2015 - 2016

Highlands Elementary School

Priority Plan

Red Clay Consolidated School District

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Community Engagement in Planning

Communication

Community engagement in the Priority Planning process is critical to the plans success. Although increasing community engagement is a challenge, the Red Clay Consolidate School District made deliberate efforts to be inclusive in the process. Communication between the Priority Schools, the district and the community has been at the forefront. Deliberate communication efforts to the entire school community (all grades and subgroups) include the following:

- **The News Journal**: The dates of our Public Sessions were posted in the News Journal in the Sunday edition each week

- **Red Clay Consolidated School District Web Page**: A direct link to Priority School information is posted on the front page of our website. Posted on this link are the Core Team meeting dates, the dates of the public sessions, sample meeting minutes, and public presentations.

- **School Web Sites**: Individual schools took leadership in posting meeting dates and updates.

- **Social Media**: Reminders for Public Sessions were posted on Twitter and Facebook

- **Flyers**: The district created 2 standard flyers to be shared with all families at each of the Priority Schools. Each individual school created flyers to communicate school specific events such as *Tea and Talks* at Warner, and weekly *Coffee and Conversation* at Shortlidge.

- **Public Sessions**: The district hosted a series of four Public Sessions, October through December, at each of the school locations, as well as at the District Office (October 27, December 6, December 9, December 10, January 15, and January 20). At each of these sessions, updates were provided regarding the planning process, the status and contents of the MOU, and the big ideas that were identified by each planning team.

- **Red Clay Consolidated School District Board Meetings**: Updates related to the Priority Planning process and the contents of the plan were provided to the board in November and December.

- **School Messenger**: Each Priority School sent numerous messages to their school communities prior to the Public Sessions.

- **Personal Contacts**: To support community outreach, personal contact was made with City Council members and State Legislative members that represent Red Clay. The purpose of these contacts was to increase community awareness.

- **Red Clay Parent University**: Invitations to the district Parent University included the dates of the Public Priority sessions. Time was allocated at this session for Priority updates at this meeting.

- **District Priority School Survey:** A district wide survey was created. The community was informed via individual school web-pages, School Messenger phone calls, and at Priority Meetings.

Participation

Providing opportunities for meaningful community engagement was approached with a sense of urgency. The tight timeline within which the process occurred forced us to be very thoughtful and deliberate in our approach. Some strategies were implemented district wide, while some were school specific, allowing for some autonomy in the process. The following captures the opportunities provided for participation in the process:

Core Team Meetings: Each school created a Priority Core Team. Members included school staff, parent representatives, community members, and district representatives. Teams met two times per week in the evening to engage in conversations about the planning principals and indicators. Teams engaged in a needs assessment related to strengths, weaknesses, opportunities and barriers using their data to guide the process. The members of each Core Team are as follows:

Shortlidge Academy Core Team Members	
Maribeth Courtney	Principal
Kenneth Oates	Supervisor of Special Services
Desiree Faison	Parent Liaison (Children and Families First)
Dr. Gwendoline Angalet	Nemours Foundation
Turquoise Trowery	Parent
Gina Shivery	2nd grade teacher
Dee Mason	2nd grade teacher
Toni Bostick	Counselor
Diane Mahotiere	4th grade teacher
David Jones	5th grade teacher
Donna O'Connor	Nurse
Jamie Gaughan	Title I Reading Teacher / Special Education Teacher
Malik Stewart	District Office Administrator Representative

Warner Elementary School Core Team Members	
Chrishaun Fitzgerald	Principal
Joseph Rappa	Assistant Principal
Alice Conlin	Assistant Principal
Antoinette Valentine	Parent
Kia Roy	Parent
Dave Nichols	Nemours Foundation
Norine Seth	Paraprofessional
Sandra Kern	Kindergarten
Samantha Chess	Kindergarten
Omeka Mumford	Kindergarten
Shawna Hopper	2nd Grade
Mary Kay Carr	2nd Grade
Jennifer Roberts	3rd Grade
Pavia Fielder	3rd Grade
Equetta Jones	4th Grade
April Pepukayi	4th Grade
Kat Croes	4th Grade
Natasha Small	Wilmington Urban League
Deborah Wilson	Wilmington Urban League
Romona Fullman	Wilmington Urban League
Shae Iman Tolliver	Wilmington Urban League
Amy Grundy	District Office Administrator Representative

Highlands Elementary School Core Team Members	
Lauren Young	Assistant Principal Richey and Mote
Barbara Land	Principal
Leah Davis	Community Member
Marianne Olmstead	Nemours
Cory Nourie	Parent
Brittany Goodman	Kindergarten
Nicole DiRocco	1st Grade
Jason Scott	2nd Grade
Kathy Gormley	3rd Grade
Colleen Donovan	4th Grade

Public Sessions: Following a presentation of the big ideas of the plan, questions were answered and parents and community members shared their ideas and perspectives. At each session, participants had an opportunity to participate in "Table Talk" around 4 topics: Teaching and Learning, Family and Community Engagement, School Climate and Discipline, and input regarding how to ensure a smooth transition to the Warner/Shortlidge Community Campus Model. Participants were also encouraged to e-mail the district representatives with questions and feedback. (General Public Sessions: October 27, 2014, November 24, 2014, December 6, 2014, December 10, 2014, January 15, 2015, January 20, 2015)

City Council: District leadership attended the two City Council sessions dedicated to Priority Schools. These sessions provided an avenue for our leadership to provide an update to the public (second session) as well as to hear public perspective.

Red Clay Consolidated School District Board Meetings: The public has the opportunity to engage in Public Comment to share their perspective as it relates to information shared at each of the Public Sessions. Updates to the board were provided at the November and December Board meetings.

Tea and Talks and Coffee and Conversation: These meetings allowed for updates to be provided to the school community regarding the planning process. They also provided a forum for input.

Surveys: Both Highlands and Shortlidge provided a formal survey to their communities to gather perception data regarding strengths, challenges, and opportunities at these schools. The district facilitated a survey pertaining to all 3 Priority Schools.

Reporting

Input from Table Talks:

Teaching and Learning:

- We need to ensure that these schools have the best teachers from across the district
- We should provide mentoring
- We need to promote positive attitudes about learning
- We need to address varying levels of school readiness
- A need for full time specialist

Family and Community Engagement:

- How do we keep engaged parents motivated?
- Parents need to feel valued
- How do we best use parents as partners
- Establish Local School Councils (as written in Neighborhood Schools Plan 201)
- Plan and implement innovative events
- Improve communication
- Ensure parents feel welcome at school

For a smooth transition to the campus model, we must…

- Ensure proper resources to support social emotional needs of students in grade 3-5
- Have small class size
- Include teacher perspective
- Communicate with parents (prior to making changes)
- This is a bad idea…change for the sake of change

Highlands Survey Feedback: At Highlands, eighty parents in the PTO e-mail user list were sent the survey link. Twenty-five responded. Fifteen teachers responded to the same survey. Common themes include the following:

The Best Things:

- Dedicated Staff; Friendly atmosphere; The size; The community feel; Extra-curricular activities

Areas for Improvement:

- Need more interventionists; Parent Involvement; Communication from administration; Reduce discipline challenges; Supports for social emotional needs; More culturally sensitive curriculum materials; School readiness; Honest collaboration

District Survey Feedback: The district created a Priority Survey to gather feedback regarding the contents of the plan. The survey opened at the end of December and ran through January 15, 2015. 362 people responded. The results were as follows:

Primary Role: Parent: 167, Community: 38, Warner Staff: 46, Shortlidge Staff: 34, Highlands Staff: 20, Other Red Clay Staff: 36

The resources respondents used to stay informed:

- Public Session: 118
- Core Team Meetings: 64
- School Board: 109
- Council Meeting: 34
- Red Clay Communication Network: 229
- News Journal: 187

Do you believe the implementation of "Teach Like a Champion" techniques will provide consistency across classrooms?

- Yes: 145 (43%)
- No: 47 (14%)
- Unsure: 145 (43%)

Do you believe an increased focus on social/emotional development will help students?

- Yes: 297 (86%)
- No: 13 (4%)
- Unsure: 34 (10%)

Do you believe the partnership with the University of Virginia will increase leadership capacity to better support the priority schools?

- Yes: 130 (38%)
- No: 108 (32%)
- Unsure: 103 (30%)

Do you believe that increasing student access to technology will support teaching and learning?

- Yes: 265 (77%)
- No: 38 (11%)
- Unsure: 41 (12%)

Do you believe more parent involvement opportunities, both social and academic, will benefit the school community?

- Yes: 323 (96%)
- No: 6 (2%)
- Unsure: 9 (3%)

Please indicate your level of agreement with each of the following statements regarding creating a Community Campus (Shortlidge K-2, Warner 3-5)

Answer Options	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree	Response Count
a. Provides a cohesive learning environment focused on student interests and needs	16% (54)	9% (30)	18% (59)	34% (113)	23% (78)	334
b. Positively impacts the level of parent and community involvement	20% (67)	15% (49)	18% (62)	28% (95)	19% (63)	336
c. Allows for increased focus on age-appropriate, developmental practices	12% (40)	5% (16)	12% (40)	45% (147)	27% (88)	330
d. Allows for greater teacher collaboration	13% (44)	10% (32)	13% (44)	40% (134)	24% (80)	334
e. Enhances school wide systems and procedures	15% (51)	12% (40)	18% (61)	33% (109)	22% (74)	335

Next Steps:

Upon approval of the plans, communication efforts will be strengthened as it relates to implementation of the activities. In addition to the tools used during planning, school teams will utilize the district television station, EdTV as well as the local Wilmington channel to communicate upcoming changes and solicit future involvement. Principle 5.6 will addresses each school's individual communication plan.

Principle One: School Model and Planning

Indicator 1.1: Executive Summary

The foundational belief behind the reform at Highlands Elementary School is that changes in student outcomes are predicated on educating the whole child. This includes change in leadership, change in staff expectations, change in school calendar, and changes in instructional practices; our students grow as much as we grow. We believe it is necessary to have an unwavering focus on students' needs and the impact of our instruction on their achievement. Additionally we will seek to ensure staff members have the drive, passion, and skillset to engage in turnaround work. They must possess the following characteristics:

- Strong desire to achieve outstanding student learning results by setting clear expectations
- Educational Attainment and Academic Success
- Credential Pathway
- Certification Status
- Experience

Underlying this Priority School plan is the knowledge that significant improvements to student achievement do not come about from academic programming and staff development alone. In order for a school to realize meaningful academic gains, it must put into place structures, processes, personnel, and strategies that address a variety of student needs, not only those which are explicitly academic in nature. This Priority School plan addresses the varied needs of the "whole child" in that it proposes to simultaneously target areas for improvement which are not explicitly academic in nature, but which impact student learning.

Mission:
The Highlands mission is to educate the whole child academically, socially, and emotionally in a safe and caring environment to prepare them for their next step in life.

Guiding Principles
Belief and Expectation

- Ownership of students' success belongs to the whole school community; all members of the Red Clay community will welcome, support, and share responsibility for each student's learning.
- Every student is a general education student. Some students are eligible for additional support services.
- All students will be respected and valued for their diversity.
- Highly effective administrators and teachers will hold rigorous expectations and ensure that quality instructional strategies will collaboratively engage all learners.

Capacity

- Job-embedded professional development will be infused for administrators and teachers to continuously improve student learning.
- Professional Learning Communities will be utilized to ensure meaningful collaboration and ongoing discourse around student data and effective instructional strategies.
- Partnerships and collaboration with families and community providers, which are essential for student success, will be established.

Structures, Supports, and Resources

- The District will provide an inclusive education by creating a "school-based continuum of services" with an array of flexible schedules, supports, and services to ensure that all students have access to and are engaged in learning the core curriculum.
- District leadership will commit to the comprehensive examination and realignment of appropriate structures, supports, and resources necessary to enable every school to have the capacity to provide all students with high-quality instruction.
- District and school policies and practices will support an inclusive philosophy.

Vision:

Every child, every minute, every day, to develop each child's individual potential.
Highlands will develop a greater capacity to teach and reach all learners. We are committed to continuous improvement through examining and realigning appropriate structures, supports, and resources for the instruction of all students in our schools.

Every Minute Matters!: Instruction will start at 8:20a.m. We will implement 120 minutes of ELA and 90 minutes of math that will include whole group instruction on grade level using the Common Core State Standards, small group instruction that is direct and skill focused and enrichment opportunities to develop skills. Technology and writing will be combined to allow students daily instruction in technology. There is also a block for science and social studies. These experiences will be enhanced in collaboration with community partners and extended learning experiences (trips, outreach programs, historical visits). Teach Like a Champion, which supports a culture of high expectations, strong lesson planning and inspires student effort, will influence our instructional techniques.

Extended Learning Time: Highlands will provide afterschool programs that will include opportunities for academic remediation, STEM activities (Odyssey of the Mind and Lego League), physical activities (RBA and Girls on the Run). Beginning in the summer 2015, Highlands will offer a summer program for incoming kindergarten students through incoming fifth grade students.

Positive School Climate and Culture: Administrators, teachers and other staff members will greet students each morning. Each class will begin with a Morning Meeting and end with an afternoon check out. The PATHS curriculum, which addresses social and emotional

development, will be taught to all students two times per week and supported by the guidance counselor and the Family Crisis Therapist.

Technology: Bridging the digital divide is critical to ensuring our students are prepared to compete with their peers globally. We will implement a 21st century strategy that will help young students to access museums, research, and different cultures all from their classroom. Students will also use technology to build their reading, math, and writing skills. Students will use technology such as iPads, Smart Boards, Smart Tables and lap top computers to reduce the digital divide. In conjunction with our curriculum, we will use technology to challenge our students to explore ideas, cultures, and belief systems, providing a glimpse of the world that lies beyond our local community.

Staff Collaboration: Teachers will participate in Professional Learning Communities where they will collaborate with each other in analyzing data, creating units/lessons based on the data, creating common assessments, and reviewing the assessment results to check for evidence of learning. Instruction will be tailored to meet the needs of all students based on the review of the data. Teachers will also have the opportunity to collaborate with staff members in other grade levels, as well as with other teams such as the Problem Solving Team and the PBS/PATHS Team.

Family and Community Engagement: The Highlands Educational Community will build stronger relationships with our families. We will build on their strengths and values to support them as they help their child and themselves to be successful. Opportunities will be provided at various times for parents to engage with their child within the school setting, as well as within the community. The school will seek new partnerships with community corporations and agencies to assist our families and our students' learning. Examples include; the Center for Child Development, Vision to Learn, and Creative Mentoring.

District Goals

To clearly define our path and frame our agenda, we support the five District Goals:

GOAL 1: Every classroom will have a highly effective educator led by highly effective administrators. School improvement begins and ends with outstanding classroom teaching. We will focus on ensuring that our students are challenged and inspired every day by master educators.

GOAL 2: All students will read at or above grade level by the end of third grade. In order to ensure that every student succeeds, we must strive to prevent reading failure from the start of our students' educational experience. 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.

GOAL 3: Schools will continue to close the achievement gap for all students, with a particular focus on our English Language Learners and students with disabilities. We will demand high expectations of all students, and provide strong support systems to meet their unique learning needs.

GOAL 4: All students will graduate college- and career-ready. 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.

GOAL 5: Parents and the community will be engaged in the education of students. To ensure student success, we will work to build lasting relationships between our schools and the Red Clay community as we engage families in meaningful and culturally respectful ways.

Indicator 1.2: Theory of Action

Alignment:
The Highlands Educational Community (HEC) will support and grow each child to the maximum potential by providing a targeted instructional focus in ELA, Math, and enhanced by technology. To ensure that each child has the capacity to grow, the HEC will initiate social and emotional curriculum for students and their families. All stakeholders will collaborate, review data, and adjust the Priority Plan as needed.

Our belief is:
If we have highly talented teachers and leaders, then they will provide quality leadership and instruction. We believe a new leader will bring a fresh vision to the building. We also believe that with additional support (including, but not limited to, technology, leadership positions) and professional development (including, but not limited to, PATHS, Teach Like a Champion, and Math Expressions) our teaching staff will continue to grow in their understanding and abilities to work with our urban population.

If we implement the PATHS curriculum and the social and emotional needs of our students are improved, then they will engage in academic work. Through PATHS, staff and students will work to build social and emotional competencies along with connections and relationships to our school. PATHS is an evidence - based program designed to help students develop skills of self-management, responsible decision making, self-awareness, and positive relationships. This program paves the way to academic achievement.

If we demonstrate an instructional focus in ELA and Math with small group supports, then student achievement will accelerate. ELA and Math will be 120 minutes and 90 minutes respectively. Each ELA and Math block will include whole group, small group and closure components. Teachers will focus on grade level Common Core State Standards so all students will have access to grade level material. Small group instruction will be used for differentiation and meeting students at their current level as outlined in 4.2 and 4.3.

If staff collaborates through PLCs, then all students will have access to rigorous and equitable instruction. Evaluating data, and developing extended lesson plans and common assessments will both improve teacher quality and benefit each student.

If students have access to technology to develop learning skills, then they will become 21st Century Learners. Technology has the capacity to bring the world to the classroom. Additionally, it serves as a tool in the process of developing and communicating ideas. We need to provide these experiences for our students. The plan has time built into the daily schedule for each student's engagement with computers. The curricular areas of ELA, Math and writing will be the focus for the work. Web based programming will be determined during the spring of 2015. Unified Arts will include a technology rotation to help students develop multi - media skills such as research, communication, word processing and product presentation. For plan

implementation and sustainability, the Plan includes the purchase of computers and a shared Technical support position that will service the three Red Clay Priority schools.

If teachers use the strategies in Teach Like a Champion, then students will learn like champions. A common framework and a common language of high expectations lay a firm foundation of a school belief system needed for consistency and school success.

If families are engaged in the HEC, then they will be able to support their child's achievement, and also the positive vision of the school: Every child, every minute, every day, to develop each child's potential.

The ability to communicate is the most important tool in the pursuit of our goals. Without it, no relationships develop. Highlands has a web of communication pathways planned that will build relationships with all stakeholders. This will keep us all moving forward. Key examples of this communication include:

Vertical classroom teams will be created. This will allow for cross grade integration of activities, curriculum planning and the building of a bond with more teachers and relationships with more students

Bi monthly meetings or activities will be held within the neighborhood of our students at the Woodlawn Library or a church.

Monthly coffee chats, co-facilitated by a current Highlands student, will be held with city council members, State reps and corporate partners that support the school to share progress and challenges. DoE and School Board members are also invited to participate in these events.

We strongly believe that a monologue + a monologue does not equal a dialogue.

Actionable:
The Priority Plan supports regular reflection, review, and revisions in a variety of cycles from weekly, monthly, quarterly, and annually. Improvements and changes will be made based on the analysis of the data and the needs that arise due to the uniqueness of each individual. The Priority Plan was developed after a needs assessment occurred in the fall of 2014. The Priority Plan will begin implementation in June of 2015 with professional development and the start of summer school. The plan will be fully implemented in the fall of 2015. The Building Leadership Team will meet monthly to review and assess progress towards goals indicated in the plan.

Likelihood for Success:
Highly talented teachers and leaders + The Right Conditions (Consistent Instructional strategies, PLCs, Technology, Social Emotional Learning, Family Engagement) = Accelerated Student Achievement.

Indicator 1.3: Plan to Address Subgroups

Addressing the Needs of the Subgroups:

At Highlands the population of students is largely homogenous, consisting of African American and low income students with a growing Hispanic population. We also have the subgroup of special education. The Priority School Plan will focus on targeting and enhancing the necessary pre-requisite skills in both reading and math. This will enable all of our students, particularly those who struggle academically, to have equitable access to the skills necessary for mastering the demands of the Common Core State Standards. In reading, the specific skills targeted include: decoding, fluency, and written comprehension. In math, the targeted areas include: computational fluency, problem solving, and the ability to reason abstractly. These skills are critical components in demonstrating mastery of the grade level expectations outlined in the Common Core State Standards.

DCAS Reading (Grades 3-5 combined)

Rate	2010-2011	2011-2012	2012-2013	2013-2014				
	Base Year	Actual	Actual	Tester	Actual	Target	Differ.	Status
All Student	47.9	53.7	48.0	202	45.5	60.9	-15.4	
Advanced	19.8	24.6	23.4	202	21.8	39.8	-18.0	
African American	42.4	47.3	41.9	106	40.6	56.8	-16.2	
American Indian								
Asian								
Hispanic/Latino	43.2	48.1	47.8	67	40.3	57.4	-17.1	
Multi-Racial								
White	73.1	87.0		21	85.7	79.8	5.9	
ELL				18	22.2			
Non-ELL	49.4	56.4	50.6	184	47.8	62.0	-14.2	
Regular Ed	54.5	63.9	58.8	160	55.0	65.9	-10.9	
Special Ed	8.3	6.5	5.7	42	9.5	31.3	-21.7	
Low SES	42.4	47.9	43.0	175	42.3	56.8	-14.5	
Non-Low SES	68.6	82.8	81.8	27	66.7	76.4	-9.8	

- The DCAS percent proficient gap between African-American students and white students increased by 5.4 points from 2012-2014.
- The DCAS percent proficient for African-American students declined each year: 2012 (47.3), 2013 (41.9), 2014 (40.6).
- The DCAS percent proficient gap between Hispanic/Latino students and white students increased by 6.5 points from 2012-2014.
- The DCAS percent proficient gap between SWD and non-SWD decreased by 11.9 points from 2012-2014.
- The DCAS percent proficient gap between Low SES and non-Low SES decreased by 10.5 points from 2012-2014.

DCAS Math (Grades 3-5 combined)

	2010-2011	2011-2012	2012-2013	2013-2014				
	Base Year	Actual	Actual	Tester	Actual	Target	Differ.	Status
All Student	35.9	41.1	34.5	200	35.0	51.9	-16.9	
Advanced	8.8	10.3	7.6	200	8.0	31.6	-23.6	
African American	28.4	32.6	27.9	105	28.6	46.3	-17.7	
American Indian								
Asian								
Hispanic/Latino	34.1	38.9	31.3	67	28.4	50.6	-22.2	
Multi-Racial								
White	61.5	79.2		20	85.0	71.2	13.8	
ELL				18	22.2			
Non-ELL	36.8	43.0	35.6	182	36.3	52.6	-16.3	
Regular Ed	42.0	49.7	41.9	159	42.8	56.5	-13.7	
Special Ed	3.7	3.1	5.7	41	4.9	27.8	-22.9	
Low SES	28.9	35.6	30.2	174	31.6	46.7	-15.1	
Non-Low SES	62.9	69.0	63.6	26	57.7	72.1	-14.5	

- The DCAS percent proficient gap between African-American students and white students increased by 10.2 points from 2012-2014.
- The DCAS percent proficient gap between Hispanic/Latino students and white students increased by 16.3 points from 2012-2014.
- The DCAS percent proficient for Hispanic/Latino students declined each year: 2012 (38.9), 2013 (31.3), 2014 (28.4).
- The DCAS percent proficient gap between SWD and non-SWD decreased by 10.9 points from 2012-2014.
- The DCAS percent proficient gap between Low SES and non-Low SES decreased by 7.3 points from 2012-2014.

DIBELS NEXT (Grades K-1 combined)

	2014			2013			2012		
	Spring n	Fall Core	Spring Core	Spring n	Fall Core	Spring Core	Spring n	Fall Core	Spring Core
All	120	56.9%	81.7%	113	61.3%	77.0%	128	51.2%	79.7%
Female	61	55.9%	85.2%	57	66.7%	78.9%	64	57.4%	85.9%
Male	59	57.9%	78.0%	56	55.6%	75.0%	64	45.2%	73.4%
Asian	1			2			2		
Black	76	57.3%	84.2%	70	66.2%	78.6%	71	52.9%	78.9%
White	43	57.5%	79.1%	41	53.7%	75.6%	55	49.1%	80.0%
Not Hispanic	90	62.8%	83.3%	78	61.8%	76.9%	83	48.8%	79.5%
Hispanic	30	40.0%	76.7%	35	60.0%	77.1%	45	55.8%	80.0%
Not SWD	113	58.7%	85.0%	108	64.2%	80.6%	123	52.1%	80.5%
SWD	7			5			5		
Not ECD	14	81.8%	85.7%	16	81.3%	93.8%	18	61.1%	100.0%
ECD	106	54.3%	81.1%	97	57.9%	74.2%	110	49.5%	76.4%
Not ELL	106	60.8%	84.0%	106	62.5%	79.2%	119	52.6%	79.8%
ELL	14			7			9		

- Average percent growth meeting Spring Core, compared to fall, is comparable between some subgroups (Female – 23%, Male – 23%); whereas, there are slight gaps between others (Black – 22%, White – 25%; non-Hisp – 22%, Hisp – 26%; non-ECD – 18%, ECD – 23%).
- Two subgroups had greater average growth than their counterparts (non-Hisp – 22%, Hisp – 26%; non-ECD – 18%, ECD – 23%)
- On average, 79% meet the end of the year benchmarks.

Engagement:

Strategies to improve student achievement include:

- Teachers will collaborate during PLCs to meet the needs of all children.
- A small group approach to instruction will ensure that the needs of all students are met.
- Technology infused instruction will be personalized during Unified Arts and the daily technology block.
- The master schedule reflects an alignment with math, writing, and technology. Instructors will establish a process of independent math fluency practice for their students while they work with small groups of students to reteach areas of challenge. Independent math fluency practice will occur simultaneously with small group instruction.
- To minimize transitions and maximize engagement, writing instruction will occur with a weekly published product. The computers will allow students to demonstrate their writing skills and learning through the use of technology.
- Technology will also be used in reading centers to practice and improve fluency and comprehension skills.

- See section 4.9 on ELL student services.

(See Appendix: Sample Master Schedule)

Monitoring:

Data monitoring will occur in a variety of experiences with different stakeholders, different settings, and different data points, from PLCs, to weekly monitoring meetings, to BLTs, and faculty meetings. While reviewing data weekly, all subgroups will be monitored and discussed at least monthly. To address the ELL subgroup, the Highlands staff will collaborate with the district ELL staff to ensure proper monitoring of students no longer receiving direct services in ELL.

Lack of Progress:

New interventions will be implemented for any subgroup that does not respond to the established instructional methodologies, such as, small group reteaching opportunities and afterschool academic support. When developing common assessments, PLCs will set levels of proficiency. When reviewing data from the assessments, students who did not meet the level of proficiency will be offered reteaching opportunities in the classroom. Students in all subgroups who score below the standard on district level and state level assessments will be offered afterschool program and summer school opportunities. These students will also receive services in RTI during the school day.

Enrichment:

The role of all instructional staff is to grow students from point A to point B; therefore, students who meet success will be provided opportunity within the classroom setting to further that success. Vertical collaboration will ensure that instructors are knowledgeable in strategies and resources beyond their grade level. Additionally, extra-curricular activities, such as Lego League and Odyssey of the Mind will provide an opportunity to students to enrich their learning.

Indicator 1.4: Statement of Goals

Below are the measures of school improvement that Highlands Elementary School will utilize to progress monitor. Formal data reflection will occur quarterly using the elementary quarterly reporting template and targets will be adjusted at the end of the first year in order maintain an urgency regarding accelerated academic achievement.

School Culture:

Student attendance rates

- Maintain an average daily attendance rate of 95% or higher

Trend data with future targets

2012	2013	2014	2015	2016	2017	2018	2019
95.5%	95.8%	95.5%	95%+	95%+	95%+	95%+	95%+

Cycle of inquiry

The administrative team with the PBS committee will monitor the number of student absences each month and create actions plans for the 25 students with the highest absences not already being monitored via the visiting teacher process.

In addition, Highlands will also monitor tardies as an indicator of school culture needs.
The administrative team with the PBS committee will monitor tardies by month and create actions plans for the 25 students with the greatest number of tardies.
Targets will be adjusted each year based on actual data.

Rates of serious misconduct

- Reduce the number of suspensions by 10% in each year

Trend data with future targets

2012	2013	2014	2015	2016	2017	2018	2019
141-All 45-SWD	104-All 22-SWD	200-All 51-SWD	180-All 46-SWD	162-All 41-SWD	146-All 37-SWD	131-All 33-SWD	118-All 30-SWD

Cycle of inquiry

The PBS and/or PST team will monitor suspensions by month and create actions plans for students receiving a suspension.
Targets will be adjusted each year based on actual data and potential changes in the number of students.

- Reduce the number of behavioral referrals by 10% in each year of priority implementation

Trend data with future targets

2012	2013	2014	2015	2016	2017	2018	2019
630	422	849	765	688	619	557	501

Cycle of inquiry

The PBS and PST teams will monitor suspensions by month and create actions plans for students receiving a suspension.

Targets will be adjusted each year based on actual data.

School Connectivity

Parent engagement and satisfaction metrics

- Improve the percentage of parent participation in student conferences incrementally each year, with the goal in 2019 of 75% or higher

Trend data with future targets

2012	2013	2014	2015	2016	2017	2018	2019
No data collected	No data collected	No data collected	Baseline to be collected	+0.5 to +1% point until reaching 75% or more	+0.5 to +1% point until reaching 75% or more	+0.5 to +1% point until reaching 75% or more	75%+

Cycle of inquiry

The administrative team and/or Building Leadership Team will monitor parent participation after each conference day and identify strategies to improve attendance at upcoming conferences, as well as identify action steps to involve parents of students with academic, behavioral, or social concerns.

Missing baseline data will be collected during the spring of 2015.

Targets will be adjusted each year based on actual data.

- Improve the percentage of students represented by parents at social/educational programs, incrementally each year with the goal of 50% of targeted audience or higher at each key event (select 3-5 annually)

Trend data with future targets

2012	2013	2014	2015	2016	2017	2018	2019
Not Available	Not Available	Not Available	Baseline to be collected Event 1 Event 2 Event 3	+0.5 to 1% point until reaching 50% or more	+0.5 to 1% point until reaching 50% or more	+0.5 to 1% point until reaching 50% or more	50%+

Cycle of inquiry

The administrative team and/or Building Leadership Team will monitor parent participation at selected key events and identify strategies to improve attendance at upcoming events

Missing baseline data will be collected during the spring of 2015.

Targets will be adjusted each year based on actual data.

- Increase the number of completed Delaware School Climate surveys by 10% each year and maintain 3.00 or higher average total school climate rating as well as 100 or more on standard score for comparison to other elementary schools

Trend data with future targets: Delaware School Climate Home Survey

2012	2013	2014	2015	2016	2017	2018	2019
n-56 avg-3.19 SS-99.62	83 3.41 102.90	89 3.39 102.60	98 3.00+ 100+	108 3.00+ 100+	119 3.00+ 100+	131 3.00+ 100+	144 3.00+ 100+

Cycle of inquiry

The PBS and/or BLT will monitor survey participation annually and determine appropriate strategies to increase response rate and to address identified areas of improvement

Missing baseline data will be collected during the spring of 2015.

Targets will be adjusted each year based on actual data.

Teacher and School Leader Engagement and Effectiveness

- Maintain a daily attendance rate of 95% or higher (including sick and personal absence)

Trend data with future targets

2012	2013	2014	2015	2016	2017	2018	2019
Not available	Not available	Not available	Baseline to be collected	+0.5 to 1% point or until reaching 95% or more	+0.5 to 1% point or until reaching 95% or more	+0.5 to 1% point or until reaching 95% or more	95%+

Cycle of inquiry

A member of the administrative team will monitor staff attendance monthly and address concerns with staff in a timely manner.

- Retain 90% or more of effective staff

Trend data with future targets

2012	2013	2014	2015	2016	2017	2018	2019
Not available	Not available	Not available	Baseline to be collected	+0.5 to 1% point or until reaching 90% or more	+0.5 to 1% point or until reaching 90% or more	+0.5 to 1% point or until reaching 90% or more	90%+

Cycle of inquiry

A member of the administrative team will conduct staff exit surveys or interviews and determine appropriate next steps to address school-related concerns.

- Each administrator will conduct an average of 3 walkthroughs daily.
- Administrative team will attend 50-75% of PLCs

Trend data with future targets

Walkthroughs

2012	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**	**2019**
Not Available	Average 1.8 daily	Average 1.6 daily	Average 3 daily	Average 3 daily	Average 3 daily	Average 3 daily	Average 3 daily

PLC Attendance

2012	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**	**2019**
100%*	100%*	No Data Collected	50-75%**	50-75%**	50-75%**	50-75%**	50-75%**

* 2012 and 2013 there was a district expectation that an administrator attend all PLCs with the intent of gradually releasing responsibility to teachers

**goal of 75% at the beginning of the school year and the end of the marking periods

Cycle of inquiry

The administrative team will monitor walkthrough data and PLC attendance weekly and set the new week's schedule accordingly.

Missing baseline data will be collected during the spring of 2015.
Targets will be adjusted each year based on actual data.

Student Performance:

- Reduce the percentages of non-proficient students by 50% over 5 years, using 2015 results as baseline

  Annual targets will be generated by dividing the difference between the baseline and the 50% reduction target

  Note: Given the urgent nature of student needs, the team is submitting a more rigorous target than previously submitted (10% reduction)

For example:

	2015	2016	2017	2018	2019	2020
Previously submitted target:	**Example Baseline 70% non-proficient (30% proficient)**	63% non-proficient	57% non-proficient	51% non-proficient	46% non-proficient	41% non-proficient (59% proficient)
Newly submitted target:	**Example Baseline 70% non-proficient (30% proficient)**	63% non-proficient	56% non-proficient	49% non-proficient	42% non-proficient	35% non-proficient (65% proficient)

Trend data: Reading

Red Clay School District			School	School	School	School					State	ESEA Aligned Target		
School Level DCAS Reading Proficiency Rate			2010-2011	2011-2012	2012-2013	2013-2014					2013-2014	Future		
School, Grade, Group			Base Year	Actual	Actual	Tester	Actual	Target	Differ.	Status	Actual	2014-15	2015-16	2016-17
Highlands Elem	**3-5**	**All Student**	47.9	53.7	48.0	202	45.5	60.9	-15.4		73.6	65.3	69.6	74.0
Highlands Elem	***3-5***	***Advanced***	19.8	24.6	23.4	202	21.8	39.8	-18.0		43.8	46.5	53.2	59.9
Highlands Elem	3-5	African American	42.4	47.3	41.9	106	40.6	56.8	-16.2		61.5	61.6	66.4	71.2
Highlands Elem	3-5	American Indian									75.0			
Highlands Elem	3-5	Asian									89.6			
Highlands Elem	3-5	Hispanic/Latino	43.2	48.1	47.8	67	40.3	57.4	-17.1		62.1	62.1	66.9	71.6
Highlands Elem	3-5	Multi-Racial									79.6			
Highlands Elem	3-5	White	73.1	87.0		21	85.7	79.8	5.9		83.8	82.1	84.3	86.5
Highlands Elem	3-5	ELL				18	22.2				37.5			
Highlands Elem	3-5	Non-ELL	49.4	56.4	50.6	184	47.8	62.0	-14.2		75.5	66.3	70.5	74.7
Highlands Elem	3-5	Regular Ed	54.5	63.9	58.8	160	55.0	65.9	-10.9		79.4	69.7	73.5	77.3
Highlands Elem	3-5	Special Ed	8.3	6.5	5.7	42	9.5	31.3	-21.7		34.9	38.9	46.5	54.2
Highlands Elem	3-5	Low SES	42.4	47.9	43.0	175	42.3	56.8	-14.5		64.5	61.6	66.4	71.2
Highlands Elem	3-5	Non-Low SES	68.6	82.8	81.8	27	66.7	76.4	-9.8		87.2	79.0	81.7	84.3

Trend data: Math

Red Clay School District			School	School	School	School					State	ESEA Aligned Target		
School Level DCAS Math Proficiency Rate			2010-2011	2011-2012	2012-2013	2013-2014					2013-2014	Future		
School, Grade, Group			Base Year	Actual	Actual	Tester	Actual	Target	Differ.	Status	Actual	2014-15	2015-16	2016-17
Highlands Elem	**3-5**	**All Student**	35.9	41.1	34.5	200	35.0	51.9	-16.9		72.4	57.3	62.6	67.9
Highlands Elem	***3-5***	***Advanced***	8.8	10.3	7.6	200	8.0	31.6	-23.6		27.7	39.2	46.8	54.4
Highlands Elem	3-5	African American	28.4	32.6	27.9	105	28.6	46.3	-17.7		57.5	52.3	58.2	64.2
Highlands Elem	3-5	American Indian									73.6			
Highlands Elem	3-5	Asian									91.6			
Highlands Elem	3-5	Hispanic/Latino	34.1	38.9	31.3	67	28.4	50.6	-22.2		63.8	56.1	61.6	67.0
Highlands Elem	3-5	Multi-Racial									78.2			
Highlands Elem	3-5	White	61.5	79.2		20	85.0	71.2	13.8		83.4	74.4	77.6	80.8
Highlands Elem	3-5	ELL				18	22.2				47.4			
Highlands Elem	3-5	Non-ELL	36.8	43.0	35.6	182	36.3	52.6	-16.3		73.8	57.9	63.1	68.4
Highlands Elem	3-5	Regular Ed	42.0	49.7	41.9	159	42.8	56.5	-13.7		78.2	61.3	66.1	71.0
Highlands Elem	3-5	Special Ed	3.7	3.1	5.7	41	4.9	27.8	-22.9		35.1	35.8	43.8	51.9
Highlands Elem	3-5	Low SES	28.9	35.6	30.2	174	31.6	46.7	-15.1		63.5	52.6	58.5	64.4
Highlands Elem	3-5	Non-Low SES	62.9	69.0	63.6	26	57.7	72.1	-14.5		85.8	75.2	78.3	81.4

Cycle of inquiry (Reading, Mathematics)

The RtI Team will monitor screening and progress monitoring data by 6 week cycles and create actions plans for students in Tier 2 or 3.

(Reading, Mathematics, Social Studies, Science)

PLCs and the Building Leadership Team will monitor common formative, interim and/or unit tests in two subjects monthly (other two subjects the following month) and create an instructional plan to address areas of need.

Missing baseline data will be collected during the spring of 2015.

Targets will be adjusted each year based on actual data.

Trend data: Science

Red Clay School District			School	School	School	School					State	ESEA Aligned Target		
School Level DCAS Science Proficiency Rate			2010-2011	2011-2012	2012-2013	2013-2014					2013-2014	Future		
School, Grade, Group			Base Year	Actual	Actual	Tester	Actual	Target	Differ.	Status	Actual	2014-15	2015-16	2016-17
Highlands Elem	**Grade 5**	**All Student**	29.7	26.8	9.4	60	16.7	47.3	-30.6		50.3	53.1	59.0	64.8
Highlands Elem	***Grade 5***	***Advanced***	1.6	3.6	3.8	60	3.3	26.2	-22.8		20.0	34.4	42.6	50.8
Highlands Elem	Grade 5	African American	15.8	23.3	0.0	33	9.1	36.8	-27.8		29.9	43.9	50.9	57.9
Highlands Elem	Grade 5	Asian									75.1			
Highlands Elem	Grade 5	Hispanic/Latino	37.5	20.0	4.5	20	5.0	53.1	-48.1		38.2	58.3	63.5	68.8
Highlands Elem	Grade 5	Multi-Racial									46.7			
Highlands Elem	Grade 5	White									65.8			
Highlands Elem	Grade 5	ELL									18.9			
Highlands Elem	Grade 5	Non-ELL	30.2	27.8	10.0	56	17.9	47.6	-29.8		51.5	53.4	59.3	65.1
Highlands Elem	Grade 5	Regular Ed	33.9	31.1	11.1	46	19.6	50.4	-30.9		55.9	56.0	61.5	67.0
Highlands Elem	Grade 5	Special Ed									17.2			
Highlands Elem	Grade 5	Low SES	23.5	20.5	4.4	50	14.0	42.6	-28.6		37.7	49.0	55.4	61.8
Highlands Elem	Grade 5	Non-Low SES									68.2			

Trend data: Social Studies

Red Clay School District			School	School	School	School					State	ESEA Aligned Target		
School Level DCAS Social Study Proficiency Rate			2010-2011	2011-2012	2012-2013	2013-2014					2013-2014	Future		
School, Grade, Group			Base Year	Actual	Actual	Tester	Actual	Target	Differ.	Status	Actual	2014-15	2015-16	2016-17
Highlands Elem	**Grade 4**	**All Student**	60.8	37.9	47.5	64	40.6	70.6	-30.0		68.7	73.9	77.1	80.4
Highlands Elem	***Grade 4***	***Advanced***	15.7	5.2	6.8	64	1.6	36.8	-35.2		23.4	43.8	50.8	57.8
Highlands Elem	Grade 4	African American	53.6	23.3	36.7	34	38.2	65.2	-26.9		54.7	69.0	72.9	76.8
Highlands Elem	Grade 4	American Indian									84.0			
Highlands Elem	Grade 4	Hispanic/Latino		45.0	47.8	23	39.1				55.1			
Highlands Elem	Grade 4	Multi-Racial									79.6			
Highlands Elem	Grade 4	White									80.3			
Highlands Elem	Grade 4	ELL									35.2			
Highlands Elem	Grade 4	Non-ELL	62.0	40.0	49.1	60	41.7	71.5	-29.8		70.5	74.7	77.8	81.0
Highlands Elem	Grade 4	Regular Ed	71.4	45.8	57.8	49	49.0	78.6	-29.6		74.3	81.0	83.3	85.7
Highlands Elem	Grade 4	Special Ed				15	13.3				32.8			
Highlands Elem	Grade 4	Low SES	52.6	34.0	45.1	58	36.2	64.5	-28.3		58.5	68.4	72.4	76.3
Highlands Elem	Grade 4	Non-Low SES									83.7			

Cycle of inquiry

(Reading, Mathematics, Social Studies, Science)

PLCs and the Building Leadership Team will monitor common formative, interim and/or unit tests in two subjects monthly (other two subjects the following month) and create an instructional plan to address areas of need.

Missing baseline data will be collected during the spring of 2015.

Targets will be adjusted each year based on actual data.

- Increase the percentage of students meeting their growth targets as measured by SRI and SMI incrementally each year until meeting the long-range target of 65%

Trend data with future targets

2015	2016	2017	2018	2019
Baseline	Incremental difference between baseline and 65%	Incremental difference between baseline and 65%	Incremental difference between baseline and 65%	65%+

- Decrease the percentage of students scored as Intensive on DIBELS (K&1) incrementally each year until reaching the long-range goal of no more than 10%

Trend data with future targets

2012	2013	2014	2015	2016	2017	2018	2019
12%	7%	9%	10% or less	10% or less	10% or less	10% or less	10% or less

- Increase the percentage of students reaching proficiency (80% or higher) on the Performance Plus Math Post Assessment each year until reaching the long-range goal of 80% or more

Trend data with future targets

2015	2016	2017	2018	2019
Baseline	Incremental difference between baseline and 80%	Incremental difference between baseline and 80%	Incremental difference between baseline and 80%	80%+

Cycle of inquiry (Reading, Mathematics)

The RtI Team will monitor screening and progress monitoring data by 6 week cycles and create actions plans for students in Tier 2 or 3.

(Reading, Mathematics, Social Studies, Science)

PLCs and the Building Leadership Team will monitor common formative, interim and/or unit tests in two subjects monthly (other two subjects the following month) and create an instructional plan to address areas of need.

Individual Staff Goals pertaining to student achievement will be set during September and October and reviewed in January and May as part of the DPAS Component V process.

Missing baseline data will be collected during the spring of 2015.

Targets will be adjusted each year based on actual data.

Indicator 1.5: Reporting Template

Monitoring:

Performance Management is designed to help identify the work that is most effective in driving student outcomes. By identifying the work that best drives student outcomes the District Turnaround Office (DTO) and Priority School leadership can make informed decisions on how to allocate resources and how best to focus their energy.

Priority schools will be managed under a framework of Priorities, Data and Rhythms (PDR). The use of PDR is designed to help each school align its goals, communicate clear expectations and manage its performance against its goals. The PDR framework allows all staff, from the school to district, to use data to engage all employees in the performance of the organization.

PDR	Defined
Priorities	Priorities are clearly articulated activities which are executed in an attempt to drive the organization towards meeting the established benchmarks for each goal.
Data	Data equates to leading indicators or desired outcomes at the school and district level. Data allows individuals to measure our progress.
Rhythms	Rhythms are the defined meeting patterns in which information on Data and Priorities are reviewed. These meetings maintain alignment and drive accountability through every level and every individual in the organization.

In order to increase visibility and access to data, Red Clay's DTO has created a specific template to provide access to actionable and timely data to school based staff. This quarterly template will allow Principals, Assistant Principals, BLT's, Teachers and other stakeholders to see metrics specific to their work.

Predictive Indicators:

The quarterly template includes various data points, both academic and connections data. The current template has been revised numerous times, as it was initially created to be used with Partnership Zone Schools. Since then, it has been modified based on school plans and goals, as well as based on available data. The current iteration includes the following:

- DIBELS (Phonics and Fluency)
- Scholastic Reading Inventory (Lexile levels)
- Scholastic Math Inventory

- Scott Foresman Benchmark Data
- Formative Math Probes
- Smarter Balance
- Staff Attendance
- Student Attendance (By cell group)
- Suspension Data
- Behavior Referrals
- Academic Risk Data
- Number of Formal DPAS Evaluations
- Number of Walk-Throughs (Look-fors will be identified based on the instructional framework selected at each school)
- PLC Progress
- Professional Development Activities/Attendance
- School Climate Events (PBS, assemblies)
- Parent Engagement Events/Attendance

Presentation and Ease of Use:

The Quarterly Report template (See Appendix: Priority School-Quarterly Template) can be found in the appendix of this document. The presentation is longitudinal for each set of data.

Information on Use:

Systematic data discussions will occur weekly, monthly, and quarterly. The following captures the rhythm for data discussions:

Weekly School Leadership Meetings

The DTO will meet with school leadership weekly. During these meetings, as appropriate, specific data points will be reviewed (ex. walk-throughs, DPAS, weekly discipline). These meetings will be used to monitor fidelity to the Priority Plans and to make connections between the plans and the data. Quality of DPAS and walk-throughs will be discussed and reviewed in addition to the quantity of these monitoring and evaluation tools.

Monthly Priority Council Meetings

The Priority Council (PC) will serve in a governance role. Specifically, the PC will ensure that Priority schools meet student achievement goals by monitoring performance measures while holding the manager of the DTO accountable.

Quarterly School Based Performance Monitoring Sessions

Formal Performance Management sessions will be held each quarter and cover the overall outcome and fidelity status of the school with an emphasis on the efficacy of specific school selected data driven interventions. These sessions will include all of the members of the administrative team as well as representatives from the Priority Council. The District Turnaround Office has created a Performance Monitoring template that is intended to capture both leading and lagging indicators. This template (See

Appendix: Priority School Performance Monitoring Template) provides a consistent tool from which to base conversations focused on students' progress and achievement. Specifically, the following will be reviewed:

- What actions are currently being taken and why (targeted interventions)
- Which student cohorts are being targeted and why (why were specific strategic and or tactical decisions made)
- What is working, what isn't working, how do you know and what is the plan for the next quarter.
- What supports are needed?
- How are the connections data (Attendance, Discipline, etc.) impacting achievement?

Establishing and maintaining ongoing performance management will take considerable thought and effort, but it will provide the foundation for rational decision-making for fidelity of implementation of the plans, and for reforming certain programs and services based on performance.

Principle Two: Leadership

Indicator 2.1: Leadership Recruitment /Indicator 2.2: Leadership Hiring

Vision:
Effective leadership is essential to school turnaround efforts. With this in mind, there must be intentionality around seeking candidates who have the competencies, skills, knowledge, and drive to do this work.

As described in the Public Impact Toolkit, a competency is a pattern of thinking, feeling, acting or speaking that causes one to be successful in their job or in the role in which they serve.

The following captures the competencies and skills that the Highland community is seeking in their leader:

- Has a clear focus on sustainable positive results
- Engages the team
- Impacts and influences the perceptions, thinking and actions of others
- Holds people accountable for performance and ensures that excellent teaching and learning spreads beyond single classrooms.
- Insists on a commitment to learning across the organization (students and adults)
- Is a conceptual thinker
- Is an analytical thinker
- Improves culture through *deprivatizing* teaching and learning, by motivating teachers and by creating "Learning Teams" in which teachers are no longer acting in isolation but give each other help and guidance to improve instructional practices.
- Aligns resources with learning activities, needs and priorities
- Builds external relations that can support a school-wide learning agenda, including garnering family and community support, sufficient resources and anticipating resistance or conflict. *
- Develops a master schedule that supports differentiated learning experiences, maximizes instructional time, and is aligned to the instructional needs of students.
- Analyzes assessment data to drive decision-making regarding effective instruction and student progress
- Recruits and retains high quality staff

The role of the principal is paramount to the success of the school. The owner of the hiring process is Christine Smith, the Manager of Human Resources. The following hiring timeline will guide this process:

- **January 2015 (ends January 26)**: Posting and recruitment (District website, Delaware Association of School Administrators, the state site: joindelawareschools.org , Ed Week, Washington Post, Baltimore Sun, Philadelphia Inquirer, N.Y. Times, Wilmington News Journal) (Advertising facilitated by Christine Smith, Manager of Human Resources)
- **February 2, 2015:** Paper screening conducted by stakeholder team to identify a pool of candidates to be interviewed(Stakeholder team: Christine Smith, Manager of Human Resources, three teachers from Highlands (selected by RCEA), three parents (selected by the school), two district administrators and two school administrators (selected by Human Resources))
- **February 5, 2015:** Initial interview/writing prompt (Christine Smith, Manager of Human Resources, three teachers from Highlands, two school administrators, three parents, two district administrators)
- **February 12-13, 2015:** BEI process (UVa and Red Clay Team)(Red Clay Team: Manager of Turnaround, 2 senior administrators)
- **February 13 & 17, 2015:** Final interview with the superintendent and members of his cabinet
- **February 18, 2015:** Candidate recommendation presented to the Board of Education. (**Note:** The selected candidate will be paid in accordance with the district salary schedule on the highest step for this position.)

Pipe Line/Partnership:

Succession planning is a priority in the Red Clay Consolidated School District. The district believes it is imperative to grow and develop our own leaders as well as to reach out to organizations that are committed to developing leadership. Red Clay implements an *Aspiring Principals Academy* designed to develop assistant principals within our district. A cohort of thirteen assistant principals is currently engaging in the second year of a two year program specifically designed to prepare them for the principalship. The program sessions are dedicated to leadership development and to increasing capacity as it relates to the ISLLC standards. In addition, the district also implements an *Aspiring Administrator* program to plan for succession for the assistant principalship. The district values the talent that is currently committed to our schools and therefore, these programs serve as our primary pipeline.

Advertising for leadership candidates is a key strategy in creating the district pipeline. The following avenues are used for advertising:

- District website
- Delaware Association of School Administrators
- The state site: joindelawareschools.org
- Ed Week
- Newspaper

Strategy/Alternatives:

The Red Clay Consolidated School District is committed to recruiting and retaining leaders who are committed to the turnaround work and who produce positive results. As indicated above, in addition to succession planning within our system, the district has demonstrated a willingness to partner with outside organizations to secure impactful leadership.

Should the Red Clay School District fail to nominate a school leader by the February 2015 board meeting, we will shift to using an external partner to increase our pipeline, while simultaneously reposting the position. External partnerships for leadership recruitment will be formed with Leadership Recruiters, a leadership recruitment firm based in Philadelphia, as well as School Turnaround, a leadership development initiative out of New York. We will also collaborate with DOE as indicated in the MOU (Section 4:a.ii) to identify potential candidates for the principalship at Highlands.

Moving forward, the partnership that we have committed to develop with the University of Virginia (UVa), Partnership for Leaders in Education (PLE) will support our focus on increasing our pipeline by sharpening our skills to identify internally and recruit externally candidates to interview for Turnaround Leadership positions (See Appendix: Guidelines & Recommendations for Principal Recruitment). This document outlines the identification and screening of candidates, the performance interview, and the final BEI process.

The UVa partnership is designed to increase our district's capacity in 4 areas:

- ***Leadership***: Identifying right fit talent through the implementation of the BEI process. Supporting district and school leadership to engage in turnaround work.
- ***Talent Management:*** Prioritizing hiring for high needs schools and implementing concrete steps toward meaningful strategy for addressing teacher underperformance and increasing the number of highly effective teachers.
- ***Differentiated Support and Accountability:*** Supporting district leadership to provide specific feedback each visit and to identify next steps to help the school leadership team improve practice.
- ***Effective Instructional Infrastructure:*** Supporting the district in ensuring that the Priority Schools have the essential instruction infrastructure in place to support turnaround (ex. collaboration, assessment, and standards based instruction).

One aspect of the leadership lever is focused on intense professional development for our district leaders to increase capacity to implement the Behavior Event Interview (BEI) process to identify right fit talent. Initially, UVa will model the process inclusive of a small team of Red Clay administrators (2-3). The interview process requires 2-3 hours to complete, during which time candidates will respond to a series of competency based questions. This process will explore the school leaders past successes and how they

achieved this success. The research that UVa has engaged in recognizes that while a leader may not have already turned around a school, those who possess certain competencies show the potential to be successful turnaround leaders.

A district team will work alongside the PLE team (February 2015) to finalize leadership decisions based on the candidates selected by the stakeholder team. The candidates will engage in the BEI process and recommendations to the superintendent will be made based on the outcome of this process. Red Clay will have the capacity to replicate the process in the future as we will have access to the questions and rubrics and, experience in implementation.

Hiring System:

The following timeline will guide the process for the hiring the Highlands' leader:

- January 2015 (ends January 26): Posting and recruitment (District website, Delaware Association of School Administrators, the state site: joindelawareschools.org , Ed Week, Washington Post, Baltimore Sun, Philadelphia Inquirer, N.Y. Times, Wilmington News Journal) (Advertising facilitated by Christine Smith, Manager of Human Resources)
- February 2, 2015: Paper screening conducted by stakeholder team to identify a pool of candidates to be interviewed(Stakeholder team: Christine Smith, Manager of Human Resources, three teachers from Highlands (selected by RCEA), three parents (selected by the school), two district administrators and two school administrators (selected by Human Resources))
- February 5, 2015: Initial interview/writing prompt (Christine Smith, Manager of Human Resources, three teachers from Highlands, two school administrators, three parents, two district administrators)
- February 12-13, 2015: BEI process (UVa and Red Clay Team)(Red Clay Team: Manager of Turnaround, 2 senior administrators)
- February 13 & 17, 2015: Final interview with the superintendent and members of his cabinet
- February 18, 2015: Candidate recommendation presented to the Board of Education. (Note: The selected candidate will be paid in accordance with the district salary schedule on the highest step for this position.)

As clarified in the timeline above, to measure or assess a leader's competencies, we intend to use the Behavioral Event Interview (BEI) coupled with our traditional interview protocol as we seek out a new leader for Highlands Elementary School.

With this in mind the traditional interview protocol as defined by Board Policy will be implemented in February 2015. A team of stakeholders (*two school administrators, three teachers, three parents, two district staff members, and the Manager of Human*

Resources or a designee) will engage in the initial paper screening followed by the first round of interviews and the scoring of the writing prompts.

Once an initial pool of candidates is identified by the stakeholder team, these candidates will move to the second phase of the process. Candidates will engage in the BEI process. This several hour interview will be conducted by members of the PLE in tandem with members of a Red Clay district team. Candidates who are successfully vetted through the BEI process will then have a final interview with the superintendent and members of his cabinet.

As a reference, Board Policy states:
Administrative vacancies, unless filled by an administrative re-assignment, shall be posted and filled as follows:

- The Superintendent shall identify the vacancy
- A funding source for the position shall be verified
- The position shall be advertised on the District website; through postings in school buildings; and, at the discretion of the administration, through advertisement in newspapers and/or professional publications
- An interview committee shall be appointed
- For a school-level vacancy and any District-level vacancy covered by the teacher contract the committee shall consist of
    - Two school administrators
    - Three teachers
    - Three parents
    - Two District staff members
    - The Manager of Human Resources or a designee
- The interview committee shall meet to develop interview questions, review candidate qualifications, and select candidates for interview.
- The interview committee shall interview candidates and shall, if possible, select at least two but no more than three candidates for recommendation to the Superintendent.
- If the committee is unable to recommend any candidates, the Superintendent shall determine if the position will be re-posted.
- The Superintendent with two District-level administrators shall conduct a second interview with the recommended candidates.
- The Superintendent shall make a recommendation to the Board for appointment.

Interview Strategy:
The first phase of the interview strategy is a team approach, whereby the team of stakeholders collaborates to identify potential candidates based on responses to interview questions established by the team. This team also rates the candidates writing skills and response to a writing prompt. The topic for the prompt is generally

identified by the team; however, the writing prompt for the Highlands position will relate to school turnaround and the conditions that must be created to dramatically increase results and close gaps for all students. A pool of 3-4 candidates will advance to the second phase of the process; the BEI interview.

The PLE has done research in collaboration with the Wallace Foundation to validate the competency model. As a result, they have identified 7 competencies that are at the core of the process. Each competency has a rubric that will be used to inform leadership decisions. While Red Clay currently does not have access to the rubrics used by UVa, sample competency rubrics for teacher interviews can be found in the appendix (See Appendix: Competency Rubrics).

The following describes a profile of the ideal leadership candidate through each of the 7 competencies that will be assessed by the UVa BEI protocol. The competencies that will be assessed during the rigorous interview process are as follows:

Focus on Sustainable Results

- **Definition**: The school leader takes responsibility in improving school outcomes and implementing initiatives to accomplish sustainable (positive) results, based on understanding and analysis of the challenges of the schools.
- **Dimension:** To what extent the school leader demonstrates sophistication and perseverance to drive sustainable results.

Engages the Team

- **Definition:** The school leader works with a group of adults to leverage their input, to develop actionable and tangible goals, and to implement change in the school.
- **Dimension:** To what extent the school leader leverages collective efforts of adults to accomplish goals.

Impact and Influence

- **Definition:** The school leader takes action for the purpose of affecting the perceptions, thinking, and actions of others.
- **Dimension:** To what extent the school leader adopts various approaches and/or engages a variety of stakeholders to support school goals.

Holding People Accountable for School Performance

- **Definition:** The school leader is mindful of school performance needs and holds others accountable for high standards.
- **Dimension:** To what extent the school leader demonstrates a performance mindset and holds people accountable for school performance.

Commitment to Students Learning

- **Definition:** The school leader demonstrates a commitment to students as evidenced by a belief in own capability and the courage to take a stand on behalf of students.
- **Dimension:** To what extent the school leader's personal mission of relentless pursuit of student learning is actualized.

Conceptual Thinker

- **Definition:** The school leader demonstrates the ability to see meaningful patterns among seemingly unrelated issues or ideas, leading to new ideas and fresh perspectives.
- **Dimension:** To what extent does the school leader make connections that are useful in creating meaning and clarity for self and others.

Analytical Thinker

- **Definition:** The school leader demonstrates the ability to analyze issues and opportunities in a logical way, and to recognize cause and effect.
- **Dimension:** To what extent the school leader understands and articulates the relationship among many facets of a situation.

Selection Criteria:

The interview process provides multiple vetting opportunities for each candidate. The initial interview team will engage in a paper screening that is guided by a rating system that reviews the candidate's resume, the letter of interest, and letters of recommendation. Once the screening is complete, a pool of candidates will engage in the initial interview that is scored using a rubric to rate interviewee responses. The top 3-4 candidates that are brought forward from this process will then participate in the rigorous BEI process lead by members of the UVa/PLE in conjunction with a small team of Red Clay district administrators. This intense process will be guided using UVa research based rubrics (Red Clay does not have access to these as of yet). Candidates who meet the UVa pre-determined cut score (again, something we do not yet have access to, yet will discover as part of the partnership) will then be interviewed by the superintendent and members of his cabinet. The candidates who reach this level have successfully shown that they have the competencies to be a successful turnaround leader.

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The competencies provided here are derived from the following, which are recommended as companion guides: *The School Recruitment Handbook, A Guide to Attracting, Selecting and Keeping Outstanding Teachers,* Hobby, Crabtree and Ibbetson (2004); *Star Teachers of Children in Poverty*, Haberman (1995); *Competence at Work, Spencer and Spencer (1993).*

*Wallace Foundation Report: *Turning Around the Lowest-Performing Schools: The Role of the Principal - Research Findings to Support Effective Educational Policymaking*

Indicator 2.3: Leadership Professional Development

"The most dangerous leadership myth is that leaders are born—that there is a genetic factor to leadership. This myth asserts that people simply either have certain charismatic qualities or not. That's nonsense; in fact, the opposite is true. Leaders are made rather than born." ~Warren G. Bennis

Framework:

As stated in the previous indicator, the competencies and skills that we are seeking in a Priority leader include the following:

- Has a clear focus on sustainable positive results
- Engages the team
- Impacts and influences the perceptions, thinking and actions of others
- Holds people accountable for performance and ensures that excellent teaching and learning spreads beyond single classrooms.
- Insists on a commitment to learning across the organization (students and adults)
- Is a conceptual thinker
- Is an analytical thinker
- Improves culture through *deprivatizing* teaching and learning, by motivating teachers and by creating "Learning Teams" in which teachers are no longer acting in isolation but give each other help and guidance to improve instructional practices.
- Aligns resources with learning activities, needs and priorities
- Builds external relations that can support a school-wide learning agenda, including garnering family and community support, sufficient resources and anticipating resistance or conflict.
- Develop a master schedule that supports differentiated learning experiences, maximizes instructional time, and is aligned to the instructional needs of students.
- Analyzes assessment data to drive decision-making regarding effective instruction and student progress
- Recruits and retains high quality staff

The role of the principal is paramount to the success of the school. For this reason, leadership development must be a systematic priority. We must be thoughtful and deliberate in planning for the growth and development of our school and district leaders.

The following framework for professional development will be implemented:

Partnership with University of Virginia/Partnership for Leadership in Education to support leadership development (Beginning March 2015)

One critical component of this partnership is the focus on leadership development. Targeted professional development will be provided to district leaders, priority school administrators, and priority school leadership teams. The following timeline captures the supports Red Clay will receive:

- **District Turnaround Leadership Boot Camp** in Charlottesville (Timeline: March 18-21, 2015): This executive education experience during the Planning Year brings together leaders from across the country who share a commitment to bold turnaround. Boot Camp is an effective tool for inspiring district leadership to embolden their turnaround plans, rethink the support that schools receive, and reassess their current accountability structures. The camp experience adds to the ability of leaders to face some of the most challenging, yet rewarding, work of their careers.
- **District and School Administrator Turnaround Leadership Executive Education** (Timeline: Summer 2015 and Summer 2016) During two consecutive summers in Years 1 and 2, school leaders and district turnaround teams attend short-term residential executive development programs at the Darden School of Business on the UVa campus in Charlottesville, Virginia. These immersive experiences focus on igniting change both in organizational structure and leadership practice. During the six-day program in Year 1, leadership teams work together to:
    - Understand root cause needs
    - Launch organization change efforts
    - Learn how to make decisions with improved data analysis
    - Establish focused execution plans
    - Create a learning organization that can continuously adapt to changing needs
    - This summer program also encourages honest conversations and higher levels of trust between the district turnaround leadership team and principals as they cooperate to create and sustain change in targeted schools. In Year 2, the summer program is three days long. The focus during this time is further leveraging strengths to build on success, addressing gaps in implementation of data-driven instruction, utilizing innovation to promote change and reinvigorating change efforts to overcome resistance.
- **Year 1 and Year 2 Mid-Year Winter Retreats** (District, School and BLT) (Timeline: January 2016 and January 2017) Two- to three-day executive education retreats are held in January or February of each program year. These sessions include three critical teams charged with implementing the turnaround program:
    - District turnaround leadership team
    - Priority School principals
    - A 3-member school leadership team from each participating school

  The purpose of these retreats is to further strengthen teamwork, to increase empowerment among change agents and to drive strategic mid-course corrections. These sessions bring together principals, district and school leadership teams from around the country so all can exchange ideas and share effective or promising

practices.

- **District and School Site Visits** (District, School and BLT) (Timeline: First three semesters of turnaround initiative, starting fall 2015) The purpose of these visits is to help school and district leaders stay on course while maintaining a sense of urgency. The UVa team makes embedded visits and offers customized support throughout Years 1 and 2. By making these on-site visits, they seek to further enhance the ability of all involved to empower change.
- **In-state District Retreats**. (Timeline: Spring 2016 and Spring 2017) A local one-day strategic retreat is held each spring of the turnaround effort. Attended by school system leaders and turnaround principals and facilitated by UVa staff or faculty, the Year 1 Spring Retreat focuses on resource reallocation and coordination, covering topics that help energize summer planning. The Year 2 Spring Retreat focuses on sustainability, helping leaders assess lessons learned and review practices that will drive continuous transformation for years to come.

Learn and implement the frameworks defined by Paul Bambrick-Santoyo in both *Driven by Data* and *Leverage Leadership* (Begin June 2015)
These books are rooted in the UVa work providing for alignment in our efforts to increase leadership capacity.

- Book Study
- Support at UVa Boot Camp and Retreats
- School Visits (School leader and members of the BLT)

Create a Priority Leadership Development Network (PLDN) of Turnaround Leaders to support networking, the sharing of best practices, and the strengthening of leadership competencies. (Launch April 2015) (Meets monthly with semi-annual day-long retreats)
The network will provide an avenue for meaningful learning related to increasing leadership capacity at the Priority schools. The district will collaborate with the DOE for support.

- Focus on *Leverage Leadership*
  - Data Driven Instruction
    - **Core Idea**: Effective instruction is not about whether we taught it, rather if the students learned it.
    - **Goal**: To adapt rigorous teaching to meet student needs as informed by common assessments.
  - Observation and Feedback
    - **Core Idea**: The primary purpose of observation should not be to judge but rather to provide feedback to improve teaching and therefore learning outcomes.
    - **Goal**: To increase learning outcomes through consistent, actionable feedback that translates to improved practice.

- Planning
  - **Core Idea**: The quality of instruction will improve when teachers are intentional about the decisions they make with regard to what to teach and how to teach it.
  - **Goal**: To increase the consistency and impact of teaching through deliberate planning aligned to standards and informed by data
- Professional Development
  - **Core Idea**: Professional development only matters if it translates to practice, driving real improvements to student learning.
  - **Goal**: To increase learning outcomes as a result of meaningful, targeted, job embedded professional development that translates to consistent implementation of best practices in every classroom across the school.
- Student Culture
  - **Core Idea**: In schools with strong cultures, students receive a continual message that nothing is as important or as engaging as learning.
  - **Goal**: To create and maintain a culture of excellence in every classroom through clear systems and procedures.
- Staff Culture
  - **Core Idea**: Great staff cultures come from the deliberate development of habits that build a strong staff community. Great leaders maintain a strong staff culture through situational awareness.
  - **Goal**: To create and maintain a positive school culture which in turn impacts results in a positive manner.
- Managing School Leadership Teams
  - **Core Idea:** Teacher leadership is critical to school success.
  - **Goal:** To identify and develop teacher leaders with whom to share leadership as it relates to decisions that impact teaching, learning and school culture.

- Creating and supporting impactful teacher collaboration:
  - **Core Idea**: Teams of teachers working together to positively impact teaching and learning.
  - **Goal**: To increase consistency and outcomes by supporting teachers as they co-plan lessons, co-create assessments, and analyze student work to inform next steps.
- Building relationships
  - **Core Idea:** Students perform better when they are in schools where they have a personal relationship with a caring adult.
  - **Goal:** To implement school wide strategies targeted at building relationships.
- Creating systems and structures for Peer Classroom Visits
  - **Core Idea:** De-privatizing the teaching practice (sharing what works will result in the rapid diffusion of best practices).

    - **Goal:** To consistently provide students with excellent teaching in every classroom.
- Engage in reflection and problem solving protocols
    - **Core Idea:** Strong leaders are reflective, promote reflection and have the capacity to collaborate with stakeholders to solve challenging problems.
    - **Goal:** To provide protocols that will be implemented to solve problems and remove barriers that interferes with accelerated outcomes and positive results.

Delaware Academy for School Leadership (DASL) Coach

- Each Priority administrator will benefit from a DASL coach to support the formal evaluation/feedback process (DPAS II). During weekly visits, the coach will support the administrative team in sharpening their skills in facilitating pre and post conferences, as well as in providing meaningful feedback. The coach will also support the improvement plan process as needed.

The framework for professional development supports leadership development across our organization. It targets growth in the critical leadership competency areas, as well as the ability for district and school leadership to impact teacher capacity in the following critical teacher competencies: flexibility, adaptability, potential for growth, collaborative, student focused with high expectations, relationship oriented, and problem solver/change agent.

<u>Leadership Assessment:</u>

As part of our partnership with the University of Virginia, our Turnaround Leaders will engage in a Behavioral Event Interview process where the initial results will be used to note strengths and challenges facing our leaders. This information will be used to differentiate supports for principals in the following areas:

- Has a clear focus on sustainable positive results
- Engages the team
- Impacts and influences the perceptions, thinking and actions of others
- Holds people accountable for performance and ensures that excellent teaching and learning spreads beyond single classrooms.
- Insists on a commitment to learning across the organization (students and adults)
- Is a conceptual thinker
- Is an analytical thinker

Within our framework, we will provide opportunities for targeted professional development. Our PLDN structure will provide a monthly forum where assessment results will inform development opportunities as they relate to strengthening our leaders' capacity for school turnaround work. For example, the members of the network

will engage in case studies that will allow collaboration around these topics. We will work with the DOE (TLEU, Leadership Strategy) to expand our network and benefit from a broader base of supports and perspectives.

The PLDN will allow for a structured avenue for our principals to engage in self-reflection and assessment using a tool such as the Work of a Leader profile tool. Priority leaders will engage in a self-assessment in July 2015 and then again in July 2016 during a full day PLDN retreat.

Strategy:

In tandem with the District Turnaround Office and UVa, each Priority principal will identify Leadership Priorities that will inform tailored professional growth opportunities. As part of our strategy, we believe in the importance of a framework and the power of adapting it to support school priorities and goals.

As mentioned above, our strategy will be grounded in our partnership with UVa (coaching and support), guided by the work of Paul Bambrick-Santoya *(Driven by Data* and *Leverage Leadership)*, and supported through our Priority Leadership Development Network. Our network will allow principals to share experiences, practice with one another, and provide a forum for continuous growth and improvement. In addition, the *Priority Leaders* will receive individualized support from the district Manager of School Turnaround and a DASL coach. Once we contract with DASL, we are assigned a coach; however, we will request to continue our relationship with Connie Smith.

Evaluation and Feedback:

Within the organizational structure of the Red Clay Consolidated School District, a District Turnaround Office was established in 2012. This office manages and supports all schools in the Partnership Zone and will shift the support and supervision to the Priority Schools. The DTO responsibilities, as they pertain to Warner, Highlands and Shortlidge, will include the coordination, management, and evaluation of the various initiatives, strategies and timelines associated with the designation. This office has the capacity to provide intense support and supervision as it relates to teaching and learning in order to foster accelerated outcomes for the students at each of the Priority Schools. With this in mind, a primary function of the Manager of School Turnaround will be to provide ongoing evaluation and feedback to the Priority School Leaders. Feedback will be centered on plan implementation with leadership as a central focus. Candor will be a prevailing norm at the weekly meeting. Verbal feedback will be ongoing.

In addition to the formal DPAS II for Administrators protocol, the Manager of School Turnaround (Dr. Grundy) will engage in weekly visits at each Priority School. The identified leadership priorities, the Priority Plan, and the DPAS rubrics will serve as the conversation starters at each visit to gage level of performance on a weekly basis. The

leadership priorities will be formal DPAS priorities, as well as identified priorities that are established as a result of the weekly meetings. These will be related to the expectations driven by the framework for professional development. The observation/feedback protocol will be adapted to apply to the Manager of Turnaround/principal relationship. Bite-sized actionable feedback will be provided. The expectation of implementation will be monitored at the following weekly visit. Examples of bite-sized actionable feedback could include documenting a follow-up conversation after a walk-through, increasing the number of walk-throughs per week, tightening a procedure or system; to name a few. The weekly visit protocol will be strengthened through the partnership with UVa. The announced weekly visit schedule will be as follows:

- Every Monday at Highlands: 9:30 a.m.
- Every Tuesday at Shortlidge: 8:30 a.m.
- Every Tuesday at Warner: 11:00 a.m.

Random visits will occur to ensure walkthroughs during varying timeframes, observations of school-wide systems and procedures at varying points in time, as well the opportunity to attend PLC's and BLT meetings.

A weekly agenda will guide the meetings. Standing agenda items will include the following: Priority Plan Implementation, Leadership Priorities (actionable feedback), Dose of Data (reflection on leading indicators (weekly) and review of quarterly reports), Walk-throughs/Debrief, Timely Supports. Written summary notes of each the visits will be documented monthly; however, verbal feedback will be ongoing. Candor will be a prevailing norm allowing for open honest conversation. Revision to the agenda will occur based on the partnership with UVa, as one of the priorities will be strengthening the weekly visit.

Indicator 2.4: Leadership Evaluation

Framework:

Observation and feedback is critical to professional growth. At each of the three Priority Schools, the school leader will be formally evaluated using the DPAS-II for Administrators protocol. Delaware Administrative Code (108A) requires all school districts to evaluate administrators who oversee instruction using the revised guide. We intend to comply with this regulation and use the process to support and evaluate the leaders at the Priority Schools.

The new protocol evaluates five components. They are as follows:

Component I: Vision and Goals
Component II: Teaching and Learning
Component III: People, Systems and Operations
Component IV: Professional Responsibilities
Component V: Student Improvement

Below is an overview of the components and criteria (as copied from the guide):

Component I – Vision and Goals – focuses on the principal's actions to establish, implement, promote and communicate the vision and goals of the school or district, including the use of data to establish goals aligned to the school or district success plan.

A principal's practice in this component is assessed based upon the following criteria:

1A. Develops a vision for high student achievement
1B. Establishes school goals and an aligned school plan using data
1C. Establishes and reinforces school values and behaviors that align to the vision
1D. Develops cultural competence and a commitment to equity

Component II – Teaching and Learning – focuses on the principal's actions to implement rigorous curricula, assessments and high-quality instructional practices and to monitor student progress to inform instructional practices.

A principal's practice in this component is assessed based upon the following criteria:

2A. Implements rigorous curriculum and assessments aligned to Delaware State Standards
2B. Implements high-quality instructional practices
2C. Increases teacher effectiveness through support and evaluation
2D. Monitors student data to drive instructional practices

Component III – People, Systems and Operations – focuses on two substantive areas of principal practice: (1) the principal's actions to manage resources and organize time, ensuring alignment with mandated policies and creating a safe, efficient and effective environment in the school or district that supports student learning; and the principal's actions to attract, support, develop, evaluate and retain high-performing educators.
A principal's practice in this component is assessed based upon the following criteria:

- 3A. Manages resources in alignment with the school plan
- 3B. Organizes school time to support all student learning and staff development priorities
- 3C. Ensures school operations align with mandated policies
- 3D. Hires and retains high-performing staff members
- 3E. Develops a high-performing leadership team

Component IV – Professional Responsibilities – focuses on the principal's personal leadership actions, including building meaningful relationships and engaging in self-reflection and ongoing learning. The Component also focuses on the principal's capacity to problem solve while keeping a constant focus on student learning, constructively managing change and effectively communicating with/engaging families and school community stakeholders.
A principal's practice in this component is assessed based upon the following criteria:

- 4A. Builds professional relationships and constructively manages change
- 4B. Engages in self-reflection and on-going professional development
- 4C. Demonstrates relentless focus, proactive problem solving and advocacy for students
- 4D. Engages families and the community in student learning

Component V- Student Improvement- DPAS II for Administrators is a continuous improvement model. Therefore measurable goals must be set and measured.
In addition to formal DPAS II, the Manager of School Turnaround will engage in weekly school visits and will adapt the Observation/Feedback protocol, providing bite-sized actionable feedback to the principal and monitoring implementation the following week.

Alignment:

The DPAS II protocol is based on new rubrics that align to the ISLLC standards and therefore support best practices in school leadership. The rubrics were developed in collaboration with New Leaders, an organization focused on competency based leadership. In addition to the use of the rubrics, Component V goals will be established as per regulation. Done well, goal-setting should be a comprehensive process, beginning with a strong analysis of student performance data. A principal should be able to articulate how his/her student performance goals are meaningful, achievable and ambitious. However, setting student performance measures (as part of Component V)

should not stop with the measures and targets. Once set, it is also important to name the key levers for the principal in driving student achievement at the school. Thus, the principal and evaluator will identify the high leverage strategies that have the potential to drive student performance outcomes. These high leverage strategies or priorities will be aligned to the professional growth activities and best practices defined in the Leadership Professional Development Framework and based on the self-assessment our school leaders will complete in July 2015 and July 2016.

In identifying the high leverage strategies, the 7 competencies will drive the evaluation, the professional development and the support the principal will receive. The competencies are as follows:

Focus on Sustainable Results

- **Definition**: The school leader takes responsibility in improving school outcomes and implementing initiatives to accomplish sustainable (positive) results, based on understanding and analysis of the challenges of the schools.
- **Dimension:** To what extent the school leader demonstrates sophistication and perseverance to drive sustainable results.

Engages the Team

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- **Dimension:** To what extent the school leader's personal mission of relentless pursuit of student learning is actualized.

Conceptual Thinker

- **Definition:** The school leader demonstrates the ability to see meaningful patterns among seemingly unrelated issues or ideas, leading to new ideas and fresh perspectives.

- **Dimension:** To what extent does the school leader make connections that are useful in creating meaning and clarity for self and others.

  Analytical Thinker
- **Definition:** The school leader demonstrates the ability to analyze issues and opportunities in a logical way, and to recognize cause and effect.
- **Dimension:** To what extent the school leader understands and articulates the relationship among many facets of a situation.

The following data points will be used to influence and determine principal evaluation. These are the indicators discussed weekly and quarterly during weekly visits.

- DIBELS (Phonics and Fluency)
- Scholastic Reading Inventory (Lexile levels)
- Scholastic Math Inventory
- Scott Foresman Benchmark Data
- Formative Math Probes
- Smarter Balance
- Staff Attendance
- Student Attendance (By cell group)
- Suspension Data
- Behavior Referrals
- Academic Risk Data
- Number of Formal DPAS Evaluations
- Number of Walk-Throughs (Look-fors will be identified based on the instructional framework selected at each school)
- PLC Progress
- Professional Development Activities/Attendance
- School Climate Events (PBS, assemblies)
- Parent Engagement Events/Attendance

Calendar:

The evaluation process will be ongoing. The District Turnaround Office will supervise the Priority principals and will engage in weekly visits in addition to the regulatory DPAS II process.

Timeline:

School Visits: Weekly (minimum)

These visits will provide opportunities for the ongoing collection of evidence (indirect and direct observation, as well artifacts and data). It also allows for ongoing reflection on Leadership Priorities (actions and impact). Feedback will be ongoing.

Goal setting: by October 15th each year

The appraisal cycle begins with goal-setting, a collaborative process between a principal and his or her supervisor to establish student improvement goals and priorities for a principal's growth as a leader.

Formal mid-year conference: January each year

Approximately half-way through the school year, the principal and principal supervisor are required to meet to assess progress toward goals. Using the Mid-Year Conference forms in the DPAS II manual, this meeting is documented, including any feedback, outcomes, or next steps.

Formal summative evaluation: June each year

At the end of the year, principal supervisor reviews evidence and conclusions and assigns a criteria-level rating for each component (Components I-IV), assigns a summative rating for each component (Components I-V), and assigns an overall summative rating.

Indicator 2.5: Leadership Succession

Leadership Pipeline Development:

Succession planning is a priority in the Red Clay Consolidated School District. The district believes it is imperative to grow and develop our own leaders as well as to reach out to organizations that are committed to developing leadership. Red Clay implements an *Aspiring Principal Academy* designed to develop current assistant principals who aspire to the principalship. A cohort of thirteen assistant principals is currently engaging the second year of a two-year program specifically designed to prepare them for the principalship. The program sessions are dedicated to increasing leadership capacity. The district also implements an *Aspiring Administrator* program to plan for succession for the assistant principalship.

The current cohort of Aspiring Principals meets monthly. Sessions are dedicated to topics that prepare candidates for the principalship in Red Clay. The cohort engages in conversations and hosts guest speakers in following areas: budget and finance, the BEI teacher interview protocol, progressive discipline, leading productive meetings, distributed leadership, the power of focus, mission and vision, curriculum and assessment, supporting the whole child, operations and management, equity and cultural responsiveness, and instruction; to name a few.

Members also engage in leadership development using the Stephen Covey framework, *The 7 Habits of Highly Effective People Signature Edition 4.0.* Participants gain hands-on experience, applying leadership principles that yield greater productivity, improved communication, strengthened relationships, increased influence, and laser-like focus on critical priorities. In *The 7 Habits of Highly Effective People Signature Edition 4.0*, participants learn how to: take initiative, balance key priorities, improve interpersonal communication, leverage creative collaboration, and apply principles for achieving a balanced life. Members of the cohort completed a *7 Habits Leadership Assessment*; a personal and 360° assessment that help them to gauge effectiveness from their own viewpoint and from the viewpoints of others. The results of this assessment are also considered in the implementation of the program.

The district currently has 13 assistant principals engaged in year two of our Aspiring Principals' Academy and a need for an external partner is not currently demonstrated.

Should there be a need; an external partnership for leadership recruitment may be formed with Leadership Recruiters, a leadership recruitment firm based in Philadelphia, as well as with School Turnaround, a leadership development initiative out of New York.

Our partnership with the University of Virginia is intended to support our leadership pipeline. Support will be provided in the following areas:

- Identifying internally and recruiting externally candidates to interview for Turnaround Leadership positions
- Using the results from the BEI to finalize decisions around Priority School Leadership
- Developing leadership at the district and school level (see professional development timeline (2.3))

A team of Red Clay district administrators will benefit from engaging in the BEI interview process as led by the team from UVa (February 2015). We will calibrate the use of rubrics to identify strengths and challenges in the area of the 7 leadership competencies being evaluated:

Focus on Sustainable Results

- **Definition**: The school leader takes responsibility in improving school outcomes and implementing initiatives to accomplish sustainable (positive) results, based on understanding and analysis of the challenges of the schools.
- **Dimension:** To what extent the school leader demonstrates sophistication and perseverance to drive sustainable results.

Engages the Team

- **Definition:** The school leader works with a group of adults to leverage their input, to develop actionable and tangible goals, and to implement change in the school.
- **Dimension:** To what extent the school leader leverages collective efforts of adults to accomplish goals.

Impact and Influence

- **Definition:** The school leader takes action for the purpose of affecting the perceptions, thinking, and actions of others.
- **Dimension:** To what extent the school leader adopts various approaches and/or engages a variety of stakeholders to support school goals.

Holding People Accountable for School Performance

- **Definition:** The school leader is mindful of school performance needs and holds others accountable for high standards.
- **Dimension:** To what extent the school leader demonstrates a performance mindset and holds people accountable for school performance.

Commitment to Students Learning

- **Definition:** The school leader demonstrates a commitment to students as evidenced by a belief in own capability and the courage to take a stand on behalf of students.
- **Dimension:** To what extent the school leader's personal mission of relentless pursuit of student learning is actualized.

Conceptual Thinker

- **Definition:** The school leader demonstrates the ability to see meaningful patterns among seemingly unrelated issues or ideas, leading to new ideas and fresh perspectives.
- **Dimension:** To what extent does the school leader make connections that are useful in creating meaning and clarity for self and others.

Analytical Thinker

- **Definition:** The school leader demonstrates the ability to analyze issues and opportunities in a logical way, and to recognize cause and effect.
- **Dimension:** To what extent the school leader understands and articulates the relationship among many facets of a situation.

Talent Audit:

Highlands Elementary School will be committed to developing and increasing leadership across the organization. Planning for and supporting leadership will be a deliberate effort and will be supported by the District Office. Part of this process will be a talent audit to provide insight into the school's leadership capacity and how school leadership aligns with current and future turnaround strategies. This audit will provide insight into how best to prepare and train potential leaders. The talent audit will assess the skills of school leaders aligned to the competencies necessary for turnaround leadership. This audit will provide the data to build the right programs to enhance the skills and capabilities that are critical to turnaround success. The principal and district will collaborate with DOE to plan for and implement this audit.

Our roadmap of future leadership potential to positively impact student achievement will include observation and evaluations of the level of success of the Professional Learning Communities (teacher leadership), the degree to which the Building Leadership Team shares decision making and leads the work (See Appendix: BLT Manual), the degree to which teaching and learning have become more transparent, and the norms and protocols that drive the collaborative culture of the school. Each school is identifying formal teacher leadership positions (See Appendix: Sample Teacher Leader Job Description). The council and the district will identify capacity gaps and support the schools in developing individuals filling these gaps through access to targeted professional development.

Principle Three: Staffing

Indicator 3.1: Staffing Plan/Indicator 3.2: Staff Recruitment

Early Notification:

The professional staff at each Priority School was notified in September 2014 of the likely staffing plan for the school and the requirement to commit to the school Priority Plan once written by the Core Team. Notification occurred at building level Faculty meetings facilitated by district administrators (Dr. Grundy at Warner, Mr. Stewart at Shortlidge, and Mrs. Lanciault at Highlands) the day prior to the general public announcement. Dr. Grundy and Dr. Broomall have since met multiple times with Mr. Matthews, RCEA President and Mrs. Rowe, UniServ Director to maintain open lines of communication regarding the staffing plan and to develop a mutually agreeable MOU.

The process to commit to remain in the Priority School is backward mapped from the district voluntary transfer timeframe. Each professional staff member will work in a Priority School on a voluntary basis. The professional staff member will sign a Letter of Commitment by February 23, 2015 indicating he/she agrees to adhere to the Plan. Once a letter of commitment is signed the school leader in conjunction with members of the PZ council and the Curriculum and Instruction department will complete a review that will include a staff members personnel file, DPAS evaluations, and/or classroom practice. If the staff member signs a letter of commitment; however, is not confirmed by the review team, he/she will receive 6 hours of EPER to compensate relocation time and effort. The November deadline as defined in the rubric has passed; however, the district has been working closely with the state to ensure the process is timely.

A professional staff member who does not commit to the school Plan will participate in the District *Voluntary Transfer* process beginning March 1, 2015. If a professional staff member does not have a school assignment for 2015-2016 they will be designated unassigned. The MOU/negotiated agreement will guide the employee's next steps. Any member of the RCEA that provides written notification (prior to March 1, 2015) of intent to retire at the end of the 2014-2015 school year will receive a $1,000 early notification incentive in their final paycheck.

Beginning in March 2015, the principal may reassign staff within the building, based upon student need and teacher competencies, using the *School Turnaround Teachers: Selection Toolkit* as a reference. Current staff members, who choose to stay at Highlands Elementary School, must be fully committed to the entire Priority School process indicated by the signed letter of commitment. Concurrently, the principal will begin to conduct interviews to hire applicants within the district. At the conclusion of the

Voluntary Transfer period, the principal will conduct interviews to hire the most qualified turnaround staff applicants. (MOU 4:b.i.: Authority to hire and dismiss all staff in accordance with District and state regulations, ESEA Flexibility Waiver, grant requirements, and the Plan)

Recruitment and Retention:

In order to fill vacancies at Highlands Elementary School, the Building Leadership Team is seeking highly qualified, highly motivated educators who possess the following characteristics:

- 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 Highlands Elementary School with teachers that possess these characteristics, the district will employ an aggressive strategy to recruit educators, both internally and externally.

Red Clay Consolidated School District will approach recruitment for the *Priority Schools* with a sense of urgency and commitment to hiring high quality candidates. The following captures the multiple avenues that will be used for recruitment:

- Advertising in the local newspaper
- Outreach to local universities
- Joindelawareschools.org
- Recruitment within the district of talented teachers
- Utilization of alternate routes programs (Red Clay has a relationship with TFA that has been used to fill high needs positions)

In addition, Red Clay recently launched a yearlong residency pilot with Wilmington University and the University of Delaware in order to deepen the pipeline for future teachers. The program description is as follows:

- A restructuring of the traditional student teaching placement
- Mentor teachers collaboratively work as a team with assigned interns
- The student interns will be in the school from the first in-service day until the last teacher day working in a co-teaching environment
- A university supervisor will be assigned to the team for the entire year.

To help to ensure that our recruits are right fit talent, prior to receiving an interview at a Priority School, prospective candidates will complete the Paragon pre-interview questionnaire. The following describes the Paragon Framework:

The Framework for Teacher Quality
Paragon examines teacher inputs measureable at the time of hire, which may be further defined as:
• Teacher Qualifications (ex. experience, education, credential pathways, etc.)
• Teacher Characteristics (ex. attitudes, attributes, self-efficacy, cognitive ability, etc.)

Paragon measures a comprehensive set of variables with the recognition that each variable and variable combination impact student achievement differently. The system's predictive model bases resulting scores accordingly on the interplay between these variables.

Qualifications:
Paragon measures all of the resume qualifications that correspond to No Child Left Behind's designation of "Highly Qualified" teachers, but takes the measurement a step further by basing a candidate's score for this section on the relative impact each of these variables has on student achievement. Sample questions will measure the following:
• Educational Attainment and Academic Success
• Credential Pathway
• Certification Status
• Experience

Characteristics:
Paragon measures both cognitive and non-cognitive traits that have been demonstrated to impact student achievement, as well as additional traits a hiring manager can use to assess a candidate's potential fit within their school.

Non-Cognitive Attributes:
Assessment of non-cognitive traits relies upon an aggregate score of a candidate's responses to all of the items in the factor model. The non-cognitive traits are measured through Likert-style questions, with approximately ten to fifteen items per attribute. Respondents will be asked to indicate their agreement with a statement. Among these traits are the Five Factor Model, self-efficacy, and locus of control.

The Five Factor Model is among the most highly validated and reliable instruments in the field, with decades worth of supporting research, test-retest validity, and impression management prevention. It is not industry specific, and so is applicable to positions of all types and levels. Because it is an industry standard and has a history of inclusion in

educational research, Hanover has included the Five Factor Model in Paragon. The Five Factor Model measures the following:

- Extraversion
- Agreeableness
- Conscientiousness
- Emotional Stability
- Openness to Experience

The following provides an overview of the Paragon Framework (as written in the literature):

Cognitive Attributes:

The cognitive portion of Paragon measures the general intelligence of a candidate using a progressive matrices test. The measure is a nonverbal group test measuring logic reasoning and "meaning making," and has been used as an industry standard for over 80 years. Paragon's measure is internationally normed, with supporting literature in the education space.

Free Response – Supplemental Screening Questions:

In addition to providing a score of each candidate's Student Achievement Index, Paragon asks candidates a set of standardized, free response questions that hiring managers can use to assess cultural and philosophical fit with their specific organization. Candidate responses are available in their individual Paragon Profiles. This portion of the assessment will assess candidates' multi-cultural competence, educational philosophy, and specific work-style preferences.

Once candidates are identified, an Interview Committee will be formed consisting of administrators and teachers. In addition to an interview and writing prompt, applicants under consideration will share a model lesson. Staffing decisions will be based upon the skill set of the teachers and the needs of the students.

Retention:

Teachers who sign the letter of commitment and are confirmed will work in the Priority School for two years. Full time contracted Highlands Elementary School Educational Staff will be eligible for an incentive stipend of up to $2000 in year 2015 for an approved commitment, and $2000 in 2016 and again in 2017 based upon meeting targets as defined by the plan. District employees (i.e. related service support) who work at Highlands Elementary School part time will be eligible to apply for a stipend based on the hours per week they work at the school. Stipends may be applied for and used for such things as educational conventions and conferences, classroom materials and/or tuition costs. In addition, the district will collaborate with the state to seek approval for a five year licensure extension of teachers and administrators as a reward for exiting Priority status.

Staff will be compensated for additional hours worked. The additional professional development (55 hours) will result in compensation of approximately $1,400.00/year.

In addition to incentives and rewards, it is critical for school leaders to focus on teachers who are "irreplaceable". These teachers do not fit a particular mold; however, they produce tremendous results, build tremendous relationships with student and families, and motivate students to persist. To retain the current irreplaceable teachers and to plan for future retention, school leaders must commit to the following:

- Make retention of top talent a priority
  - Set clear retention targets
  - Focus on instructional leadership
  - Create positive working conditions
  - Create leadership pathways and opportunities
- Have consistent high expectations for all staff members
  - Address teachers who perform below standards

Deliberate actions must be taken to ensure that these teachers know who they are. They should be recognized for what they do and given leadership opportunities.

School Specific/Mission Specific:

Central to working in a Priority School is the mission of dramatically increasing results for all students and closing gaps among students. To do this, the school leader must be thoughtful and deliberate in the deployment of staffing units to ensure that the assignment of teachers is specific and deliberate to increase student achievement.

Each school generates a specific number of teaching units. The principal at each school will have autonomy to utilize these units as needed to best implement the plan. Title One units will be used to support reading instruction and Excellence units will be used at the administration's discretion to support implementation of the plan. In addition to the units generated by the individual schools, the priority schools have identified a need to create additional positions to support math and reading instruction to impact outcomes. Coaching positions will be secured in each school with the intent of increasing the capacity of our teachers to provide consistent high quality reading and math instruction.

Staff selected for these positions must have the drive, passion and skill set to engage in turnaround work. They must possess the following characteristics:

- 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 understanding of their accountability for student outcomes

Selection and Onboarding:

An interview process for potential teachers will take place with the building leaders, Priority Council team members and a cohort of teachers; however, the principal will make the final hiring recommendation on all candidates (MOU 4:b.i.). Selected candidates will be provided with the Priority Plan and the school profile in advance of the interview. Candidates will respond to selected questions about the plan both in writing and verbally. In addition, interviewees will be asked a series of questions to assess their skill sets and ability to be a Priority School teacher. Competency rubrics will be used to assess the candidate's performance in the interview.

Once candidates are in place, it is critical that they are supported in becoming immersed and invested before they start. After signing the Commitment Letter, all candidates will read the entire Priority Plan and engage in a conversation with the principal around the commitments, the school data and goals, and what it means to teach in a turnaround school. This will ensure clarity around the plan. Teachers who are new to the Highlands community will be paired with a highly qualified veteran teacher leader selected by the principal to provide a support system during the transition to the priority school. Novice teachers will receive the same support, as well as support through the state-wide mentoring program. The intent is to be fully staffed prior to school-wide trainings; however, should candidates miss any initial school-wide training (Teach Like a Champion, PATHS), the administration will be deliberate in identifying ways to ensure 100% implementation. This may be through coaching or the opportunity to attend formal make-up sessions.

Indicator 3.3: Staffing Hiring

Competency Based Hiring:

The Red Clay Consolidated School District recently transitioned to using a competency-based hiring process. The online assessment in the Paragon System (as described in 3.1 and 3.2) is used to identify high potential candidates. The information from this assessment is used to screen for high potential candidates. While still necessary, a high rating from the Paragon assessment minimizes the importance of the interview in that the screening process eliminates candidates who do not possess the characteristics needed to work in a high needs school.

Once candidates are invited for an interview, administrators, in collaboration with the interview team, will ask a combination of traditional and situational "what if" questions coupled with competency based questions. A rubric system is used to evaluate each candidate.

Sample questions are identified below:

Traditional and What if Interview Questions:

- What if a student repeatedly interrupted your teaching, how would you respond?
- What if a parent disagreed with a grade issued to his or her student?
- What if a student repeatedly came to class unprepared, how would you respond?
- What if a student challenged your authority, how would you respond?
- How will you prepare your classroom for the first day of school?
- How will you motivate parents to be involved?
- What will you do to modify your teaching to meet the needs of students' across the learning spectrum?
- How will you manage your classroom?
- What is one of the most challenging issues facing students in a high needs school? What will you do to address the challenge?

Competencies and Interview Questions:

A. Flexible, adaptable, and potential for growth

1. Give me an example of a time when your schedule/plan was interrupted by unforeseen circumstances. How did you handle it?
2. How have you handled a situation in which you felt you were losing control? (Classroom, meeting, etc.)
3. Describe a situation in which you were asked to perform a task you have never performed previously and how you responded to the challenge.
4. Describe a situation that did not work out as planned and how you responded to the challenge.

B. Collaborative

1. Describe a situation where you were successful in getting people to work together effectively.
2. Can you tell me a time in which you felt you were able to build motivation in your co-workers?
3. When working on a team, what role do you usually take and why?
4. Tell me a time when you were on a team and one of your teammates was not pulling his/her weight. How did you handle it?
5. Describe a time in which you were a member of a team. How did you positively contribute to the team?

C. Student focused with high expectations

1. Tell us about a time when you helped someone whom others were not sure could improve become more successful. Tell us the story.
2. Provide two examples of when you did more than was required in any job experience.
3. You gave an assessment and 4 out of 20 students were below standard. Explain how you would approach this situation and justify your reasoning.
4. Supplement with performance task.

D. Relationship oriented

1. Provide an example of how you resolved a conflict with you and another person when you disagreed with each other.
2. Describe in any job experience how you developed rapport with your colleagues.

E. Problem solver/change agent

1. Describe a situation in which you were given constructive feedback. How did you respond; what actions did you take?
2. Give me an example of a goal you reached and tell me how you achieved it.
3. Give me an example of a goal you did not meet and how you handled it.
4. Tell me a time in which you had to implement change in your area of responsibility. What actions did you take?
5. Give me an example on any job in which you faced a problem and tell me how you went about solving it.

After the candidate completes the interview process, they will be required to complete a writing prompt related to working in a Priority School (example: What are the most challenging issues facing a teacher in a high needs school? What will you do to address the challenges?). Candidates will be observed teaching a lesson or share a video of a model lesson. Prior to final decisions being made, teams will reflect on performance evaluations (DPAS II if the candidate is from a Delaware school system) including the Component V rating, as well as reference checks.

Timely Hiring:

Staffing projections will be determined by February 2015. Based on these projections, the vacancies at each of the Priority Schools will be known by March 15, 2015. Operating with a sense of urgency to secure top talent to fill vacancies, the district is committed to timely hiring beginning March 1, 2015 to be completed by June 15, 2015 as a result of early offers. Hiring efforts will include the University of Delaware Project Search job fair (April 2015), as well as advertising and hiring successful student teachers. Additionally, the district attends job recruitment fairs sponsored by Universities in Pennsylvania, Maryland, North Carolina, etc. The district has demonstrated effective use of teacher pipelines, having partnered with the DDOE on the recruitment and selection of teachers from Spain and China. The district has utilized additional pipelines such as Teach for America and the ARTC program at the University of Delaware and is willing to continue to tap into these pipelines to recruit right fit talent. The Priority Schools will have preference on the selection of teacher candidates before teacher candidates are made available to other Red Clay schools. Red Clay is committed to this aggressive hiring timeline in the 2016-17 school year should vacancies occur.

Indicator 3.4: Staff Evaluation

At Highlands Elementary School, the administrators will continue to strengthen the implementation of the DPAS II process. Discussions between administrators and teachers will focus on student growth that will outpace typical growth. The DPAS II will be the framework to develop the supports necessary for each teacher in the four component areas to achieve above average growth in component V.

The three main purposes of DPAS II are to assure and support:

- Educators' professional growth
- Continuous improvement of student outcomes
- Quality educators in every school building and classroom

DPAS II for Teachers supports professional growth by helping evaluators and teachers identify areas for growth and opportunities to enhance teachers' skills and knowledge through:

- Self-assessment and reflection
- Working collaboratively with colleagues to improve curriculum, assessment, instruction, and other classroom practices
- Conducting action research
- Designing and piloting new instructional programs or techniques
- Analyzing student and school data to shape the school program and classroom instruction
- Other learning opportunities

DPAS II for Teachers supports continuous improvement of instructional practice and student outcomes by helping evaluators and teachers monitor professional growth and student improvement. Teaching is a complex and ever-changing profession requiring a teacher's commitment to continuously improve his or her practice and, in turn, student performance.

Student Focused with High Expectations:

The DPAS II for Teachers is predicated on five areas of focus:

- Planning and Preparation
- Classroom Environment
- Instruction
- Professional Responsibilities
- Student Improvement

Below is a brief description of each component as written in the manual:

Component One: Planning and Preparation

Component one defines how a teacher selects and organizes the content and skills to be taught. Teaching requires a deep understanding of both the content and pedagogy related to the subject matter. In planning, teachers are expected to consider and understand the skills and knowledge that students bring to a lesson and build upon that understanding.

Component Two: Classroom Environment

Creating an environment in which learning takes place is critical. Component two includes management of student behavior and the expectation that classroom procedures are public knowledge. The aspects of this component establish the parameters for interactions, create the atmosphere for learning, and define routines and procedures.

All teacher-to-student and student-to-student interactions should elicit respect and rapport. The classroom culture should reflect a climate where students feel safe and supported. Students recognize that the teacher is in charge and has high expectations for their learning and behavior. Students see their teacher as fair and interested in them as individuals and learners.

Component Three: Instruction

This component depends on Components one and two for success. Without a structure for instruction and a productive learning environment, content delivery will be affected and student learning will be diminished.

Component three is observed in the classroom. As teachers deliver content, they engage students in the process of learning and involve them in decisions when possible. Teachers instruct students in the content and help students see its value by making connections to other disciplines. This is accomplished through clear and accurate communication with students about their individual work and progress toward the standard(s).

Teachers understand the need to be flexible and responsive to the needs of the class, as a whole, as well as individual student. They adjust lessons and assignments to meet student needs. Teachers understand the value of formative and summative assessment data and employ that information as they plan for future instruction.

Component Four: Professional Responsibilities

Teachers engage in many professional activities as they develop teaching skills. For Component four, teachers gather evidence of such activities; the documented evidence is intended to focus on professional growth activities within the context of school, district, and student.

Component Five: Student Improvement

Student learning is a teachers' primary responsibility. Teachers recognize that students come to them at different places along the continuum of learning. They understand that

in a standards-based environment, the ultimate goal is to move all students toward the standard. In addition, they recognize that student improvement rates will vary during the year. However, it is reasonable to expect that all students will move further toward the standards during the school year. Through careful planning and evaluation of data, teachers modify their instruction for both the class and individual students.
Measure A will be defined for educators; however, Measure B will require that teachers in collaboration with their supervising administrator set an aggressive goal based on accelerated targets in ELA and math for the identified cohort of students (target cell or entire class). Reflection on progress toward targets will occur during DPAS conferences as well as during RTI cycle reviews. PLC work will also be focused on measuring progress toward accelerated outcomes.

The evaluator looks through a lens that is clearly focused on student actions, behaviors, and performance. Professional development and support in providing accurate observations and meaningful feedback is a priority. The district will continue to partner with DASL for the benefit of Development Coaches. The Development Coach works side by side with the principals and the administrative team to ensure fidelity to the DPAS process and to maximize the benefits of developing teacher capacity to impact student results.

Used to Differentiate Support:

Targeted professional development will be provided to staff members based on the data collected from DPAS II evaluations. Growth areas will be identified and targeted professional development will be directly related to instructional needs. The administrative team will collaborate weekly to discuss patterns noted in observations as well as teacher specific needs.
In addition to formal evaluation, the leadership at each school will increase the culture of using feedback to spark professional growth. Walk-throughs with a feedback loop system will be intensified to increase communication and collaboration between administration and teachers ultimately impacting the instruction of students.
(See Appendix: Sample Walkthrough Schedule and Sample Walkthrough Form).

Administrators will be trained in the *Observation Feedback Protocol* as defined in *Leverage Leadership.* The framework will be adapted to support on-going teacher development. Bite-size actionable feedback to support growth will be defined and monitored. These action items will vary from teacher to teacher, based on identified areas for growth, thus resulting in differentiated support. Patterns that emerge from walk-throughs will define a need for whole staff professional development.

Drives Staffing Decisions:

DPAS II for Teachers assures quality teachers in every classroom by helping evaluators and teachers select credible evidence about teacher performance. Evaluators use this evidence to make important decisions such as:

- Recognizing and rewarding effective practice
- Recommending continued employment and/or career growth opportunities
- Recommending strategies and/or activities that will enhance teacher effectiveness
- Developing a plan to improve teacher performance
- Beginning dismissal proceedings

The DPAS II for Teachers provides a consistent tool on which to base staffing decisions as they relate to the following:

- Selection/identification for leadership roles
- Contract renewal
- Professional development needs

In addition, the administration will use the DPAS II process to inform staffing decisions as it relates to grade level and teaching assignments. In some cases, student placement decisions can be made based on evaluations. The process provides insight into strengths and style. This information will be used to make student placement decisions as it relates to our highest needs students.

Indicator 3.5: Staff Rewards and Incentives

Incentives:

Teachers who sign the letter of commitment and are confirmed will work in the Priority School for two years. Full time contracted Highlands Elementary School Educational Staff will be eligible for an incentive stipend from the grant funds of up to $2000 in year 2015 for an approved commitment, and $2000 in 2016 and again in 2017 based upon meeting targets as defined by the plan. District employees (i.e. related service support) who work at Highlands Elementary School part time will be eligible to apply for a stipend based on the hours per week they work at the school. The stipend can be used to support professional development and leadership opportunities to support individual career goals. Stipend guidelines are as follows:

Guidelines:

- Staff may request to attend a national conference/professional development opportunity not to exceed the stipend (registration/travel)***
- Staff may be reimbursed for tuition not to exceed the stipend (Appropriate paperwork (personal reimbursement form) must be filed including proof of payment and a satisfactory grade)
- Staff may purchase classroom materials to be used to serve the students at Highlands Elementary School
- Furniture items to support improved classroom instruction and opportunities can be purchased (i.e. book shelves for those who purchase classroom libraries, drafting tables to support improved instruction in the related arts class, furniture to support a reading center, etc.). These items would be property of Highlands to support the students at Highlands
- Instructional support items such as technology can be purchased. These items remain property of the Red Clay Consolidated School District
- Consumable books may be purchased to be used to serve the students at Highlands Elementary
- Funding may be used to contract a guest speaker for the students at Highlands Elementary
- Funding may be used to provide an educational opportunity for the students at Highlands Elementary (i.e. buses for a field trip, Traveling Franklin Institute Show, etc.)
- The funding can be used to support student rewards** for the students at Highlands Elementary

**Allowable when reasonable in cost and when necessary to accomplish program objectives. Acceptable awards include certificates, plaques, ribbons, and small trophies nominal in cost, or inexpensive instructionally related items such as pens/pencils to be used in the classroom. (Funding cannot be spent on food)

***All travel is pending approval
In addition, the district will collaborate with the state to seek approval for the licensure extension of teachers and administrators as a reward for exiting Priority status.

Financial incentives will also be used to compensate leadership. Stipends of up to $2,000 will be allocated for up to five Teacher Leadership positions. These positions are beyond the already existing available leadership positions such as BLT and PST leaders. Teacher leaders will apply for these positions. Positions will be awarded by the principal to high performing teacher leaders who will have the opportunity to impact and influence decisions that impact the greater school community. Potential teacher leadership positions include the following:
Technology Coordinator: Supports testing and computer based intervention programs.
Parent Engagement Coordinator: Plans and implements the identified engagement activities.
PATHS Coach: Supports teachers and leads the ongoing professional development of *PATHS.*
Extra Time Coordinator: Coordinates and leads after school and summer school programs.
Professional Development Lead: Organizes and leads the ongoing professional development of *Teach Like a Champion.*

At each Priority School, programs will be established to recognize staff for their effort. Examples of staff recognition will include the following:

- A Plus Cards
- Recognition in the weekly communication
- Kudos from colleagues

In addition, because staff at these schools will be required to operate with additional responsibilities, grant funds will support Extra Pay for Extra Responsibility (EPER) for the additional professional development days required by the plan (summer and after school), attendance at Parent events beyond the typical contractual responsibilities, and for time dedicated to supporting extended learning opportunities.

Based on Outcomes and Evaluation System:
Staff will be eligible for the rewards based on meeting targets as defined in the school plan. The measures and targets that will be considered are as follows:

School Culture:
Student attendance rates

- Maintain an average daily attendance rate of 95% or higher

Rates of serious misconduct

- Reduce the number of suspensions by 10% in each year
- Reduce the number of behavioral referrals by 10% in each year of priority implementation.

School Connectivity

Parent engagement and satisfaction metrics

- Improve the percentage of parent participation in student conferences incrementally each year, with the goal in 2019 of 75% or higher
- Improve the percentage of students represented by parents at social/educational programs, incrementally each year with the goal of 50% of targeted audience or higher at each key event (select 3-5 annually)
- Increase the number of completed Delaware School Climate surveys by 10% each year and maintain 3.00 or higher average total school climate rating as well as 100 or more on standard score for comparison to other elementary schools

Teacher and School Leader Engagement and Effectiveness

- Maintain a daily attendance rate of 95% or higher (including sick and personal absence)
- Retain 90% or more of effective staff
- Administrative staff will conduct an average of 3 walkthroughs daily and attend 50-75% of PLCs to inform their role as instructional leaders

Student Performance:

- Reduce the percentages of non-proficient students by 50% over 5 years, using 2015 results as baseline
- Increase the percentage of students meeting their growth targets as measured by SRI and SMI incrementally each year until meeting the long-range target of 65%
- Decrease the percentage of students scored as Intensive on DIBELS (K&1) incrementally each year until reaching the long-range goal of no more than 10%
- Increase the percentage of students reaching proficiency (80% or higher) on the Performance Plus Math Post Assessment each year until reaching the long-range goal of 80% or more

Indicator 3.6: Staff Support

Data Driven:

Proper staff supports allow teachers to work more effectively to meet the needs of students. For this reason, it is critical that Highlands Elementary School has structures in place for staff to discuss their work, be accountable, review progress, and increase the collaborative culture of the school.

Monitoring Instruction and Student Progress

The BLT develops processes for collecting data on an ongoing basis to monitor instruction and student progress. The BLT uses the data to inform their decisions on resource allocation, professional development, and to make adjustments to help the school best meet the needs of their students. The following captures the data used by PLC's and shared with the BLT:

Common Assessments

PLC teams will create and implement the use of common assessments to inform teaching. The following guiding questions/statements are considered in the use of common assessments:

- What are the best indicators of whether our students have mastered the essential outcome (summative)? How will we know when the students know?
- What are the best indicators of whether the students are appropriately progressing towards the essential outcome (formative)?
- Assessments may be any format; however, they are agreed upon and used by every member of the team to determine student progress. Formats include but not limited to teacher observation, student presentations, student responses, paper-pencil, etc. Common assessments do not need to be lengthy to be effective.
- Common assessment data will be collected and recorded before PLC meetings.
- Analyze common assessment data during PLC meetings to determine appropriate instructional strategies and/or adjustments to ensure all students improve.

Walkthroughs

Walkthroughs allow administrators to become more familiar with the school's curriculum and instructional practices; they can gauge the climate of the school. The key elements for walkthroughs include:

- Customize a comprehensive walkthrough tool to reflect the practices associated with the Highlands Priority Plan, such as Teach Like a Champion, small group instruction in reading and math, etc.
- Identify the focus of the walkthrough observations with the BLT
- Make walkthroughs routine (develop a schedule and block-out time to ensure they are done routinely)
- Walkthroughs should typically be around 5 minutes and no longer than 15 minutes

- Reflection and conversation dialogue with individual teacher
- Reflect on walkthroughs by sharing the data with BLT
- Have the BLT engage in walkthroughs with the administration semi-annually.
- Develop a collaborative culture and have teachers do peer observations

(See Appendix: Sample Walkthrough Schedule and Sample Walkthrough Form)

Goal Setting/Identifying Key Priorities

School goals and priorities align with the school and district improvement plans (District Strategic Plan and Priority Plan). Goal setting happens through collaboration with the BLT and PLC's.

Professional Development

Professional development fosters collective responsibility for improved student performance. The following principles support the district and Highlands' core belief that continuous professional learning is paramount to success. Professional development will be:

- Driven by student learning needs as determined by analyzing data,
- Research-based and reflect best practices,
- Effective, and
- Assessed.

Professional development for staff will be targeted. While the implementation of the Priority Plan will require school wide training, the support of teachers can be tailored based on adult and student need as informed by data.

Professional learning takes many forms and requires specific considerations:

1. **Learning Communities**: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
2. **Leadership:** Professional learning that increases educator effectiveness and outcomes for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
3. **Resources:** Professional learning that increases educator effectiveness and outcomes for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
4. **Data**: Professional learning that increases educator effectiveness and outcomes for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
5. **Learning Designs**: Professional learning that increases educator effectiveness and outcomes for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

6. **Implementation:** Professional learning that increases educator effectiveness and outcomes for all students applies research on change and sustains support for implementation of professional learning for long-term change.
7. **Outcomes:** Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.
8. **Strategies:** Adults carry with them accumulated knowledge and experiences that may help or hinder their learning. Adult learning should occur in a variety of settings, be problem-solution oriented, and allow the adults to play an active role in their learning. The strategies listed below respect our staff as adult learners and engage them in meaningful learning opportunities.
   - *Professional Learning Communities* provide the opportunity for the teachers in a school and its administrators to continuously seek and share learning and then act on what they learn so that students benefit. This collaboration time provides professional development where teachers work together on research-based practices and instructional procedures (Dufour & Eaker, 1998).
   - *Job Embedded PD Opportunities* provide professional development opportunities for teachers during the regular school day in order to support instructional programs and teaching (Speck & Knipe, 2001).
   - *Classroom-Based Coaching* and Modeling provides professional development for teachers through additional support by a lead teacher, curriculum specialist, or educational expert when needed to implement instructional programs and practices (Speck & Knipe, 2001).
   - *Study Groups* allow teachers to meet regularly to study a topic(s) relevant to their teaching to gain a deeper understanding (Dufour & Eaker, 1998).
   - *Lesson Study* allows teachers to design student-focused lessons, conduct the lessons while other teachers observe, discuss the lessons, and gather evidence to improve the lesson and reteach it (Darling-Hammond et al. 2009).
   - *Conferences/Workshops* provide professional development opportunities for teachers that are not available in the school or district (Speck & Knipe, 2001).
   - *Mentoring* supports new teachers and increases their skills to better prepare them for the transition from preparation to practice (SEDL, 2000).
   - *Curriculum Development* provides professional development which supports curriculum development in all content areas. This work includes the alignment of curricular materials to the Common Core State Standards, pedagogy supportive of students' developmental characteristics, and training for educators to effectively deliver and evaluate the content (Roberts, 2007).
   - *Grade Level Meetings* provide professional development through grade level collaboration
   - *Horizontal and Vertical Team Meetings* provide professional development through focused meetings of all content areas in one grade level or through

multiple grade levels.

Leadership Team Configured Around Needed Supports:
Each school will have multiple teams that will have leadership.

Professional Learning Communities:
Every staff member will be a member of a professional collaborative team that meets on a regular basis. Time will be deliberately scheduled for this work. Members of these teams will co-plan lessons, co-create assessments, and look at student work and performance data. Based on its assessment of the data, the team members will modify instruction, provide rigor, and create support systems to help all students meet high standards. Multiple perspectives and talents will be shared among the members of these teams. Teams of teachers will work together to make decisions about teaching and learning, share practice, provide each other with feedback and share accountability for results.

The Building Leadership Team:
This team is comprised of the administrative team and five to ten teachers from a range of grade levels. Every PLC is represented on the BLT, thus closing the loop for transferring information and aligning practice. Members of this team are focused on collaborating on issues and decisions that directly impact teaching and learning. This team uses school data to inform decisions and identify needs. The BLT will reflect on timely data each month. They will look the Quarterly report, the RTI cycle review, discipline data, attendance, DIBELs, SRI and SMI, and walk-through trends. Schools are empowered to make their decisions through the building leadership teams, which meets monthly and submit meeting minutes to the district for review. They assess building needs and request additional support from the central office as needed. These supports include curriculum guidance, professional development support, and student services support.

The BLT will develop and define the Peer Visit protocol. The Highlands BLT team will define the purpose, the protocol, the schedule, and the feedback loop. This effort must be organic for it to be effective and impactful. If it is a defined top down effort, there will be resistance and we will miss a tremendous opportunity for collaboration and professional growth.

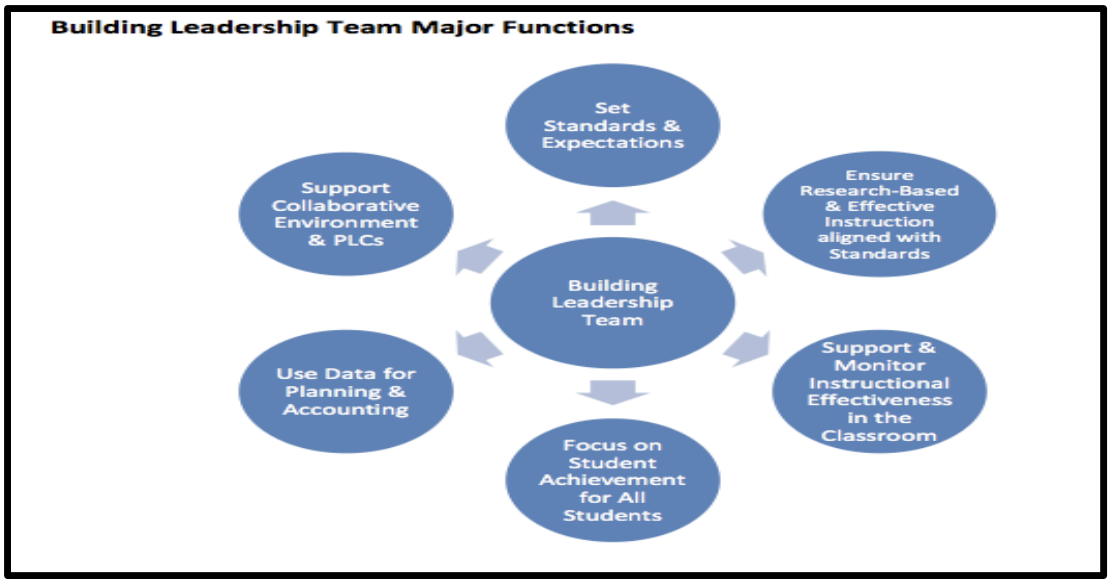
Teacher leaders who serve on the BLT will engage in team building and professional development. The district facilitates monthly PLC /BLT trainings for lead teachers/administrators. In addition, the BLT will engage in a book study based on *Leverage Leadership*. The District partnership with the University of Virginia will provide the team with support as well:

- **Year 1 and Year 2 Mid-Year Winter Retreats** (District, School and BLT) (Timeline: January 2016 and January 2017) Two- to three-day executive education retreats are held in January or February of each program year. These sessions include three critical teams charged with implementing the turnaround program:
  - District turnaround leadership team
  - Priority School principals
  - A 3-member school leadership team from each participating school

  The purpose of these retreats is to further strengthen teamwork, to increase empowerment among change agents and to drive strategic mid-course corrections. These sessions bring together principals, district and school leadership teams from around the country so all can exchange ideas and share effective or promising practices.

- **District and School Site Visits** (District, School and BLT) (Timeline: First three semesters of turnaround initiative, starting fall 2015) The purpose of these visits is to help school and district leaders stay on course while maintaining a sense of urgency. The UVa team makes embedded visits and offers customized support throughout Years 1 and 2. By making these on-site visits, they seek to further enhance the ability of all involved to empower change.

The chart below captures the major functions of the BLT:



Problem Solving Team:

The team is comprised of 8 to 10 members with unique areas of expertise. This team will include a Reading Specialist, an administrator, the guidance counselor, educational psychologist, behavior interventionist, PST coordinator, special education teacher, and

Family Crisis Therapist.

Immediately following the teacher's recommendation to begin the PST process for a student, he/she will receive a follow up communication as to when the initial PST meeting will be held. The PST coordinator will also provide the teacher with suggestions that can be immediately implemented. These suggestions will enable to the teacher to informally address concerns in a timely fashion, before the process even begins.

PST meetings will take place every 2 weeks with all involved parties. There will be a protocol for data reporting and collection, as well as an expectation for when the assessment process will be completed. All components of the Highlands Elementary School PST process are guided by the RCCSD Problem Solving Team Process guidelines.es.

Indicator 3.7: Professional Development Plan

(See Appendix: Professional Development/PLC Calendar).
Professional development is designed to enhance each staff member's skill set to meet the unique needs of students. It will foster collective responsibility for improved student performance. Professional development is student data driven, ongoing, and focused. Professional development needs may emerge as the result of staff concerns and administrative observation. It is fluid and flexible.

Professional Development Plan
The school will utilize a clear professional development plan that involves multiple strategies, utilizes the professional development cycle and is data-driven and differentiated.

Multiple Strategies:
Professional development will occur in a variety of ways. Staff will be trained in new methodologies such as Teach Like a Champion, PATHS and Math Expressions. Additionally, school leadership will lead refocus activities to ensure a deep understanding and commitment to plan concepts such as cohesive school discipline procedures, common language and school programs. In addition, staff will have periodic check-ins with trained coaches, building administrators, and team members throughout the year. District staff will be available to support professional development. Professional Learning Communities will serve as a weekly opportunity for staff collaboration and professional development. The professional development related to the techniques of Teach Like a Champion, PATHS, and Math Expressions, coupled with peer to peer supports, such as peer observations and PLCs focusing on rigorous instruction, common assessments, review of data and re-teaching, with a focus on developing best practices to meet diverse student needs, will support implementation with fidelity.

Professional Development Cycle:
The cycle begins with a comprehensive needs assessment to identify gaps in student achievement and areas of need for professional learning. Multiple data points will be used including the School Success Plan, a survey of individual staff needs and data from DPAS II and Data Service Center achievement data.

A survey will be administered for the purposes of determining school and classroom needs. Each staff member will be asked to rank the list of potential topics-about a variety of professional development topics. The list may include, but is not limited to the school's instructional focus of:

- Teach Like a Champion
- Math Expressions

- Technology Usage
- PATHS

It is these large levers that will need a prioritization of focus. In addition to staff, self-evaluation, administrative walkthroughs will provide data indicating needed professional development supports.

Identify a Need: All targeted professional development is based on student data derived over the past three years. Based on administrative walk-throughs and observational data, professional development will be tailored to needs of staff in order to support instructional work with students.

Implement the Professional Development: Grade level PLCs will differentiate their professional development based on both staff and student needs. District expertise will be sought as needed to support the work. Outside agencies will work with staff to learn and implement new strategies.

Measure the Outcomes:
Staff at Highlands will consistently and continuously analyze student data to drive the focus of professional development. Student data analysis will occur individually, in PLCs, in BLT meetings, faculty meetings, and during other unique professional development opportunities. Additional measures to gauge implementation will include, but not limited to, administrative walk-throughs, DPAS, lesson plans and student data. The walkthrough tool will be adjusted as professional development deepens to provide appropriate data on developing instructional practices. (See Appendix: Sample Walkthrough Schedule and Sample Walkthrough Form).

Professional Development is Data Driven and Differentiated:
Staff at Highlands will participate in three additional days of meaningful professional development at both the beginning and the end of the school year. Faculty meetings and PLCs throughout the year will focus on exemplary implementation of strategies and practices used in classrooms in regards to PATHS, Teach Like a Champion, RCCSD Literacy Framework and Math Expressions. Growth and data will be a consistent part of PLCs. Professional development will be provided to PLC teams who identified a specific need. Additional opportunities for professional development will occur outside of the comprehensive school day on a bi-monthly cycle to ensure that the cycle of learning continues.

Indicator 3.8: PLCs and Collaboration

Structure:
We believe the following:

Time + Ownership + Right Tasks + Focused People= Collaborative Culture

Teacher leadership capacity is developed by teams of teachers working together to share ideas and practices. This form of job embedded professional development has the potential to dramatically increase student outcomes and is currently embedded in our weekly routines as evidenced by agendas, minutes, and administrator attendance. These documents are currently reviewed at the district level and stored electronically in School Stream, our district data base.

A key priority for achieving accelerated results is intensifying the implementation of our Professional Learning Communities (PLC's) to keep at the forefront the belief that learning is our fundamental purpose and to continue to build a collaborative culture through high performing teams with a clear focus on results.

- *Learning as Our Fundamental Purpose*: At Highlands Elementary School, we acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and, therefore, we are willing to examine our practices and connect them to impact our students' learning. Intensified PLC implementation will ensure the highest quality of instruction is afforded to every student, in every classroom, every day. In addition, students will receive timely, research-based interventions. Instruction will be monitored and adjusted, as needed, using a regular cycle of data analysis by each PLC team. There will be a clear focus on teaching and, more importantly, learning.

- *Building a Collaborative Culture through High-Performing Teams.* We are committed to working together to achieve our collective purpose for learning for all students. We will cultivate a collaborative culture through the ongoing development of high performing teams.

- *Focusing on Results.* We will assess our effectiveness on the basis of results rather than intentions. PLC teams will seek relevant data and information and use that information to promote continuous improvement.

The DuFour framework identifies several keys to highly effective collaborative teams:

- Collaboration is embedded in routine practices
- Time for collaboration is built into the school day and the school calendar

- Products of collaboration are made explicit
- Team norms guide collaboration
- Teams pursue specific and measurable performance goals
- Teams focus on key questions associated with learning
- Teams have access to relevant information.

Time

Time for collaboration is a priority. PLC teams will meet during the school day two times per week (45 minutes each) and one time per month after school (90 minutes the third Thursday of each month). Administration will utilize tight/loose leadership as it relates to PLC's. A tight requirement will be the number of minutes allocated to collaboration. A looser approach will be used in empowering teams to come to consensus as to when they will meet (2 times per week). For example, some teams may find it mutually agreeable to meet prior to school, while others may allocate planning time to do this work. Once teams come to consensus, a master PLC schedule will be developed and posted. Teams will be held accountable to this schedule.

Product

Currently meeting minutes are submitted to the District Office electronically. Minutes are reviewed; however, limited feedback is given. To enhance the structure and authenticity of the PLC work, artifacts will be shared with the BLT. Artifacts will include lesson plans (co-created lessons), assessments (co-created assessments), and samples of students work and data. These artifacts will be stored as hard copies or in an electronic file and be readily available for review and for sharing. They will in fact drive what happens in the classroom.

Norms

The conditions must be in place to foster effective, impactful collaboration. Teams will set norms to guide the work. Meetings will be organized around an agenda and team members will be assigned roles and responsibilities. Highlands Elementary School will provide continued professional development to increase the capacity of these teams. Professional development will include focused PLC training in using protocols to guide conversations and using to inform instruction. The Taking Action with Data Framework will continue to provide the framework for the cycle of inquiry.

<u>Content:</u>

Each PLC or "Learning Team" will engage in the following work during collaboration time:

- Co-create lessons using a standard template across teams
- Co-create assessments to be used to gather information related to learning
- Look at student work (assessment results, student data, and work products)
- Use the data to inform next steps

Key Questions

The following key questions will guide the work:

- What do we expect students to learn?
- How will we know what students have learned?
- How will we respond to students who aren't learning?
- How will we respond to students who have learned it?

Specific and Measurable Goals/Access to Relevant Information

The use of data is paramount and will consume 80% or more of the PLC time. Teams will set goals related to student learning, driven by the key questions and then measure progress toward those goals using a cycle of inquiry. Teams will access to data through I-tracker Pro, common assessment results, and through analyzing student work.

Teams will receive feedback on their productivity from administrators, as well as engage in self-reflection. Sample tools are below:

PLC Feedback Check List

Criteria	Yes	No	Evidence
Meeting started on time.			
All team members were in attendance.			
All team members participated fully (e.g. cell phones off) and stayed for whole meeting.			
The norms were reviewed prior to beginning the meeting.			
A formal agenda had been sent out in advance.			
Parking lot was used to record concerns so that the formal agenda could be followed.			
The agenda had a clear goal related to curriculum, instruction or assessment that was followed.			
The team reached consensus on the topic discussed.			
The team developed indicators of success of the topic discussed.			
Someone charted the team's work during the meeting.			
Someone was assigned to type, copy and distribute the minutes and any materials developed to team members and the principal.			

Effective Teams (PLC) Reflection Tool

Elements of an Effective Team (Professional Learning Community)	Does not exist	Developing	Sustaining	What might the team need to get there?	What might I need to get there?
Focus on Student Learning • Expected results (outcomes) are focused on student performance rather than adult actions. • Multiple data sources will be used (externally/internally developed), formative and summative. • Student learning tasks and assessments should outline core knowledge in ways that focus on higher order skills: the abilities to find and organize information to solve problems, frame and conduct investigations, analyze and synthesize data, apply learning to new situations, communicate well in multiple formats, work in teams and learn independently.					
Collaborative Culture • Members create products together • Members agree and adhere to co-authored norms/agreements • Members share results in a safe environment • Members support one another's growth and learning					
Collective Inquiry into research-based best practice • Members build collective knowledge and learn together • Members fluidly share research and catalog their findings					
Action Orientation – professional learning by doing • Members implement research-based best practices in their classrooms • Members track the effectiveness of those practices with both formative and summative assessments • Members reflect together on implementation of their practice					
All members mutually accountable for targeted results • Members use data (our reality) to set measurable goals (SMART) • Members share results of pre, post and formative measures • Team periodically and regularly uses self-assessment to foster a culture of continuous improvement					

When time is spent on this work, the teams of teachers at Highlands Elementary School will be able to systematically and consistently identify the standards, concepts and skills that students need to know, understand and be able to do. The co-created lessons will ensure that students across classrooms are receiving similar, guaranteed experiences in school. The co-created assessments will provide teachers with a common tool to assess learning. Time spent analyzing student work and data will inform teachers about what students have learned and spark conversation about what actions need to happen based on the results. Learning and a focus on results are at the core of this work. The impact will be accelerated results for all students while closing gaps among groups of students.

Indicator 3.9: Staff Culture

Student Focused and Data Driven

A school community is built on common beliefs, common language, and a respect for all that are part of the school. Communication is the thread that weaves through the framework, and holds it together. We all have that common goal of student achievement.

Highlands is committed to implementing the Taking Action with Data Framework to ensure our staff culture is student focused and driven by data. The TADa Framework provides specific strategies for teachers to use data in an actionable manner to improve student outcomes. By applying the straightforward "Taking Action with Data" methodology to Highlands multiple data sources and the rich variety of individual student and class needs, teachers acquire the habits of mind, technical skills, collegiality, and pedagogy needed to use data to inform instruction and ultimately accelerate student learning.

To succeed with data use, educators build skills within the four domains:
Data Inference: In a data-driven culture, the abundance of data can quickly overwhelm educators, especially those without a mathematics background. TADa helps educators learn to ask good analytical questions and to use multiple data sources to draw appropriate inferences. At the beginning of the program, many teachers focus on simple, student-specific inferences from data; however, as the program matures, investigating and analyzing aggregate data from a variety of sources becomes critical.

Differentiated Instruction: Grade level teams will facilitate PLCs guiding teachers in the process of using data to determine when to use whole-class vs. small-group vs. individualized instruction, and when a topic needs to be re-taught rather than simply moving to the next lesson. Teachers create lesson plans for various groups based on skills or other instructional needs illustrated in the data, and evaluate those lesson plans based on effectiveness data as well as their own (and their peers') reflections. Through Coaches' observations and feedback, each teacher learns the pedagogical skills, instructional strategies, and reflective practices necessary to differentiate effectively in their classrooms.

Cycles of Inquiry: In this process, educators analyze data to identify students with similar needs, develop and implement new instructional strategies, assess growth, analyze the results, share findings with colleagues, and begin the process anew. In addition to identifying strategies that work, over time this process builds the skills to make rapid adjustments to instruction based on more frequent progress monitoring data points. Since these inquiry activities are done collaboratively, the atmosphere of experimentation embedded in the process fosters comfort with data sharing and

transparency, building a culture of trust and mutual respect, moving teachers from a "my students" mentality to a collaborative "our students" community.

Weekly Staff Correspondence: The Building Leadership Team and building administration will collaborate to develop and deliver a weekly school community correspondence, i.e. newsletter. Weekly correspondence may vary by targeted group. Administration will deliver all correspondence relating to building operations. The Building Leadership Team will deliver weekly correspondence relating to academics and social/emotional development. It will also deliver all correspondence relating to school events and community resources. All correspondence (public) will be posted on the school website within 24 hours of distribution.

Student Goal Setting Process: The Building Leadership Team will develop procedures for setting academic growth goals with students and share the process with grade level PLCs. The process of setting goals allows students to choose where they want to go in school and what they want to achieve. By knowing what they want to achieve, they know what they have to concentrate on and improve. Goal setting gives students long-term vision and short-term motivation.
Having sharp, clearly defined goals, which students can measure, will allow them to take pride in accomplishing those goals. They can see clear forward progress in what might have seemed a long drawn out process. By setting goals students can:

- Improve their academic performance
- Increase their motivation to achieve
- Increase pride and satisfaction in performance
- Improve their self-confidence

PLC teams will not only set, but post SMART growth goals and update progress quarterly. Additionally, school wide academic targets will be set and displayed in the main lobby of Highlands Elementary School. Non-academic goals, such as a reduction in tardies will also be prominently posted. During PTO meetings, a standing agenda item will be priority progress and updates. A quarterly review of the priority school template will occur with full faculty and PTO in order to communicate progress in the process. (See Appendix: Priority School- Quarterly Template). This will also ensure a problem solving dialogue regarding challenges. Individual classroom and school wide celebrations may include: student of the week, cafeteria treat, Hooray Day and larger PBS activities.

High Expectations for Students:

Having sharp, clearly defined goals, which students can measure, will allow them to take pride in accomplishing those goals. They can see clear forward progress in what might have seemed a long drawn out process. By setting goals students can:

- Improve their academic performance

- Increase their motivation to achieve
- Increase pride and satisfaction in performance
- Improve their self-confidence

The staff will participate in a Book Study, Morning Meetings, with expected outcome of implementing both Morning Meetings and Afternoon Checkouts with students. The intended purpose is to set expectations, build community and empower students to own their success. Professional Development will occur during the summer of 2015 and specific practice across all classrooms will occur throughout the school year.
A key challenge for 21st century schools involves serving culturally diverse students with varied abilities and motivations for learning. Students at Highlands lack the social-emotional competencies and are less connected to school as they move grade levels. This lack of connectivity negatively affects their academic performance. PATHS is an evidence based curriculum designed to help students build the skills of self-management, responsible decision-making, self-awareness, social-awareness, and relationship skills. Mastering these competencies allows for a switch in mind-set from being controlled by external factors to acting in accord with internalized beliefs and values, good decision-making and positive behaviors paving the way for a focus on academic achievement.

Data Walls-Hall of Fame: Each grade level team will engage in ongoing celebrations of student and staff achievement utilizing data walls to post achievements. Data walls will be located in each classroom and will contain student progress towards learning goals, in a format mutually agreed upon at each PLC. Additionally, for building wide celebrations, a Hall of Fame will be developed and posted in a common area, accessible to all members of the school community. All of these efforts in a public way will drive high expectations and accountability for students, staff, administration, families and the community at large.

The RCCSD utilizes a code of conduct, http://www.redclayschools.com/files/_hLKgR_/9ff46e40c057441b3745a49013852ec4/StudentCodeofConduct.pdf , which includes such consequences as time out of class, reprimand, detentions, counseling, in and out of school suspensions, and alternative placements. While this code is in effect, Highlands uses positive behavior supports to minimize the need for consequences. Students are rewarded with “power paws” and lunch bunches when they are “caught doing something good”. Teachers also record student behavior using a consistent color chart and parent notes. Classroom celebrations occur as students earn class paws.

Collaboration and Co-Creation:

Professional Learning Communities and Taking Action with Data: The Building Leadership Team will lead the charge for PLC implementation throughout the

improvement process. PLCs will follow the Taking Action with Data framework for data analysis and the management of inquiry cycles.

Learning as Our Fundamental Purpose: At Highlands, we acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and, therefore, we are willing to examine our practices and connect it to impact on students' learning. Intensified PLC implementation will ensure the highest quality of instruction is afforded to every student, in every classroom, every day. In addition, students will receive timely, research-based interventions. Instruction will be monitored and adjusted, as needed, using a regular cycle of data analysis by each PLC team.

Building a Collaborative Culture through High-Performing Teams: We are committed to working together to achieve our collective purpose of learning for all students. We will cultivate a collaborative culture through the ongoing development of high performing teams.

Focusing on Results: We will assess our effectiveness on the basis of results rather than intentions. PLC teams will seek relevant data and information and use that information to promote continuous improvement.

Time for collaboration is a priority. PLC teams will meet during the school day two times per week and one time per month after school. Currently meeting minutes are submitted to the District Office electronically. Minutes are reviewed; however, limited feedback is given. To enhance the structure and authenticity of the PLC's, artifacts from this work will be shared with the BLT. Artifacts will include lesson plans (co-created lessons), assessments (co-created assessments), and samples of students work. These artifacts will be stored as hard copies or in an electronic file and be readily available for review and for sharing. They will in fact drive what happens in the classroom.
The conditions must be in place to foster effective, impactful collaboration. Teams will set norms to guide the work. Meetings will be organized around an agenda and team members will be assigned roles and responsibilities. Highlands will provide continued professional development to increase the capacity of these teams. Professional development will include focused PLC training in using protocols to guide conversations and to use data to inform instruction.

Content:
Each PLC or "Learning Team" will engage in the following work during collaboration time:

- Co-create lessons using a standard template across teams
- Co-create assessments to be used to gather information related to learning
- Look at student work (assessment results, student data, work products)

- Use the data to modify instruction, provide rigor, and create support systems to help all students meet high standards.

When time is spent on this work, the teams of teachers at Highlands will be able to systematically and consistently identify the standards, concepts and skills that students need to know, understand and be able to do. The co-created lessons will ensure that students across classrooms are receiving similar experiences in school. The co-created assessments will provide teachers with a common tool to assess learning. Time spent analyzing student work will inform teachers about what students have learned and spark conversation about what actions need to happen based on the results. Teams will set goals and measure progress toward those goals, which will be reflected on team data walls. This creates an environment for shared responsibility.

All of the above will impact and serve to educate the whole child every minute every day.

The Priority Plan was developed by a core team that included, a staff representative from each grade level, a community member, the PTO president, district office, and building administration. This team will continue to meet monthly throughout the duration of the Priority Plan. All school goals will continually be reviewed, evaluated, and reprioritized as needed based on student data.

Principle Four: School Program

Indicator 4.1: School Calendar

Number of Days: Efforts to increase the number of days for staff and students are needed to:

- Support and prepare faculty to implement new instructional strategies and
- Provide targeted instruction and supports for students which reduce the achievement gap.

An increase in the number of strong instructional hours will support the improvement in student learning. Through a review of current schools operating within the PZ framework and a variety of other scheduling ideas, Highlands has chosen to extend the school instructional day. Currently the Highlands instructional day begins at 8:35am and ends at 3:35 pm. During the 2015-2016 school year, Highlands will implement a new schedule; the student instructional day will begin 8:20am and will end at 3:40pm. This will provide an additional 20 minutes of instruction for each school day, with a total of 100 additional minutes per week for a minimum of 37 weeks per school year (61 hours).

Highlands will offer an afterschool program two days per week for one hour each session for students in grades 3-5 focusing on basic reading and math skills with potential of guidance support. This will increase the number of instructional hours by 60 hours for approximately 10% of the total number of students. The afterschool program will target those students who fall below the fall baseline assessments such as, Scholastic Reading Inventory, Scholastic Math Inventory, Scott Foresman Baseline Assessment, and Performance Plus Math Pretest. Grade level PLCs will analyze the baseline data and will select the targeted students who will benefit most from the afterschool program.

Highlands will provide an opportunity for students to sustain and accelerate learning during a summer enrichment program. The needs of students will be met at their current level of performance in order to drive achievement and reduce learning gaps. Prior to the onset of summer school, staff will participate in a deep data dive to determine student needs in an effort to prepare students for the next school year. Curriculum resources identified for this program are Math Investigations and the RCCSD created ELA curriculum. Specific time will be designated to introduce students to the culture and spirit of Highlands.

To help ease the transition into elementary school, Highlands will initiate a kindergarten readiness program for incoming students. Ready 4 K is designed to assist students

enrolled in Pre-Kindergarten who need additional support to prepare them for success in kindergarten. Ready 4 K is designed to assist students enrolled in prekindergarten who need additional support to prepare them for success in kindergarten. The Ready 4 Kindergarten Academy will use multiple strategies that encompass parenting classes to prepare for elementary school; advisement and support from Title I kindergarten teachers and counselors; and enrichment activities to expose children to readiness. The cornerstones of the program will be:

- Intensity,
- rigor, and
- a love of reading

Students and their families will learn the important social and emotional skills needed to have a positive Kindergarten experience. Professional development will be provided to kindergarten staff during the 2014-2015 school year with consultation with current Red Clay schools that use the program.

The summer program schedule will be: Incoming grades K – 5: 18 days, 8:30-12:30 Monday thru Thursday, beginning in the 2015 – 2016 school year. Based on the data dives in each grade level PLC, specific students will be targeted and encouraged to participate in the summer program; however, all students are welcomed. This will increase the number of instructional hours by 72 hours for approximately 30% of the total student population.

Beginning with the 2015-2016 school year, Highlands Elementary will offer 8 sessions of Saturday Library, one per month. Saturday Library will be open to all students where instructional and enrichment opportunities will be provided from 9am -12 pm. This increases the number of hours by 24 hours per school year.

While the state minimum is 1080 required instructional hours, Red Clay provides 1125 instructional hours. Highlands Elementary School will offer 1186 instructional hours, 183 days, for all students with an additional 60 hours for the afterschool program, 72 hours for the summer school program, and 24 hours for the Saturday Library.

Professional Development Days (embedded and summer):

Professional Development will provide staff with sufficient time to develop, learn, and plan for student needs. This PD will be strategically placed throughout the school year to allow for data review and adjustments as determined by the students and staff needs. A schedule will be developed to provide challenging tasks and allow for implementation and reflection throughout the school year. There is a philosophy that Professional Development is ongoing and facilitates continuous growth and is not distinguished as a one-day event. Currently Red Clay Consolidated School District provides 12 professional development days throughout the school year. These days can be used at the building's

discretion if there is a need.

Our potential plan allows for additional professional development beyond the 12 given days:

- At the end of the 2014-2015 school year- 3 additional days (schedule is below)
- At the beginning of the 2015-2016 school year- 3 additional days (schedule is below)
- Weekly PLC time- 90 minutes
- Monthly PLC time after school to include all staff members- 1 hour
- An additional bi-Monthly PD meeting – 2 hours (to revisit and reinforce new initiatives such as Teach Like a Champion, PATHS, Math Expressions.)
- Book Study/Morning Meeting.

(See Appendix: Professional Development/PLC Calendar). See also section 3.7 on scaffolding Professional Development.

Summer Professional Development and Summer School Plans:

At the end of the 2014-2015 school year, three days of PD will be provided to focus on and plan for students' needs through a series of opportunities that will deliver team building activities, initiate programs for implementation, and provide staff time to sufficiently prepare for the up-coming school year. There will be one day of T*each Like a Champion* training. Another day will be devoted to cultivating, communicating, and sharing a school culture and climate and team building exercises to provide a cohesive community experience. The last day will be utilized for introducing and exploring an understanding of the new Math Expressions program.

Prior to the beginning of the 2015-2016 school year, three days of PD will be scheduled with the idea of providing a focus on students' needs and staff support. There will be one day utilized to provide staff with PATHS training, one day will be devoted to specific discovery and implementation of the literacy and mathematics curriculum, the third day will provide an opportunity to learn and explore the new infusion of technology and for team building exercises to continue staff cohesion.

Topics covered during the summer professional development days in June 2015 and August 2015 will be revisited and reinforced during the school year in both PLCs and the additional bi-monthly professional development days.
(See Appendix: Professional Development/PLC Calendar).

Indicator 4.2: School Schedule

Number of Minutes:

Highlands will repurpose the instructional day to create a school schedule that will clearly drive student achievement, as well as provide the necessary interventions and activities to support the success and engagement of all children. For prioritization of core content areas, see the next section of "Minute Allocation".

- School day extension: 8:20-3:40
- Hiring reported time personnel to cover recess and lunch duty. This allows time for important activities such as collaborative grade level PLCs and student/teacher relationship building.
- After school program for grades 3-5 focusing on basic reading and math skills with potential of guidance support. Two days per week for one hour each session.
- Monthly Saturday Library with opportunities for enrichment, remediation, and family engagement.

Every Minute Matters!

Minute Allocation:

Using the Highlands philosophy of "Every Minute Matters", there will be a restructure of instructional time to include:

- 120 minutes of ELA (30 minutes whole group, 30 minutes of small group, 30 minutes of independent/group practice, and 30 minutes RTI to provide remediation),
- 90 minutes of Math (60 minutes of Core instruction with whole group and a variety of grouping strategies, 30 minutes of small group remediation) ,
- 45 minutes of Technology/Writing,
- 30 minutes Science/Social Studies.

Common Core State Standards will be infused throughout all content areas. In ELA and Math, students will have access to and instruction in grade level standards, but will also receive small group instruction at their current level of performance in order to effectively grow towards proficiency. Technology will be a key tool in supporting math and reading fluency, understanding the Common Core State Standards, and developing written communication skills. Students will use technology daily to reinforce and practice reading and math skills recently learned, communicate through written expression, and research and present topics related to science and social studies. This time will also be used to develop computer/word processing skills. Science or Social Studies standards will be taught daily with an embedded emphasis on reading and writing.

To address the social emotional needs of the students, each day will begin with a Morning Meeting and conclude with a check out. In addition to the core content areas,

the PATHS curriculum will be incorporated in a Morning Meeting and a Social Studies block.

The Unified Arts of Art, Music, Physical Education, Technology, and Library will continue to provide students with opportunities to explore the arts, physical fitness, health, and multi-media while striving to support the instructional focus of the building. Beyond the comprehensive school day, Highlands will offer enrichment programs such as, Odyssey of the Mind, Science Ambassadors and Lego League, to build on the STEM interest of the students. STEM is interdisciplinary approach that values collaboration, authentic problem solving, creativity and the use of technology. These enrichment programs allow for the collaborative application of skills in the four academic areas. (Potential to grow this practice with community support in year two).

Strategy of Schedule

(See Appendix: Sample Master Schedule)

In setting the schedule, every effort will be made to prioritize critical academic blocks (ELA and Math) in the first half of the day. Following the Highlands philosophy, "Every Minute Matters", creates an environment in which learning permeates the entire day. The uniqueness of elementary school scheduling will require a deep collaboration to ensure the appropriate placement of all academic blocks with realization that due to student needs, staffing and time constraints, not all grade levels will have ELA and Math in the first half of the day.

That said, an intentional emphasis was placed on linking math, writing, and technology to provide effective use of technology with minimal transition. Additionally, the schedule ensures that each student will have the use of a computer for practice and demonstration of learning every day. In the master schedule, math, writing, and technology are blocked together for 135 minutes. Math whole group will occur for 60 minutes at grade level Common Core Standards. During the next 30 minutes, simultaneous small group instruction and math fluency practice on the computer will take place. Teachers will instruct students at their current level of performance and the remainder of students will practice skills at their current level of performance. The remaining 45 minutes of the block, will infuse writing instruction and the application of writing by student use of word processing skills.

Indicator 4.3: Curriculum

Alignment to CCSS:

All curriculum materials and instructional lessons must be aligned to the Common Core. For reading, each Priority school will utilize Scott Foresman resources as the primary anthology. For mathematics, each school intends to purchase and implement Math Expressions resources as the primary curriculum materials. Both programs are research-based, provide intervention/enrichment, and are aligned to the Common Core State Standards. Teachers will continue to engage in professional development on understanding and implementing the Common Core. Additionally, each staff member will be provided with electronic access to the Common Core via the district website, Curriculum & Instruction tab.

Adoption of New Math Materials (Math Expressions):

There is a great deal of change that is driven by Common Core: more emphasis on depth of instruction and rigor, building procedural fluency, authentic application in real-world situations, and making sure students are receiving the best instruction to make them college and career ready.

The Red Clay Consolidated School District follows a *Districtwide Purchase and Adoption of Curricular Materials* Administrative Memorandum, which includes the following steps:

1. Curriculum Supervisors and Education Associates continually review available materials for initial approval.
2. Curriculum Supervisors and Education Associates will enlist a committee comprised of educators directly impacted by the adoption of curricular materials. The committee will complete a review of the supervisor-approved materials using the Common Core Publisher's Criteria and/or the Achieve the Core Toolkit. Additional tools can be submitted for approval to the Curriculum Cabinet. The committee should be open to impacted educators, but may be capped at a reasonable number. All efforts should be made to establish a representative group that includes administrators when forming this committee. The process used should be transparent and shared with the Curriculum Cabinet prior to starting the work. This should be presented to the Curriculum Cabinet in a formal proposal.
3. Findings, as well as a suggested path forward, will be reviewed with the Director of
4. Curriculum and Instruction and shared with the content area's Curriculum Council. The following should be considered: potential pros and cons of the materials, cost of implementation, professional development considerations, alignment to standards, technology enhancements and integration, and digital content availability.
5. Curriculum Supervisors and Education Associates may select a program and develop a trial to allow for the selected program to be used in Red Clay classrooms. The

duration of the trial, number of classrooms involved, and additional details will be formally presented to the Curriculum Cabinet.

6. A comprehensive report after the trial will be presented to Curriculum Councils and
7. Curriculum Cabinet for recommendation to the Superintendent.

Currently the Red Clay Consolidated School District has completed steps 1 – 4 and is conducting a trial (step 5) of the Math Expressions curricular materials in 27 classrooms across the district. Math Expressions Common Core focuses on elements of standards-based instruction through drawings, conceptual language, and real-world examples to help students make sense of mathematics. NSF-funded and research-based, Math Expressions is proven to be effective in raising student achievement. Dr. Karen Fuson wrote math Expressions Common Core. Dr. Fuson spent more than twenty-five years researching different methods of teaching and learning mathematics. She also:

- Served as a member of the National Research Council's Learning Study Committee that wrote *Adding It Up.*
- Member of the Committee on Early Childhood Math that wrote *Mathematics Learning in Early Childhood: Paths Toward Excellence and Equity*.
- Contributing author on the publication *How Students Learn: Mathematics in the Classroom.*
- Co-author on five of the NCTM grade-level books for teachers about the focal points.
- And she worked on the math standards AND learning progressions for Common Core.

During this time she also spent years in the Chicago Public School system developing a project you may be familiar with called Children's Math World. After years of support by grants from NSF, Children's Math World became the basis for the Math Expressions program. Because of Karen Fusion's years of research and expertise, you can be assured that Math Expressions is a program that perfectly aligns with the Common Core in all facets – content, mathematical practices and the learning progressions.

Common Core emphasizes both the content as well as the practices of mathematics. Math Expressions Common Core addresses these important elements:

- It is written and sequenced so that each lesson contains only essential content found in the Common Core.
- Each lesson embeds the mathematical practices. If the standards of the Common Core are the *what we teach*, then the mathematical practices are the *how we teach*.

Below is an example of a Third Grade Pacing Guide for Math Expressions. Members of the current pilot committee will create similar guides for each grade by June 2015.

Math Expressions Pacing Guide
3rd Grade

Unit Name	# of Lessons	# of Days	Time Frame	Assessment
		1	Beg Sept	Beg-of-Year Test
Unit 1: Multiplication and Division – 0-5, 9, 10	19	30	Beg Sept – End Oct	Unit 1
Unit 2: Multiplication and Division – 6-8, 10	15	23	End Oct – Beg Dec	Unit 2
Unit 3: Measurement, Time, and Graphs	15	24	Beg Dec – End Jan	Unit 3
Unit 4: Multi-Digit Addition and Subtraction	18	26	End Jan – Beg Mar	Unit 4
Unit 5: Addition and Subtraction Word Problems	11	18	Beg Mar – End Mar	Unit 5
Unit 6: Polygons, Perimeter, and Area	11	18	April	Unit 6
Unit 7: Explore Fractions	9	17	Mid May – June	Unit 7
MSP Prep	-		Beg May – Mid May	State MSP
		1	Mid June	End-of-Year Test

Below is a sample unit-planning guide that will be provided to teachers using Math Expressions:

OVERVIEW , What am I teaching? **Grade 3, Unit 1**

Unit # 1, Title: _____

Unit Summary(in Pacing Guide pg. xxx): _____

_____

_____

_____

_____

Unit # 1, Big Ideas and Lessons in this Unit:
Found in the Table of Contents

Big Idea #1: _____
Lessons:
1: _____
2: _____
3: _____
4: _____
5: _____
6: _____

Big Idea #2: _____
Lessons:
7: _____
8: _____
9: _____

Big Idea #3: _____
Lessons:
10: _____
11: _____
12: _____
13: _____
14: _____

Big Idea #4: _____

Lessons:

15: _____

16: _____

17: _____

18: _____

19: _____

Unit 1: Putting Research into Practice: (pg. 1T-1U)
Major Messages:

Vocabulary:

- **Equal Shares drawing**
- **Count-bys**
- **Fast Array drawing**
- **Equal Group drawing**

Getting Ready to Teach Unit 1: (pg. 1DD)

- **Learning Path Message**

- **Common Errors Lessons:**
  - **Lesson 4:**
  - **Lesson 7:**
  - **Lesson 12:**

Math Background for teaching these concepts pg. 1EE-1MM

Basic Multiplications and Divisions in Lessons 1-18 Main Ideas:

Practice Materials and Routines for Learning Basic Multiplications and Divisions in Lessons 1-18 Main Ideas

Addition and Subtraction of Whole Numbers in Lessons 6, 7, 9, 10, 11, and 12 Main Ideas:

Fluently Multiply and Divide Within 100 in lessons 6, 9, 14, 18 Main Ideas:

Strategies for Multiplying and Dividing in Lessons 1,3,5,7,8,10,11,12,15 Main Ideas:

Represent and Solve Problems Involving Multiplication and Division in Lessons 2, 3, 4, 9 Main Ideas:

Focus on Mathematical Practices in Lesson 19 Main Ideas:

Beginning of the Year: Setting up a Learning Community things to consider: (pg. 1NN)
Look ahead at the lessons in the Big Idea you are teaching.

Unit # 1, Big Idea # 1, Lesson # 1 (page 1-10)
Lesson Title/ Focus: _____

- Activity 1 Focus: _____
- Activity 2 Focus: _____
- Activity 3 Focus: _____

Lesson Formative Assessment (end of lesson): _____

_____

_____

_____

The Louisiana Department of Education facilitates an ongoing review of instructional materials using the IMET tool. Math Expressions Common Core was reviewed using the IMET tool and received a positive rating for all non-negotiable criteria. The non-negotiable criteria are:

- Focus on Major Work.
- Consistent, Coherent Content.
- Rigor and Balance.
- Practice-Content Connections.

The following Additional Criterion will be addressed by the Red Clay Consolidated School District to ensure complete alignment to the Common Core State Standards for Mathematics:

All grades:

7a) The underlying design of the materials distinguishes between problems and exercises. In essence the difference is that in solving problems, students learn

new mathematics, whereas in working exercises, students apply what they have already learned to build mastery. Each problem or exercise has a purpose.

Justification/Comments

There is no clear distinction between Problems and Exercises, and they are somewhat limited.

District Action:

In addition to the core student textbook the teachers and students will have access to ancillary materials, which include:

Homework problems
Remembering problems
Tier 1, 2, & 3 lessons
Assessments
Differentiated Instruction Cards
Mega Math
Getting Ready for the Smarter Balanced Assessment (Common Core Standards Practice in SBAC format, Beginning-, Middle-, and End-of-Year Benchmark Tests with Performance Tasks

Additionally, teachers will work within their PLCs to determine which tasks are best used as problems and which are best used as exercises.

Grades 1 – 5:

6b) Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of other concerning key grade-level mathematics that is detailed in the content standards.

Justification/Comments

It is difficult to locate true examples of exercises focused on Math Practice 3 because a large number of lessons are connected to this Math Practice (e.g., Grade 1, Unit 3, Math Practice 3 is linked to all 12 lessons).

District Action:

Continue to discuss the eight Standards for Mathematical Practice and how to implement them into the classroom.

Intensify the Implementation of the Reading Curriculum and the Skill Focused Model:

The Red Clay Consolidated School District elementary English Language Arts program has adopted Scott Foresman (SF) Reading Street as the reading curriculum materials. Many revisions have been made to ensure that teachers' daily instruction and activities are aligned with the CCSS. The *Equip Rubric for Lessons and Units* was used as a resource to guide the alignment process.

- Questions have been revised for each main selection text, k-5. Text dependent questions were created with the expectation that teachers use these questions during read alouds and guided reading activities.
- Culminating tasks have been created for each unit to allow students to go deeper

when responding to text. Likewise, these tasks encourage the reading and writing connection with the hope of preparing students to complete the performance tasks on the Smarter Balanced assessment.

- Through a partnership with the University of Delaware, unit assessments have been revised to align with CCSS and Smarter Balanced.
- The district is in the process of purchasing materials from the 2014 version of SF (our current edition is no longer available) that appears better aligned with CCSS and will address some of our current curricular needs as we continually aim to ensure that our curricular materials are aligned with the standards and prepares our students for high-stakes testing. The district intends to purchase the assessment materials and the main anthology in the new edition. The questions found in the new assessments are better aligned with the revised unit assessments that were created through the UD partnership. Additionally, the main anthology has undergone enhancements and does a better job with text selection. However, rigorous text is still a weakness in the reading series, and we have purchased supplemental materials to address this concern. The goal is to purchase *Text Connections* by Benchmark Education for grades 3-5 (district funding permitting). The texts were selected to focus on Social Studies and Science themes that are addressed in each grade level. Text was selected for each unit of study in the reading series. These supplemental materials will be included in the ELA pacing guide for SY 2015-2016.

The district recognizes the importance of receiving teacher feedback regarding professional development opportunities and curriculum adoptions. Red Clay has implemented an ELA Curriculum Council that supports this process. Each building appoints a teacher representative that attends monthly meetings. During these meetings, through the building liaison, all teachers are able to raise questions or voice their concerns. In addition, this group looks at current research, curriculum, and discuss ideas for next steps regarding our literacy program. The group engages in meaningful discussions with the expectation that all the information discussed is shared with their individual buildings. This structure keeps all teachers informed, and allows teachers to feel empowered. Text adoptions are also shared in this group. Teachers are able to take materials to their individual buildings and give all teachers the opportunity to weigh in on text selection.

The SF lessons are organized to included activities and reading material in a 3-Tier approach. Teachers are provided with below, on, and advanced level text and lessons. Teachers use assessment tools that are aligned with the curriculum to appropriately group students. Additionally, they conduct ongoing progress monitoring with the hope that groups are flexible and are adjusted throughout the year according to students' instructional needs. Teachers are expected to meet with small groups daily to provide intense instruction for all students in their classrooms (below, on, and enrichment for advanced readers).

College and Career Ready:

The entire staff at each Priority School, will be trained in and implement the *Teach Like a Champion* techniques. *Teach Like a Champion* offers a framework of specific, concrete and actionable techniques that will be implemented consistently and pervasively across our school. These techniques are clustered into the following categories:

- Raising academic and behavioral expectations
- Structuring lessons
- Creating a strong and vibrant student culture
- Building character and trust.

School-wide implementation will build capacity across our organization and maximize and leverage our teachers' strengths. The techniques are designed to accelerate student achievement and place students on the path to college.

Professional Development will be provided as a launch and systematically brought back throughout the school's priority cycle to ensure appropriate support and growth for teachers. Each staff member will receive the text as well as the field guide. These books will prove to be a valuable resource throughout the implementation.

Below is a description of the types of techniques that will be implemented school wide in a systematic manner.

- Technique 1: No Opt Out:
  - This technique involves going back to a student who at first was unable or unwilling to answer a question and asking him, at a minimum, to repeat the correct answer. This strategy helps to build a culture where effort is expected.
- Techniques 18: Check for Understanding:
  - This technique involves constantly assessing what students understand and using their responses as data to act on immediately. Misunderstandings should quickly be addressed.
- Technique 22: Cold Call:
  - In order to make engaged participation the expectation, this technique promotes calling on students regardless of whether they have their hands raised.
- Technique 30: Tight Transitions:
  - This technique involves maximizing time and energy for learning by instilling tight routines for transitioning from one class activity to another.
- Technique 46: Joy Factor:
  - Celebrating the work of learning is important. The work of teaching and learning can be approached with energy, passion, enthusiasm, and fun. This technique build classroom and school culture.

The techniques will be evident in the implementation of the curriculum and monitored

through the walk-through process.

Alignment and Revision:

It can be seen in the pacing guides and culminating tasks that cross-curricular opportunities are evident in all grade levels, and in every unit of study. There is a mix of literary and informational text, and this is especially seen in the level readers. Many of the leveled readers align with Social Studies and Science concepts. We began a more intentional plan for cross-curricular learning a few years ago, starting with Social Studies. In the Social Studies pacing guide, text selections for the ELA reading series is referenced. Additionally, teachers participated in training to illustrate how reading strategies learned during ELA training also apply when tackling text during the Social Studies instructional time in their daily schedules.

Below is an example of Social Studies reference SF units in the Social Studies pacing guide: our cross curricular efforts:

NOTE: *Material World, A Global Family Portrait* by Peter Menzel and Teacher's Guide was purchased for each school. This resource will supplement the following units: Resources and Production, Places, Regions, Economic Exchange. The Teacher's Guide CD contains PowerPoints and teacher lesson ideas.

Marking Period 3

Regions

Geography 4a: Students will **use** the concepts of place and region to **explain** simple patterns of connections between and among places across the country and the world [Regions].

- **Coming Soon!** RCCSD Puzzle Map center Puzzles will be delivered this Spring. Aerial Map Phy/Pol Map
- **DRC Unit** - Regions
  - Unit Map
  - Alternative Assessment
- **Scott Foresman**
  Unit 3: Hottest, Coldest, Highest, Deepest
  Unit 4: Volcanoes
- **Newbridge Social Studies Trade Books**
  America the Beautiful
  World of Water
  Landforms by the Sea

Economic Exchange

Economics 2a: Students will **understand** how barter, money, and other media are employed to facilitate the exchange of resources, goods, and services [Macroeconomics].

- **DRC Unit** – Economic Exchange
  - Unit Map Spanish Version (worksheets)
  - Alternative Assessment
  - Barter Activity Placards
- **Internet Resources**
  Online Barter Game - Barter Island **NEW**
  Discovery Education - Money and Bartering
  Oracle/Thinkquest - Welcome to Econopolis!
  EconEdLink.com - I Have No Money, Would You Take Wampum? student version
- **Scott Foresman**
  Unit 5: Cultures
- **Cram Units**
  This for That
  Shopping: Then and Now
- **Newbridge Social Studies Trade Books**
  Follow the Dollar

Indicator 4.4: Long-term, Unit, Lesson Planning

Planning Expectations:

(See Appendix: Sample Lesson Planning Template-General and Sample Lesson Planning-Gradual Release)

The chosen formats will include:

- rigorous objectives tied to the Common Core State Standards,
- checks for understanding,
- differentiation to meet the needs of all learners,
- maximized time for student practice,
- higher order questioning and thinking
- evidence of learning,
- evidence of Teach Like a Champion strategies.

The lesson plan formats will be provided to all instructional staff during summer professional development/in-service in June.

Expectations for completion of lesson plans are as follows:

- Lesson plans are readily accessible and available for review before, during, and after instruction for all content areas
- Lesson plans for all content areas will be located on the teacher desk/work table as evidence for planning during walkthroughs, announced and unannounced observations
- Lesson plans will reflect differentiated learning activities (based on data); instructional strategies/methods; opportunities for guided and independent practice; and viable methods to assess student learning.

Long Term and Unit Plans:

Long Term and Unit Lesson plans will be a critical part of attaining the rigorous goals that surround the CCSS. Grade level/content area teams are responsible for using PLCs to engage in long-term and unit planning based on both curriculum pacing and multiple data sources. Long term and unit lesson plans must be aligned to the Common Core standards and will indicate strategies for instruction, methods for guided/independent practice, and evaluation criteria. Teams will work with the end in mind. The mindset will be, "If my students need to master a skill by a specific date, then we need to break down the goal into meaningful steps that will be skillfully crafted to assure mastery in chunks." Grade level teams will maintain binders of long-term and unit lesson plans to be referenced throughout the improvement process.

(See Appendix: Pacing Guides for ELA, Math, Science, Social Studies).

One advantage of our restructuring the building into vertical learning teams, is the

opportunity for teachers to meet in PLCs with teachers of other grade levels to develop quality lesson plans that provide key scaffolding and sequencing to our students.

Lesson Plans:

The suggested lesson plan formats will be used across grade levels and content areas. Lesson plan objectives will be standards-based and aligned to the unit and long-term plans agreed upon in PLCs. All components of the lesson plan will be expected to align to the objective and the way students should demonstrate mastery. Techniques 6, 7, and 9 in *Teach Like a Champion* address planning lessons that align to a standards-based objective.

Planning Review and Feedback:

The leadership team will collect lesson plan samples from each grade level at various times throughout the school year to support teachers in creating strong collaborative practice. PLC time will be devoted to collaboration in developing exemplar lesson plans.

Lesson plans must be readily available, accessible, and visible at any time throughout the instructional day for the core content areas. Teachers will maintain lesson plans; however, submission will not be required unless otherwise indicated through DPAS observations, DPAS Expectations or DPAS Improvement Plan. Additionally, building level administrators will review and provide feedback on an ongoing basis using the DPAS Teacher Evaluation process with an emphasis on Component 1, Planning and Preparation.

Feedback and teacher support will be given:

- During PLCs
- During Pre Observation conferences
- As needed following walkthroughs
- PD if needed

Checks for Understanding:

Teachers will be expected to identify several strategies for checking for understanding in their lesson planning. PLC time is devoted to checking for understanding and the refinement of lessons. Teach Like a Champion Technique 18 addresses checks for understanding.

Indicator 4.5: Social-Emotional Learning

Shared Vision:
The Highlands Community collectively understands a need to ensure that all students receive support for building self-awareness, self-management, social awareness, and responsible decision-making and relationship skills. Survey results sent out to staff and parents further acknowledged a need for social-emotional curriculum and implementation.

Highlands Elementary will be implementing the PATHS program to begin in the 2015-2016 school year. This curriculum will provide a common language that will be persistent and pervasive throughout the school.

The school counselor will support the PATHS curriculum with weekly guidance lessons in the classrooms. The counselor and Family Crisis Therapist will provide individual and group counseling to students who require more intense intervention. Highlands plans to continue with their partnership with The Center for Child Development which provides an onsite therapist to meet the needs of children who require individual counseling sessions on a consistent basis.

Highlands will continue with the school wide implementation of the PBS program. A PBS/PATHS team will meet monthly to look at behavioral data and make recommendations to the staff.

Provide Professional Development:
Faculty will begin training in August 2015 and will continue with specific professional development throughout the year. The first and second sessions are formal trainings with a representative from the PATHS program with eight weeks in between for staff to begin implementation. Additionally teacher coaches will be selected and trained by PATHS representatives to support and assist with consistent practice throughout the building. These teacher coaches will be selected by administrators from a pool of interested candidates and will count towards two of Highlands' leadership positions. These teacher coaches will have the opportunity to check in with the PATHS support team from the PATHS program every other week or as needed. Components of the PATHS program will be developed during team PLCs and more formal professional development will occur in the spring. Teacher coaches will also have the opportunity to share practices with families during PTO meetings as part of each agenda. Highlands staff plans to include components of the PATHS program with family engagement events throughout the year, as there is a connection between a child's social-emotional well-being and his/her family life.

The school counselor and the Family Crisis Therapist will participate in the PATHS

training. They will also continue to participate in their district and state professional development throughout the year as specified in their job descriptions.

Implementation:

The Professional Development plan to launch PATHS during year one is stated above. Details for year one implementation include:

- Scripted curriculum
- 2 twenty minute sessions taught per week (one morning meeting and one social studies block)
- Coaches
- Student practice at home with families
- Cross curricular application of concepts and language
- Monthly data reflection to determine impact

There is an understanding that ongoing professional development and support will be needed in subsequent years during full staff meetings and PLCs. Teacher coaches will remain in place for the next 3-5 years. They will provide teacher support through modeling of lessons, guidance during PLCs, reflection opportunities, and training of new staff members.

The PBS/PATHS team will meet monthly to discuss the social emotional needs of the school. Behavioral data; including specifics of referrals (time of day, location, offense, grade level), suspensions, and attendance, will be analyzed.
Decisions/recommendations will be made as needed. The school guidance counselor will provide leadership in this area. In addition to the data analysis of the school, the teacher coaches will guide the use of the PATHS Evaluation Kit.

Indicator 4.6: Additional Programs

Plan for Additional Programs:

As previously stated, the Highlands mission is to educate the whole child, academically, socially, and emotionally in a safe and caring environment to prepare them for their next step in life. Highlands Elementary school will offer activities beyond the academic classroom that will engage students and enrich the overall school community.

- While not completely outside of the academic classroom, Highlands is adding a morning meeting and afternoon check out in order to build strong relationships and support the whole child.
- To support relationship building and a sense of belonging across the grades, Highlands will build vertical teams across the grade levels. These multi-grade teams will support each other as Reading Buddies, planned theme activities, and potentially Family Night programs. Students will stay within their teams in grades K-2 and 3-5.
- Students at Highlands will be able to participate in activities such as:
  - Odyssey of the Mind – An opportunity for performance based learning that stresses higher order thinking skills and creativity
  - Lego League – An opportunity to engage students in problem solving through STEM activities
  - Reading Basketball Association – An opportunity for students to reinforce reading skills while building physical fitness and teamwork
  - Girls on the Run – An opportunity for girls to build confidence, character, and self-esteem while training for the 5K
  - Random Acts of Kindness (RAK) – An opportunity to inspire others to practice kindness and pass it on.
  - Saturday Library – Every month the library and computer lab will open on a Saturday to provide students and their families learning opportunities. Families will receive supports in helping their child with academics, as well as supports in life skills (job applications, resumes, tax preparation, etc.). Students will engage in science and technology experiences.

These activities will support our vision, “Every child, every minute, every day, to develop each child’s potential.”

Indicator 4.7: Assessment and Assessment Schedule

Assessment Plan:

Assessment is a priority in the Red Clay Consolidated School District as the data is used to inform decisions about teaching, learning and intervention. As teachers understanding and use of assessment has evolved, the district assessment plan has also evolved. Teachers follow the district ELA and Mathematics assessment schedule which includes universal screeners, progress monitoring, common formative, benchmark, and summative assessments. Individual teachers and collaborative teams use the data to plan for instruction and intervention. Formal RTI processes are used for ELA and RTI for mathematics is on the horizon. As teachers collaborate in their PLC's the following is considered to create and analyze common assessments:

- What is the best indicator of whether our students have mastered the essential outcome (summative)?
- What are the best indicators of whether the students are appropriately progressing towards the essential outcome (formative)?
- Assessments may be any format; however, they need to be agreed upon and used by every member of the team to determine student progress. Formats include but are not limited to teacher observation, student presentations, student responses, paper-pencil, etc. Common assessments do not need to be lengthy to be effective.
- Common assessment data will be collected and recorded before PLC meetings.
- To determine appropriate instructional strategies and/or adjustments to ensure all students improve, PLC's should dedicate time to analyzing data.
- Item analysis of preconstructed test items (Smarter Balanced) and formatting of common assessments to match rigor of Smarter Balanced test items.

Teachers will provide opportunities for individual goal setting with students. Students will be supported in reflecting on their progress towards these goals.

Assessment Schedules:

(See Appendix: Sample Assessment Calendar).

ELA

A clear assessment schedule is provided to all teachers at the beginning of the year, K-5. The assessment calendar allows for timely progress monitoring for Tier 1, Tier 2, and Tier 3 instruction. Teachers use curriculum-based measures, DIBELS Next, Scholastic Reading Inventory, and Scholastic Phonics Inventory. Assessments occur approximately every two weeks for Tier 1, Tier 2, and Tier 3 instruction. Teachers are expected to use these ongoing progress-monitoring tools during PLC discussions to guide next steps in whole group and small group instruction. Likewise, this data is reviewed when determining Tier placements during RTI cycle review discussions.

Math:

A formative assessment pacing guide is shared with all elementary staff. Each grade level implements 5 – 7 common assessment probes to gather data. This data is used to identify learning gaps that teachers need to fill.

An assessment schedule will be provided each year. The Curriculum and Instruction Department will support the Priority Schools in ensuring that the district wide plan matches their specific needs.

Science:

At the end of each science unit, teachers give a summative assessment. Formative assessments are provided throughout the unit.

Social Studies:

Formative assessments are provided for each social studies units.

Indicator 4.8: Grading Policies

The Red Clay Elementary Grade Reporting Committee, consisting of teachers, administrators and parents from across the district, worked extensively for three years under the leadership of Grading Reform expert Thomas Guskey. Comprehensive discussions were held regarding the purpose of grades and the report card. Initial discussions were focused on the message to be communicated through grading and reporting, the audience for that message, and the intended goal of the communication. The following purpose statement guided critical decisions regarding the form and structure of the new report card proposed for rollout as determined by the district:

Statement of Purpose: The purpose of this report card is to communicate with parents, guardians, and students regarding achievement toward learning standards. It is intended to provide information about learning successes and guide improvements where needed.

Grading Scale:

Once implemented, our standards-based report card will communicate student progress toward meeting end-of-year learning standards. This revised report card will reflect common core state standards for ELA and mathematics. Teachers will assess student-learning performance against these learning standards which are specific and observable grade-level skills articulated in the Red Clay School District elementary curriculum. Teachers will do this by measuring individual student performance against the identified concrete learning standards, rather than in relation to the performance of other students. A standard Academic Progress Key will denote the level of achievement relative to identified learning standards. In keeping with standards-based grading philosophy, learning behaviors will be assessed separately from academic standards. Recognizing that positive learning behaviors are associated with academic achievement, parents will be apprised of students' level of frequency with respect to key learning behaviors.

4 = Exceptional (Exceeds expectations) - Student demonstrates the skill(s) or understands the concept(s) at a level exceeding expectations for the reporting period.	**Learning Behaviors Key**
3 = Meets Expectations (Developing appropriately) - Student demonstrates the skill(s) or understands concept(s) at the level expected for the reporting period.	**+ Consistently or Independently**
2 = Approaching Expectations (Beginning to develop) - Student is moving toward being able to demonstrate the skill(s) or understand concepts(s) and meets some expectations for the reporting period.	**√ Occasionally**
1 = Below Expectations (Needs to develop) - Student seldom demonstrates the skill(s) or understands concepts(s) and is not meeting expectations for the marking period.	**- Rarely**
N/A	**N/A**

Common Expectations/Grading Expectations:

All students are assessed at regular intervals throughout the year, using district-prescribed common assessments. Teachers are responsible for administering both ELA and Math Common Assessments according to district driven schedules.

To ensure consistency in grading common assessments, teachers utilize ELA rubrics aligned to the report card's *Academic Progress* key (l-4 scale). In mathematics scoring is scaffolded to allow for teachers to identify where student misconceptions begin. Students are asked to select an answer, show their thinking and explain their answer. Data is gathered regarding each area.

Teachers have been engaged in professional development throughout the 2012-13 and 2014-15 school years reflecting on the benefits/need for standards based grading, and the appropriate use, schedule, and interpretation of common assessments. Dedicated weekly time for teachers to collaborate in grade level PLCs has been designed to enable teachers to analyze student performance with respect to common assessments in order to inform and plan for appropriate instruction.

Grade level teams collaborate as they assess student work to calibrate expectations. The practice of teachers exchanging work for to grade allows for a more neutral perspective. Teachers reflect on student work to clarify what meets standards. In addition, discussions around "what counts" in the grade book are prevalent in PLC's.

The Priority Schools in the Red Clay Consolidated School District place a strong value on home-school partnerships, and view the report card as an important tool in furthering our shared understanding about student growth in both the academic areas and pro-social skills, including each child's unique approach to learning.

Parent-teacher conferences are scheduled at regular intervals throughout the year with the express purpose of providing specific information to parents regarding academic progress with respect to standards, in addition to providing information regarding student-learning behaviors. Parents are also encouraged to contact teachers at any time to discuss their child's academic performance and factors, which influence learning success. As we recognize the importance of students taking ownership of their learning, student-led conferences are valued and encouraged.

Indicator 4.9: Special Education, Student Supports and RTI

Performance Driven Planning:
District Wide Strategic Planning resulted in a *Vision for Inclusion* where all students will be educated in their home school or school of choice. The District *Vision for Inclusion* supports that each school offer a full continuum of services and supports. These services include an ESL pull-out program for all identified ELLs taught by a certified ESL teacher. Each Red Clay comprehensive school, including the Priority Schools, has developed a Campus Action Plan to support inclusive practices and ensure that students are educated in the least restrictive environment and have access to grade level curriculum.
(See Appendix: Campus Action Plan and District Inclusion Plan).

Predictive Indicators:
The district recently conducted a RTI program evaluation, and based on the findings new tools and structures have been put into place. All teachers were retrained on the purpose of RTI and the district's policies and procedures. Reading specialists were retrained on the assessment tools and the Tier 2 and Tier 3 curriculum tools. Additionally, building principals received training on the purpose of RTI and received tools to help monitor the implementation in their buildings.

The information below illustrates the checklist that is followed during the RTI cycle review process to ensure that quality instruction is happening first before making decisions on Tier placements. Additionally, this checklist gives reminders of all factors that should be considered when discussing students' reading development.
Students cannot be identified as having a learning disability if their difficulty is due to a lack of instruction.

First….

- Did the student receive 90 minutes of core Reading instruction?
- Did the student receive 30 minutes of Tier 1 core reading small group instruction — 3 – 6 students in a group (minimum 2 days per week), which is developmentally appropriate, and following the skill-focused model?
- Did the student receive an additional 90 minutes of Tier 2 instruction or 150 minutes of Tier 3 instruction that is aligned to Tier 1 small group instruction and following the skill-focused model?
- Did the student receive Tier 1 and Tier 2 instruction 90% or more days within the given cycle?

Next….

- Are we analyzing Scott Foresman baseline, benchmark, and progress monitoring data?

- Are we analyzing SRI and SPI data?
- Are we analyzing DIBELS Next data?
- Are we analyzing Early Reading Intervention and My Sidewalks data (Tier 3 only)?
- Are we analyzing Sight Word Inventory data?
- Are we analyzing Words Their Way data?

Then….

- If we can answer yes to all of the questions,
  - We are truly following the requirements of RTI!
  - We can confidently say we are giving students what they need to be successful readers!
  - We have collected and analyzed a plethora of data to make an informed decision on the next instructional steps for each student!

In addition to the RTI process, each Priority School has a Problem Solving Team comprised of 5 to 10 members with unique areas of expertise. This team includes a Reading Specialist, an administrator, the guidance counselor, educational psychologist, behavior interventionist, PST coordinator, special education teacher, and social worker. Once a student is referred to this team, a meeting is held. The PST coordinator then provides the teacher with suggestions that can be immediately implemented and monitored to determine if additional supports are needed.

For students who are identified as English Language Learners, ACCESS data is reviewed yearly to determine appropriate level of ESL support required or the possible transition out of the program (only if criteria is met). The composite scores and student needs are reviewed and help determine the amount of ESL provided.

Compliance:

As it relates to special education, each Priority School has a district liaison that meets with the school PST to monitor compliance as it relates to administrative code. Compliance is a non-negotiable. The district will monitor the school's compliance with state and federal regulations concerning students with disabilities and English Language Learners with an annual audit.

Highlands will have an ESL pull-out program provided to all identified ELLs in the school. The certified ESL teacher will use specific English Language Development curriculum used during the sessions (Language Central). Imagine Learning (online language development program) will also be used to supplement- can be used as an additional resource in the general education classroom as well as at home.

Systems:

Prior to a student being referred for Special Education services, schools are committed to strategically intervening through the RTI process. Students must experience a

minimum of one cycle of Tier 3 intervention, preferably two cycles prior to the referral. If this formal intervention is documented as unsuccessful, the student is referred to the PST to launch eligibility process. Students can also be referred to the PST for other academic areas using data from common assessments and other diagnostic tools. In tandem with this system, teachers are focused on differentiating assignments and providing supports within the classroom. In addition to academics, students can be referred to PST for behavioral, attendance, or health concerns.
(See Appendix: Pre-Referral Form)

In the Red Clay Consolidated School District, dropout prevention is a priority. A school team is charged with developing and implementing plans around the 15 strategies targeted to reduce dropout rates as defined by the National Dropout Prevention Center. The strategies are as follows:

- Active Learning
- After-School Opportunities
- Alternative Schooling
- Career and Technology Education (CTE)
- Early Childhood Education
- Early Literacy Development
- Educational Technology
- Family Engagement
- Individualized Instruction
- Mentoring/Tutoring
- Professional Development
- Safe Learning Environments
- School-Community Collaboration
- Service-Learning
- Systemic Renewal
- ESL support is provided based on student language proficiency need in order to provide opportunities for ELLs to be included in the general education classroom with their English speaking peers

(See Appendix: Building Level Action Plan Goal Setting Worksheet)

Professional Development:

As the district transitions to a more inclusive approach, professional development has been provided and continues to be provided in the areas of: Collaborative Basics, 6 Models of Co-Teaching, Universal Design for Learning, Collaborative and Inclusive Strategies for All Students, Multi-Level Instruction, Expanded Models of Support, Accommodations and Modifications, Hierarchy of Supports, Services, and Aids, Standards Based IEP's, Adaptive, Social, Behavior Learning, Focused Coaching Program,

and Every Pupil Response. *Teach Like a Champion* techniques have been provided through the "Inclusive Strategy of the Month," distributed district wide, and now is targeted to become the framework for all Priority Schools. These opportunities address the needs of students with disabilities, struggling learners and English Language Learners. In addition, the district also offers specific PD to address the needs of culturally and linguistically diverse students such as: Using ACCESS Data and the Can Do Descriptors, Classroom Instruction That Works with English Language Learners, An Introduction to WIDA for English Language Learners, Language Acquisition and Cultural Understanding.

Highlands has an Inclusion Team that attends tiered professional development sessions provided by the RCCSD district leadership. The Inclusion Team then turns the training around to full staff during afterschool professional development faculty meetings. Further development of inclusionary practice occurs during structured PLCs. All practice is monitored through walkthroughs and DPAS observations. Data review and discussion during PLCs additionally helps to determine impact of specific interventions determined by trainings noted above.

Varied Learning Opportunities:

As described previously, RTI is in full implementation as it relates to English Language Arts and is on the horizon for mathematics. Intervention time is deliberately built into the school day. The cycle review process is built into the PLC schedule to allow for time for teachers to collaborate and analyze data to inform Tier placement decisions. Between reviews, PLC time is dedicated to analyzing data to inform next step as it relates to teaching and learning. In addition to intervention within the school day, each Priority School will provide extended day and summer learning opportunities. ELLs receive specific ESL support based on their language proficiency needs. RTI is an additional intervention that is provided to ELLs based on academic data. ELLs are provided more opportunities to interact with their English speaking peers in the general education classroom while receiving the additional support from a certified ESL teacher. The ESL teacher collaborates with the general education teachers to provide strategies that can be used across content areas to support the language needs of our ELLs. Imagine Learning is available as an additional support for all ELLs.

Students will continue to be identified for the PALS program (Positive Attention Listening Support) through the use of behavioral data on RAP, and teacher/parent referral. Information from the Data Service Center also provides information on our Red Triangle students - These are students who are struggling, academically, behaviorally, or with high absenteeism. A student created action plan will be formulated to address the student's concerns. This will be done with the counselor and classroom teacher. The student will be paired with a staff member. This staff member will reinforce and support the action plan. This will include several daily check-in, homework help etc. After six

weeks, the plan and student will be reevaluated. If the action plan is unsuccessful, the student will be referred back to the Problem Solving Team to determine if a behavioral support plan is appropriate or continue to build a relationship with his/her PAL.

Indicator 4.10: Data Plan

The Red Clay Consolidated School District is privileged to have access to Data Service Center. I-Tracker Pro organizes our district-wide data; our school-based data and our classroom- based data, and provides user friendly reports that are utilized to inform decisions. Data drives our work and is part of our culture. Staff has been trained in using a cycle of inquiry to effectively and impactfully use data. Teacher leaders will continue to model this cycle during PLC's. The cycle is guided by the following questions:

- What do I want to know?
- What data might be relevant?
- How will I access the relevant data?
- What skills and tools do I need to analyze the data?
- What do the data tell me?
- What are my conclusions?
- What will I do?
- What effects did my actions have?
- What are the next steps

Our district is data rich. Our goal is to continue to strengthen how we use the data. The Quarterly Report will serve as the primary dashboard for each Priority School. The items captured in the template align to the goals that will be used to measure school success.

Each school will use a reporting template to capture trend data

(See Appendix: Dashboards)

Academics:

The Quarterly Report template captures the following data related to academics (See Appendix):

- DIBELS (Phonics and Fluency)
- Scholastic Reading Inventory (Lexile levels)
- Scholastic Math Inventory
- Scott Foresman Benchmark Data
- Formative Math Probes
- Smarter Balance ELA and Math
- DCAS Science and Social Studies
- Academic Risk Data

While the template captures grade level data, I-Tracker Pro allows us to dig deeper into disaggregated cell group data as well.

Behavior and School Culture Data:

The Quarterly Report template captures the following data related to school culture and behavior:

- Student Attendance (By cell group)
- Suspension Data (By cell group)
- Behavior Referrals (By cell group)

(**Note**: I-Tracker pro allows us to analyze data by grade as well)

- School Climate Events (PBS, assemblies)
- Parent Engagement Events/Attendance

(**Note:** Expulsion data is not collected as this consequence is not typically used in the elementary school)

Staff Data:

The Quarterly Report template captures the following data related staff:

- Staff Attendance

Each school has set a goal related to retention Effective and Highly Effective staff. This will be captured each June/July after Component V is calculated and added to the dashboard. While not captured in the Quarterly Report, schools will continually gather and reflect on data through Professional Development Feedback forms, from the semi-annual Teacher Satisfaction Survey, and through the Tell Delaware Survey results, to name a few sources.

Other Indicators:

- Number of Formal DPAS Evaluations (Quality will be integrated into our discussions)
- Number of Walk-Throughs (Look-fors will be identified based on the instructional framework selected at each school)
- PLC Progress
- Professional Development Activities/Attendance (feedback will be gathered and analyzed but not captured in this reporting template)

We are data rich; we have access to a tremendous amount of data. Although there are data points not captured in this particular template, they can and will be used to inform decisions.

Frequency:

The Quarterly Report, as suggested by the title, is in fact submitted and analyzed quarterly; however, data is analyzed on a consistent basis in PLC's, at BLT meetings, at Faculty meetings, during DPAS conferences, and individually by teachers. As stated above, data is truly part of our culture.

Systematic data discussions will occur weekly, monthly, and quarterly.

Weekly School Leadership Meetings

The DTO will meet with school leadership weekly. During these meetings, as appropriate, specific data points will be reviewed (ex. walk-throughs, DPAS, weekly discipline). These meetings will be used to monitor fidelity to the *Priority Plans* and to make connections between the plans and the data. Quality of DPAS and walk-throughs will be discussed and reviewed in addition to the quantity.

Monthly Priority Council Meetings

The Priority Council (PC) will serve in a governance role. Specifically the PC will ensure that *Priority* schools meet student achievement goals by monitoring performance measures while holding the manager of the DTO accountable.

Quarterly School Based PM Sessions

Formal Performance Management sessions will be held each quarter and cover the overall outcome and fidelity status of the school with an emphasis on the efficacy of specific school selected data driven interventions. These sessions will include all of the members of the administrative team as well as representatives from the Priority Council. The District Turnaround Office has created a ***Performance Monitoring*** template that is intended to capture both leading and lagging indicators. This template (See Appendix) provides a consistent tool from which to base conversations focused on students' progress and achievement. Specifically, the following will be reviewed:

- What actions are currently being taken and why (targeted interventions)
- Which student cohorts are being targeted and why (why were specific strategic and or tactical decisions made)
- What is working, what isn't working, how do you know and what is the plan for the next quarter.
- What supports are needed?

Principle Five – School Culture

Indicator 5.1: School Culture Plan – Building a Culture of Achievement

The school culture has the capacity to greatly impact outcomes. Highlands will provide a focus and a clear purpose for the school so that the culture becomes a cohesive bond as we reach to achieve our mission.

Culture of Academic Excellence:

Highlands Elementary links its vision and mission to the CCSS in which we support and believe that all students will become college or career ready. Our district maintains critical goals in which goal 2 states, "all students will read at or above grade level by the end of third grade." In keeping with these rigorous goals, our priority team will cultivate a culture of excellence by:

- Teach Like A Champion
- Cycle Review (Sep, Nov, Feb, and May)
- Data Day (June) and (Jan.) –analyze school growth, Smarter Balanced, SRI
- Hooray Day: Academic and Behavior Ceremony (Mp1, 2, 3, 4)
- Student Goal Setting (September & January): Posted in classroom
- Teacher Goal Setting (September & January): Posted in classroom
- School Wide Goals: Posted in lobby
- Parent Teacher Conferences are focused on individual goals
- Additional small group math instruction and RTI reading
- Monthly BLT meetings to discuss PLC work, review academic, cultural, and behavioral data.
- Professional Development on Cultural Competencies. See section 5.2.

It is our belief that with the reconfiguration of the school into vertical grade-level teams, relationships will build links among a wider web of staff and student. There will be a stronger focus on the learner and learning, and in particular, the active and collaborative nature of teachers' and students' work and activities. Practices are developed in teaching and learning teams that include special education teachers and teachers of English language learners. Teams engage in a continuous cycle of program improvement efforts. This will be done in PLCs and during Cycle Review. Students will share activities like Reading Buddies, research studies, and collaborative presentation. For additional information, see section 3.9.

Positive Relationships:

A notable strength of the Highlands staff rests in the positive relationships that are built among students and staff and we will continue to strive to grow in this area. Morning

meetings and afternoon checkouts will be added to foster positive relationships among all students and the teachers. Lunch bunches, classroom recognitions and celebrations will continue as opportunities for teachers to build on these relationships. The Problem Solving Team is established to meet biweekly and review student behavioral and academic data with the intention to identify students who need additional supports. Interventions such as the PALS program and Creative Mentoring are currently used to match students with a mentor to provide academic and behavioral skills.

Students will continue to be identified for the PALS program (Positive Attention Listening Support) through the use of behavioral data on RAP, and teacher/parent referral. Information from the Data Service Center also provides information on our Red Triangle students - These are students who are struggling, academically, behaviorally, or with high absenteeism. A student created action plan will be formulated to address the student's concerns. This will be done with the counselor and classroom teacher. The student will be paired with a staff member. This staff member will reinforce and support the action plan. This will include several daily check-ins, homework help etc. After six weeks, the plan and student will be reevaluated. If the action plan is unsuccessful, the student will be referred back to the Problem Solving Team to determine if a behavioral support plan is appropriate or continue to build a relationship with his/her PAL.

The organization, Creative Mentoring, is used to provide Highlands with mentors. That organization provides the screenings, background checks, and training for each mentor. Students will be identified for the Mentoring program through academic data, behavioral data, attendance data, and teacher/parent referral. The Mentoring Coordinator will match students with a mentor based on the strengths of the mentors and the social emotional and academic needs of the student. The Mentor Coordinator will create the mentoring schedule, plan and organize activities for the mentors and their students. Currently, our coordinator is a retired Reading Specialist. She works closely with our teachers to provide activities that support student needs. This coordinator will also serve as a liaison between the staff and the mentors. The student will meet with their mentor weekly.

High Expectations (Teacher and Administrator performance):

Once baseline data has been collected, by beginning of Oct., the administrative team, in conjunction with the Building Leadership Team, will set and communicate high expectations for student performance. At the beginning of the school year, teachers will set professional and academic goals in collaboration with the administration. Achievement towards these goals will be reviewed and celebrated throughout the school year at Building Leadership Team meetings, faculty meetings, and PLCs. Teachers will set and communicate high expectations for student performance with their students. Students will create goals in collaboration with their teacher and these goals will be reviewed and celebrated throughout the school year.

- Teach like a champion – Provides a consistent language and framework
- Differentiated PD
- Component 5 reflection
- Walkthroughs reinforce effective practices (See Appendix: Sample Walkthrough Schedule and Sample Walkthrough Form)

Indicator 5.2: Structural Expectations and Learning Environment

Expectations of the School Learning Environment:

The Highland's school environment will continue to support student learning. We are known for our inviting school, and the expectation is this reputation, based on actions, will continue. Daily, an administrator greets each student as they exit the bus each morning, and teachers make sure each student is seated on a bus at dismissal. The mission, vision and pledge are prominently displayed in the lobby. Although the lobby is welcoming, it needs a refresh. The office staff is knowledgeable about district policies, and our families. Bilingual support will be needed from the district to interact with our growing ELL population. Any information sent home, will be translated in English and Spanish. The students are met at their classroom doors each day with a smile, and an expectation for the day. Our mission, vision, and pledge are displayed in each room, and are taught and reinforced throughout the year.

Student recognition will be daily in the classroom, for students who support the classroom community. Teachers nominate a Student of the week, and their photographs will be on display in our lobby. For the first year, at a minimum, as we transition to PATHS; quarterly PBS school- wide activities will be earned.

Parents will be welcomed to/back to the school each fall, with a Block Party. Here the school expectations, mission and vision will be shared. At the Fall Open House, parents will sign off on Student/ School Expectations. Additionally, a student and family survey on school climate will be done in January. Our parent organization will work with building administration to help build trust and relationships with our immediate and extended community. We plan to hold meetings/ activities in the community in alternate months. In addition, as new students and families move into the Highlands Community, we will welcome them with a peer buddy from the classroom, a visit from the school counselor, and a welcome packet to take home to their family. The classroom teacher and a member of the PTO will contact the family and welcome them to the building.

There is no question that safe, warm, welcoming, efficient, and effective environments thoughtfully constructed and well maintained will support a school's mission and vision for successful student achievement. The physical plant of the building requires qualified custodial staff that is an integral part of our school. It is expected that this staff keeps the building clean, and in good repair. Their building responsibilities are outlined in the Facilities and Maintenance Handbook. The outside environment will also be well maintained. Scheduled check in and conversations with the custodial team and administration will be implemented.

But beyond Facilities Services, every leader and teacher knows that a safe, clean, comfortable and attractive classroom can stimulate learning and help build a classroom community meeting the needs of all students by creating areas for group learning, spaces where individual learning can take place and simply creating an uncluttered environment school –wide where students can be motivated yet stay focused at the same time. Hallways, entrances, main office spaces and all public areas must be approachable, welcoming and orderly. To this end, classrooms will be:

- Neat
- Clean
- Proper lighting and temperature

Classrooms will be organized to maximize procedures and learning:

- Area for check- in and homework
- Areas for small group learning
- Areas to relax like Library nooks, and Calm down areas

Teachers will provide a safe learning environment. It will be a space that reflects current learning in all content areas. Walls and bulletin boards support learning (vocabulary walls), student work, quarterly student and class goals and classroom rules and procedures.

Our teachers will receive Professional Development in cultural competencies, so that our lessons and school environment reflect the students' culture, and history. Students need to feel they belong, know that people like them have been successful, and take pride in who they are. Some of the staff has received training on Ruby Payne's Understanding Poverty. We are currently researching resources that will build cultural knowledge, awareness and sensitivity for our staff. We are in conversations with the Urban League and the leadership at our Dual Language School. Our staff will be highly qualified.

Additionally, Highlands' data shows a two-fold increase in negative behaviors with the removal of full time unified arts instructors from 2012 to the present. To correct this trend, Highlands will hire a teaching unit to ensure full-time unified arts instruction characterized by authentic student engagement in the arts and physical education. Full-time unified arts instructors will also support core areas to help underachieving student cohorts reach their academic goals. This full-time unit will support core content areas to support underachieving student cohorts reach their academic goals. This collaborative culture will drive accelerated student achievement.

We will develop a survey to get feedback from our students about the physical climate of the building. Questions may include: My classroom is neat and clean, the floors in the lobby or shiny. In addition, immediate action will occur as needs arise.

Indicator 5.3: Discipline and Management Plan

Rights and Responsibility Policies:
To help our students understand their role in school, Highlands will follow the Student Code of Conduct that outlines students' rights and responsibilities and how they will be managed to maintain a safe and positive learning environment while protecting student and staff rights.

http://www.redclayschools.com/files/_hLKgR_/9ff46e40c057441b3745a49013852ec4/StudentCodeofConduct.pdf

A discipline team will meet bi weekly to review data and interventions to ensure that discipline policies are equitably and consistently enforced and communicated. They will utilizing technology (RAP, Data Service data) to track discipline in real-time for consistency, with making data-based decisions regarding professional development ,and looking at modifying the PBS /Paths model to be more culturally responsive to individuals. The team will be made up of the school interventionist, counselor, and an administrator, The Building Leadership Team will meet annually to review data to ensure a positive climate and set targets for the following school year.

Research has consistently shown that poor classroom management in urban school environments negatively impacts students; and good classroom management is critical for students' learning. Whether it is the direct result of inconsistent teachers (attendance/turnover)) or a chaotic classroom environment with teachers who need effective training, students suffer because poor behavior directly affects their ability to learn. Student behavior was a major concern listed in both the parent and staff survey. That recognized, our students bring to school numerous traumatic experiences. Homelessness, (increased four-fold over the last three years), parent incarceration (30%), and witnessing murder and crime impact student behavior and learning. Currently, we have a State hired Family Crisis Therapist who works with our K-3 population. Additionally, we have a counselor and a behavioral interventionist.

Just as a footnote: In our intensive review, we found that our Special Education student referrals were proportional to the student populations.

Restorative Practices:
The Highlands staff will implement restorative practices through PATHS, Morning Meeting, PBS, and Teach Like a Champion, and PALS. To address the growingly complex social emotional needs of our students, the PATHS program will be implemented at the start of the 2015-2016 school year. This program includes explicit lessons that teach techniques for redirecting conflict and responding to maladaptive

behavior. Professional development for staff will be provided in August 2015, with additional professional development and peer coaching. This will be provided by professional representatives of the PATHS program during the first year of implementation. PATHS Curriculum Findings are listed below:

Summary of Findings on the PATHS Curriculum

The PATHS Curriculum has been studied intensively in a series of randomized trials over the past 30 years. These include controlled trials with regular children, special education-classified children, and deaf/hearing-impaired children. Studies have been conducted in both urban and rural contexts.

Increasing Protective Factors

Quality implementation of the PATHS Curriculum has significantly increased children's ability to:

- Develop effective alternative solutions
- Decrease the percentage of aggressive/violent solutions
- Increase children's understanding and recognition of emotions
- Teachers report significant improvements in children's prosocial behavior in the following domains:
- Self-control and ability to tolerate frustration
- Use of effective conflict-resolution strategies
- Cognitive testing indicates that the PATHS® Curriculum leads to improvements in the following skills
- Ability to plan ahead to solve complex tasks with normal and special needs children (WISC-R Block Design and Analogies of the Test of Cognitive Abilities)
- Increased executive function, cognitive flexibility, and low impulsivity with non-verbal tasks
  (Coding from the WISC-R, Stoop Test, Working Memory)
- Improved reading achievement for young deaf children
- Reducing Maladaptive Outcomes
- Teachers report the following reductions in behavioral difficulties at one-year post-intervention:
- Decreased externalizing symptoms (aggressive and disruptive behavior)
- Decreased internalizing symptoms (sadness, anxiety, and withdrawal)
- Improved classroom engagement and attention

Peers report:

- Lower classroom levels of peer aggression and disruption (sociometrics)
- Higher classroom levels of peer prosocial behavior (sociometrics)
- Observers report:
- Improved classroom atmosphere and less disruptive behavior

Summary

The PATHS® Curriculum has been shown to improve protective factors and reduce behavioral risk across a wide variety of types of elementary school-aged children. The findings have shown cross-rater validity as they have been true of teacher reports, self-reports, and child testing and interviewing. A critical component of these findings is the use of well-matched control groups; this is critical because all children tend to improve as they develop and thus programs may only look effective due to general developmental progress.

Promoting positive behavior supports:

The PATHS program will be implemented at the start of the 2015-2016 school year. Classroom teachers will follow scripted lessons to teach positive behavior two times per week, with time provided throughout the week to practice and role-play the skills learned. A school wide plan, including the rejuvenation of PBS, will be implemented to recognize and celebrate positive behaviors. A school wide management system will be utilized to provide consistency and interventions in the classrooms, throughout the school building, and on the buses. PATHS professional development for staff will be provided in August 2015, with additional professional development and peer coaching during the first year of implementation. Professional development will be provided to staff to explicitly inform them of the student code of conduct, school wide discipline expectations and tiered supports and interventions. Professional development for staff will be provided in August 2015, with additional professional development and peer coaching. This will be provided by professional representatives of the PATHS program during the first year of implementation. Grade level teams will meet to reflect on practices, investigate trends, and to support each other.

The Problem Solving Team will meet weekly to identify students who require additional interventions, will provide teachers with supports, and will monitor progress with follow up or referral for additional services. Supports for tier 2 and tier 3 students will include, but not limited to, point cards, behavior modification systems, behavior support plans, check in/check outs, and counseling. A Student Services team, consisting of psychologist, educational diagnostician, counselor, and administration will meet biweekly to review student behavioral data and needs, including, but not limited to, bullying, referrals, suspensions. Interventions will be developed, modified, and implemented based on data. The PALS, Positive Attention Listening Support, program will match tiered students with staff members to reinforce positive behavior and provide a positive role model within the school setting. Ongoing communication will occur with families to seek input and develop a partnership for addressing behaviors.

Indicator 5.4: Family and Community Engagement Plan

Highlands Elementary School is an urban school that sits in the middle of a Wilmington affluent neighborhood. Over the last twenty-five years, neighborhood children have chosen private and parochial schools located within blocks of Highlands. Consequently, the school has slowly transformed into a high poverty building. Our students live miles from the school. Most of our students are bused in from city neighborhoods that are not contiguous with the school neighborhood. Our students' neighborhoods, experiencing generational poverty, continue to struggle with unemployment, increase in major crimes, and lack of education and educational opportunities. We recognize our school community challenges. We also believe that schools build positive attitudes about learning that lead to being college and career ready. It is our goal to build on the strengths of our families, and engage them in our school and in the education of their child. We continue to explore and educate ourselves about ways to increase family engagement. We will involve families by improving communication, in learning how to enhance student success at home, and through Parenting Classes.

In concert with growing or family engagement piece, we will work to engage the community at large. We need to include them in educational solutions.

Communication –
(See Appendix: Sample Communications Plan)

Learning and Parenting- Family
Our District runs a Parent University. It offers a wide range of subjects to educate parents and guide them through educational processes. The brochure can be viewed at: http://www.redclayschools.com/files/_tdKJg_/11e7ca167d115c5f3745a49013852ec4/Parent_Univ_inside_f-6-01.pdf.
Examples of selections include:

- AVID
- ADHD
- Homework
- What is My Child Learning
- ELA in my Child's Classroom

These classes are offered on several dates at different schools. Topics are based on a Needs Survey conducted by the District each year. The course selection brochure is mailed in the fall and spring. Ongoing reminders are on the District website, and will be added to our school website.

Within the Highlands schools--Family Education

- In year two of the plan grade level teachers will conduct a Day in your Student's ELA, Math, Science and Social Studies to help understand Common Core.
- Family Crisis Therapist conducts monthly dinner chats with families she is working with on parenting strategies and brainstorming problems that families are experiencing at home. She will expand our collaborations with the Food Bank by potential having a Food Closet on site as well as the Clothes Bank.
- PTO will do a Nutrition/Exercise Night in May

Family Participation

- **PTO** Meetings, every other month, with the location alternating between the school and in community locations (Library, Churches, and Community Centers). Dinner and childcare will be provided.
- **PTO Led Community Activities:**
  - Harvest Festival- October
  - Halloween Outdoor Movie Night- October
  - Holiday Happening- December
  - Family Fitness Night- February
  - Science Expo- April
- **School and Staff-Led Activities**
  - Welcome Back Block Party- September Administration and Staff
  - Book Fairs- October and May
  - Music Concerts- December, April and June
  - Math Curriculum Activities Night- Math support person
  - ELA curriculum Night-March- Reading Specialist
  - Saturday Library- While students experience Science activities with Technology integration, families participate for the first hour. Then they will receive supports with areas of need determined by a Family survey done in September. Life skill help like resumes, job interviews and help are potential topics.
  - Parent Conferences-Quarterly
  - Reading Basketball League -October thru March- Administrator, Staff supports with scorekeeping and refereeing.
  - Read Aloud w/games that follow

This is a roadmap for family growth and participation at Highlands School. Families are always welcomed to volunteer in our classrooms. As we build this partnership, a Needs survey will be developed and sent out in September. Additionally, whoever the new staff is in the building, new ideas will surface. Already, initial conversations about celebrating the diversity and cultures in the building are taking place.

<u>Building Partnerships with our Community at Large</u>

(See Appendix: Sample Communications Plan)

Communication and Collaboration-

- The Highlands Educational Community will engage with existing local and state government (City Council, City Leaders, and State elected officials) in monthly coffee hours held in school, to create a dialogue and discuss relevant issues. These will be led by the Administrative team. A student from Highlands will co-facilitate each coffee hour, highlighting progress and challenges from their perspective.
- Local and state representatives will be invited to participate in the mentoring program, to increase capacity, particularly targeting African American males.
- The HEC will expand its partnership with Nemours Health and Prevention Services- They, on an ongoing basis, work with our Nutritional staff, and will expand to participating on our Wellness Committee.
- Creative Mentoring – Although we find our community mentors, this organization trains and does background check on our participants.
- Children and Families First- We are in initial conversations with this organization. Our attempt is to gain a community outreach advocate from them, and build a collaborative partnership as we improve our family/community engagement.
- Boys and Girls Club will partner to provide before school and after school care
- Center for Child Development will provide in-school professional counseling service to those students who need psychological support.
- Incyte is a new a neighborhood bio-pharmaceutical company. In an effort to increase students' exposure to problem-based-learning through science, technology and math, we will explore developing a partnership with them. Additional it would enhance our District supported Lego League and Odyssey of the Mind.
- Churches- The HEC will survey which churches are in the feeder pattern and the Building Leadership Team will reach out to faith-based leaders and invite them to be an active part of the Highlands community reinforcing the school culture, including participating on school committees, mentorship, lunch visits, and use of faith-based buildings.

To address horizontal and new vertical teaming, HEC will build upon collaboration across grade levels partnering with neighborhood community organizations. It is the goal to participate with and build partnerships with these community establishments. Highlands' goal is to become an active, engaged community member.

- Delaware Art Museum,
- The Delaware Center for Horticulture,
- Kentmere – Local Nursing Home.
- The Delaware Ballet Company,
- the Firehouse, and
- businesses in Trolley Square

These initial discussions will be led by the Administrative team after conversations with

Staff around curricular tie-ins and project suggestions

Quality of Engagement

All teachers will send home Friday notes, addressing academics, news, school events, behavior, and invitations to participate in school-related activities. Parents will be asked to sign the note, and students will receive an incentive for each Monday they turn in a signed note. Teacher records will be maintained as to whom returns the notes. Parent contact by phone or email will be made after two unsigned notes.

Overall Stakeholder Engagement

Teachers will reply within 24 hours of parent contact, regarding any concern. A phone/email log is maintained for each teacher. Highlands has an open door policy where families are free to bring up concerns. After hearing the concern, the administrator will offer a conference with the parent and all involved staff members. During the conference, a plan will be developed to address the concern. Follow up contact with the family will occur to make sure the concern has been addressed and the solution is satisfactory.

Families are encouraged to attend all student-recognition events. Notification is by invitation. These are monthly recognition assemblies. Students are recognized for Academics, Sports related to RBA and Girls on the Run, Character Awards, School competitions etc. There will have a Spanish interpreter available. Every school-wide communication will be written in English and Spanish, to address the cultural and linguistic needs of families.

Quarterly stakeholder surveys will be completed and analyzed and data will be used for improvement and future decision-making.

As new students and families move into the Highlands Community, we will welcome them with a peer buddy from the classroom, a visit from the school counselor, and a welcome packet to take home to their family. The classroom teacher and a member of the PTO will contact the family and welcome them to the building.

Indicator 5.5: School Advisory Team

Communication Plan
A comprehensive and effective school communication plan is a road map for getting school-wide messages across to all stakeholders. It is also a tool for expanding parent involvement and promoting a positive image of the school to a variety of audiences. The plan is an essential tool of marketing expectations, goals, and processes.

The Plan: An effective communications plan provides for clear, consistent contact with students, parents, staff, and key stakeholders. It clearly articulates the audience, understands their priorities, and addresses their concerns. It identifies multiple pathways to share information with and gather feedback from stakeholders.

Objective: To communicate timely, informative information to key audiences, to build ongoing engagement with parents and the community, and to create and market a positive image of Highlands Elementary School to our community at large.

We want to achieve the following:

- Provide all stakeholders with timely information using multiple means of outreach,
- Develop a sense of school pride and build on connections and engagement with the community.
- Celebrate and highlight outstanding students, teachers, and programs.

HEC shares a philosophy that all members of the educational community must have deep knowledge of the school's mission, vision, and practices to ensure the creation of a true culture of learning. That communication must be clear, consistent and inclusive of all stakeholders. A calendar of action will be developed, shared, and posted for all to access in order to build upon the cohesiveness of the building.
(See Appendix: Sample Communication Plan).

Leadership for School Success:
The Highlands Building Leadership Team will serve as the Priority Advisory Team throughout the Priority School process. Team members will include administrators, one teacher from each grade level and one teacher who will represent the specialists (Unified Arts and Reading Specialists). Team members will collaboratively monitor the Priority Plan (School Success Plan) to ensure that it is implemented with fidelity and will also monitor results to ensure that plan components are driving student achievement. Monthly agenda items will serve as a checklist to evaluate effectiveness and allow for amendments as needed. Data analysis will include but will not be limited to items such as student achievement on identified measures, student behaviors, and family/community engagement. Comprehensive plan review will take place quarterly

and BLT/Advisory Team Members will serve as conduit to and from their teams, thus including the school as a whole.

The Building Leadership Team will meet monthly to, but not limited to:

- Create and organize weekly correspondence with the school community regarding academics and social/emotional development (see section on communicating with community)
- Annually set procedures for setting academic growth goals with students, share the process with grade level PLCs, and review the growth goals quarterly.
- Lead the charge for PLC implementation and review PLC progress on a monthly basis
- Review PLC artifacts from each grade level on a monthly basis
- Review achievement towards teacher goals on student performance on a monthly/quarterly basis.

Indicator 5.6: School Communication

The Plan:

HEC shares a philosophy that all members of the educational community must have deep knowledge of the school's mission, vision, and practices to ensure the creation of a true culture of learning. That communication must be clear, consistent and inclusive of all stakeholders. A calendar of action will be developed, shared, and posted for all to access in order to build upon the cohesiveness of the building. In order to increase parent participation on committees and organizing school events, a sign-up sheet will be available at the Back to School Night. Committees will include, but not limited to: Math Committee, Reading Committee, Odyssey of the Mind coaches, Family Fitness Night, Harvest Festival, Yearbook, and Newsletter. A list of all committees and events will be included in the first newsletter where parents will have the opportunity to reply to the school. The newsletter will also have a request for parents to respond with strengths they might share and suggestions about new committees.

The Highlands Administrative Team plans to address the Priority Plan along with all of its pertinent components in the following manner guided by the following timeline:
Staff Recipients:

- Update at monthly faculty meetings
- Review plan specifics with the Building Leadership Team(monthly)
- PLC collaborative work (initiated by Administration and Building Leadership Team)
- Deliver a "Status of the Priority School" message (annually)
- Send School Messenger messages prior to meetings and activities
- Voluntary Principal Chats (additional voluntary faculty meeting)
- Provide and review surveys during and following plan activities (initiated by designated staff members)
- Prepare and provide a "one pager" of major plan components as information for visitors
- Update/utilize electronic kiosk
- Additional multimedia outlets (Congo Hour, District/School Website)

Parent Recipients:

- Update at PTO meetings
- Provide and review surveys during and following plan activities (initiated by designated staff members)
- Send School Messenger messages prior to meetings and activities
- Provide updates in a monthly newsletter
- Advertisement Flyers (sent home and exhibited in familiar community areas)
- Prepare and provide a "one pager" of major plan components as information for visitors

- Update/utilize electronic kiosk
- Additional multimedia outlets (Congo Hour, District/School Website)

Community Partners:

- Discuss progress/updates at community monthly coffee sessions (invite informal and formal leaders)
- Provide and review surveys during and following plan activities (initiated by designated staff members)
- Send School Messenger messages prior to meetings and activities
- Prepare and provide a "one pager" of major plan components as information for visitors
- Update/utilize electronic kiosk
- Additional multimedia outlets (Congo Hour, District/School Website)

District Leaders:

- Review plan specifics during weekly district leadership meetings
- Send School Messenger messages prior to meetings and activities
- Monthly School Board Updates
- Provide updates in a monthly newsletter

All communications, written and verbal, will be provided in both English and Spanish. Other language needs will be addressed as necessary.

Action	Method	When	Evidence
* Designate a building level contact person who communicates to DO	Appoint at Beginning of Year Staff Meeting	Ongoing- At a minimum- monthly	Samples
* Designate a building media specialist who is responsible for website and news releases	Networking with local media and District PR person=Technology lead	Ongoing- At a minimum- monthly	Media contacts, news clips, video segments
* Quarterly Newsletter	Articles gathered from students, teachers, principal, edited, and distributed – PTO/Staff member	Quarterly	Samples
Monthly Principal's Message	On web and hard copy distributed -Principal	Monthly	Samples/Check the web

Action	Method	When	Evidence
Weekly Friday Notes	Update parents/stakeholders by publishing class newsletters- Teacher	Weekly	Samples
Alert Now	Mass calling to notify parents and community members of school events	Ongoing	Parent/Teacher feedback
Annual Student Parent Handbook	Updated annually as part of Student Agenda Book. Key school information and District policies-Building administration	Ready for Week 1 of School	Copy of Handbook
*Updated School and Teacher websites	School site- Technology Lead. Must be current as well as teacher sites with curriculum info and links	Ongoing	Random site visits, and family feedback. website hits
Student Progress Reports	Communicated with families including a narrative	Quarterly	Classroom samples
*Identify chain of command for resolving concerns	• Talk w/child • Talk w/teacher • Talk w/counselor • Talk w/principal • Talk w/DO Teachers	Ongoing	Track referrals to DO
School Open House/ Conferences	Conferences to discuss student progress (4), and Open House to introduce curriculum and classroom to families-Teachers	September, and quarterly	Sign-in sheets
*Bi-Monthly Family events	At a minimum -Examples include 3 School Music Concerts, Math Night Reading Night, Fitness Night, Science Expo. Information is communicated at all events	Ongoing	Attendance tracking/sign in sheet, parent surveys

Action	Method	When	Evidence
*Monthly Coffee with Interested Community Partners	City Council, State Reps, Corporate and Community partnerships lead by Building Administration to discuss updates, issues and concerns- Administration, Highlands student	Monthly	Calendar of events, sign in sheet, feedback
School Kiosk	Updated and kept current with key pertinent information about the school- District Technology	Ongoing	Hits and feedback
PTO Advisory Board/ Monthly Meetings	Discuss ways to impact student achievement and success. a teacher rep + Executive PTO Board and Administrator	Ongoing- At a minimum- monthly	Suggestions and Minutes
*Social Media Twitter/ Text/Facebook	Explore and work with families to establish a database.	Ongoing	View the page and number of tweets
Flyers- in English and Spanish	Announcing key school events-School secretary w/ Administration	Ongoing	Samples
*Community Outreach	Distribution of flyers and pertinent pamphlets to Community Centers, Libraries and Churches in our community Additionally, Congo Hour and ED TV- School Counselor or Community Outreach person.		
Communication Within the Building			

Action	Method	When	Evidence
*Annual Teacher Handbook	Revised Yearly with communication/updates/forms/procedures/schedules relevant to staff-Administration	August	Handbook
Administrative Open Door	No appointment necessary-Principal	Ongoing- At a minimum-monthly	Log/Staff Survey
*Weekly Staff Huddle	Monday Morning led by Administration		
Faculty Meetings (3) per month	Open Communication with all staff led by Administration or designee	Monthly	Minutes
Team Leader's Meeting	Open communication addressing issues and concerns-Administration w/team representation	Monthly	Minutes
*Grade Level Meetings	May be part of PLC led by Team leader	Weekly	Minutes/Log
Morning Announcements/Afternoon Messages	Key happenings or responsibilities, trips, substitutes...School Secretary	Daily	

Indicator 5.7: School Partnerships

"The community-wide approach where a school is the hub of holistic services is a recipe for success." —Alma J. Powell, Chairwoman, America's Promise Alliance

The Priority Schools are developing a structure whereby families, schools, and community partners join together to ensure that every student is on the path to graduating from high school ready for college and/or career and prepared for a successful life as a family member and citizen. Our common vision is based on a culture that builds collective trust and promotes high expectations for schools, supports based on family and community strengths, and developing the whole child.

The elements included in this collective effort are cooperative agreements and outcomes, aligned resources, identifying community assets, essential supports and opportunities, and embracing diversity as a vehicle for change.

Highlands will continue to work with the Nemours Foundation, Creative Mentoring, The Boys and Girls Club, and the Center for Child Development. In addition, HEC will seek to meet with Wilmington City Council, legislators, and business leaders monthly during a "monthly coffee". Leaders of both the school and said organizations will collaborate and share school needs, discuss potential supports and partnerships, and identify next steps to implement supportive activities. School leadership will initiate the monthly coffee process with specific invitations to community leaders and establish a monthly meeting time.

We are very deliberate in the partnerships we seek and the supports that we provide for our students and families. We are committed to removing barriers to student learning and these partnerships are a critical piece of the puzzle. The Highlands mission is to educate the whole child academically, socially, and emotionally in a safe and caring environment to prepare them for their next step in life. The building administrators will collaborate with the RCCSD offices to be included in district level grant opportunities, such as Community Transformation. The building administrators will work with school level committees, such as the Wellness Committee, and the PTO to seek partnerships with community resources. Our staff and families are caring and supportive. Making the community, City Leaders, elected State officials part of the conversation helps them serve their constituents better. Nemours will help us make our children healthier. Incyte will motivate our students in academic endeavors, particularly in the fields of Math Science and Technology. Creative Mentoring lends additional academic tutoring and support, and Families First will be a bridge to the community in support of both the students and families. All facets of the child are covered. Therefore, these partnerships support our mission of educating the **whole** child.

Vision:

Every child, every minute, every day, to develop each child's potential. We are the benefactors of a variety of partnerships, each providing invaluable services to our schools, students, and families. These partnerships will clearly support our intense efforts to personalize learning for our students. Each student in our school requires different supports. It is our charge to ensure that we are serving students with this in mind. With these additional partnerships in place, with all of the wrap around services provided, the support for each child, every day, every minute intensifies.

Thoughtful outreach drives our partnerships. We believe that we have a moral imperative to maintain partnerships that support students and families along the educational continuum.

Principle Six: Budget and Operations

Indicator 6.1: Long Term Planning and Likelihood for Success

Long Term Plan:

The Center for Innovation & Improvement, a federal clearinghouse on turnaround efforts, states that sustainability should be considered in the beginning phases of reform.

The DTO will schedule regular meetings with the Priority Council, which consist of the Deputy Superintendent, the Federal & regulated Programs Office, Off of school operations, Office of Research & Evaluation, Office of English Language Learners, and the Office of Curriculum and Instruction. These offices will help influence support the sustainability of model practices through:

- **Consolidated Grants Funds**: to sustain successful reforms related to curriculum & instruction, parent & community engagement, and staff literacy/math supports – including a review and revision of current efforts supported with Title I and III dollars.
- **Competitive Resources**: the district will apply for 21st CCLC funds to sustain the successful extended-day activities and behavioral supports.
- **DTO/HR**: Schools will adhere to the current unit allocation structure – but would receive ongoing guidance in the use of units to sustain positions. The Manager of Turnaround will continue to monitor and support the Priority Schools beyond the designation.
- **In-Kind Support:** To sustain model practices, efforts will include:
  - Supervisor of Accountability will support school teams in their review of data.
  - Director of Elementary Schools and Supervisor of ELA will support the use of evidenced-based literacy strategies.
  - Supervisor of Accountability will support school teams in their review of data.
  - Research & Evaluation Office will support the school in strengthening PLCs.
  - Federal Programs Manager will support the use, management and revision of funds and activities for communities. He will explore innovative ways to allocate and dedicate Title One funds to promote sustainability. It is our hope that the state will provide support in doing this.

Much of the plan is predicated on building capacity; which is at the heart of school reform. Through professional development we will grow the people in our organization and in our community to sustain an impact on outcomes. Our partnership with UVa will increase the capacity of our district and school leaders to impact teaching and learning. Our intense focus on professional development will increase the capacity of our

teachers and staff to impact teaching and learning and students' social and emotional well-being. Our commitment to strengthening our PLC's will increase leadership and capacity. Our commitment to parent engagement and education will increase the capacity of our families to support continuous improvement at the school. The notion of sustainability was a primary driver in our planning. A reading specialist will impact a group of students for one year. The common theme is capacity building!

School-based leadership, along with the DTO and PZ Council, will review the impact of resources each quarter and schools will submit quarterly and annual program reports to the DTO containing updates on the progress and implementation measures specified in each grant. These actions will help map progress toward the longer-term outcomes and impact of the chosen actions.

Timeline:

Quarterly: Formal Data Reviews (inform program and practice evaluation)

Fall (by mid-December 2015, 2016, 2017, and 2018)

- Ensure all necessary purchases are planned and sufficient funds are available to cover these expenditures; contact TO and Fed Programs for support (as needed)
- Review accepted contracts and RFP's (against current grant expenses)
- Plan/initial review the impact of leveraged resources to support priority schools (ex: other Federal and non-Federal funds or in-kind contributions, services provided by volunteers or non-grantee staff, donated equipment, supplies, or space)
- Based on Fall assessment of success and progress toward goals and objectives:
  - Review July-September and September - December impact of actions and purchases v. the outcomes
  - Compare the budget to the expenditures
  - ID significant issues or problems during the quarter and plans for addressing issues/need for technical assistance.
  - Contact Federal and Regulated Programs office to explore competitive funding
- 21st CCLC: (As applicable) attend grant meeting and develop planning team and draft application for February submission

Winter (by February 2016, 2017, and 2018)

- Based on Winter assessment of success and progress toward goals and objectives:
  - Review July-February and December-February impact of actions and purchases v. the outcomes
  - Compare the budget to the expenditures
  - ID significant issues or problems during the quarter and plans for addressing issues/need for technical assistance.
  - Contact Federal and Regulated Programs office to explore competitive funding for summer or coming school year
- Work with subcontractors to resolve any issues

- Review any standing Purchase Orders (PO) and determine if amendments are necessary based on data
- Ensure all remaining purchases are planned and sufficient funds are available
- Review the impact of leveraged resources to support priority schools
  - Federally funded/grant funded staff decisions
  - Discuss needs for consolidated grant resources to sustain or expand activities (Summer 2016, 2017, and 2018)
- (As applicable) submit the 21st CCLC grant for extended day resources

Spring (by May 2016, 2017 and 2018)

- Based on Spring assessment of success and progress toward goals and objectives:
  - Review Jul-May and February-May impact of actions and purchases v. the outcomes
  - Compare the budget to the expenditures
  - ID significant issues or problems during the quarter and plans for addressing issues/need for technical assistance.
- ID promising approaches, innovative processes, and grant-level and/or success stories that need additional funding or sustainability
- Make suggested amendments to the grant application for the following year
- Identify and resolve any outstanding encumbrances and (as needed) seek SEA approval for extended time to complete a project (a no-cost extension)
- Post RFPs for services (as needed)

End of Year Reflection (by July 2016, 2017, and 2018): What do we believe is most positively impacting results? What programs our practices are not impacting results? If results are poor, what programs or practices need to be revaluated and shifted?

- Based on Cumulative Review:
  - Compare the budget to the expenditures.
  - ID significant issues or problems during the quarter and plans for addressing issues/need for technical assistance.
  - ID the impact of funded activities on the goals and objectives identified in proposal and the progress in achieving them.
  - ID the impact of all adjustments.
  - Which actions contributed to the greatest change?
- ID promising approaches, innovative processes, and grant-level and/or success stories that need additional funding or sustainability.
  - Work with Federal Programs to identify additional funds to sustain promising practices.
- Identify and resolve any outstanding encumbrances.
- Make final amendments to the grant application for the following year.
- Prepare to review potential RFPs for the coming year(s).

- Review any standing PO and determine if it should be extended, amended, or closed.
- Consolidated Grant adjustments made to support the schools (as needed).

Likelihood for Success:

Red Clay Consolidated School District is committed to applying for grant funds when they become available. In addition, thoughtful outreach will continue to drive the partnerships we seek. We believe that we have a moral imperative to maintain partnerships that support students and families along the educational continuum.

Much of our Priority Plan is predicated on increasing the capacity of the people who work in our organization. The impact of people will allow us to sustain the activities we have put in place within the plan.

Indicator 6.2: Budget

The staff at Highlands is committed to educating the whole child academically, socially, and emotionally in a safe and caring environment to prepare them for their next step in life. Every child, every minute, every day matters to develop each child's potential.

The staff at Highlands Elementary School is also committed to increasing outcomes for all students while targeting specific student groups with the intent of closing gaps. Highlands has set clear goals with regard to increasing the number of students who will meet proficiency in reading and math as measured by the state assessment, with targets that become more aggressive each of the next three years. They have also identified leading indicators that will help to inform progress toward these goals along the way. These leading indicators include benchmark data, as well as connections data, such as attendance and discipline. They have planned activities in each of the Principles to support this work.

Aligned Allocation:
The following activities are intended to be supported with the Priority Funds (See actual budget):

Chromebooks/Tech Support: Bridging the digital divide is critical to ensuring our students are prepared to compete with their peers globally. We will implement a 21st century strategy that will help young students to access museums, research, and different cultures all from their classroom. Students will also use technology to build their reading, math, and writing skills. Students will use technology such as iPads, Smart Boards, Smart Tables and Chromebooks to reduce the digital divide. In conjunction with our curriculum, we will use technology to challenge our students to explore ideas, cultures, and belief systems, providing a glimpse of the world that lies beyond our local community. In addition, this effort will help to prepare students for Smarter Balance testing with a clear focus on improving keyboarding skills and navigation of the tests features.

PATHS Curriculum/Training: The PATHS curriculum, which addresses social and emotional development, will be taught to all students two times per week and supported by the guidance counselor and the Family Crisis Therapist.

U of D Development Coach: The district will continue to partner with DASL for the benefit of Development Coaches. The Development Coach works side by side with the principals and the administrative team to ensure fidelity to the DPAS process and to maximize the benefits of developing teacher capacity to impact student results. ($3,500)

Reported Time People: Hiring reported time personnel to cover recess and lunch duty. This allows time for important activities such as collaborative grade level PLCs and student/teacher relationship building.

Partnership with University of Virginia/Partnership for Leadership in Education: To support leadership development, Talent Management, Differentiated Supports and Accountability, Instructional Infrastructure

Leverage Leadership /Driven by Data/Morning Meeting: Book studies to be used to develop teachers and leaders

Rewards/Incentives: Teachers who sign the letter of commitment and are confirmed will work in the Priority School for two years. Full time contracted Highlands Educational Staff will be eligible for an incentive stipend from the grant funds of up to $2000 in year 2015 for an approved commitment, and $2000 in 2016 and again in 2017 based upon meeting targets as defined by the plan.

Teach Like a Champion Materials/Professional Development: Our instructional techniques will be influenced by *Teach Like a Champion,* which supports a culture of high expectations, strong lesson planning and inspires student effort.

Intervention Program: students will receive timely, research-based interventions (decisions yet to be made on the program)

Math Expressions Materials: Math Expressions focuses on elements of standards-based instruction through drawings, conceptual language, and real-world examples to help students make sense of mathematics. (Purchased by the district)

National Conferences*:* Conferences/Workshops provide professional development opportunities for teachers that are not available in the school or district

Extended Day /Summer Program: Highlands will provide afterschool programs, which will include opportunities for academic remediation, STEM activities (Odyssey of the Mind and Lego League), physical activities (RBA and Girls on the Run). Beginning in the summer 2015, Highlands will offer a summer program for incoming kindergarten students through incoming fifth grade students.

Teacher Leader Stipends: Distributed leadership will positively impact student outcomes and build teacher leadership

Professional Development: Staff at Highlands will be required to operate with additional responsibilities; Extra Pay for Extra Responsibility (EPER) will apply for

additional professional development. Money is allocated to support the cost of professional development. Money is also allocated for substitutes for targeted professional development.

Parent Engagement Materials and EPER for Teacher Attendance: Opportunities will be provided at various times for parents to engage with their child within the school setting, as well as within the community

One Full Time Unified Arts Unit: Highlands' data shows a two fold increase in negative behaviors with the removal of full time unified arts instructors from 2012 to the present. To correct this trend, Highlands will hire a teaching unit to ensure full-time unified arts instruction characterized by authentic student engagement in the arts and physical education. Full-time unified arts instructors will also support core areas to help underachieving student cohorts reach their academic goals.

Climate Support: To increase climate and support school-wide procedures and expectations, Highlands will contract with Positive Directions for a hall monitor. This person will support reductions in disruptions and promote an increased focus on academics.

The Priority Plan, as supported by the interventions, strategies, and activities listed above, is intended to positively impact outcomes for all students at Highlands Elementary School. The staff at Highlands Elementary School and the Red Clay Consolidated School District is committed to this work. (Fundedf by the district)

Integration of Funds:

See the Budget Template (separate attachment)

The template clearly identifies the allocations for the three year plan. The allocation demonstrates a slight reduction over the course of the three years. When the Priority funding expires, the benefits of the training and coaching will remain. The shift in culture will define how we do things at Highlands.

Budget:

The school leader, in collaboration with the DTO and the state will have the autonomy to amend the budget based on priorities and the reflection on data as defined in the data plan.

Indicator 6.3: Governance and Management

Governance/Management:

Red Clay Consolidated School District created a Turnaround Office (DTO) to manage and support all schools in the Partnership Zone and will now formalize the support and supervision to include the Priority Schools. The DTO responsibilities, as they pertain to Warner, Highlands and Shortlidge, will include the coordination, management, and evaluation of the various initiatives, strategies and timelines associated with the designation. This office has the capacity to provide intense support and supervision as it relates to teaching and learning in order to foster accelerated outcomes for the students at each of the Priority Schools.

The Manager of School Turnaround has proven experience and skill in the following:

- 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 principal, serving a similar population of students (high poverty, English Language Learners, and cultural diversity)
- Demonstrated success turning around a low-performing school or increasing student achievement
- Established relationships within the LEA and the community at large

The District Turnaround Office (DTO) focuses its work on the following:

- **Attracting and Supporting Partners**: As defined in the plans, the Manager of Turnaround will coordinate partnerships to support the activities in the plan.

- **Coordinating School Support:** The Manager of Turnaround will serve as a liaison between the school and the district in order to streamline support and remove barriers that will interfere with the focused work outlined in the plan.

- **Fostering Teacher and Leader Effectiveness**: Human resources are the cornerstone of any reform strategy, and in the case of transformation, it is critical to both secure top-tier employees and to foster the professional growth of the current employees. The Manager of Turnaround will support the Priority Schools in hiring and retaining staff, as well as in the implementation of a focused, systematic professional development plans. The Manager of School Turnaround will also serve as a coach to the leadership team.

- **Accountability and Oversight**: In tandem with its mission of individualized support, the DTO provides individualized accountability through systematic performance monitoring. In collaboration with the school leadership team, the Manager of School Turnaround will collect, analyze, and disseminate data to inform decisions and monitor progress toward the identified targets.

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

- **Liaison between the School and the DE DOE**: The Manager of School Turnaround will coordinate state monitoring visits, provide requested information, provide Quarterly Data, and solicit support from the state as needed.

The DTO strategies include the following:

- Improve the conditions in which our lowest performing schools operate.
- Foster a sense of urgency for turnaround.
- Remove barriers that prevent students, teachers and school administrators from achieving their goals.
- Increase leadership capacity.
- Apply pressure for performance while providing support for achievement.
- Accept "No Excuses" from our colleagues and ourselves to turnaround our lowest performing schools.
- Promote 21st Century skills

In addition, the Red Clay Consolidated School District supports the DTO through the Partnership Zone Council (soon to be known as the Priority Council). The Partnership Zone Council serves a governance role to ensure that the identified schools meet student achievement goals by monitoring performance measures and holding the manager of the DTO accountable for performance goals and school success in much the same way the RCSD board holds the Superintendent accountable. The council holds monthly performance monitoring meetings, quarterly deep dive sessions, approves plan amendments, and ensures that targeted schools are given the resources, streamlined support from multiple district offices, autonomy and flexibility needed to turnaround, and lastly ensuring transparency, political cover and access to key stakeholders.

The Partnership Zone Council consistently includes a cross functional team of district employees. As our partner, UVa will have an open invitation to attend each Priority Council Meeting. Eric Thomas from UVa attended our council meeting in December 2014 as an external perspective. The district team includes support from the following inclusive of their role and responsibility:

Deputy Superintendent: This office oversees support to the DTO and will communicate with the cabinet and school board. This office also oversees initiatives related to Special Services, English Language Learners, Curriculum, Professional Development, and Regulated Programs.
Director of Curriculum and Instruction: This office supports the different types of professional development opportunities for the building. Programs, materials, trainers, and staff are on board to begin the process of improving instruction, incorporating the school community in decisions and other areas of need.
Director of Elementary Education: This office/person supports the planning, implementation, and monitoring of our education programs and strategies across all elementary schools, with a targeted focus on literacy and early intervention.
Supervisor of Research, Evaluation and Professional Learning: This office/person empowers improved decision-making that will impact teaching and learning through the delivery of relevant and timely data in order to achieve the goals
Special Assignment Administrator: This person supports the implementation of Professional Learning Communities, Building Leadership Teams, and evidence-based practices that produces results. This support also manages Race to the Top grant efforts associated with the Department's projects
Manager of Federal Programs: This office assists with the implementation of strategies and federal regulations related to the grant. The individual will also support the integration of existing federal funds and seek community partners to support the Highlands effort and identify sustainability resources at the end of the grant term.
Manager of English Language Learners: This office/person supports the planning, implementation, and monitoring of our ELL programs and the impact on students.

The District Turnaround Office is an innovative organizational structure that provides targeted support and governance to low-performing schools to allow for greater efficiencies and autonomies at the school level.

The Priority schools will operate with increased flexibility and autonomy. The school leader in collaboration with the leadership team will be given the autonomy needed to implement the Priority Plan with fidelity and intentionality. Site-based decision making will be a priority in each school. District initiatives and requirements that do not align or support the plan may be forgone. The school is the first branch of the decision tree.

Within the school, the principal is the ultimate decision maker with ultimate accountability. The school leader will have an administrative team (1 assistant principal) with whom he or she shares responsibility. Each school also has a Building Leadership Team that shares in the decision making process regarding professional development and building needs. Teachers in PLCs make critical decisions about teaching and learning. Parents and community are engaged in decision making through the PTO and are invited to serve on the BLT. Parents support decision making as it relates to

increasing culture and climate through school wide efforts such as parent engagement events and student events.

The DTO serves as a single point of contact to the Priority School leader. The functions of the DTO (described above) allows for streamlined supports, enabling the school to focus on the work.

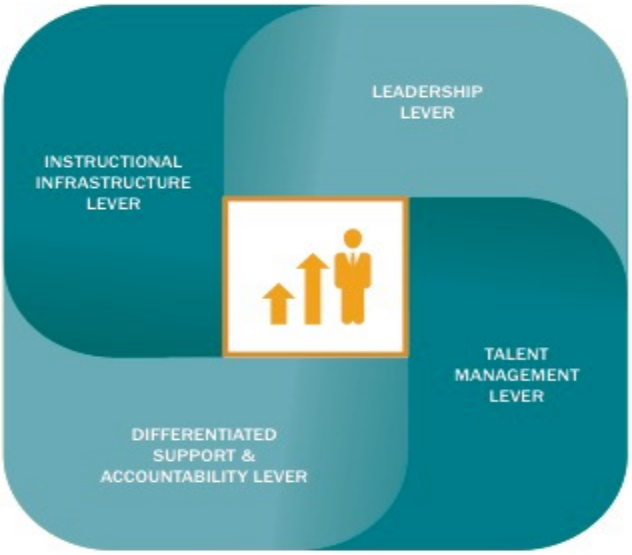
Communication will be critical. It is essential that open lines of communication exist among the School, the DTO, the PZ Council and the State Department of Education. With a common goal of dramatically increasing results and closing gaps, as well as making student centered decisions, , during times of dissent, the stakeholder groups will convene to come to consensus on what is best for students. Typically decision making rights rest with the school. Decisions are shared with the Manager of Turnaround who then brings the information to council. Should there be a stalemate in decision making, the Superintendent has the ultimate decision making rights.

Indicator 6.4: External Provider Sheet

Process:

Red Clay selected the University of Virginia as a partner as a result of influence from the State Turnaround Unit. The STU was exploring the option in 2013-2014 and presented it to Red Clay as we embarked on our planning process for one of our SIG schools. We had the opportunity to attend an overview presented by UVa to the STU and the Teaching and Learning branch at the state. Since that meeting, Red Clay engaged in a District Readiness Assessment facilitated by UVa. Following the assessment, UVa met with the PZ Council to present the framework and commitments. Based on the outcome of the assessment and the specialized visit, we believe that the partnership will help to increase our district capacity to support our Priority Schools.

The partnership with UVa is unique in that we are collaborating with the state. The state is taking the lead on the process for securing the contract. Red Clay is leading the implementation of the partnership at the district level.
UVa is a right fit partner in that they are focused on four key levers for student achievement:



In addition to UVa, each Priority principal will benefit from the supports of a DASL Development Coach to increase capacity as it relates to the DPAS II process. Our relationship with DASL began when the DOE offered this support as part of Race to the Top. DOE selected this partner through the RFP process and has extended the contract. The assumption is that the contract has been extended as a result of DASL successfully meeting the metrics identified in the contract. These metrics are monitored by DOE. Qualitatively, our current principals believe that the coach has helped to refine their

observation practice, write stronger evaluations, and write more meaningful tight improvement plans.

Should the school need to seek other service providers based on the evolution of the plan; the traditional district RFP process will be followed. The threshold for formal Bids/RFP's is as follows:

- Non-Professional Services & Supplies = $25,000.00
- Public Works = $100,000.00
- Professional Services = $50,000.00

The process is as follows:

- District contacts Data Service Center (DSC) regarding the need for a product(s) or service.
- The District provides DSC with specifications/information on that product(s) or service
- DSC compiles the bid specifications from the information
- Draft is sent to District for approval
- District makes necessary changes
- DSC Schedules bid opening & advertisement dates
- DSC creates a processing document
- DSC compiles bid packages (cover letter, general instructions to bidders, specifications/special instructions)
- DSC creates advertisement and sends to News Journal.
- DSC creates labels from access database and mail out copies (or email)
- DSC creates any addendums if necessary
- DSC conducts Bid Opening
    - Sign in Sheet
- DSC creates bid tabulation, scoring sheets & recommendation form. The recommendation form will be filled out by the district and sent back to DSC with the scoring sheets
- Board recommendation
- Once approved by the board, DSC sends out "award" and "loser" letters to all vendors. Awarded vendors are sent two copies of the formal contract to sign and return.
- Vendors sign contracts and return with a copy of their general liability insurance.
- Copies of contracts and insurance sent to Districts. We sign them, keep one copy and send the other to the vendor.

The proposal form contains the following components, with space to add specialized requirements such as Turnaround Experience:

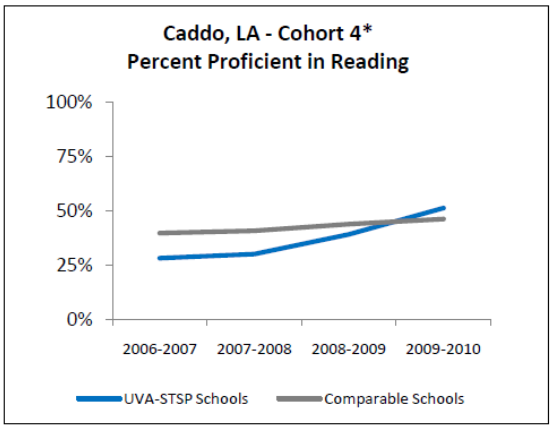
- Scope of Work
- Funding Priorities

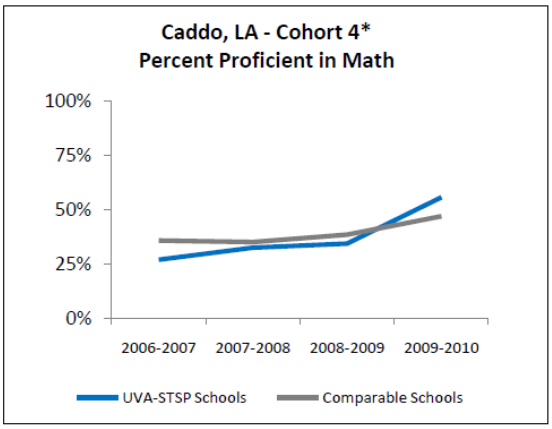
- Vendor Responsibilities
- Review Process
- Bid Bond
- Performance Bond
- Required contents of the Proposal
- Eligible Applicants: Turnaround experience required
- Required documentation
- Evaluation Criteria
  - Demonstrated Turnaround Ability: 70%
  - Cost to District: 15%
  - Experience of Vendor: 15%

(See Appendix: Sample RFP)

Providers:

Red Clay is committed to selecting a partner with a proven record of providing exceptional outcomes in supporting turnaround work. UVa has a proven track record of success as evidenced by the charts below:





Cohort 8 SIG Schools Proficiency Data Comparison of "ALL" Tested Populations

State	District	School/LEA	2010-11	2012-13	2010-11	2012-13	Change in Proficiency		School Growth Compared to the State Average*	
			Math		Language Arts		Math	Language Arts	Math	Language Arts
Arizona	Kingman	Mt. Tipton K-12	31	42	51	61	11	10	+12	+9
	Whiteriver	Alchesay HS	12	21	38	53	9	15	+11	+12
		Canyon Day JHS	15	25	44	57	10	13	+8	+12
		Seven Mile ES	16	34	32	51	18	19	+16	+18
Louisiana	Jefferson Parish	Gretna Park ES	67	67	63	62	0	-1	+4	+5
		Miller Wall ES	62	62	67	56	0	-11	+4	-5
		McDonogh ES	55	60	59	61	5	2	+9	+8
		Stella Worley MS	54	66	55	55	12	0	+28	+15
		Truman MS	58	61	49	54	3	5	+19	+20
		Washington ES	56	73	37	74	17	37	+21	+43
		Woodmere ES	44	49	58	45	5	-13	+9	-7
Nevada#	Clark	Chaparral HS	54	41	76	55	-13	-21	+13	+4
		Doris Hancock ES	60	86	50	83	26	33	+23	+28
		Kit Carson ES	66	76	49	76	10	27	+7	+22
		Mojave HS	45	36	70	56	-9	-14	+17	+11
		Western HS	50	40	72	48	-10	-24	+16	+1
		Rancho HS	70	60	82	67	-10	-15	+16	+10
New Mexico	Grants	LagunaAcoma 7-12	19	38	33	35	19	2	+23	+4
Utah	Ogden	Dee ES	27	54	41	79	27	38	+24	+35
		Odyssey ES	41	54	48	77	13	29	+10	+26
								UVA Cohort Average	+15	+14
								National Two-Year SIG Average (for comparison)	+8	+5

Nevada introduced more rigorous secondary exam, causing a state-wide 17-pt. drop in 11th grade LA and 9-pt. drop in 11th grade math
* School growth was normalized by grade level to account for changes in the rigor of the exams.

Appendix

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Highlands Draft Master Schedule

	Kindergarten	1	2	3	4	5
8:45-9:00	Morning Meeting					
9:00-9:15	RTI	Reading	Paths Science Social Studies	Special	Reading	Math
9:15-9:30						
9:30-9:45	Reading		RTI			
9:45-10:00				Reading		
10:00-10:15			Special			
10:15-10:30						
10:30-10:45	Lunch	RTI			Math	Writing/ Tech
10:45-11:00			Reading			
11:00-11:15	Reading	Lunch				
11:15-11:30				Lunch		RTI
11:30-11:45	Recess	Paths Science Social Studies				
11:45-12:00				Paths/Science Soc. St		Special
12:00-12:15	Math	Recess			Lunch	
12:15-12:30			Writing/ Tech	RTI		
12:30-12:45		Special			Writing/ Tech	Lunch
12:45-1:00				Recess		
1:00-1:15			Lunch			Reading
1:15-1:30		Math		Math	Recess	
1:30-1:45	Writing/Tech		Recess			
1:45-2:00					Special	
2:00-2:15			Math			
2:15-2:30	Paths Science Social Studies					
2:30-2:45					RTI	Recess
2:45-3:00	Special	Writing/Tech		Writing/ Tech		
3:00-3:15					Paths Science and Soc. St.	Paths Science and Soc. St.
3:15-3:30						

Elementary School Quarterly Report

School: _____ Date: _____ First Quarter

	DIBELS Beginning of Year Scores			DIBELS Mid-Year Scores				DIBELS End of Year Scores			
	Advanced/ Proficient	Basic	Below Basic	Advanced/ Proficient	Basic	Below Basic	Overall Change	Advanced/ Proficient	Basic	Below Basic	Overall Change
Kinder											
First											
Second											

	Scholastic Reading Inventory Beginning of Year Scores			Scholastic Reading Inventory Mid- Year Scores				Scholastic Reading Inventory End of Year Scores			
	Advanced/ Proficient	Basic	Below Basic	Advanced/ Proficient	Basic	Below Basic	Overall Change	Advanced / Proficient	Basic	Below Basic	Overall Change
Second											
Third											
Fourth											
Fifth											

Key for Overall Change/Status:

GREEN	Yellow	RED
Improvement	No Change	Challenge

Elementary School Quarterly Report

	SF Benchmark Baseline			SF Benchmark Unit 2				SF Benchmark Unit 4				SF Benchmark End of Year			
	Adv/ Prof	Basic	Below Basic	Adv/ Prof	Basic	Below Basic	Change	Adv/ Prof	Basic	Below Basic	Change	Adv/ Prof	Basic	Below Basic	Change
Kinder															
First															
Second															
Third															
Fourth															
Fifth															

	Formative Assessment – Math			Formative Assessment - Math				Formative Assessment - Math				Formative Assessment - Math			
	Adv/ Prof	Basic	Below Basic	Adv/ Prof	Basic	Below Basic	Change	Adv/ Prof	Basic	Below Basic	Change	Adv/ Prof	Basic	Below Basic	Change
First															
Second															
Third															
Fourth															
Fifth															

Key for Overall Change/Status:

GREEN	Yellow	RED
Improvement	No Change	Challenge

Elementary School Quarterly Report

Smarter Balance	Reading				Math			
	PL1	**PL2**	**PL3**	**PL4**	**PL1**	**PL2**	**PL3**	**PL4**
Grade 3								
Grade 4								
Grade 5								
Smarter Balance	Science				Social Studies			
	PL1	**PL2**	**PL3**	**PL4**	**PL1**	**PL2**	**PL3**	**PL4**
Grade 3								
Grade 4								
Grade 5								

	Scholastic Math Inventory Beginning of Year Scores			Scholastic Math Inventory Mid- Year Scores				Scholastic Math Inventory End of Year Scores			
	Advanced/ Proficient	Basic	Below Basic	Advanced/ Proficient	Basic	Below Basic	Overall Change	Advanced / Proficient	Basic	Below Basic	Overall Change
Second											
Third											
Fourth											
Fifth											

Key for Overall Change/Status:

GREEN	Yellow	RED
Improvement	No Change	Challenge

Elementary School Quarterly Report

Leading Indicators (Connections):

Indicator	Baseline (Spring 2013)	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Overall Change	Status
Staff Attendance							
Student Attendance (%)							
All Students							
Low Income							
African American							
Hispanic							
Students w Disabilities							
English Learners							
Number of Suspensions							
All students							
Low Income							
African American							
Hispanic							
Students w Disabilities							
English Learners							
Number of Referrals							
All students							
Low Income							
African American							
Hispanic							
Students w Disabilities							
English Learners							
Academic Index %Yellow (I-Tracker)(RTI Tier 2)							
All students							
Low Income							
African American							
Hispanic							
Students w Disabilities							
English Learners							

Key for Overall Change/Status:

GREEN	Yellow	RED
Improvement	No Change	Challenge

Elementary School Quarterly Report

Academic Index % Red (I-Tracker) (RTI Tier 3)							
All students							
Low Income							
African American							
Hispanic							
Students w Disabilities							
English Learners							

Leading Indicators (Administrative):

Measure	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Overall Change	Status
Number of walkthroughs (Combined Admin Team)						
Number of DPAS II Observations Completed (Combined Admin Team)						
	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Rationale	
Number of PLCs attended by Administrators						
PLC Progress Rating (See key below)						

Key for PLC Progress Rating:

Status Rating	Definition
On Track	Teams have identified essential outcomes and are engaging in work to ensure that all students meet these outcomes
Somewhat On Track	Teams are planning together and creating assessments
Somewhat Off Track	Teams are planning lessons together
Off Track	Teams are focused on administrative tasks

Key for Overall Change/Status:

GREEN	Yellow	RED
Improvement	No Change	Challenge

Elementary School Quarterly Report

Professional Development (each month):

Month	Professional Development	Intended Outcome/Expectation for implementation	Measure	% of staff who attended

School Climate/Culture Events (each month):

Month	Name of Event	Intended Outcome/Expectation for implementation	Measure	% of students involved
	Ex. PBS Dance			

Parent/Community Involvement/Education Events (each month):

Month	Event	Intended Outcome/Expectation for implementation	Measure	Number of parents attended

Key for Overall Change/Status:

GREEN	Yellow	RED
Improvement	No Change	Challenge

ACADEMIC DASHBOARD									
		Baseline Data SF % of Proficient by Cell	Unit 1 - SF % of Proficient by Cell	Unit 2 - SF % of Proficient by Cell	Unit 3 - SF % of Proficient by Cell	Unit 4 - SF % of Proficient by Cell	Unit 5 - SF % of Proficient by Cell	EOY SF	Notes:
3rd Grade	Goal:								
	All								
	Afr. Amer								
	ELL								
	SWD								
	ECD								
4th Grade	Goal:								
	All								
	Afr. Amer								
	ELL								
	SWD								
	ECD								
5th Grade	Goal:								
	All								
	Afr. Amer								
	ELL								
	SWD								
	ECD								

CLIMATE and CULTURE DASBOARD												
Month/ Category	Aug Baseline	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	NOTES
Staff Attendance # of total days for sick day absences												
Staff Absences due to Professional Development # of total days PD absences												
% of Student Attendance %ELL %AA %SWD %ECD %ALL	**ALL**	**ALL**	**ALL**	**ALL**	**ALL**	**ALL**	**ALL**	**ALL**	**ALL**	**ALL**	**ALL**	
	Afr.Am	**Afr.Am**	**Afr.Am**	**Afr.Am**	**Afr.Am**	**Afr.Am**	**Afr.Am**	**Afr.Am**	**Afr.Am**	**Afr.Am**	**Afr.Am**	
	ELL	**ELL**	**ELL**	**ELL**	**ELL**	**ELL**	**ELL**	**ELL**	**ELL**	**ELL**	**ELL**	
	SWD	**SWD**	**SWD**	**SWD**	**SWD**	**SWD**	**SWD**	**SWD**	**SWD**	**SWD**	**SWD**	
	ECD	**ECD**	**ECD**	**ECD**	**ECD**	**ECD**	**ECD**	**ECD**	**ECD**	**ECD**	**ECD**	
# of RAPs %ELL %AA %SWD %ECD %ALL	**ALL**	**ALL**	**ALL**	**ALL**	**ALL**	**ALL**	**ALL**	**ALL**	**ALL**	**ALL**	**ALL**	
	Afr.Am	**Afr.Am**	**Afr.Am**	**Afr.Am**	**Afr.Am**	**Afr.Am**	**Afr.Am**	**Afr.Am**	**Afr.Am**	**Afr.Am**	**Afr.Am**	
	ELL	**ELL**	**ELL**	**ELL**	**ELL**	**ELL**	**ELL**	**ELL**	**ELL**	**ELL**	**ELL**	
	SWD	**SWD**	**SWD**	**SWD**	**SWD**	**SWD**	**SWD**	**SWD**	**SWD**	**SWD**	**SWD**	
	ECD	**ECD**	**ECD**	**ECD**	**ECD**	**ECD**	**ECD**	**ECD**	**ECD**	**ECD**	**ECD**	
# of Suspensions %ELL %AA %SWD %ECD %ALL	**ALL**	**ALL**	**ALL**	**ALL**	**ALL**	**ALL**	**ALL**	**ALL**	**ALL**	**ALL**	**ALL**	
	Afr.Am	**Afr.Am**	**Afr.Am**	**Afr.Am**	**Afr.Am**	**Afr.Am**	**Afr.Am**	**Afr.Am**	**Afr.Am**	**Afr.Am**	**Afr.Am**	
	ELL	**ELL**	**ELL**	**ELL**	**ELL**	**ELL**	**ELL**	**ELL**	**ELL**	**ELL**	**ELL**	
	SWD	**SWD**	**SWD**	**SWD**	**SWD**	**SWD**	**SWD**	**SWD**	**SWD**	**SWD**	**SWD**	
	ECD	**ECD**	**ECD**	**ECD**	**ECD**	**ECD**	**ECD**	**ECD**	**ECD**	**ECD**	**ECD**	
# of students tardy %ELL %AA %SWD %ECD %ALL	**ALL**	**ALL**	**ALL**	**ALL**	**ALL**	**ALL**	**ALL**	**ALL**	**ALL**	**ALL**	**ALL**	
	Afr.Am	**Afr.Am**	**Afr.Am**	**Afr.Am**	**Afr.Am**	**Afr.Am**	**Afr.Am**	**Afr.Am**	**Afr.Am**	**Afr.Am**	**Afr.Am**	
	ELL	**ELL**	**ELL**	**ELL**	**ELL**	**ELL**	**ELL**	**ELL**	**ELL**	**ELL**	**ELL**	
	SWD	**SWD**	**SWD**	**SWD**	**SWD**	**SWD**	**SWD**	**SWD**	**SWD**	**SWD**	**SWD**	
	ECD	**ECD**	**ECD**	**ECD**	**ECD**	**ECD**	**ECD**	**ECD**	**ECD**	**ECD**	**ECD**	
# of students referred to PST %ELL %AA %SWD %ECD %ALL	**ALL**	**ALL**	**ALL**	**ALL**	**ALL**	**ALL**	**ALL**	**ALL**	**ALL**	**ALL**	**ALL**	
	Afr.Am	**Afr.Am**	**Afr.Am**	**Afr.Am**	**Afr.Am**	**Afr.Am**	**Afr.Am**	**Afr.Am**	**Afr.Am**	**Afr.Am**	**Afr.Am**	
	ELL	**ELL**	**ELL**	**ELL**	**ELL**	**ELL**	**ELL**	**ELL**	**ELL**	**ELL**	**ELL**	
	SWD	**SWD**	**SWD**	**SWD**	**SWD**	**SWD**	**SWD**	**SWD**	**SWD**	**SWD**	**SWD**	
	ECD	**ECD**	**ECD**	**ECD**	**ECD**	**ECD**	**ECD**	**ECD**	**ECD**	**ECD**	**ECD**	

Overview

This document will provide you with guidelines and recommendations for selecting principals participating in your district's turnaround initiative in partnership with the University of Virginia School Turnaround Program. The UVa team will work with your team to interview final candidates through a competency-based behavioral event interview process. It is critical that the school system's most promising candidates participate in this process and are excited about the opportunity.

Often, turnaround principal candidates require different strengths and mindsets from traditional principal profiles. You are targeting candidates who are prepared for and enthused about leading your most challenging schools. These principals need to be able to shake things up and lead change for the good of the students in their school. The impact these principals can have is dramatic, as they change the mindset of their teachers, raise the expectations of the community, and improve outcomes for students in a way that will positively and dramatically change life outcomes.

Marketing the Powerful Opportunity to External and Internal Candidates

Identifying the best principal candidates for these situations can be challenging. As you attempt to prioritize these schools, you may be working against the culture and politics of your district and the communities that you serve. Thus, it is critical to communicate a positive and ambitious purpose for the turnaround initiative, to engage and create allies and to leverage internal stakeholders to attract talented candidates. Ultimately, the lessons learned through redesigning conditions to achieve intensive school change in a set of priority schools will lead to expanded and sustained success across the school system.

In many systems, it is critical to attract outside candidates in addition to considering promising internal candidates. Finding even a few strong outside candidates can bring transformative energy and ideas to a turnaround initiative. There are comprehensive resources that can support recruiting and the UVA team can connect your team with resources as desired. An important first step in attracting high quality candidates is scoping the role and crafting a compelling position description that highlights the unique nature of the opportunity and the additional support provided through the partnership. You will also want to have the right structures are in place for a thorough and expeditious application and interview process.

With this in mind, we highlight several key questions for consideration:

- How can the district highlight the *unique* and *powerful* opportunity of the turnaround initiative? What extra support will these principals receive?

- Where can the school system find strong candidates? Where have the strongest candidates been sourced from in the past?
- What systems are in place to manage an applicant pool (online system, point person to manage email applications, process for reviewing and responding to applicants)?
- How can the application process be simplified or expedited to identify strong candidates early? How can the district quickly contact strong candidates and cultivate their interest?
- What tools are in place to ensure a thorough and appropriately sequenced interview, particularly for priority schools (i.e., phone screen format, in-person interview format, etc.)?

Identifying Potential Internal Candidates

The best principal candidates have a track record of strong student achievement or growth, preferably in a manner that brings other stakeholders along. In addition to recruiting leaders with a history of strong success in high poverty environments, school systems should also seek out the existing, emerging or high-potential leaders within their district who have the potential to lead turnaround. The questions in the table below can be used broadly to help identify internal candidates.

Questions to ask yourself in determining potential candidates	*Candidates and Notes:*
Who are the strongest principals in your district? Are any of them ready for a new opportunity? What would attract them to want to be part of a turnaround initiative?	
What schools have achieved dramatic improvement in student performance? What other district or school initiatives have achieved successful outcomes during the last two years? Are there members of those leadership teams who might be ready for their next opportunity?	
Who in the school system may have a meaningful perspective on high potential leadership talent? Who would these individuals recommend for turnaround leadership positions?	
Have aspiring leaders in the district been given the opportunity to 'raise their hand' to request more responsibility? If given that opportunity, who would or has raised their hand?	
Would existing principals in schools designated for turnaround, be reinvigorated by the turnaround opportunity? Are they in a position to credibly champion a dramatic improvement initiative OR are they seen as responsible for existing performance and mindset?	

Guidance for a Screening Interview (Round 1 for external and internal candidates)

The questions above could be used for identifying internal candidates, and for screening external applicants. In addition, the guidance below will be helpful in soliciting useful information from your candidates during a round one interview or screen, whether they are seasoned or new. It is critical to screen both internal and external candidates to align qualifications and experiences to what you are looking for in a candidate.

Many of the typical interview approaches yield insufficient information regarding what the interviewee has actually done or accomplished and say little about how he/she provides leadership to others. Therefore, the guidance below is not a compliance-focused screen (confirming interest, experience in rural or urban setting, degrees, salary needs, etc.), but should be used to inform your interview questionnaire or "script" for a true round one interview in person or on the phone.

The first round interview is a critical initial step that provides information on a candidate's track record and is used to determine who to advance in the process. This interview does not replace the later-stage, competency-based interview. For unknown or external applicants**, we strongly recommend conducting phone screen (approximately 30 minutes) interviews before inviting these candidates to interview in person.** This step adds an important layer of vetting and will ultimately expedite your interview process by reducing the number of unqualified candidates who receive in-person interviews.

- Stick to recent or past results.
  Questions should focus on what successes or accomplishments candidates have had in current or recent positions, versus focusing on "what would you do if….." Hypothetical questions like these aren't helpful in understanding a candidate's track record and don't provide evidence about experience or mindsets.

- Go for specifics in your discussion.
  Ask questions that get you to a granular level of detail, to ensure that you are crystal clear regarding what the candidate did or said. Be bold, to the point of being annoying. For example, after asking about a success they are proud of, ask follow up questions like: "walk me through how you got there… what was the first step… what systems did you put in place… who did you invest in the process… what was the goal… what was the end result… what was an unexpected challenge… how did you address it?"

- Use well-crafted sample questions to launch interviews. Some examples include:
  - Tell me about a time recently that you had a discussion with a teacher or teacher leader about their performance. Please relate the actual dialogue as much as you can recollect. What difference did this discussion make in performance?

- Tell me about a challenge that you have taken on in the last year. What was your role? What did you, specifically, do? What obstacles did you have to overcome? Who all was involved? What was their involvement? What was the end result?
- Think about the most recent twelve months. What is your greatest success? (push for successes related to student growth and achievement) How did you get there? Describe the plan or strategy you put in place? What did you learn from this success that makes you poised to be a turnaround leader?

- Understand how candidates would position their recent success.
  Past success is the best predictor of future performance and thus you want to understand, with metrics, what success the leader has had in past schools (or in grade-levels if a teacher leader) and how they achieved that success. You want to avoid leaders who are currently leading low performing schools that do not have a clear upward trajectory.

- Check professional references for all candidates
  All candidates should be able to submit at least three recent references, including a current or recent colleague, a supervisor and a direct report or someone they coach or manage informally. Candidates may also submit a recent performance review if they are unable to list their current supervisor as a reference, or can provide contact info for prior supervisors. Note that most educators receive high ratings on evaluations, but if a candidate does not do well, then this would serve as a red flag.

- Institute a structured process to determine which candidates to move forward. The questions on the table in the next page are anchored in research on what the best school leaders do to turnaround chronically underperforming schools. Consider using these in your own deliberation and in discussion with district staff regarding candidates for placement in your prioritized, underperforming schools. Identifying and selecting strong principal candidates requires a meaningful investment of time. As strong school leaders are a key lever in improving outcomes for students, this is time extremely well spent.

Assessing Round One Interviews: *Questions to ask yourself or for discussion with your leadership team. Can be used also to discuss candidates district leadership knows well already.*	Candidate: (Yes/No)	Candidate: (Yes/No)
1) Do the teams this candidate leads consistently exceed expectations? Are those expectations high expectations? Do they do this in the face of extreme challenges or obstacles?		
2) Within the last two years, has this candidate launched an initiative on his/her own and seen it through to a successful outcome? Has this candidate been a critical part of any successful, dramatic improvement?		
3) Does this candidate develop solutions that address issues in ways that others have not considered?		
4) Do peers of the candidate eagerly seek to collaborate with him/her? When this person speaks up in forums, do their peers and higher authorities listen?		
5) Does this candidate operate with a sense of urgency, moving forward quickly to implement plans and to respond to emerging situations?		
6) Am I comfortable putting this person in front of a school board to report on an initiative – especially if it is bad news?		
7) Does the candidate prioritize among the wide variety of situations they face and keep others focused on the appropriate, mission-critical priorities?		

Recommended Round 2 Performance Interview or Assignment

The final round behavioral event interview will not provide in-depth information on the candidate's instructional expertise. The strongest turnaround principals have instructional expertise or, if they lack it, have a keen awareness of their abilities, can utilize data well to identify needs, hire other leaders that complement them and can leverage strengths of a leadership team.

It is, however, important to identify the performance skills you expect all principals in your organization to be able to accomplish. You can get an idea of a candidate's skills by allowing time for a performance interview or by reviewing their work through a task-oriented assignment completed at home. Typically, the performance interviews take more time and should only be conducted with applicants who meet the expectations in Round 1 and whom the district is seriously considering. Additional guidance and samples for these types of interviews is in the appendix.

If your system does not have the capacity or time to conduct a true performance interview, we recommend extending the Round One interview, or extending an assignment to candidates to ensure there is thorough assessment of their instructional leadership skills. The UVA team can also work with your district team to help create a strategy for to delivering a performance-based interview in coordination with a behavioral event interview.

Final Round: Behavioral Event Interview

A final group of approximately two candidates per school should be invited to a final round Behavioral Event Interview (BEI). These interviews conducted over the course of several hours by trained UVA consultants with district leadership participation. The PLE has conducted research across many districts comparing average and above average turnaround leaders to validate and improve the turnaround leader competency model originally developed for Chicago Public Education Fund by Public Impact. The BEI process will provide a strong understanding of each candidate's exhibited turnaround leadership competencies. The results of the interview help with both placement decisions and development purposes. More information on the BEI process will follow.

Appendix: Samples for Performance Interviews

Written Response Scenarios

- You have just been named the principal of a school that is in need of dramatic change because the achievement at this campus is in the lowest 5% in the state. Write your first letter to parents or teachers. Make sure you express your vision, expectations; major changes that will take place and set the tone for the year.

- Describe an experience you wished you had handled differently during the past year. How will you leverage the lessons learned from that experience to improve student learning or adult or student culture in your school afterward?

Data Exercises

- Setting Priorities and Action Planning: Understanding how to use data to identify priorities and develop action steps is an important skill set for principals. Provide the candidates with a data packet to review and ask them to create at least 2 priorities with a few high leverage action steps for each one.
    - An alternative could be to ask the leaders to leverage existing school data or a data packet to plan and conduct a short data meeting with the interview team.

- Setting a Vision/Clear Expectations: Using a data packet, ask the candidate to prepare his/her first presentation to the staff. This assignment can be given prior to the interview date. Communicating clear expectations, priorities, etc. to staff is crucial.

- Observation & Feedback: Have the candidate watch a video of mediocre or less than proficient teaching and ask them to plan a feedback session for the teacher. Then have him/her act out the session with the interviewers.

Rubric to be used with A: Flexible, Adaptable, and Potential For Growth, Questions 3

Initiative and Persistence (I&P)
The drive and actions to do more than is expected or required in order to accomplish a challenging task.

Zone		Level	General Description	Specific behaviors	Score
Red Flag Zone		1	**Avoids Required Work**	Does not show up for work reliably or requires extra supervision to get work done.	
Neutral Zone		2	**Independent Effort**	Completes assigned work as required and without extra supervision, Or does not give up without trying one or two steps when a simple obstacle arises.	
Potential Hire Zone	**Threshold**	3 TH	**Extra Effort**	Works extra hours to complete work even when not required, Or takes on voluntary work tasks, Or routinely tackles moderate obstacles as they arise in routine work.	
		4	**Significant Extra Effort**	Voluntarily initiates and follows through on new work project (not just a discrete task) that is not assigned by others, and tackles significant barriers as they arise.	
	Superior	5 S	**Extraordinary Effort**	Acting without formal or explicit direction, commits significant personal time and bends organization norms or rules to accomplish a work objective (emphasis on improving student outcomes, not on defiant rule breaking), and persists despite significant obstacles or early failure.	
		6	**Engages Others in Extraordinary Effort**	Involves others in Level 5 effort, including people over whom the person has no formal authority.	

Red Flag Zone: Red flag behaviors indicate a severe mismatch for this role.
Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.
Potential Hire Zone: These behaviors enable some level of success in this role.
TH = Threshold behaviors are needed for moderate success (excellence likely *only* with significant leadership and support).
S = Superior performers use these behaviors when the situation requires (even without significant leadership and support).

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Rubric to be used with A: Flexible, Adaptable, and Potential For Growth, Questions 1, 2 and 4

Flexibility (FL)
The ability to adapt one's approach to the requirements of a situation and to change tactics.

Zone		Level	General Description	Specific behaviors	Score
Red Flag Zone		1	**Unwilling to Change**	Not willing, even when confronted with contrary evidence, to change one's position or opinion, Does not recognize the validity of other people's views.	
Neutral Zone		2	**Rigidly Follows Rules**	Follows rules and procedures set by others, or acts as "stickler," even when this harms organization's goals.	
Potential Hire Zone	**Threshold**	3 TH	**Willing to Change**	Recognizes the validity of other people's views, Or, when confronted by others with new information or evidence, willing to change position.	
		4	**Applies Rules Flexibly**	Proactively judges when bending rules or procedures will facilitate the attainment of an important organizational goal.	
	Superior	5 S	**Tailors Actions**	Repeatedly reaches important work goals by tailoring responses from scratch to the needs of particular situations (not just working from pre-existing procedures or protocols).	
		6	**Adapts Organization to Situation**	Makes long or short-term adjustments or changes to the organization, not just own actions, in response to the needs of a specific situation.	

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Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.
Potential Hire Zone: These behaviors enable some level of success in this role.
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Rubric to be used with B: Collaborative: Questions 1 and 2

Teamwork (TMW)
The ability and actions needed to work with others to achieve shared goals.

Zone		Level	General Description	Specific behaviors	Score
Red Flag Zone		1	**Harms Team**	Damages team morale and functioning by acting in an unhelpful and disruptive way.	
Neutral Zone		2	**Does Not Participate**	Does not take part or contribute to team activities.	
Potential Hire Zone	**Threshold**	3 TH	**Contributing Member**	Shares relevant information with others team members, participates willingly in team activities and follows through with work assigned by team.	
		4	**Active Supporter**	Expresses belief that team will be successful, and speaks respectfully about other team members.	
	Superior	5 S	**Empowers Team**	Values, solicits, and uses information from other team members to make plans and solve problems, and Gives credit publicly to team members who have performed well.	
		6	**Resolves Conflict**	Openly recognizes and acknowledges conflicts on the team and works actively and successfully to resolve these conflicts, and Protects team reputation when speaking to others.	

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Rubric to be used with B: Collaborative: Questions 3 and 5

Initiative and Persistence (I&P)
The drive and actions to do more than is expected or required in order to accomplish a challenging task.

Zone		Level	General Description	Specific behaviors	Score
Red Flag Zone		1	**Avoids Required Work**	Does not show up for work reliably or requires extra supervision to get work done.	
Neutral Zone		2	**Independent Effort**	Completes assigned work as required and without extra supervision, Or does not give up without trying one or two steps when a simple obstacle arises.	
Potential Hire Zone	**Threshold**	3 TH	**Extra Effort**	Works extra hours to complete work even when not required. Or takes on voluntary work tasks, Or routinely tackles moderate obstacles as they arise in routine work.	
		4	**Significant Extra Effort**	Voluntarily initiates and follows through on new work project (not just a discrete task) that is not assigned by others, and tackles significant barriers as they arise.	
	Superior	5 S	**Extraordinary Effort**	Acting without formal or explicit direction, commits significant personal time and bends organization norms or rules to accomplish a work objective (emphasis on improving student outcomes, not on defiant rule breaking), and persists despite significant obstacles or early failure.	
		6	**Engages Others in Extraordinary Effort**	Involves others in Level 5 effort, including people over whom the person has no formal authority.	

Red Flag Zone: Red flag behaviors indicate a severe mismatch for this role.
Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.
Potential Hire Zone: These behaviors enable some level of success in this role.

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Rubric to be used with B: Collaborative: Question 4

Monitoring and Directiveness (M&D)
The ability to set clear expectations and to hold others accountable for performance.

Zone		Level	General Description	Specific behaviors	Score
Red Flag Zone		1	**Avoiding Direction**	Gives in to others, even when this conflicts with work objectives, Or does not give directions or communicate expectations. (May justify by expressing concern with others liking them or hurting people's feelings.)	
Neutral Zone		2	**Routine Directions**	Gives directions about routine work, Or provides some direction that is not very explicit or detailed.	
Potential Hire Zone	**Threshold**	3 TH	**Detailed Directions**	Gives detailed directions that communicate to others what needs to be done to accomplish work tasks.	
		4	**Asserts Needs**	Says "no" to requests that are obviously unreasonable or sets limits on others' behavior, Or structures situations so that others must comply.	
	Superior	5 S	**Asserts High Standard for Compliance**	Sets high standard explicitly up front, repeats this high expectation, and monitors/communicates performance versus standard, Or repeatedly insists in a demanding way that others comply with high standard	
		6	**Confronts Others about Performance Problems**	Confronts students (or others) about performance problems, Or threatens consequences for performance shortfalls.	

Red Flag Zone: Red flag behaviors indicate a severe mismatch for this role.
Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.
Potential Hire Zone: These behaviors enable some level of success in this role.
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Rubric to be used with C: Student Focused With High Expections: Question 2

Initiative and Persistence (I&P)
The drive and actions to do more than is expected or required in order to accomplish a challenging task.

Zone		Level	General Description	Specific behaviors	Score
Red Flag Zone		1	**Avoids Required Work**	Does not show up for work reliably or requires extra supervision to get work done.	
Neutral Zone		2	**Independent Effort**	Completes assigned work as required and without extra supervision, Or does not give up without trying one or two steps when a simple obstacle arises.	
Potential Hire Zone	**Threshold**	3 TH	**Extra Effort**	Works extra hours to complete work even when not required. Or takes on voluntary work tasks, Or routinely tackles moderate obstacles as they arise in routine work.	
		4	**Significant Extra Effort**	Voluntarily initiates and follows through on new work project (not just a discrete task) that is not assigned by others, and tackles significant barriers as they arise.	
	Superior	5 S	**Extraordinary Effort**	Acting without formal or explicit direction, commits significant personal time and bends organization norms or rules to accomplish a work objective (emphasis on improving student outcomes, not on defiant rule breaking), and persists despite significant obstacles or early failure.	
		6	**Engages Others in Extraordinary Effort**	Involves others in Level 5 effort, including people over whom the person has no formal authority.	

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Rubric to be used with C: Student Focused With High Expectations: Questions 1 and 3

Belief in Learning Potential (BLP)
A belief that all students, regardless of circumstances, can learn at levels higher than their current achievement indicates.

Zone		Level	General Description	Specific behaviors	Score
Red Flag Zone		1	**Has Negative Expectations**	Expresses negative expectations based on race, gender, culture or past achievement about who can and cannot learn and achieve, Or expresses resentment toward students and/or their families.	
Neutral Zone		2	**Going Through the Motions**	Makes no deliberate attempt to raise the learning level of some students, especially those who have not succeeded in the past.	
Potential Hire Zone	**Threshold**	3 TH	**States Belief in Others Abilities**	Makes positive comments about all students' ability to learn more, even those who have been previously unsuccessful.	
		4	**Offers Specific Support**	Supports all students by offering them detailed instructions and practical support for tackling challenging tasks.	
	Superior	5 S	**Provides Developmental Feedback**	Gives specific feedback, both positive and negative, making sure that it is always phrased in behavioral, not personal terms, Or reassures students after a setback, providing negative feedback, but expressing positive expectations for future performance.	
		6	**Scaffolds Learning**	Scaffolds learning experiences so that all students can experience success in tackling increasingly difficult tasks, Or designs unusual learning assignments to foster specific students' development, Or build all students' confidence and skills by giving them increasing latitude to design their own learning experiences, including the opportunity to learn from their own mistakes in a noncritical setting.	

Red Flag Zone: Red flag behaviors indicate a severe mismatch for this role.
Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.
Potential Hire Zone: These behaviors enable some level of success in this role.

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Rubric to be used with C: Student Focused With High Expectations: Potentially Questions 3 and 4

Analytical Thinking (AT)
The ability to break things down in a logical way and to recognize cause and effect.

Zone		Level	General Description	Specific behaviors	Score
Red Flag Zone		1	**Does Not Analyze or Plan**	Responds to tasks only as they arise, does not break work into steps or create list, Or only follows steps created by someone else.	
Neutra l Zone		2	**Creates Lists**	Creates simple lists of tasks or activities, without prioritizing importance or timelines.	
Potential Hire Zone	**Threshold**	3 TH	**Makes Limited Connections**	Breaks a problem or task down into a few parts, Or understands that A causes B, Or prioritizes a relatively simple list of tasks.	
		4	**Makes Multiple Connections**	Organizes a complex activity into steps in a logical way (based on time, importance, resources needed or other factors), Or understands several possible causes of events or results of events, Or anticipates multiple next steps and likely barriers.	
	Superior	5 S	**Does Complicated Planning and Analysis**	Breaks apart a complex problem or process into categories and subcategories down to basic steps or parts, Or analyzes a difficult problem from several different perspectives before arriving at a detailed solution.	
		6	**Does Highly Complex Planning and Analyses**	Uses several approaches to analyze a problem, comes up with multiple solutions, and weighs value to each.	

Red Flag Zone: Red flag behaviors indicate a severe mismatch for this role.
Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.
Potential Hire Zone: These behaviors enable some level of success in this role.
TH = Threshold behaviors are needed for moderate success (excellence likely *only* with significant leadership and support).
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Rubric to be used with D: Relationship Oriented: Questions 1 and 2

Impact and Influence (I&I)
Acting with the purpose of affecting the perceptions, thinking and actions of others.

Zone		Level	General Description	Specific behaviors	Score
Red Flag Zone		1	**Personal Gain Tactics, Limited Persuasion**	Uses negative behaviors for personal positioning despite harm to organization, Or states desire to influence others but does not take steps to implement.	
Neutral Zone		2	**No Adaptation to Audience**	Prepares and presents data and logical arguments, But does not tailor to make them appealing or influential to the specific audience (e.g., students, parents , staff peers).	
Potential Hire Zone	**Threshold**	3 TH	**Tailors Single Action to Influence Audience**	Takes one limited action to obtain desired impact(e.g., uses one teaching strategy) after having briefly considered the likely reaction of audience, Or takes one dramatic action chosen to obtain a specific reaction from audience. (Threats do not count; see Directiveness/ Monitoring.)	
		4	**Takes Two Actions to Influence Audience**	Thinks ahead about the likely reaction of audience and takes two or more steps (e.g., uses several teaching strategies) that are calculated to obtain desired impact.	
	Superior	5 S	**Tailors Three Actions or Uses Indirect Influence**	Takes three or more steps in a pre-calculated set of actions chosen to influence; Or uses others (e.g., parents, other students) to obtain desired impact.	
		6	**Complex Influence**	Engages in a complex set of maneuvers with multiple steps – may include personal appeals, changing own or others' roles, use multiple third parties to influence each other- to obtain many wanted behaviors.	

Red Flag Zone: Red flag behaviors indicate a severe mismatch for this role.
Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.
Potential Hire Zone: These behaviors enable some level of success in this role.

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Rubric to be used with D: Relationship Oriented: Potentially Question 2

Interpersonal Understanding (IU)
Understanding and interpreting others' concerns, motives, feelings and behaviors.

Zone		Level	General Description	Specific behaviors	Score
Red Flag Zone		1	**Lacks Understanding**	Does not understand or misinterprets other peoples' feelings or actions; or dismisses value of others' feelings and concerns; Or views other people through the lends of racial, cultural, or gender stereotypes.	
Neutral Zone		2	**Identifies Feelings**	Recognizes peoples' current feelings or their actions, but not able to understand how their actions and feelings are related to each other.	
Potential Hire Zone	**Threshold**	3 TH	**Aware of Connection Between Feelings and Actions**	Understands when others explicitly express how feelings are related to their actions; Or identifies peoples' current feelings by observing clear actions and behaviors.	
		4	**Aware of Underlying Meaning**	Understands unspoken or hidden thoughts and feelings and why people are acting in certain ways, even when they giving "mixed" messages.	
	Superior	5 S	**Understands Patterns of Behavior**	Understands the reasons, both immediate and long-term or indirect, behind peoples' ongoing behaviors, attitudes and feelings.	
		6	**Classifies Patterns of Behavior**	Able to objectively and accurately describe a "profile" of a person's specific strengths and weaknesses and the underlying causes.	

Red Flag Zone: Red flag behaviors indicate a severe mismatch for this role.
Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.
Potential Hire Zone: These behaviors enable some level of success in this role.

TH = Threshold behaviors are needed for moderate success (excellence likely *only* with significant leadership and support).
S = Superior performers use these behaviors when the situation requires (even without significant leadership and support).

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Rubric to be used with E: Problem Solver/Change Agent: Question 3, 4, and 5

Initiative and Persistence (I&P)
The drive and actions to do more than is expected or required in order to accomplish a challenging task.

Zone		Level	General Description	Specific behaviors	Score
Red Flag Zone		1	**Avoids Required Work**	Does not show up for work reliably or requires extra supervision to get work done.	
Neutral Zone		2	**Independent Effort**	Completes assigned work as required and without extra supervision, Or does not give up without trying one or two steps when a simple obstacle arises.	
Potential Hire Zone	**Threshold**	3 TH	**Extra Effort**	Works extra hours to complete work even when not required, Or takes on voluntary work tasks, Or routinely tackles moderate obstacles as they arise in routine work.	
		4	**Significant Extra Effort**	Voluntarily initiates and follows through on new work project (not just a discrete task) that is not assigned by others, and tackles significant barriers as they arise.	
	Superior	5 S	**Extraordinary Effort**	Acting without formal or explicit direction, commits significant personal time and bends organization norms or rules to accomplish a work objective (emphasis on improving student outcomes, not on defiant rule breaking), and persists despite significant obstacles or early failure.	
		6	**Engages Others in Extraordinary Effort**	Involves others in Level 5 effort, including people over whom the person has no formal authority.	

Red Flag Zone: Red flag behaviors indicate a severe mismatch for this role.
Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.
Potential Hire Zone: These behaviors enable some level of success in this role.

TH = Threshold behaviors are needed for moderate success (excellence likely *only* with significant leadership and support).
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Rubric to be used with E: Problem Solver/Change Agent: Question 1

Self-Confidence (SCF)
A personal belief in one's ability to accomplish tasks and the actions that reflect that belief.

Zone		Level	General Description	Specific behaviors	Score
Red Flag Zone		1	**Feels or Acts Powerless**	Publicly expresses lack of confidence in self, Or defers to others inappropriately, Or avoids challenges because of fear of failure.	
Neutral Zone		2	**Conducts Tasks Without Hesitation**	Does work independently as needed.	
Potential Hire Zone	**Threshold**	3 TH	**Acts Decisively**	Makes decisions in spite of disagreements with peers, Or acts outside explicitly granted authority (but without breaking rules).	
		4	**States Confidence in Self**	Openly states own expertise or compares self positively with others, Or views self as a key actor or originator in important situation, Or expresses confidence in own judgment, even during a conflict.	
	Superior	5 S	**Seeks Work Challenges**	Is excited to take on challenging tasks and assignments and seeks additional responsibility, Or openly disagrees with people in superior positions, politely and confidently, when needed to make a point.	
		6	**Seeks Extreme Challenge**	Confronts other people in power bluntly when needed, Or seeks extremely challenging situations.	

Red Flag Zone: Red flag behaviors indicate a severe mismatch for this role.
Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.
Potential Hire Zone: These behaviors enable some level of success in this role.
TH = Threshold behaviors are needed for moderate success (excellence likely *only* with significant leadership and support).
S = Superior performers use these behaviors when the situation requires (even without significant leadership and support).

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Rubric to be used with E: Problem Solver/Change Agent: Question 2

Achievement (ACH)
The drive and actions to set challenging goals and reach a high standard of performance despite barriers.

Zone		Level	General Description	Specific behaviors	Score
Red Flag Zone		1	**Low Concern for Work or Quality**	Shows little concern for quality of work, Or preoccupied by non-work matters (sports, friends, hobbies, etc.)	
Neutral Zone		2	**Wishes to Do Job Well**	Expresses desire to do the job well but does not make measurable improvements or have a clear standard of excellence.	
Potential Hire Zone	**Threshold**	3 TH	**Moderate Concern for Work and Quality**	Works to do tasks and meet standards required by principal/management, Or makes voluntary improvements, but • With no specific goal in mind, or • Only to meet easy/modest goals.	
		4	**Strong Concern for Work Goals and Quality Improvement**	Sets challenging work goals (difficult but not unrealistic) for self and students (or other adults) and acts to meet them. Or sets challenging goals for self and students and monitors progress.	
	Superior	5 S	**Prioritizes Goals and Tasks Based on Impact Relative to Effort**	Carefully chooses challenging goals and actions towards goals (for self and students) based on cost-benefit analysis: time , money and other resources needed versus speed and magnitude of results.	
		6	**Pursuit of High-Risk Goals and Improvement**	Commits significant resources and time (without being sure of success) to reach a very challenging goal, And takes multiple actions to minimize risk and ensure success (e.g., conducts research, anticipates barriers, plans carefully ahead, engages others to help).	

Red Flag Zone: Red flag behaviors indicate a severe mismatch for this role.
Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.
Potential Hire Zone: These behaviors enable some level of success in this role.
TH = Threshold behaviors are needed for moderate success (excellence likely *only* with significant leadership and support).
S = Superior performers use these behaviors when the situation requires (even without significant leadership and support).

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Readiness Assessment Report

Red Clay Consolidated School District

Turnaround Initiative

August 2014

EXECUTIVE SUMMARY

This report describes the observations and recommendations resulting from the readiness assessment conducted by Darden/Curry Partnership for Leaders in Education (PLE). This assessment is focused on Red Clay Consolidated School District's (Red Clay) readiness to embark upon an aggressive district-wide turnaround initiative. The findings are based on leading turnaround research as well as the PLE's experience working on turnaround initiatives with over seventy districts across the country. The readiness assessment is not an evaluation of the district; rather it focuses on assessing and supporting Red Clay's preparedness to successfully execute and sustain a turnaround initiative by:

- Providing useful information to help the district evaluate the current preparedness to launch a turnaround effort. The readiness assessment identifies strengths and potential obstacles to help guide efforts moving forward.

- Identifying recommendations for how the district can address gaps in readiness so that the district can improve the likelihood of turnaround success. This includes recommendations for what 'commitments' from the district the PLE believes would be necessary for success.

- Allowing the PLE team to understand the district's unique context and form relationships with potential partners early in the district turnaround process so, if the partnership is continued, the PLE can better tailor efforts to meet the district's needs.

- Provide the information necessary for Red Clay and the PLE to make a mutual agreement as to whether the district should participate in the University of Virginia School Turnaround Program at the current time.

The results of our visit indicate that the Red Clay Consolidated School District has the potential to launch a successful, bold, and targeted turnaround initiative. We were impressed with Superintendent Daugherty's vision for the district and the commitment to graduate all students ready for post secondary education. It is evident that Dr. Daugherty and the senior leadership team are committed to improving the academic outcomes for the students in the identified low-performing schools as well as district-wide practices for supporting low performing schools. We believe the focus on a targeted group of schools to build on the experience of the recent efforts of Amy Grundy will deepen efforts to establish proof points of excellence and provide the foundation for Red Clay's sustained improvement efforts.

Red Clay is fortunate to have Amy Grundy, Manager of School Turnaround, to serve as the district shepherd. Amy's previous track record of success with the district's lowest performing Title 1 schools provides a solid foundation from which to build upon in the partnership with UVa. We look forward to working with all members of the leadership team to enhance Red Clay's efforts to improve the performance of turnaround schools and the district as a whole.

PROCEDURE

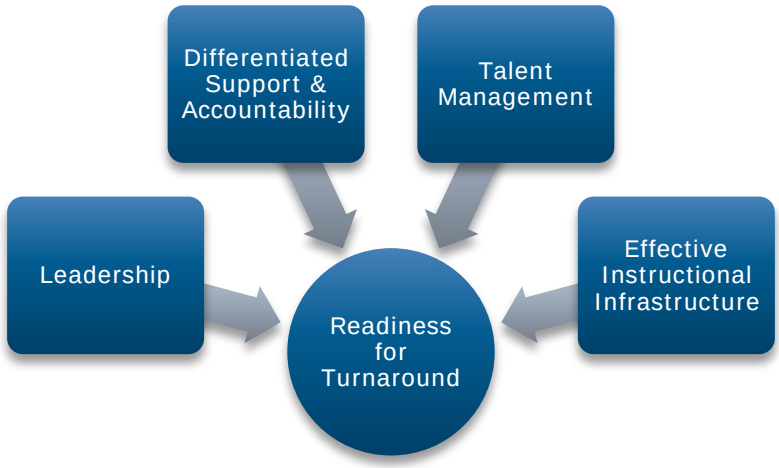
On August 21st – 22nd representatives from the PLE conducted interviews, work sessions, and a focus group at the Red Clay Consolidated School District Office. The PLE representatives were Eric Thomas, CC Clark, and Eileen Reed. The individuals we engaged with (listed in the Appendix) included members of the superintendent's leadership team and multiple other district level staff. A focus group with principals was also conducted. A full list of those we engaged with appears in the Appendix. The questions and topics we discussed fell into four content areas:

- **Leadership** is willing to do what is necessary and has the capacity and capability to pursue and prioritize this work immediately.

- **Differentiated support and accountability** infrastructure to ensure necessary urgency, capacity-building and defined flexibility exists or will be created.

- Effective **talent management** strategies are, or will be, used for school leadership selection and teacher talent management.

- An **effective instructional infrastructure** with valid assessments, effective curriculum and instructional strategies and data systems exists or can be created.



In each of the interviews we posed questions about leadership. The remaining three categories were posed based on the area of responsibility of the person(s) we were meeting with (e.g., human resources representatives and principals responded to talent management questions, directors of instructional areas responded to questions on instructional infrastructure).

OBSERVATIONS

Lever #1: Leadership is willing to do what is necessary and has the capacity and capability to pursue and prioritize this work immediately

What is working well

The superintendent and leadership team is respected and viewed as a support system for schools

Throughout our interviews we received positive feedback regarding the combined leadership of Superintendent Daugherty and the central office team. District leaders view the superintendent as inspirational and committed to the success of the students of Red Clay. The central office team is respected for their knowledge of instruction and is viewed as a valuable support system to the schools. We were impressed by the collaboration and support for one another expressed by the district leadership team and Superintendent Daugherty appears to have built strong relationships with members of the school board and community, which will help drive the turnaround work ahead.

A turnaround office is in place with a leadership team member ready to serve as the district shepherd

As a result of the state funded Partnership Schools initiative, the district has an established turnaround office in place with experienced leadership and a structure for communicating school priorities to the central office. The district turnaround office, led by Amy Grundy, established a *Partnership Zone* made up of the state identified schools. Schools in the *Partnership Zone* received regular and ongoing technical assistance from Amy including intensive support for school principals to accurately observe and assess classroom instruction and provide high quality feedback to teachers. These schools also engaged in intensive data analysis and as reported by the district, all schools have met state improvement targets.

We are pleased that Dr. Grundy has been identified as the district shepherd and as such will have evaluative authority over the principals in the schools she supervises. Dr. Grundy expressed an eagerness to participate in the UVa Turnaround Program and to learn new strategies for leveraging the work of the turnaround schools to better improve student achievement across all the schools in the district.

District has a strategic plan and the focus areas guide the district's work

We were particularly impressed with the extent to which the district's strategic plan was clearly understood and the extent to which it guides the conversation and focus of the district and school

leaders we interviewed. Rarely do we find a school system where everyone can accurately articulate the district's priorities and how those priorities guide their work.

In particular we were impressed with the enthusiasm expressed by the principals involved in the focus group. Each one spoke about the clarity and specificity of the plan and their appreciation for how the priorities aligned the district's focus as well as their planning at the campus level.

School board is supportive of an increased focus on more strategically serving low-performing schools

The Red Clay school district board is a relatively "young" board with all members other than one serving for five years or less. Following a period of economic hardship in 2008, there was a major turnover of the board. Our interview with the board's president, Kenneth Rivera, indicated the current school board respects and supports the superintendent and his administrative team. Mr. Rivera indicated that the board has become a more cohesive team over the last two years and is developing a common vision around implementation of differentiated support for schools. Red Clay informally defines schools as "suburban or city schools" with city schools serving the most economically disadvantaged students. Mr. Rivera indicated that the board is willing to and in fact has approved increased resources to the city schools in order to meet their unique needs.

Areas of Concern

Pace of innovation may impact focus of leadership team and schools

Red Clay prides itself on being an innovative district. We were particularly impressed with the range of options for students at the secondary level. Options for secondary students include district sponsored charter and magnet schools, dual credit courses, expansion of the IB program into the middle school, and an upcoming college academy. The district is also implementing a PK program at six sites. Red Clay also has a number of technology initiatives including learning labs for students to provide access to teachers across the district rather than their respective school site.

While we clearly recognize the need to develop innovative initiatives to address student needs, we offer a slight caution regarding the pace of innovation and the potential distraction for schools, particularly struggling schools, from the core focus areas of the district. There is a fine balance between introducing new programs and initiatives and driving for deep implementation of district priorities such as data driven instruction.

Culture and beliefs regarding disadvantaged students may be impacting expectations

Red Clay, like many districts, has two distinct student populations defined by geography and income demographics. The district also deals with a higher than typical rate of private school placement (20+%). In all of our interviews, the PLE team heard a clear mission to ensure that all

students in the district reach their academic potential and note that one of the five strategic goals includes closing the achievement gap between student groups and performance standards.

At the same time, the PLE team heard a number of references to the conditions of poverty faced by a population of the district's students and in many cases the statements were paired with comments that suggested that the expectations for these students were lower than those of their more affluent peers. While we firmly believe the statements were made with the best intentions for students, district leadership may be unaware that a subtle message of low expectations is being communicated. We offer this as an observation for consideration and discussion among the district leadership team.

Ensure the Board is clear on the purpose of the initiative and their role in supporting the turnaround work.

Engaging in the work of turning around chronically low-performing schools requires bold action on the part of district and school leaders. Critical to the success of the turnaround initiative is a clear understanding of the goals of the partnership and where board members may experience "pushback" as the work moves forward. We encourage Superintendent Daugherty to ensure that the board has a clear understanding of the partnership with UVa and the potential benefits to the district and the students served in the schools included in the initiative.

The team noted that the board views the superintendent as very responsive to their requests for information and that board members typically communicate directly with the superintendent's cabinet, albeit copying the superintendent on the communication. As the pace of work associated with supporting the turnaround schools increases and cabinet members are working to support these schools, it is all the more essential that communication protocols are followed and reasonable time for responses to board inquiries is provided. We encourage the superintendent and his board to revisit the district's protocol for requests for information and hold each other mutually accountable for following the established protocols.

Lever #2: Support and accountability infrastructure to ensure necessary urgency, capacity-building and defined flexibility exists or will be created.

What is working well

District has created a structure (Priority Zone Council) at the central office to support low-performing schools and has a strong candidate to serve as district shepherd

As mentioned previously in the Leadership section of this report, under the leadership of Amy Grundy and Deputy Superintendent Hugh Broomall, Red Clay has created a structure for meeting to discuss and review the needs of the low performing schools supported by Amy Grundy in her role as manager of turnaround. Amy directly supervises the principals in the

targeted schools and brings requests for support to the Priority Zone Council. The track record of success of this group to coordinate and address the needs of the turnaround schools will be a valuable asset for the increased focus on the new set of schools that will be included in the Red Clay/UVa turnaround initiative.

District is willing to direct discretionary resources to high needs schools

The district's Director of Title 1 services reports directly to the superintendent and is involved in the strategic allocation of additional staffing and funds to the lowest performing schools in the district. As the district attempts to address the strategic goals related to literacy and closing the achievement gap, the Title 1 director has allocated additional resources for reading and math support as well as supplemental instructional materials.

Areas of Concern

Expectations for schools must be clearer and progress monitoring must be more intentional

Despite the presence of district leadership within the schools, a clear system for monitoring implementation or a clear focus for school visits is not evident. Going forward, the district should provide clear expectations regarding a few essential instructional and data elements. Those, along with implementation and monitoring of management areas, should establish deeper focus and purpose for school visits. This level of purposeful monitoring and support helps create alignment of efforts and facilitates the sense of urgency needed in a successful turnaround initiative.

The director of elementary schools regularly visits schools and there is an opportunity to leverage these visits to address the district's focus area of data driven instruction including the use of formative assessment data in PLC meetings and specifically the expectations for principals to support and follow-up on the use of data. To provide a clear focus for school visits and better coordinate feedback, the next phase of the work will be to communicate the expectations and what they look like in practice. Red Clay leadership should more clearly define expectations for school performance, and then articulate the purpose for school visits in alignment with these expectations. Finally, Red Clay should ensure that the findings and feedback from the visits are consistently followed through – holding the appropriate individuals accountable for their role.

The opportunity exists to improve the use of academic targets to prioritize and drive performance appraisals and decision-making

Red Clay utilizes the Delaware Performance Appraisal System (DPAS) for setting annual goals for principals and addressing principal performance issues. While DPAS includes achievement targets for principals, the PLE team heard mixed messages regarding the extent to which progress towards and achievement of academic targets is a factor in the overall evaluation of principal performance.

An example of the range of responses is evidenced by the fact that several administrators are on expectation plans for student achievement and lack of consistent classroom walkthroughs and at the same time, there appears to be no assessment of, nor consequences for, meeting formative assessment targets such as improving student performance in reading as assessed by DIBELS. We also heard comments that suggest that principals can adjust student performance goals based on performance data on formative assessments.

Routinely assessing progress towards summative goals by assessing progress on formative assessments or other progress indicators clearly communicates the expectation that reaching achievement goals is an expectation. Administrators should be routinely asked, "What evidence do you have that you are on track to reach your end of year achievement targets?"

Lever #3: Effective talent management strategies are, or will be used for school leadership selection and teacher talent management.

What is working well

Human Resources Department is providing improved tools and standardization for screening and interviewing teachers

The Human Resources Department is working to improve the quality of the teacher candidate pool. Red Clay has partnered with a vendor to implement an online teacher screening/selection process to identify candidates with the disposition and attributes of effective teachers in addition to ensuring all applicants meet the licensing requirements. The goal of this initiative was reported as "…helping us get to quality teachers earlier in the process rather than leaving it up to the school." Candidates are ranked on a number of factors including cultural competency. Principals can select from the list of teachers who meet the district criteria for interview at the school site. Additionally, Human Resources, together with the vendor, has established a bank of standardized questions to be used with all candidates. Schools can add additional site-specific questions to determine the best candidate for the campus. Administrators reported the new assistance with the teacher selection process is an asset at the campus level.

The district has programs in place to develop a pipeline of future leaders

Red Clay should be commended for actively addressing the importance of establishing a pipeline for future leaders in the district. The district took advantage of the state supported Delaware Leadership Project to fund two principal in residence positions. In addition, the district developed a program to establish a cohort for teachers aspiring to administration and for assistant principals who aspire to move to the principalship. While both programs are undergoing redesign to more adequately meet the needs of the district, they represent a valuable source of future leaders for Red Clay.

District and school leaders are willing to address teacher performance issues and create support plans and district is addressing under-performing school leaders

Our team was impressed with the district's willingness and support to address the issue of struggling and/or ineffective teachers. Of particular note is the full-time position of "Principal on Special Assignment" uniquely devoted to supporting principals with identifying and building support plans for teachers. The district and state uses the Delaware Performance Appraisal System (DPAS) for identifying teacher performance issues. The first step in the process is to create an "Expectations Plan" based on the expectations missed by the teacher. The emphasis of the Expectations Plan is to provide specificity regarding the needed improvement and supports to help the teacher improve. When improvement does not occur, a teacher moves to a formal Improvement Plan. We noted a willingness among principals to utilize both levels of support and intervention for struggling teachers and principals reported that they receive support from central office throughout the process including moving for termination when necessary.

The district also applies the same process for principals and reports that eight principals are on "Expectations Plans" for the 2014-15 school year.

Multiple partnerships are in place to increase the pool of teacher candidates

While increasing the diversity of the teacher workforce in the district continues to be a challenge, our team was impressed with the number of partnerships in place with local universities to address the staffing needs for Red Clay's schools. One partnership involves piloting a yearlong student teaching experience and several principals stated this is a valuable resource for identifying new teachers. Red Clay has an active partnership with Teach for America, employing approximately six candidates per year. Human Resources reported that the low-performing schools have first access to these teachers.

Areas of Concern

Recruiting practices need to be updated and an increased effort to recruit culturally diverse teacher candidates is needed

While the local university and Teach For America partnerships are a valuable resource, we recommend the district increase their efforts to increase the diversity of the workforce in the district through partnerships outside of the local area and by exploring innovative methods for recruiting teachers beyond job fairs and local newspaper adds. Red Clay is a prime candidate for federal teacher quality grants and other partnerships to create pathways for paraprofessionals to enter the teaching profession. This group of professionals typically is more representative of the local community and given their residence in the area can be an excellent source of future teachers. We offer this as one example of a long-term strategy that many districts have used to positively impact workforce diversity.

No apparent prioritization to secure and retain highest quality teachers in lowest performing schools

Moving forward, the district needs to focus on establishing a more explicit strategy for ensuring struggling schools are being prioritized during the hiring and recruitment process to ensure that the strongest talent is working with students with the most need. It will be important to focus on developing the inter rater reliability in teacher evaluations with an emphasis on student data to ensure the best teachers are those with a demonstrated ability to grow students and support students in achieving proficiency. Research has demonstrated that the best way to improve student learning is through the hiring and developing of effective teachers. The prioritization of the targeted schools will help to ensure that Red Clay's turnaround efforts are successful and the turnaround schools are seen as attractive and innovative places to work.

Limited professional development opportunities for principals beyond school management and district priorities

As in many districts we work with, the principals in Red Clay report that the majority of their professional development is uniquely devoted to supporting and driving district initiatives and mandates. While this is essential, it is important that leaders also grow and develop the whole array of leadership skills such as setting a clear vision, holding difficult conversations with faculty in a way that holds people accountable and builds relationships, facilitating group conversations, motivating challenging staff, etc. The research is clear that the more effective the principal is at leading all facets of the organization, the more productive teachers are on behalf of the students they serve.

Lever #4: An effective instructional infrastructure with valid assessments, effective curriculum and instructional strategies, and data systems exists or can be created.

What is working well

Robust data management infrastructure is in place

Our team was very impressed with the data infrastructure in Red Clay. Red Clay is a leader in the state in their data management system, "*Data Service Center,*" that is used at the state level and sold to 30 school districts. The system includes *iTracker* that integrates multiple data sources and creates an early warning system by assigning a color code (red, yellow, green) to indicate students who are at risk of school failure based on academics and other data such as absences and behavior incidents. While there is an opportunity to better utilize the data to address student-learning issues, the data management infrastructure to support data-driven instruction is in place and Red Clay is poised to move to the next level.

District has invested in rigorous, aligned interim assessments at the elementary level in preparation for more rigorous curriculum and state assessments

The state of Delaware is participating in the Smarter Balanced assessment consortium and as a result Red Clay will have access to aligned interim assessments in the core content areas tested by the new assessments. However, there is at least a one-year lag time between implementation of the new assessments (2014-15) and access to new interim assessments. Red Clay should be commended for investing in improving the rigor of their existing interim/formative assessments, particularly at the elementary level, to increase the level of rigor and more closely align with the new assessments based on the Common Core.

Red Clay administers six interim assessments from the Scott Foresman reading series supplemented by DIBELS and SRI at the elementary level to assess student progress in reading prior to the state summative examination. The district worked with a consultant to increase the rigor of the Scott Foresman assessments. The assessment strategy for the secondary level is less developed and varies based on the curricular materials, which have historically differed by campus. The district has developed common formative assessments in mathematics (*Math Probes*) at the secondary level. In the past it was optional for schools to administer the *Math Probes* assessment, our team was pleased to learn that the expectation is all schools will administer the assessments for the 2014-15 school year.

District curriculum and pacing guides aligned to state expectations are in place at the elementary and secondary level

A common curriculum that is rigorous, clear, and has appropriate pacing is a critical foundation to promoting teaching and learning. While leaders acknowledge a need to ensure fidelity to the curriculum, Red Clay does have an aligned curriculum with supporting pacing guides. District leaders and principals acknowledged there is a need to provide more specificity at the secondary level to more tightly align the pacing of instruction to the formative assessment calendar and to ensure all curriculum is addressed by the end of the school year. For example, a unit of instruction may have a variance of as much as two weeks for completion. As one administrator noted, if teachers used the longer window throughout the year, they would get through about 60% of the curriculum.

Pockets of data-driven instruction exist at some schools

While district leaders acknowledge a need to create more clarity around the Red Clay assessment strategy and expectations for use of data, we were pleased to learn that there are some examples of principals and teachers using data effectively to improve instruction. These schools and their leadership teams can serve as examples of best practice that can be leveraged in the schools participating in the turnaround initiative.

Areas of Concern

Solidifying an effective assessment structure

The district is presently dealing with the transition from one state assessment system that included formative assessments along the way, and gave "credit" for growth, to one annual summative assessment. Additionally, the formative assessments that will be provided as a result of membership in the Smarter Balanced consortium are not yet available. As such, the PLE fully acknowledges that Red Clay is in a state of transition and it is understandable that the assessment strategy may lack clarity and cohesion. However, the district has invested, to their credit, in improving the existing Scott Foresman assessments at the elementary level and the mathematics probes at the secondary level and a clear process for using these data, supported with an assessment calendar and time for data analysis and action planning, will transfer to the new assessments when they are online. Even once Smarter Balanced assessments are fully available, the district may want to have some expertise in providing more limited, rigorous and common assessments to schools. Such formative assessments that promote item analysis for the same question across all students may be a great complement to Smarter Balanced assessments which will be adaptive in nature.

Our interviews detailed that the district has a general expectation around using assessment data to progress monitor student achievement. However, it was not evident that this expectation can be fulfilled throughout the district, due in large part to there not being a clear picture for what and how data-driven instruction (DDI) should be pursued in schools. District leaders as well as principals indicated that the use of data, from the administration of assessments to the analysis and use of results, varies from school to school and is viewed by many as "dependent upon the understanding and skill of the individual principal."

In order to ensure that the pursuit of DDI is possible in schools, the district must provide clear expectations for what DDI should look like in schools, including protected time for data review and structured collaboration among teachers, templates for meeting agendas, and monitoring for follow-ups. Red Clay does not currently ensure schools set aside a consistent block of time for data review, action planning, and teacher collaboration. In our experience, 30-45 minute meetings are too rushed to result in meaningful improvement in instructional practice. Research has shown that 90 minutes is the minimum that has led to concrete sustainable growth. Additionally, this time will need to be structured and monitored, especially initially, in order to instill focus and good habits for use of that time, and ensure that this time is centered on evidence of student learning.

It is our understanding that Red Clay is considering moving from six formative assessments per year to eight at the elementary level. We appreciate the potential need for increased data, however until present data is used effectively we encourage the district to consider remaining with six assessments during the 2014-15 school year and focus on creating the opportunity for deep root cause and item analysis to determine areas of need.

Increase the focus on mathematics achievement at the elementary level

As mentioned previously, the district uses DIBELS and SRI for assessing literacy progress in K-2. Currently, there is no formative assessment in place at these early grades for mathematics and the district acknowledges that the emphasis has been on elementary literacy, in part at the expense of mathematics. Given that one of the five focus areas in the district's strategic plan involves ensuring all students are reading on grade level by third grade, it is understandable that the emphasis has been on literacy. However, it is unreasonable to think that mathematics performance, when tested for the fist time at third-grade, will be as strong as Red Clay would expect without more rigorous progress monitoring. Our team was pleased to hear that the district is aware of this and has plans to increase the focus on mathematics in the elementary grades.

Provide more specific curriculum and pacing guides at the secondary level

As mentioned previously, the district has curriculum and pacing guides in place at both the elementary and secondary levels. While district leaders and principals indicated these resources are adequate at the elementary level, it was noted that the pacing guides in particular are lacking an adequate level of specificity at the secondary level.

PARTICIPATION COMMITMENTS

We were excited that Red Clay Consolidated School District has already begun putting in place some of the elements necessary for district-wide change and school turnaround. Using leading research and our experience advising turnaround efforts across fifteen states, we have identified practices that need to be in place to launch and sustain successful turnaround efforts. To qualify as a potential partner in the University of Virginia School Turnaround Program, a district must be willing to commit to implementing the requirements listed below. We outline below where we believe the district currently stands against each program requirement and the commitments we believe would be necessary to launch a successful partnership.

Program Requirements	District Current Status	Necessary Commitments
Leadership: District has leadership commitment and capacity to do this work now: • Commits to driving turnaround and changing own practice; • Ensures school board awareness and support for turnaround initiative (by launch); • Has the people and bandwidth to do this work now	Under the leadership of Dr. Daugherty, and Amy Grundy, the district is primed to transform itself toward being a proof point of excellence.	District meets this requirement already by formalizing Dr. Grundy's appointment as shepherd and continuing to ensure Dr. Grundy has: • Time for purposeful weekly school visits and meeting with the school leaders • Evaluative authority over the turnaround principals • Regular discussions with Priority Council and Cabinet about turnaround and encouragement to further intensify and align embedded support from multiple district leaders in schools.
Principal Selection: District is willing to implement intentional, rigorous and prioritized hiring of school leaders for participating schools.	The district has agreed to utilize the Behavior Event Interview to identify potential leaders for the turnaround schools.	Leverage the planned Behavioral Event Interviews (BEIs) to identify, and recruit where necessary, turnaround principals by April 2015. Replace existing principals where new energy is needed or BEI score does not meet the threshold by May 2015.

Program Requirements	District Current Status	Necessary Commitments
Prioritization: District committed to prioritizing cluster of schools and making initiative a top priority. By the start of year one, there will be: • Appointment of an effective district shepherd with time to drive turnaround effort, evaluative authority over principals (alongside superintendent) and a direct line to the superintendent; • Purposeful visits to each turnaround school weekly; • An office or team providing differentiated, aligned support and monitoring of turnaround.	District leadership is early in the process of setting goals for what support will look like for the turnaround schools. Visits to schools from the district are taking place, and will need to be more frequent and purposeful. There is not yet a consistent means for holding principals accountable for outcomes, but that is under discussion. .	Formal identification of a qualified District Shepherd to lead the turnaround efforts in targeted schools. Continued implementation and enhanced us of the Priority Zone Council to address the needs of the schools in the turnaround initiative.
Formative Assessments: Administer common interim assessments in the partnership schools in grade 2-12, or at least in the grades where we will partner; At least 3x per year prior to state administration, rigorous and aligned to clear standards; Provides opportunity for deep item analysis and teacher action planning; in place by summer program for year one of the partnership and 3X per year during year two of the partnership.	The district has most assessments in place to meet the year one requirements although they are in need of refinement and consistent implementation.	Administering at least three rigorous interim assessments, aligned to pacing, in reading & mathematics prior to state summative examinations in the turnaround schools.

Program Requirements	District Current Status	Necessary Commitments
Assessment Cycle • Turnaround schools have participation of all core teachers in weekly, data-focused collaborative meetings for a minimum of 60 minutes in year one of turnaround and a minimum of 90 minutes by year two of turnaround[1] • A clear process established by participating schools for each core teacher to produce an individualized teacher action plan by the first semester of turnaround	Schools have 45 minutes per week for collaborative planning that is one of their designated planning periods. A clear process for follow-up on interim assessments is not yet present.	Ensure that the turnaround schools have protected, planned weekly time and structures (at least one hour) for team meetings that drill down to look at student-level needs. Ensure by first semester 2015-16 core teachers in turnaround schools implement a process for teacher action plans.
Teacher Effectiveness: Meaningful strategy to address teacher underperformance and increase number of highly effective teachers. Depending on district context, this will include at least one of: (1) strategic, data-informed efforts to recruit or prioritize placement of highly effective teachers; (2) new, intensive, data-informed and embedded development support to partner schools; (3) meaningful efforts during planning year to identify and address underperformance beyond the system norm.	The district is responsive to placing teachers on expectation/improvement plans and moving for dismissal if teachers do not improve.	Ensure there is mutual consent in the hiring and placement of teachers in Turnaround Schools. During school year 2014-15, develop a strategy to ensure low-performing teachers in identified turnaround schools are identified with a plan of action for improving performance when they return for school year 2015-16.

Please also review year two PLE non-negotiables listed in the Appendix

[1] Best to move to 90 minutes in year one where a strong enough collaboration foundation exists to spend time well

ADDITIONAL RECOMMENDATIONS

If the district is still interested in partnering with the University of Virginia School Turnaround Program and is able to commit to and meet the aforementioned requirements, the PLE would welcome the opportunity to move forward with a partnership. As we discussed, the PLE works with a critical mass of schools in each of our partner districts to ensure systemic impact and thus are pleased Red Clay would include four schools in a partnership together.

In addition to the key requirements outlined above, the PLE also strongly believes that action on the following will bring forth enhanced progress. Though these are not requirements, these recommendations are aligned with research-based best practices and driven by our successful engagement with past and present partners:

- ***Develop a communication strategy to articulate the purpose and benefit of the initiative***

This is a pivotal component of building momentum, focus, and propelling personnel recruitment for the turnaround imitative. A well developed messaging and branding campaign provides potential candidates and all district stakeholders an opportunity to see the opportunity that exists to be part of the turnaround initiative. This is particularly important for Red Clay school district to distinguish this partnership from previous turnaround efforts that were part of the state level sanctions.

- ***Examine September 30th teacher redistribution process to protect the lowest performing schools***

The PLE team heard numerous references to the challenges imposed by the process of redistributing teachers based on the September 30th student count. Some schools are forced to reassign teachers and consolidate classes while others have to add teachers and redistribute students to new teachers. We recommend that the district explore options of the schools in the turnaround initiative to minimize turmoil in staffing and student reassignments.

- ***Focus on turnaround schools for deep implementation of data driven instruction***

A benefit of the turnaround initiative is the ability to innovate and refine promising practices on a smaller subset of schools, in the case the turnaround schools, prior to district-wide implementation. We recommend that Red Clay develop deeper, more explicit common expectations for what DDI should look like in turnaround schools first. Rolling out these expectations and professional development to build capacity towards meeting these expectations in turnaround schools first will help the district ensure focused efforts and articulate district-wide expectations to be introduced at a later date.

NEXT STEPS

The next steps will be to:

- Set-up a phone call to discuss these and other commitments the district is willing to make and how the PLE may be able to support the district in achieving those commitments.

- If we mutually agree to move forward, we will:

    - Establish a formal Implementation Plan that outlines mutually agreed upon commitments and a timeline for implementing each commitment and opportunities for the PLE to support the district's plan.

    - Coordinate with Red Clay a plan and timeline for PLE to support behavioral event interviews and final selection of shepherd and principals.

    - Require district leadership team attend District Boot Camp on March 18-21, 2015 at the University of Virginia in Charlottesville, Virginia.

CONCLUSION

Our District Readiness Assessment revealed that the Red Clay Consolidated School District is poised to do great things, but will require an adjustment to some existing structures, mindset, and systems to enable the transformation that the district has articulated it desires.

If Red Clay Consolidated School District's leadership believes our partnership could continue to be a good fit, we ask you to explore how you will make the commitments outlined above and we look forward to formalizing a partnership.

We appreciated the opportunity to visit the Red Clay and conduct this district readiness assessment. Thank you for your incredible hospitality and the work you do on behalf of students each day.

Appendix: Year Two Non-Negotiables

The non-negotiables listed below are also vital to achieving success. While the PLE recognizes the implementation of these expectations may be difficult to accomplish by the beginning of Year 1 of the turnaround program and thus do not assess these in the readiness assessment, it is expected that these requirements be fully implemented before the beginning of the program Year 2.

Lever 2: Differentiated Support and Accountability
District will ensure every visit results in specific feedback and/or the identification of next steps to help school leadership team improve practice or district leadership remove barriers.

Lever 3: Instructional Infrastructure
District ensures turnaround schools have the essential components of a district instructional, infrastructure in place. This will be evidenced by the implementation of:

- Individual and group data meetings with a clear purpose and outcomes focused on individual student progress, instructional improvement and data analysis.
- A reliable monitoring structure to facilitate and support the development of effective teacher action plans and student interventions
- Minimum of 90 minutes of teacher collaboration time per week
- District assessment calendar, includes clear purpose and expectations for each required assessment.

Lever 4: Talent Management
District willing to implement intentional, rigorous and prioritized hiring of school staff for schools participating in the UVA initiative.

APPENDIX: Participants in Red Clay Consolidated School District Readiness Assessment

District Administration

Dr. Mervin Daugherty	*Superintendent*
Hugh Broomall	*Deputy Superintendent/Student Support Services*
Amy Grundy	*Manager, School Turnaround*
Mary Norris	*Assistant Superintendent/Special Services*
Christine Smith	*Human Resources*
Mary Norris	*Assistant Superintendent/Special Services*
James Comegys	*Curriculum and Instruction*
Ted Ammann	*Assistant Superintendent/District Operations*

Board of Education

Kenneth Rivera	*Board President*

Principals

Dorothy Johnson	*Richey Elementary*
Melissa Phillips	*Marbrook Elementary*
Mark Pruitt	*Conrad Schools of Science*

Red Clay Consolidated School District
Building Leadership Guidelines

Improving Student Achievement for All Students

BUILDING LEADERSHIP TEAM

The Building Leadership Team's (BLT) role is to help lead the school's effort in reaching the Red Clay Consolidated School District's "Academic Success for All" vision. In addition, the BLT supports the improvement of teaching and learning with an explicit goal of raising student achievement for each student and narrowing achievement gaps. The BLT makes decisions about the school's instructional program, and then leads professional development and collaborative time.

"Academic Success for All" Vision

All members of the Red Clay community will demonstrate the ***belief and expectation*** that every student be given equal opportunity and equal access to a high quality inclusive education with the ultimate goal of being college and/or career ready.

All Red Clay schools will develop a greater ***capacity*** to teach all learners. The Red Clay Consolidated School District is committed to continuous improvement through examining and realigning appropriate ***structures, supports, and resources*** for the instruction of all students in all schools.

Goals of the Leadership Team:

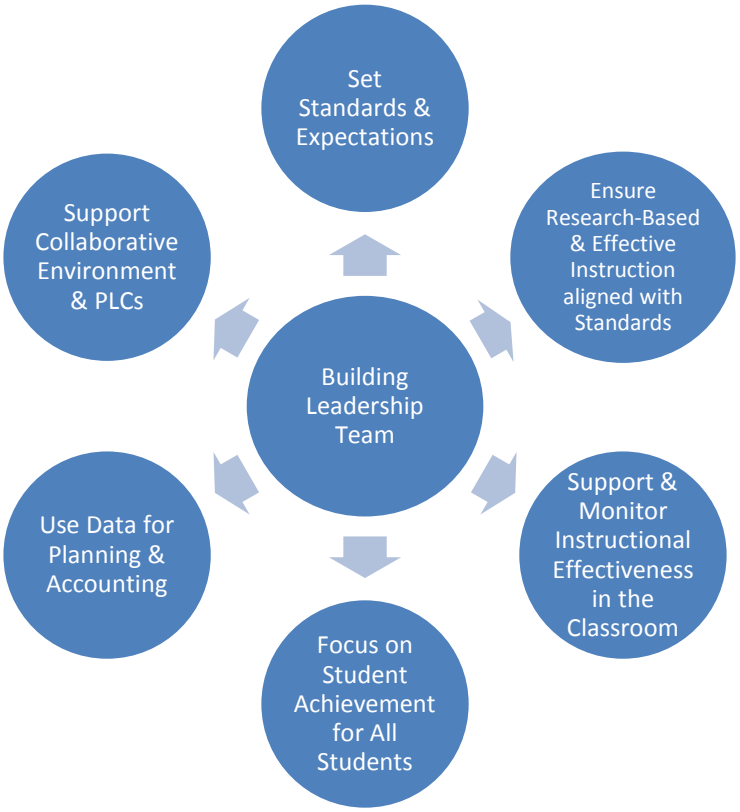
- Provide leadership necessary to improve teaching and learning and help achieve the "Academic Success for All" vision.
- Assist the school in improving student achievement for each student and narrow achievement gaps
- Develop a collaborative environment with the goal of building capacity in others to meet the specific needs of each student
- Ensure focus and alignment with RCCSD Strategic Plan
- Establish shared purpose, mission, commitments, and goals
- Model effective characteristics of learning communities
- Support effective implementation of the Common Core State Standards (CCSS) through the development, implementation, and monitoring of the school's CCSS implementation plan

Functions of the Building Leadership Team

- Set standards and expectations within school and develop school culture
- Facilitates the involvement of the school community in the development of the School Success Plan
- Aligns School Success Plan with the RCCSD Strategic Plan
- Monitor, implement, and support Campus Inclusion Plan
- Focuses on student achievement for each student
- Develops professional development plan for the school

- Coordinates professional development initiatives and resources between the school and district office (see Professional Development Flow Chart)
- Allocates and manages the school's resources – people, time, funds, and materials – to address the school priorities and students' needs
- Supports the overall operation of Professional Leaning Communities
- Ensure research-based and effective instruction aligned with standards is used throughout all classrooms
- Support instruction in classrooms and implementation of CCSS
- Monitors the effectiveness of the School Success Plans, professional development, instructional strategies, key initiatives, Professional Learning Communities, and intervention programs
- Reports out monthly on School Success Plan progress, professional development, instructional strategies, key initiatives, CCSS Implementation, Professional Learning Communities, and intervention programs
- Empowers staff and holds them accountable for results, developing a plan for leadership succession
- Data-driven decision making

Building Leadership Team Major Functions



Characteristics of the Building Leadership Team Members

To help ensure the BLT operates effectively and fulfills the functions listed above, it is critical that team members are knowledgeable about instructional best practices and research, organizational change, adult learning theory, data analysis, and distributive leadership. DuFour and Marzano (20011) list several factors to consider when selecting team leaders and/or BLT members:

1. Their influence with colleagues
2. Their willingness to be a champion of the PLC process and continuous school improvement model
3. Their sense of self-efficacy and willingness to persist
4. Their ability to think systematically

Checklist for Identifying Potential Teacher Leaders

Guiding Questions	Yes	No
1. Is the potential teacher leader familiar with the characteristics of adult learners?		
2. Does the potential teacher leader understand how to apply the collective knowledge of their colleagues in order to improve teaching and learning in the school?		
3. Does the potential teacher leader understand educational research and use that knowledge to model and coach colleagues in the selection and use of research-based strategies?		
4. Does the potential teacher leader understand that teaching and learning is rapidly changing and uses that knowledge to support and lead relevant professional learning?		
5. Does the potential teacher leader have a comprehensive understanding of the teaching and learning process?		
6. Does the potential teacher leader model the practices of continuous learning, reflection upon teaching practices, and collaboration with colleagues?		
7. Is the potential teacher leader familiar with current research on assessment (formative and summative) methods?		
8. Does the potential teacher leader use knowledge of formative and summative assessments to focus on continuous improvement of instruction?		
9. Is the potential teacher leader familiar with the cultural backgrounds and languages spoken by the school's families and in the community?		
10. Does the potential teacher leader use knowledge of the school's		

and community's diversity to reach out to and work collaboratively with family and community members?		
From College of William and Mary School of Education ***Strategies for Creating Effective School Leadership Teams***		

Leadership Team and the Change Process

Since leading school improvement efforts means that the team will be involved with school change initiatives, team members should become familiar with the change process. Kotter (1996) identified essential steps for successfully negotiating change. Steps and corresponding actions for school leadership team members to consider are presented below.

Steps	Possible Actions
1. Develop a vision and a strategy.	Zmuda, Kuklis, and Kline (2004) define vision as "what the school community will look like when its core beliefs truly inform practice (p.18)." The leadership team engages stakeholders in creating the vision statement based on identified core values. The leadership team can also propose a means for achieving the vision (e.g., implement a school-wide literacy approach, improve inclusive practices).
2. Communicate the vision.	Leadership team members use formal and informal opportunities to generate dialogue about the vision and strategy for achieving the vision. Continued conversation and information sharing with all members of the school community will help ensure that there is a school-wide commitment to the vision and related strategy.
3. Empower broad-based action with a well-designed plan.	The leadership team develops and monitors an action plan that outlines specific activities or tasks that need to take place to effectively implement the changes needed to move the school closer to its vision.
4. Generate short-term wins.	Fullan (2010) notes "do not load up on vision, evidence, and a sense of urgency. Rather give people new experiences in relatively nonthreatening circumstances, and build on it" (p.24). Leadership teams should be mindful of the pace of activities supporting the improvement process. The leadership team can build short-term, achievable

	goals into the action plan and celebrate completion along the way so that all members of the school community feel a sense of accomplishment and maintain momentum.
5. Consolidate gains and produce more change.	The leadership team focuses on continuous improvement as a way to ensure that school improvement efforts continue. Moody, Russo, and Casey (2005) note that the "improvement cycle curves back on itself" (p.175). The leadership team is continuously looking at student data, examining instruction, developing an action plan, and assessing its effectiveness to ensure that improvement efforts move forward.
6. Anchor new approaches in the culture.	The leadership team helps ensure that effective changes implemented as a result of the improvement process become part of the school's practices and culture. The leadership team may need to examine building practices and structures to make sure they are not hindering institutionalization of the new strategy.
From College of William and Mary School of Education ***Strategies for Creating Effective School Leadership Teams***	

Group Norms

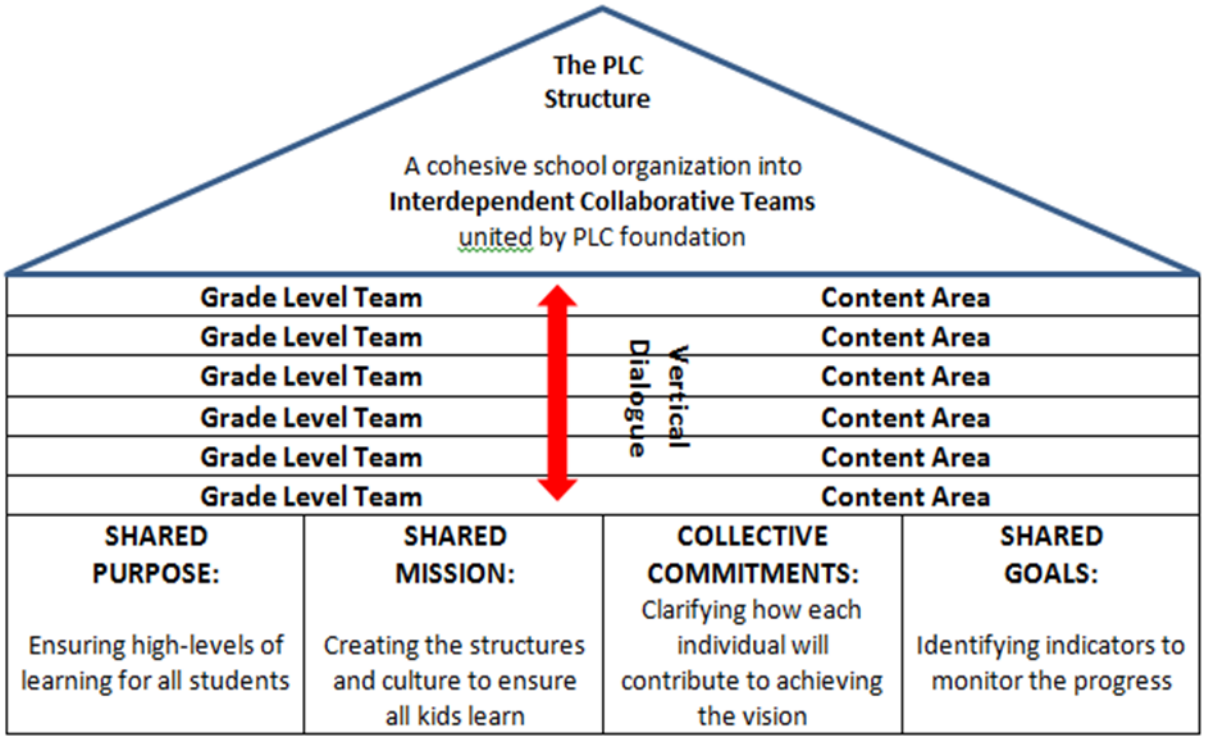
One of the first steps for the BLT is to create meeting protocols to guide its work. Establishing group norms or guiding principles is a foundational operation that enables the BLT to function at a high level.

Group Norm Considerations (example)

Areas	Questions to Consider
Logistics	How often do we need to meet in order to do our work? Where and when will we meet? How long should our meetings be?
Timeliness	When should we start and end meetings? Will we start on time or wait for all members to be present? What are our expectations for attendance?
Courtesy	How will we show respect for one another?
Decision-making process	How will we make decisions and reach agreements? How do we reach consensus?
Workload assignment	How can we ensure that the work of the leadership team is being shared? How can we help one another

	balance the work of the leadership team with our other responsibilities?
Setting priorities	How will we make sure that tasks are completed on time and in a logical manner?
Enforcement of norms	What is our plan if the norms are not being followed? Will we revise the norms if needed? Can we add norms?
From College of William and Mary School of Education ***Strategies for Creating Effective School Leadership Teams***	

BLT Builds the Foundation



The BLT helps build the foundation for an effective school culture and structure to support PLCs. BLTs help establish a Shared Purpose, Shared Mission, Collective Commitments, and Shared Goals with all stakeholders.

BLT Meetings

BLT meetings will occur <u>at least</u> once a month. The BLT will monitor each PLC team's essential outcomes, progress towards achieving SMART goals, professional development needs, PLC/Collaborative Team Action Plans, and any additional resources needed to achieve their goals. In addition, the BLT will monitor, assess, and amend their School Success Plan and CCSS Implementation Plan monthly and report on their progress.

The BLT Monthly Review report will be completed and submitted via SchoolStream.

District Liaisons

District Liaisons will support schools and BLTs through constant communication and ongoing visits. In addition, District Liaisons will help provide two-way communication between schools and District Office to assist in coordinating resources and supports needed for the schools to be successful. District Liaisons will also review the "BLT Monthly Review" reports to ensure schools receive appropriate and timely supports from District Office.

District Liaisons will meet monthly with their schools to review the schools' progress (data) towards their School Success Plan goals and CCSS implementation, during the BLT meetings or a mutually agreeable time with the building administration.

Common Core State Standards (CCSS)

CSSS Building Implementation Plan

The BLT will work collaboratively to **develop, implement, and evaluate** a **CCSS Building Implementation Plan** for their school to effectively support their teachers and the phases of implementation for the CCSS. The plan will align with the District's implementation plan and should support the characteristics of effective professional development.

Quarterly Data Collaborative Meetings

- Quarterly (3-4 times per year), Principals will present during collaborative administrative meetings, the steps they have taken to move the PLC, CCSS Building Implementation Plan, and continuous school improvement model forward.
- Principals will be called upon to present evidence regarding how their school has addressed specific conditions (i.e. supported collaborative efforts in their school, monitored the work of the teams, how the results of common formative assessments are being used by teams, data analysis of student achievement, and how the school is providing for systematic intervention and enrichment).
- Principals will be asked to provide artifacts that demonstrate the effectiveness of their teams.
- Principals will meet with their respective Director for an in-depth discussion of their school's progress to achieving the goals in their School Success Plans, CCSS

Building Implementation Plan, and PLCs. In addition, the Director of Curriculum and Instruction may attend these meetings to ensure ongoing support is provided to schools.

Simultaneous Loose-Tight Leadership and Culture

Simultaneous loose *and* tight cultures establish clear parameters and priorities that enable individuals to work within established boundaries in a creative and autonomous way. PLCs are characterized by ***'directed empowerment'*** or what Marzano and Waters refer to as **'defined autonomy'** – *freedom to act and lead within clearly articulated boundaries*."

- DuFour & DuFour (2012); Marzano & Waters (2009)

The articulated boundaries, as mentioned above, are the PLC Overview and Guidelines, District Strategic Plan, School Success Plan, and determined by the Building Leadership Team. For learning teams to reach their full potential it is critical that they have ample opportunities to act and lead within those boundaries with minimal interruptions by activities that do not align with the instructional goals outlined the District Strategic Plan and School Success Plan. It is expected that PLC meeting times not be considered a repository of time where time can be taken from for other activities. School districts that have made great gains in student achievement ensured that PLC is "sacred" time for teachers to work together as professionals.

Empowerment:

Effective empowerment does not mean encouraging people to go off and do whatever they want. It means creating the conditions that help people succeed. Those conditions include:

1. Establishing clear purpose, priorities, and parameters that allow people to be creative and autonomous within clearly established boundaries.
2. Providing people with access to the resources that enable them to make informed decisions rather than pooling opinions.
3. Engaging them in establishing clear, unambiguous benchmarks so they can monitor their own progress.
4. Ensuring they have relevant and timely data that informs their practice and allows them to make adjustments.
5. Building the capacity of people to be successful in what they are attempting to do by providing them with training, support, and resources that lead to success.

Empowerment means establishing a culture in which people are hungry for evidence and are willing to face the brutal facts when things don't go as hoped.

(DuFour & Marzano, 2011)

Monitoring Instruction and Student Progress

The BLT develops processes for collecting data on an ongoing basis to monitor instruction and student progress. The BLT uses the data to inform their decisions to make adjustments to help the school best meet the needs of their students.

Common Assessments

a. What are the best indicators of whether our students have mastered the essential outcome (summative)? How will we know when the students know?
b. What are the best indicators of whether the students are appropriately progressing towards the essential outcome (formative)?
c. Assessments may be any format; however, they are agreed upon and used by every member of the team to determine student progress. Formats include but not limited to teacher observation, student presentations, student responses, paper-pencil, etc. Common assessments do not need to be lengthy to be effective.
d. Common assessment data will be collected and recorded before PLC meetings.
e. Analyze common assessment data during PLC meetings to determine appropriate instructional strategies and/or adjustments to ensure all students improve.

Walkthroughs

Walkthroughs allow administrators to become more familiar with the school's curriculum and instructional practices, they can gauge the climate of the schools (are students engaged? are instructional practices changing based on professional development?), and a team atmosphere develops as teachers and administrators examine instruction and student achievement (Ginsberg & Murphy, 2002).

Key Elements for Walkthroughs

a. Identify the focus of the walkthrough observations with the BLT
b. Make walkthroughs routine (develop a schedule and block-out time to ensure they are done routinely)
c. Walkthroughs should typically be around 5 minutes and no longer than 15 minutes
d. Reflect on walkthroughs by sharing the data with BLT

e. Involve others – develop a collaborative culture and have teachers do peer observations

Goals

Key Priorities and Essential Outcomes

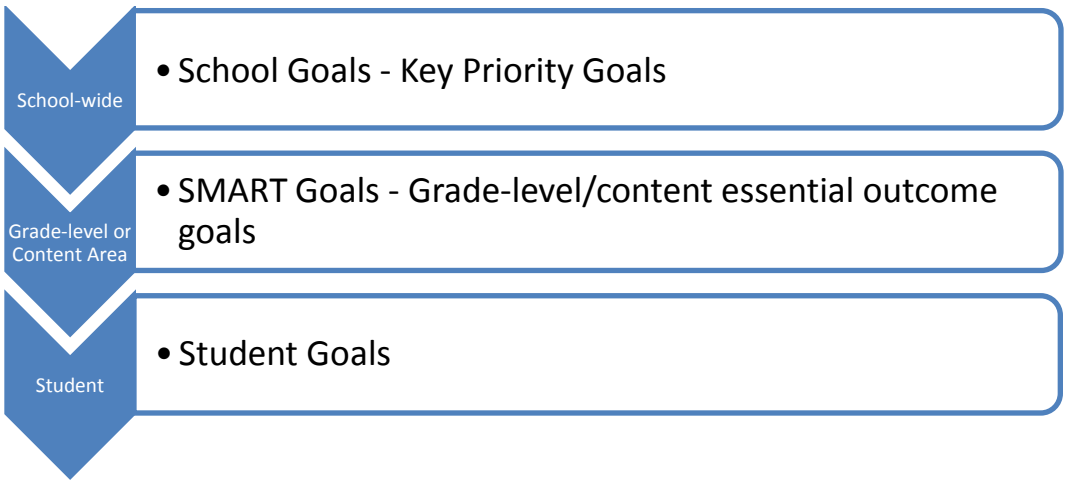
Key Priorities (school-wide goals/initiatives) are set by the BLT and are aligned with school level data and the District's Strategic Plan. **Essential Outcomes** are grade-level/content specific and set by the PLC team (Note: there may be overlap between the school's Key Priorities and PLC team's Essential Outcomes since both are based on student data; however, PLC teams will have additional Essential Outcomes that are grade-level specific).

Goal Setting

School goals (**Key Priority Goals**) are the overarching goals for the school and align with the school improvement plan (District Strategic Plan, School Success Plan and Key Priorities). Some of the Grade-level Essential Outcomes (and grade-level s goals will align with Key Priority Goals; however, grade-level only specific goals will align with Grade-level Essential Outcomes that only apply to that particular grade level.

Grade-level Essential Outcomes will be the basis for grade-level **SMART Goals**. Note: Grade-levels or content areas may have additional goals that are specific only to their area and not the entire school.

Student Goals may align with Grade-Level Essential Outcome SMART Goals.



Professional Development

Professional development fosters collective responsibility for improved student performance. In addition, the following principles support the district's core belief that continuous professional learning is paramount to success. District professional development will be:

- driven by student learning needs as determined by analyzing data,
- research-based and reflect best practices,
- effective, and
- assessed.

The District Plan for Professional Learning is based upon the *Standards for Professional Learning* (Learning Forward, 2012) as stated below.

1. LEARNING COMMUNITIES: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

2. LEADERSHIP: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

3. RESOURCES: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

4. DATA: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

5. LEARNING DESIGNS: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

6. IMPLEMENTATION: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

7. OUTCOMES: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Strategies

Adults carry with them accumulated knowledge and experiences that may help or hinder their learning. Adult learning should occur in a variety of settings, be problem-solution oriented, and allow the adults to play an active role in their learning (Smylie, 1995). The strategies listed below respect our staff as adult learners and engage them in meaningful learning opportunities.

- *Professional Learning Communities* provide the opportunity for the teachers in a school and its administrators to continuously seek and share learning and then act on what they learn so that students benefit. This collaboration time provides professional development where teachers work together on research-based practices and instructional procedures (Dufour & Eaker, 1998).

- *Job Embedded PD Opportunities* provide professional development opportunities for teachers during the regular school day in order to support instructional programs and teaching (Speck & Knipe, 2001).

- *Classroom-Based Coaching* and Modeling provides professional development for teachers through additional support by a lead teacher, curriculum specialist, literacy coach or educational expert when needed to implement instructional programs and practices (Speck & Knipe, 2001).

- *Study Groups* allow teachers to meet regularly to study a topic(s) relevant to their teaching to gain a deeper understanding (Dufour & Eaker, 1998).

- *Lesson Study* allows teachers to design student-focused lessons, conduct the lessons while other teachers observe, discuss the lessons, and gather evidence to improve the lesson and reteach it (Darling-Hammond et al. 2009).

- *Conferences/Workshops* provide professional development opportunities for teachers that are not available in the school or district (Speck & Knipe, 2001).

- *Mentoring* supports new teachers and increases their skills to better prepare them for the transition from preparation to practice (SEDL, 2000).

- *Curriculum Development*- provide professional development which supports curriculum development in all content areas. This work includes the alignment of curricular materials to the Common Core State Standards, pedagogy supportive of students' developmental characteristics, and training for educators to effectively deliver and evaluate the content (Roberts, 2007).

- Grade Level Meetings - provide professional development through grade level meetings

- Horizontal and Vertical Team Meetings - provide professional development through focused meetings of all content areas in one grade level or through multiple grade levels.

Delivery Methods

The delivery of professional learning is systemic, flexible, and continuous in order to meet the needs of adult learners. Red Clay Consolidated School District will provide professional learning through a variety of methods that include direct teaching, peer coaching, and team collaboration. In addition to the traditional methods of delivery, the district will also utilize the methods listed below.

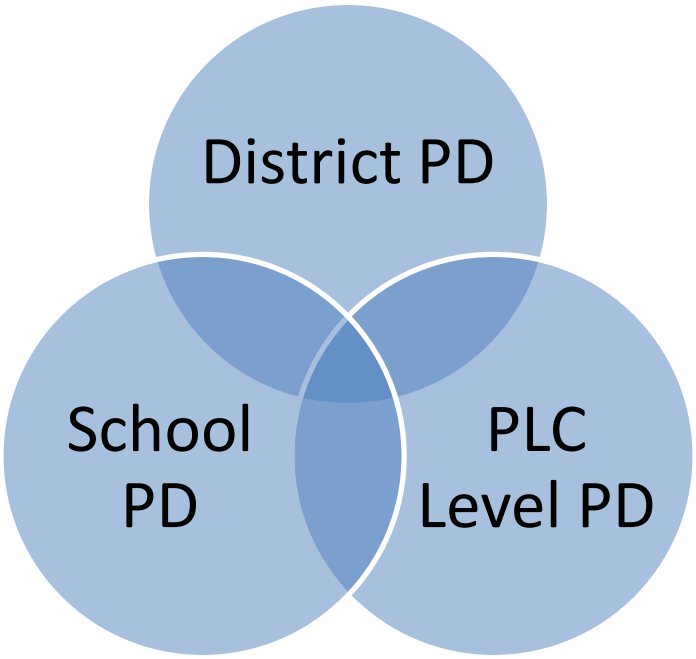
- Professional Learning Communities
- Online videos
- Online tutorials
- Technology-based interactions (webinars, blogs, wikis, Skype)
- Book studies
- Podcasts

A thoughtful process should be considered before doing professional development:

1. How does the PD support students' needs? What data substantiates the need?

2. Are strategies gained from the PD research-based? The evidence to support the research must be considered as well. Are the research studies rigorous? Have the studies behind the PD been examined thoroughly?
3. How will the teachers use these strategies to improve student achievement?
4. What changes are we expecting to see in the teachers' practices in the classroom? How will we evaluate these changes and their effectiveness?
5. How will any new knowledge from the PD be shared with others?
6. Cost-benefit analysis?
7. How will we ensure that this PD becomes sustainable?
8. Who will provide the PD?
    a. Are we able to provide the PD from within the school using internal experts?
    b. Are we able to provide the PD from within the district using experts in other schools?
    c. Are we able to provide the PD from within the district using district office cadre?
    d. Are we able to provide the PD by using technology-based methods (i.e. webinars, blogs, podcasts, etc.)?
    e. Are we able to provide the PD by using external experts or conferences (i.e. consultants, UD, DRWP)?
9. How much of the school budget will be needed to support our PD efforts?
10. **Also, please refer to the Professional Development Flow Chart when requesting PD. A PLC Instructional Plan Form (example) is provided at the end of this manual.**

The school's Key Priorities will help guide school-wide professional development (occur during faculty meetings, some PLC meetings due to alignment, teachers attend conferences, schools contract with external experts, etc.) Grade-level specific essential outcomes are grade-level professional development (occur during PLC meetings, book studies, action research, lesson study, review of research and literature, etc.).



Outcomes

The desired outcome of professional development is increased student achievement as a result of changes in staff attitudes, beliefs, and actions. Changes such as these create a positive school culture, increase knowledge of content and instructional strategies, advance participation in professional learning communities, and develop leadership capacity.

Creating Professional Develop Plans

To focus professional development on key school-wide goals, BLTs should consider developing annual school-wide professional development plans. Professional development plans typically provide an overview of the focus of professional development and of how professional development will be implemented on a school-wide basis over the course of a school year. Such plans tend to center on specific professional learning themes and school-wide goals.

Professional development plans should:

- Align the focus of school-wide professional development with school, district and state goals;
- Prioritize and allow for a variety of learning opportunities;

- Emphasize classroom follow-through and implementation;
- Support ongoing evaluation of the effectiveness of professional development; and
- Identify and address the needs of the staff as a whole and also allow for individuals to seek out opportunities to address personal professional learning needs.

A. Plan Development Considerations

To develop a professional development plan, a BLT should address the following considerations.

- *Who will create the professional development plan?*
  Typically, a team of several staff members and/or administrators may work collectively to develop the plan. This can be accomplished through professional development committees comprising administrators and instructional staff. This option helps ensure that the concerns of both the leadership team and the instructional staff are considered. Another option is that the administrative team may create the plan.

- *How will staff input be solicited and incorporated into the plan?*
  When developing a plan, it is important to ensure that all administrative, instructional and support staff members are provided an opportunity to comment or offer input. Staff input can be solicited through surveys and by discussion of instructor observations and evaluations.

- *How will the plan be shared with faculty and staff?*
  After the plan is created, it should be shared with faculty and staff. Typically, this can be done at an in-service or faculty meeting. PLC guest speaker Sandra Himes, executive director of Upper Bucks County Technical School, emphasized the importance of providing faculty and staff with the context for the plan's goals and action steps. To do this, she provides her staff with an overview of new or changing state, district and school policies. She reviews relevant initiatives from the Pennsylvania Department of Education and goals set forth by the Bureau of CTE as well as federal requirements and goals.

B. Plan Template

As outlined in Figure A below, there are four key components of professional development plans:

- Goals (SMART Goal),
- Action steps (PD Activities),
- Application and follow-through (PD Activities), and
- Evaluation and assessment (Teacher Learning Outcomes, Teacher Practice Outcomes, Student Learning Outcomes)

These four components will be discussed in more detail later on in this section.

It is important to note that this list of components is not intended to be an exhaustive one, nor should the plan template be considered as a one-size-fits-all model for how BLTs approach professional development. The components themselves and the template are intended to be flexible and scalable in nature so that BLTs may adopt, implement and customize them to best meet their specific needs and goals.

Figure A. Professional Development Plan Template

Professional Development Plan Template

I. Goals

- Professional development goals should align with state, district and school performance goals
- Short-term and long-term goals identify strategic and measureable targets for BLTs to achieve. (SMART Goals)
- Address both individual needs and school-wide needs.

II. Action Steps

- What steps will be taken to help achieve goals? (Prioritize learning opportunities based on goals and resources.)
- Determine type and delivery style of professional development (Focus, Format/Type).
- Who is responsible for each action step?
- What is the timeline for each action step?
- What are the resources and costs?

III. Application and Follow-Through

- After professional development is provided, what measures will be taken to help ensure the learned strategies are implemented?

IV. Evaluation and Assessment

- How and when will progress made toward goals be measured? (Teacher Learning Outcomes, Teacher Practice Outcomes, Student Learning Outcomes)

Professional Development Plant Component I: Goals

- **Professional development goals should align with state, district and school performance goals.**

The most effective professional development plans are centered on specific and measureable targets that align and support the school and student improvement goals set at the school, district, state and federal levels. In addition, the plans take into account factors such as:

- Student performance data that indicates areas in need of growth,
- The suggestions and professional learning needs of instructional staff, and
- State and federal policies and initiatives.

Ultimately, each goal set forth in the plan should address how to enhance professional skills, the programs, and/or student achievement.

- **Short-term and long-term goals identify strategic and measureable target for CTCs to achieve.**

To ensure that plans are actionable and achievable, BSTs should target approximately three to five goals per year (Key Priorities). The goals should include those that target short-term gains as well as those focused on long-term achievements. Short-term goals may cover a time period of several months, while long-term goals typically cover a year or longer.

- **Goals should address both individual needs and school-wide needs.**

School-wide professional development plans should include goals that address the needs of individual instructors based on their professional experience as well as the collective needs of the staff. This differentiated approach allows for the flexibility to meet both school-wide and individual instructor needs.

Setting goals helps ensure that professional development will be structured and organized around central themes rather than offered in an ad hoc or disjointed manner. When all staff members are focused on common goals, there is an opportunity for collaborative learning and commitment centered on achieving these goals.

Professional Development Plan Component II: Action Steps

Once the goals of the professional development plan have been established, the plan should specify the steps to be taken to achieve them. These action steps serve to focus professional development on the set targets and **prioritize learning opportunities** on the basis of available resources. Action steps determine the types and focus of professional development to be provided. There should be at least one action step for each of the goals set forth in the plan.

During the process of determining action steps, several elements should be considered and addressed.

- **Determine the type and delivery style of professional development to be offered.**
    - Include opportunities for peer-to-peer learning through activities such as mentoring, professional learning communities and classroom observations.
    - Allow instructors to provide turn-around training through which they share what they learned at a professional development session with colleagues who did not participate.
    - Include opportunities to address updates in technical areas.
    - Include project-based and real-world learning experiences.
    - Differentiate professional development offerings based on learning styles, experience and interest.
    - Tap resources from within staff and have instructors present to colleagues.
    - If available, instructional coaches can provide professional development and help customize strategies for instructors.
    - Additional strategies are outlined in RCCSD's Professional Development Plan (previously outlined in BLT Manual)

- **Identify who is responsible for each action step.**
  Determine who will assume responsibility for making sure the action step is completed. Identify who will be involved in the action step. (All staff? New educators? Educators within a certain program?)

- **Establish a timeline for completing each action step.**
  Define the period of time during which the action step will be implemented. For example, rolling out larger professional development initiatives in incremental stages may be more effective than implementing them all at once. Breaking out the initiatives into smaller steps may make them more manageable and prevent affected staff from feeling overwhelmed.

- **Determine the resources and costs.**
  In light of budget constraints, it is important to determine the resources and costs associated with each action step.

Professional Development Plan Component III: Application and Follow-Through

- **After professional development is provided, what measures will be taken to help ensure the learned strategies are implemented?**

An effective school-wide professional development plan should address how faculty members will be held accountable for the application and follow-through of what they learned from professional development. ***It is not sufficient or effective for educators to merely participate in professional development sessions without applying the new knowledge in the classroom. In such cases, professional development is essentially rendered futile because it will not lead to improved educator or student performance.*** Therefore, a professional development plan should include strategies to help bridge the gap between what is learned through professional development and the extent to which this new knowledge actually is applied consistently in the classroom.

BLTs can use various strategies, such as those outlined below, to help ensure such follow-through occurs on a school-wide basis. These strategies range from informal practices, such as providing opportunities for peer-to-peer learning, to more formal ones, such as linking instructor evaluation to the professional development plan.

Practices to Promote Application and Follow-Through of Professional Development Strategies

- Create opportunities for peer-to peer learning among colleagues as a means to build buy-in, create a culture of learning and encourage collaboration. Examples of peer-to-peer learning include:
- Observing in colleagues' classrooms,
- Staff presentations to colleagues on topics of interest or expertise,
- Professional learning communities that meet regularly on a particular topic, and
- Turn-around training during which selected faculty members who attended a workshop or conference present on what they learned to the rest of the staff. (One PLC member suggested that presentation guidelines could be developed for faculty members to ensure consistency.)
- Provide job-embedded support to educators to help them implement strategies according to their individual needs.
- Conduct follow-up meetings to discuss progress and experience with implementing strategies addressed through professional development. After a school-wide in-service, administrators can schedule a follow-up meeting during which staff members report back on their experiences with applying the strategies addressed in the in-service (artifacts and data should be provided during the report).
- Build in "reminders" for staff of the goals and action steps. Such reminders may include practices as simple as sending email updates to staff or reviewing the plan during faculty meetings.
- Build upon what is already being done. Educators may be more likely to implement action steps and follow through on strategies if they are extensions of practices already in place.
- Link the implementation of action steps to instructor evaluation. Aligning the expectations included in the professional development plan with educator evaluation may support widespread educator follow-through on the action steps.
- Require educators to maintain a **professional portfolio** in which they document how they are focusing on the professional development goals and implementing the action steps.
- Conduct **pre- and post-observation conference.** During the pre-conference, the criteria upon which educators will be evaluated are discussed. After the observation, the evaluator and the educator discuss the extent to which the criteria were met during the lesson.

Professional Development Plan Component IV: Evaluation and Assessment

- **How and when will progress made toward goals be measured?**

Evaluation and assessment is an important component of the professional development plan. "What gets measured, gets done." BSTs should put into place practices and tools that can "continually assess" the extent to which the goals of the professional development plan are met. This assessment should take place on an ongoing basis rather than occurring only at the end of the school year. This allows for modification to the actions steps and continued progress toward the goals to be made.

To support ongoing evaluation of the extent to which goals are being met, the professional development plan should detail the types of assessment to be used and specific points in time at which assessment will be conducted. To determine which types of assessment to be used, consideration should be given to what data is available and the types of analysis necessary to determine whether there is progress toward achieving the goals.

It is recommended that the plan be re-visited throughout the school year to evaluate whether its goals are being addressed. At the end of the school year, the cumulative progress made toward the goals should be reviewed so that the next year's plan can address any remaining goals.

Things that must be done by leadership teams:

- Access reports
- Monthly BLT report to district office
- Facilitate the involvement of the school community in the development of the School Success Plan
- Align School Success Plan with the RCCSD Strategic Plan
- Focus on student achievement for all
- Develop, implement, and monitor school's CCSS implementation plan
- Develop professional development plan for the school
- Coordinate professional development initiatives and resources between the school and district office
- Allocate and manage the school's resources – people, time, funds, and materials – to address the school priorities and students' needs
- Support the overall operation of Professional Leaning Communities
- Monitor the effectiveness of the School Success Plans, professional development, instructional strategies, key initiatives, and intervention programs

- Empower staff and holds them accountable for results, developing a plan for leadership succession
- Operate in a manner consistent with the District's beliefs, expectations, goals and objectives
- Analyze student achievement data
- Identify resources to support testing, training, use of data, professional development
- Demonstrate best practice for using data to develop lessons
- Develop testing and PLC schedules, troubleshooting testing schedules
- Verify lab readiness, coordinating services/support with tech when necessary
- Communicate program details form Test Coordinator
- Collect and addressing or forwarding teacher questions
- Ensure successful testing administration and PLC implementation
- Communicate with faculty members about the nature of the test and PLC process
- Provide expert knowledge about assessments to parents and the larger school community
- Support teachers' efforts to create learning goals using data, differentiated lessons, professional development needs, common assessments
- Show teachers how data is aligned with Common Core State Standards and curriculum
- Develop agendas for in-service; follow up on teacher implementation of learning activities as an outcome of professional development
- Demonstrate how to use excel, online reports, I-tracker etc.
- Provide support for teacher access to data
- Identify challenges to implementation
- Build consensus among teacher to support initiatives

Leading Action Research in Schools

Introduction

Action research is a model of professional development that promotes collaborative inquiry, reflection, and dialogue. "Within the action research process, educators study student learning related to their own teaching. It is a process that allows educators to learn about their own instructional practices and to continue to monitor improved student learning" (Rawlinson & Little, 2004). "The idea of action research is that educational problems and issues are best identified and investigated where the action is: at the classroom and school level. By integrating research into these settings and engaging those who work at this level in research activities, finding can be applied immediately and problems solved more quickly" (Guskey, 2000).

Therefore action research is a continuous and reflective process where educators make instructional decisions in their classrooms based on student needs reflected by classroom data.

The action research process involves four phases:

1. Identifying a classroom problem
2. Developing and implementing an action research plan
3. Collecting and analyzing data
4. Using and sharing results

Action research provides teachers and administrators with an opportunity to better understand what happens in their school. This process establishes a decision-making cycle that guides instructional planning for the school and individual classrooms. Creating the need for research and establishing an environment for conducting classroom action research is the responsibility of a school administrator. A principal's support of any new initiative is crucial in order for the practice to be sustained and impact student learning.

This support is ongoing as the principal should ensure the following components are established to promote an effective learning environment for their faculty:

- provide sufficient and consistent opportunities in the school day for collaborative action research (studying, analyzing student work, dialoguing collaboratively, and analyzing student data to make instructional decisions)

- build a support system for teachers through a coach or a knowledgeable person(s) of the action research process, student learning, and instructional practices
- set high expectations for faculty and students
- create a professional library housing professional literature, assessment tools, and other instructional resources for faculty
- plan several sharing sessions for faculty to present their action research and findings throughout the year
- encourage all faculty to participate, including the principal and assistant principals.

The support for continuous learning of all within the school is the most important task of the leadership within a school. Trust and collaboration are critical components of a school that seeks to embark on problem-solving instructional dilemmas through action research. Once a climate of mutual trust and support has been established, the administrators continue to support this critical process of action research through their knowledge, organization and management, and continuous alignment and support of teachers throughout the action research process.

Within the action research process, teachers may choose to focus their study on one student, a small group of students, a class or several classes, or a whole school. The focus and level of participation among school and district colleagues depends on the level of support, needs, and interests of the teacher(s) and school. Emily Calhoun (1993) described three approaches to action research: individual teacher research, collaborative action research, and school-wide action research. Even though the environments are different, the process of action research remains the same. This process uses data to identify classroom/school problems, creates and implements a plan of action, collects and analyzes data, uses and shares the results, and makes instructional decisions to improve student learning continuously.

Individual teacher research focuses on studying a problem or issue within a single classroom. The teacher who engages in individual teacher research may or may not have support from colleagues and administration to share, brainstorm, and discuss the topic of action research. Although just one teacher may become directly involved in action research, support from knowledgeable educators at the school or district site is still important for successful teacher research to occur. Also, universities, educational agencies, and districts may encourage teacher action research by providing ongoing professional development related to the needs of the individual teacher researcher.

These resources may also provide different venues for sharing the successes of the action research.

Collaborative action research focuses on studying a problem or issue within one or more classrooms. Teachers may collaborate and work together to study a particular problem in many different ways.

- co-teachers in one classroom studying a specific group of students
- a team of teachers focusing on a grade level issue (PLC/CT)
- a teacher and district, educational agency, or university personnel learning and studying a particular instructional practice
- a group of teachers in the same school studying the same instructional concern.

This collaborative action research approach fosters a joint effort because more than one teacher is involved in a specific area of study. Opportunities for sharing and dialogue are more likely to occur.

School-wide action research is a school reform initiative. Every faculty member of the school is involved in studying a specific issue identified from school data. This approach requires a great deal of support from the administrators and lead teachers/personnel, but the results can lead to school-wide change. Successful school-wide action research is directly related to initiatives contained within the school improvement plan.

Please refer to the following chart on the to read examples of research questions that were studied using the different approaches of action research.

Different Approaches to Action Research

Approaches	Level of Focus	Level of Participation	Example of Research Questions
Individual	Single classroom	Individual teacher	1. What impact can daily phonemic awareness activities have on my kindergarten students' oral language development? (kindergarten teacher) 2. How can using concrete objects (manipulatives) improve my students' ability to identify and extend patterns in mathematics? (third grade teacher)
Collaborative	One or more classrooms	Co-Teachers, teams, departments,	1. How can students with disabilities experiencing deficits in phonemic awareness show improvement in

		educational agencies & teachers, university faculty & teachers, teachers within a district, etc.	those skills by participating in additional and intensive instruction in phonemic awareness activities at least four times per week? How will it affect their overall reading ability? (exceptional student education (ESE) teacher & literacy coach) 2. How can implementing "Organizing Together," a Strategic Instruction Model curriculum, improve students' abilities to come to class organized and prepared? (grade 6 teachers in a middle school team)
School-Wide	School Improvement	Whole faculty	1. How can we teach our students to organize, analyze, synthesize, and interpret what they read? (school-wide questions) • How can modeling through readalouds improve students' abilities to organize, analyze, synthesize, and interpret what they read? • There are several action research teams within the school. The above example is one question being studied by one action research team. 2. How can implementing a school-wide positive behavior support program improve students' safety and increase appropriate student behaviors within the school? (all faculty)

Guideline 1: Build Knowledge of the Action Research Process

Information is the critical ingredient when implementing a new process that could change the formal learning of the instructional staff. The principal's role is to generate interest in the action research process by expressing the need through essential questions on student and teacher learning. The principal should pose the following questions during team meetings, individual teacher planning conferences, and with members of the school advisory committee:

- Based on school and classroom data, what do students need to learn in order to achieve in school?
- What instructional practices are we implementing that have positive results on student learning?
- What instructional practices are we implementing that do not have positive results on student learning?
- What do we (faculty) need to know or learn in order to ensure our students achieve their learning goals? What instructional practices or techniques should we investigate and research?
- How are we going to learn about these instructional practices and ensure student impact?
- How will we know that students are achieving their academic and behavioral goals?

It is important that the principal develop an understanding of action research to become proficient in explaining the impact of classroom research on student learning and teacher professional growth. Participating in professional development and reading literature on action research builds a base of knowledge for the principal that makes it possible to respond to questions and work with teachers as they implement the phases of the action research process. The commitment of time will result in a new depth of knowledge about action research that can only reflect in the continued support of teachers.

Action research is continual professional development and provides a direct route to improving teaching and learning (Calhoun, 2002). Using the process to facilitate school-wide change offers the opportunity to transform the school's climate. Teachers and administrators work together to create a professional community in which all contribute to the plan. As the principal begins to investigate the practicality of implementing action research school-wide, the following questions should be addressed:

- What does the disaggregated classroom data reflect about student and teacher learning?
- What do teachers need to learn in order to impact specific student learning needs?
- How is the school going to support teacher learning to ensure student achievement?
- How will teachers and the school evaluate classroom instruction and professional learning? What evaluation tools will be used?

- How will teachers and the school use the information collected through the evaluation to make specific and targeted decisions regarding research-based instructional strategies?

Action research is a process in which teachers systematically investigate instructional practices and techniques in order to improve their teaching. The impact of a specific instructional practice on student learning is measured, and the results become the basis for educational planning and decision-making.

Guideline 2: Understand the Benefits of Action Research

Action research is a teaching, learning, and decision-making process that can be used in a myriad of ways to assist the learning process of students and teachers.

- Action research is a means of improving student achievement through more effective teaching and administration of schools (Cohen & Manion, 1980; Elliot, 1991; Kemmis, 1982; Stenhouse, 1975).
- Educators involved in action research became more flexible in their thinking, more open to new ideas, and more able to solve new problems (Pine, 1981).
- Engaging in action research influenced teachers' thinking skills, sense of efficacy, willingness to communicate with colleagues, and attitudes toward professional development and the process of change (Simmons, 1985).
- Teachers engaged in action research depended more on themselves as decision makers and gained more confidence in what they believed about curriculum and instruction (Strickland, 1988).
- Action researchers were reading, discussing, thinking, and assessing ideas from related research with expanded analytical skills (Simmons, 1985).

Guideline 3: Identify and Address Implementation Issues

School environments are varied and approach new learning methodologies in a multitude of ways. Preparation and planning to address the potential barriers to new learning is important to successful implementation. The following list of issues to discuss to facilitate effective implementation of action research includes:

- Action research may be viewed as a tool for gaining support for one instructional practice over another.
- Action research may be viewed as a way to document support for a proposed initiative.
- Action research requires time to collaborate.

- Some teachers are confident in their own abilities and do not feel the need to conduct formal action research.
- When the term “action research” is discussed, the definitions and applications are numerous and varied.
- Individual teachers’ comfort levels with seeking outside support and assistance can be an obstacle to action research.

Guideline 4: Develop Goals That Include Action Research

The additional guidelines and resources provided in this booklet are suggestions to guide the continued implementation of data-based instructional decision-making through classroom action research. The basis of the school improvement plan is student data. The quality of goals, strategies, and objectives of the school’s vision and school improvement plan is measured by the achievement of those goals, strategies, and objectives by all the students in the school. Achieving these goals is directly related to the high quality implementation of research-based instructional practices, methods, and strategies by each individual teacher in the school. This is the foundation or the school to investigate the quality instruction that must take place if student learning is to improve. If the school’s vision is “every child can learn and achieve,” it is important to be able to support the teaching practices that are used to make this belief happen. Action research provides that support by verifying successful investigations. The principal discusses with the staff and community the importance of researching what teachers think will create learning opportunities for the students. Using the benefits of action research (guideline 2) is an excellent way to lead this discussion.

Once improved student learning through continuous progress monitoring has become a part of the implementation of the school’s vision, it is straightforward to incorporate action research as a process to measure the established instructional goals. For example, a goal could be, “Successful learning experiences will be provided for every child each day through instructional practices that have been researched by the classroom teachers.” This goal lays the foundation for individual action research plans to be implemented by; teachers based on classroom and student needs.

Goals are incorporated into the school improvement plan and action plans are written to ensure the goals are met. As a part of action plans, include professional development and support during implementation of the action research process. The goals created in the school improvement plan reflect what needs to happen so that all students can achieve the required state standards.

Guideline 5: Establish a Support System for Teachers

The premise of conducting action research is to provide feedback of student learning as a result of instruction. Action research is conducted to identify specific factors that cause students to improve their performance and achieve greater gains in applied learning. The principal facilitates the process and resulting accomplishments of action research. Teachers will need a support system as they conduct action research. A thorough plan of follow-up opportunities and support should be developed and expressed to all instructional staff.

- Create a team that will participate in additional professional development in order to scaffold and facilitate teachers as they conduct action research. This team can be made up of resource teachers, subject/grade level chairpersons, district staff, state agency representatives, and/or university professors.
- Investigate and disseminate information on conferences, seminars, and resources to enhance the continued learning and support of the established instructional initiatives.
- Review action plans in the school improvement plan to align action research to ensure that resources will be available.
- Develop a calendar of dates and times that assistance, dialogue, and sharing will be available to teachers facilitated by a support team and/or principal.

  Example: On scheduled days for professional development, the support team can facilitate teachers in collaborative dialogue providing teachers with opportunities to reflect on their action research and receive guidance or suggestions from their colleagues and support team.
- In the staff newsletters, assign a section to communicate action research tips to consider, questions and answers, testimonials, examples, resources, and grant information.
- Classroom observations should be linked to the teacher's action research study.

Guideline 6: Provide Professional Development in Action Research

To conduct action research successfully, a professional development plan at the school level should be developed, implemented, and sustained to provide teachers with opportunities to develop a knowledge base of action research.

The principal should actively participate in the professional development that is planned and delivered at the school. Remember, it is important for the administrator to demonstrate not only knowledge but also support the teacher's action research

continuously. When the principal models an understanding of the process and is actively involved in the professional development of teachers, positive attitudes can be maintained and strengthened.

It is important for the principal to align professional development and action research to teachers' individual professional development plans. It is also important to communicate to teachers that action research is a process related to their individual professional development plans.

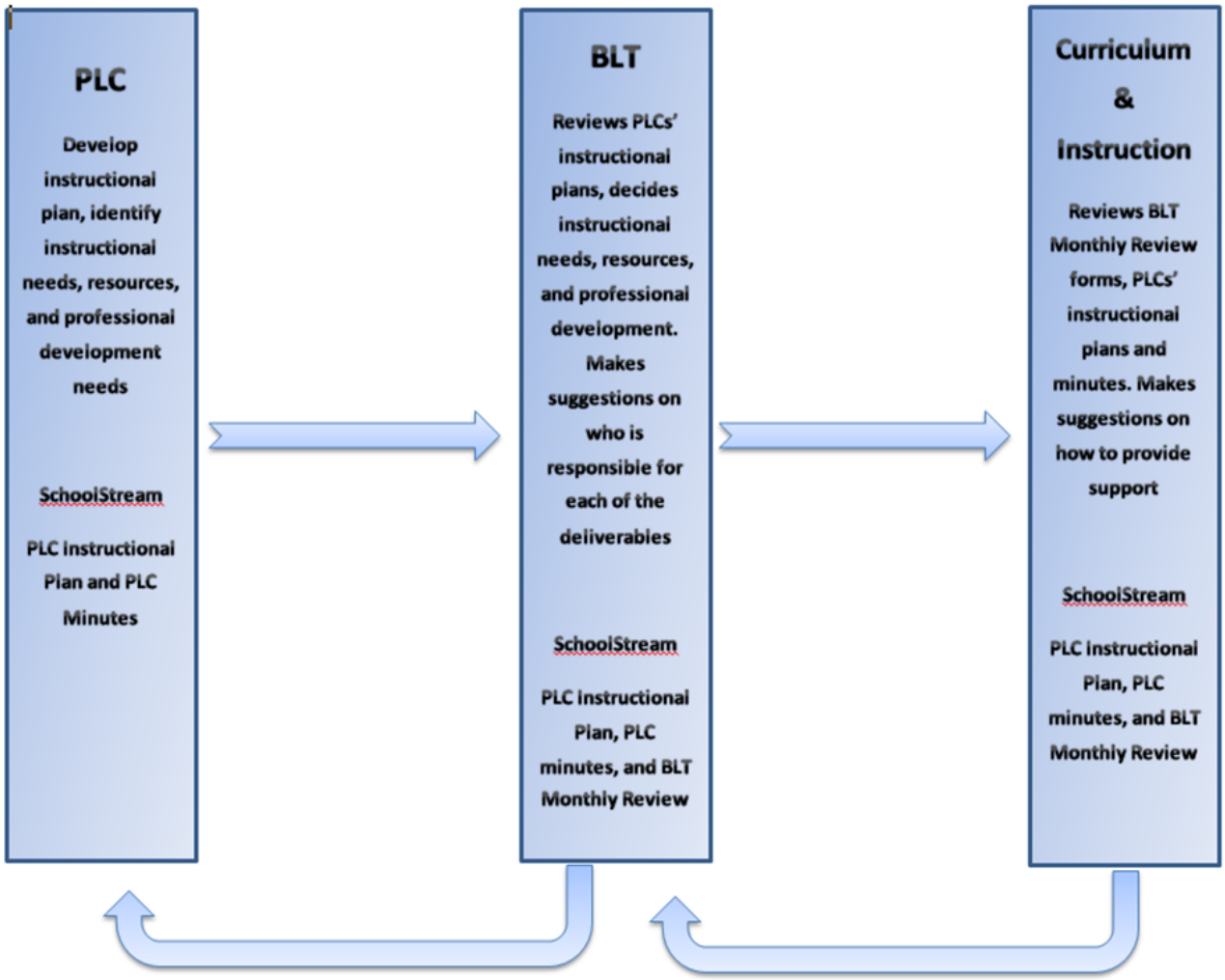
Guideline 7: Provide Opportunities for Collaboration

Principals know that teachers learn not only by themselves but also by working with others. Teachers need to work together to plan what instructional practices and techniques need to be implemented, what changes can occur, and how to evaluate their instruction. The more teachers learn, the more likely they will think of changes to implement to enhance student learning.

Teachers must look at action research and ask

- What do we want our students to achieve related to the curriculum standards and student needs?
- Which instructional practices and techniques are we using which have a research base?
- What instructional practices, programs, and materials should we investigate to verify the effects on student learning?
- How will we know that all students are mastering the established goals and objectives?

Professional Development Flow Chart



PLC Instructional Plan Form (example)

PD Request

School: PLC School of Excellence	
Date: October 24, 2011	**Group: 3rd Grade PLC**
Attendance: Joe, John, Jordan, Sue, Tara	
Content Area: ELA	

Essential Outcome:

Increase 3rd grade students' critical thinking through the use of higher level questions.

SMART Goal:

The third grade team's SMART goal is that 90% of the students in our ELA classes will be able to respond to level IV and above (analysis, synthesis and evaluation) questions (Bloom's Taxonomy) with 92% accuracy (3 or 4 on the rubric) by April 2012.

Instructional Plan:

Baseline Data and Monitor of Student Progress:

Level of Performance	Benchmarks	Date
27% of the students are meeting the Smart Goal at this point in the school year.	End of Selection Test- Substitute original questions with 2 RARE response questions with higher-level thinking.	Sept. 2011
	Scott Foresman Test Questions for Extended Response (higher level)	Every 6 weeks

Activities Used to Help Achieve Goal:

Activities	Resources	Schedule
* Small Group and Whole Group Instruction- verbal and written assessment of comprehension using questions from Bloom's Taxonomy.	* Utilize Bloom's Taxonomy flip chart with ready-made questions for each level. *Differentiated Instruction professional development	* Weekly

* Think and Respond Questions at end of story (change to include higher level thinking questions from Bloom's Taxonomy).	* Utilize Bloom's Taxonomy flip chart and book questions.	* Weekly
* Read books on best practices regarding Bloom's Taxonomy and QAR	* Read QAR and Bloom's Taxonomy books to increase comprehension through subject matter. *The Literacy Coach will come into the classroom to give a lesson on QAR.	* Ongoing
* Instruction on short answer responses using RARE to answer questions regarding the SF stories and leveled books.	* Utilize SF materials. * Literacy Coach will come into the classroom to give a lesson on RARE.	*Weekly in small group.
* Instruction on Super QAR lessons with 6 booster lessons to reinforce concepts of QAR for higher level thinking questions	* Read super QAR lessons and teacher guide book to reinforce instructional practices.	* February * Booster lessons: (Prior to DCAS).
* Students will use a 2 point and a 4 point rubric to score responses.	* 2 and 4 point rubrics hanging in the classroom for reference.	* Weekly

Professional Development Need: QAR Model Lessons	**Professional Development Source:** School
Professional Development Need: RARE Model Lessons	**Professional Development Source:** School
Professional Development Need: Differentiated Instruction (small reading groups, tiered, centers)	**Professional Development Source:** District Office
Professional Development Need:	**Professional Development Source:**
Professional Development Need:	**Professional Development Source:**

School-Level Professional Development Overview

District Strategic Plan Goal	Key Priority	Student Population	Professional Development Activity		Target Audience	Evaluation	Cost (Building Budget)
			Focus (Content/Topic)	Format/Type			
Estimated Total Cost from Building Budget							

District Strategic Plan Goal: Identify the Strategic Plan Goal (s) that the Key Priority aligns to or support.

Key Priority: Identify the main focus for school-wide initiatives (i.e. Block scheduling, develop common formative curricular-based assessments, summarization, etc.). Key priorities must align (support) with one of the Red Clay Consolidated School District Strategic Plan Goals. Additional information on Key Priorities can be found in the BLT Manual and PLC Overview and Guidelines.

Student Population: Identify the subgroups the Key Priority will assist in improving their academic achievement. Note: may also include school-wide discipline (i.e. PBS, Cooperative Discipline, etc.)

Professional Development Activity: Identify the Focus (i.e. Block Scheduling) and Format/Type (i.e. workshop, consultant, book study, webinars, etc.) for the PD activity.

Target Audience: Identify the audience for the professional development (i.e. teachers, counselors, administrators, etc.)

Evaluation: Identify the methods that will be used to evaluate the effectiveness of the professional development (i.e. walkthroughs, student achievement on common formative curricular-based assessments, discipline rates, attendance, etc.)

Cost: Estimate the cost to implement the professional development activity. The funding source will be the building budget.

District Strategic Plan Goal:

School-wide Professional Development Focus: SMART Goal (Student Achievement):

Teacher Implementation Objective

PLANNING		LEARNING AND IMPLEMENTATION		EVALUATION		
Needs Assessment Based on Data	**Resources**	**Professional Development Activities**		**Teacher Learning Outcomes (Knowledge/Skills)** ***Guskey Level 2***	**Teacher Practice Outcomes (Behaviors)** ***Guskey Level 4***	**Student Learning Outcomes** ***Guskey Level 5***
		Focus (Content/Topic)	Format/Type			

BLT Monthly Review

School:
Date:
BLT Members in Attendance:
RCCSD Strategic Plan: (List activities/strategies that you have undertaken to support the District's Strategic Plan)
School Success Plan: (List activities/strategies that you have undertaken to support the School's Success Plan)
Knowledge: (What new knowledge about research surrounding the District and School initiatives have you gained and how has this knowledge been transfered to other staff members in the building?)
Accomplishments to date: (List any major accomplishment (s) or significant outcome(s) and any data to support)
Upcoming tasks: (List key tasks that the BLT is going to undertake to improve student achievement in your school)
Challenges: (List any major challenges (actual or anticipated) to you successfully improving student achievement)
Actions to address challenges: (Explain how you plan to overcome the identified challenges)
Professional Development Resources/Support Needed from District: (List any professional development resources/support you need from the District to successfully improve student achievement)
Other Resources/Support Needed: (List other resources/support you need to successfully improve student achievement)

References

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Building Leadership Team (Grades K – 5)

Job Posting Information

Posting ID: **Posting Start Date:**

Name: Building Leadership Team (Grades K-5) **Posting End Date:**

Location: All Schools

Overview: **PRIMARY FUNCTION:**

Seeking talented, determined, motivated staff members who wish to support the administrative staff in both the role of liaison, and in help lead the school's effort in reaching the Red Clay Consolidated School District's "Academic Success for All" vision. The BLT supports the improvement of teaching and learning with an explicit goal of raising student achievement for each student and narrowing achievement gaps. Members of the BLT support decision making with regard to the school's instructional program, and support the development and implementation of professional development.

Grundy Amy 5/16/2014 2:07 PM
Comment [1]: teacher leaders

Grundy Amy 5/16/2014 2:06 PM
Comment [2]: team

Grundy Amy 5/16/2014 2:09 PM
Comment [3]: as a liaison and instructional leader to

RESPONSIBILITIES

- Assist the administrative staff in the design and implementation of the School Success Plan; lead in the creation of school-wide goals
- Help communicate the school's mission and goals
- Assist in community outreach and communication
- Maintain knowledge and expertise about the research surrounding the district and school initiatives
- Create and maintain an environment of trust, respect and common values
- Be an advocate for the PLC process for teams
- Work collaboratively and independently to develop a collaborative culture to improve instruction and student achievement through the effective use and understanding of assessments, data and research through the District's PLC process
- Develop a collaborative approach among teachers that includes special education and support teachers assigned to the team
- Communicate with district cadre, coaches for support and assistance in planning and providing professional development to staff
- Serve as liaison between the building administration and the school staff, disseminating and communicating information to peers
- Manage the team budget; responsible for requisitions and supplies for their team

- Coordinate homework and common assessment schedules for the team
- Greet and assist substitutes within the team
- Responsible for informing administration of field trip planning, recess periods, team meetings, changes in the daily schedule due to special events and team level celebrations
- Additional responsibilities at discretion of the principal

QUALIFICATIONS

- Strong collaboration and communication skills
- Leader in the areas of curriculum and instruction; should be able to facilitate team level collaboration
- Skilled at connecting Common Core Standards, current curriculum, pacing guides, scope and sequence, and instructional materials being used at the school
- Knowledge of assessment formation and use of data to drive planning and instruction
- Skills to organize and manage aspects of coordination of team level activities
- 2 years' experience recommended

TO APPLY: Submit a letter of interest to School Principal

Compensation: Team Leader EPER rate plus approximately $600.00 Stipend

Walkthrough Schedule

September 2015						
Sunday	Monday	Tuesday	Wednesda	Thursday	Friday	Saturday
						1
2	**3** Labor Day	**4**	**5**	**6**	**7**	8
9	**10** **Complete first walkthrough for all staff by the cob on 9/11**	**11**	**12**	**13**	**14**	15
16 Two week cycle →	**17** **ADMIN A 1, 3, and 4**	**18**	**19**	**20**	**21**	22
23	**24** **ADMIN B: KN, 2, and 5**	**25**	**26**	**27**	**28**	29
30						

Official walkthroughs will occur daily. Administration will use the Walkthrough tool that has been designed according to the Teach Like a Champion Model and shared with staff. Each classroom teacher will be visited for no more than 10 minutes at a time and teachers will be provided with an electronic copy of the completed document within 24 hours of the classroom visit. Classroom visit times will shift from month to month in order for administration to gather a more complete understanding of classroom activity. Information gathered from walkthroughs will be used to celebrate strengths and support challenges throughout the school. General Walkthrough data will be shared with the BLT monthly.

Walkthrough Schedule

October 2015						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 **A: 2, 5, and 1**	**2**	**3**	**4**	**5**	6
7	**8** **B: K, 3, and 4** Columbus Day	**9**	**10**	**11**	**12**	13
14	**15** **A: K, 3, and 4**	**16**	**17**	**18**	**19**	20
21	**22** **B: 2, 5, and 1**	**23**	**24**	**25**	**26**	27
28	**29** **Catch Up**	**30**	**31** Halloween	**A Total:**	**B Total:**	

Walkthrough Schedule

November 2015						
Sunday	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Saturday**
				1	**2**	3
4 Two week cycle →	**5** **A: 2, 5, and 1**	**6**	**7**	**8**	**9**	10
11 Veterans Day	**12** **B: K, 3, and 4**	**13**	**14**	**15**	**16**	17
18 Two week cycle →	**19** **A: K, 3, and 4**	**20**	**21**	**22** Thanksgiving Day	**23**	24
25	**26** **B: 2, 5, and 1**	**27**	**28**	**29** **A Total:**	**30** **B Total:**	

Walkthrough Schedule

December 2015						
Sunday	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Saturday**
						1
2 Two week cycle →	**3** **A: 2, 5, and 1**	**4**	**5**	**6**	**7**	8
9	**10** **B: K, 3, and 4**	**11**	**12**	**13**	**14**	15
16 One week cycle →	**17** **A: K, 3, and 4**	**18**	**19**	**20**	**21**	22
23	**24** **B: 2, 5, and 1**	**25** Christmas Day	**26**	**27**	**28**	29
30	**31**					

Walkthrough Schedule

January 2016						
Sunday	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Saturday**
		1 New Year's Day	**2**	**3**	**4**	5
6 Two week cycle →	**7** **A: K, 3, and 4**	**8**	**9**	**10**	**11**	12
13	**4** **B: 2, 5, and 1**	**15**	**16**	**17**	**18**	19
20 Two week cycle →	**21** **A: 2, 5, and 1**	**22**	**23**	**24**	**25**	26
27	**28** **B: K, 3, and 4**	**29**	**30**	**31**		

Walkthrough Schedule

February 2016						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3 Two week cycle →	**4** **A: K, 3, and 4**	**5**	**6**	**7**	**8**	9
10	**11** **B: 2, 5, and 1**	**12**	**13**	**14**	**15**	16
17 Two week cycle →	**18** **A: 2, 5, and 1**	**19**	**20**	**21**	**22**	23
24	**25** **B: K, 3, and 4**	**26**	**27**	**28**		

Walkthrough Schedule

March 2016						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3 Two week cycle →	**4** **A: K, 3, and 4**	**5**	**6**	**7**	**8**	9
10	**11** **B: 2, 5, and 1**	**12**	**13**	**14**	**15**	16
17 Two week cycle →	**18** **A: 2, 5, and 1**	**19**	**20**	**21**	**22**	23
24	**25** **B: K, 3, and 4**	**26**	**27**	**28**	**29** Good Friday	30
31						

Walkthrough Schedule

April 2016						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	**2**	**3**	**4**	**5**	6
7 Two week cycle →	**8** **A: K, 3, and 4**	**9**	**10**	**11**	**12**	13
14	**15** **B: 2, 5, and 1**	**16**	**17**	**18**	**19**	20
21 Two week cycle →	**22** **A: 2, 5, and 1**	**23**	**24**	**25**	**26**	27
28	**29** **B: K, 3, and 4**	**30**	**1**	**2**	**3**	4

Walkthrough Schedule

May 2013						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12 Mother's Day	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Draft Highlands Walkthrough Form

Form: Draft Walkthrough Protocol **Teacher:** Anonymous
Observation Date: 1/5/2015 **Grade:** 03 **Subject:** ELA/Reading

1. Time:	*Required(2,000 Character Limit)
2. Number of Students:	*Required(2,000 Character Limit)
Common Core Content Objective(s)*(N/A)*	
3. Common Core Content Objective(s) are:*	Posted Not Posted N/A *Required
4. Optional brief description:	*Required(2,000 Character Limit)
Instructional Technique(s)*(N/A)*	
Teach Like a Champion Techniques	Observed Not Observed N/A *Required
6. Optional brief description:	*Required(2,000 Character Limit)

Draft Highlands Walkthrough Form

7. Teacher explanation?*	Yes No N/A *Required
8. Student understanding?*	Yes No N/A *Required
9. Instruction is aligned to objectives?*	Yes No N/A *Required
10. Optional brief description:	*Required(2,000 Character Limit)
Key Vocabulary*(N/A)*	
11. Posted?*	Yes No N/A *Required
12. Referred to?*	Yes No N/A *Required
Formative Assessment*(N/A)*	
13. Observed?*	Yes No N/A *Required
14. Type:*	Written Oral Both Neither *Required
Teacher Activity	

Draft Highlands Walkthrough Form

15. Teacher Activity: (check all that apply)	☐ Direct Instruction ☐ Modeling ☐ Guided Practice ☐ Small Group ☐ Monitoring ☐ Technology *Required
16. Comments:	*Required(2,000 Character Limit)
Student Activity	
17. Student Activity: (check all that apply)	☐ Whole Group ☐ Small Group ☐ Peer to Peer Dialogue ☐ Student to Teacher Dialogue ☐ Independent Practice ☐ Reading ☐ Writing ☐ Speaking ☐ Listening *Required
18. Comments:	*Required(2,000 Character Limit)
Student Engagement	
19. Student Engagement:*	○ 90-100% ○ 80-90% ○ 70-80% ○ 60-70% ○ Below 60% *Required

Draft Highlands Walkthrough Form

20. Comments:	*Required(2,000 Character Limit)
21. Reflection:	*Required(2,000 Character Limit)

An additional component will be added after Paths training occurs to capture classroom environment.

Highlands Elementary PD/PLC Calendar				
June 2015				
Monday	Tuesday	Wednesday	Thursday	Friday
	PD: Three days at the conclusion of the school year Day 1: Team Building, Data Dive, Plan Review (Opportunity for New Leader/Staff connections) Day 2: Teach like a Champion Day 3: School Culture and Climate(Poverty)/Math Expressions Introduction			

Highlands Elementary PD/PLC Calendar				
July 2015				
Monday	Tuesday	Wednesday	Thursday	Friday

Highlands Elementary PD/PLC Calendar				
August 2015 "Let go of yesterday. Let today be a new beginning and be the best that you can…"				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
	PD: • Teach Like a Champion: ¼ day (Day 1 pm) • Paths: One Day (day 2) • Literacy and Math Curriculum Training: One Day (Day 3) • Team Building: 1/2 Day (day 1) • Technology: ¼ Day (Day 1 pm)			
	PLC Work: • Review Baseline Data • Consistently implement specific Teach Like a Champion Practice			

Highlands Elementary PD/PLC Calendar				
September 2015 "How wonderful it is that nobody need wait a single moment before starting to improve the world." A. Frank				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
	PLC Work: First 45 minute session • Consistently implement specific Teach Like a Champion Practice • Reflect on Paths Implementation		Second 45 min session • Data review • Common Assessment • Refine instruction	
	PLC Work: First 45 minute session • Consistently implement specific Teach Like a Champion Practice • Reflect on Paths Implementation		Second 45 min session • Data review • Common Assessment • Refine instruction	
	PLC Work: First 45 minute session • Develop Math instruction/Reading instruction		Second 45 min session • Data review • Common Assessment • Refine instruction	
	PLC Work: First 45 minute session • Develop Math instruction/Reading instruction		Second 45 min session • Data review • Common Assessment Refine instruction	
One hour after school PLC: Math Small Group	PLC Work: First 45 minute session • Develop Math instruction/Reading instruction		Second 45 min session • Data review • Common Assessment • Refine instruction	
Faculty Meeting: Agenda Item Classroom Management Collaborative Problem Solving (15 min)				

Highlands Elementary PD/PLC Calendar				
October 2015 "A positive attitude causes a chain reaction of positive thoughts, events and outcomes. It is a catalyst and it sparks extraordinary results." W Boggs				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
	PLC Work: First 45 min session • Consistently implement specific Teach Like a Champion Practice • Reflect on Paths Implementation		Second 45 min session • Data review • Common Assessment • Refine instruction	
	PLC Work: First 45 minute session • Consistently implement specific Teach Like a Champion Practice • Reflect on Paths Implementation		Second 45 min session • Data review • Common Assessment • Refine instruction	
Inservice Day: Paths Professional Development	PLC Work: First 45 minute session • Develop Math instruction/Reading instruction		Second 45 min session • Data review • Common Assessment • Refine instruction	
One hour after school PLC: Lesson Plan analysis and development	PLC Work: First 45 minute session • Develop Math instruction/Reading instruction		Second 45 min session • Data review • Common Assessment • Refine instruction	
Two Hour Bi-monthly PD: Paths Coaches: reflection and practice enhancement	PLC Work: First 45 minute session • Develop Math instruction/Reading instruction		Second 45 min session • Data review • Common Assessment • Refine instruction	
Faculty Meeting Agenda Item: Classroom Management Collaborative Problem Solving (15 min) Ongoing as needed..				

Highlands Elementary PD/PLC Calendar				
November 2015 "Individual commitment to a group effort - that is what makes a team work, a company work, a society work, a civilization work." V. Lombardi				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
	PLC Work: First 45 min session • Consistently implement specific Teach Like a Champion Practice • Reflect on Paths Implementation		Second 45 min session • Data review • Common Assessment • Refine instruction	
	PLC Work: First 45 minute session • Consistently implement specific Teach Like a Champion Practice • Reflect on Paths Implementation		Second 45 min session • Data review • Common Assessment • Refine instruction	
	PLC Work: First 45 minute session • Develop Math instruction/Reading instruction		Second 45 min session • Data review • Common Assessment • Refine instruction	
	PLC Work: First 45 minute session • Develop Math instruction/Reading instruction		Second 45 min session • Data review • Common Assessment • Refine instruction	
One hour after school PLC: Quarterly team smart goal check in and share out	PLC Work: First 45 minute session • Develop Math instruction/Reading instruction		Second 45 min session • Data review • Common Assessment • Refine instruction	

Highlands Elementary PD/PLC Calendar				
December 2015				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
	PLC Work: First 45 min session • Consistently implement specific Teach Like a Champion Practice • Reflect on Paths Implementation		Second 45 min session • Data review • Common Assessment • Refine instruction	
	PLC Work: First 45 minute session • Consistently implement specific Teach Like a Champion Practice • Reflect on Paths Implementation		Second 45 min session • Data review • Common Assessment • Refine instruction	
	PLC Work: First 45 minute session • Develop Math instruction/Reading instruction		Second 45 min session • Data review • Common Assessment • Refine instruction	
One hour after school PLC: Celebrating our success!! (Grade level teams report)	PLC Work: First 45 minute session • Develop Math instruction/Reading instruction		Second 45 min session • Data review • Common Assessment • Refine instruction	
Two Hour Bi-monthly PD: Technology review, sharing and development.	PLC Work: First 45 minute session • Develop Math instruction/Reading instruction		Second 45 min session • Data review • Common Assessment • Refine instruction	

Highlands Elementary PD/PLC Calendar				
January 2016				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
	PLC Work: First 45 min session • Consistently implement specific Teach Like a Champion Practice • Reflect on Paths Implementation		Second 45 min session • Data review • Common Assessment • Refine instruction	
	PLC Work: First 45 minute session • Consistently implement specific Teach Like a Champion Practice • Reflect on Paths Implementation		Second 45 min session • Data review • Common Assessment • Refine instruction	
	PLC Work: First 45 minute session • Develop Math instruction/Reading instruction		Second 45 min session • Data review • Common Assessment • Refine instruction	
One hour after school PLC: Teach Like a Champion Refresh	PLC Work: First 45 minute session • Develop Math instruction/Reading instruction		Second 45 min session • Data review • Common Assessment • Refine instruction	
	PLC Work: First 45 minute session • Develop Math instruction/Reading instruction		Second 45 min session • Data review • Common Assessment • Refine instruction	

Highlands Elementary PD/PLC Calendar				
February 2016				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
	PLC Work: First 45 min session • Consistently implement specific Teach Like a Champion Practice • Reflect on Paths Implementation		Second 45 min session • Data review • Common Assessment • Refine instruction	
	PLC Work: First 45 minute session • Consistently implement specific Teach Like a Champion Practice • Reflect on Paths Implementation		Second 45 min session • Data review • Common Assessment • Refine instruction	
	PLC Work: First 45 minute session • Develop Math instruction/Reading instruction		Second 45 min session • Data review • Common Assessment • Refine instruction	
One hour after school PLC: ELA/Reading Data Review/instructional needs	PLC Work: First 45 minute session • Develop Math instruction/Reading instruction		Second 45 min session • Data review • Common Assessment • Refine instruction	
Two Hour Bi-monthly PD: Quarterly smart goal review and report by grade level teams	PLC Work: First 45 minute session • Develop Math instruction/Reading instruction		Second 45 min session • Data review • Common Assessment • Refine instruction	

Highlands Elementary PD/PLC Calendar				
March 2016				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
	PLC Work: First 45 min session • Consistently implement specific Teach Like a Champion Practice • Reflect on Paths Implementation		Second 45 min session • Data review • Common Assessment • Refine instruction	
	PLC Work: First 45 minute session • Consistently implement specific Teach Like a Champion Practice • Reflect on Paths Implementation		Second 45 min session • Data review • Common Assessment • Refine instruction	
	PLC Work: First 45 minute session • Develop Math instruction/Reading instruction		Second 45 min session • Data review • Common Assessment • Refine instruction	
One hour after school PLC: Writing/Technology application	PLC Work: First 45 minute session • Develop Math instruction/Reading instruction		Second 45 min session • Data review • Common Assessment • Refine instruction	
	PLC Work: First 45 minute session • Develop Math instruction/Reading instruction		Second 45 min session • Data review • Common Assessment • Refine instruction	

Highlands Elementary PD/PLC Calendar				
April 2016				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
	PLC Work: First 45 min session • Consistently implement specific Teach Like a Champion Practice • Reflect on Paths Implementation		Second 45 min session • Data review • Common Assessment • Refine instruction	
	PLC Work: First 45 minute session • Consistently implement specific Teach Like a Champion Practice • Reflect on Paths Implementation		Second 45 min session • Data review • Common Assessment • Refine instruction	
	PLC Work: First 45 minute session • Develop Math instruction/Reading instruction		Second 45 min session • Data review • Common Assessment • Refine instruction	
One hour after school PLC: Determined by BLT and staff needs.	PLC Work: First 45 minute session • Develop Math instruction/Reading instruction		Second 45 min session • Data review • Common Assessment • Refine instruction	
Two Hour Bi-monthly PD: Paths Coaches: review and check in.	PLC Work: First 45 minute session • Develop Math instruction/Reading instruction		Second 45 min session • Data review • Common Assessment • Refine instruction	

Highlands Elementary PD/PLC Calendar				
May 2016				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
	PLC Work: First 45 min session • Consistently implement specific Teach Like a Champion Practice • Reflect on Paths Implementation		Second 45 min session • Data review • Common Assessment • Refine instruction	
	PLC Work: First 45 minute session • Consistently implement specific Teach Like a Champion Practice • Reflect on Paths Implementation		Second 45 min session • Data review • Common Assessment • Refine instruction	
	PLC Work: First 45 minute session • Develop Math instruction/Reading instruction		Second 45 min session • Data review • Common Assessment • Refine instruction	
One hour after school PLC: Testing Reflections	PLC Work: First 45 minute session • Develop Math instruction/Reading instruction		Second 45 min session • Data review • Common Assessment • Refine instruction	
	PLC Work: First 45 minute session • Develop Math instruction/Reading instruction		Second 45 min session • Data review • Common Assessment • Refine instruction	

Highlands Elementary PD/PLC Calendar				
June 2016				
Monday	Tuesday	Wednesday	Thursday	Friday

2014 - 2015 First Grade Reading Street '08 Long Range

Unit	Date	Main Selection Genre	Skill/Strategy	Phonics	Grammar	Writing
1.1	9/8	***Sam, Come Back!*** Fiction	Character Monitor and Fix Up	Short ***a*** and Final ***ck***	Sentences	Personal Narrative *Prewriting*
1.2		***Pig in a Wig*** Fantasy	Realism and Fantasy Summarize	Short ***i*** and Final ***x***	Naming parts of a Sentence	Personal Narrative *Drafting*
*1.3		***The Big Blue Ox*** Animal Fantasy	Character and Setting Visualize	Short ***o*** and ***-s*** Plurals	Action parts of a Sentence	Personal Narrative *Revising*
1.4		***A Fox and a Kit*** Narrative Nonfiction	Main Idea Ask Questions	Inflected Endings ***-s*** and ***-ing***	Word Order	Personal Narrative *Editing*
*1.5		***Get the Egg!*** Realistic Fiction	Realism and Fantasy Story Structure	Short ***e*** and Initial Blends	Telling Sentences	Personal Narrative *Publishing*
1.6		***Animal Park*** Photo Essay	Cause and Effect Monitor and Fix Up	Short ***u*** and Final Blends	Questions	Personal Narrative *Sharing*
	10/17-10/24	***Unit 1 Benchmark-NOT Required-Teachers are welcome to administer and input data.***				
2.1	10/27	***A Big Fish for Max*** Animal Fantasy	Main Idea Predict	Digraphs ***sh, th*** Vowel sound in ***ball***	Nouns	How-to Report *Prewriting*
2.2		***The Farmer in the Hat*** Realistic Fiction	Cause and Effect Monitor & Fix Up	Long ***a*** (CVCe) and ***c/s/, g/j/***	Proper Nouns	How-to Report *Drafting*
*2.3		***Who Works Here?*** Expository Nonfiction	Author's Purpose Ask Questions	Long ***i*** (CVCe) and digraphs ***wh, ch, tch***	Special Titles	How-to Report *Revising*
2.4		***The Big Circle*** Fiction	Sequence Monitor and Fix Up	Long ***o*** (CVCe) and contractions ***n't, 'm, 'll***	Days, Months, Holidays	How-to Report *Editing*
*2.5		***Life in the Forest*** Expository Nonfiction	Author's Purpose Preview the Text	Long ***u***, Long ***e***(CVCe) Inflected ending ***-ed***	One and More than One	How-to Report *Publishing*
2.6		***Honey Bees*** Expository Nonfiction	Compare and Contrast Preview	Long e: ***e, ee*** and syllables VCCV	Nouns in Sentences	How-to Report *Sharing*
**	12/12 - 12/19	***Unit 2 Benchmark Assessment, <u>including Writing</u> is to be administered. Scores are to be input into I-Tracker Pro.***				
3.1	1/5	***An Egg is an Egg*** Realistic Fiction	Compare and Contrast Predict	Vowel sounds of ***y*** and long vowels (CV)	Action Verbs	Description *Prewriting*

3.2		***Ruby in Her Own Time*** Animal Fantasy	Plot Summarize	Final ***ng, nk*** and Compound Words	Verbs that add -s	Description *Drafting*
*3.3		***Jan's New Home*** Realistic Fiction	Theme Monitor and Fix Up	Ending ***-es*** and r-controlled ***or, ore***	Verbs that do not add -s	Description *Revising*
3.4		***Frog and Toad Together*** Animal Fantasy	Plot Visualize	Endings ***-ed, -ing*** and r-controlled ***ar***	Verbs for Now and the Past	Description *Editing*
*3.5		***I'm a Caterpillar*** Narrative Nonfiction	Draw Conclusions Text Structure	r-controlled ***er, ir, ur*** contractions ***'s,'ve,'re***	am, is are, was, were	Description *Publishing*
3.6		***Where are Animal Friends*** Play	Sequence Prior Knowledge	Comparative endings & ***dge /j/***	Contractions with ***not***	Description *Sharing*
	2/12-2/20	***Unit 3 Benchmark-NOT Required-Teachers are welcome to administer and input data.***				
4.1	2/23	***Mama's Birthday Present*** Realistic Fiction	Draw Conclusions Monitor and Fix Up	Long a: ***ai, ay*** and Possessives	Adjectives	Persuasive Letter *Prewriting*
4.2		***The Dot*** Realistic Fiction	Theme Graphic Organizers	Long e: ***ea*** and Inflected Endings	Adjectives for Color & Shapes	Persuasive Letter *Drafting*
*4.3		***Mister Bones: Dinosaur*** Biography	Author's Purpose Monitor and Fix Up	Long o: ***oa, ow*** and 3-letter blends	Adjectives for sizes	Persuasive Letter *Revising*
4.4		***The Lady in the Moon*** Realistic Fiction	Realism and Fantasy Monitor and Fix Up	Long i: ***ie, igh*** and ***kn/n/*** and ***wr/r/***	Adjectives for what kind	Persuasive letter *Editing*
*4.5		***Peter's Chair*** Realistic Fiction	Character, Setting, Plot Story Structure	Compound Words & vowels ***ew, ue, ui***	Adjectives for how many	Persuasive Letter *Publishing*
4.6		***Henry and Mudge*** Realistic Fiction	Cause and Effect Preview	Suffixes ***-ly, -ful*** Vowels in ***moon***	Adjectives that Compare	Persuasive Letter *Sharing*
**	4/2-4/17	***Unit 4 Benchmark Assessment, <u>including Writing</u> is to be administered.*** ***Scores are to be input into I-Tracker Pro.***				
5.1	4/13	***Tippy-Toe Chick, Go!*** Animal Fantasy	Character, Setting, Plot Story Structure	Dipthong ***ow***/ou/ and syllables ***C+le***	Commands	Research Report *Prewriting*
5.2		***Mole and the Baby Bird*** Animal Fantasy	Sequence Summarize	Dipthong ***ou*** /ou/ and syllables ***VCV***	Exclamations	Research Report *Drafting*

*5.3		***Dot & Jabber Acorn Mystery*** Informational Fiction	Compare and Contrast Monitor and Fix Up	Vowels in ***book*** & Inflected Endings	How Sentences Begin and End	Research Report ***Revising***
5.4		***Simple Machines*** Expository Nonfiction	Main Idea Summarize	Dipthongs ***oi, oy*** & Suffixes ***-er, -or***	Pronouns	Research Report ***Editing***
*5.5		***Alexander Graham Bell*** Biography	Draw Conclusions Text Features	Vowels ***aw, au,*** and Short e: ***ea***	Using I and Me	Research Report ***Publishing***
5.6		***Ben Franklin & First Kite*** Biography	Theme Ask Questions	Prefixes ***un-, re-*** & Long Vowels ***i, o***	More Pronouns	Research Report ***Sharing***
	5/22-5/29	***Unit 5 and EOY Benchmark-NOT Required-Teachers are welcome to administer and input data.***				

*** Differentiated Fresh Reads and High Frequency Word section of the Weekly Selection Test are required to be administered and scores are to be input into I-Tracker Pro by classroom teachers.**
**** Unit Benchmark Assessment, including Grammar, Usage, Mechanics is required to be administered. Units 2 and 4 are to be administered and scores are to be input into I-Tracker Pro by classroom teachers.**

Writing Instruction

Narrative	Persuasive	Informative
All 1st Grade Classrooms	All 1st Grade Classrooms	All 1st Grade Classrooms
Begins No Later than Sept. 22nd	Begins No Later Than Nov. 3rd	Begins No Later than Jan. 26th
After completing the narrative unit, move on to the persuasive module or please use SF writing activities, six traits, Lucy Calkins, etc. to continue writing instruction.	***After completing the persuasive unit, move on to the informative module or please use SF writing activities, six traits, Lucy Calkins, etc. to continue writing instruction.***	***After completing the informative unit, please use SF writing activities, six traits, Lucy Calkins, etc. to continue writing instruction.***

Please note:

- **Final writing pieces should be scored and saved for the portfolio.**
- **Final writing piece created at the end of each module is our ELA *Writing* Common Assessment.**
- **All writing should be scored using the Delaware Writing Rubric aligned with Common Core State Standards.**

Math Expressions Pacing Guide
3rd Grade

Unit Name	# of Lessons	# of Days	Time Frame	Assessment
		1	Beg Sept	Beg-of-Year Test
Unit 1: Multiplication and Division – 0-5, 9, 10	19	30	Beg Sept – End Oct	Unit 1
Unit 2: Multiplication and Division – 6-8, 10	15	23	End Oct – Beg Dec	Unit 2
Unit 3: Measurement, Time, and Graphs	15	24	Beg Dec – End Jan	Unit 3
Unit 4: Multi-Digit Addition and Subtraction	18	26	End Jan – Beg Mar	Unit 4
Unit 5: Addition and Subtraction Word Problems	11	18	Beg Mar – End Mar	Unit 5
Unit 6: Polygons, Perimeter, and Area	11	18	April	Unit 6
Unit 7: Explore Fractions	9	17	Mid May – June	Unit 7
MSP Prep	-		Beg May – Mid May	State MSP
		1	Mid June	End-of-Year Test

Sample Mathematics Pacing Guide

Below is a sample unit-planning guide that will be provided to teachers using Math Expressions:

OVERVIEW , What am I teaching? **Grade 3, Unit 1**

Unit # 1, Title: _____

Unit Summary(in Pacing Guide pg. xxx): _____

_____

_____

_____

_____

Unit # 1, Big Ideas and Lessons in this Unit:
Found in the Table of Contents

Big Idea #1: _____
Lessons:
1: _____
2: _____
3: _____
4: _____
5: _____
6: _____

Big Idea #2: _____
Lessons:
7: _____
8: _____
9: _____

Big Idea #3: _____
Lessons:
10: _____
11: _____
12: _____
13: _____
14: _____

Sample Mathematics Pacing Guide

Big Idea #4: _____

Lessons:

15: _____

16: _____

17: _____

18: _____

19: _____

Unit 1: Putting Research into Practice: (pg. 1T-1U)
Major Messages:

Vocabulary:

- **Equal Shares drawing**
- **Count-bys**
- **Fast Array drawing**
- **Equal Group drawing**

Getting Ready to Teach Unit 1: (pg. 1DD)

- **Learning Path Message**

- **Common Errors Lessons:**
  - **Lesson 4:**
  - **Lesson 7:**
  - **Lesson 12:**

Math Background for teaching these concepts pg. 1EE-1MM

Basic Multiplications and Divisions in Lessons 1-18 Main Ideas:

Practice Materials and Routines for Learning Basic Multiplications and Divisions in Lessons 1-18 Main Ideas

Addition and Subtraction of Whole Numbers in Lessons 6, 7, 9, 10, 11, and 12 Main Ideas:

Fluently Multiply and Divide Within 100 in lessons 6, 9, 14, 18 Main Ideas:

Sample Mathematics Pacing Guide

Strategies for Multiplying and Dividing in Lessons 1,3,5,7,8,10,11,12,15 Main Ideas:

Represent and Solve Problems Involving Multiplication and Division in Lessons 2, 3, 4, 9 Main Ideas:

Focus on Mathematical Practices in Lesson 19 Main Ideas:

Beginning of the Year: Setting up a Learning Community things to consider: (pg. 1NN)
Look ahead at the lessons in the Big Idea you are teaching.

Unit # 1, Big Idea # 1, Lesson # 1 (page 1-10)
Lesson Title/ Focus: _____

- Activity 1 Focus: _____
- Activity 2 Focus: _____
- Activity 3 Focus: _____

Lesson Formative Assessment (end of lesson): _____

_____

_____

_____

Teaching Sequence

Grade	Fall	Winter	Spring
K	Trees Full Option Science System (Publisher) & Lawrence Hall of Science (Manufacturer)	Push, Pull Go Building Blocks of Science (Publisher) & Carolina Curriculum for Science and Math (Manufacturer)	Wood & Paper Full Option Science System (Publisher) & Lawrence Hall of Science (Manufacturer)
1	Organisms Smithsonian Science Education Center (Publisher) & Carolina Curriculum for Science and Math (Manufacturer)	Weather & Me Smithsonian Science Education Center (Publisher) & Carolina Curriculum for Science and Math (Manufacturer)	Solids & Liquids Smithsonian Science Education Center (Publisher) & Carolina Curriculum for Science and Math (Manufacturer)
2	Insects Full Option Science System (Publisher) & Lawrence Hall of Science (Manufacturer)	Balancing & Weighing Smithsonian Science Education Center (Publisher) & Carolina Curriculum for Science and Math (Manufacturer) or Bridges Museum of Science, Boston (Publisher) & Collette Center (Manufacturer)	Soils Smithsonian Science Education Center (Publisher)& Carolina Curriculum for Science and Math (Manufacturer)
3	Human Body Full Option Science System (Publisher) & Lawrence Hall of Science (Manufacturer)	Water Full Option Science System (Publisher) & Lawrence Hall of Science (Manufacturer)	Earth Materials Full Option Science System (Publisher) & Lawrence Hall of Science (Manufacturer)
4	Structures of Life Full Option Science System (Publisher) & Lawrence Hall of Science (Manufacturer) & Sky Watchers Building Blocks of Science (Publisher) & Carolina Curriculum for Science and Math (Manufacturer)	Magnetism & Electricity Full Option Science System (Publisher) & Lawrence Hall of Science (Manufacturer)	Land & Water Smithsonian Science Education Center (Publisher) & Carolina Curriculum for Science and Math(Manufacturer)
5	Ecosystems Smithsonian Science Education Center (Publisher) & Carolina Curriculum for Science and Math (Manufacturer)	Mixtures & Solutions Full Option Science System (Publisher) & Lawrence Hall of Science (Manufacturer)	Motion & Design Smithsonian Science Education Center (Publisher) & Carolina Curriculum for Science and Math (Manufacturer)

Delaware Recommended Curriculum
Grades K-1 Course Outline
Foundations of Citizenship

Essential Question

What does it take to be a good citizen in a democracy?

Benchmarks

Civics 1a, Civics 1b, Civics 4a

Concepts

Leadership, Participation, Citizenship

Model Unit

Civics 4a – Participating in a Group

Model Unit *in production*

Civics 1a – Leadership

Essential Question

How can words, models, and graphics help us learn about the world?

Benchmark

Geography 1a

Concept

Mental maps, Spatial thinking

Model Unit *in production*

Geography 1a – Thinking with Maps and Globes

Essential Question

Why is when an event happens important?

Benchmark

History 2a, History 3a

Concept

Use a clock, calendar, and schedule to solve problems

Model Unit

History 1a - Schedules

This course outline is a collaborative project between the Delaware Department of Education, the Social Studies Coalition of Delaware, the Democracy Project, the Delaware Center for Teacher Education, the Delaware Geographic Alliance, and the Center for Economic Education and Entrepreneurship at the University of Delaware.

Delaware Recommended Curriculum
Grade 2 Course Outline
Foundations of Citizenship

Essential Question

What does it take to be a good citizen in a democracy?

Benchmarks

Civics 2a

Concepts

Respect, Citizenship

Model Unit

Civics 2a – Respect in Civil Society

Essential Question

How are people affected by the physical environment?

Benchmark

Geography 2a

Concepts

Physical processes that create landforms and climates around the world

Model Unit in production

Geography 2a – Landforms and Climate

Essential Question

How are artifacts and documents used to write the story of the past?

Benchmark

History 2a, History 3a

Concepts

Analysis, Interpretation

Model Units

History 2a, History 3a – Writing the Story of the Past

Essential Question

How do people exchange and use resources in different ways to satisfy their wants?

Benchmark

Economics 1a, Economics 1b, Economics 4a

Concepts

Interdependence, Scarcity

Model Units

Economics 1a – Scarcity and Wants

Economics 4a - Trading Partners

This course outline is a collaborative project between the Delaware Department of Education, the Social Studies Coalition of Delaware, the Democracy Project, the Delaware Center for Teacher Education, the Delaware Geographic Alliance, and the Center for Economic Education and Entrepreneurship at the University of Delaware.

Delaware Recommended Curriculum
Grade 3 Course Outline
Foundations of Citizenship

Essential Question

What does it take to be a good citizen in a democracy?

Benchmarks

Civics 3a

Concepts

Responsibilities, Rights, and Privileges

Model Unit in Production

Civics 3a - Citizenopoly

Essential Question

How do differences between flat maps and globes affect understanding of places in the world?

Benchmark

Geography 1a

Concept

Using maps and globes to solve problems

Model Unit

Geography 1a – Using Maps and Globes

Essential Question

How are places and regions connected?

Benchmark

Geography 3a, Geography 4a

Concepts

Places, Regions

Model Units

Geography 3a – Places

Geography 4a - Regions

Essential Question

How do people exchange and use resources in different ways to satisfy their wants?

Benchmark

Economics 2a, Economics 3a

Concepts

Interdependence, Money, Specialization

Model Units

Economics 2a – Economic Exchange

Economics 3a - Resources and Production

This course outline is a collaborative project between the Delaware Department of Education, the Social Studies Coalition of Delaware, the Democracy Project, the Delaware Center for Teacher Education, the Delaware Geographic Alliance, and the Center for Economic Education and Entrepreneurship at the University of Delaware.

Delaware Recommended Curriculum
Grade 4 Course Outline
Our State and Nation

Essential Question

What were Delaware and America like before contact by Europeans?

Benchmarks

Geography 1a, History 4a

Content

Native Americans before European contact

Essential Question

How can thinking like a historian help me draw credible conclusions?

Benchmarks

History 1a, History 2b, History 4a

Content

Exploration and settlement of Colonial America

Model Unit

History 1a, History 2b –Thinking Chronologically

Essential Question

How did Delaware and the United States develop their forms of government?

Benchmarks

Civics 1a, Civics 1b, History 4a

Content

Delaware Day, Writing of the Constitution

Model Units in Production

Civics 1b – Branches of Government

Essential Question

How have advances in technology affected our lives?

Benchmarks

Economics 3a, History 4a

Content

Industrial Revolution to 1865

Model Units in Production

Economics 3a – *Economic Systems*

Essential Question

What does it take to be a good citizen in a democracy?

Benchmarks

Civics 2b, Civics 4b

Content

Civic responsibility, elections

Model Units

Civics 2b – Liberty and Citizenship

Civics 4b - Democratic Methods

Essential Question

How can thinking like a geographer help us solve real-world problems?

Benchmark

Geography 4a

Content

Community characteristics, data, and transportation

Model Unit in production

Geography 4a - Community Profiles

This course outline is a collaborative project between the Delaware Department of Education, the Social Studies Coalition of Delaware, the Democracy Project, the Delaware Center for Teacher Education, the Delaware Geographic Alliance, and the Center for Economic Education and Entrepreneurship at the University of Delaware.

Delaware Recommended Curriculum
Grade 5 Course Outline
Our State and Nation

Essential Question

How can thinking like a historian help us draw credible conclusions?

Benchmarks

History 3a, History 4a

Content

Civil War and Reconstruction

Model Unit

History 3a - Dueling Documents

Essential Question

How have advances in technology affected our lives?

Benchmarks

Economics 1ab, History 4a

Content

Industrial Revolution (after 1865)

Essential Question

How can historical sources help us understand Americans and their experiences?

Benchmarks

Geography 3a, History 2a, History 4a

Content

Western Expansion and Immigration (after 1865)

Essential Question

What does it take to be a good citizen in a democracy?

Benchmark

Civics 2a, Civics 3ab, Civics 4a, History 4a

Content

1950s and 1960s Civil Rights Movement

Model Units

Civics 4a – Delaware's Mock Election

(delivered in even-numbered election years)

Civics 3ab - Bill of Rights

Civics 2a – Due Process

Essential Question

How have humans altered and been affected by the physical environment?

Benchmark

Geography 2a

Content

Human impact on the Chesapeake Bay

Essential Question

How can thinking like an economist help us solve real-world problems?

Benchmarks

Economics 2a, Economics 4a

Content

Role of banks in a community,

Model Units *in production*

Economics 2a - Reasons for Banks

Economics 4a – International Trade

This course outline is a collaborative project between the Delaware Department of Education, the Social Studies Coalition of Delaware, the Democracy Project, the Delaware Center for Teacher Education, the Delaware Geographic Alliance, and the Center for Economic Education and Entrepreneurship at the University of Delaware.

Sample Lesson Planning Template

Draft Highlands Lesson Template

Teacher: _____ Grade: _____ Subject: _____

Unit: _____ Lesson: _____

Classroom Demographics:
Common Core Content Objectives:
Teach Like a Champion Techniques:
Unit Scope and Sequence: (How does this lesson fit into the overall unit?)
Key Vocabulary:

Sample Lesson Planning Template

Supplementary Materials:

Lesson Delivery: (Student/Teacher activity)

A: Motivation/Launch:

B: Presentation:

C: Practice/Application Activities:
Include Higher Order Thinking Skills (DOK)

D: Grouping Processes (student organization: Whole Group, Small Group, and Independent work):
Inclusion/Differentiation strategies included here

E: Closure/Student Reflection

Review/Assessment: (Include use in future lesson development)

Lesson Plan Template - Gradual Release

Instructor:	
Grade:	
Date:	
CC Standard: (What standard will you be teaching today? How does it connect to your students' unit/ long-term goals?)	
Essential Question:	
Lesson Objective: (What will students know/ be able to do by the end of the lesson?)	
Materials:	
Lesson Plan	
Opening/Hook (What will be your Do Now or Warm Up activity to start the class? What expectations will you set? What will you say/ do to engage and motivate students? What is your hook? How will you introduce the lesson objective and agenda?)	
Direct Instruction: (How will you model the process, product and thinking? How will you check for understanding?) **(__ min.)**	

Lesson Plan Template - Gradual Release

Guided Practice: (What will the teacher be doing? What will the students be doing? How will you incorporate collaborative strategies? How will you check for understanding?) **(__ min.)**	
Independent Practice: (How will you differentiate independent student practice? How will you check for student understanding?) **(__ min.)**	
Exit Assessment: (Describe how you will confirm success in meeting lesson objective) **(__ min.)**	
Closure: (How will students reflect on the objective and essential question?) **(__ min.)**	

Post Lesson Reflection

What percentage of students demonstrated mastery on the exit assessment?

Did students have enough opportunity for independent practice?

What changes can be made for the next lesson?

State and District Testing Calendar School Year 2014-2015

Delaware System of Student Assessment (DeSSA)

August 2014 | January 2015 | June 2015

Required State Assessment Resources

- **PSAT** — Grade 10: October 15
  - Grade 11 also in Red Clay
- **Smarter ELA and Mathematics** — Grades 3–8: March 10–June 4; Grade 11: April 13–June 4
- **DCAS Science** — Grades 5, 8, & 10: April 13–June 4
- **DCAS EOC** — US History January 5–February 5
- **DCAS EOC** — US History May 18–June 4
- **DCAS Social Studies** — Grades 4, 7; May 18–June 4
- **DCAS-Alt1 Reading and Mathematics** — Grades 3–11: March 2–June 4
- **DCAS-Alt1 Science and Social Studies** — Science Grades 5, 8, & 10 and Social Studies Grades 4, 7, & 9: March 2–June 4
- **SAT School Day** — Grade 11: April 15
- **NAEP** — January 26–March 6; Grades 4, 8, 12
- **ACCESS** — March 23–May 15, 2015

Red Clay Schedule
April 13-May 8
Smarter ELA & M (3, 6)
April 13-May 15
Smarter ELA & M (5, 8)
April 13-May 29
Smarter ELA & M (11)
April 13-May 29
DCAS Sc (10)
April 13-May 29
DCAS EOC Alg II/IM III
April 20-May 13
DCAS Sc (5, 8)
April 20-May 29
Smarter ELA & M (4, 7)
May 18-May 29
DCAS SS (4, 7), DCAS EOC US History
June 1-4 Make-ups

Optional Assessment Resources

- **Smarter Digital Library** — Grades K–12: Available entire school year
- **Smarter Interim Assessments** — Grades 3–12: Interim Comprehensive Assessments available January 5, 2015, and Interim Block Assessments available beginning January 27, 2015
  - *Red Clay students will take SMARTER Interim Assessment Block Performance Task & Smarter Practice or Training tests in February/ March
- **EOC Pre-Test (for DPAS II)** — EOC—Algebra II, Integrated Math III: August 25, 2014–March 31, 2015
  - *Red Clay students will participate
- **EOC: Algebra II/ Integrated Math III** — January 5–February 5
- **EOC: Algebra II/ Integrated Math III** — April 21–June 4
  - *Red Clay students will participate
- **Grade 9 and 10 Options** — At LEA Discretion (refer to document # 2014/05/03 for guidance)
  - *Red Clay Grade 9 students will take PSSS March 2-27

Document Control No.: 2014/10/01
Replaces: 2014/05/02

District Assessments

- Pre & Post Tests — Performance Plus, Measures B & C — Aug 25- Oct 31
- *DIBELS, Gr. K – 1; Scholastic Reading Inventory (SRI) Gr.2-5* Aug 25-Sept 12, Gr. 6-8 Sept 16- Oct 3; Scholastic Math Inventory (SMI) Gr. 6-8 Sept 2-26
- District CEI/ Finals — Marking Period 1 — Dickinson Only — Oct 27-30 — Civics
- *DIBELS (K/1) SRI (Gr.2-8) SMI (Gr.6-8) Jan 12-30
- World Language — Jan 12-15 — First Semester & Native Speakers — Gr. 8
- District CEI/ Finals — Block 1, Jan. 12-15 — Integrated I, II, III — Dickinson only — Gr9 Phys Science — Civics — Economics
- District CEI/ Finals — Marking Period 3 — Dickinson Only — March 23-27 — Civics
- Pre & Post Tests — Performance Plus, Measures B & C — April & May
- *DIBELS (K/1) SRI (Gr.2-8) SMI (Gr.6-8) May 4-29
- AP Exams — May 4-15
- World Language — May 11 – 22, Gr. 8
- District CEI/Finals — May 26- June 5 — Algebra I/ Int I — Geometry/Int II — Algebra II/ Int III — Gr9 Phys Science — Civics — Economics

* DIBELS also for some students Gr. 3-5 , SRI also to K-1 students meeting specific criteria

REVISED: 1/5/15 with Red Clay spring grade level windows

Beginning 2014-15 Administrators will report quarterly on progress.

Elementary Campus Action Plan

School Name: Highlands Elementary Administrator:Robert Farr
Date:6/19/2014
Tier 3 Inclusion Team:
Robert Farr, Lauren Young, Margaret Cristello, Alexandra Feely, Amy DiGuglielmo.

District Goals:

1. Create a district wide inclusive culture that is sustainable by implementing and modeling inclusive values and practices.
2. Actively communicate Red Clay's Plan for Inclusive Instruction with all stakeholders regarding inclusive education.
3. Create an infrastructure, develop and oversee an implementation plan for inclusive education.
4. Identify and use data management systems to evaluate the quality of student and team supports, and student learning.
5. Plan and provide job-embedded professional development for all staff.

Establish quarterly or more Tier 3 Meeting Dates/Times:

1. (e.g. May1-30 – 2nd Tuesday of the month)
2. First Tuesday after a new marking period

What will be the structure for 2014-15?

Themes	What do we have in place?	What are our goals?	Actions	Person(s) Responsible	Measures (Hard targets)	Timeline
Creating a School-Wide Culture for Inclusion • What evidence does a parent or visitor see when they walk in your school that students are taught inclusively? • What is the language of adults and students in the building that reflect Red Clay's Plan for Inclusive	Co teaching Collaboration Continuum of services	Establish fair vs equal Celebrating differences	Find visuals for teachers and students Faculty meetings Selection of books in the library.	Team/Guidance Counselor Team Librarian		

Themes	What do we have in place?	What are our goals?	Actions	Person(s) Responsible	Measures (Hard targets)	Timeline
Instruction?						
Celebrating the Success of All Students • How are all students recognized for their strengths and their diversity?	Student of the Week PBS-Monthly Recognition RBA/Clubs DCAS goals	To celebrate monthly successes	Continue what we are already doing. Monthly awards			
Developing Interdisciplinary & Specialists Collaboration • What are the expectations established for adult collaboration? By grade level? By teams? By specialized support?	PLC's Faculty Meetings	Roll out PD at each faculty meeting Staff recognition	Add Spec Ed PLC IEP Review with specialists	Admin/Spec Ed Teachers ED		
Implement Effective Collaborative Teaching • How are collaborative teams formed, implemented, and monitored for student success? • How can we improve school wide collaboration for every child's success?	Special Education teachers a member of a grade level PLC	Faculty meeting strategies Special Education teachers specifically assigned to a grade level for PLCs	Vertical PLCs Time for Spec Ed teachers and Reg. Ed teachers to meet Flexible Spec Ed schedule	Admin Teachers/Admin Spec Ed team		

Beginning 2014-15 Administrators will report quarterly on progress.

Themes	What do we have in place?	What are our goals?	Actions	Person(s) Responsible	Measures (Hard targets)	Timeline
Establishing Active Learning Environments • Review teacher Q/A expectations (Teacher talk vs. student talk) • Student participation: How many opportunities do SWD/ELL students have to participate actively in their day? (30 minute @ day = 3,700 academic responses per year)	Whole group Turn and Talk Centers Extra Curricular Activities	Opportunities for Participation Differentiated Centers Clubs for all learner types	PLC's to develop centers and Opportunities for Participation Continue clubs	Staff		
Embed Best Instructional Practices: **• Identifying similarities and differences** **• Summarizing and note taking** **• Reinforcing effort and providing recognition** **• Homework and practice** **• Nonlinguistic representations** **• Cooperative learning** **• Setting objectives and providing feedback** **• Generating and testing hypotheses** **• Questions, cues, and advance organizers** **• Using technology in presentation of content and to support students' demonstration of learning** **Structures that support Inclusion:** ▪ *Transitions* ▪ *Visuals* ▪ *Gestures* ▪ *PALS (Peer Assisted Learning Strategies)*	Differentiated instruction-H.W. Cooperative Learning Book Buddies Problem of the month Schoolwide graphing project each marking period	Shifting of only differentiated products PALS- Book Buddies	PLC's Faculty Meetings with strategies PD	Admin/teams Team Team/District staff		

Beginning 2014-15 Administrators will report quarterly on progress.

Themes	What do we have in place?	What are our goals?	Actions	Person(s) Responsible	Measures (Hard targets)	Timeline
▪ *Chorale Response* ▪ *Review of procedures* ▪ *Review of content* ▪ *Use of repetition* ▪ *Chunking of information* ▪ *Music*						
Improving Grading and Student Assessment • Common Assessments • Use of Rubrics • Understanding SWD/ELL	PLCs District guidance/support	Consistency	Explore Common Assessment opportunities SRI?			
Professional Development • **Designing Collaborative Teams** • **Adaptive, Social, Behavior Learning: How to identify and support Students on the Autism Spectrum** • **Universal Design for Learning (UDL) & Adapting Common Core Curriculum (Grade Band Extensions)** • **New Models of Support: Hierarchy of Supports, Services, and Aids** • **Collaborative & Inclusive Strategies for All Students** • **Collaborative & Inclusive Teaching in the Block** • **Instructional Accommodations, Adaptations, and Modifications** • **Expanded Roles for Special Education Teachers** • **SB- IEPs (WRITES)** • **SIM training for Special Education teachers** • **Grade Band Extensions for General Education/Special Education teachers** • **University of Delaware Professional Development – ACCESS Project**	Dover Conference Inclusion conference in San Francisco	Revisit EOY PD Identify areas of focus	Continue focus of identified areas	BLT C & I Special Services ELL		

Beginning 2014-15 Administrators will report quarterly on progress.

Themes	What do we have in place?	What are our goals?	Actions	Person(s) Responsible	Measures (Hard targets)	Timeline
• **Classroom Instruction That Works (ELL)**						
Adaptions & Support Systems • **Classroom Management practices** • **Accommodations & Modifications** • **Academic Intervention Systems (RtI)** • **Behavior Intervention Systems (RtI)** • **Tier 1 Curriculum** • **Adapted Curriculum** • **Para Assignments/Role** • **Peer Support Systems** • **Mentoring Supports** • **Problem Solving Team** • **Extra-curricular opportunities**						
Facilities & Maintenance Specialized Equipment • ADA Compliance issues (Submit in Feb. for Minor Capital expenses if you have a need) • Schedule Walkthrough with Marcin and sending principal • Storage, special tables, chairs, etc.						

Access to Instruction: "How do we plan to support our students in the LRE 80% of the day?
• A setting (_____%)
  ○ General Ed. Classroom
  ○ Co-Taught Classrooms
• B setting (_____%)
	Majority of students are setting A	More push in opportunities for academic as well as support services	More push in opportunities for academic as well as support services	ED/Spec Ed Team		

Themes	What do we have in place?	What are our goals?	Actions	Person(s) Responsible	Measures (Hard targets)	Timeline
○ Resource Classrooms • C setting (_____%) • Support Services (_____%) (Push-in) SLP _____% OT ____% PT _____% • D setting (___%) • Student Centered Plans for D Setting students • ELL Support Time (is not a substitute for ELA class) • Increase % of SWD/ELL in extracurricular activities						
IEPs: Change of thought process from "Where do I put them?" to "How do I deliver their services in a more inclusive setting?" ▪ Define student need. ▪ Identify the service *(Unique Educational Needs and Characteristics #5,* ▪ Service, supports and aids begin in GE classroom with GE teacher. (IDEA) ▪ Services, Aids & Modifications must be collaborative and can be indirect support or planning to the GE teacher. ▪ Placement is last decision of the						

Beginning 2014-15 Administrators will report quarterly on progress.

Themes	What do we have in place?	What are our goals?	Actions	Person(s) Responsible	Measures (Hard targets)	Timeline
IEP. If request is made for separate setting, where is the hard data (6-12 weeks) that supports that decision? If found, the separate setting should be supplemental, not supplanted. (Increase of instructional minutes is needed.) ▪ Focus on service!						

Transitioning to **Inclusion**

Recommendations for Transitioning Students with Disabilities and English Language Learners to More Inclusive Settings

Red Clay Consolidated School District | September 2014

Acknowledgements

The district extends a special thank you to the dedicated parents, teachers and administrators who contributed to developing this plan in the summer of 2014. Collectively, the four stakeholder committees held a total of 30 meetings and devoted more than 55 hours of their time to transition planning.

Inclusion Committee for Elementary Special Education

Juliet Agresti
Michael Bank
Anna Berkner
Hugh Broomall
Maribeth Courtney
William Doolittle
Gail Humphreys-Mackenzie
Melinda Jackson
Brook James
Karen James
Bonnie Marvin
Cory Nourie
William Robinson
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Frances Russo-Avena
Pam Sayers
Nathaniel Schwartz
Donna Schwartz
Kim Snyder
Leigh Spitzer

Inclusion Committee for Secondary Special Education

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Executive Summary

In July 2012, the Red Clay Consolidated School District Board of Education approved a four-year strategic plan to accelerate outcomes for Red Clay students by 2016. The achievement gap was named one of five long-term priorities for all schools, with a particular focus on students with disabilities and English language learners.

Academic Success for All

In 2013, the district defined a shared vision for increasing inclusive practices in Red Clay, in a multi-year plan titled *Academic Success for All*. The vision statement reads as follows:

> *All members of the Red Clay community will demonstrate the belief and expectation that every student be given equal opportunity and equal access to a high quality inclusive education with the ultimate goal of being college and/or career ready.*
>
> *All Red Clay schools will develop a greater capacity to teach all learners. The Red Clay School District is committed to continuous improvement through examining and realigning appropriate structures, supports, and resources for the instruction of all students in all schools.*

The vision statement is focused on three guiding principles for systemwide change:

1. Belief and Expectation
   - Ownership of students' success belongs to the whole school community; all members of the Red Clay community will welcome, support, and share responsibility for each student's learning.
   - Every student is a general education student. Some students are eligible for additional support services.
   - All students will be respected and valued for their diversity.
   - Highly effective administrators and teachers will hold rigorous expectations and ensure that quality instructional strategies will collaboratively engage all learners.

2. Capacity
   - Job-embedded professional development will be infused for administrators and teachers to continuously improve student learning.
   - Professional learning communities will be utilized to ensure meaningful collaboration and ongoing discourse around student data and effective instructional strategies.
   - Partnerships and collaboration with families and community providers, which are essential for student success, will be established.

3. Structures, Supports, and Resources
   - The District will provide an inclusive education by creating a "school-based continuum of services" with an array of flexible schedules, supports, and services to ensure that all students have access to and are engaged in learning the core curriculum.
   - District leadership will commit to the comprehensive examination and realignment of appropriate structures, supports, and resources necessary to enable every school to have the capacity to provide all students with high-quality instruction.
   - District and school policies and practices will support an inclusive philosophy.

Planning the Transition

In May 2014, the Red Clay Consolidated School District Board of Education established four stakeholder committees comprised of parents, teachers, school administrators, and district office administrators representing elementary special education, secondary special education, elementary ELL, and secondary ELL. Their charge was to develop a transition implementation plan for students with disabilities and English language learners to attend their feeder school or school of choice beginning in the 2015–16 school year.

As outlined in the committees' charters, their responsibilities were to propose to the school board the action steps necessary to ensure appropriate resources, training for all stakeholders, and infrastructure is developed and planned for implementation in SY 2015–16. Further, the committees were to ensure that the proposed action plan and recommendations are consistent with the guiding principles set by the school board and in compliance with state and federal regulations governing the education of students with disabilities and English language learners. The committees were also responsible for collecting input from the community and utilizing the input to develop the action plan. Milestones from their work are highlighted below.

May 14, 2014	Committees formed.
May 15, 2014	Committee charters written.
June 10, 2014	Committee meetings begin.
August 20, 2014	Committees present their recommendations to the school board, focusing on five core areas: the student transition, staffing, training, resource allocation, and ongoing communication.
August 26, 2014	The Inclusion Committee for Elementary Special Education finalizes its recommendations.
August 27, 2014	The Inclusion Committee for Secondary Special Education finalizes its recommendations.
September 3, 2014	The Inclusion Committee for Elementary ELL finalizes its recommendations.
September 5, 2014	The Inclusion Committee for Secondary ELL finalizes its recommendations.

Committees' Recommendations

The four stakeholder committees' recommendations for the student transition are as follows:

1. It is recommended that elementary school ELL students transition to their attendance zone school in SY 2015–16.

    a. Elementary school ELL students currently attending Baltz Elementary School, Lewis Dual Language Elementary School, Marbrook Elementary School, and Mote Elementary School will be assigned to attend their attendance zone school. They will have the option to utilize the school choice process[1] to (i) remain in their current school or (ii) attend a school other than their attendance zone school.

    b. Rising 5th-grade students currently attending Baltz Elementary School, Lewis Dual Language Elementary School, Marbrook Elementary School, and Mote Elementary School will be assigned to attend their attendance zone school. They will have the option to utilize the school choice process[1] to (i) remain in their current school with transportation provided[2] or (ii) attend a school other than their attendance zone school.

2. It is recommended that middle school ELL students transition to their attendance zone school in SY 2015–16.

    a. Students currently enrolled in 6th or 7th grade at A.I. du Pont Middle School or Conrad Schools of Science as an ELL student will be assigned to attend their attendance zone school. They will have the option to utilize the school choice process[1] to (i) remain in their current school with transportation provided[2] or (ii) attend a school other than their attendance zone school.

3. It is recommended that students attending Richardson Park Learning Center transition to their attendance zone school in SY 2015–16.

    a. Students currently attending Richardson Park Learning Center will be assigned to attend their attendance zone school. They will have the option to utilize the school choice process[1] to attend a school other than their attendance zone school.

    b. Rising 5th-grade students currently attending Richardson Park Learning Center will be assigned to attend their attendance zone school. They will have the option to (i) remain in their current school with transportation provided[2] or (ii) utilize the school choice process[1] to attend a school other than their attendance zone school.

4. It is recommended that students attending The Central School transition to their attendance zone school in SY 2015–16.

    a. Students currently attending The Central School will be assigned to attend their attendance zone school. They will have the option to utilize the school choice process[1] to attend a school other than their attendance zone school.

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[1] In accordance with Red Clay Consolidated School District Board of Education Policy 8013.

[2] Parents will be notified in fall 2014 with a letter informing them of this option and explaining the process for choosing this option. The process will follow a timeline similar to the school choice window.

Elements of Success

Stakeholder-Defined Elements of Success, Deliverables & District's Action Steps for SY 2014–15

I. Student Transition

Stakeholder committees defined a total of 24 Elements of Success and 19 deliverables related to the student transition. They are listed below, along with a summary of the district's planned action steps for SY 2014–15.

1. Home school liaisons at IEP meetings - Not just EDs but anticipated case managers. (Deliverables: Include language in CAPs to ensure adherence; building admin identifies necessary team members; flexible location for transition meetings.)
   Recommended by the Inclusion Committee for Elementary Special Education

   This will be arranged for SY 2014–15 for both elementary special education and secondary special education, upon school board approval of the transition plan.

2. Shadow program option for both students, parents, and staff. (Deliverables: Individualized by student profile; parent-mentor program.)
   Recommended by the Inclusion Committee for Elementary Special Education

   This will be provided for both elementary and secondary levels, in spring 2015. The campus action planning process will address program options.

3. Student-Mentor program. (Deliverable: Student-student and adult-student.)
   Recommended by the Inclusion Committee for Elementary Special Education

   This will be planned according to the individual student's needs, as part of the IEP process. Schools may also plan schoolwide programs, which would be reflected in their campus action plans.

4. Goal of being ready on the first day of school. (Deliverable: District communicates/shares step-by-step process and timeline.)
   Recommended by the Inclusion Committee for Elementary Special Education

   This is a goal for the entire transition plan. Key projects and actions steps are being planned well in advance of the student transition in order to ensure that all schools are fully prepared for SY 2015–16.

5. General Education school culture and environment prep program. (Deliverable: Engage PTAs/PTOs at individual schools; district hires outside expert to work with all stakeholders; implement/build student empowerment programs.)
   Recommended by the Inclusion Committee for Elementary Special Education

   This will be addressed beginning in October/November 2014, following school board approval of the transition plan. The district will engage PTAs, stakeholder committees, outside experts, and school staff to build the programs described for both special education and ELL students.

6. Comprehensive schools will expand their Continuum of Services to meet the needs of all learners on their home campus.
Recommended by the Inclusion Committee for Secondary Special Education

This will be addressed through continued compliance with IDEA, particularly in terms of training staff and parents on the IEP process. The district will also complete a district-level audit of sample IEPs for compliance and quality in spring 2015.

7. Campus tours for Central students will occur during Choice Open House season. (Particular efforts will focus on ensuring Central students have opportunities to apply for Choice and understand how the process works.)
Recommended by the Inclusion Committee for Secondary Special Education

The Central School will hold a Choice Open House night in fall 2014. Similar opportunities will be provided for elementary families at RPLC. All sending schools will advertise their Choice Open Houses and the Choice window in preparation for the SY 2015–16 transition.

8. Transition tools (positively framed/strength-based) to drive the transition process will be utilized, such as a Student Profile and IEP at a Glance.
Recommended by the Inclusion Committee for Secondary Special Education

At both the elementary level and the secondary level, schools will use a number of tools throughout the transition process for student-centered planning and campus action planning, including the Student Profile form, IEP at a Glance, and campus action plans. This will begin in October 2014 and will continue through the end of the planning process.

9. The District must have specific process in place where IEPs/IEP at a Glance at each school are discussed with all teachers (GE and CTE) who instruct SWD students.
Recommended by the Inclusion Committee for Secondary Special Education

Processes will be established in fall 2014 for both special education and ELL, then communicated by spring 2015 for implementation and monitoring beginning in SY 2015–16.

10. Kindergarten-Fourth grade to transition at once in the 2015–16 school year and provided 5th grade families the option to stay at the existing school.
Recommended by the Inclusion Committee for Elementary ELL

This has been included in the Committee Recommendations, which are scheduled for presentation to the school board on September 17, 2014 and action on October 15, 2014.

11. Use of the Transition Plan for English Language Learners for all students transitioning to a new school in the 15/16 school year.
Recommended by the Inclusion Committee for Elementary ELL

Upon school board approval, the transition plan will guide the transition of all students in SY 2015–16.

12. Provide opportunities for students and families to visit their new school prior to the transition.
Recommended by the Inclusion Committee for Elementary ELL

Opportunities will be provided for both special education and ELL students as part of the transition process. Schools will plan these activities according to the needs of their students and parents, beginning in fall 2014.

13. The committee recommends that ELL middle schools students be assigned to their default attendance zone feeder beginning SY 2015–16. (Deliverable: The committee's recommendation is for personal contact with the families at AIMS and Conrad, subject to Board action in October.)
Recommended by the Inclusion Committee for Secondary ELL

This has been included in the Committee Recommendations, which are scheduled for presentation to the school board on September 17, 2014 and action on October 15, 2014.

14. All rising grade 6th and 7th grade ELL students enrolled in AIMS/Conrad during SY 2014–15 should be afforded the opportunity to remain at the school until the end of the middle school program with transportation provided. (Deliverable: The committee's recommendation is for personal contact with the families at AIMS and Conrad, subject to Board action in October.)
Recommended by the Inclusion Committee for Secondary ELL

This has been included in the Committee Recommendations, which are scheduled for presentation to the school board on September 17, 2014 and action on October 15, 2014.

15. Home school liaison to plan parent classes and information nights, with childcare provided. (Deliverables: Annual calendar of classes and information nights developed in conjunction with Goal 5 program manager; ACCEP classes to be advertised more widely.)
Recommended by the Inclusion Committee for Secondary ELL

Action steps to be determined pending further definition from the committee.

16. Development of profile enhancing portions of DSC/I-tracker. (Deliverable: Individualized by student profile shared at meeting.)
Recommended by the Inclusion Committee for Secondary ELL

A work group will be established to develop recommendations by January 2015, with district review and communication to the Data Service Center in February 2015.

17. Student-Mentor program. (Deliverable: Student-student and adult-student.)
Recommended by the Inclusion Committee for Secondary ELL

Programs will be defined by spring 2015 and implemented in August 2015.

18. Goal of being ready on the first day of school. (Deliverable: District communicates/shares step-by-step process and timeline on or around November 1 of year prior to implementation.)
Recommended by the Inclusion Committee for Secondary ELL

This is a goal for the entire transition plan. Key projects and actions steps are being planned well in advance of the student transition in order to ensure that all schools are fully prepared for SY 2015–16.

19. General Education school culture and environment prep program. (Deliverable: Engage PTAs/PTOs at individual schools.)
Recommended by the Inclusion Committee for Secondary ELL

This will be addressed beginning in October/November 2014, following school board approval of the transition plan. The district will engage PTAs, stakeholder committees, outside experts, and school staff to build the programs described for both special education and ELL students.

20. Ongoing support after inclusion takes place. (Deliverable: Annual report to RCCSD Board and to the community.)
Recommended by the Inclusion Committee for Elementary Special Education and the Inclusion Committee for Secondary ELL

Systems, supports, and ongoing communication and reporting to stakeholders will continue to be provided beyond the initial transition in SY 2015–16.

21. Highly flexible structure. (Deliverable: Reflect ---> Review --> Adjust.)
Recommended by the Inclusion Committee for Elementary Special Education

This will be embedded in key projects throughout the transition process.

22. Supportive structure at all schools in compliance with DDOE guidelines for services, specifically for ELD instruction by certified staff. Number of sessions required will be determined by ACCESS results from prior spring. (Deliverable: Reflect ---> Review --> Adjust based on annual spring ACCESS results and cut scores as determined by DDOE.)
Recommended by the Inclusion Committee for Secondary ELL

Action steps to be determined pending further information from the ELL Office.

23. A District Review Team should be established to help monitor the Campus Action Plans.
Recommended by the Inclusion Committee for Secondary Special Education

The district will establish a District Inclusion Council to provide close monitoring and dedicated support to all schools to ensure that all campus action plans are complete and on-track in SY 2014–15. The District Inclusion Council will meet monthly to monitor the status of campus action plans and provide targeted support to individual schools.

24. The 3 Tier Structure should remain in place for a minimum of 5 years to increase the likelihood for sustainable improvements in the overall system.
Recommended by the Inclusion Committee for Secondary Special Education

The district will work to keep the Tier 3 structure in place beyond the initial transition, with continual review and modifications as needed.

II. Staffing

Stakeholder committees defined a total of 23 Elements of Success and 8 deliverables related to staffing. They are listed below, along with a summary of the district's planned action steps for SY 2014–15.

1. Specialized teachers available at all grade levels, as determined by student needs. (Deliverable: Include language in CAPs to ensure adherence.)
   Recommended by the Inclusion Committee for Elementary Special Education

   This will be addressed through the campus action planning process and the district's annual staffing process in spring 2015. Schools will identify their resource needs, which district leadership will review alongside each school's enrollment data by March 2015. Staffing decisions will ensure that specialized teachers are made available at all grade levels, for both special education students and ELL students. The number of staff assigned to a particular grade level will be determined by the needs of the students at that grade level (i.e., at some schools there may not be enough of a need to dedicate an entire position to a particular grade level, so the position may be spread across a few grade levels).

2. Guidance on staffing from district admin. (Deliverable: Include language in CAPs to ensure adherence.)
   Recommended by the Inclusion Committee for Elementary Special Education

   This will be addressed by March 2015, after district leadership has carefully reviewed campus action plans and enrollment data for all schools.

3. Adequate time for case management. (Deliverable: Include language in CAPs to ensure adherence.)
   Recommended by the Inclusion Committee for Elementary Special Education

   By December 2014, the district will complete a review of current practices related to assigning case managers at both the elementary and secondary levels. Opportunities for improvement and recommendations for changes will be determined by May 2015.

4. Inclusion coaches/specialists in the buildings as support. (Deliverable: Include language in CAPs to ensure adherence.)
   Recommended by the Inclusion Committee for Elementary Special Education

   The district recently added two districtwide Inclusion Support Specialists who will serve middle schools and high schools in SY 2014–15, with a third Inclusion Support Specialist created at McKean High School. The district plans to add two districtwide Inclusion Support Specialists to support elementary schools by August 1, 2015. Schools may choose to fund a dedicated position to serve their buildings in this capacity as well.

5. Effective this academic year, we will have three designated staff members (MS & HS) working as Inclusion Support Specialists. Their role is to help with the transition over the next few years, building capacity within each school to expand their Continuum of Services. Each school will have a designated plan of how to use current inclusion support specialists through a coordinated effort with all schools.
Recommended by the Inclusion Committee for Secondary Special Education

Roles and responsibilities have been defined for the three Inclusion Support Specialists that will serve secondary schools in SY 2014–15. Their plans will be monitored throughout the school year and revised as needed for SY 2015–16. The district plans to have two more positions in place by August 2015 to serve elementary schools, for a total of five Inclusion Support Specialists on staff for SY 2015–16.

6. Licensed mental health counselors in all schools. (Deliverable: Include language in CAPs to ensure adherence.)
Recommended by the Inclusion Committee for Elementary Special Education

This will be addressed in fall 2014 when the district completes a review of the current level of service and the distribution of counselors across schools. By spring 2015, the Office of School and District Services will define and communicate a process for how schools can access support if they do not have a mental health counselor in their building. The form of support will be determined by the needs of the students at each individual school, so if a school does not have enough of a need for an entire mental health counselor position, the services will be provided in another form.

7. Living skills programs in all schools. (Deliverable: Coordination of services provided by school counselor, PE, nurse, and related arts to include aspects of health and living skills curricula.)
Recommended by the Inclusion Committee for Elementary Special Education

This is a school-based decision relative to the needs of each school's students and as such will vary from building to building. In fall 2014, the Office of School and District Services will complete an in-depth review of all schools' ASCA plans and take an inventory of the types of living skills programs and services are currently provided at each school. Guidance will be provided to all schools to ensure that their building's services are coordinated for SY 2015–16.

8. Offering of Continuum of Services & Maintain Placement Settings. (Deliverables: Include language in CAPs to ensure adherence; ensure IDEA compliance within district; transition meetings.)
Recommended by the Inclusion Committee for Elementary Special Education

This will be addressed through continued compliance with IDEA, particularly in terms of training staff and parents on the IEP process. The district will also complete a district-level audit of sample IEPs for compliance and quality in spring 2015.

9. Repurposing staff to target needed areas – Inclusion Support Specialist, Transition specialist.
Recommended by the Inclusion Committee for Secondary Special Education

This will be addressed by March 2015, after district leadership has carefully reviewed campus action plans and enrollment data for all schools.

10. Purposeful check-in (meet & greet, debrief time) from sending school, etc. should do follow-up with students and ISS on a regular basis.
Recommended by the Inclusion Committee for Secondary Special Education

This will be addressed at all schools through the campus action planning process. Schools will define a check-in procedure to ensure that the sending school provides a staff member to be present in the receiving school. Procedures may vary from school to school.

11. Designated ELL Coach that would provide ELD support (50% of the time) and teacher support to all schools with at least 25% ELLs and an ELL teacher that would receive a stipend/EPER to provide teacher support at the remaining elementary schools.
Recommended by the Inclusion Committee for Elementary ELL

Job descriptions will be created for both positions by December 2014, with funding identified. Following the voluntary transfer period in spring 2015, if the positions are not filled, they will be posted and hired by June 1, 2015.

12. Communication on the process of staffing schools based on ELL needs.
Recommended by the Inclusion Committee for Elementary ELL

The district will communicate expectations to all schools regarding staffing for more inclusive classrooms, which will be further defined in spring 2015.

13. Certified staff available for all middle grade levels. (Deliverable: Reflect ---> Review --> Adjust based on annual spring ACCESS results and cut scores as determined by DDOE.)
Recommended by the Inclusion Committee for Secondary ELL

The district will communicate expectations to all schools regarding staffing for more inclusive classrooms, which will be further defined in spring 2015.

14. Guidance on staffing from district administration. (Deliverable: Reflect ---> Review --> Adjust based on annual spring ACCESS results and cut scores as determined by DDOE.)
Recommended by the Inclusion Committee for Secondary ELL

This will be addressed by March 2015, after district leadership has carefully reviewed campus action plans and enrollment data for all schools.

15. Adequate time for ELAP review. (Deliverable: Reflect ---> Review --> Adjust based on annual spring ACCESS results and cut scores as determined by DDOE.)
Recommended by the Inclusion Committee for Secondary ELL

Action steps to be determined pending further definition of adequate time.

16. ELL Instructional coaches/specialists in the secondary buildings as support will be needed in the initial 3 years of the program implementation. (Deliverable: Reflect ---> Review --> Adjust based on annual spring ACCESS results and cut scores as determined by DDOE.)
Recommended by the Inclusion Committee for Secondary ELL

Job descriptions will be created for positions by December 2014, with funding identified. Following the voluntary transfer period in spring 2015, if the positions are not filled, they will be posted and hired by June 1, 2015.

17. Two secondary Language Acquisition Coaches to support staff throughout the secondary level. (Deliverable: Reflect --> Review --> Adjust based on annual spring ACCESS results and cut scores as determined by DDOE.)
Recommended by the Inclusion Committee for Secondary ELL

Job descriptions will be drafted by December 2014, with potential funding sources identified. This will be reviewed during the staffing process in spring 2015, based on the needs of individual buildings.

18. Bilingual office support available at all middle schools. (Deliverable: Reflect ---> Review --> Adjust based on annual spring ACCESS results and cut scores as determined by DDOE.)
Recommended by the Inclusion Committee for Secondary ELL

In fall 2014, the district will examine the level of support currently provided in all schools to determine which schools have sufficient support and which do not, how the support is funded, and how schools can access support if they do not have dedicated positions in their buildings.

19. ELD/Language Central available at all schools, specifically for students who receive a composite score of 1–3.9 on the ACCESS. (Deliverable: Coordination of services provided by school counselor, PE, nurse, and related arts to include aspects of health and living skills curricula.)
Recommended by the Inclusion Committee for Secondary ELL

Action steps to be determined pending further information on ELD/Language Central.

20. Offering of continuum of supports/ELD sessions based on ACCESS results in the area of reading, writing, speaking and listening. (Deliverable: Coordination of school schedules with the ELL Office.)
Recommended by the Inclusion Committee for Secondary ELL

Scheduling will begin at the school-level in March 2015 if not earlier and will continue through September 2015. Schools will be responsible for coordinating their schedules to ensure that students receive the necessary services and supports.

21. Ongoing support after inclusion takes place. (Deliverable: Annual report to RCCSD Board and to the community.)
Recommended by the Inclusion Committee for Elementary Special Education and the Inclusion Committee for Secondary ELL

Systems, supports, and ongoing communication and reporting to stakeholders will continue to be provided beyond the initial transition in SY 2015–16.

22. Highly flexible structure. (Deliverable: Reflect ---> Review --> Adjust.)
Recommended by the Inclusion Committee for Elementary Special Education

This will be embedded in key projects throughout the transition process.

23. Supportive structure at all schools in compliance with DDOE guidelines for services, specifically for ELD instruction by certified staff. Number of sessions required will be determined by ACCESS results from prior spring. (Deliverable: Reflect ---> Review --> Adjust based on annual spring ACCESS results and cut scores as determined by DDOE.)
Recommended by the Inclusion Committee for Secondary ELL

Action steps to be determined pending further information from the ELL Office.

III. Training for All Stakeholder Groups

Stakeholder committees defined a total of 25 Elements of Success and 19 deliverables related to training for all stakeholder groups. They are listed below, along with a summary of the district's planned action steps for SY 2014–15.

1. Share Campus Action Plan (CAP) with each school. (Deliverable: Include as required PD within each school.)
   Recommended by the Inclusion Committee for Elementary Special Education

   This will be addressed for both special education and ELL students, through the campus action planning process and the student profile/transition process, beginning in fall 2014.

2. Targeted professional development for all staff (including paras). (Deliverable: Share and implement district and building PD plans with parents and staff.)
   Recommended by the Inclusion Committee for Elementary Special Education

   This will be addressed through the district's PD plan for SY 2014–15, schools' PD plans, and the process for requesting professional development (see appendix).

3. PD and PD coaching for all components of inclusion. (Deliverable: Share and implement district and building PD plans with parents and staff.)
   Recommended by the Inclusion Committee for Elementary Special Education

   This will be addressed through the district's PD plan for SY 2014–15, schools' PD plans, and the process for requesting professional development (see appendix). Parents may contact the building principal to see their school's PD plan.

4. Teachers observing inclusion within the building or outside their building. (Deliverable: District and schools develop and implement programs.)
   Recommended by the Inclusion Committee for Elementary Special Education

   The district's PD plan includes a component for teachers to be able to visit other classrooms and participate in peer coaching in SY 2014–15.

5. In-class Peer (Teacher) Coaching. (Deliverable: District and schools develop and implement programs.)
   Recommended by the Inclusion Committee for Elementary Special Education

   The district's PD plan includes a component for teachers to be able to visit other classrooms and participate in peer coaching in SY 2014–15.

6. Peer Acceptance and Support Program. (Deliverable: District and schools develop and implement programs.)
Recommended by the Inclusion Committee for Elementary Special Education

The campus action planning process will include a student mentoring component. The type of student mentoring programs selected by each school will depend on the particular needs of the school and its students, as identified through the student-centered planning process.

7. Empowering IEP teams. (Deliverables: Home-school liaison program; flexible location for transition meetings; offer parent IEP trainings (e.g., PIC); IEP process flowchart; enhanced/increased parent involvement.)
Recommended by the Inclusion Committee for Elementary Special Education

Home school liaisons will be arranged for SY 2014–15 for both elementary special education and secondary special education, upon school board approval of the transition plan. The IEP process will be codified and communicated as part of a larger project for all processes and procedures related to special education and ELL services and programs. The district will utilize the Parent University and school-based parent events beginning in October 2014 to provide parent education around transitioning and inclusion. Parents on the Level 1 System Implementation Team will also have an opportunity to recommend training topics needed for the transition to inclusion.

8. Parent home support training opportunities. (Deliverables: Parent collaboration with district and schools to develop a menu of training opportunities using RCCSD Parent University or similar forums; offer parent IEP trainings (e.g., PIC).)
Recommended by the Inclusion Committee for Elementary Special Education

The district will utilize the Parent University and school-based parent events beginning in October 2014 to provide parent education around transitioning and inclusion. Parents on the Level 1 System Implementation Team will also have an opportunity to recommend training topics needed for the transition to inclusion.

9. Parent education opportunities (gen ed and spec ed). (Deliverables: Parent collaboration with district and schools to develop a menu of training opportunities using RCCSD Parent University or similar forums; offer parent IEP trainings (e.g., PIC).)
Recommended by the Inclusion Committee for Elementary Special Education

The district will utilize the Parent University and school-based parent events beginning in October 2014 to provide parent education around transitioning and inclusion. Parents on the Level 1 System Implementation Team will also have an opportunity to recommend training topics needed for the transition to inclusion..

10. Tier 2 and 3 Teams will be utilized to turn around PD in their schools to increase capacity.
Recommended by the Inclusion Committee for Secondary Special Education

This will be addressed through the district's PD plan for SY 2014–15, and through the tiered System Implementation Structure that is being developed and implemented in October 2014, upon school board approval of the transition plan.

11. Differentiated PD for all staff on meeting the needs of our ELLs.
Recommended by the Inclusion Committee for Elementary ELL

This will be addressed through the district's PD plan for SY 2014–15, schools' PD plans, and the process for requesting professional development (see appendix).

12. Parent ESL classes and expand Spanish classes for our teachers.
Recommended by the Inclusion Committee for Elementary ELL

The district currently offers ESL classes for parents and Spanish classes for teachers, which will be communicated and marketed more heavily in SY 2014–15. If there is enough demand, these offerings will be expanded.

13. Share DDOE/ELAP program with all schools (more information available after September 3). (Deliverable: Include as required PD within each school.)
Recommended by the Inclusion Committee for Secondary ELL

Information will be communicated by October 2014 and plans developed to address any DDOE requirements by November 2014.

14. Targeted professional development for all staff (including paraprofessionals). (Deliverables: Share and implement district and building PD plans with parents and staff; review survey results of professional development with focus on improving subsequent sessions.)
Recommended by the Inclusion Committee for Secondary ELL

This will be addressed through the district's PD plan for SY 2014–15, schools' PD plans, the process for requesting professional development (see appendix), and PD workshop surveys.

15. PD and PD coaching for all components of inclusion. (Deliverables: District to secure services of vendor/consultant to assist with the delivery of tiered PD for staff over a three-year period. In an effort to build internal capacity, the training model is to be a train the trainer model with a stipend position at each secondary school and substitute coverage for training of the respective building trainers. (After year 3, the expectation would be that each school would have internal capacity to provide differentiated professional development to support staff knowledge to meet student needs.) Spanish classes for staff to be offered. Share and implement district and building PD plans with parents and staff. Provide peer support to staff throughout all secondary buildings in the use of language development strategies and analyses of ACCESS data to help guide scaffolding within lessons, and increasing students' language proficiency. Review survey results of professional development with focus on improving subsequent sessions.)
Recommended by the Inclusion Committee for Secondary ELL

This will be addressed through the district's PD plan for SY 2014–15, schools' PD plans, the process for requesting professional development (see appendix), and PD workshop surveys.

16. Teachers observing research-based ELD instruction. (Deliverable: District and schools develop and implement programs.)
Recommended by the Inclusion Committee for Secondary ELL

By December 2014, the district will identify classrooms to visit where this is taking place, with observations in January 2015.

17. In-class Peer (Teacher) Coaching. (Deliverable: District and schools develop and implement programs.)
Recommended by the Inclusion Committee for Secondary ELL

The district's PD plan includes a component for teachers to be able to visit other classrooms and participate in peer coaching in SY 2014–15.

18. Peer Acceptance Support Program. (Deliverable: District and schools develop and implement programs.)
Recommended by the Inclusion Committee for Secondary ELL

The campus action planning process will include a student mentoring component. The type of student mentoring programs selected by each school will depend on the particular needs of the school and its students, as identified through the student-centered planning process.

19. Empowering ELAP teams. (Deliverable: Home-school liaison program; flexible location for needed meetings; offer parent ELAP trainings; ELAP process flowchart; enhanced/increased parent involvement.)
Recommended by the Inclusion Committee for Secondary ELL

Home school liaisons will be arranged for SY 2014–15 for both elementary special education and secondary special education, upon school board approval of the transition plan. The process will be codified and communicated as part of a larger project for all processes and procedures related to special education and ELL services and programs. The district will utilize the Parent University and school-based parent events beginning in October 2014 to provide parent education around transitioning and inclusion. Parents on the Level 1 System Implementation Team will also have an opportunity to recommend training topics needed for the transition to inclusion.

20. Parent home support training opportunities. (Deliverables: Parent collaboration with district and schools to develop a menu of training opportunities using RCCSD Parent University or similar forums; offer parent IEP trainings (e.g., PIC).)
Recommended by the Inclusion Committee for Secondary ELL

The district will utilize the Parent University and school-based parent events beginning in October 2014 to provide parent education around transitioning and inclusion. Parents on the Level 1 System Implementation Team will also have an opportunity to recommend training topics needed for the transition to inclusion.

21. Parent education opportunities (gen ed and ELL). (Deliverables: Parent collaboration with district and schools to develop a menu of training opportunities using RCCSD Parent University or similar forums; offer parent IEP trainings (e.g., PIC).)
Recommended by the Inclusion Committee for Secondary ELL

The district will utilize the Parent University and school-based parent events beginning in October 2014 to provide parent education around transitioning and inclusion. Parents on the Level 1 System Implementation Team will also have an opportunity to recommend training topics needed for the transition to inclusion.

22. English classes for parents of ELL students, to help increase their English proficiency and engage them in the educational process. (Deliverables: Arrange/coordinate classes with Groves and identified vendor. Offer at central locations. Collect data as to participation and participants' satisfaction. Bring information to our parent/family community about existing classes at local community centers, churches and other venues. Provide a directory on the website directing families to the already established locations. Identify district staff to provide ELL-specific information to families at venues across the district.)
Recommended by the Inclusion Committee for Secondary ELL

Action steps to be determined pending further information from the Office of Special Services.

23. Ongoing support after inclusion takes place. (Deliverable: Annual report to RCCSD Board and to the community.)
Recommended by the Inclusion Committee for Elementary Special Education and the Inclusion Committee for Secondary ELL

Systems, supports, and ongoing communication and reporting to stakeholders will continue to be provided beyond the initial transition in SY 2015–16.

24. Highly flexible structure. (Deliverable: Reflect ---> Review --> Adjust.)
Recommended by the Inclusion Committee for Elementary Special Education

This will be embedded in key projects throughout the transition process.

25. Supportive structure at all schools in compliance with DDOE guidelines for services, specifically for ELD instruction by certified staff. Number of sessions required will be determined by ACCESS results from prior spring. (Deliverable: Reflect ---> Review --> Adjust based on annual spring ACCESS results and cut scores as determined by DDOE.)
Recommended by the Inclusion Committee for Secondary ELL

Action steps to be determined pending further information from the ELL Office.

IV. Ongoing Communication

Stakeholder committees defined a total of 17 Elements of Success and 5 deliverables related to ongoing communication. They are listed below, along with a summary of the district's planned action steps for SY 2014–15.

1. Open communication from all and for all. (Deliverables: Ongoing district committee to oversee inclusion process. Partner with district communications committee.)
   Recommended by the Inclusion Committee for Elementary Special Education

   In September 2014, the district will draft a charter for the Level 1 System Implementation Team, a stakeholder committee to oversee the transition planning process in SY 2014–15. Committee membership will be determined by the school board's policy on advisory committee (scheduled for revision in October 2014). Members will be named in November 2014, with monthly meetings beginning in December 2014 and ending in June 2015. Their work will conclude in July 2015, when they will recommend a path forward for SY 2015–16.

   In addition, the transition will be made a standing agenda item for the Communications Committee and the Diversity Committee, with updates provided by the Level 1 System Implementation Team. The Level 2 and 3 Teams will also continue to operate as planned.

2. Open communication from all and for all with access to all communications in multiple languages. (Deliverables: Ongoing district ELL committee to oversee inclusion process. Partner with district Communications and Diversity Committees.)
   Recommended by the Inclusion Committee for Secondary ELL

   In September 2014, the district will draft a charter for the Level 1 System Implementation Team, a stakeholder committee to oversee the transition planning process in SY 2014–15. Committee membership will be determined by the school board's policy on advisory committee (scheduled for revision in October 2014). Members will be named in November 2014, with monthly meetings beginning in December 2014 and ending in June 2015. Their work will conclude in July 2015, when they will recommend a path forward for SY 2015–16.

   In addition, the transition will be made a standing agenda item for the Communications Committee and the Diversity Committee, with updates provided by the Level 1 System Implementation Team. The Level 2 and 3 Teams will also continue to operate as planned.

   The district will also refine its internal processes and procedures for translations starting in October 2014.

3. Advance communication of events supporting parent engagement and information about instruction in languages as required. (Deliverables: Ongoing district ELL committee to oversee inclusion process. Partner with district Communications and Diversity Committees.)
   Recommended by the Inclusion Committee for Secondary ELL

   The district will use multiple channels to communicate parent events and information more heavily in SY 2014–15, working closely with the Communications Committee.

4. Keeping all stakeholders informed, in their native language, through the website, School Messenger, student mail, U.S. mail, newsletters, email, text messages, etc)
Recommended by the Inclusion Committee for Elementary ELL

The district will use multiple channels to communicate special events and information to all stakeholder groups more heavily in SY 2014–15, working closely with the Communications Committee. This will include the website, mailings, and newsletters.

5. Direct mailing from schools.
Recommended by the Inclusion Committee for Secondary Special Education

The district will use multiple channels to communicate special events and information to all stakeholder groups more heavily in SY 2014–15, working closely with the Communications Committee. This will include the website, mailings, and newsletters.

6. Alert Now, Enews, Facebook, EdTV.
Recommended by the Inclusion Committee for Secondary Special Education

The district will use multiple channels to communicate special events and information to all stakeholder groups more heavily in SY 2014–15, working closely with the Communications Committee. This will include the website, mailings, and newsletters.

7. Choice window/calendar options should be visible such as tables at Central prior to Choice window advertising Choice windows (visibility online, in the building, access to comprehensive teachers, open house, IEP meetings, honor roll breakfast, etc.).
Recommended by the Inclusion Committee for Secondary Special Education

Immediately following school board approval of the transition plan in October 2014, the district will mail letters to all families impacted by the transition. The letters will explain the student's options for SY 2015–16, including the school choice process (see appendix for draft letters). The choice window will be advertised prominently on the district website and detailed information will be added to the choice webpage to explain the transition to inclusion.

8. Each parent of a Central student will be invited to visit comprehensive schools.
Recommended by the Inclusion Committee for Secondary Special Education

All parents will have the opportunity to visit schools during Choice Open Houses in fall 2014 (Districtwide Choice Open Houses scheduled for October 28, 2014 and October 29, 2014, schools' Choice Open Houses scheduled for November–December 2014). RPLC and Central parents and students can also contact their current school principal to make arrangements for transition meetings, shadowing, and school tours. ELL families can contact their current school principal to make arrangements for visiting their feeder school.

9. Parent Meetings within city limits and suburbs.
Recommended by the Inclusion Committee for Secondary Special Education

Districtwide Choice Open Houses are scheduled for October 28, 2014 at Dickinson High School and on October 29, 2014 at A.I. du Pont Middle School. District staff will be available to answer questions and provide additional information to parents. In addition, the district has scheduled two inclusion-focused Parent University sessions for October 2014. Parents and students can also attend Choice Open Houses at all schools in November 2014 and December 2014. Beginning in the spring, parent meetings will be more focused on information for individual students.

10. Development of an ELL Resource Guide for schools that will provide processes and procedures for ELL registrations, interpreter requests, translation requests, accessing ELL data on DSC, transition plan completion, etc.
Recommended by the Inclusion Committee for Elementary ELL

This will be a deliverable of a larger project to codify and communicate processes and procedures related to special education and ELL services and programs in SY 2014–15.

11. Development of an informational pamphlet for parents regarding ELL services at all schools and frequently asked questions.
Recommended by the Inclusion Committee for Elementary ELL

Informational materials will be developed in September 2014 and distributed to families in late October 2014 at Choice Open Houses, on the district website, and in main offices.

12. Individual meetings to be scheduled with school administrators to discuss programming models for incoming ELLs.
Recommended by the Inclusion Committee for Elementary ELL

This will be addressed through the campus action planning process and the student-centered planning process in SY 2014–15.

13. Interpreters support available to all schools. (Deliverables: Ongoing district ELL committee to oversee inclusion process. Partner with district Communications and Diversity Committees.)
Recommended by the Inclusion Committee for Secondary ELL

Interpreters will continue to be provided for school and district events to ensure that all schools have sufficient bilingual support for students and families. Individual schools' needs will be reexamined in spring 2015 based on enrollment data for SY 2015–16.

14. Translation support provided to all schools. (Deliverables: Ongoing district ELL committee to oversee inclusion process. Partner with district Communications and Diversity Committees.)
Recommended by the Inclusion Committee for Secondary ELL

The district recently created a dedicated pool of translators to serve schools and district offices in SY 2014–15. This will continue for SY 2015–16 according to the needs of students and families.

15. Ongoing support after inclusion takes place. (Deliverable: Annual report to RCCSD Board and to the community.)
Recommended by the Inclusion Committee for Elementary Special Education and the Inclusion Committee for Secondary ELL

Systems, supports, and ongoing communication and reporting to stakeholders will continue to be provided beyond the initial transition in SY 2015–16.

16. Highly flexible structure. (Deliverable: Reflect ---> Review --> Adjust.)
Recommended by the Inclusion Committee for Elementary Special Education

This will be embedded in key projects throughout the transition process.

17. Supportive structure at all schools in compliance with DDOE guidelines for services, specifically for ELD instruction by certified staff. Number of sessions required will be determined by ACCESS results from prior spring. (Deliverable: Reflect ---> Review --> Adjust based on annual spring ACCESS results and cut scores as determined by DDOE.)
Recommended by the Inclusion Committee for Secondary ELL

Action steps to be determined pending further information from the ELL Office.

V. Resource Allocation

Stakeholder committees defined a total of 12 Elements of Success and 2 deliverables related to resource allocation. They are listed below, along with a summary of the district's planned action steps for SY 2014–15.

1. Back-up plan for children who cannot be in gen ed school. (Deliverable: Develop process for "D" setting students as determined by IEPs.)
   Recommended by the Inclusion Subcommittee for Elementary Special Education

   This will be ensured through the IEP process and compliance with IDEA and other laws governing special education.

2. Comprehensive schools will develop flexible schedules to allow for Least Restrictive Environments that meet compliance targets and the needs of their students. Schedules should be reviewed throughout the year.
   Recommended by the Inclusion Subcommittee for Secondary Special Education

   This will be built into student-centered planning and campus action planning, which all schools are to complete in SY 2014–15.

3. Beginning 2015–16 resources must be in place: ADA compliance issues, adaptive equipment, texts, or devices ordered and distributed, etc.
   Recommended by the Inclusion Subcommittee for Secondary Special Education

   This will be accomplished through student-centered planning and campus action planning processes, which will require all schools to identify their building's resource needs for SY 2015–16 including any facility requests, equipment, and materials based on the individual needs of their students.

4. Categorize/inventory district resources (equipment).
   Recommended by the Inclusion Subcommittee for Secondary Special Education

   This will begin in November 2014, with a process developed and implemented by January 2015.

5. Designated time set aside for administrative collaboration and planning.
   Recommended by the Inclusion Subcommittee for Secondary Special Education

   This has been embedded in the district's larger plan for professional development. Current systems and supports ensure that administrative collaboration and planning time will continue for SY 2014–15.

6. Substitute pay for Tier 3 Team meetings (1/2 day @ campus).
   Recommended by the Inclusion Subcommittee for Secondary Special Education

   This is included in the district's larger plan for SY 2014–15 professional development.

7. Bussing for parents/student tours.
Recommended by the Inclusion Subcommittee for Secondary Special Education

This will be addressed at the building-level. Action steps may vary from school to school.

8. Recognition for Cultural Change (Sharing success stories).
Recommended by the Inclusion Subcommittee for Secondary Special Education

This will be built into the district's broader communications strategy for SY 2014–15 and also encouraged through the student-centered planning and campus action planning processes, which include strategies and expectations for shifting to more inclusive cultures buildingwide.

9. Bilingual office aide at all schools where there are at least 25% Spanish-speaking families (unless there is a secretary or clerk assigned to the school who speaks Spanish) and a bilingual floating office aide at the remaining elementary schools, as needed.
Recommended by the Inclusion Subcommittee for Elementary ELL

This will be addressed through the district's annual staffing process in spring 2015. All existing positions will be reviewed and staff will be allocated to schools according to the needs of the students at each individual school.

10. Provide interpreters at school events and rotate conference days to provide enough bilingual support.
Recommended by the Inclusion Subcommittee for Elementary ELL

Interpreters will continue to be provided for school and district events to ensure that all schools have sufficient bilingual support for students and families. Individual schools' needs will be reexamined in spring 2015 based on enrollment data for SY 2015–16.

11. Provide English Language Development (ELD) curriculum and additional materials, as needed.
Recommended by the Inclusion Subcommittee for Elementary ELL

This will be completed by spring 2015, with the curriculum selected in January 2015 and materials ordered and professional development provided in March 2015.

12. Specific plan for children who are newcomers. (Deliverable: Develop districtwide process for identification and support.)
Recommended by the Inclusion Subcommittee for Secondary ELL

This will be addressed beginning in fall 2014 as part of a larger project for codifying and communicating district processes and procedures related to special education and ELL programs and services.

Key Projects for SY 2014–15

(Sample Project Plans in Development through September 2014)

Inclusion | Processes & Procedures

Project Tasks	Owner	Deliverables / Fidelity Measures	Start Date	End Date	% Completed
Codify and communicate the district's processes and procedures for special education and ELL programs and services.	**Hugh Broomall**				
This project encompasses the following work: codifying the district's existing processes and procedures related to special education and ELL, developing new guidelines where needed, and communicating those processes and procedures to all stakeholders.					
Collect existing documentation from departments responsible for special education and ELL services, including processes and procedures related to homebound instruction, ESY, case management, resource requests, facility requests, IEPs, crisis response).	**Hugh Broomall**	**Existing processes and procedures compiled**	**08/02/14**	**09/25/14**	**50%**
Document and submit relevant processes and procedures from the Office of Curriculum & Instruction to the Deputy Superintendent.	James Comegys	Relevant curriculum and instruction processes and procedures compiled	08/02/14	08/30/14	50%
Document and submit relevant processes and procedures from the Office of Special Education Instruction to the Deputy Superintendent.	Kelley Brake	Relevant special education instruction processes and procedures compiled	08/02/14	08/30/14	75%
Document and submit relevant processes and procedures from the Office of Special Services to the Deputy Superintendent.	Vicki Petrucci	Relevant special education services processes and procedures compiled	08/02/14	08/30/14	75%
Document and submit relevant processes and procedures from the Office of ELL to the Deputy Superintendent.	Carolina Beck	Relevant ELL processes and procedures compiled	09/02/14	09/25/14	0%
Determine additional processes and procedures needed and develop necessary documentation.	**Hugh Broomall**	**List of additional processes and procedures to be documented**	**08/15/14**	**01/30/15**	**5%**
Review documentation of existing processes and procedures related to special education and ELL services.	Hugh Broomall	Notes from review	08/15/14	09/29/14	25%
Determine proper format for processes and procedures not already addressed in existing documents (e.g., administrative memo).	Hugh Broomall	List of topics and formats	09/29/14	09/29/14	0%
Assign owners and documents to be developed, and timelines for completion.	Hugh Broomall	Assignments communicated	09/30/14	09/30/14	0%
Schedule review and adoption of new documents (administrative memos).	Hugh Broomall	Superintendent's Council agendas	09/30/14	09/30/14	0%
Develop administrative memos.	Department heads	Drafts and feedback	10/01/14	12/05/14	0%
Adopt administrative memos.	Superintendent's Council	Final drafts approved	01/05/15	01/30/15	0%
Communicate processes and procedures to all stakeholders.	**Hugh Broomall**	**Rollout and communications to parents, staff, community**	**02/02/15**	**05/15/15**	**0%**
Present relevant administrative memos at ED meetings.	EDs	Presentations and follow-up	02/02/15	03/20/15	0%
Publicize on district website and school websites.	Pati Nash	Web postings	02/02/15	02/20/15	0%
Incorporate information into parent education events to help parents understand what our processes are and where to find them.	Malik Stewart	Presentations and communications to parents	02/02/15	05/15/15	0%

Inclusion | District Inclusion Council

Project Tasks	Owner	Deliverables / Fidelity Measures	Start Date	End Date	% Completed
Establish a District Inclusion Council to provide close support and monitoring to all schools in preparation for the student transition.	**Hugh Broomall**				
This project encompasses the following work: forming a District Inclusion Council for SY 2014–15, defining its roles, responsibilities, and priorities for SY 2014–15; and creating and implementing its work plan to guide its work for SY 2014–15.					
Form a District Inclusion Council for SY 2014–15.	**Hugh Broomall**	**Council charter**	**09/18/14**	**06/30/14**	**0%**
Identify necessary departments to be responsible for management and dedicated support of the transition process, to include department heads from special services, ELL, school operations, curriculum and instruction, and professional development.	Hugh Broomall	Members named and notified	09/18/14	09/18/14	0%
Review existing documentation that describes the System Implementation Team structure and update as needed to incorporate the council.	Hugh Broomall	Roles delineated across the council and Level 1–3 implementation teams	09/18/14	09/19/14	0%
Codify the council's roles, responsibilities, and priorities for SY 2014–15 in a team charter.	Hugh Broomall	Charter	09/18/14	09/19/14	0%
Communicate the council's purpose, roles and responsibilities, and meeting schedule for SY 2014–15 (to follow monthly PZ Council meetings).	Hugh Broomall	Communications to council members, school teams and other stakeholders	09/18/14	09/23/14	0%
Create and implement a work plan for SY 2014–15.	**Hugh Broomall**	**Internal monitoring and support provided to all schools, monthly updates to superintendent and stakeholder groups**	**10/01/14**	**06/30/15**	**0%**
October 2014: Organizational meeting, review of the current status of all schools' campus action plans and student-centered planning (which schools' plans are complete, incomplete, not started, under revision).	Hugh Broomall	Status report on all campus action plans	10/01/14	10/31/14	0%
November 2014: Quality review of the content of campus action plans and determination of support needed (which schools are on-track, which require additional guidance, which require additional support).	Hugh Broomall	Feedback/guidance provided to schools	11/03/14	11/28/14	0%
December 2014: Status update on campus action plans, continued quality review	Hugh Broomall	Updated status report, second round of feedback provided to schools	12/01/14	12/22/14	0%
January 2015: Priorities TBD based on status of campus action planning	Hugh Broomall		01/05/15	01/30/15	0%
February 2015: Review schools' resource needs for the transition including staff, facility/equipment needs, PD; review enrollment data; address needs in the district's staffing process and the FY 2016 budget process	Hugh Broomall	Specific resource needs of all schools identified based on school plans and projected enrollment	02/02/15	02/27/15	0%
March 2015: Ensure that all schools have resources and supports needed to meet the needs of their students in SY 2015–16	Hugh Broomall	Resource needs addressed	03/02/15	03/31/15	0%
April 2015: Review building needs addressed vs. outstanding issues and assign tasks to ensure that all schools have resources and support needed for SY 2015–16	Hugh Broomall	Resource needs addressed	04/01/15	04/30/15	0%
May 2015: Wrap up any outstanding tasks or remaining issues at targeted schools	Hugh Broomall	All schools on track for the student transition coming SY 2015–16	05/01/15	05/29/15	0%
June 2015: Close out all council work, document lessons learned, decide recommendations for next year including redefining the council's roles and responsibilities to support the student transition in SY 2015–16	Hugh Broomall	Documented lessons learned and recommendations for SY 2015–16	06/01/15	06/30/15	0%

Inclusion | Transition Planning Consultant

Project Tasks	Owner	Deliverables / Fidelity Measures	Start Date	End Date	% Completed
Hire a consultant to provide expertise and guidance through all phases of the transition planning process in SY 2014–15.	**Mervin Daugherty**				
This project encompasses the following work: contracting with outside expert(s) early on in SY 2014–15 for guidance and support for transition planning at the district level and the school level.					
Develop RFP for contracted services.	**Mervin Daugherty**	**Draft RFP developed**	**09/18/14**	**06/30/14**	**0%**
Define scope of services based on the recommendations of the Inclusion Committees for Elementary Special Education, Secondary Special Education, Elementary ELL and Secondary ELL.	Mervin Daugherty	Scope of work written	09/18/14	09/26/14	0%
Share draft RFP with the school board as part of the transition plan presentation/vote at the October 15 board meeting.	Mervin Daugherty	Draft RFP posted in BoardDocs	10/08/14	10/15/14	0%
Hire consultant.	**Mervin Daugherty**	**Consultant hired**	**11/01/14**	**12/01/14**	**0%**
Upon school board approval of the transition plan, issue the RFP.	Mervin Daugherty	RFP posted for 30 days	11/01/14	12/01/14	0%
Select consultant.	Mervin Daugherty	Consultant hired	12/01/14	12/01/14	0%
Utilize consultant's expertise in all aspects of the transition planning process including guidance to the District Inclusion Council, parent outreach and stakeholder engagement, and on-the-ground support to targeted schools.	**Hugh Broomall**	**Work plan, deliverables and outcomes completed**	**01/01/15**	**06/30/15**	**0%**
Project tasks to be further defined in September 2014					

Appendix

Committees' Final Recommendations

Draft Sample Letters to Parents of ELLs and RPLC and Central Students

District PD Calendar for SY 2014 –15 (Draft showing Inclusion-Related Trainings)

Professional Development Process

Sample Campus Action Plan

Student-Centered Planning Process & Forms

Transition Plan Form for ELL Students

GUIDING PRINCIPLES	ELEMENTS OF SUCCESS	DELIVERABLES OR HOW TO'S
ALL guiding principles	1. Ongoing support after inclusion takes place.	• Annual report to RCCSD Board and to the community.
	2. Highly flexible structure.	• Reflect ---> Review --> Adjust.
Ongoing Communication Strategy	3. Open communication from all and for all.	• Ongoing district committee to oversee inclusion process. • Partner with district communications committee.
Resource Allocation	4. Back-up plan for children who cannot be in gen ed school.	• Develop process for "D" setting students as determined by IEPs.
Staffing Assignments (+RA as required)	5. Specialized teachers available at all grade levels.	• Include language in CAPs to ensure adherence.
	6. Guidance on staffing from district administration.	
	7. Adequate time for case management.	
	8. Inclusion coaches/specialists in the buildings as support.	
	9. Licensed mental health counselors in all schools.	
	10. Living skills programs in all schools.	• Coordination of services provided by school counselor, PE, nurse, and related arts to include aspects of health and living skills curricula.
	11. Offering of Continuum of Services & Maintain Placement Settings.	• Include language in CAPs to ensure adherence, ensure IDEA compliance within district, transition meetings.
Student transition recommendation	12. Home school liaisons at IEP meetings - Not just EDs but anticipated case managers.	• Include language in CAPs to ensure adherence, building admin identifies necessary team members, flexible location for transition meetings.
	13. Shadow program option for students, parents, and staff.	• Individualized by student profile, parent-mentor program.
	14. Student-Mentor program.	• Student-student and adult-student.
	15. Goal of being ready on the first day of school.	• District communicates/shares step-by-step process and timeline.
	16. General Education school culture and environment prep program.	• Engage PTAs/PTOs at individual schools. • District hires outside expert to work with all stakeholders. • Implement/build student empowerment programs.

GUIDING PRINCIPLES	ELEMENTS OF SUCCESS	DELIVERABLES OR HOW TO'S
Training for all Stakeholder Groups (+OCS, RA, and SA as required)	17. Share Campus Action Plan (CAP) with each school.	• Include as required PD within each school.
	18. Targeted professional development for all staff (including paras).	• Share and implement district and building PD plans with parents and staff.
	19. PD and PD coaching for all components of inclusion.	
	20. Teachers observing inclusion within the building or outside their building.	• District and schools develop and implement programs.
	21. In-class Peer (Teacher) Coaching.	
	22. Peer Acceptance and Support Program.	
	23. Empowering IEP teams.	• Home-school liaison program. • Flexible location for transition meetings. • Offer parent IEP trainings (e.g., PIC). • IEP process flowchart. • Enhanced/increased parent involvement.
	24. Parent home support training opportunities.	• Parent collaboration with district and schools to develop a menu of training opportunities using RCCSD Parent University or similar forums. • Offer parent IEP trainings (e.g., PIC).
	25. Parent education opportunities (gen ed and spec ed).	

GUIDING PRINCIPLES	ELEMENTS OF SUCCESS
Student Transition	1. Comprehensive schools will expand their Continuum of Services to meet the needs of all learners on their home campus. 2. Campus tours for Central students will occur during Choice Open House season. (Particular efforts will focus on ensuring Central students have opportunities to apply for Choice and understand how the process works.) 3. Transition tools (positively framed/strength-based) to drive the transition process will be utilized, such as a Student Profile and IEP at a Glance. 4. The District must have specific process in place where IEPs/IEP at a Glance at each school are discussed with all teachers (GE and CTE) who instruct SWDs.
Training	5. Tier 2 and 3 Teams will be utilized to turn around PD in their schools to increase capacity.
Resources	6. Comprehensive schools will develop flexible schedules to allow for Least Restrictive Environments that meet compliance targets and the needs of their students. Schedules should be reviewed throughout the year. 7. Beginning SY 2015–16 resources must be in place: ADA compliance issues, adaptive equipment, texts, or devices ordered and distributed, etc. 8. Categorize/inventory district resources (equipment). 9. Designated time set aside for administrative collaboration and planning. 10. Substitute pay for Tier 3 Team meetings (1/2 day @ campus). 11. Bussing for parents/student tours. 12. Recognition for Cultural Change (Sharing success stories).
Staffing	13. Effective this academic year, we will have three designated staff members (MS & HS) working as Inclusion Support Specialists. Their role is to help with the transition over the next few years by building capacity within each school to expand their Continuum of Services. Each school will have a designated plan of how to use current inclusion support specialists through a coordinated effort with all schools. 14. Repurposing staff to target needed areas – Inclusion Support Specialist, Transition specialist. 15. Purposeful check-in (meet & greet, debrief time) from sending school, etc. should do follow-up with students and ISS on a regular basis.
Communications	16. Each parent of a Central student will be invited to visit comprehensive schools. 17. Choice window/calendar options should be visible such as tables at Central prior to Choice window advertising Choice windows. (Visibility online, in the building, access to comprehensive teachers, open house, IEP meetings, honor roll breakfast, etc.). 18. Parent Meetings within city limits and suburbs. 19. Direct mailing from schools. 20. Alert Now, Enews, Facebook, EdTV.
Sustainability	21. The 3 Tier Structure should remain in place for a minimum of 5 years to increase the likelihood for sustainable improvements in the overall system. 22. A District Review Team should be established to help monitor the Campus Action Plans.

FINAL RECOMMENDATIONS [ELEMENTARY ELL INCLUSION COMMITTEE]

GUIDING PRINCIPLES	ELEMENTS OF SUCCESS
Resource Allocation	1. Bilingual office aide at all schools where there are at least 25% Spanish-speaking families (unless there is a secretary or clerk assigned to the school who speaks Spanish) and a bilingual floating office aide at the remaining elementary schools, as needed. 2. Provide interpreters at school events and rotate conference days to provide enough bilingual support. 3. Provide English Language Development (ELD) curriculum and additional materials, as needed.
Training for All	4. Differentiated PD for all staff on meeting the needs of our English Language Learners. 5. Parent ESL classes and expand Spanish classes for our teachers.
Staff Assignment	6. Designated ELL Coach that would provide ELD support (50% of the time) and teacher support to all schools with at least 25% ELLs and an ELL teacher that would receive a stipend/EPER to provide teacher support at the remaining elementary schools. 7. Communication on the process of staffing schools based on ELL needs.
Ongoing Communication	8. Keeping all stakeholders informed, in their native language, through the website, School Messenger, student mail, US mail, newsletters, email, text messages, etc. 9. Development of an ELL Resource Guide for schools that will provide processes and procedures for ELL registrations, interpreter requests, translation requests, accessing ELL data on DSC, transition plan completion, etc. 10. Development of an informational pamphlet for parents regarding ELL services at all schools and frequently asked questions. 11. Individual meetings to be scheduled with school administrators to discuss programming models for incoming ELLs.
Student Transition	12. Kindergarten-Fourth grade to transition at once in the 2015–2016 school year and provided 5th grade families the option to stay at the existing school. 13. Use of the Transition Plan for English Language Learners for all students transitioning to a new school in the 15/16 school year. 14. Provide opportunities for students and families to visit their new school prior to the transition.

GUIDING PRINCIPLES	ELEMENTS OF SUCCESS	DELIVERABLES OR HOW TO'S
ALL guiding principles	1. Ongoing support after inclusion takes place.	• Annual report to RCCSD Board and to the community.
	2. Supportive structure at all schools in compliance with DDOE guidelines for services, specifically for ELD (English Language Development) instruction by certified staff. Number of sessions required will be determined by ACCESS results from prior spring.	• Reflect ---> Review --> Adjust based on annual spring ACCESS results and cut scores as determined by DDOE.
Ongoing Communication Strategy	3. Open communication from all and for all with access to all communications in multiple languages. 4. Advance communication of events supporting parent engagement and information about instruction in languages as required. 5. Interpreters support available to all schools. 6. Translation support provided to all schools.	• Ongoing district ELL committee to oversee inclusion process. • Partner with district Communications and Diversity Committees.
Resource Allocation	7. Specific plan for children who are newcomers.	• Develop districtwide process for identification and support.
Staffing Assignments	8. Certified staff available for all middle grade levels.	• Reflect ---> Review --> Adjust based on annual spring ACCESS results and cut scores as determined by DDOE.
	9. Guidance on staffing from district administration.	
	10. Adequate time for ELAP review.	
	11. ELL Instructional coaches/specialists in the secondary buildings as support will be needed in the initial three years of the program implementation. 12. Two secondary Language Acquisition Coaches to support staff throughout the secondary level.	
	13. Bilingual office support available at all middle schools.	
	14. ELD/Language Central available at all schools, specifically for students who receive a composite score 1–3.9 on the ACCESS.	• Coordination of services provided by school counselor, PE, nurse, and related arts to include aspects of health and living skills curricula.
	15. Offering of continuum of supports/ELD sessions based on ACCESS results in the area of reading, writing, speaking and listening.	• Coordination of school schedules with the ELL Office.

GUIDING PRINCIPLES	ELEMENTS OF SUCCESS	DELIVERABLES OR HOW TO'S
Student transition recommendation	16. The committee recommends that ELL middle schools students be assigned to their default attendance zone feeder beginning SY 2015–16. 17. All rising 6th and 7th grade ELL students enrolled in AIMS/Conrad during SY 2014–15 should be afforded the opportunity to remain at the school until the end of the middle school program with transportation provided.	• The committee's recommendation is for personal contact with the families at AIMS and Conrad, subject to Board action in October.
	18. Home school liaison to plan parent classes and information nights.* *With child care provided.	• Annual calendar of classes and information nights developed in conjunction with Goal 5 program manager. • ACCEP classes to be advertised more widely.
	19. Development of profile enhancing portions of DSC/I-tracker.	• Individualized by student profile shared at meeting.
	20. Student-Mentor program.	• Student-student and adult-student.
	21. Goal of being ready on the first day of school.	• District communicates/shares step-by-step process and timeline on or around November 1 of year prior to implementation.
	22. General Education school culture and environment prep program.	• Engage PTAs/PTOs at individual schools.
Training	23. Share DDOE/ELAP program with all schools (more information available after September 3).	• Include as required PD within each school
	24. Targeted professional development for all staff (including paraprofessionals).	• District to secure services of vendor/consultant to assist with the delivery of tiered PD for staff over a three-year period. In an effort to build internal capacity, the training model is to be a train the trainer model with a stipend position at each secondary school and substitute coverage for training of the respective building trainers. (After year 3, the expectation would be that each school would have internal capacity to provide differentiated professional development to support staff knowledge to meet student needs.) • Spanish classes for staff to be offered. • Share and implement district and building
	25. PD and PD coaching for all components of inclusion (see staffing assignments).	

GUIDING PRINCIPLES	ELEMENTS OF SUCCESS	DELIVERABLES OR HOW TO'S
		PD plans with parents and staff. • Provide peer support to staff throughout all secondary buildings in the use of language development strategies and analyses of ACCESS data to help guide scaffolding within lessons, and increasing students' language proficiency. • Review survey results of professional development with focus on improving subsequent sessions.
	26. Teachers observing research-based ELD instruction.	• District and schools develop and implement programs.
	27. In-class Peer (Teacher) Coaching.	
	28. Peer Acceptance Support Program.	
	29. Empowering ELAP teams.	• Home-school liaison program. • Flexible location for needed meetings. • Offer parent ELAP trainings. • ELAP process flowchart. • Enhanced/increased parent involvement.
	30. Parent home support training opportunities.	• Parent collaboration with district and schools to develop a menu of training opportunities using RCCSD Parent University or similar forums. • Offer parent IEP trainings (e.g., PIC).
	31. Parent education opportunities (gen ed and ELL).	
Parent Outreach	32. English classes for parents of ELL students, to help increase their English proficiency and engage them in the educational process.	• Arrange/coordinate classes with Groves and identified vendor. • Offer at central locations. • Collect data as to participation and participants' satisfaction. • Bring information to our parent/family community about existing classes at local community centers, churches and other venues. • Provide a directory on the website directing families to the already established locations. • Identify district staff to provide ELL-specific information to families at venues across the district.

Draft letter for current ELL students in K-3rd grade

RED CLAY CONSOLIDATED SCHOOL DISTRICT

Mervin B. Daugherty, Ed.D.
Superintendent

Administrative Offices
1502 Spruce Avenue
Wilmington, DE 19805

Student Support Services

Phone (302) 552-3706
Fax (302) 992-7820

Hugh Broomall, Ed.D.
Deputy Superintendent

Hugh.Broomall@redclay.k12.de.us

Name
Address

October 20, 2014

Dear Parent/Guardian:

The board took action at the October 15, 2014 board meeting for all English Language Learner (ELL) students in grades kindergarten thru fifth during the 2015-2016 to be assigned to their attendance zone school. Currently, your student is enrolled as an English Language Learner (ELL) and assigned to one of four designated schools; Baltz Elementary, Lewis Dual Language Program, Marbrook Elementary or Mote Elementary and your students' school assignment will be impacted.

All questions should be directed to Dr. Hugh Broomall at 302-552-3706 or Hugh.Broomall@redclay.k12.de.us

As a parent or guardian you have two options;

1. Attend your attendance zone school with services and transportation beginning in 2015-2016 school year.
2. Utilize the choice process to complete a choice application during the choice window to remain in your current school or to attend another Red Clay school. If your choice application is approved, the parent is responsible to assume responsibility to have the student at the designated bus stop or to transport to the choice school. The designated bus stop will be the closest bus stop for the choice school.

Sincerely,

Merv Daugherty, Ed.D.
Superintendent

The Red Clay Consolidated School District does not discriminate on the basis of race, creed, color, national origin, religion, sex, sexual orientation, age, marital status, handicap, veteran status, domicile, genetic information, or any legally protected characteristic. Inquiries should be directed to Debra Davenport, Human Resources, at 302-552-3783.

Red Clay Consolidated School District

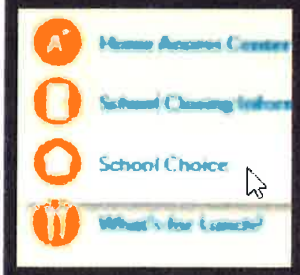
Choice 2015 – 2016 School Year

Questions?

Find More Information Online:

www.redclayschools.com

Click the School Choice Button



Contact Us:

Choice Office

(302) 552-3789

Open House Dates
6:00pm – 8:00pm

Elementary Schools Grades K-5		Middle School Grades 6-8		High School Grades 9-12	
11/5	Richey	11/6	AI Middle	11/10	Cab Calloway
11/5	Shortlidge	11/10	Cab Calloway	11/13	Conrad
11/6	Forest Oak	11/12	Conrad	11/18	McKean
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11/20	Marbrook				
11/20	Brandywine Springs				
11/24	North Star				
12/3	Warner				
12/4	Baltz				
12/11	Lewis				
12/16	Richardson Park				

School Choice Information Workshop Dates

- 10/28 6:00pm at Dickinson
- 10/29 6:00pm at AI Middle

How to Apply

- Must be registered in a Delaware public school or pre-registered in your attendance (feeder) zone school
- **Online Application**
  - www.redclayschools.com
  - Can submit anywhere internet access is available
  - Email notifications
  - Manage all children through one account
- **Paper Application**
  - Available at any school, District Office or the Choice Office

Timeline

- Choice Period
  - November 3, 2014 - January 14, 2015 at 4:30pm
- School Board action on Choice recommendations
  - February 18, 2015
- Notifications sent within five days of Board action

Draft letter for current ELL students in 4th grade

RED CLAY CONSOLIDATED SCHOOL DISTRICT

Mervin B. Daugherty, Ed.D.
Superintendent

Administrative Offices
1502 Spruce Avenue
Wilmington, DE 19805

Student Support Services

Phone (302) 552-3706
Fax (302) 992-7820

Hugh Broomall, Ed.D.
Deputy Superintendent

Hugh.Broomall@redclay.k12.de.us

Name
Address

October 20, 2014

Dear Parent/Guardian:

The board took action at the October 15, 2014 board meeting for all English Language Learner (ELL) students in grades kindergarten thru 5th during the 2015-2016 to be assigned to their attendance zone school. Currently, your student is enrolled as an English Language Learner (ELL) in the 4th grade and assigned to one of four designated schools; Baltz Elementary, Lewis Dual Language Program, Marbrook Elementary or Mote Elementary.

All questions should be directed to Dr. Hugh Broomall at 302-552-3706 or Hugh.Broomall@redclay.k12.de.us

As a parent or guardian you have two options for the 2015-2016 school year;

1. Attend your attendance zone school with services and transportation beginning in 2015-2016 school year.
2. Utilize the choice process to complete a choice application during the choice window to attend another Red Clay school. If your choice application is approved, the parent is responsible to assume responsibility to have the student at the designated bus stop or to transport to the choice school. The designated bus stop will be the closest bus stop for the choice school.
3. Chose to remain in your current designated school. If you chose to remain in your current school, transportation will be provided.

Sincerely,

Merv Daugherty, Ed.D.
Superintendent

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Red Clay Consolidated School District

Choice 2015 – 2016 School Year

Open House Dates
6:00pm – 8:00pm

Elementary Schools Grades K-5		Middle School Grades 6-8		High School Grades 9-12	
11/5	Richey	11/6	AI Middle	11/10	Cab Calloway
11/5	Shortlidge	11/10	Cab Calloway	11/13	Conrad
11/6	Forest Oak	11/12	Conrad	11/18	McKean
11/6	Highlands	12/9	HB Middle	11/20	Dickinson
11/13	Mote	12/10	Skyline	12/2	AI High
11/18	Heritage	12/11	Brandywine Springs		
11/17	Linden Hill	12/18	Stanton		
11/20	Marbrook				
11/20	Brandywine Springs				
11/24	North Star				
12/3	Warner				
12/4	Baltz				
12/11	Lewis				
12/16	Richardson Park				

School Choice Information Workshop Dates

- 10/28 6:00pm at Dickinson
- 10/29 6:00pm at AI Middle

How to Apply

- Must be registered in a Delaware public school or pre-registered in your attendance (feeder) zone school
- **Online Application**
  - www.redclayschools.com
  - Can submit anywhere internet access is available
  - Email notifications
  - Manage all children through one account
- **Paper Application**
  - Available at any school, District Office or the Choice Office

Timeline

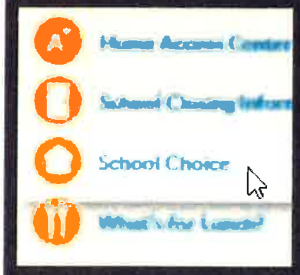
- Choice Period
  - November 3, 2014 - January 14, 2015 at 4:30pm
- School Board action on Choice recommendations
  - February 18, 2015
- Notifications sent within five days of Board action

Questions?

Find More Information Online:

www.redclayschools.com

Click the School Choice Button



Contact Us:

Choice Office

(302) 552-3789

Draft letter for current ELL students in 5th grade

RED CLAY CONSOLIDATED SCHOOL DISTRICT

Mervin B. Daugherty, Ed.D.
Superintendent

Administrative Offices
1502 Spruce Avenue
Wilmington, DE 19805

Student Support Services

Phone (302) 552-3706
Fax (302) 992-7820

Hugh Broomall, Ed.D.
Deputy Superintendent

Hugh.Broomall@redclay.k12.de.us

Name
Address

October 20, 2014

Dear Parent/Guardian:

The board took action at the October 15, 2014 board meeting for all English Language Learner (ELL) students in grades kindergarten thru 5th during the 2015-2016 to be assigned to their attendance zone school. Currently, your student is enrolled as an English Language Learner (ELL) in the 5th grade and assigned to one of four designated schools; Baltz Elementary, Lewis Dual Language Program, Marbrook Elementary or Mote Elementary.

All questions should be directed to Dr. Hugh Broomall at 302-552-3706 or Hugh.Broomall@redclay.k12.de.us

As a parent or guardian you have two options for the 2015-2016 school year;

1. Attend your attendance zone school with services and transportation beginning in 2015-2016 school year.
2. Utilize the choice process to complete a choice application during the choice window to attend another Red Clay school. If your choice application is approved, the parent is responsible to assume responsibility to have the student at the designated bus stop or to transport to the choice school. The designated bus stop will be the closest bus stop for the choice school.

Sincerely,

Merv Daugherty, Ed.D.
Superintendent

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Red Clay Consolidated School District

Choice 2015 – 2016 School Year

Open House Dates
6:00pm – 8:00pm

Elementary Schools Grades K-5		Middle School Grades 6-8		High School Grades 9-12	
11/5	Richey	11/6	Al Middle	11/10	Cab Calloway
11/5	Shortlidge	11/10	Cab Calloway	11/13	Conrad
11/6	Forest Oak	11/12	Conrad	11/18	McKean
11/6	Highlands	12/9	HB Middle	11/20	Dickinson
11/13	Mote	12/10	Skyline	12/2	Al High
11/18	Heritage	12/11	Brandywine Springs		
11/17	Linden Hill	12/18	Stanton		
11/20	Marbrook				
11/20	Brandywine Springs				
11/24	North Star				
12/3	Warner				
12/4	Baltz				
12/11	Lewis				
12/16	Richardson Park				

School Choice Information Workshop Dates

- 10/28 6:00pm at Dickinson
- 10/29 6:00pm at Al Middle

How to Apply

- Must be registered in a Delaware public school or pre-registered in your attendance (feeder) zone school
- **Online Application**
  - www.redclayschools.com
  - Can submit anywhere internet access is available
  - Email notifications
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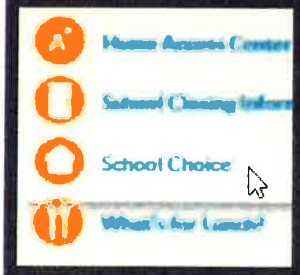

Contact Us:

Choice Office

(302) 552-3789

Draft letter for current ELL students in 6th-7th grade

RED CLAY CONSOLIDATED SCHOOL DISTRICT

Mervin B. Daugherty, Ed.D.
Superintendent

Administrative Offices
1502 Spruce Avenue
Wilmington, DE 19805

Student Support Services

Phone (302) 552-3706
Fax (302) 992-7820

Hugh Broomall, Ed.D.
Deputy Superintendent

Hugh.Broomall@redclay.k12.de.us

Name
Address

October 20, 2014

Dear Parent/Guardian:

The board took action at the October 15, 2014 board meeting for all English Language Learner (ELL) students in grades 6 thru 8 during the 2015-2016 to be assigned to their attendance zone school. Currently, your student is enrolled as an English Language Learner (ELL) and assigned to one of two designated schools; A.I. DuPont Middle School (AIMS) or Conrad School of the Sciences (CSS).

All questions should be directed to Dr. Hugh Broomall at 302-552-3706 or Hugh.Broomall@redclay.k12.de.us

As a parent or guardian you have two options;

1. Attend your attendance zone school with services and transportation beginning in 2015-2016 school year.
2. Utilize the choice process to complete a choice application during the choice window to attend another Red Clay school. If your choice application is approved, the parent is responsible to assume responsibility to have the student at the designated bus stop or to transport to the choice school. The designated bus stop will be the closest bus stop for the choice school.
3. Chose to remain in your current designated school (AIMS or CSS). If you chose to remain in your current school, transportation will be provided.

Sincerely,

Merv Daugherty, Ed.D.
Superintendent

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Red Clay Consolidated School District

Choice 2015 – 2016 School Year

Open House Dates
6:00pm – 8:00pm

Elementary Schools Grades K-5		Middle School Grades 6-8		High School Grades 9-12	
11/5	Richey	11/6	Al Middle	11/10	Cab Calloway
11/5	Shortlidge	11/10	Cab Calloway	11/13	Conrad
11/6	Forest Oak	11/12	Conrad	11/18	McKean
11/6	Highlands	12/9	HB Middle	11/20	Dickinson
11/13	Mote	12/10	Skyline	12/2	Al High
11/18	Heritage	12/11	Brandywine Springs		
11/17	Linden Hill	12/18	Stanton		
11/20	Marbrook				
11/20	Brandywine Springs				
11/24	North Star				
12/3	Warner				
12/4	Baltz				
12/11	Lewis				
12/16	Richardson Park				

School Choice Information Workshop Dates

- 10/28 6:00pm at Dickinson
- 10/29 6:00pm at Al Middle

How to Apply

- Must be registered in a Delaware public school or pre-registered in your attendance (feeder) zone school
- **Online Application**
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Timeline

- Choice Period
  - November 3, 2014 - January 14, 2015 at 4:30pm
- School Board action on Choice recommendations
  - February 18, 2015
- Notifications sent within five days of Board action

Questions?

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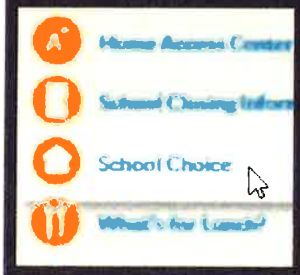
Click the School Choice Button



Contact Us:

Choice Office

(302) 552-3789

Draft letter for current Central students in 6th -11th grade

RED CLAY CONSOLIDATED SCHOOL DISTRICT

Mervin B. Daugherty, Ed.D.
Superintendent

Administrative Offices
1502 Spruce Avenue
Wilmington, DE 19805

Student Support Services

Phone (302) 552-3706
Fax (302) 992-7820

Hugh Broomall, Ed.D.
Deputy Superintendent

Hugh.Broomall@redclay.k12.de.us

Name
Address

October 20, 2014

Dear Parent/Guardian:

The board took action at the October 15, 2014 board meeting for all students attending The Central School during the 2015-2016 to be assigned to their attendance zone school. Currently, your student is enrolled at The Central School and your students' school assignment will be impacted.

All questions should be directed to Dr. Hugh Broomall at 302-552-3706 or Hugh.Broomall@redclay.k12.de.us

As a parent or guardian you have two options;

1. Attend your attendance zone school with services and transportation beginning in 2015-2016 school year.
2. Utilize the choice process to complete a choice application during the choice window to attend another Red Clay school. If your choice application is approved, the parent is responsible to assume responsibility to have the student at the designated bus stop or to transport to the choice school. The designated bus stop will be the closest bus stop for the choice school.

Sincerely,

Merv Daugherty, Ed.D.
Superintendent

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Red Clay Consolidated School District

Choice 2015 – 2016 School Year

Open House Dates
6:00pm – 8:00pm

Elementary Schools Grades K-5		Middle School Grades 6-8		High School Grades 9-12	
11/5	Richey	11/6	AI Middle	11/10	Cab Calloway
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11/20	Marbrook				
11/20	Brandywine Springs				
11/24	North Star				
12/3	Warner				
12/4	Baltz				
12/11	Lewis				
12/16	Richardson Park				

School Choice Information Workshop Dates

- 10/28 6:00pm at Dickinson
- 10/29 6:00pm at AI Middle

How to Apply

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  - Can submit anywhere internet access is available
  - Email notifications
  - Manage all children through one account
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Timeline

- Choice Period
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Questions?

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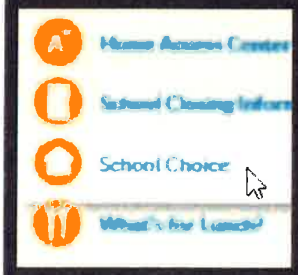
Click the School Choice Button



Contact Us:

Choice Office

(302) 552-3789

Draft letter for current RPLC students in BK-3rd grade

RED CLAY CONSOLIDATED SCHOOL DISTRICT

Mervin B. Daugherty, Ed.D.
Superintendent

Administrative Offices
1502 Spruce Avenue
Wilmington, DE 19805

Student Support Services

Phone (302) 552-3706
Fax (302) 992-7820

Hugh Broomall, Ed.D.
Deputy Superintendent

Hugh.Broomall@redclay.k12.de.us

Name
Address

October 20, 2014

Dear Parent/Guardian:

The board took action at the October 15, 2014 board meeting for all students attending Richardson Park Learning Center during the 2015-2016 to be assigned to their attendance zone school. Currently, your student is enrolled at Richardson Park Learning Center and your students school assignment will be impacted.

All questions should be directed to Dr. Hugh Broomall at 302-552-3706 or Hugh.Broomall@redclay.k12.de.us

As a parent or guardian you have two options;

1. Attend your attendance zone school with services and transportation beginning in 2015-2016 school year.
2. Utilize the choice process to complete a choice application during the choice window to attend another Red Clay school. If your choice application is approved, the parent is responsible to assume responsibility to have the student at the designated bus stop or to transport to the choice school. The designated bus stop will be the closest bus stop for the choice school.

Sincerely,

Merv Daugherty, Ed.D.
Superintendent

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Red Clay Consolidated School District

Choice 2015 – 2016 School Year

Open House Dates
6:00pm – 8:00pm

Elementary Schools Grades K-5		Middle School Grades 6-8		High School Grades 9-12	
11/5	Richey	11/6	Al Middle	11/10	Cab Calloway
11/5	Shortlidge	11/10	Cab Calloway	11/13	Conrad
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11/20	Marbrook				
11/20	Brandywine Springs				
11/24	North Star				
12/3	Warner				
12/4	Baltz				
12/11	Lewis				
12/16	Richardson Park				

School Choice Information Workshop Dates

- 10/28 6:00pm at Dickinson
- 10/29 6:00pm at Al Middle

How to Apply

- Must be registered in a Delaware public school or pre-registered in your attendance (feeder) zone school
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  - Can submit anywhere internet access is available
  - Email notifications
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Timeline

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- School Board action on Choice recommendations
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- Notifications sent within five days of Board action

Questions?

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Click the School Choice Button

Contact Us:

Choice Office

(302) 552-3789

Draft letter for current RPLC students in 4th grade

RED CLAY CONSOLIDATED SCHOOL DISTRICT

Mervin B. Daugherty, Ed.D.
Superintendent

Administrative Offices
1502 Spruce Avenue
Wilmington, DE 19805

Student Support Services

Phone (302) 552-3706
Fax (302) 992-7820

Hugh Broomall, Ed.D.
Deputy Superintendent

Hugh.Broomall@redclay.k12.de.us

Name
Address

October 20, 2014

Dear Parent/Guardian:

The board took action at the October 15, 2014 board meeting for all students attending Richardson Park Learning Center in grades kindergarten thru fifth during the 2015-2016 to be assigned to their attendance zone school. Currently, your student is enrolled at Richardson Park Learning Center.

All questions should be directed to Dr. Hugh Broomall at 302-552-3706 or Hugh.Broomall@redclay.k12.de.us

As a parent or guardian you have two options;

1. Attend your attendance zone school with services and transportation beginning in 2015-2016 school year.
2. Utilize the choice process to complete a choice application during the choice window to remain in your current school or to attend another Red Clay school. If your choice application is approved, the parent is responsible to assume responsibility to have the student at the designated bus stop or to transport to the choice school. The designated bus stop will be the closest bus stop for the choice school.
3. Chose to remain in your current designated school (RPLC). If you chose to remain in your current school, transportation will be provided.

Sincerely,

Merv Daugherty, Ed.D.
Superintendent

The Red Clay Consolidated School District does not discriminate on the basis of race, creed, color, national origin, religion, sex, sexual orientation, age, marital status, handicap, veteran status, domicile, genetic information, or any legally protected characteristic. Inquiries should be directed to Debra Davenport, Human Resources, at 302-552-3783.

Red Clay Consolidated School District

Choice 2015 – 2016 School Year

Open House Dates
6:00pm – 8:00pm

Elementary Schools Grades K-5		Middle School Grades 6-8		High School Grades 9-12	
11/5	Richey	11/6	Al Middle	11/10	Cab Calloway
11/5	Shortlidge	11/10	Cab Calloway	11/13	Conrad
11/6	Forest Oak	11/12	Conrad	11/18	McKean
11/6	Highlands	12/9	HB Middle	11/20	Dickinson
11/13	Mote	12/10	Skyline	12/2	Al High
11/18	Heritage	12/11	Brandywine Springs		
11/17	Linden Hill	12/18	Stanton		
11/20	Marbrook				
11/20	Brandywine Springs				
11/24	North Star				
12/3	Warner				
12/4	Baltz				
12/11	Lewis				
12/16	Richardson Park				

School Choice Information Workshop Dates

- 10/28 6:00pm at Dickinson
- 10/29 6:00pm at Al Middle

How to Apply

- Must be registered in a Delaware public school or pre-registered in your attendance (feeder) zone school
- **Online Application**
  - www.redclayschools.com
  - Can submit anywhere internet access is available
  - Email notifications
  - Manage all children through one account
- **Paper Application**
  - Available at any school, District Office or the Choice Office

Timeline

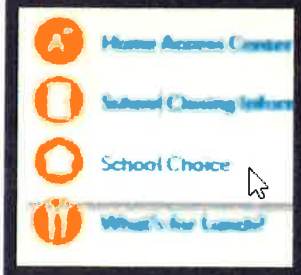
- Choice Period
  - November 3, 2014 - January 14, 2015 at 4:30pm
- School Board action on Choice recommendations
  - February 18, 2015
- Notifications sent within five days of Board action

Questions?

Find More Information Online:

www.redclayschools.com

Click the School Choice Button



Contact Us:

Choice Office

(302) 552-3789

Draft letter for current RPLC students in 5th grade

RED CLAY CONSOLIDATED SCHOOL DISTRICT

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Red Clay Consolidated School District

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11/6	Highlands	12/9	HB Middle	11/20	Dickinson
11/13	Mote	12/10	Skyline	12/2	Al High
11/18	Heritage	12/11	Brandywine Springs		
11/17	Linden Hill	12/18	Stanton		
11/20	Marbrook				
11/20	Brandywine Springs				
11/24	North Star				
12/3	Warner				
12/4	Baltz				
12/11	Lewis				
12/16	Richardson Park				

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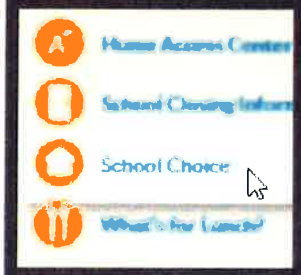


Contact Us:

Choice Office

(302) 552-3789

Draft District PD Calendar SY 2014–15 (Shaded rows showing inclusion-related trainings)

Goal	Audience	Activity	Date	Time	Owner
1	Administrators	Discipline Committee	10/7/14, 12/9/14, 2/10/15, 4/21/15	1:30pm - 3:00 pm	B. Watson
1	Teachers	Drivers Education Meeting	10/31/14, 1/16/15	8:00am - until	B. Watson
1	Administrators and Staff	Code of Conduct Meeting	1/6/15, 3/25/15 Emergency mtg. can be called by any	4:00pm - 6:00pm	B. Watson
3	Administrators	Dropout Prevention	11/15/14, 2/17/15, 5/5/15	1:30pm - 3:00 pm	B. Watson
3	Administrators	Counselor Meeting	10/9/14, 11/13/14, 1/8/15, 3/12/15, 4/16/15	8:00am-9:30am HS 10:00am-11:30am MS,	B. Watson
3	Administrators	District Level Counselor Meeting	9/18/14, 1/22/15, 4/30/15	10:00am - 11:30 am	B. Watson
3	Administrators	Counselor In-service Meeting	10/31/14, 2/13/15, 3/27/15	*10/31/14 - 1/2 day training 8am to 11:30	B. Watson
5	Parents & Community	Community of Interested Persons Mtg.	9/24/14, 11/19/14, 1/28/15, 3/25/15, 5/27/15	10:00am - 11:30 am	B. Watson
1	Administrators	Activity 1.2.1.1: (DPAS II) Focus teacher and administrator professional development	9/29/14; 10/27/14; 11/24/14; 12/15/14; 1/26/15; 2/23/15;	4:00 p.m. - 6:00 p.m.	Carmack
1	New Hire (Administrators)	Activity 1.2.1.1: (DPAS II) Focus teacher and administrator professional development	9/9/14	8:00 a.m. - 12:00 p.m.	Carmack
1	New Hire (non-administrators) training	Activity 1.2.1.1: (DPAS II) Focus teacher and administrator professional development	9/23/14; 9/26/14; 11/17/14; 11/18/14	12:50 p.m. - 3:50 p.m.; 11:50 a.m. - 2:50 p.m.	Carmack
1	New hire (non-administrators) training	Activity 1.2.1.1: (DPAS II) Focus teacher and administrator professional development	8/12/14	1:00 p.m. - 3:30 p.m.	Carmack
1	Administrators	Activity 1.2.1.2: (Leadership Network) Implement a comprehensive administrator professional	9/14 -5/15	TBD	Carmack
1	Administrators	Activity 1.2.1.2: (Aspiring Principals) Implement a comprehensive administrator professional	10/21/14; 11/5/14; 11/18/14; 12/2/14; 1/7/15; 1/20/15;	4:00 p.m. - 6:00 p.m.	Carmack
1	Administrators	Activity 1.2.2.2: (Expert Evaluator DPAS II Calibration Workshop) Manage educator	9/11/14	9:00 a.m. - 10:30 a.m.	Carmack
1	Administrators	Activity 1.2.2.2: (Needs-Based DPAS II PD during school-level administrative meetings) Manage	8/1 - 6/15	School Administrative Team Meetings	Carmack
3	Educational Diagnosticians	Monthly Meetings	8/20, 8/27, 9/16, 10/7, 11/18, 12/2, 1/6/15, 2/3, 3/3,	8:30-11:30 am (except August meetings)	Petrucci
3	Psychologists	Monthly Meetings	8/20, 9/9, 10/14, 11/18, 12/9, 1/13/15, 2/10, 3/10,	8:30-11:30 am (except August & May	Petrucci
3	Speech/Language Pathologists	Monthly Meetings	8/21, 9/23, 10/28, 12/16, 1/27/15, 2/24, 3/24, 4/28	8:30-11:30 am (except August meeting)	Petrucci
3	PST Team Leaders	Quarterly Meetings	10/1, 12/3, 2/4, 4/1	8:30-11:30 am	Petrucci
3	PBS Team Leaders	Regular Meetings	9/24, 10/29, 12/10, 1/28, 3/25, 5/20	8:30-11:30 am	Petrucci
3	Related Services	Monthly Meetings	9/19, 10/17, 11/21, 12/19, 1/23, 2/20, 3/20, 4/17, 5/22	9:00-11:00 am	Petrucci
3	504 Team Leader	Regular Meetings	9/17, 11/12, 2/11, 4/22, 5/27	8:30-11:30 am	Petrucci
3	All New Teachers	Classroom Instruction That Works with ELLs	8/14/14	8:30 a.m -10:30 a.m.	Beck
3	All Elementary Teachers	Language Acquistion & Cultural Understanding	8/19/14	All Day	Beck
3	All Secondary Teachers	Language Acquistion & Cultural Understanding	8/20/14	All Day	Beck
3	County ESL Coordinators	Title III Countywide Training	9/3/14	9:00 a.m. - 11:00 a.m.	Beck
3	ELL Teachers & Administrators	Title III Guidebook Training	9/8/14	4:15 p.m. - 6:15 p.m.	Beck
3	ELL Teachers	ELL Teacher Meeting	1/12/15	4:15 p.m. - 6:15 p.m.	Beck
3	ELL Teachers	ELL Teacher Meeting	4/13/15	4:15 p.m. - 6:15 p.m.	Beck
1	NGSS teacher leaders	Training in Next Generation Science Standards	July 29, July 30, July 31, August 1	8:00-4:00	McGrath
1	seventh grade science teachers	Diversity of Life kit training	July 18, July 19, July 20	8:30-3:30	McGrath
1	sixth grade science teachers	Forces and Motion kit training	August 1, August 4, August 5	8:30-3:30	McGrath
1	kindergarten teachers	Trees kit training	4-Aug	8:30-3:30	McGrath
1	first grade teachers	Organisms kit training	4-Aug	8:30-3:30	McGrath
1	third grade teachers	Human Body kit training	4-Aug	8:30-3:30	McGrath
1	kindergarten teachers	Wood and Paper traiing	5-Aug	8:30-3:30	McGrath
1	third grade teachers	Earth Materials kit training	5-Aug	8:30-3:30	McGrath

1	Fourth grade teachers	Magnetism and Electricity kit training	5-Aug	8:30-3:30	McGrath
1	fifth grade teachers	Ecosystems kit training	5-Aug	8:30-3:30	McGrath
1	fifth grade teachers	Motion and Design kit training	5-Aug	8:30-3:30	McGrath
1	sixth grade science teachers	My Body and Me kit training	August 6, August 7, August 8	8:30-3:30	McGrath
1	seventh grade science teachers	Delaware Watersheds kit training	August 6, August 7, August 8	8:30-3:30	McGrath
1	first grade teachers	Weather and Me kit training	6-Aug	8:30-3:30	McGrath
1	second grade teachers	Soils kit training	6-Aug	8:30-3:30	McGrath
1	third grade teachers	Water kit training	6-Aug	8:30-3:30	McGrath
1	Fourth grade teachers	Land and Water kit training	6-Aug	8:30-3:30	McGrath
1	eighth grade science teachers	Weather kit training	August 7, August 8	8:30-3:30	McGrath
1	second grade teachers	Bridges kit training	7-Aug	8:30-3:30	McGrath
1	eighth grade science teachers	Planetary Science kit training	August 11, August 12	8:30-3:30	McGrath
1	New secondary science teachers	New teacher orientation science	14-Aug	10:45-12:00	McGrath
1	New K-3 teachers	New teacher orientation science	14-Aug	12:30-1:15	McGrath
1	New 4-5 teachers	New teacher orientation science	14-Aug	2:00-2:45	McGrath
1	second grade teachers	NGSS and science safety	19-Aug	8:00-10:00	McGrath
1	kindergarten teachers	NGSS and science safety	19-Aug	10:00-12:00	McGrath
1	first grade teachers	NGSS and science safety	19-Aug	1:30-3:30	McGrath
1	high school science teachers	NGSS and science safety	20-Aug	8:00-11:00	McGrath
1	middle school science teachers	NGSS and science safety	20-Aug	12:30-3:30	McGrath
1	Science Curriculum Council	book study: Frameworks	9-Sep	4:00-6:00	McGrath
1	NGSS teacher leaders	NGSS teacher leader implementation	16-Sep	5:00-7:00 pm	McGrath
1	fifth grade teachers	Ecosystems kit training	22-Sep	8:30-3:30	McGrath
1	first grade teachers	Weather and Me kit training	23-Sep	8:30-3:30	McGrath
1	Fourth grade teachers	Structures of Life kit training	24-Sep	8:30-3:30	McGrath
1	second grade teachers	Insects kit training	30-Sep	8:30-3:30	McGrath
1	third grade teachers	Human Body kit training	1-Oct	8:30-3:30	McGrath
1	first grade teachers	Organisms kit training	8-Oct	8:30-3:30	McGrath
1	Science Curriculum Council	book study: Frameworks	14-Oct	4:00-6:00	McGrath
1	NGSS teacher leaders	NGSS teacher leader implementation	15-Oct	5:00-7:00	McGrath
1	fourth and fifth grade teachers	NGSS and science safety	31-Oct	12:30-3:30	McGrath
1	secondary science teachers	NGSS practices--modeling	31-Oct	8:00-11:00	McGrath
1	first grade teachers	Solids and Liquids kit training	10-Nov	8:30-3:30	McGrath
1	second grade teachers	Bridges kit training	12-Nov	8:30-3:30	McGrath
1	third grade teachers	Earth Materials kit training	13-Nov	8:30-3:30	McGrath
1	Fourth grade teachers	Magnetism and Electricity kit training	14-Nov	8:30-3:30	McGrath
1	fifth grade teachers	Mixtures and Solutions kit training	17-Nov	8:30-3:30	McGrath
1	Science Curriculum Council	book study: Frameworks	13-Jan	4:00-6:00	McGrath
1	third grade teachers	Water kit training	14-Jan	8:30-3:30	McGrath
1	second grade teachers	Soils kit training	23-Feb	8:30-3:30	McGrath
1	Fourth grade teachers	Land and Water kit training	27-Feb	8:30-3:30	McGrath
1	fifth grade teachers	Motion and Design kit training	2-Mar	8:30-3:30	McGrath
1	Fourth grade teachers	Skywatchers kit training	3-Mar	8:30-3:30	McGrath
1	Edward McGrath	NSTA national conference	March 11-March 15		McGrath
1	Science Curriculum Council	book study: Frameworks	17-Mar	4:00-6:00	McGrath
1	third grade teachers	NGSS and science safety	27-Mar	12:30-3:30	McGrath
1	secondary science teachers	NGSS All Standards All Students	27-Mar	8:00-11:00	McGrath
1	Science Curriculum Council	book study: Frameworks	12-May	4:00-6:00	McGrath
1	Math Council Members	Math Council Meeting	9/24/14, 10/22/14, 12/10/14, 1/28/15, 2/25/15, 3/25/15,	4:00pm - 6:00pm	Albers
3, 4	School Data and Test Coordinators	Guidelines for Inclusion DeSSA, Accom and Designated Supports	9/9/14	3:45-5:45 p.m.	Marshall
3, 4	School Data and Test Coordinators	Practice & resources for SMARTER testing	10/7/14	3:45-5:45 p.m.	Marshall
3, 4	School Data and Test Coordinators	SMARTER Interim Comprehensive and NAEP	12/2/14	3:45-5:45 p.m.	Marshall
3, 4	School Data and Test Coordinators	State guidance for SMARTER & DCAS Science and Social Studies	1/6/15 (likely canceled in lieu of attending state meeting)	3:45-5:45 p.m.	Marshall
3, 4	School Data and Test Coordinators	SMARTER test preparation	2/3/15	3:45-5:45 p.m.	Marshall
3, 4	School Data and Test Coordinators	DCAS Science& SS and US EOC preparation	3/3/14	3:45-5:45 p.m.	Marshall
3, 4	School Data and Test Coordinators	DeSSA monitoring, participation, issues, and exemptions	5/5/15	3:45-5:45 p.m.	Marshall
1	Administrators	Administrative Workshop	9/29/14	4:00 - 6:00 p.m.	Daugherty
1	Administrators	Administrative Workshop	10/27/14	4:00 - 6:00 p.m.	Daugherty

1	Administrators	Administrative Workshop	11/24/14	4:00 - 6:00 p.m.	Daugherty
1	Administrators	Administrative Workshop	12/15/14	4:00 - 6:00 p.m.	Daugherty
1	Administrators	Administrative Workshop	1/26/15	4:00 - 6:00 p.m.	Daugherty
1	Administrators	Administrative Workshop	2/23/15	4:00 - 6:00 p.m.	Daugherty
1	Administrators	Administrative Workshop	3/30/15	4:00 - 6:00 p.m.	Daugherty
1	Administrators	Administrative Workshop	4/27/15	4:00 - 6:00 p.m.	Daugherty
1	Administrators	Administrative Workshop	5/18/15	4:00 - 6:00 p.m.	Daugherty
1	Administrators	Administrative Workshop	6/15/15	4:00 - 6:00 p.m.	Daugherty
1,3	Elem. Co-Teachers	Co-Teach 101: Elem.	8/5/14	8:30 - 11:30 a.m.	Brake
1,3	Elem. Co-Teachers	Co-Teach 101: Elem.	9/15/14	4:00 - 6:00 p.m.	Brake
1,3	Tier 2 Administrators	ELAP/ELL Handbook; CAP Review	9/22/14	4:00 - 6:00 p.m.	Brake/Beck
1,3	Tier 3 HS Teachers	Student Led IEPs: HS	9/23/14	4:00 - 6:00 p.m.	Brake/Beck
1,3	Tier 3 Secondary Teachers	Growth Mindset: Improving Executive Function	10/7/14	4:00 - 6:00 p.m.	Brake/Beck
1,3	Tier 2 Administrators	Understanding Accommodations & Differentiated Instruction	10/21/14	4:00 - 6:00 p.m.	Brake/Beck
1,3	Identified Schools	SB-IEPs: Cohort 1	10/31/14	TBD	Brake
1,3	All HS staff	Supporting Struggling Learners	11/6/14	After school PLC	Brake/Beck
1,3	All MS staff	Supporting Struggling Learners	11/13/14	After school PLC	Brake/Beck
1,3	Tier 3 Teachers	Peer Supports & Grading Exceptional Learners	11/17/14	4:00 - 6:00 p.m.	Brake/Beck
1,3	All staff	Supporting Struggling Learners	12/4/14	After school PLC	Brake/Beck
1,3	Tier 3 Teachers	ACCESS	1/27/15	4:00 - 6:00 p.m.	Brake/Beck
1,3	Tier 3 MS Teachers	Student Led IEPs: MS	2/10/15	4:00 - 6:00 p.m.	Brake/Beck
1,3	Tier 2 Administrators	Programming for All	2/12/15	4:00 - 6:00 p.m.	Brake/Beck
1,3	Identified Schools	SB-IEPs: Cohort 2	2/13/15	TBD	Brake
1,3	Tier 3 Elem. Teachers	Growth Mindset: Improving Executive Function	3/11/15	4:00 - 6:00 p.m.	Brake/Beck
1,3	Identified Schools	SB-IEPs: Cohort 3	3/27/15	TBD	Brake
1,3	Stanton MS & AIMS Co-Teacher Teams	Focused Coaching	On-going	Instructional Day	Brake
1,3	Inclusion Support Specialists	Focused Coaching	On-going	Instructional Day	Brake
1	6-12 Social Studies Teachers	Doug Buehl - Disciplinary Literacy	10/8, 10/9, 10/10	8:30 to 3:30	Reed
1	Grades 4-8 Social Studies	DRC Unit Analysis	10/20, 10/29, 2/10, 2/24	8:30 to 3:30	Reed
1	Middle School Social Studies Teachers	Social Studies Assessment Wkshp	10/21/14	8:30 to 3:30	Reed
1	Grades 4-5 Social Studies Teachers	Text-Dependent Questions	10/16/14	8:30 to 3:30	Reed
1	Grades 4-5 Social Studies Teachers	Lewis - Common Core	10/27/14	8:30 to 3:30	Reed
1	Grades 6-8 Social Studies Teachers	Text-Dependent Questions	10/17/14	8:30 to 3:30	Reed
1	Grades 9 Social Studies Teachers	Civics Syllabus	10/13/14	8:30 to 3:30	Reed
1	Grades 4-5 Social Studies Teachers	History Assessments	2/3/15	8:30 to 3:30	Reed
1	Grades 6-8 Social Studies Teachers	Performance Tasks	10/21/14	8:30 to 3:30	Reed
1	Grades 9-11 Social Studies Teachers	Performance Tasks	10/22/14	8:30 to 3:30	Reed
1	Grades 4-5 Social Studies Teachers	Historical Thinking	2/9/15	8:30 to 3:30	Reed
1	Grades 9-12 Social Studies Teachers	Text-Dependent Questions	10/30/14	8:30 to 3:30	Reed
1	Grades 6-8 Social Studies Teachers	Argumentative Writing	2/19/15	8:30 to 3:30	Reed
1	Grades 9-12 Social Studies Teachers	Historical Thinking	2/9/15	8:30 to 3:30	Reed
1	Grades 9-12 Social Studies Teachers	Argumentative Writing	2/20/15	8:30 to 3:30	Reed
1	Grades 9-12 Social Studies Teachers	Historical Thinking	2/25/15	8:30 to 3:30	Reed
1	Social Studies Curriculum Council	Bi-Monthly Meeting	9/9/14	4:30 to 6:30	Reed
1	Social Studies Curriculum Council	Bi-Monthly Meeting	11/8/14	4:30 to 6:30	Reed
1	Social Studies Curriculum Council	Bi-Monthly Meeting	1/13/15	4:30 to 6:30	Reed
1	Social Studies Curriculum Council	Bi-Monthly Meeting	3/10/15	4:30 to 6:30	Reed
1	Social Studies Curriculum Council	Bi-Monthly Meeting	5/12/14	4:30 to 6:30	Reed
2	Elementary Teachers K-5	Council Mtg: Literacy PD-Writing Instruction	9/8/2014, 10/6/2014, 11/3/2014, 12/1/2014, 1/5/2015, 2/2/2015, 3/2/2015, 4/6/2015, 5/4/2015	4:00-6:00 p.m.	Beard
1	Secondary Teachers 6-12	Council Meeting	9/15/2014, 11/10/2014, 1/12/2015, 3/9/2015, 5/11/2015	4:00-6:00 p.m.	Beard

1	PreK Teachers	Early Childhood Training: Ages & Stages and Stars	8/26/2014 & 8/27/2014	12:30-3:30 p.m.	Beard
1	PreK Teachers	Conflict Resolution	10/2/2014, 10/3/2014	12:30-3:30 P.M.	Beard
1	PreK Teachers	Teaching Early Childhood Math & CPR Training	2/26/2015, 2/27/2015	12:30-3:30 P.M.	Beard
1, 2, 3, 4, 5	Curriculum Cabinet Members	Curriculum Cabinet Meeting	10/7, 11/3, 12/2, 1/6, 2/3, 3/3, 4/14, 5/5, 6/2	4:00 - 6:00 p.m.	Comegys

Professional Development Process:

1. IDENTIFY NEED - REQUEST:
    a. Professional Development needs may be identified by PLCs, BLT, Administrators and/or District Leaders.
    b. School submits written request on PD Request Form to Dr. Goodwin
    c. Dr. Goodwin consults with appropriate district office leader

2. CREATE ACTION PLAN
    a. District office leader meets with requesting party to review data (such as walkthroughs), to clarify needs and goals, identify existing supports, decide what/how goals will be measured, and funding as appropriate.
    b. If further data is needed, Content Supervisor/Coach/Cadre may observe/conduct walkthroughs to validate request.
    c. REQUEST APPROVED (YES): Need validated - aligns with Strategic Plan.
        i. Design PD
    d. REQUEST DENIED (No): Need not validated – does not align with Strategic Plan
        i. Determine appropriate next step/PD based on root cause analysis (could include alternative PD or looping in appropriate Director)

3. IMPLEMENT ACTION PLAN - DELIVER PD
    a. During PD, discuss with participants expected outcomes and how they will be measured (teacher/teacher/admin “look fors” or “ask abouts”)
    b. Collect PD Survey (Guskey Level 1)
    c. Follow-up Survey (Guskey Level 2)

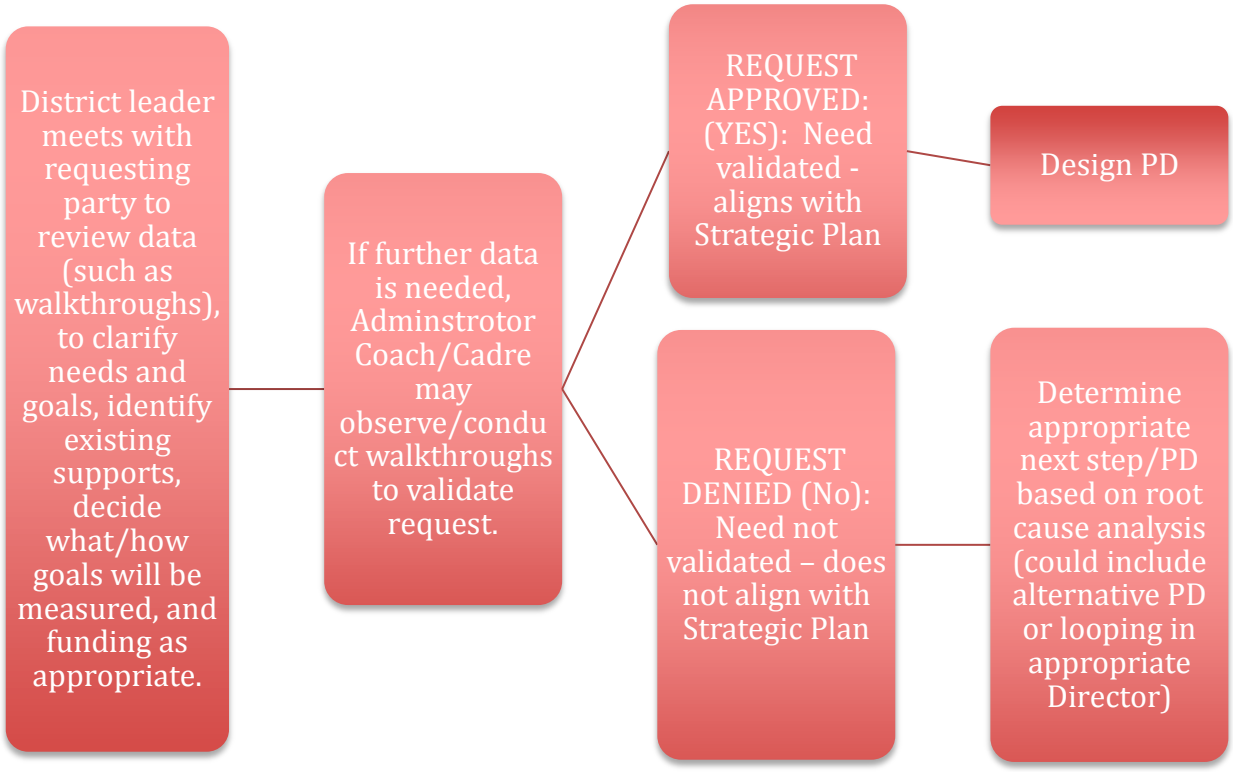
4. MEASURE OUTCOMES
    a. PD Debrief - Content Supervisor meets with team, discusses PD experience, and addresses successes/challenges and next steps the team will take to ensure implementation and provide feedback to Supervisor (Guskey Level 3)
    b. Possible Measurements - Walkthrough data, lesson plans (Guskey Level 4), and student data (Guskey Level 5)
    c. Feedback Loop – Evaluate outcomes based on measurements

Five Levels of Professional Development Evaluation

Evaluation Level	What questions are addressed?	How will information be gathered?	What is measured or assessed?	How will information be used?
1. Participants' reaction	▪ Was the facilitator knowledgeable and helpful? ▪ Did you have the opportunity during the session to effectively practice or apply the concepts provided? ▪ Did the session activities facilitate the sharing of work experiences among participants? ▪ Did the session materials contribute to your learning during the session? ▪ Were the facilities and equipment conducive to learning? ▪ Were the stated session objectives met? ▪ In terms of preparing you to do your job better, how would you rate the overall quality of the session?	▪ Questionnaires administered at end of a session ▪ Focus groups ▪ Interviews ▪ Personal learning logs	▪ Initial satisfaction with the experience	▪ To improve program design and delivery
2. Participants' learning	▪ Did the participants acquire the intended knowledge & skills? ▪ Did participants' attitudes, beliefs or dispositions change?	▪ Paper-and-pencil instruments, including self assessments and tests ▪ Simulations & demonstrations ▪ Participant reflections ▪ Participant portfolios ▪ Case study analyses	▪ New knowledge and skills of participants	▪ To improve program content, format and organization
3. Organization support & change	▪ Was implementation advocated, facilitated, and supported? ▪ Was the support public and overt? ▪ Were problems addressed quickly & efficiently? ▪ Were sufficient resources allocated? ▪ Were successes recognized and shared? ▪ What was the impact on the organization? ▪ Did it affect the organization's climate and procedures?	▪ District and school records ▪ Minutes from follow-up meetings ▪ Questionnaires ▪ Structured interviews with participants and district/ school administrators ▪ Participant portfolios	▪ The organization's advocacy, support, accommodation, facilitation, and recognition	▪ To document and improve organizational support ▪ To inform future change efforts
4. Participants' use of new knowledge & skills	▪ Did participants effectively apply the new knowledge and skills? ▪ Did teachers' instructional practice change? ▪ Are the teachers consistently applying the knowledge & skills?	▪ Questionnaires ▪ Structured interviews with participants and their supervisors ▪ Participant portfolios ▪ Participant reflections ▪ Direct observations ▪ Video or audio tapes	▪ Degree and quality of implementation	▪ To document & improve the implementation of program content
5. Student learning outcomes	▪ What was the impact on students? ▪ Did it affect student performance or achievement? ▪ Did it influence students' physical or emotional well-being? ▪ Are students more confident as learners? ▪ Is student attendance improving? ▪ Are dropouts decreasing?	▪ Student records ▪ School records ▪ Questionnaires ▪ Structured interviews with students, parents, teachers, and/or administrators ▪ Participant portfolios	▪ Student learning: o Cognitive (performance & achievement) o Affective (attitudes & dispositions) o Psychomotor (skills & behaviors) ▪ Student participation & attendance	▪ To focus & improve all aspects of program design, implementation, and follow-up ▪ To demonstrate the overall impact of professional development

IDENTIFY NEED - REQUEST:

A. PD Need may be identified by PLCs, BLT, Administrators and/or District Administrators.
B. School submits written request on PD Request Form



Beginning 2014-15 Administrators will report quarterly on progress.

SAMPLE -Elementary Campus Action Plan

School Name: Blue Hen Elementary Administrator: Amy Gogether
Date: August 1, 2014
Tier 3 Inclusion Team: R. Moving, M. Inclusive, T. Better, R. Outcomes, F. All, S. Students
District Goals:

1. Create a district wide inclusive culture that is sustainable by implementing and modeling inclusive values and practices.
2. Actively communicate Red Clay's Plan for Inclusive Instruction with all stakeholders regarding inclusive education.
3. Create an infrastructure, develop and oversee an implementation plan for inclusive education.
4. Identify and use data management systems to evaluate the quality of student and team supports, and student learning.
5. Plan and provide job-embedded professional development for all staff.

We're SMART About Inclusion
At Blue Hen we…
Support and
Motivate
All students to
Reach
Their highest potential

Vision:
Maximize student achievement by increasing the level of special education services and instruction in an inclusive general education classroom setting with ongoing, strategic support that includes support facilitation, specialized support from special education teachers and instruction and differentiation from general education teachers.

Establish quarterly or more Tier 3 Meeting Dates/Times:

1. 3rd Wednesday of October (10/15/14), January (1/21/15), April (4/15/15) and 6/10/15

What will be the structure for 2014-15? See above.

SAMPLE

Beginning 2014-15 Administrators will report quarterly on progress.

Themes	What do we have in place?	What are our goals?	Actions	Person(s) Responsible	Measures (Hard targets)	Timeline
Creating a School-Wide Culture for Inclusion What evidence does a parent or visitor see when they walk in your school that students are taught inclusively? What is the language of adults and students in the building that reflect Red Clay's Plan for Inclusive Instruction?	Whole group instruction for all students Small group instruction that addresses the needs of all students, not just those with IEP goals in reading and math RTI reading instruction that addresses the needs of all students. Some classrooms are visually inclusive – you see two teachers. Student First Language Translators provided for parent/teacher conferences	Start an ELL mentoring program with peers and younger students. Start an "Everyone Matters" club. Start an ELL social group and provide ELL family activities. Provide translators for activities. Provide ESL classes. Do a Partners in Print type of program for ELL parents and students. Provide translations of homework, sight words, newsletters, etc..	Review rosters for ELL students DSC & notify principal Talk to Mote Review materials Submit in advance	Administrators Leadership Team All Teaching Staff Guidance Couns. Admin, Staff, PTA Admin, staff Admin, staff, volunteers Admin, staff volunteers	DPAS obs. & walkthroughs 1 X week 1 activity DSC data 80% of ELL parents will attend.one or both activities. TBD	2014-15 School Year Oct, 2014 – May, 2015 Nov, 2014 – Jan, 2015 March, 2015 – May, 2015 Aug, 2014 – June, 2015

SAMPLE

Beginning 2014-15 Administrators will report quarterly on progress.

Themes	What do we have in place?	What are our goals?	Actions	Person(s) Responsible	Measures (Hard targets)	Timeline
Celebrating the Success of All Students How are all students recognized for their strengths and their diversity?	Student of the Week Grade Level Awards Attendance Awards Hope Note/Bucket Filling Improvement Awards School-wide awards with quarterly incentives	Implement monthly class citizenship awards (i.e. Peacemaker Award) Provide after school clubs with transportation	Discuss logistics in BLT Write grant	Administrators Leadership Team Admin, staff volunteers, PTA	TBD 1 bus in fall; 1 bus in spring	2014-15 School Year
Developing Interdisciplinary & Specialists Collaboration What are the expectations established for adult collaboration? By grade level? By teams? By specialized support?	Beginning of the year meetings with homeroom teachers and specialists about inclusion needs Provide 5th graders with middle school transition activities. All reading and special education teachers meet on a regular basis for reading PLCs. Creative scheduling of IEP and eligibility meetings (i.e. no PLCs scheduled on a particular day to allow for special services meeting	Common planning for special education and general education teachers at each grade level Schedule special education and ELL students first. Include ELL teachers with reading and special education teachers in reading PLCs.	BLT Faculty Mtg Workshops Coordinate with middle schools Meet with special ed and readiing team	Administrators Leadership Team All teaching staff Admin, BLT, special ed and reading staff	1 summer meeting Monthly PLCs	2014-15 School Year

SAMPLE

Beginning 2014-15 Administrators will report quarterly on progress.

Themes	What do we have in place?	What are our goals?	Actions	Person(s) Responsible	Measures (Hard targets)	Timeline
Implement Effective Collaborative Teaching How are collaborative teams formed, implemented, and monitored for student success?	One classroom per grade level designated as an "inclusion" classroom with support from a special education teacher but with special education students assigned to all homerooms based on needs and with support facilitation provided.	Pre-planning of collaborative teams prior to the start of the school year	Summer meeting	Administrators Leadership Team All Teaching Staff		2014-15 School Year Aug., 2014
		Coordination of the master schedule to meet the needs of students (i.e. schedule according to IEP needs)	Faculty meeting			Aug., 2014
How can we improve school wide collaboration for every child's success?		Creative planning to meet needs (i.e. "all hands on deck")	Inclusion workshop			
		Team planning with collaborative teaching partners to address accommodation/modifications, graphic organizers, curriculum planning, differentiation	Schedule monthly substitute coverage	Administrator Spec. Ed teachers Gen ed teachers	1 X month	
		Participate in Inclusive Schools Week	Investigate details of this event			Dec. 2014

SAMPLE

Beginning 2014-15 Administrators will report quarterly on progress.

Themes	What do we have in place?	What are our goals?	Actions	Person(s) Responsible	Measures (Hard targets)	Timeline
Establishing Active Learning Environments Review teacher Q/A expectations (Teacher talk vs. student talk) Student participation: How many opportunities do SWD/ELL students have to participate actively in their day? (30 minute @ day = 3,700 academic responses per year)	Training for Every Pupil Response and similar strategies Implementation of the Skill Focus Model Use of graphic organizers	Continue training for Every Pupil Response and similar strategies such as Pinch Cards for vocabulary Increase the use of graphic organizers	Focus on inclusive instructional Strategies and differentiation in monthly faculty meetings	Administrators Leadership Team Teaching Staff	1 mtg per month	August, 2014-May, 2015
Embed Best Instructional Practices: **• Identifying similarities and differences** **• Summarizing and note taking** **• Reinforcing effort and providing recognition** **• Homework and practice** **• Nonlinguistic representations** **• Cooperative learning** **• Setting objectives and providing feedback** **• Generating and testing hypotheses** **• Questions, cues, and advance organizers** **• Using technology in presentation of content and to support students' demonstration of learning** **Structures that support Inclusion:** ▪ *Transitions* ▪ *Visuals* ▪ *Gestures* ▪ *PALS (Peer Assisted Learning*	Implement professional development into planning and instructional practices. Staff meeting PD on inclusion. District Wide Tier 3 Inclusion PD.	Lesson planning and follow-up in PLCs about professional development implementation. Grade levels report out at faculty meetings about professional development implementation Create a professional development share board (like Pinterest). Implement Peer Learning Walks.	Participate in Districtwide Professional Development. Participate in Statewide Inclusion training (Fall/Spring)	Admin, PLCs, BLT, all teaching staff	1 X month	Monthly PD Fall Inclusion Conference Spring Inclusion Conference

SAMPLE

Strategies) ▪ *Chorale Response* ▪ *Review of procedures* ▪ *Review of content* ▪ *Use of repetition* ▪ *Chunking of information* ▪ *Music*						
Improving Grading and Student Assessment • Common Assessments • Use of Rubrics • Understanding SWD/ELL	Continue with grading initiatives: No zeroes Use of rubrics Separate grades for work habits Meet with specialists about supports that are needed for students to be successful	Book study on Grading Exceptional Learners Determine grades based on modifications and accommodations	Administrator	Tier 3 Inclusion Team Lead Book Study	Use of rubrics embedded into IEPs for modified grades.	
Professional Development • **Designing Collaborative Teams** • **Adaptive, Social, Behavior Learning: How to identify and support Students on the Autism Spectrum** • **Universal Design for Learning (UDL) & Adapting Common Core Curriculum (Grade Band Extensions)** • **New Models of Support: Hierarchy of Supports, Services, and Aids** • **Collaborative & Inclusive Strategies for All Students** • **Collaborative & Inclusive Teaching in the Block** • **Instructional Accommodations, Adaptations, and Modifications** • **Expanded Roles for Special Education Teachers** • **SB- IEPs (WRITES)** • **SIM training for Special Education teachers** • **Grade Band Extensions for General**	District PD is turned around at monthly staff meetings. Tier 3 Inclusion Team attends monthly PD.	Plan and implement 1 PD/month on inclusive strategies and differentiation. Tier 3 Team Members peer coaching teachers on new strategies.	Administrator	BLT C & I Special Services ELL	1 X month	8/20/14 and monthly dates

SAMPLE

Education/Special Education teachers • **University of Delaware Professional Development – ACCESS Project** • **Classroom Instruction That Works (ELL)**						
Adaptions & Support Systems • **Classroom Management practices** • **Accommodations & Modifications** • **Academic Intervention Systems (RtI)** • **Behavior Intervention Systems (RtI)** • **Tier 1 Curriculum** • **Adapted Curriculum** • **Para Assignments/Role** • **Peer Support Systems** • **Mentoring Supports** • **Problem Solving Team** • **Extra-curricular opportunities**	PST team meets bi-weekly to review referrals and data. Reading Curriculum is not adapted to ELA text with fidelity. No para support this year. Only 5% of students with disabilities participate in extra-curricular activities.	Align classroom management plans across grade levels for consistency. Develop formal peer support program (Circle of Friends or PALS). Review accommodations each marking period.	Administrator	Administrator, BLT and Tier 3 Inclusion Team	PST Calendar, No. of referrals	On-going
Facilities & Maintenance Specialized Equipment • ADA Compliance issues (Submit in Feb. for Minor Capital expenses if you have a need) • Schedule Walkthrough with maintenance and sending principal • Storage, special tables, chairs, etc.	Work orders are generated as needed on student by student need.	Request district team to provide input on the need for adaptive playground equipment. Follow up with maintenance on specific building requests. Develop building walkthrough checklist for prospective issues.	Administrator	District Support Personnel	Work Orders	Spring 2015

SAMPLE

Beginning 2014-15 Administrators will report quarterly on progress.

Access to Instruction: "How do we plan to support our students in the LRE 80% of the day?
• A setting (_____%)
  ○ General Ed. Classroom
  ○ Co-Taught Classrooms
• B setting (_____%)
  ○ Resource Classrooms
• C setting (_____%)
 	
• Support Services (_____%) (Push-in)
SLP _____%
OT ____%
PT _____%
• D setting (___%)
• Student Centered Plans for D Setting students
• ELL Support Time (is not a substitute for ELA class)
• Increase % of SWD/ELL in extracurricular activities
	78.4% in A;
	21.6% in B;
	Unknown in C;
	
	K-2 Students are placed in gen. ed. classrooms with a dual certified teacher.
	
	3-5 students are placed in general ed. classroom with pull out services for eng. And math.
	
	Speech Language Therapists, OT, and PT currently push in and pull out.
	
	5% of SWD students are engaged in extra-curricular activities.
		80% in A;
		15% in B;
		5% in C after RPLC transitions back.
		
		Use the Class-Size Curriculum Matrix to distribute in natural proportions for Grades 2-5;
		
		Have one co-taught classroom at K and 1.
		
		Use Inclusion Support Coach to support all teachers.
		
		Use grade level meetings/PLCs to collaborate with specialists to increase supports in classroom 80% of the time.
		
		Develop an after-school club, with supports and actively recruit SWD participation.
		
		"How do we provide supports
			Administrator, ED, ELL Lead Teacher	Administrator and IEP teams	Dec. 1 Count
					
					Master schedule
						Review IEP needs to determine why services "cannot" be achieved in the A setting (Review the Hierarchy of Supports, Services, & Aids)

SAMPLE

Beginning 2014-15 Administrators will report quarterly on progress.

IEPs: Change of thought process from "Where do I put them?" to "How do I deliver their services in a more inclusive setting?" ▪ Define student need. ▪ Identify the service *(Unique Educational Needs and Characteristics #5,* ▪ Service, supports and aids begin in GE classroom with GE teacher. (IDEA) ▪ Services, Aids & Modifications must be collaborative and can be indirect support or planning to the GE teacher. ▪ Placement is last decision of the IEP. If request is made for separate setting, where is the hard data (6-12 weeks) that supports that decision? If found, the separate setting should be supplemental, not supplanted. (Increase of instructional minutes is needed.) ▪ Focus on service!	Meet in August, 2014, to review IEPs and discuss instructional strategies and support facilitation Plan and implement monthly PD to focus on instructional strategies and differentiation	General Education and Special Education Teachers collaborate at least 1 X month to review students' needs, write IEPs, plan instruction Review schedules quarterly to shift support services if needed (fading as students become more independent) Begin training on Standards Based IEPs to increase access and align goals to core instruction.	Plan & implement PD	Admin Spec. Ed. & Gen Ed staff District Staff	Collaborative Lesson Plans	Aug 2014 – May 2015

SAMPLE

Student Centered Planning Through Campus Action Plans
THE PLANNING PROCESS

What is Student Centered Planning?

Student Centered Planning is a process used to develop an action plan to prepare for, or refine, inclusive education services in a neighborhood school and general education classroom(s). It can be used for any student who is being included for the first time, who is transitioning from a more restrictive setting to an inclusive setting, or when a school team needs to provide more intensive supports and wants to ensure that all supports are identified and all staff and the family have the opportunity for input.

The Student Centered Planning Process

When used as a planning process for the initial inclusion of a student with disabilities, it is recommended that the process occurs over two sessions.

The first step is to gather information that will be useful in planning both the IEP supports and the administrative or organizational strategies that will promote successful participation as a member of the class and school. The Student Profile, the Accommodations, Adaptions, & Modifications, and the Class-Size Weighting Matrix will be made available to each campus in order to plan individual supports in conjunction with implementing the IEP.

The second meeting to develop the action plan for supporting the student in the inclusive placement. This meeting involves using the information gathered to make concrete plans for supports to be put in place.

Assumptions of Student Centered Planning Process:

- ✓ ***Inclusion***: Planning is for successful participation in general education classes and environments in the home school
- ✓ ***Individualization:*** Consideration is given to the unique gifts and support needs of the child across the whole school environment and across all student activities.
- ✓ ***Teamwork and Collaboration:*** This begins or extends the process of more than one individual working as a team for collaborative planning and creative problem-solving.
- ✓ ***Flexibility:*** It is expected that initial plans will be modified along the way as the student adjusts to the school and the faculty and peers become knowledgeable about the unique gifts and needs of the student.

RCCSD – Office of Special Education Instruction – Spring 2014
Revised and Adapted with Permission from Dr. Carol Quirk, Maryland Coalition for Inclusive Education 2012

Student Centered Planning: Developing an Action Plan

Student Centered Planning creates a picture of who the student is and the direction everyone wants to take to assist the student in becoming an active learner and participant in the school and class. This involves planning specific ways to implement the student's IEP and provide supports across the school day and in various school activities. Prior to this planning meeting, the Campus Action Inclusion Team and members of the planning team review the following documents: the IEP, the Student Profile, Class Size Weighting Matrix and class/grade schedule. If the student is transitioning from a segregated to an inclusive setting, the Student Centered Planning can be held in conjunction to the Transition Meeting or after the IEP meeting at which the change in placement and services is discussed.

1. Who should attend?

- *Educational Diagnostician*
- *Principal* or administrative designee
- Receiving Classroom *Teacher(s)*
- Special Education Teacher/*Case Manager*
- *Instructional Assistant* (if identified) and or other related services providers

The parent or other family member may be invited to attend, or the outcomes of the meeting may be shared with them afterwards.

2. Before the meeting:

✓ ***identify***, with administrator, what the student's schedule will be and who will be the classroom teacher(s)

✓ ***observe*** (if possible) instruction in the class(es), and obtain a schedule from the classroom teacher or review the format of instruction with the teacher

✓ ***conduct*** (if necessary) a discussion with future classmates about how the student could be supported by peers

✓ ***draft an IEP implementation matrix***, for noting where and when IEP objectives might be addressed

3. At the Student Centered Planning Meeting:

- ***Have available:*** The Student Profile summary and IEP, the Accommodations, Adaptions, and Modifications list of supports drafted from these documents and observations, copies of the IEP matrix with the student's objectives and schedule filled in, and a blank or draft form for the action plan.

  Having the matrix and other forms on a computer attached to a projector or other format where all the team members can view them simultaneously is helpful.

- ***Review and finalize the IEP matrix.*** Designate where IEP objectives will be met (what classes, types of instruction, environments). Discuss any issues related to implementation and evaluation (e.g., responsible teachers for adaptions, instruction, and assessment -how will progress be evaluated and, etc.).

- ***Complete the Planning for Participation matrices,*** if appropriate. If the student will need substantial modifications, adaptations, and supports to participate in instructional and other

classroom activities (lunch, transitions, etc), this form should be completed using information from the teacher about classroom expectations and information from the Student Centered Planning and other sources about how to best support the student.

- ***Review plans for disability awareness/social participation.*** If activities for the student's classmates and for the school in general are needed, plan what will be done and by whom. Will the student be present? Who will lead the discussion? What will be the focus of discussion? Design, if needed, any specific plans for facilitating social participation and friendships.

- ***Review any additional specific needs.*** Sometimes there are actions that need to be done that support participation in school, but may not be on the IEP. Examples include an alternative locker lock that's easier to open, support for transitioning from class to class, a special bus stop, etc. All of these should be included in the student's Action Plan.

- ***Identify the instructional team and how they will collaborate.*** Decide who will be members, when they will meet, how accountability will be determined, how communications with the family should occur, and how to involve the family as contributing members.

- ***Establish steps for positive behavior planning if needed.*** If the student has or will need a preventive approach to challenging behavior, the team identifies roles/responsibilities, steps for gathering data, etc.

Student Profile

Name	Age	Grade	Related and ELL Services	BIP	Translator	1:1 Support

Check all that apply.

Help needed in class:

	Finding/using supplies		Understanding instructions
	Staying on task		Writing
	Reading		Using computer
	Needs visuals to follow directions		Modified pace
	Check for understanding		Self-directed break time
	1:1 assistance with new tasks		Materials on instructional level
	Initiation/attention to task		Modeling
	Cooperative pairing (peer or adult)		Preferential seating
	Directed note taking		Chunking
	Grade level text read aloud		
	Physical help – describe:		
	Behavior control – explain:		
	Safety – explain:		

Help needed going from place to place:

	Learning his/her way around		Physical help to move
	Visual cues to find way		Verbal prompts
	Wanders or leaves		
	Safety – explain:		
	Must be escorted – why?		

Toileting help needed:

	Reminders to go		Finding right bathroom
	Undressing/dressing		Getting on toilet
	Sitting/positioning		Wiping
	Washing/drying hands		
	Other – explain:		

Help needed at lunch:

	Choosing food		Paying for food
	Carrying tray		Opening and/or cutting
	Wiping face/hands		Needs verbal prompts
	Must be fed		Grabs food
	Disruptive – how?		
	Other – explain:		

What other times does the student need help?

Conditions	Support	Duration

DRAFT

Student Name: _____

Accommodations, Adaptions, and Modifications

PRIMARY INTELLIGENCE - STRENGTHS	Subject Needed	ORGANIZATION	Subject Needed
Verbal/Linguistic – Word Smart		Peer help with organizational skills	
Logical/Mathematical – Logic/Math Smart		Sending home daily/weekly progress reports	
Bodily/Kinesthetic – Body Smart		Reward system for completing work	
Visual/Spatial – Art/Space Smart		Provide homework assignment notebook	
Musical – Music Smart		Teacher and parent initial homework	
Interpersonal – People Smart		Check in/out school with teacher/advisor	
Intrapersonal – Self Smart		Develop strategies for transition periods	
Naturalist – Nature Smart		**ASSESSMENTS**	
ELL Support Levels:		Extra time to complete tests, quizzes	
ELL Level 1 Entering:		Tests given/taken orally with reading assistance, tape recorder or computer	
ELL Level 2 Beginning		Allowed to use notes/study guide/textbook on tests	
ELL Level 3 Developing		Daily work/participation evaluated in lieu of tests	
ELL Level 4 Expanding -		Open book tests	
ELL Level 5 Bridging		Shorten test and assignments	
ACADEMICS		Levels of questions adjusted	
Extra time to complete assignment and projects		Frequency of tests	
Directions/instructions given orally and in writing		Verbal review	
Provide multi-sensory hands-on instruction/activities		Completion of special instructional packet	
Acceleration		Evaluate individually	
Independent Study		Pretest for grade and different curriculum	
Shorten length of assignments		Assess via portfolio	
Adapt reading level		Take test in small setting	
Tape summary of reading material		**RESPONSE TO BEHAVIOR**	
Divide assignment in to steps		Praising specific behaviors	
Give problems on appropriate level		Giving or denying privileges and rewards	
Use concrete manipulatives		Natural consequences for student actions	
Use visual aids		Cueing student to stay on task	
Use touch math		Classroom behavior management system	
Use calculator		Seek guidance counselor	
Grammar, spelling, punctuation errors not evaluated		Contracting with the student	
Allow someone to write answers for the student		Keeping classroom rules simple and clear	
Provide alternatives such as oral presentation,		Ignoring inappropriate behaviors not drastically	
Allow typewritten or computer printed assignments		Allow time out of seat to run errands	
Not grading handwriting		Behavior Support Plan in place	
Shorten length and requirements		**OTHER:**	
Provide a script/notes/study guide of lectures		1-to-1 instruction for specific goals	
Supplement visual materials		Projects in place of assignments	
Minimize memory demands		Credit for class participation	
Vocabulary list prior to lessons		Assignment book	
Repetition of explanation; practice		Compacting	
Regular feedback and progress check		Individual learning center	
		Highlighted texts	
		Preferential seating:_____	
		Minimize distractions ___ visual ___ auditory	
		Emphasize learner modality:	
		Sensory breaks	

Notes:

Codes for where used:

a. All Subjects	b. Reading	c. English	d. Spelling	e. Math	f. Science	g. Social Studies
h. History	i. Health	j. Economics	k. PE	l. Music/Art	m. Vocational	n. Lunch
o. Library	p. Title I	q. Other:				

Transition Plan for English Language Learners

Student Name: Date of Birth:

School: Grade:

ACCESS Tier: ACCESS Composite Score: ACCESS Literacy Score:

Date of Entry: ELL Status History:

Language Domain	Comments/Observations
Listening	
Speaking	
Reading	
Writing	
Other (i.e. work habits, behavior, attendance)	

Accommodations

Accommodation	ALL	ELA	Math	Science	Social Studies
Extra time to complete assignment and projects					
Directions/instructions given orally and in writing					
Provide multi-sensory hands-on instruction/activities					
Shorten length of assignments					
Divide assignment into steps					
Use manipulatives					
Use visual aids					
Use calculator					
Provide alternatives such as oral presentation, illustrations, models					
Shorten length and requirements					
Provide a script/notes/study guide of lectures					
Graphic organizers					
Supplement visual materials					
Vocabulary list prior to lessons					
Bilingual word to word dictionary as needed					
Repetition and practice					
Regular feedback and progress check					
Preferential seating					
Peer assistance					
Other:					
Other:					
Other:					

BLAP: Building Level Action Plan Goal Setting Worksheet

GOAL	STRATEGIES	RESOURCES NEEDED	DATES	EVIDENCE
What do I want to achieve?	What actions will I take to make my goal happen?	Who or what will help me achieve each action/strategy?	When will each action/strategy be completed?	What will I see or have that shows I have completed each action/strategy?
Reduce the number of Red Triangle students by 10%.	Provide time and resources for staff to engage in Systemic Renewal of school level policies/practices.	Administrators Drop-out Prevention Committee	June 2014	Faculty Meeting Agenda
Rationale: Highlands has 15% of students in Tier 3 RTI. 30% of the students did not meet Reading DCAS and 31% did not meet Math DCAS.	Implement programs to increase school and community collaboration	District Title I Staff Highlands Staff	June 2014	PTA Agenda
	Implement procedures, policies, and practices to maintain a safe school environment.	Administrator will develop a Crisis Plan that will be shared with staff. Admin, teachers, students, staff Public Safety Officer will provide safety training	August 2013 June 2014	Crisis Plan Document Safety Drill Forms
	Provide programs focusing on family engagement to build connections between the home and school.	Funding from Title I office to develop curriculum-based parent workshops. Literacy Night, Math Night EPER from building budget Literacy Coach, Title I Teachers, Teachers/Staff	September 2013 May 2014	Parent sign-in sheets Meeting agendas Parent feedback forms

BLAP: Building Level Action Plan Goal Setting Worksheet

GOAL	STRATEGIES	RESOURCES NEEDED	DATES	EVIDENCE
	Provide early childhood education opportunities to prepare non-school age children for entry into kindergarten.	Flyers Office Staff	Ongoing	Flyers
	Provide effective instruction in early literacy development to support reading achievement.	Literacy Coach Teaching Staff	May 2014	PLC Minutes Teacher sign-in sheets Teacher feedback forms Walkthroughs
	Provide mentoring/tutoring opportunities to students grades K – 5 to increase academic achievement.	Funding for materials and tutors from building budget and Title I funding. Mentoring Program (Mentors) PALS (Positive Attention and Listening Support) – Staff	August 2013 August 2013 October 2013	Afterschool Program teacher list and student list
	Provide service learning opportunities to students in grades K – 5 to improve student relations and build responsibility and purpose.	Enlist FCT/Counselor to coordinate service learning projects. Enlist teachers to target students to participate	Weekly throughout the school year	Student participation lists
	Provide alternative schooling opportunities as an intervention to absenteeism, suspension, etc.	Enlist guidance counselor to organize a homework club to help students with organization, recoupment Students	Daily throughout the school year	Student Participation lists Increase in homeowrk completion (teacher grade books)

BLAP: Building Level Action Plan Goal Setting Worksheet

GOAL	STRATEGIES	RESOURCES NEEDED	DATES	EVIDENCE
	Provide afterschool opportunities to students grades K – 5 to increase academic achievement.	Title I funding grant for materials and tutors Parents and teachers as coaches for LEGO league, Odyssey of the Mind Bricks 4 Kidz	September 2013 May 2014	Grant approval documents from the business office Student participation lists Programs from competitions
	Provide professional development focusing on implementation of CCS, behavior management, best instructional practices.	Administrators, BLT, Math Cadre, Literacy Coach	June 2014	Meeting Agendas Teacher feedback forms Workshop Evaluations
	Provide opportunities for students to engage in active learning to increase achievement.	Teachers	August 2013 – June 2014	Wwalkthroughs
	Provide educational technology to support and enhance instruction and student engagement.	School's technology teacher Teachers	May 2014	Teacher Sign-in Sheets Walkthroughs DPAS
	Provide individual instruction to lower the achievement gap.	Master Schedule Teachers	August 2013	Review of IEP goals Increase in DCAS, DIBELS scores
	Provide opportunities for students and families to engage in and/or have access to Career and Technical Education.	Guidance Counselor Career Day Committee Members Parent Volunteers	June 2014	Lesson Plans Career Day Agenda

Pre-Referral Form

*Please complete all sections of this form and submit to*_____.

Student Name _____ Homeroom _____ Grade _____

My Concern is ☐ academic ☐ behavioral ☐ medical ☐ social/emotional

☐ I have read the cumulative folder. ☐ Student was previously retained in grade _____

☐ I have spoken to the parent/guardian regarding my concerns

☐ If applicable I have spoken with the nurse.

If I had to rank my concerns for this student, number one would be ~ _____

_____

☐ I have a classroom behavior system in place

☐ This system works well for the student.

☐ This system does not work well for the student.

☐ If applicable, I have modified the student's seat by _____

_____

☐ If applicable, I have modified the student's work by_____

_____

☐ The student responds well to the following rewards/interventions/modifications

_____

_____

☐ Unsuccessful modifications/interventions I have tried for this particular student are

_____

_____

Other information

This student turns in homework _____ % of the time

This student completes _____ % of classroom work

Other _____

How is the concern affecting school progress? _____

_____

Teacher Signature _____ Date _____

Date rec'd by _____ Date reviewed by team _____

Communication Framework- Nurture and Promote Two-Way Communication with all Stakeholders

Action	Method	When	Evidence
* Designate a building level contact person who communicates to DO	Appoint at Beginning of Year Staff Meeting	Ongoing – At a minimum – monthly	Samples
* Designate a building media specialist who is responsible for website and news releases	Networking with local media and District PR person=Technology lead	Ongoing – At a minimum – monthly	Media contacts, news clips, video segments
* Quarterly Newsletter	Articles gathered from students, teachers, principal, edited, and distributed –PTO	Quarterly	Samples
Monthly Principal's Message	On web and hard copy distributed – Principal	Monthly	Samples/Check the web
Weekly Friday Notes	Update parents/stakeholders by publishing class newsletters- Teacher	Weekly	Samples
Alert Now	Mass calling to notify parents and community members of school events	Ongoing	Parent/Teacher feedback
Annual Student Parent Handbook	Updated annually as part of Student Agenda Book. Key school information and District policies-Building administration	Ready for Week 1 of School	Copy of Handbook
*Updated School and Teacher websites	School site- Technology Lead. Must be current as well as teacher sites with curriculum info and links	Ongoing	Random site visits, and family feedback. Website hits

Communication Framework- Nurture and Promote Two-Way Communication with all Stakeholders

Action	Method	When	Evidence
Student Progress Reports	Communicated with families including a narrative	Quarterly	Classroom samples
*Identify chain of command for resolving concerns	1. Talk w/child 2. Talk w/teacher 3. Talk w/counselor 4. Talk w/principal 5. Talk w/DO	Ongoing	Track referrals to DO
School Open House/ Conferences	Conferences to discuss student progress (4), and Open House to introduce curriculum and classroom to families-Teachers	September, and quarterly	Sign-in sheets
*Bi-Monthly Family events	At a minimum –Examples include 3 School Music Concerts, Math Night Reading Night, Fitness Nigh, Science Expo. Information is communicated at all events	Ongoing	Attendance tracking/sign in sheet, parent surveys
*Monthly Coffees with Interested Community Partners	City Council, State Reps, Corporate and Community partnerships lead by Building Administration to discuss updates, issues and concerns-Administration	Monthly	Calendar of events, sign in sheet, feedback
School Kiosk	Updated and kept current with key pertinent information about the school-District Technology	Ongoing	Hits and feedback

Communication Framework- Nurture and Promote Two-Way Communication with all Stakeholders

Action	Method	When	Evidence
PTO Advisory Board/ Monthly Meetings	Discuss ways to impact student achievement and success. A teacher rep + Executive PTO Board and Administrator	Ongoing – At a minimum – monthly	Suggestions and Minutes
*Social Media Twitter/ Text/Facebook	Explore and work with families to establish a database.	Ongoing	View the page and number of tweets
Flyers	Announcing key school events-School secretary w/ Administration	Ongoing	Samples
*Community Outreach	Distribution of flyers and pertinent pamphlets to Community Centers, Libraries and Churches in our community Additionally, Congo Hour and ED TV- School Counselor or Community Outreach person.		
Communication Within the Building			
*Annual Teacher Handbook	Revised Yearly with communication/updates/forms/procedures/schedules relevant to staff-Administration	August	Handbook
Administrative Open Door	No appointment necessary-Principal	Ongoing – At a minimum – monthly	Log/Staff Survey
*Weekly Staff Huddle	Monday Morning lead by Administration		

Communication Framework- Nurture and Promote Two-Way Communication with all Stakeholders

Action	Method	When	Evidence
Faculty Meetings (3) per month	Open Communication with all staff lead by Administration or designee	Monthly	Minutes
Team Leader's Meeting	Open communication addressing issues and concerns-Administration w/team representation	Monthly	Minutes
*Grade Level Meetings	May be part of PLC lead by Team leader	Weekly	Minutes/Log
Morning Announcements/Afternoon Messages	Key happenings or responsibilities, trips, substitutes…School Secretary	Daily	

* = new idea

REQUEST FOR PROPOSAL #

Baltz Extended Learning Time Program

Scope of Work

The Red Clay Consolidated School District announces the opportunity to participate in the district's extended day programs for its Focus school project at Baltz Elementary. The intent of this Request for Proposal (RFP) is to provide research-based and innovative services to children through an extended day (before and after) school model that provides educational enrichment to prevent learning loss, promote generational wellness and positive peer interaction. Quality extended learning time programs support K-12 educators in making afterschool a dynamic time for learning and healthy development. The program must be an integral part of the school's plan and support student success. In America, children in poverty are at times the least likely to have opportunities to keep *learning* after 3 PM. These inequities can create a formula for expanding the gap between those who can do the jobs of the future and those who can't. When children participate in high quality expanded learning opportunities led by trained and caring adults, they raise their grades and test scores, connect with their schools, improve their attitudes toward learning, exhibit fewer behavior issues and are more likely to excel academically. These opportunities can help children engage in deeper, more student-centered learning outside of regular class time, while helping students develop essential problem-solving, collaboration and independent scholarship skills.

The District is seeking applications from qualified vendors to provide services that address the stated priorities. Per its 1003 (g) application, Red Clay's extended day proposal is focused on serving the Baltz Elementary School population, with a targeted focus on subpopulation students who are at-risk of academic failure. The plan is to provide safe, positive environments for elementary school age youth and their families to enhance academic achievement, support social and physical development and strengthen youth relationships with adults and peers, while also reducing risk factors. Programs will serve children in an inclusionary format to meet the needs of students of varying abilities, languages and exceptionalities. The proposal must also contain detailed information to satisfy the requirements outlined in this request for proposal, including the administrative and educational support services and total cost to operate the program. **The deadline for submission is August 4, 2014 at 2:00 P.M.**

Funding Priorities:

1) Must support the core instructional program: the extended learning time must
    - improve academic performance in both reading and math;
    - improve student attendance;
    - improve behavior;
    - show gains in indicators of positive youth development (leadership and conflict resolution skills); and
    - lead to greater parent involvement;
2) Must provide academic enrichment services to help students meet core academic achievement standards in reading and mathematics and support science and social studies
3) Must offer services designed to remove barriers to learning and development: evidenced-based family health and wellness supports; youth development; prevention and recreation programs;
4) The program design must in detail describe how it addresses the National after School Association's Core Competencies. The competencies are grouped into ten content areashttp://naaweb.org/images/pdf/NAA_Final_Print.pdf:
    - Child and Youth Growth and Development
    - Learning Environment and Curriculum

- Child/Youth Observation and Assessment
- Interactions with Children and Youth
- Youth Engagement
- Cultural Competency and Responsiveness
- Family, School, and Community Relationships
- Safety and Wellness
- Program Planning and Development
- Professional Development and Leadership programs designed to promote citizenship and positive peer and adult interactions.

Vendor Responsibilities

- Develop and implement the Extended Learning Time program at Baltz Elementary School in accordance with the design principles and desired outcomes of The Red Clay Consolidated School District, The District's Turnaround Office and Baltz Elementary School leadership. The program must be customized to meet the needs of the students at Baltz Elementary School.
- Organize the community school program during the days and hours established by the school and district – this includes mornings, afternoons, and evenings and weekends/holidays (as determined by the district).
- Provide program materials and coordinate staff hiring and supervision; the Baltz Leadership will reserve the right to approve/support hiring as needed
- Assist the school with events, student transitions, and services that support the existing school success plan, and support the Focus School requirements related to extended day, social and emotional supports and family enrichment.
- Identify partners, funding opportunities and secure resources (preference for either in-kind or matched) to enhance the program.
- Identify professional development that will benefit the program and the educational goals.
- Provide monthly reports to the Baltz Elementary School leadership on information related to: enrollment, types of services, students/families being served, program schedule, outreach activities
- Meet monthly with the administrative team to review the progress in meeting the needs as they pertain to the schools' goals.
- Maintain current public liability insurance coverage for all participants, per the contract details.
- Conduct an external evaluation of the program.

An additional evaluation of program's outcomes related to the school's plan will be conducted by the Red Clay Consolidated School District. This evaluation will review documentation from the vendor and student progress in meeting program goals. The results will be made public and part of the district's report to the State Department of Education at a minimum.

General Information

Application Due Date: Monday, August 4, 2014 by 2:00 PM.

Facsimile and/or E-mail submissions are not acceptable. Only the names of the vendors who submitted responses will be announced at the public opening.

Scope of Work for Baltz Extended Learning Time Program

The extended learning time program must be designed to serve the student body and families of Baltz Elementary School. The program services are to commence with registration on September 2, 2014; and begin implementation on October 6, 2014. Services will run through May 2015 with final reports due by June 30, 2015. (Applicants must submit a proposal that will meet all areas; *any proposal that omits points #1 and/or #4 will automatically not be recommended for funding*.) A review committee will place projects in two categories — (1) Highly Recommended for Funding and (2) Not Recommended for Funding. The district plans to award one successful contract for one year, with the option to continue the contract for a second consecutive year based upon performance. The contract is performance-based and requires the successful bidder to achieve the goals described. The district reserves the right to monitor, inspect, and evaluate the performance of the vendor and its staff on an on-going basis. The district may revise or terminate the contract if the vendor fails to provide the services or remediate deficiencies after receiving notice of such by the district. The review committee may recommend an amount greater or less than the amount requested in the proposal.

Review Process: A review committee will assess proposals using the rating form in Appendix

Budget/Program Performance Period: September 1, 2014 – June 30, 2015 (or July 30, 2015)

Mid-year Report by Vendor: Due March 1, 2015

Final Report by Vendor: Due based on the end date at 4:00 p.m.

Program Evaluation period (by District): September 1, 2014 – May 29, 2015

Bid Bond
The district hereby waives the requirement for a Bid Deposit in the amount of 10% of the bid.

Performance Bond
The district hereby waives the requirement that the successful bidder execute a 100% Performance Bond.

Eligible Applicant(s)
Any public or private agency or organization is eligible to apply including a consortium of two. Must have school turnaround experience.

Proposal
Bidders must submit a plan which includes a narrative explaining: The detail of the applicant's services to meet the goals outlined in this RFP – including the proposed programs; the roles and experience of the staff; the total number of projected partners; the outcomes and plan to measure the impact; and the relationship the staff will have with the district employees in providing service. All proposals must include a budget for the following categories:*

- Itemized Staff costs to include:
    1. Administrative costs
    2. Staff (salaries and other costs)
- Materials and supplies (itemized costs by unit)
- Description of services/proposed work and schedule
    1. Academic Focus
    2. Wellness Focus

3. Citizenship Focus
4. Technical Support related to capacity building – Full service Community Schools

- Final Cost to the district

Documentation

The following documentation/information must be included with the proposal:

- Detailed job description for the professional staff (site coordinators and the agency contact).
- Resumes of all staff members
- Staffing plan listing all employees and hours
- Signed Proposal From (attached)

The following documentation will be required of the successful bidder:

- Criminal background check for all employees working in the summer sites
- Documentation of PPD test (within 5 years)
- Child Protection Registry clearance

Program Operation

Each approved Academic and Wellness center is **required** to:

- Obtain district approval for building use
- Operate for **one year, including (as needed by the school) evenings and weekends** from September 2, 2014 – May 29, 2015
- Provide services aligned with the Scope of Work, Funding Priorities, and Vendor Responsibilities
- Submit billing to the district per the contractual agreement
- Maintain current public liability insurance coverage for all participants, per the contact
- Maintain student and family data for all days of operation
- Submit a final report at the end of the program to receive final payment

Proposals will be evaluated using the following criteria:

Demonstrated ability to provide required services	40%
Turnaround experience of vendor	45%
Cost to the district	15%

Questions

Any questions related to this Request For Proposals may be directed to The Red Clay Consolidated School District contact: Mr. Malik J. Stewart, Federal & Regulated Programs and School Improvement at (302) 552-3772.

Interviews/Samples

Upon request, the bidders must submit samples of previous completed assignments and also be available, within 48 hours notice, for interviews conducted by district personnel.

Early Termination

The district may terminate this contract at any time. There will be no early termination charges and the district must provide a 30-day written notice to implement early termination.

Non-Performance

In the event the contractor does not fulfill its obligations under the terms and conditions of this contract, the district may terminate the contract for non performance.

PROPOSAL FORM

REQUEST FOR PROPOSAL
Full Service Community School Technical Assistance Project – Red Clay Consolidated School District
RFP#(DSC Provides)

The above costs are submitted in accordance with the General Instructions to bidders, and the Specifications. Any exceptions to these are to be listed below; otherwise, I agree to complete the contract as per the General Instructions and Specifications:

_____

_____

_____
NAME OF COMPANY SUBMITTING PROPOSAL

_____
ADDRESS

_____

THE UNDERSIGNED BIDDER CERTIFIES THAT NEITHER HE NOR ANY REPRESENTATIVE OF HIS COMPANY HAS, EITHER DIRECTLY OR INDIRECTLY, ENTERED INTO ANY AGREEMENT, PARTICIPATED IN ANY COLLUSION, OR OTHERWISE TAKEN ANY ACTION IN RESTRAINT OF FREE COMPETITIVE BIDDING IN CONNECTION WITH THIS PROPOSAL.

_____ _____
SIGNATURE OF AUTHORIZED REPRESENTATIVE DATE

_____ _____
NAME OF REPRESENTATIVE (PRINT) FEDERAL E.I. NUMBER

_____ _____
TELEPHONE NUMBER (TOLL FREE IF AVAILABLE) FAX NUMBER

RFP OPENING: July 11, 2014 2:00 PM

PROPOSALS NOT RECEIVED BY THIS TIME WILL NOT BE CONSIDERED. NOEXCEPTIONS WILL BE MADE.