717.00							\$43,717.00
		EPER for professional development to support collaborative and inclusive teaching	\$23,460.16							\$23,460.16
		EPER for teachers PK-8 to participate in problem solving meetings w/bldg admin on regular basis as a method for discussion about delivery system for consultative services to the schools with staff through BLT PD discussions; Maintain case records for the problem-solving process for referred students and track student progress; Grade Level contacts will mg/ facilitate problem - solving meetings-Analyze and interpret assessment data	\$169,626.38							\$169,626.38

Account	Sub Account	Budgeted Item	IDEA 611 (6-21)	IDEA 619 (3-5)	Perkins	Title I, Part A	Title II, Part A	Title III - ELL	Title III - Immigrant	Total
Salaries	Extra Pay for Extra Responsibility (EPER)	EPER for teachers to maintain the required program components of IDEA related to FAPE, IEP, LRE, appropriate evaluation, Parent & Student involvement in decisionmaking, procedural safeguards	\$7,000.00							\$7,000.00
		EPER for Extended School Year Staff (ESY) to work with students with identified needs(\$28/ hr x 3214 hrs est.)	\$69,188.19							\$69,188.19
		AMAO Imp – EPER for staff to conduct turnaround training from the WIDA conference (4FTE x \$28/hour x 40 hours maximum: \$4480 before OECs)						\$4,480.00		\$4,480.00
		AMAO Imp – EPER for staff to participate in the RCCSD ELAC (20 FTE x \$28/hour x 10 hours: \$5600 (w/out OECs)						\$5,600.00		\$5,600.00
		AMAO Imp - EPER for staff to provide Parent U. sessions related to ELL topics and for the ELL community (10 FTE x \$28/ hour x 2.5 hrs (incl planning) x 10 sessions: \$7000 no OECs)						\$7,000.00		\$7,000.00
		AMAO Imp – EPER for staff to conduct parent meetings w/ ELL families to support transitions and inclusive practices (15 FTE x \$28/hr x 2hrs/mo x 10 mos: \$8400)						\$8,400.00		\$8,400.00
		AMAO Imp – EPER for staff to conduct turnaround training from the "What is different about teaching literacy to ELLs: Center for Applied Linguistics" sessions (15 FTE x \$28/hr x 5 sessions (1 hour each): \$2100)						\$2,100.00		\$2,100.00

Account	Sub Account	Budgeted Item	IDEA 611 (6-21)	IDEA 619 (3-5)	Perkins	Title I, Part A	Title II, Part A	Title III - ELL	Title III - Immigrant	Total
Salaries	Extra Pay for Extra Responsibility (EPER)	AMAO IMP - English Language Development Curricula Expansion (EPER for staff from 15 buildings (\$28/ hr x est. 100 staff x 3 hrs x 10 sessions (estimated costs)						\$81,000.00		\$81,000.00
		Pay EPER to PBS Teams to meet and plan Positive Behavior Supports as a Learning Community (72 FTE (6 person teams from 12 schools) x \$28/hr x 6 hrs: \$12,096)	\$12,096.00							\$12,096.00
		Provide effective services (OT/PT/SLT/AT) for parentally placed private school children through Itinerant Teaching Professionals (estimated maximum staff hours - 2,196.45hrs x \$28/hr: \$61,500.62 est. cost)	\$61,500.62							\$61,500.62
		Provide targeted PD to meet literacy outcomes (\$28/ hr x 255 est. total hours at targeted schools: \$7160)				\$5,504.30				\$5,504.30
		Account Total	\$491,588.35			\$41,637.85		\$108,580.00		\$641,806.20
	Professional: Administration	Hire 1 FTE Manager Federal and Regulated Programs (MS; RCCSD-Baltz Admin)				\$129,765.00				\$129,765.00
		Hire 1 FTE Math Supervisor (JA RCCSD-Baltz Admin; .6 Title I, .4 Title II)				\$74,280.00	\$49,520.00			\$123,800.00
		Hire 1 FTE ELA Supervisor (GB- RCCSD-Baltz; .6 Title I, .4 Title II)				\$74,280.00	\$49,520.00			\$123,800.00
		Hire 1 FTE Social Studies Supervisor (RR- RCCSD-Baltz Admin .5 Title I, .5 Title II)				\$61,900.00	\$61,900.00			\$123,800.00
		Hire 1 FTE Science Supervisor (EM RCCSD-Baltz Admin; .5 Title I, .5 Title II)				\$61,900.00	\$61,900.00			\$123,800.00

Account	Sub Account	Budgeted Item	IDEA 611 (6-21)	IDEA 619 (3-5)	Perkins	Title I, Part A	Title II, Part A	Title III - ELL	Title III - Immigrant	Total
Salaries	Professional: Administration	Hire 1 FTE Instructional Sp Ed Supervisor, to provide research based best practice/PD to district (effective accomodations, modifications to curriculum and instructional strategies) (KB- RCCSD- Baltz Admin .3 Title I, .7 IDEA 6-12)	\$84,135.10			\$36,057.90				\$120,193.00
		Hire 1 FTE Education Associate for McKinney-Vento/Private School Services (CM- RCCSD- Baltz Admin)				\$109,630.00				\$109,630.00
		Hire 1 FTE Career Tech/School Support & Restructuring Education Associate (SR RCCSD- Baltz Admin; .4 Title I, .568 Title II, .032 Perkins)			\$3,508.16	\$43,852.00	\$62,269.84			\$109,630.00
		Hire 1 FTE PLC/PD Administrator to support school leadership teams and the use of data in high need schools (KG RCCSD- Baltz; .6 Title I, .4 Title II)				\$74,280.00	\$49,520.00			\$123,800.00
		Hire 2.4 FTE Academic Deans to supplement the use of CCCS, PLCs and data in targeted city Title I programs					\$243,348.50			\$243,348.50
		Hire 1 FTE DPAS-II/PD Administrator to provide schools with supports related to professional growth and provide educators with opportunities to improve and refine their teaching (CC RCCSD- Baltz Admin)					\$129,766.00			\$129,766.00
		Hire 1 FTE Compliance Supervisor, Special Education Programs to manage Special Education/IDEA compliance and provide information and guidance to district to insure compliance. (VP RCCSD- Baltz Admin)	\$120,193.00							\$120,193.00

Account	Sub Account	Budgeted Item	IDEA 611 (6-21)	IDEA 619 (3-5)	Perkins	Title I, Part A	Title II, Part A	Title III - ELL	Title III - Immigrant	Total
Salaries	Professional: Administration	EPER for quarterly parent literacy nights district wide (2 FTE literacy coaches/reading specialists x 2.5 hours x \$27/hr x 16 sessions: \$2160)				\$2,160.00				\$2,160.00
		Account Total	\$204,328.10		\$3,508.16	\$668,104.90	\$707,744.34			\$1,583,685.50
	Professional: Instruction	Hire 26 FTE Title I teachers to support standards based instruction in content areas reading and math (3 @ Warner, 4 @ Lewis, 4 @ Baltz, 3 @ RPES, 2 @ Marbrook, 2 @ Mote, 2 @ Shortlidge, 2 @ AIMS, 2 @ Stanton, 1 @ Highlands, 1 @ Richey) and 5 paraprofessionals (1 @ each Highlands, Richardson Park, Mote, Shortlidge and Warner)				\$2,000,557.00				\$2,000,557.00
		Hire 1 FTE Early Childhood Teacher (AM RCCSD)		\$55,422.00						\$55,422.00
		(Title I PK to K Transition): Hire 1 FTE Pre K Coordinator to support Title I PK				\$32,000.00				\$32,000.00
		(Title I PK): Hire 6 FTE Pre K teachers serving students from the 9 Title I attendance zones				\$375,612.00				\$375,612.00
		EPER for 1 FTE Tutor to teach ESL classes to support Title I attend. zone families in being engaged in American school syst (1 FTE x \$28/hr x 3hrs x 28-32 sessions: est. max costs \$3138.24 from Title III-Immigrant; and 2 FTE x \$28 x 3hrs x 28-32 sessions: est. max costs \$6504.00 from Title I)				\$5,000.00			\$2,412.55	\$7,412.55
		Hire 1 FTE PST/PBS Coordinator (SK RCCSD-Baltz Admin) with a focus on students with special needs	\$79,434.00							\$79,434.00

Account	Sub Account	Budgeted Item	IDEA 611 (6-21)	IDEA 619 (3-5)	Perkins	Title I, Part A	Title II, Part A	Title III - ELL	Title III - Immigrant	Total
Salaries	Professional: Instruction	Hire 1 FTE Special Services Vocational, Data and Compliance Coordinator (D.S. RCCSD-Baltz Admin)	\$78,592.62							\$78,592.62
		Hire 1 FTE Autism Liaison (DG RCCSD-Baltz Admin)	\$85,652.00							\$85,652.00
		Hire 1 FTE Unique Alternative and Supportive Instruction Coordinator (BG RCCSD-Baltz Admin)	\$88,696.00							\$88,696.00
		Hire .5 FTE District Educational Diagnostician (AO RCCSD-Baltz Admin)	\$46,294.48							\$46,294.48
		Hire 1.5 FTE Childfind Coordinators (K.K. & M.S.)	\$127,465.00							\$127,465.00
		Hire 2 FTE Early Childhood Paraprofessionals (S.T & K.K)	\$71,108.00							\$71,108.00
		Hire 1 FTE Special Education Lead Teacher (T.A. Early Years)	\$77,934.00							\$77,934.00
		Hire 1 FTE Early Childhood Special Education Teacher (L.L.)	\$55,422.00							\$55,422.00
		Hire 4 FTE Behavior Specialist to conduct needs assessments and review current school climate data, develop and impl SW behavior programs, individual student BIPs, and classroom systems in collaboration with admin, plan and provide PD on: behavior interventions, classroom mgt, PBS and related topics, maintain case recs; track student progress; collect and monitor data on sw and indiv student behavior (working closely w/school psychologist)to support high needs schools.	\$254,094.00							\$254,094.00
		Funding to support 2 months of a Data-IEP Plus position to provide training and preparation for compliance (\$5,905.50/month x 2 months: \$11,811)	\$11,811.00							\$11,811.00

Account	Sub Account	Budgeted Item	IDEA 611 (6-21)	IDEA 619 (3-5)	Perkins	Title I, Part A	Title II, Part A	Title III - ELL	Title III - Immigrant	Total
Salaries	Professional: Instruction	Hire 3 FTE Behavior Specialist to conduct needs assessments and review current school climate data, develop and impl SW behavior programs, individual student BIPs, and classroom systems in collaboration with admin, plan and provide PD on: behavior interventions, classroom mgt, PBS and related topics, maintain case recs; track student progress; collect and monitor data on sw and indiv student behavior (working closely w/school psychologist).	\$216,095.79							\$216,095.79
		EPER for teachers 9-12 to participate in problem solving meetings w/bldg admin on	\$60,364.43							\$60,364.43
		Account Total	\$1,252,963.32	\$55,422.00		\$2,413,169.00			\$2,412.55	\$3,723,966.87
	Pension Exempt Positions (including Substitutes and others)		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
		Account Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	Support Staff		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
		Account Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	Students (with WC and UI)		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
		Account Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	OEC	Total OECs	\$838,058.93	\$25,326.06	\$1,342.62	\$1,548,559.80	\$308,954.10	\$32,660.87	\$725.69	\$2,755,628.07
		Account Total	\$838,058.93	\$25,326.06	\$1,342.62	\$1,548,559.80	\$308,954.10	\$32,660.87	\$725.69	\$2,755,628.07
	Classification Total		\$2,786,938.70	\$80,748.06	\$4,850.78	\$4,671,471.55	\$1,016,698.44	\$141,240.87	\$3,138.24	\$8,705,086.64

Account	Sub Account	Budgeted Item	IDEA 611 (6-21)	IDEA 619 (3-5)	Perkins	Title I, Part A	Title II, Part A	Title III - ELL	Title III - Immigrant	Total
Contracted Services	Professional: Administration	RCPAC Refreshment costs for monthly parent workshops and planning sessions related to 2014-15 parent involvement policy drafting and support with parent compacts from September – May (est. \$288 - 300/session x 9 months: \$2597.77)				\$2,597.77				\$2,597.77
		Registration for 3 FTE staff to Salt Lake City, UT to attend National Title I Conference to provide ongoing support to RCCSD schools with high percentages of children from low-income families to help ensure that all children meet challenging state academic standards, and advance parent engagement (4 FTE x Registration fees (\$549): \$1,647 total)PD priority 1,2,3,4				\$1,647.00				\$1,647.00
		Registration for 1 FTE staff to Washington, DC to attend National Federal Education Program Administrators conference and provide ongoing support related to using federal education funds to advance strategic plan goals (1 FTE x Registration fees (\$495): \$495 total)PD priority 1,2,3,4				\$495.00				\$495.00
		Provide transportation supports to children experiencing displacement and residence insecurity (est. maximum supplemental costs for services is \$11,389.00 (equal to the amount sought in the McKVento subgrant)				\$11,389.00				\$11,389.00
		Contract with company to provide transportation for extended day programs in Title I elementary schools (est. costs are \$2500 x 9 schools (\$22,500)				\$22,500.00				\$22,500.00

Account	Sub Account	Budgeted Item	IDEA 611 (6-21)	IDEA 619 (3-5)	Perkins	Title I, Part A	Title II, Part A	Title III - ELL	Title III - Immigrant	Total
Contracted Services	Professional: Administration	Contract with a partner to provide research based community school services and technical assistance to RCCSD staff based on the Children's Aid Society model (1 yr @ \$30,000/ yr. - \$27,489.98 from FY 15 funds)				\$27,489.98				\$27,489.98
		(Title I PreK Transitions to K) Registration for 1 FTE staff to Dallas, TX to attend National Association of the Education of the Young Child Conference and provide ongoing support to PreK extended day programming to advance strategic plan goals (1 FTE x Registration fees (\$330 total)PD priority 1,2,3				\$330.00				\$330.00
		Partnership agreement with the University of Virginia's Daren/Curry Partnership to implement school leadership turnaround strategies in targeted "action schools"; using 2014-15 as a planning year to implement change in 2015 -16 (1 yr @ \$17,000)				\$17,000.00				\$17,000.00
		(Focus and Priority schools): Provide intensive Parent University programming and support to targeted 6-8th grade families and populations to assist with study skills and academic success and to aid with dropout prevention (\$1,000/workshop x 6 workshops (\$3000 – AIMS attend. Zone and \$3000 – Stanton attend. Zone: Total cost: \$6,000)				\$3,000.00				\$3,000.00
		Account Total				\$86,448.75				\$86,448.75

Account	Sub Account	Budgeted Item	IDEA 611 (6-21)	IDEA 619 (3-5)	Perkins	Title I, Part A	Title II, Part A	Title III - ELL	Title III - Immigrant	Total
Contracted Services	Professional: Instruction	(Title I PK Transitions to K)Registration for 9 FTE to Las Vegas, NV to attend the I Teach K to discover new, innovative ideas to help meet the needs of today's classroom and help transition children from all communities and languages (9 FTE x Registration fees (\$570): \$5130 total)PD priority 1,2,3				\$5,130.00				\$5,130.00
		Contract with vendor to provide Title I targeted school level services to private school students who would've attended RCCSD Title I schools (1 yr @ \$80927.44)				\$80,927.44				\$80,927.44
		Set aside Title II funds for non-profit private schools allocation for professional development					\$21,711.40			\$21,711.40
		Develop a contract with the University of DE College of Education and Human Development to support year 2 of teachers' professional development, coaching and reflection strategies to impact early literacy needs in Title I schools - targeting elementary Focus school (\$17,000/support)				\$17,000.00				\$17,000.00
		Contract with Cultural agency to enhance Saturday Family literacy events at Title I schools (\$375 x 4 sessions: \$1500).				\$1,500.00				\$1,500.00
		Contract for Assistive Technology support with Therapy Services of DE, Inc.	\$106,706.25							\$106,706.25

Account	Sub Account	Budgeted Item	IDEA 611 (6-21)	IDEA 619 (3-5)	Perkins	Title I, Part A	Title II, Part A	Title III - ELL	Title III - Immigrant	Total
Contracted Services	Professional: Instruction	Provide technological interventions to support CEIS by providing differentiated online instruction to improve students' reading and writing, and prepare them for college and career success through a contract with external providers (\$40,024.56 for 1 yr. of supports)	\$40,024.36							\$40,024.36
		(Focus and Priority schools): Provide intensive Parent University programming and support to targeted 6-8th grade families and populations to assist with study skills and academic success and to aid with dropout prevention (\$1,000/workshop x 6 workshops (\$3000 – AIMS attend. Zone and \$3000 – Stanton attend. Zone: Total cost: \$6,000)				\$3,000.00				\$3,000.00
		Contract for OT/PT/AT/SLT Services for public school students (vendor(s) to be decided based upon successful bid est. costs based on prior years' svcs (\$603,695 - the successful bid)	\$800,000.00							\$800,000.00
		AMAO Improvement - Registration for 5 staff to Atlanta, GA to attend WIDA and provide ongoing support to RCCSD schools with high percentages of ESL children and families to help ensure that all children meet the AMAO targets and state academic standards (5 FTE x Registration fees (\$595): \$2975 total)PD Priority 1,2,3,4						\$2,975.00		\$2,975.00

Account	Sub Account	Budgeted Item	IDEA 611 (6-21)	IDEA 619 (3-5)	Perkins	Title I, Part A	Title II, Part A	Title III - ELL	Title III - Immigrant	Total
Contracted Services	Professional: Instruction	AMAO Imp - Contract with MCREL to conduct Phase 2 Classroom Instruction that Works Professional Development with targeted administrators and staff (1 yr x \$10,138 (incl. fees and travel)						\$10,138.00		\$10,138.00
		AMAO Imp - Substitute contract to allow staff to participate in SIOP PD over 5 days (contracted substitute amount not to exceed \$24,500 @ \$105/day/classroom sub)						\$24,500.00		\$24,500.00
		AMAO Imp - Contract with agency to conduct Phase 2 SIOP training for targeted school administrators and staff (1 yr x \$21,475 (incl. fees and travel)						\$21,475.00		\$21,475.00
		AMAO Imp - Contract with Wilmington University to provide courses related to English Language Learning to support staff (2 courses offered to targeted staff for maximum cost of \$5,000)						\$5,000.00		\$5,000.00
		AMAO Imp - Substitute contract to allow staff to participate in DEDOE – sponsored PD related to ELL improvement (contracted substitute amount not to exceed \$21,000 @ \$105/day/classroom sub)						\$21,000.00		\$21,000.00
		AMAO Imp - Substitute contract to allow staff to participate in CAL – sponsored PD related to teaching literacy to ELLs (contracted substitute amount not to exceed \$15,825 @ \$105/day/classroom sub (5 days)						\$15,825.00		\$15,825.00

Account	Sub Account	Budgeted Item	IDEA 611 (6-21)	IDEA 619 (3-5)	Perkins	Title I, Part A	Title II, Part A	Title III - ELL	Title III - Immigrant	Total
Contracted Services	Professional: Instruction	AMAO Imp - After school services – supplemental tutoring, for identified English Language Learners (maximum \$1,000/month x 10 months with Community Educational Agency)						\$10,000.00		\$10,000.00
		AMAO Imp – Contract with Imagine Learning to support ELL learning (100 licenses X \$150=\$15,000; PD support for 8 schools x \$3500/school = \$28,000: Total costs \$43,000)						\$43,000.00		\$43,000.00
		Registration fees for CTE and CTSO conferences to improve program delivery (DECA,BPA, TSA,FCCLA, FFA) and staff professional conferences as requested (ex, ITEEA, NTSA) PD Priorities 1,2,4 and 5 - est. \$10,000 max)			\$10,000.00					\$10,000.00
		Set aside Perkins funds for substitute (from approved Sub agency) to provide coverage (\$105/day x estimated 190 subs days over the course of the school year: \$20,000)so that RCCSD CTE staff can collaborate in specific CTE content areas to develop specific options in addressing Perkins improvement plan and Program of Study (costs not to exceed \$20,000)			\$20,000.00					\$20,000.00
		Contract for sub services to support PD activities and staff attendance at CTE and CTSO conferences (ITEEA, NTSA, TSA, Skills USA, FFA, FCCLA, HOSA, BPA, ACTE) to improve program delivery to be shared/transferred through PLCS, BLTs, CTE content session and CTSO mtgs. (not to exceed \$20,000)- PD priorities 1,3, and 4			\$20,000.00					\$20,000.00

Account	Sub Account	Budgeted Item	IDEA 611 (6-21)	IDEA 619 (3-5)	Perkins	Title I, Part A	Title II, Part A	Title III - ELL	Title III - Immigrant	Total
Contracted Services	Professional: Instruction	Contract for sub services to support PD/CTE worksessions related to the CTE curriculum - CTE Core, Common Core, evaluate, implement, collaboration; a 2 days work session "Common Core in your CTE Classroom, Doug Buehl"; and professionalism and employability skills to prepare students for the 21st Century work environments (Sub contract costs not to exceed \$25,000)- PD priorities 1,3, and 4			\$25,000.00					\$25,000.00
		Contract with vendor to provide Title I targeted LEA level services to private school students who would've attended RCCSD Title I schools (1 yr @ \$475.31)				\$475.31				\$475.31
		Contract with vendor to provide Title I targeted LEA level parent services to private school students who would've attended RCCSD Title I schools (1 yr @ \$2510.02)				\$2,510.02				\$2,510.02
		Contract with vendor to provide Title I targeted LEA level PD services to private school students who would've attended RCCSD Title I schools (1 yr @ \$187.21)				\$187.21				\$187.21
		Develop a contract with the University of DE College of Education and Human Development to support year 2 of teachers' professional development, coaching and reflection strategies to impact early literacy needs in Title I schools - targeting elementary Priority school (\$17,000/support)				\$17,000.00				\$17,000.00
		(Title I PreK): Contract with vendor to provide enrichment services to Title I PreK sites LEA-wide (1 year not to exceed \$2510.02)				\$2,510.02				\$2,510.02

Account	Sub Account	Budgeted Item	IDEA 611 (6-21)	IDEA 619 (3-5)	Perkins	Title I, Part A	Title II, Part A	Title III - ELL	Title III - Immigrant	Total
Contracted Services	Professional: Instruction	Account Total	\$946,730.61		\$75,000.00	\$130,240.00	\$21,711.40	\$153,913.00		\$1,327,595.01
		Fixed Charges/ Indirect Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
		Account Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
		Classification Total	\$946,730.61	\$0.00	\$75,000.00	\$216,688.75	\$21,711.40	\$153,913.00	\$0.00	\$1,414,043.76
Travel	Professional: Administration	Travel for 3 staff to Salt Lake City, UT to attend National Title I Conference and provide ongoing support to RCCSD schools with high percentages of children from low-income families to help ensure that all children meet challenging state academic standards (4 staff have applied to present: 4 FTE x flight (\$530); 4 days @ hotel (\$752); pkg (\$50); meals (\$230); shuttle (\$50); \$1,612 pp: \$4,836 total) PD priority 1,2,3,4				\$4,836.00				\$4,836.00
		Travel for 1 FTE staff to Washington, DC to attend National Federal Education Program Administrators conference and provide ongoing support related to using federal education funds to advance strategic plan goals (1FTE x train (\$150); @ 4 days x hotel (\$800); pkg (\$48); meals (\$184); cab (\$40) (\$1,222 total) PD priority 1,2,3,4				\$1,222.00				\$1,222.00
		Travel for supplemental staff (instructional supervisors, cadre and Office of Federal and Regulated Programs) to RCCSD schools to provide ongoing support and effective professional development related to the common core areas, PLCs, inclusion and student supports related to achievement (.40/mile x 30,000 miles: \$12,000)				\$12,000.00				\$12,000.00

Account	Sub Account	Budgeted Item	IDEA 611 (6-21)	IDEA 619 (3-5)	Perkins	Title I, Part A	Title II, Part A	Title III - ELL	Title III - Immigrant	Total
Travel	Professional: Administration	(Title I PreK Transitions to K) Travel for 1 FTE staff to Dallas, TX to attend National Association of the Education of the Young Child Conference and provide ongoing support to PreK extended day programming to advance strategic plan goals (1FTE x flight (\$400); @ 4 days x hotel (\$800); pkg (\$60); meals (\$230); cab (\$50) (\$1,540 total)PD priority 1,2,				\$1,540.00				\$1,540.00
		Mileage for administration and IDEA/special services program monitoring to support students with special needs and programming to support students with special needs (.40/mile x 28,750 miles)	\$11,500.00							\$11,500.00
		Account Total	\$11,500.00			\$19,598.00				\$31,098.00
	Professional: Instruction	(Title I PK Transitions to K) Travel for 9 Title I KDG FTE to Las Vegas, NV to attend the I Teach K to discover new, innovative ideas to help meet the needs of today's classroom and help transition children from all communities and languages (9 FTE x flight (\$500);5 days @ hotel (\$750); pkg (\$50); meals (\$230); shuttle (\$50): \$1580 pp - \$14,220)-PD Priority 1,2,3				\$14,220.00				\$14,220.00
		Travel for supplemental staff (instructional supervisors, cadre and Office of Federal and Regulated Programs) to RCCSD schools to provide ongoing support and effective professional development related to the common core areas, PLCs, inclusion and student supports related to achievement (.40/mile x 12,717.50 miles: \$5,087 PD priority 1,2,3,4)					\$5,087.05			\$5,087.05

Account	Sub Account	Budgeted Item	IDEA 611 (6-21)	IDEA 619 (3-5)	Perkins	Title I, Part A	Title II, Part A	Title III - ELL	Title III - Immigrant	Total
Travel	Professional: Instruction	Mileage for Homebound Instruction(based on est. travel costs to support students with special needs (\$0.40/mile max 6250 miles)	\$2,500.00							\$2,500.00
		Contract for ESY bus transportation(based on approved bid for services)	\$10,000.00							\$10,000.00
		Travel for 5 staff to Atlanta, GA to attend WIDA and provide ongoing support to RCCSD schools with high percentages of ESL children and families to help ensure that all children meet the AMAO targets and state academic standards (5 FTE x flight (\$220);4 days @ hotel (\$720); pkg (\$60); meals (\$230); shuttle (\$90): \$1,320 pp: \$6,600 total)PD priority 1,3						\$6,600.00		\$6,600.00
		Provide support for Staff to travel and participate in CTE and CTSO conferences and provide ongoing support to RCCSD schools with college and career readiness programming (\$15,000 maximum to support non-registration support costs PD priorities 1,3, and 4)			\$15,000.00					\$15,000.00
		Account Total	\$12,500.00		\$15,000.00	\$14,220.00	\$5,087.05	\$6,600.00		\$53,407.05
		Classification Total	\$24,000.00		\$15,000.00	\$33,818.00	\$5,087.05	\$6,600.00		\$84,505.05
Indirect Costs	Indirect Costs	LEA Indirect Cost set-aside for Federal Programs	\$149,170.41	\$3,680.47	\$5,975.81	\$195,982.46	\$40,949.14	\$6,077.08	\$69.14	\$401,904.51
		Account Total	\$149,170.41	\$3,680.47	\$5,975.81	\$195,982.46	\$40,949.14	\$6,077.08	\$69.14	\$401,904.51
		Classification Total	\$149,170.41	\$3,680.47	\$5,975.81	\$195,982.46	\$40,949.14	\$6,077.08	\$69.14	\$401,904.51
Supplies and Materials	Professional: Instruction	Purchase supplemental testing protocols, materials and supplies(Est. costs: \$13,670)		\$13,141.47						\$13,141.47

Account	Sub Account	Budgeted Item	IDEA 611 (6-21)	IDEA 619 (3-5)	Perkins	Title I, Part A	Title II, Part A	Title III - ELL	Title III - Immigrant	Total
Supplies and Materials	Professional: Instruction	Set aside funds to support the needs of students experiencing transitions (McKinney-Vento support)				\$6,611.00				\$6,611.00
		Supplemental curricular and instructional resources for Title I school and extended day programs that have been approved by RCCSD curricular supervisors (est. avg costs \$1000/ school – based on need; tot. estimated costs - \$9,000 Title I supplemental materials)				\$9,000.00				\$9,000.00
		Set aside funds for local school parent engagement activities (95% of 1% set aside after the non-public equitable share is reserved (\$49,357.58)				\$49,357.58				\$49,357.58
		(Title I PK transitions to K) Purchase materials for the PreK 21st CCLC extended day programming (est. costs \$1164.69/ site x 4 sites: \$4658.74)				\$4,658.74				\$4,658.74
		Purchase testing protocols for special education services protocols. Will be determined based on individual needs and based on previous years expenditures we estimate \$10,000 minimum (2400 students x est \$4-\$4.25/pupil estimate)	\$10,000.00							\$10,000.00
		Purchase materials and supplies to support the specialized needs of students(materials to be purchased and cost adjusted based on the ID needs of children- est 2400 students x \$6.08/student)	\$14,595.81							\$14,595.81
		Purchase Parent Education Handbooks for families who are learning English.							\$318.62	\$318.62
		AMAO Imp - Materials costs for ELL Parent U sessions (est. costs \$420.00/ session)						\$2,100.05		\$2,100.05

Account	Sub Account	Budgeted Item	IDEA 611 (6-21)	IDEA 619 (3-5)	Perkins	Title I, Part A	Title II, Part A	Title III - ELL	Title III - Immigrant	Total
Supplies and Materials	Professional: Instruction	Support PBS schools with student incentives to maximize implementation (\$500/school x 12 schools: \$6,000)	\$6,000.00							\$6,000.00
		Provide materials and supplies for the ESY program sites (estimated costs for program \$13,008.04)	\$13,008.04							\$13,008.04
		Provide resources to support Perkins Advisory Council meetings to support 1S, 2S1, 6S1, 6S2, 5S1 (\$5000 x 2 district wide mtgs, \$2500 x 1 Program of study mtg per year (\$12,500)			\$12,500.00					\$12,500.00
		Purchase CTE resources, supplies/materials specific to the major and minor CTE upgrades and enhancements being worked on during this school year(est. \$40,000)			\$44,682.35					\$44,682.35
		Account Total	\$43,603.85	\$13,141.47	\$57,182.35	\$69,627.32		\$2,100.05	\$318.62	\$185,973.66
	Professional: Administration	Purchase administrative supplies and subscriptions (Title I Newsletter, Ed Week, etc) and resources (Title I handbook, Fed Programs newsletter, Leveraging Leadership book) for Federal Regulated Programs Office				\$2,067.59				\$2,067.59
		(Title I PK transitions to K) Purchase materials for PreK to K Transition meetings (October – May) 5 sessions x \$100/session: \$500)				\$500.00				\$500.00
		Account Total				\$2,567.59				\$2,567.59
	Classification Total		\$43,603.85	\$13,141.47	\$57,182.35	\$72,194.91		\$2,100.05	\$318.62	\$188,541.25
Audit Fees	Audit Fees	LEA Audit Fees for Federal Programs	\$4,094.43		\$411.06	\$5,379.33	\$1,123.97			\$11,008.79
		Account Total	\$4,094.43		\$411.06	\$5,379.33	\$1,123.97			\$11,008.79
	Classification Total		\$4,094.43		\$411.06	\$5,379.33	\$1,123.97			\$11,008.79

Account	Sub Account	Budgeted Item	IDEA 611 (6-21)	IDEA 619 (3-5)	Perkins	Title I, Part A	Title II, Part A	Title III - ELL	Title III - Immigrant	Total
Capital Outlay	Capital Outlay	New, upgrade, innovate, and enhancement of CTE programs/facilities to bring our facilities to education, business and industry standards			\$238,600.00					\$238,600.00
		Account Total			\$238,600.00					\$238,600.00
	Maintenance of Plant		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
		Account Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
		Classification Total	\$0.00	\$0.00	\$238,600.00	\$0.00	\$0.00	\$0.00	\$0.00	\$238,600.00
Federal			\$3,954,538.00	\$97,570.00	\$397,020.00	\$5,195,535.00	\$1,085,570.00	\$309,931.00	\$3,526.00	\$11,043,690.00
* - Allow Indirect Cost Total										

State Budget Summary

Account	Sub Account	Budgeted Item	Curriculum and PD	Total
Supplies and Materials	Professional: Instruction	Purchase training materials for Praxis preparation- HQ/HE teachers (PD Priority 1-3: \$1296.01 for booklets and ETS resources, etc)	\$1,296.01	\$1,296.01
		Reimburse PRAXIS registration fees for teachers who qualify as HQT (PD Priorities 1-3 est.costs not to exceed \$150/teacher x for a max of 7-10 teachers)	\$1,000.00	\$1,000.00
		Account Total	\$2,296.01	\$2,296.01
		Classification Total	\$2,296.01	\$2,296.01
Contracted Services	Professional: Instruction	Contract for substitutes for teachers to recieve professional development related to PD priorities 1-3	\$30,000.00	\$30,000.00
		Registration for 4 staff to Houston, TX to attend Assn. Supervision of Curriculum and Development (ASCD) to gain professional learning opportunities necessary to support PD priorities 1-3, to and sustain improved student achievement related to supporting ESL, highly effective school educators and leaders: (4 FTE x Registration fees (\$259): \$1036 total)PD priority 1,2,3,4	\$1,036.00	\$1,036.00
		Registration for 4 staff to Boston, MA to attend National Council of Supervisors of Mathematics (NSCM) to gain professional learning opportunities necessary to support PD priorities 1-3, and sustain improved student achievement related to supporting ESL, highly effective building level educators and leaders: (4 FTE x Registration fees (\$210): \$840 total)PD priority 1,3,4	\$840.00	\$840.00

Account	Sub Account	Budgeted Item	Curriculum and PD	Total
Contracted Services	Professional: Instruction	Registration for 4 FTE RCCSD School staff to attend the Ed Trust annual conference and provide ongoing support locally in targeted schools and support the RCCSD AMAO improvement plan and achievement gap needs (4 FTE x \$250 Registration fee: \$1,000 total)PD priority 1,3,4	\$1,000.00	\$1,000.00
		Registration for 4 FTE staff to St. Louis, MO to attend International Reading Association Conference (IRA) to gain professional learning opportunities necessary to support and sustain improved student achievement related to reading on grade level by 3rd grade (Strategy 4 and PD 1-3): (4 FTE x Registration fees (\$300): \$1,200 total)PD priority 1,2,3	\$1,200.00	\$1,200.00
		Account Total	\$34,076.00	\$34,076.00
	Fixed Charges/ Indirect Costs		\$0.00	\$0.00
		Account Total	\$0.00	\$0.00
	Classification Total		\$34,076.00	\$34,076.00
Travel	Professional: Instruction	Travel for 4 FTE to Baltimore, MD to attend the Ed Trust annual conference and provide ongoing support locally in targeted schools and support the RCCSD AMAO improvement plan and achievement gap efforts (4 FTE x train travel (\$80);2 days @ hotel (\$400); pkg (\$30); meals (\$144); cab: (\$40): \$694pp x 4: 2776 total) PD priority 1,3,4	\$2,776.00	\$2,776.00

Account	Sub Account	Budgeted Item	Curriculum and PD	Total
Travel	Professional: Instruction	Travel for 4 staff to Boston, MA to attend National Council of Supervisors of Mathematics (NSCM) to gain professional learning opportunities necessary to support and sustain improved student achievement related to district math achievement per RTTT/ESEA End-of-the-Year Review in June 2014: 4 FTE x flight (\$150); 3 days @ hotel (\$900); pkg (\$50); meals; (\$192); shuttle (\$55): \$1374pp x 4= \$5388 total) PD priority 1,3,4	\$5,388.00	\$5,388.00
		Travel for 4 staff to Houston, TX to attend Assn. Supervision of Curriculum and Development (ASCD) to gain professional learning opportunities necessary to support and sustain improved student achievement related to supporting ESL, highly effective educators and leaders: 4 FTE x flight (\$351); 3 days @ hotel (\$450); pkg (\$50); meals; (\$192); shuttle (\$55): \$1098pp x 4= \$4392 total) PD priority 1,2,3,4	\$4,392.00	\$4,392.00
		Travel for 4 staff to St. Louis, MO to attend International Reading Association Conference (IRA) to gain professional learning opportunities necessary to support and sustain improved student achievement related to reading on grade level by 3rd grade (Strategy 4 and PD 1-3): 4 FTE x flight (\$360); 4 days @ hotel (\$800); pkg (\$50); meals (\$230); shuttle (\$50): \$1490 pp \$5,960 total) PD priority 1,2,3,	\$5,960.00	\$5,960.00
		Account Total	\$18,516.00	\$18,516.00

Account	Sub Account	Budgeted Item	Curriculum and PD	Total
Travel	Classification Total		\$18,516.00	\$18,516.00
Salaries	Extra Pay for Extra Responsibility (EPER)	Provide EPER for Professional Development Workshops for staff related to PD priorities 1 - 3 (est. costs: \$28/hr x 2700 hours or more for RCCSD: \$81,402.48 before OECs)	\$75,898.17	\$75,898.17
		Pay EPER for instructional technology workshops related to PD priorities 1-3 (est. costs at \$28/hr x 618 or more hours for RCCSD educators: \$17,305.24 before OECs)	\$17,305.24	\$17,305.24
		Account Total	\$93,203.41	\$93,203.41
	Pension Exempt Positions (including Substitutes and others)		\$0.00	\$0.00
		Account Total	\$0.00	\$0.00
	Support Staff		\$0.00	\$0.00
		Account Total	\$0.00	\$0.00
	Students (with WC and UI)		\$0.00	\$0.00
		Account Total	\$0.00	\$0.00
	OEC	Total OECs	\$28,035.58	\$28,035.58
		Account Total	\$28,035.58	\$28,035.58
	Classification Total		\$121,238.99	\$121,238.99
Capital Outlay	Maintenance of Plant		\$0.00	\$0.00
		Account Total	\$0.00	\$0.00
	Classification Total		\$0.00	\$0.00
State Total			\$176,127.00	\$176,127.00



**STATE OF DELAWARE
DEPARTMENT OF EDUCATION**

BUDGET SUMMARY

LEA: Red Clay Consolidated
School District

LEA Code: 32

State: Beginning Date: 7/1/2014

End Date: 6/30/2015

Federal: Beginning date: 7/17/2014

Obligation date: 9/30/2016

Liquidation Date: 11/30/2016

				Account Code								Total
				5100	5120	5400	5500		5560	5600	5700	
				Salaries	OEC	Travel	Contracted Services	Audit Fees	Indirect Costs	Supplies and Materials	Capital Outlay	
PROGRAM	AprNo	Activity	Type									
Curriculum and PD	05205	Curric_PD	State	\$93,203.41	\$28,035.58	\$18,516.00	\$34,076.00			\$2,296.01		\$176,127.00
	SubTotal			\$93,203.41	\$28,035.58	\$18,516.00	\$34,076.00			\$2,296.01		\$176,127.00
IDEA 611 (6-21)	40564	EQ_Serv	Fed	\$61,500.62	\$18,499.39							\$80,000.01
		IDEA_611	Fed	\$1,555,450.15	\$656,478.66	\$24,000.00	\$946,730.61	\$4,094.43	\$149,170.41	\$43,603.85		\$3,379,528.11
		IDEA611-Pre-K	Fed	\$331,929.00	\$163,080.88							\$495,009.88
	SubTotal			\$1,948,879.77	\$838,058.93	\$24,000.00	\$946,730.61	\$4,094.43	\$149,170.41	\$43,603.85		\$3,954,538.00
IDEA 619 (3-5)	40565	IDEA_619	Fed	\$55,422.00	\$25,326.06				\$3,680.47	\$13,141.47		\$97,570.00
	SubTotal			\$55,422.00	\$25,326.06				\$3,680.47	\$13,141.47		\$97,570.00
Perkins	41015	PerkinsADM	Fed	\$3,508.16	\$1,342.62			\$411.06	\$5,975.81			\$11,237.65
		PerkinsINS	Fed			\$15,000.00	\$75,000.00			\$57,182.35	\$238,600.00	\$385,782.35
	SubTotal			\$3,508.16	\$1,342.62	\$15,000.00	\$75,000.00	\$411.06	\$5,975.81	\$57,182.35	\$238,600.00	\$397,020.00
Title I, Part A	40554	Adminstrin	Fed	\$665,944.90	\$290,569.87	\$18,058.00	\$27,152.02	\$5,379.33	\$195,982.46	\$2,067.59		\$1,205,154.17
		DOE_Hmless	Fed				\$11,389.00			\$6,611.00		\$18,000.00
		EQ_Serv	Fed				\$84,099.98					\$84,099.98
		FocusSkols	Fed				\$20,000.00					\$20,000.00
		Instruction	Fed	\$2,405,140.66	\$1,234,031.31					\$13,658.74		\$3,652,830.71
		ParentInv	Fed	\$9,641.89	\$2,900.29		\$31,587.75			\$49,357.58		\$93,487.51
		PrioritySkols	Fed				\$37,000.00					\$37,000.00
		ProfDev	Fed	\$42,184.30	\$21,058.33	\$15,760.00	\$5,460.00			\$500.00		\$84,962.63
	SubTotal			\$3,122,911.75	\$1,548,559.80	\$33,818.00	\$216,688.75	\$5,379.33	\$195,982.46	\$72,194.91		\$5,195,535.00
Title II, Part A	40114	Title_II_ITQ	Fed	\$707,744.34	\$308,954.10	\$5,087.05	\$21,711.40	\$1,123.97	\$40,949.14			\$1,085,570.00
	SubTotal			\$707,744.34	\$308,954.10	\$5,087.05	\$21,711.40	\$1,123.97	\$40,949.14			\$1,085,570.00
Title III - ELL	40560	ELL	Fed	\$108,580.00	\$32,660.87	\$6,600.00	\$153,913.00		\$6,077.08	\$2,100.05		\$309,931.00
	SubTotal			\$108,580.00	\$32,660.87	\$6,600.00	\$153,913.00		\$6,077.08	\$2,100.05		\$309,931.00

				Account Code								Total
				5100	5120	5400	5500		5560	5600	5700	
				Salaries	OEC	Travel	Contracted Services	Audit Fees	Indirect Costs	Supplies and Materials	Capital Outlay	
PROGRAM	AprNo	Activity	Type									
Title III - Immigrant	40560	Immigrant	Fed	\$2,412.55	\$725.69				\$69.14	\$318.62		\$3,526.00
	SubTotal			\$2,412.55	\$725.69				\$69.14	\$318.62		\$3,526.00
Total				\$6,042,661.98	\$2,783,663.65	\$103,021.05	\$1,448,119.76	\$11,008.79	\$401,904.51	\$190,837.26	\$238,600.00	\$11,219,817.00

Distribution of funds chart: LEA Wide, LEA Grant Application - 2015

Federal Funding	Curriculum and PD	IDEA 611 (6-21)	Perkins	Title I, Part A	Title II, Part A	IDEA 619 (3-5)	Title III - ELL	Title III - Immigrant
Administration Cost	2296.01	303064.42	5261.84	1009171.71	651796.23			
CEIS		220649.99						
Homeless				18000.00				
Instruction		1830456.33	303282.35	625858.28	21711.40	93889.53	12731.68	
Parent Involvement				44129.93			22132.37	3456.86
Professional Development	173830.99	179826.33	82500.00	84962.63	5087.05		268989.87	
Priority Schools				37000.00				
Focus Schools				20000.00				
Indirect Costs		149170.41	5975.81	195982.46	40949.14	3680.47	6077.08	69.14
IDEA 611 - Pre-K		495009.88						
Total LEA-wide Funding	176127.00	3178177.36	397020.00	2035105.01	719543.82	97570.00	309931.00	3526.00
Total Allocation	176127.00	3954538.00	397020.00	5195535.00	1085570.00	97570.00	309931.00	3526.00
Percent of Allocation	1.00	0.80	1.00	0.39	0.66	1.00	1.00	1.00

Distribution of School-level funds; LEA Grant Application - 2015

Source of funds - Description	Title I, Part A					Title II, Part A	IDEA 611 (6-21)		
	Equitable Services - Instruction	Equitable Services - Parent Involvement	Equitable Services - Professional Development	Instruction	Parent Involvement	Professional Development	CEIS	Equitable Services - Instruction	Instruction
Highlands Elem				157270.54	3660.47	140692.52			
Lewis Dual Language Elem				417591.75	5488.67				
Shortlidge Elem				285027.69	5488.67	169056.65			
Baltz Elem				451867.68	4538.67		40731.36		
Richardson Park Elem				335066.04	3660.47		40731.36		
Marbrook Elem				227078.07	5489.22				
Richey Elem				122943.36	5488.67				
Mote Elem				291253.81	3660.47				
Warner Elem				391310.02	4488.67	56277.01	84848.46		
A I duPont Middle				177870.63	3696.80		127682.75		
H B duPont Middle									114693.14
Stanton Middle				169692.84	3696.80		93172.28		
Dickinson High									120824.34
McKean High									73676.94
Private Schools	81402.75	2510.02	187.21					80000.01	
Total School Funding	81402.75	2510.02	187.21	3026972.43	49357.58	366026.18	387166.21	80000.01	309194.42
Total Program Allocation	5195535.00	5195535.00	5195535.00	5195535.00	5195535.00	1085570.00	3954538.00	3954538.00	3954538.00
Percent of Allocation	0.02	0.00	0.00	0.58	0.01	0.34	0.10	0.02	0.08

LEA Grant Application 2014 - 2015 : Compliance Signatures

District: Red Clay Consolidated School District

The chief school officer and all other personnel who will be responsible for activities or funds covered by these Certifications must read and understand each certification and all assurances below. The chief school officer and the chief financial officer should sign the assurances electronically below. Make sure a printed copy of this completed, electronically signed page (and the whole LEA Consolidated Grant Application when it is completely approved) is filed in the LEA central office for review upon request by state and federal officials and members of the public. You do NOT have to send any signature pages to the Delaware Department of Education.

Chief School Officer Certification of Compliance

- I certify that:
- 1. I am the chief school officer of the LEA. I am authorized to apply for the funds identified in this Consolidated Application. I am also authorized to obligate the LEA to conduct any program or activity approved under this Consolidated Application in accordance with all applicable federal and state requirements, including statutory and regulatory requirements, program assurances, and any conditions imposed as part of the approval of this Consolidated Application.
 - 2. I have read this Consolidated Application. The information contained in it is true and correct to the best of my knowledge and belief. The LEA is applying for funding under the programs indicated in Section 1 of this Consolidated Application.
 - 3. I have also read the attached Assurances for FY09. I understand that those Assurances are incorporated into and made a part of this Consolidated Application as though they were fully set out in this Consolidated Application with regard to those programs for which funding is sought.
 - 4. The LEA and each of its schools, programs, and other administrative units, will conduct the programs and activities for which funding is sought in this Consolidated Application as represented in this Consolidated Application. Further, the LEA and each of its schools, programs and other administrative units, will comply with all applicable federal and state requirements, including statutory and regulatory requirements, attached Assurances for FY09, and any conditions imposed as part of the approval of this Consolidated Application.
 - 5. I understand that compliance with all applicable federal and state requirements, including statutory and regulatory requirements, attached Assurances for FY09 and any conditions imposed as part of the approval of this Consolidated Application, is a condition of receipt of federal and state funding. I understand that such compliance continues through the duration of the funding period, including any extensions to that period.
 - 6. I understand that state and federal funding may be withheld, terminated and recovered, and future funding denied, if the LEA fails to comply with applicable federal and state requirements as promised in this Certification.

Chief School Officer: Daugherty, Mervin Approval Date: Thursday, July 17, 2014

Signature: _____

Chief Financial Officer Certification of Compliance

I certify that:

1. I am the chief financial officer of the LEA and I am authorized to submit the budget and financial information contained in this Consolidated Application on its behalf.
2. I have read this Consolidated Application and specifically read and reviewed the budget and financial information contained in or made part of the Consolidated Application. The information contained in the Consolidated Application it is true and correct to the best of my knowledge and belief.
3. The LEA is applying for funding under the following programs:

Federal Programs

State Programs

Carl D. Perkins Career and Technical Education – Secondary	Curriculum and Professional Development
Individuals with Disabilities Education Act 611 (6-21)	
Individuals with Disabilities Education Act 619 (3-5)	
Title I, Part A - Making High Poverty Schools Work	
Title II, Part A - Teacher and Principal Training and Recruitment	
Title III - Immigrant Students	
Title III - Language Instruction for ELL	

4. I have reviewed and approved the submission of the budgets for each of these programs.

Chief Financial Officer: _____ **Approval Date:** _____
Signature: _____

Assurances

01. General Education Provisions Act (GEPA)

- A. LEA's receiving funding under this program agree to the following set of assurances that meet the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e):
- (1) that the local educational agency will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;
 - (2) that the control of funds provided to the local educational agency under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
 - (3) that the local educational agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;
 - (4) that the local educational agency will make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section 1232f of this title, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties;
 - (5) that the local educational agency will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program;
 - (6) that any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;
 - (7) that in the case of any project involving construction—
 - (A) the project is not inconsistent with overall State plans for the construction of school facilities, and
 - (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 794 of title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;
 - (8) that the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
 - (9) that none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

02. Education Department General Administrative Regulations (EDGAR)

- A. The LEA will comply with the all of the Education Department General Administrative Regulations (EDGAR-Title 34, Code of Federal Regulations (CFR), Parts 74-86 and 97-99).

03. Additional Federal

- A. All regulations as stated in OMB Circular A-133 and OMB Circular A-87 will be adhered to and records will be readily made available when audited for a period of time of at a minimum of three years after successful audit.
- B. In accordance with Executive Order 13513, grant personnel will not text message while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or use government supplied electronic equipment to text message or email when driving.

- C. The LEA will use its federal funds in this application to supplement, not supplant its non-federal funds in accordance with the legislative and regulatory requirements for each applicable program.

04. State of Delaware

- A. The LEA will comply with all requirements put forth by the State of Delaware Office of the Governor, Delaware Office of Management and Budget, and Delaware Department of Education.
- B. The LEA will comply with all State procurement procedures outlined in Delaware Code, Title 29, Chapter 69 - State Procurement.

05. General Elementary and Secondary Education Act (ESEA)

- A. Each ESEA program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
- B. The control of funds provided under each ESEA program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and that the public agency, nonprofit private agency, institution, or organization will administer the funds and property to the extent required by the authorizing statutes.
- C. The applicant will adopt and use proper methods of administering each ESEA program, including (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
- D. The applicant will cooperate in carrying out any evaluation of each ESEA program conducted by or for the State educational agency, the Secretary, or other Federal officials.
- E. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each ESEA program.
- F. The applicant will (A) submit reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each ESEA program; and (B) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
- G. Before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.
- H. The LEA will comply with the all of the legislative and regulatory requirements of ESEA programs for which it receives funds, including all applicable sections of Title IX.
- I. The LEA will comply with Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, the Americans With Disabilities Act of 1991, and all regulations, guidelines, and standards lawfully adopted under the above statutes by the United States Department of Education.

- J. The LEA certifies that it does not have any policy that prevents or otherwise denies participation in constitutionally protected prayer in the elementary and secondary schools under its authority as set forth in the U.S. Department of Education guidance to the extent that the guidance does not conflict with controlling precedent.
- K. In any publication or public announcements, the LEA will clearly identify any program assisted under the No Child Left Behind Act (ESEA) as a federal program funded under the specific title.
- L. The agency will comply with Section 9521 of the ESEA regarding Maintenance of Effort (MOE) which includes maintaining at least 90 percent of the aggregate state and/or local expenditures in the second preceding fiscal year.

06. Specific Curriculum/Professional Development

- A. The LEA acknowledges that local curriculum is aligned to the content standards as named in 14 DE Admin. Code 502 Alignment of Local School District Curricula to the State Content Standards.
- B. Funds (other than Title II, Part A funds) will be used for developing and implementing curriculum based on the content standards as named in 14 DE Admin. Code 502 Alignment of Local School District Curricula to the State Content Standards or for other professional development activities aligned to the LEA Success Plan. The LEA will provide evidence of curriculum alignment upon request from the Department of Education per Regulation 502.
- C. The curriculum and/or professional development supported by these funds is directly related to an analysis of student performance data by each school.

07. Specific IDEA

- A. The LEA has received a copy of, reviewed, and is familiar with all requirements of the IDEA, as amended by the Individuals with Disabilities Improvement Act of 2004.
- B. Agency personnel administering the IDEA program for the LEA are familiar with requirements of the Education Department General Administrative Requirements (EDGAR), General Education Provisions Act (GEPA) and the cost Principles for State, Local and Indian Tribal governments as outlined in OMB circular A-87, Rev.
- C. The agency will comply with all of the requirements of the IDEA ('the Act') found in PL 108-446 as amended including: (1) all of the policies and procedures as contained in the Delaware Department of Education Special Education Regulations, (2) all of the eligibility requirements of Section 612 of the Act, and (3) all of the requirements of Section 613 of the Act throughout the period of this subgrant award.

- D. Coordination with NIMAC and Provision of Accessible Instructional Materials. In order to assist the DOE in meeting its responsibility in 14 DE Admin Code § 923.72.1.2, each public agency shall take reasonable steps to provide instructional materials in accessible formats to children with disabilities who need those instructional materials at the same time as other children receive instructional materials. Preparation and delivery of files: As part of any print instructional materials adoption process, procurement contract, or other practice or instrument used for purchase of print instructional materials, the LEA shall enter into a written contract with the publisher of the print instructional materials to: Require the publisher to prepare and, on or before delivery of the print instructional materials, provide to NIMAC electronic files containing the contents of the print instructional materials using the NIMAS; or Purchase instructional materials from the publisher that are produced in, or may be rendered in, specialized formats. The local education agency will participate with the National Instructional Materials Center (NIMAC) to ensure that instructional materials will be provided to students who are blind or other persons with certified print disabilities in a timely manner. The local education agency will not participate with the National Instructional Materials Center (NIMAC) and hereby assures that instructional materials will be provided in a timely manner to students who are blind or other persons with certified print disabilities, in accordance with the National Instructional Materials Accessibility Standard (NIMAS). If an LEA chooses not to coordinate with NIMAC, the LEA must submit a plan of action to comply with NIMAS, assuring that it will provide the instructional materials to blind persons and other persons with certified print disabilities in a timely manner. LEAs are to submit their plan to the State NIMAS Coordinator.
- E. The agency will comply with 34 CFR Section 300.203 regarding Maintenance of Effort (MOE) which requires an LEA to both budget in each subsequent year at least the same amount that is expended in the most recent prior year for which information is available and expend from year to year at least the same amount that it expended in the previous year.
- F. The agency will comply with IDEA requirements regarding Excess Costs which includes spending at least the average annual per student expenditure on the education of an elementary school or secondary school child with a disability before funds under Part B of the Act are used to pay the excess costs of providing special education and related services.
- G. The LEA will comply with the requirements outlined in US Code Title 20 – Education, Chapter 33 - Education of Individuals with Disabilities, Subchapter II – Assistance for Education of all Children with Disabilities Sec. 1413 - Local educational agency eligibility.

08. Specific Perkins

- A. The LEA's local plan for its career and technical education program will meet the plan requirements outlined in Section 135(b)(1) through (11) of the Carl D. Perkins Career and Technical Education Act of 2006.

09. Specific Title I

- A. The agency will participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
- B. The local educational agency will inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
- C. The local educational agency will provide technical assistance and support to schoolwide programs.

- D. The local educational agency will work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
- E. The local educational agency will provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and conduct timely and meaningful consultation with private school officials regarding such services.
- F. The local educational agency will take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
- G. The local educational agency will, in the case of a local educational agency that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
- H. The local educational agency will work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119.
- I. The local educational agency will comply with the requirements of section 1119 regarding the qualifications of teachers and paraprofessionals and professional development.
- J. The local educational agency will inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under title IX and, if the State is an Ed-Flex Partnership State, to obtain waivers under the Education Flexibility Partnership Act of 1999.
- K. The local educational agency will ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
- L. The local educational agency will ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.
- M. The local educational agency will assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D).
- N. The local educational agency will provide (i) a local educational agency-wide salary schedule; (ii) a policy to ensure equivalence among schools in teachers, administrators, and other staff; and (iii) a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

10. Specific Title II, Part A

- A. The LEA shall conduct an assessment of local needs for professional development and hiring.
- B. The LEA shall target funds to schools that have the lowest proportion of highly-qualified teachers and/or the largest class size particularly at the primary level.
- C. The LEA shall comply with Section 9501 regarding consultation with private schools in order to provide professional development services for private school teachers.

- D. All teachers paid by the LEA with Title II, Part A funds for class size reduction are highly qualified.
- E. The planning, implementation, and evaluation of the professional development plan are conducted by a professional development team that includes a majority of teachers and one or more administrators, curriculum specialists, parents, and others identified in the plan.
- F. The professional development plan focuses on improving student performance and teacher practice as identified through data analysis.
- G. The professional development plan describes professional development that a) is aligned with state content standards and the common core anchors and grade level standards, b) is aligned with Delaware Professional Development Standards, c) is articulated within and across grade levels, d) is continuous and sustained, e) indicates how classroom instruction and teacher practice will be improved and assessed, f) indicates how each teacher in the LEA will participate, and g) reflects congruence between student and teacher needs evidenced in DPAS II evaluations and the Success Plan needs analysis.
- H. The plan describes how the effectiveness of the professional development will be evaluated, and indicates how activities will be adjusted in response to that evaluation.
- I. The LEA will implement the state's mentoring program for new teachers and new administrators.
- J. The LEA will implement the state's DPAS II evaluation system and ensure all evaluators are certified by the DDOE.
- K. All teachers holding a continuing license will have ample opportunity to complete 90 clock hours of professional development every 5 years.
- L. All professional staff, paraprofessionals, and long-term substitute teachers will have the opportunity to participate in professional development activities.
- M. The plan or the annual update to the plan was adopted at a public meeting by the local Board of Education.

11. Specific Title III

- A. The LEA will not use more than 2 percent of the funds for the cost of administration.
- B. (1) The LEA shall, not later than 30 days after the beginning of the school year, inform the parent or guardian of an English language learner ;(ELL) student in language that is understandable, and to the extent practicable, in the native language: a. the reasons for the identification of their child(ren) of English proficiency, b. the assessment used and the level of English proficiency, c. the type of program or instruction and how that program will assist in the development of English proficiency and meet the state content standards, d. the exit criteria for the program, e. how the program meets the objectives of the IEP for the ELL/Special Education student, f. the right that parents have upon request to remove or to refuse to enroll their ELL child(ren) in a program. (2) The LEA shall inform the parent or guardian of an ELL student of the failure of the program to make progress on the annual measurable achievement objectives set by the state, no later than 30 days after the failure occurs. (3) If a student registers after the beginning of a school year, the parent or guardian shall be informed of 1) (a) through (f) within two weeks of placement in a program.
- C. The LEA will inform the parents of English Language Learners in any given year when it has failed to meet the progress and/or attainment annual measurable achievement objective target.
- D. The LEA shall comply with Title IX, Part E, Section 9501, to provide consultation to private school officials in a timely and meaningful way to address services that can be provided under the Title III, Part A program.

E. The LEA will annually assess the English proficiency of all identified English language learners (ELLs).

Federal Programs

Individuals with Disabilities Education Act 619 (3-5)

Initial Approvals

Prorgam Manager	Approval Date
Verna Thompson	9/29/2014

Title I, Part A - Making High Poverty Schools Work

Initial Approvals

Prorgam Manager	Approval Date
Kimberly Wells	9/30/2014
John Hulse	7/24/2014
Theodore Jarrell	9/29/2014
Jennifer Davis	9/29/2014

Title III - Immigrant Students

Initial Approvals

Prorgam Manager	Approval Date
Terry Richard	9/30/2014

State Programs

Curriculum and Professional Development

Initial Approvals

Prorgam Manager	Approval Date
Wendy Modzelewski	10/1/2014

Finance

Federal Programs	Approval Date
Eulinda DiPietro	7/24/2014

Secretaries

Secretary	Title	Approval Date
	Secretary	(none)

Application Comments; LEA Grant Application - 2015

LEA Grant Application: Red Clay - 2015

3.2 Title I Public School Data

From Theodore Jarrell at Jul 28 2014 1:30PM. Resolved on 09/29/2014

Please tag A I DuPont HS and Skyline Middle as Eligible But Not Receiving Service in the grant and Eligible Not Participating in the spreadsheet. Both schools are eligible but they do not meet your criteria for serving. Please resubmit the spreadsheet with the changes.

** From Malik Stewart at Aug 6 2014 1:48PM. Resolved on 09/29/2014*

* We've corrected this task since we are using DHSS (We originally listed them as not eligible when we were using Direct Cert).

** * From Theodore Jarrell at Sep 29 2014 10:58AM. Resolved on 09/29/2014*

** * Thanks.*

3.3 Title I: LEA Support for Local School Planning

From Theodore Jarrell at Jul 28 2014 3:14PM. Resolved on 09/29/2014

I see that you are setting aside some additional funds for other Title I schools in Section 3.3, Question F2. Are these funds for the Action List schools namely Highlands, Richardson Park and Shortlidge Academy? I did see these amounts in the grant budget tagged as Focus Schools and Priority Schools which is why I am confused.

** From Malik Stewart at Aug 6 2014 1:58PM. Resolved on 09/29/2014*

* We will be providing support to action schools with carryover funds, the funds ID will be used to influence the new changes at Warner. We've adjusted questions F1. and F2.

3.6 Services and Programs for Homeless Students and Youth

From Jennifer Davis at Jul 28 2014 3:26PM. Resolved on 10/02/2014

Please indicate how you determined the amount of transportation money you set aside in A2.

** From Christine Miller at Aug 23 2014 5:28PM. Resolved on 10/02/2014*

*** Title I Set Aside**

Based on the total amount of expenditures during the 2013-14 school year, it was determined in order to meet the needs of Red Clay students living in transition or who are homeless, \$13,222.00 is an adequate budget amount that will address the needs of the identified students.

A reserve of \$6,611.00 has been set-aside to be used to assist students who are homeless or living in transition. The amount of the set-aside this year was determined by requesting equal amounts from the FY '15 Consolidated Grant (Title I) and the FY '15 McKinney-Vento grant.

Since the salary for the district's homeless advocate has traditionally been included as expenditure from the Title I and Title IIA allocations, it was not necessary to request the salary as an additional allocation in the FY 15 Consolidated Grant. However it was decided that 1% of the total transportation budget for 2013-14 be set aside to assist with transportation of homeless students during the 2014-15 school year. To

3.10 Title II, Part A, HQT and HQP

From Erin Pieshala at Jul 29 2014 1:40AM. Resolved on 09/25/2014

3.10 A1 - Please verify your needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Title I, Part A.

** From Malik Stewart at Aug 6 2014 1:59PM. Resolved on 09/25/2014*

* Yes; teachers from our Title I bldgs. are included in the decision-making and serve on the councils and various committees that influence actions.

From Erin Pieshala at Jul 29 2014 2:01AM. Resolved on 09/25/2014

3.10 C1 - Please include your 2013-14 HQT percentage in your answer (94.22%).

** From Malik Stewart at Aug 6 2014 2:01PM. Resolved on 09/25/2014*

* This has been addressed

3.11 Title II, Part A, Professional Development Plan

From Wendy Modzelewski at Jul 29 2014 2:04PM. Resolved on 10/01/2014

C-J: (1 of 2) Please note the following issues with your priorities and make corrections:

- Descriptions are insufficient. Please describe the activity so that the PD plans (timeline, sessions, and providers) are clear.
- Checkboxes: The alignment between the checkboxes and the PD are unclear. When the activity is more clearly described, this issue may resolve itself. If not, please provide clarification.
- Educator Outcomes: please remove the outcomes that are specific to students.
- Educator Outcomes: these are summative assessments. What formative assessments will the LEA do to ensure ongoing success of this PD initiative
- Educator Outcomes: Please add baseline data and growth target(s)

** From Malik Stewart at Aug 14 2014 4:53PM. Resolved on 10/01/2014*

* Respectfully - we issue the following reply: Overall comment, we are requesting Title IIA technical assistance prior to the submission of the FY16 grant and before the CG technical assistance sessions in Spring 2015. During the sessions, we request exemplars for the sections of the grant.

1) We've clarified the activities based on the comment; 2) The checkboxes are clearly clarified and aligned – for example the focus on achievement gap PD, would not just address box 1 (Activity designed to improve student academic achievement and eliminate gaps) alone; when implemented correctly and then turned around at the local levels – it impacts all areas, especially in large diverse districts like RCCSD. 3) We've removed the outcomes that are specific to students from the educator outcome section. 4) Educator Outcomes: these are specific to the DOE metrics and our Board-approved SP plan. This would have clarified during a Title IIA technical support session with the SEA prior to the submi

From Wendy Modzelewski at Jul 29 2014 2:04PM. Resolved on 10/01/2014

C-J: (2 of 2) Please note the following issues with your priorities and make corrections:

- Student Outcomes: these are summative assessments. What formative assessments will the LEA do to ensure ongoing success of this PD initiative? Does enrollment constitute success or does successful completion indicate success?
- Student Outcomes: Please note baseline data and growth target(s)
- In general, the outcomes do not appear to be specific to the PD plan. This should be clarified so that the LEA has data relevant to the success of PD initiatives (e.g. efficacy of the Supervisor/Coach model, programs, etc.)

** From Malik Stewart at Aug 14 2014 4:37PM. Resolved on 10/01/2014*

*

Respectfully - we issue the following reply:

1) Student Outcomes: RCCSD-approved formative assessments have been addressed; 2) Success would include BOTH enrollment AND successful completion; 3) Our Student Outcomes baseline data and growth targets are specific to the PD plan. This can be clarified during Title IIA technical support sessions with the SEA before we submit the grant – we are requesting this prior to 2015's submission. As we've discussed with the SEA during our RTTT/ESEA Reviews - our SP metrics are aligned with our actions and our outcomes currently trend upward - the SEA agrees and has only asked that we add the priority metrics, not that we change our SP

From Wendy Modzelewski at Jul 29 2014 2:06PM. Resolved on 10/01/2014

For all Student Outcomes: When referencing DCAS scores, please use PL4 percentages to project how many more students will be proficient (on Smarter) next year.

** From Malik Stewart at Aug 14 2014 4:33PM. Resolved on 10/01/2014*

*

Respectfully, with the initial SB assessment happening in 2015, RCCSD will reserve the right to delay setting targets for that measure at this time. Until then, targets will include those approved by the RCCSD BoE for the strategic plan and the DOE priority metrics.

From Wendy Modzelewski at Oct 1 2014 4:52PM.

D1. Educator Outcomes: Please include a target for each summative measure.

** From Malik Stewart at Oct 8 2014 2:05PM.*

* resolved

From Wendy Modzelewski at Oct 1 2014 4:53PM.

D2. Student Outcomes: The LEA has indicated the use of DCAS scores as a student outcome. Will the LEA be conducting a DCAS crosswalk to SBAC based on Fall implementation of the pre-assessment? Please confirm.

** From Malik Stewart at Oct 8 2014 2:05PM.*

* resolved

From Wendy Modzelewski at Oct 1 2014 4:53PM.

F1. Educator Outcomes: Please include a target for each measure.

** From Malik Stewart at Oct 8 2014 2:05PM.*

* resolved

From Wendy Modzelewski at Oct 1 2014 4:53PM.

F2. Student Outcomes: The LEA has indicated the use of DCAS scores as a student outcome. Will the LEA be conducting a DCAS crosswalk to SBAC based on Fall implementation of the pre-assessment? Please confirm.

** From Malik Stewart at Oct 8 2014 2:06PM.*

* resolved

From Wendy Modzelewski at Oct 1 2014 4:53PM.

H1. Educator Outcomes: Please include a target for each measure.

** From Malik Stewart at Oct 8 2014 2:06PM.*

* resolved

From Wendy Modzelewski at Oct 1 2014 4:53PM.

H2. Student Outcomes: The LEA has indicated the use of DCAS scores as a student outcome. Will the LEA be conducting a DCAS crosswalk to SBAC based on Fall implementation of the pre-assessment? Please confirm.

** From Malik Stewart at Oct 8 2014 2:06PM.*

* resolved

From Wendy Modzelewski at Oct 1 2014 4:54PM.

J1. Educator Outcomes: Please include a target for each measure.

** From Malik Stewart at Oct 8 2014 2:06PM.*

* resolved

From Wendy Modzelewski at Oct 1 2014 4:54PM.

J2. Student Outcomes: Please provide a target for each measure.

** From Malik Stewart at Oct 8 2014 2:05PM.*

* resolved

3.12 Carl D. Perkins Career and Technical Education Act of 2006

From Rita Hovermale at Jul 24 2014 5:06PM. Resolved on 10/02/2014

B.3 Please elaborate on how you plan to evaluate the funds used.

** From Malik Stewart at Sep 2 2014 1:52PM. Resolved on 10/02/2014*

* All CTE programs are actively working to find and put in place end of pathway assessments and certification options as well as using the success rate using the traditional grading process. We encourage all students including our special populations to participate in our CTE pathways; at McKean we have our Meadowood students and continue to work towards our district wide inclusion plan.

From Rita Hovermale at Jul 31 2014 9:28AM. Resolved on 10/02/2014

C.1 Please explain how these funds will address academic and technical attainment as well as the other Perkins targets.

** From Malik Stewart at Sep 2 2014 1:53PM. Resolved on 10/02/2014*

* Professional development is scheduled to address school specific Perkins data and provide time to plan how to improve all targets. We plan on bringing in Doug Buehl and provide his "Classroom Strategies for Interactive Learning" book to our CTE staff and focusing on improving instruction to support student success.

From Rita Hovermale at Jul 31 2014 9:30AM. Resolved on 10/02/2014

C.2 Please define the linkages to your POS. Is PD scheduled for teachers?

** From Malik Stewart at Sep 2 2014 1:53PM. Resolved on 10/02/2014*

* Each teacher has been given a time line to complete a program of study specific to their CTE pathway. We are providing school specific collaboration time and content specific collaboration time to complete this and it's relationship the Professional development with Doug Buehl to support student success.

From Rita Hovermale at Jul 31 2014 9:31AM. Resolved on 10/02/2014

C.3 Please elaborate on any dual enrollment, articulations, or industry credentials you offer.

** From Malik Stewart at Sep 2 2014 1:53PM. Resolved on 10/02/2014*

* Within our CTE programs we have Tech Prep articulations in Auto Tech, CAD-Drafting, Communications and Early Child Care.

From Rita Hovermale at Jul 31 2014 11:23AM. Resolved on 10/02/2014

I.3 Please add specific and concrete strategies and activities that will be used to ensure missed federal target (5S1) will be met.

** From Malik Stewart at Sep 2 2014 1:54PM. Resolved on 10/02/2014*

* This is extremely difficult to officially track. As part of our Professional Development sessions focusing on Perkins data we are researching potential way to record this data. McKean is participating in a pilot program "SPARK" with DOE. We will be encouraging our teachers to keep more formal records of their quantitative data by tracking their individual students and work directly with guidance.

3.13 Title III: ELL/ Immigrant

From Terry Richard at Jul 28 2014 8:31PM. Resolved on 10/02/2014

In response to narrative provided in (B1) which states Title III funds will be used to "Provide translation and interpretation support for various school activities and meetings"

Title III funds may not be used for general translation and interpretation support for various school activities and meetings. Title III funds may be used to fund parent notifications required by Title III. The district is required to provide interpretation/translation to parents already by federal law.

** From Malik Stewart at Aug 6 2014 2:18PM. Resolved on 10/02/2014*

* addressed

From Terry Richard at Jul 28 2014 8:43PM. Resolved on 10/02/2014

In response to narrative provided in (C1), the amount of immigrant increase funds allocated to RCCSD is \$3,526. Please provide a more detailed response as to how these funds will be used in conjunction with immigrant parents.

** From Malik Stewart at Aug 6 2014 2:19PM. Resolved on 10/02/2014*

* Addressed

4.0 Budget and Distribution of Funds

From Linda Smith at Jul 23 2014 11:37PM.

IDEA 6-21- Please provide detail regarding EPER for related entries such as PD activities and problem solving team meetings, i.e. rate, approximate number of hours, targeted schools/ staff, to explain how budgeted items were determined. (See PBS team EPER as good example)

* *From Malik Stewart at Sep 12 2014 10:44AM.*

* The link on the district intranet details supports provided to our schools. The meetings are creatively structured to provide consistent, frequent times for teachers to meet with member(s) of the problem-solving team to complete the steps of problem identification and analysis, as well as establishing students' baseline performance. The timeline for each individual student will depend on the time necessary for assessment and analysis, the skills of the teacher and consultant/ problem-solving team member, the complexity of the student's needs, and the consistency of meetings during the problem analysis process. Once the problem-solving team identifies the area(s) of concern, we have a professional responsibility to take appropriate action and provide interventions to meet students' identified needs.

Ref:

https://www.doe.k12.de.us/infosuites/students_family/specialed/files/RTI%20Problem%20Solving%20Process%20Q%20A.pdf

The budget allocation is designed to support meetings at school level

* * *From Linda Smith at Oct 1 2014 7:16AM.*

* * IDEA 6-21- EPER detail not yet provided within budgeted item descriptions for PST, PD, homebound instruction, etc. (See PBS team EPER for good example.) Provide detail or estimates to show how budget cost was determined for each EPER activity please. You can list amounts by schools, rate x approx. hours per school. Some detail needed to justify how amount was calculated.

* * * *From Malik Stewart at Oct 8 2014 2:08PM.*

* * * resolved

* *From Malik Stewart at Oct 8 2014 2:08PM.*

* resolved

From Linda Smith at Jul 23 2014 11:41PM.

IDEA 6 - 21 - Please provide detail regarding technology interventions applied to CEIS to include type of interventions and unit costs.

* *From Malik Stewart at Sep 12 2014 10:41AM.*

* The district technology interventions supported will include : Read180, System44, Achieve 3000, and Scholastic (amount as listed ~ 41K).

* *From Linda Smith at Oct 1 2014 7:23AM.*

* IDEA 6 - 21- Please list technology interventions and approximate costs within budgeted item description/ justification.

* * *From Malik Stewart at Oct 8 2014 2:09PM.*

* * resolved

From Rita Hovermale at Jul 24 2014 5:07PM. Resolved on 10/02/2014

Please check math on budgeted item "Provide Resources to Support Perkins Advisory..." Should be \$11,500 not \$12,500.

** From Malik Stewart at Sep 2 2014 1:54PM. Resolved on 10/02/2014*

* this is a math mistake we will adjust to make the correction

From Rita Hovermale at Jul 24 2014 5:08PM. Resolved on 10/02/2014

There is \$55,000 allocated for substitutes. Is there some overlap?

** From Malik Stewart at Sep 2 2014 1:55PM. Resolved on 10/02/2014*

* Contracted services; for support staff chaperoning CTSO activities (State & National), we have 11 secondary schools with 25 plus CTSOs. Also we provide Professional development specific to the implementation of this grant and the improvement of our Perkins data. And content specific training, conferences such as the ITEEA Annual Conference for Tech Ed teachers.

From Rita Hovermale at Jul 24 2014 5:09PM. Resolved on 10/02/2014

Perkins may not be used for construction. Please reallocate.

** From Malik Stewart at Sep 2 2014 1:55PM. Resolved on 10/02/2014*

* Per the discussion with S. Rookard, this was in relation to the outdoor classroom at Conrad for Ag Science and Bio Tech. We will only use Perkins funds to outfit the area with major instructional components. Red Clay will provide all needed construction such as electrical, plumbing, concrete, etc...

From Rita Hovermale at Jul 24 2014 5:09PM.

Please provide more specifics with regard to the \$238,600 expenditure for upgrades and enhancements. More specifics are needed to determine allowability, reasonableness, and necessity.

** From Malik Stewart at Sep 2 2014 1:56PM.*

* The funds will be used to purchase content specific equipment such as barn, green house, pond, robotic trainer, cabinetry, power tools, hand tools, dishes, small appliances, and start-up consumables specific to some equipment.

** * From Rita Hovermale at Oct 2 2014 12:39PM.*

* * The \$236,000 expenditure needs further detail to determine allowability.

** * * From Malik Stewart at Oct 8 2014 2:09PM.*

* * * resolved

From Rita Hovermale at Jul 24 2014 5:10PM.

Please provide specifics for the \$44,682 for supplies/materials. More specifics are needed to determine allowability, reasonableness, and necessity.

** From Malik Stewart at Sep 2 2014 1:56PM.*

* For the new, upgrade and enhancement projects listed above – items such as resource materials, textbooks, software, training manuals, and start-up consumables.

From Verna Thompson at Jul 27 2014 4:38PM. Resolved on 09/29/2014

IDEA 3-5: "Purchase supplementary testing protocols, materials and supplies" - additional information is needed to clarify how this calculation was made and to justify the cost. Please provide a list of items, and include the approximate cost and number to be purchased.

** From Malik Stewart at Aug 6 2014 2:22PM. Resolved on 09/29/2014*

* Services/protocols will be based on the individual needs. Based on the previous years' averages we identified the estimated cost.

From Kimberly Wells at Jul 28 2014 11:07AM. Resolved on 10/02/2014

We were unable to review your grant for alignment to your implementation Plan. Please update your Implementation Plan by listing specific items and amounts you are funding from this grant. Your Implementation Plan must be resubmitted when you resubmit your grant. Please note that this may be the only issue preventing a specific program manager from approving your grant.

From Theodore Jarrell at Jul 28 2014 3:06PM. Resolved on 09/29/2014

The LEA budgeted amounts for Administration Cost (Grant Budget - \$1,202,644.15; spreadsheet - \$1,007,354.26), Instruction (Grant Budget - \$625,858.28; spreadsheet - \$620,724.22), Parent Involvement (Grant Budget - \$46,639.95; spreadsheet - \$44,129.93) and Priority Schools (Grant Budget - \$17,000.00; spreadsheet - \$3000.00) do not align between the Grant Budget and the spreadsheet when I run the report "Distribution of Funds: LEA-wide" in Section 4.0. These two should align as the spreadsheet essentially represents the budget at a macro level. Please make adjustments as necessary to the budget and/or spreadsheet and resubmit the spreadsheet in revision.

** From Malik Stewart at Sep 12 2014 10:43AM. Resolved on 09/29/2014*

*

We've made the adjustments and have received guidance from DOE. The ESPES budget page does not breakout Title I PreK and RCCSD and spent significant funds on early intervention. We've identified the expenses in parenthesis during the initial submission.

From Theodore Jarrell at Jul 28 2014 3:11PM. Resolved on 09/29/2014

This is a follow-up to my comment in Section 3.3. In 3.3, Questions E1 and F1, you indicate that you are not setting aside additional funds for Priority and Focus yet amounts for both appear in the spreadsheet and grant. If these funds are for Highlands, Richardson Park and Shortlidge Academy, they need to go under regular K-12 Instruction or PD at the LEA level. They would be subject to equitable share if moved to one of those categories.

** From Malik Stewart at Aug 14 2014 2:04PM. Resolved on 09/29/2014*

* The information in 3.3 has been updated to reflect support to Focus schools as has the budgeted coding.

From Theodore Jarrell at Jul 28 2014 3:11PM. Resolved on 09/29/2014

For the item "LEA Audit Fees for Federal Programs", please make sure the \$5,379.33 is paying for the Title I prorated portion of the total audit costs. Title I funds cannot be used to pay for the costs of audits of other programs.

** From Malik Stewart at Aug 14 2014 2:05PM. Resolved on 09/29/2014*

* Title I audit fees will only support its prorated portion.

From Theodore Jarrell at Jul 28 2014 3:12PM. Resolved on 09/29/2014

The budgeted items tagged as Focus Schools and Priority Schools should have a target of LEA-wide rather than specific schools. Please continue to name the schools in the budgeted item description.

** From Malik Stewart at Aug 14 2014 2:05PM. Resolved on 09/29/2014*

* We've made the adjustments.

From Wendy Modzelewski at Jul 28 2014 4:54PM. Resolved on 10/01/2014

Title IIA: I have allowed the travel for the Instructional Supervisors and Cadre. They must document that their travel is specifically related to IIA PD in the event of an audit.

Travel for the Office of Federal and Regulated Programs – Please describe the instructional nature of the PD that will be conducted by this office such that it meets the allowable expenditures under IIA and demonstrates that it will improve teacher and/or principal quality and effectiveness by providing high-quality, ongoing, sustained professional development.

** From Malik Stewart at Aug 14 2014 2:14PM. Resolved on 10/01/2014*

* CTE - This Ed Assoc. for Restructuring Support/CTE has been approved since FY 2009; the staff member provides and coordinates teacher professional development across all core academic subjects, defined as in Section 9101(11) and has the Time and Effort documentation to support the work. Additionally, IIA has not be used for “program development” in any content area in Red Clay.

ADMIN - Understood

Overarching comment- respectfully, RCCSD requests TA related to Title IIA and a discussion with all program managers prior to grant submission and prior to the CG workshop in Spring 2015. This has been an annual request

** * From Wendy Modzelewski at Oct 1 2014 5:11PM. Resolved on 10/01/2014*

* * Please clarify. Was this reply in response to CTE/School Support & Restructuring comment?

From Wendy Modzelewski at Jul 28 2014 4:54PM.

Title IIA: Career Tech School Support – this expenditure has been disallowed. Title IIA can support teacher professional development across all core academic subjects, defined as “English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography [Section 9101(11)].” Additionally, IIA may not be used for “program development” for any content area. Please remove this item and find an alternate funding source.

** From Wendy Modzelewski at Oct 2 2014 3:24PM.*

* Please clarify. Was your response to the previous comment in response to this comment on CTE/School Support & Restructuring?

** * From Malik Stewart at Oct 8 2014 2:09PM.*

* * resolved

From Wendy Modzelewski at Jul 28 2014 4:54PM. Resolved on 10/01/2014

Title IIA NOTE:

PLC/PD Administrator – This has been allowed. One of the allowable uses of funds listed is to provide training on how to use data and assessments to improve classroom practice and student learning. If the person is analyzing data to improve classroom practice and student learning, then the LEA may use Title IIA funds. If they are analyzing data for administrative purposes, that would not be allowable. When maintaining documentation on the PD provided by this individual, note that they may not create, design, align, work on, or develop curriculum, lesson plans, assessments, classroom guides, etc.

** From Malik Stewart at Aug 14 2014 2:14PM. Resolved on 10/01/2014*

* Understood

From Wendy Modzelewski at Jul 28 2014 4:55PM. Resolved on 10/01/2014

State Curric & PD: Travel for 4 to Houston to attend ASCD Conference. Please verify the strategy associated with this expenditure. It is unclear how this will engage parents. Please clarify.

** From Malik Stewart at Aug 14 2014 1:55PM. Resolved on 10/01/2014*

* ASCD institute sessions on the following: 1) Leading the Way to More Effective Grading and Reporting for All Students; 2) Accelerating and Sustaining Schoolwide Literacy Achievement; 3) Developing Self-Regulation, Empathy, and Resilience; 4) Developing Self-Regulation, Empathy, and Resilience and 5) How to Create a School Culture That "Hangs In" with Challenging Students align to the research from Harvard by Jeynes (Parental Involvement and Student Achievement: A Meta-Analysis) and work by John Hattie that finds that the facets of parental involvement related literacy instruction, communicating with one's child, and aligned high expectations, have the greatest impact on student educational outcomes. These examples of ASCD offerings in Houston address the research, as does our Parent University, where we take the knowledge from sessions like these and deliver the information and learning to families in an interactive and useful format. All sessions are use a standardized instrument to m

From Terry Richard at Jul 28 2014 8:57PM. Resolved on 09/30/2014

Budgeted Item: AMAO Imp - EPER for staff to provide Parent U. sessions related to ELL topics and for the ELL community (5 FTE x \$28/ hour x 2.5 hrs (incl planning) x 10 sessions: \$3500 no OECs)
This is listed twice on the budget. Is this intentional or an oversight? If it is intentional, is there a difference in the sessions that will be provided?

** From Malik Stewart at Aug 13 2014 4:15PM. Resolved on 09/30/2014*

* This has been revised - the duplicate has been removed

From Terry Richard at Jul 28 2014 8:58PM.

The Title III indirect cost cap is 2%. Please adjust/reduce the indirect or administrative costs to be within the 2% cap.

** From Malik Stewart at Aug 13 2014 4:15PM.*

* Completed

** * From Terry Richard at Oct 1 2014 8:02PM.*

* * Title III: Please review your Title III general grant application. There is a 2% cap on the combination of indirect + administrative costs. Please review and make adjustments to bring your total indirect + administrative costs within that range. There is a report in Section 4.0 called Indirect Costs /Admin Costs that you can run to verify that you have not exceeded the cap.

** * * From Malik Stewart at Oct 8 2014 2:12PM.*

* * * resolved

From Erin Pieshala at Jul 29 2014 3:00AM. Resolved on 09/25/2014

Budget TIIA "Travel for supplemental staff" - The calculation of miles is inconsistent with the amount budgeted. Please adjust the number of miles indicated (29,5580.4) and recalculate.

** From Malik Stewart at Aug 14 2014 2:02PM. Resolved on 09/25/2014*

* We've corrected the calculations.

** * From Malik Stewart at Sep 19 2014 11:57AM. Resolved on 09/25/2014*

* * Ted: Thank you for helping us with the spreadsheet; we've made the adjustments for Title I

From Theodore Jarrell at Jul 29 2014 1:58PM. Resolved on 09/29/2014

[Part 1 of 2] The School budgeted amounts for Shortlidge (Grant Budget - \$285,027.69; spreadsheet - \$234,630.00), Warner (Grant Budget - \$391,310.02; spreadsheet - \$389,470.00), Lewis (Grant Budget - \$417,591.75; spreadsheet - \$319,160.00), Richardson Park (Grant Budget - \$335,066.04; spreadsheet - \$304,150.00), Mote (Grant Budget - \$291,253.81; spreadsheet - \$372,880.00), Baltz (Grant Budget - \$451,867.68; spreadsheet - \$387,100.00), Highlands (Grant Budget - \$157,270.54; spreadsheet - \$176,400.00), Marbrook (Grant Budget - \$227,078.07; spreadsheet - \$271,200.00), AIMS (Grant Budget - \$177,870.63; spreadsheet - \$205,700.00), Stanton (Grant Budget - \$169,692.84; spreadsheet - \$267,850.00) and Richey (Grant Budget - \$122,943.36; spreadsheet - \$122,571.13) do not align between the Grant Budget and the spreadsheet when I run the report "Distribution of Funds: School-level" in Section 4.0. [see Part 2 of 2]

From Theodore Jarrell at Jul 29 2014 1:59PM. Resolved on 09/29/2014

[Part 2 of 2] These two should align as the spreadsheet essentially represents the budget at a macro level and the school-level allocations must be determined by PPAs. You may be able to align them by changing your PPAs in the spreadsheet. Contact me if you need help doing this.

From Erin Pieshala at Jul 29 2014 3:54PM.

TITLE II A GENERAL COMMENT - Please review ESEA Sections 2121-2123 outlining the purpose of TIIA monies and local use: <http://www2.ed.gov/print/policy/elsec/leg/esea02/pg22.html>. Your district must provide documentation for all positions listed for full or partial salary under TIIA indicating how each position directly relates to Sec. 2123 (professional learning, recruitment, compensation, educator evaluation). It appears that some of your TIIA funds are being used to support PD through salaries. You must provide documentation supporting that. It does not appear that any TIIA will be used to recruit/retain highly effective educators for your highest needs schools. If the district continues to utilize TIIA for salaries at this high percentage, some of the salaries must support recruitment/retention through the Human Resources Office. Without this documentation, your application for Title IIA will not be approved.

** From Malik Stewart at Aug 6 2014 2:26PM.*

* 1) We maintain documentation for T&E; 2) Please take a moment to review the location of the educators - they are earmarked for schools that are ID as High need by the SEA. TitleIIA supports Academic Deans in schools that have been deemed Action, Focus, and Priority by the SEA.

* * *From Erin Pieshala at Oct 1 2014 1:12PM.*

* * Please provide additional information to support that you are collecting data, i.e. overview of process.

* * * *From Malik Stewart at Oct 8 2014 2:11PM.*

* * * resolved

From Erin Pieshala at Jul 29 2014 11:16PM. Resolved on 09/25/2014

Title IIA supplanting reminder - TIIA funds must be used to supplement (not supplant) any non-federal funds that would otherwise be used for authorized TIIA activities. ESEA 2006 Non-regulatory Guidance, pg 35 section E-15: www.ed.gov/programs/teacherqual/guidance.doc.

* *From Malik Stewart at Aug 13 2014 4:20PM. Resolved on 09/25/2014*

* Thank you

From Wendy Modzelewski at Jul 30 2014 3:06PM. Resolved on 10/01/2014

Title IIA: (Part 1 of 3) Supervisory, Dean & Administrator Positions: Please ensure that the tasks of this individual will align to Title IIA allowable expenses. This individual may provide PD, but may not align curriculum; If the person is analyzing data to improve classroom practice and student learning, then the LEA may use Title IIA funds. If they are analyzing data for administrative purposes, that would not be allowable. (cont'd)

* *From Malik Stewart at Aug 14 2014 1:57PM. Resolved on 10/01/2014*

* These supplemental positions are related to analyzing data to improve classroom practice and student learning.

From Wendy Modzelewski at Jul 30 2014 3:06PM. Resolved on 10/01/2014

Title IIA (Part 2 of 3) If LEA is funding an individual or split coding the funding of an individual, it is expected that your LEA will be able to provide the following documented evidence: (a) Substantive documentation that demonstrates that their work tasks are directly related to allowable Title IIA expenditures (PD preparation and delivery). (b) If the individual is performing PD, they will need monitoring documentation specific to that PD.(cont'd)

* *From Malik Stewart at Aug 6 2014 5:24PM. Resolved on 10/01/2014*

* Mileage is needed to prevent teachers from leaving their schools and coming to the LEA offices for PD – PD is much more efficiently delivered onsite and aligned, as it has been since the LEA has used Title IIA funds in accordance with the legislation. Consistent with our planning requirements and needs assessment, the Title II, Part A program offers Red Clay the flexibility to design and implement a wide variety of activities to promote highly qualified teaching and effective instruction and to help all students achieve challenging State content and academic achievement standards. The statute specifically authorizes providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, in Content knowledge; Classroom practices that involve collaborative groups of teachers and administrators and address the needs of students with different learning styles, particularly students with disabilities, students with

From Wendy Modzelewski at Jul 30 2014 3:06PM. Resolved on 10/01/2014

Title IIA (Part 3 of 3) In addition to federally required Time & Effort Reporting, in regards to the PD that person is providing, it is expected that your LEA will be capturing the following evidence: (a) A description of the P3D, a description of the format (dates, times, etc); (b) Alignment of the PD to research; (c) A documented agenda describing what will occur during the PD; (d) A sign-in sheet for attendees with live signatures; (e) A list of measureable and quantifiable goals and objectives for that PD and for students; (f) The results of an evaluation of that PD that indicates its success or lack of success; (g) Receipts, executed purchase orders, canceled checks, payment vouchers and/or payroll documentation, as appropriate.

Please indicate your understanding and acknowledgement of these conditions.

** From Malik Stewart at Aug 6 2014 5:36PM. Resolved on 10/01/2014*

* We understand the conditions and add the following for public record - (a) RCCSD describes the PD in a calendar and through its DSC system; (b) In Section 3.10, the LEA is required to provide an alignment of the PD to research; we've done this and it is aligned to our needs and approved by multiple SEA Depts. (ex: STU, ELL Office); (c) RCCSD develops agendas for its PD sessions and its parent meetings; (d) RCCSD maintains electronic and physical registration and sign-in sheets with live signatures; (e) Section 3.10 of this grant already requires a list of measureable and quantifiable goals and objectives PD and for students; (f) The RCCSD measures the impact of its PD and provides the results as a part of its planning and its following year's CG application; (g) the RCCSD Business Office maintains all receipts, executed purchase orders, canceled checks, payment vouchers and/or payroll documentation, as appropriate. The district would also request that during the 2014-15 school year,

From Terry Richard at Sep 21 2014 10:59PM.

Title III Budgeted Item: AMAO IMP - English Language Development Curricula Expansion (EPER for staff from 15 buildings (\$28/ hr x est. 100 staff x 3 hrs x 10 sessions (estimated costs)

Please provide additional details as to the specific costs of the curricula expansion and what it includes.

** From Terry Richard at Oct 3 2014 3:04PM.*

* Please address this comment in your next revision.

* * *From Malik Stewart at Oct 8 2014 2:10PM.*

* * resolved

From Terry Richard at Sep 21 2014 11:03PM.

Title III Budgeted Item: AMAO Imp - After school services – supplemental tutoring, for identified English Language Learners (maximum \$1,000/month x 10 months with Community Educational Agency)

Please identify Community Educational Agency and the qualified staff who will provide tutoring.

* *From Terry Richard at Oct 3 2014 3:04PM.*

* Please address this comment in your next revision.

* * *From Malik Stewart at Oct 8 2014 2:09PM.*

* * resolved