

2015 - 2016

Shortlidge Academy

Priority Plan

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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	2 nd grade teacher
Dee Mason	2 nd grade teacher
Toni Bostick	Counselor
Diane Mahotiere	4 th grade teacher
David Jones	5 th 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	2 nd Grade
Mary Kay Carr	2 nd Grade
Jennifer Roberts	3 rd Grade
Pavia Fielder	3 rd Grade
Equetta Jones	4 th Grade
April Pepukayi	4 th Grade
Kat Croes	4 th 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	1 st Grade
Jason Scott	2 nd Grade
Kathy Gormley	3 rd Grade
Colleen Donovan	4 th 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 address each school's individual communication plan.

Principle One: School Model and Planning

Indicator 1.1: Executive Summary

The foundational belief behind the program of reform at Shortlidge Academy Elementary is that students require coordinated, best-practice programs and seamless support in the early years to make college a reality and maximize academic outcomes. This seamless support includes a structure predicated upon accessing and mastering foundational academic skills, evidence-based instruction, classrooms that encourage high achievers and citizenship, instructional time that maximizes learning and strong family community partnerships. The Shortlidge family believes in a “laser-like” focus on creating readers and critical thinkers by grade 3.

Shortlidge Academy, located in Wilmington, Delaware, currently serves over 340 students from grades K-5. The mission of the Shortlidge Academy Educational Community (SEC) is to provide an integrated academic, physical and behavioral health system for learners and their families. To keep our kids steadily progressing toward the goal, Shortlidge Academy will become an early learning campus, focusing on the needs of PreK – 2nd grade learners and ensuring that scholars will develop their higher order thinking skills as rigorous instruction in math and language arts helps students build a strong academic foundation, develop crucial critical thinking skills, and prepare them for the upper elementary grades. Taking an interdisciplinary approach, teachers reinforce and complement basic math and literacy skills through rich and engaging introductory coursework in STEM, the arts and social studies. Champion teachers take these children and reliably make high achievers out of them.

The Shortlidge team promotes a champion climate that signifies each child as being more than able. Shortlidge Academy students will also develop self-esteem, emotional awareness, social skills, friendships, and interpersonal problem-solving skills. An interdisciplinary approach to learning will ensure that both academic and social skills are explicitly taught, modeled and expected to produce scholars and citizens who will become models of responsibility, tolerance, caring and ownership for the immediate school and larger community.

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 DPASS II[®] data demonstrates that a focus on targeted instructional practices and professional development focused on specified researched based practices will positively impact teaching and learning.

Implementation:

- Provide staff with professional development for *Teach Like a Champion*
- Professional Development related to CCSS in ELA and Math
- Professional Development in RTI supportive model that includes SEL (Responsive Classroom)

and PATHS hybrid with RCCSD support)

- Revisiting professional development on Professional Learning Communities

Vision of Staff – All members of the Shortlidge Academy school 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

Program –

- *Teach Like a Champion*
- *Responsive Classroom*
- Common Core State Standards
- Reading Series and New Math Curriculum
- Professional Learning Community Planning

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.

Implementation –

- Provide staff with professional development for CCS in ELA
- Provide extended day programming (before, after, Saturday and summer academies) to reinforce the learning in a Stars rated setting
- Provide a researched based prekindergarten program with ELA and math strategies that align to the CCCS in a Stars rated setting
- Provide family learning experiences to extend the learning
- Revisiting student progress during Building Leadership Teams (BLTs) and Professional Learning Communities

Program –

- *Teach Like a Champion*
- *Responsive Classroom*
- Common Core State Standards
- Reading Series
- 21st Century Community Learning Center Program
- Professional Learning Community Planning

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

Implementation –

- Provide staff with professional development for CCS in ELA
- Provide tiered, researched-based supports for student success and support
- Provide extended day programming (before, after, Saturday and summer academies) to reinforce the learning in a Stars rated setting
- Use Positive Behavior Support (PBS) model that includes the PATHS curriculum and Responsive Classroom strategies to create a social culture in our school building that will encourage positive behaviors and interactions, while discouraging problem behaviors to produce a safe environment where students achieve academically and build positive relationships with each other and with adults
- Provide a researched based prekindergarten program with inclusive programming and instruction that aligns to the CCCS in a Stars rated setting
- Provide support for children through our Problem Solving Team (PST) - which delivers assistance to teachers and develops accommodations and interventions for students to increase positive school experiences
- Provide family learning experiences to support student development and growth
- Reviewing student progress during Building Leadership Teams (BLTs) and Professional Learning Communities

Program –

- *Teach Like a Champion*
- *Responsive Classroom*
- Response to Intervention
- PATHS-Active Social-Emotional Research Based Learning Program
- Common Core State Standards
- Reading Series and new Math Curriculum
- PBS
- PST
- Targeted Counseling groups and resources
- 21st Century Community Learning Center Program
- Professional Learning Community Planning

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.

Implementation –

- Provide staff with professional development for CCS in all subject areas
- Increase student instructional time by revising the master schedule to increase the time allotted for literacy and math instruction, along with a dedicated special for STEM learning.
- Provide extended learning opportunities for adults and children throughout the calendar

year to strengthen the delivery of developmentally appropriate instruction and extend learning opportunities and experiences to the weekends, non-school hours and the summer.

- Provide tiered, researched-based supports for student success and support
- Provide an early literacy and numeracy math model that challenges every learner to meet or exceed their targeted goals by 2nd grade
- Provide programs to help families with continuing or completing education and with career and workforce advancement
- Reviewing student progress during Building Leadership Teams (BLTs) and Professional Learning Communities

Program –

- *Teach Like a Champion*
- *Responsive Classroom*
- *NEXT Gen Science Standards*
- Response to Intervention
- Common Core State Standards – with a focus on the Reading Series and new Math Curriculum
- 21st Century Community Learning Center Program
- Professional Learning Community Planning

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 school and the Shortlidge community as we engage families in meaningful and culturally respectful ways.

Implementation –

- Create a full service community school with a local expert/partner based on the Children’s Aid Society national model staff with professional development for CCS in all subject areas
- Provide Parent University supports for families to extend learning opportunities for adults and support children with academic and social needs.
- Participate as a partner in Project LAUNCH (Linking Actions for Unmet Needs in Children’s Health) Program to promote the wellness of young children by age 8 by addressing the physical/social/emotional/cognitive/behavioral aspects of their development and to further advance wellness of young children.
- Develop partners with civic groups, elected officials , and business to develop extended day programs and provide services and mentoring for children and the communities
- Develop student support groups-(students of incarcerated parents, divorced, displaced families)
- Provide Homeless supports for targeted families

Program –

- *Teach Like a Champion*
- *Project LAUNCH*

- 21st Century Community Learning Center Program
- McKinney-Vento services
- Professional Learning Community Planning
- Strengthening Families Program

Indicator 1.2: Theory of Action

Alignment:

The Shortlidge Academy Educational Community (SEC) 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 SEC will initiate a 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* Shortlidge Academy is governed by a leadership team that includes an administrator with the curricular, instructional, and operational experience and competency required to lead the turnaround work at this Priority School.
- *and if* instruction is led by teacher teams who establish high expectations, plan to ensure achievement, engage students in their lessons, create a child centered climate and receive targeted professional development and supports that improve instruction so students are meeting grade level standards by 3rd grade.
- *and if* the school is redesigned to become a high quality early academic program designed to provide developmentally appropriate, rigorous instruction to stimulate our students' intellectual curiosity and provide the strong foundation skills and knowledge required for continued academic success at the upper elementary level and beyond
- *and if* the school is driven by the belief that the success of its children and the strength of the community go hand in hand and thereby supports the whole child through a unique set of programs, partnerships and support services that ensure children are physically, emotionally, and socially prepared to learn.
- *and if* the leadership team continuously supports and monitors the implementation of strategies for improving instruction and creating a safe and supportive environment for students, families and staff
- *then* Shortlidge Academy will create a positive "tipping point" transforming into an environment where students continuously improve toward mastery of early literacy, language and math skills, become problem solvers, develop healthy relationships with peers and adults, and model citizens.

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 foundational belief behind the program of reform at Shortlidge Academy Elementary is that students require coordinated, best-practice programs and seamless support in the early years to make college a reality and maximize academic outcomes. This seamless support includes a structure predicated upon accessing and mastering foundational academic skills, evidence-based instruction, classrooms that encourage high achievers and citizenship, instructional time

that maximizes learning and strong family community partnerships. The Shortlidge family believes in a “laser-like” focus on creating readers and critical thinkers by grade 3.

The Shortlidge team promotes a champion climate that signifies each child as being more than able. Shortlidge Academy students will also develop self-esteem, emotional awareness, social skills, friendships, and interpersonal problem-solving skills. An interdisciplinary approach to learning will ensure that both academic and social skills are explicitly taught, modeled and expected to produce scholars and citizens who will become models of responsibility, tolerance, caring and ownership for the immediate school and larger community.

Likelihood for Success:

Highly talented teachers and leaders + The Right Conditions = Accelerated Student Achievement

Successful completion of Goal 1 will ensure success. The Shortlidge team promotes a champion climate that signifies each child as being more than able. Shortlidge Academy students will also develop self-esteem, emotional awareness, social skills, friendships, and interpersonal problem-solving skills. An interdisciplinary approach to learning will ensure that both academic and social skills are explicitly taught, modeled and expected to produce scholars and citizens who will become models of responsibility, tolerance, caring and ownership for the immediate school and larger community.

Indicator 1.3: Plan to Address Subgroups

Addressing the Needs of the Subgroups:

DCAS Reading (Grades 3-5 combined)

Rate	2010-2011	2011-2012	2012-2013	2013-2014					2013-2014
	Base Year	Actual	Actual	Tester	Actual	Target	Differ.	Status	Actual
All Student	27.9	43.1	42.9	168	42.3	45.9	-3.7	●	73.6
<i>Advanced</i>	5.3	12.6	19.4	168	16.1	28.9	-12.9	●	43.8
African American	27.6	42.3	42.6	160	42.5	45.7	-3.2	●	61.5
Hispanic/Latino								●	62.1
White								●	83.8
Non-ELL	27.9	43.1	42.9	168	42.3	45.9	-3.7	●	75.5
Regular Ed	32.7	52.6	52.5	129	53.5	49.5	4.0	●	79.4
Special Ed	5.9	10.3	5.6	39	5.1	29.4	-24.3	●	34.9
Low SES	27.1	42.3	39.8	161	41.0	45.3	-4.3	●	64.5
Non-Low SES								●	87.2

- The DCAS percent proficient for African-American students remained relatively unchanged from 2012-2014.
- The DCAS percent proficient gap between SWD and non-SWD increased by 6.1 points from 2012-2014.
- The DCAS percent proficient for SWD decreased by 5.2 points from 2012-2014.
- The DCAS percent proficient for Low-SES students remained relatively unchanged from 2012-2014

DCAS Math (Grades 3-5 combined)

Rate	2010-2011	2011-2012	2012-2013	2013-2014				
	Base Year	Actual	Actual	Tester	Actual	Target	Differ.	Status
All Student	36.0	46.5	42.0	171	40.9	52.0	-11.0	●
<i>Advanced</i>	4.2	7.6	8.0	171	2.9	28.2	-25.3	●
African American	34.8	45.2	40.8	160	40.6	51.1	-10.5	●
Hispanic/Latino								●
White								●
ELL								●
Non-ELL	36.0	46.5	42.3	169	41.4	52.0	-10.6	●
Regular Ed	40.4	56.7	50.0	132	50.0	55.3	-5.3	●
Special Ed	15.2	10.5	11.1	39	10.3	36.4	-26.1	●
Low SES	35.2	46.0	40.1	164	39.6	51.4	-11.8	●
Non-Low SES								●

- The DCAS percent proficient for African-American students decreased by 4.6 points from 2012-2014 and is 16.9 points below the State.
- The DCAS percent proficient for SWD remained relatively unchanged from 2012-2014.
- The DCAS percent proficient for SWD is approximately 25 points below the State.
- The DCAS percent proficient for Low-SES students decreased by 6.4 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	123	50.0%	74.0%	108	55.8%	80.6%	87	52.4%	77.0%
Female	63	52.5%	73.0%	50	61.7%	86.0%	44	48.8%	81.8%
Male	60	47.5%	75.0%	58	50.9%	75.9%	43	55.8%	72.1%
Black	118	50.4%	73.7%	102	55.1%	80.4%	83	51.3%	75.9%
White	5			6			4		
Not Hispanic	114	49.5%	73.7%	100	56.3%	80.0%	85	51.2%	76.5%
Hispanic	9			8			2		
Not SWD	111	54.2%	79.3%	100	57.3%	83.0%	82	53.2%	79.3%
SWD	12			8			5		
Not ECD	12			14			10		
ECD	111	51.9%	73.9%	94	56.0%	81.9%	77	49.3%	76.6%
Not ELL	121	50.8%	73.6%	108	55.8%	80.6%	87	52.4%	77.0%
ELL	2			0			0		

- Average percent growth meeting Spring Core, compared to Fall, gaps between subgroups over n=15 (Female – 26%, Male – 23%)
- Average percent growth meeting Spring Core, compared to Fall, is comparable each year for African-American students (2012 – 25%, 2013 – 25%, 2014 – 23%). This trend is carried into other subgroups such as ECD, since this is a high-poverty, high-minority school.
- On average, 77% meet the end of the year benchmarks.

Engagement:

Data sources collected will be representative of all students as well as subgroups of learners including, but not limited to:

- Males
- Females
- African American
- Middle Eastern

- Caucasian
- Special Education
- 504

The Building Leadership Team, The Problem Solving Team, and the school administration will work with grade level teams to determine the needs of each subgroup and work towards developing a model of support to address the variety of needs that arise based on the data. The teams will collaborate to provide interventions for individual or groups of students, focus professional development for teachers, provide opportunities for extended learning, and work with parents to assist with developing academic competency at home, beyond the school day.

Transient Students – The Building Leadership Team will develop a process to transition students into the building who enter after the school year begins. The team will communicate team components and monitor transition effective through systemic renewal yearly during the improvement process.

Monitoring:

Shortlidge will engage in an ongoing progress for monitoring student achievement during core content instruction and RTI for reading and mathematics. The Building Leadership Team, The Problem Solving Team, and the school administration will work with grade level teams to determine the needs of each subgroup and work towards developing a model of support to address the variety of needs that arise based on the data. The teams will collaborate to provide interventions for individual or groups of students, focus professional development for teachers, provide opportunities for extended learning, and work with parents to assist with developing academic competency at home, beyond the school day **(see appendix for cycle review schedule)**.

Lack of Progress:

When data and teacher observations of student performance indicate a lack of progress, Shortlidge will utilize the programs and resources available to provide support to students experiencing difficulties progressing academically. Specifically, students will be provided with intensive small group instruction in the core content areas, placed in the RTI structure for tiered intervention, opportunities for extended day programming, referral to the school based Problem Solving Team, and potentially assessment for special education services **(see appendix for definitions and interventions for lack of progress in core content areas and behavior)**.

Enrichment:

When data and teacher observations of student performance indicate student performance above the standard, students will be provided with opportunities for enrichment utilizing the programs and resources within the school program. Specifically, students will be provided with enrichment classes no less than three times per week for a minimum of 30 minutes per session with a designated enrichment instructor. Students will participate in inquiry-based learning,

research, and project based learning activities designed to accelerate learning outcomes across content areas **(see section 4.6 Additional Programs for further details).**

Indicator 1.4: Statement of Goals

The goals outlined below are clearly aligned with the schools' mission and vision. The goals will provide unquestionable direction and an outcome orientation that centers on student outcomes and priorities. The goals include:

- Attendance Staff and Students
- Student conduct
- Staff retention
- Parental Engagement

Below are the measures of school improvement that Shortlidge Academy will utilize to progress monitor.

School Culture:

Student attendance rates

- Increase average daily attendance rate by 0.5% each year until reaching 95% or higher

Trend data with future targets

2012	2013	2014	2015	2016	2017	2018	2019
94.3%	93.0%	93.2%	93.7%	94.2%	94.7%	95%+	95%+

Cycle of inquiry

The PBS committee will monitor 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.

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
209-All	215-All	152-All	137-All	123-All	111-All	100-All	90-All
75-SWD	63-SWD	27-SWD	24-SWD	22-SWD	20-SWD	18-SWD	16-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 behavior referrals by 10% each year

Trend data with future targets

2012	2013	2014	2015	2016	2017	2018	2019
1137	896	1287	1158	1042	938	844	760

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.

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
			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
			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-54	93	77	85	94	103	113	124
avg-3.10	3.22	3.18	3.00+	3.00+	3.00+	3.00+	3.00+
SS-95.60	96.14	95.19	96.00	97.00	98.00	99.00	100.00+

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 – 15% of PLCs.

Trend data with future targets

Walkthroughs

2012	2013	2014	2015	2016	2017	2018	2019
Not available	2.1	1.4	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	Actual	Actual	Tester	Actual	Target	Differ.	Status	Actual	2014-15	2015-16	2016-17
Shortlidge Elem	3-5	All Student	27.9	43.1	42.9	168	42.3	45.9	-3.7	●	73.6	51.9	57.9	63.9
Shortlidge Elem	3-5	Advanced	5.3	12.6	19.4	168	16.1	28.9	-12.9	●	43.8	36.8	44.7	52.6
Shortlidge Elem	3-5	African American	27.6	42.3	42.6	160	42.5	45.7	-3.2	●	61.5	51.7	57.7	63.8
Shortlidge Elem	3-5	Hispanic/Latino								●	62.1			
Shortlidge Elem	3-5	White								●	83.8			
Shortlidge Elem	3-5	Non-ELL	27.9	43.1	42.9	168	42.3	45.9	-3.7	●	75.5	51.9	57.9	63.9
Shortlidge Elem	3-5	Regular Ed	32.7	52.6	52.5	129	53.5	49.5	4.0	●	79.4	55.1	60.7	66.3
Shortlidge Elem	3-5	Special Ed	5.9	10.3	5.6	39	5.1	29.4	-24.3	●	34.9	37.3	45.1	52.9
Shortlidge Elem	3-5	Low SES	27.1	42.3	39.8	161	41.0	45.3	-4.3	●	64.5	51.4	57.5	63.6
Shortlidge Elem	3-5	Non-Low SES								●	87.2			

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	Actual	Actual	Tester	Actual	Target	Differ.	Status	Actual	2014-15	2015-16	2016-17
Shortlidge Elem	3-5	All Student	36.0	46.5	42.0	171	40.9	52.0	-11.0	●	72.4	57.3	62.7	68.0
Shortlidge Elem	3-5	Advanced	4.2	7.6	8.0	171	2.9	28.2	-25.3	●	27.7	36.2	44.1	52.1
Shortlidge Elem	3-5	African American	34.8	45.2	40.8	160	40.6	51.1	-10.5	●	57.5	56.5	62.0	67.4
Shortlidge Elem	3-5	Hispanic/Latino								●	63.8			
Shortlidge Elem	3-5	White								●	83.4			
Shortlidge Elem	3-5	ELL								●	47.4			
Shortlidge Elem	3-5	Non-ELL	36.0	46.5	42.3	169	41.4	52.0	-10.6	●	73.8	57.3	62.7	68.0
Shortlidge Elem	3-5	Regular Ed	40.4	56.7	50.0	132	50.0	55.3	-5.3	●	78.2	60.3	65.2	70.2
Shortlidge Elem	3-5	Special Ed	15.2	10.5	11.1	39	10.3	36.4	-26.1	●	35.1	43.4	50.5	57.6
Shortlidge Elem	3-5	Low SES	35.2	46.0	40.1	164	39.6	51.4	-11.8	●	63.5	56.8	62.2	67.6
Shortlidge Elem	3-5	Non-Low SES								●	85.8			

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	Actual	Actual	Tester	Actual	Target	Differ.	Status	Actual	2014-15	2015-16	2016-17
Shortlidge Elem	Grade 5	All Student	13.3	28.1	14.5	57	15.8	35.0	-19.2	●	50.3	42.2	49.4	56.7
Shortlidge Elem	Grade 5	Advanced	3.3	6.3	3.2	57	0.0	27.5	-27.5	●	20.0	35.6	43.6	51.7
Shortlidge Elem	Grade 5	African American	13.6	25.8	11.7	52	17.3	35.2	-17.9	●	29.9	42.4	49.6	56.8
Shortlidge Elem	Grade 5	Hispanic/Latino								●	38.2			
Shortlidge Elem	Grade 5	White								●	65.8			
Shortlidge Elem	Grade 5	ELL								●	18.9			
Shortlidge Elem	Grade 5	Non-ELL	13.3	28.1	14.5	56	16.1	35.0	-18.9	●	51.5	42.2	49.4	56.7
Shortlidge Elem	Grade 5	Regular Ed	16.3	34.0	20.5	44	20.5	37.2	-16.8	●	55.9	44.2	51.2	58.2
Shortlidge Elem	Grade 5	Special Ed			0.0					●	17.2			
Shortlidge Elem	Grade 5	Low SES	13.8	26.2	12.5	56	14.3	35.3	-21.1	●	37.7	42.5	49.7	56.9
Shortlidge 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
Shortlidge Elem	Grade 4	All Student	16.5	16.1	41.5	63	36.5	38.8	-2.3	●	66.7	45.6	52.4	59.2
Shortlidge Elem	Grade 4	Advanced	3.1	3.6	11.3	63	3.2	27.3	-24.1	●	23.4	35.4	43.5	51.5
Shortlidge Elem	Grade 4	African American	17.2	14.8	40.0	60	36.7	37.9	-1.2	●	54.7	44.8	51.7	58.6
Shortlidge Elem	Grade 4	Hispanic/Latino								●	55.1			
Shortlidge Elem	Grade 4	White								●	80.3			
Shortlidge Elem	Grade 4	ELL								●	35.2			
Shortlidge Elem	Grade 4	Non-ELL	18.5	16.1	41.5	62	37.1	38.8	-1.7	●	70.5	45.6	52.4	59.2
Shortlidge Elem	Grade 4	Regular Ed	18.9	21.4	47.6	49	46.9	39.2	7.8	●	74.3	45.9	52.7	59.4
Shortlidge Elem	Grade 4	Special Ed								●	32.8			
Shortlidge Elem	Grade 4	Low SES	16.4	13.5	41.2	59	33.9	37.3	-3.4	●	58.5	44.3	51.2	58.2
Shortlidge 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
9%	6%	11%	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:

A sample Quarterly Report (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.

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: 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 impact does the connection data have on student achievement?
- What supports are needed?

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 and retaining 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 Shortlidge community values 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.

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 reach out to organizations that are committed to developing leadership. Red Clay implements an *Aspiring Principals Academy* designed to develop 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. Should there be a need; 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.

Moving forward, the partnership that we are developing 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. 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 our 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) (Manager of Turnaround and 2 senior district administrators). The interview process requires 2-3 hours to complete. 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.

Hiring System/ Interview Strategy/Selection Criteria:

The district Priority Council utilized a leadership evaluation rubric developed by New Leaders to assess the school's current leadership capacity. Members of the council collected evidence through observation and artifacts in each of the rubric areas (Shared Vision, School Culture, & Family Engagement; Learning & Teaching; Talent Management; and Strategic Planning & Systems). The members of the council will determine if the school leader at Shortlidge will engage in the BEI process for principal selection. The district will use UVa to lead the BEI process for principal selection. During the process, district staff will be trained for the hiring processes after the turnaround period for priority school leader selection has concluded. The district is committed to utilizing the recommendation of UVa/PLE in selecting a final nominee for school leader.

Candidates will engage in the rigorous 2-3 hour process lead by staff from UVa to earn a competency rating. During the interview process candidates 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.

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. A tremendous benefit of the partnership will be training in the BEI process and acquiring their research-based BEI protocol that we can replicate moving forward.

The following describes each of the 7 competencies that will be assessed by the UVa BEI protocol during the rigorous interview process:

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.

The results from the BEI will be used to finalize decisions around Priority School Leadership. Should the Red Clay School District fail to produce a nominee at the end of this process, the district will shift to using an external partner to increase our pipeline, while simultaneously posting the position. Should there be the need; 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 Shortlidge Academy.

The Priority principals will be paid in accordance with the district salary schedule on the highest step for this position.

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

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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).

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. Red Clay is committed to the partnership with UVa. The following timeline captures the supports Red Clay will receive:

- **District Turnaround Leadership Boot Camp** in Charlottesville (Timeline: March 18-21, 2014): 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 schoolThe 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 leaders and member 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 DOE and the TLEU for support in planning for and providing professional development to the cohort of turnaround leaders.

- 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 interfere 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.

Leadership Assessment:

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.

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**
- **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.

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 (at a 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.

Along with the Red Clay succession programs, the district has partnered with the Delaware Leadership Project to host aspiring principals during a yearlong internship. During this internship, candidates engaged in a full time residency under the mentorship of an experienced, impactful principal. In addition to learning from a mentor principal, candidates engaged in a summer intensive program followed by on-going professional development. They also received coaching from DLP staff. This partnership has resulted in one resident serving as a current principal and one serving as an assistant principal. The DLP serves as another pipeline with whom our relationship can be strengthened should there be a need. In addition, our state and district has tapped into the Relay Academy for principal training.

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 the need, 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.

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
- Support in increasing our organizations capacity to use BEI for future leadership selection once the priority turnaround process has concluded
- 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 modeled 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.

This process is targeted at capacity building at the district level in that we will replicate the process to inform future leadership decisions.

Talent Audit:

Shortlidge Academy 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 school and district will collaborate with TLEU at 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 Shortlidge, 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 the 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 Warner 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 Shortlidge Academy, 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 Shortlidge Academy 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 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. The principal will make the final hiring recommendations for all staff in their building.

Retention:

Teachers who sign the letter of commitment and are confirmed by the principal will work in the Priority School for two years. Full time contracted Shortlidge Academy Educational Staff will be eligible for an incentive stipend of up to \$2000 in 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 Shortlidge Academy 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 (53 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 will 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 and the use of technology 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 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 Shortlidge 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 statewide 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 Shortlidge Academy, 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:

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. This information will strategically inform targeted professional development as well as how the instructional coach will be deployed.

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.

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.

Each of the Priority Schools will hire an Instructional Coach to support the targeted needs of individual teachers. The coaching model will help to increase teaching capacity; an impact that is sustainable after the grant.

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 Shortlidge Academy (Community Campus) Educational Staff will be eligible for an incentive stipend from the priority funds of up to \$2000 in 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 Shortlidge Academy 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 Shortlidge Academy
- 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 Shortlidge Academy and would remain at the school should the teacher leave after the commitment
- 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 Shortlidge Academy
- Funding may be used to contract a guest speaker for the students at Shortlidge Academy
- Funding may be used to provide an educational opportunity for the students at Shortlidge Academy (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 Shortlidge Academy

**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 three 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 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, priority 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

- Increase average daily attendance rate by 0.5% each year until reaching 95% or higher

Rates of serious misconduct

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

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:

- 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%

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 Shortlidge Academy 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 Shortlidge 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

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 Shortlidge'' 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, instructional 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* 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. As mentioned previously, each Priority School will hire an Instructional Coach. The BLT will influence how and when the coach is used.

The BLT will develop and define the Peer Visit protocol. The Shortlidge 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.

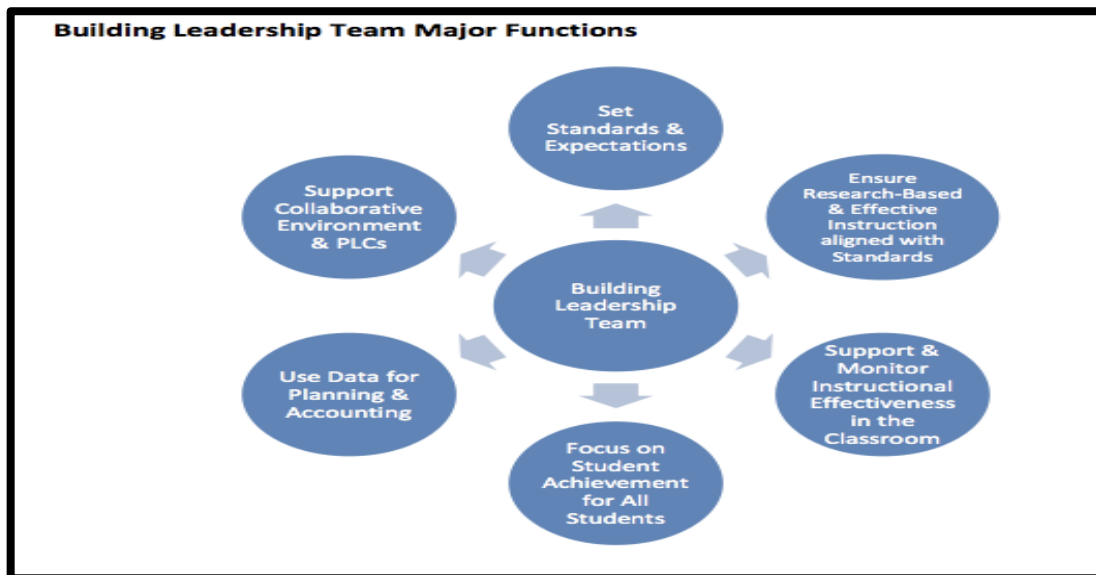
Teacher leaders who serve on the BLT will engage in team building and professional development. The district facilitates monthly PLC /BLT trainings for lead teachers/administrators. In addition, the BLT will engage in a book study based on *Leverage Leadership*. The District partnership with the University 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 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 Shortlidge Academy PST process are guided by the RCCSD Problem Solving Team Process guidelines.

Indicator 3.7: Professional Development Plan

Multiple Strategies:

Professional development fosters collective responsibility for improved student performance; it is our core belief that continuous professional learning is paramount to success. Accordingly, at Shortlidge, we have committed to ensuring that all of our professional development be:

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

The following structures will be used for professional development:

- Traditional presenters
- PLC's
- The use of video
- Peer Visits/Learning Walks
- Book studies
- Reflection
- Conferences

Professional Development Cycle:

Identify a Need:

- Professional Development needs may be identified by Teachers, PLCs, BLT, Administrators and/or District Leaders.
- Building Leadership Teams review requests
- The need is then shared and reviewed with the Manager of School Turnaround who serves as a liaison between the district and the school to expedite the process

Implement the Professional Development:

- During PD, discuss with participants expected outcomes and how they will be measured (teacher/teacher/admin "look-fors" or "ask abouts")
- Collect Professional Development Survey (Guskey Level 1)
- Follow-up Survey (Guskey Level 2)

Measure the Outcomes:

- Manager of Turnaround meets with team to reflect on the implementation and to addresses successes and challenges and to identify the next steps the team will take to ensure implementation (Guskey Level 3)
- Possible Measurements - Walkthrough data, lesson plans (Guskey Level 4), and student data (Guskey Level 5)
- Feedback Loop – Evaluate outcomes based on measurements

Professional Development is Data Driven and Differentiated:

The following captures the current professional development needs at Shortlidge:

- Teach Like a Champion
- Responsive Classroom
- SEL Curriculum
- Read 180/Systems 44
- Math Intervention Program
- Using Technology to Enhance and Personalize Instruction
- Strengthening the implementation of the Skill Focused Model for Literacy Instruction
- New Math Curriculum Materials training
- Using Rubrics
- Creating and Using Formative Assessment
- PBS Training
- PLC professional development
- Team Building
- Targeted Professional Development based on walk-throughs, DPAS, and teacher request
- Cultural competency

School staff will participate in increased Professional Development during both the summer and throughout the school year during the Priority Plan implementation. Specifically, for school year 2015-2016, professional development days will occur as follows during the summer:

- June 11, 2015
- June 12, 2015
- August 13, 2015
- August 14, 2015
- August 15, 2015

In addition to regularly scheduled monthly faculty meetings, school staff will participate in three additional Professional Development days during the school year. The potential dates for the 2015-2016 school year are as follows (to be finalized by the BLT):

- October 8, 2015
- February 11, 2016
- April 14, 2016

Beginning school year 2016-2017 and continuing through school year 2018-2019, school staff will participate in an additional 6 days of Professional Development during the summer and an additional 3 after-school sessions during the school year. Specific dates will be determined by the Building Leadership Team during the 2015-2016 school year.

Afterschool and summer Professional Development shall be compensated at the current instructional EPER rate established in the collective bargaining agreement between the Red Clay Consolidated School District and the Red Clay Education Association.

Monitoring of Implementation:

Administrators will use existing RCCSD walkthrough tools to monitor implementation of Professional Development strategies, such as Teach Like a Champion’s No Opt Out. Walkthroughs will occur the week following targeted professional development to gauge levels of implementation, provide feedback to teachers, and refine school-wide processes. Through the use of DPAS II we will rate teachers as highly effective, proficient, basic, or unsatisfactory based upon the level of implementation of instructional practices reflected from Professional Development.

**Core Professional Development Grid – Shortlidge
2015-2018**

	Professional Development	Target Audience	Projected Date(s)
Phase 1 2015-2016	Teach Like A Champion Responsive Classroom PATHS Restorative Practices I-Care PLC/TADa Math Expressions PBS	All Staff All Staff All Staff Core Team Staff SAC/PTA All Staff All Staff/SAC/PTA School Climate Team/All Staff	6/2015; 8/2015 6/2015; 8/2015 6/2015; 8/2015 4/2015-5/2015 Monthly 8/2015-3/2016 8/2015; weekly (PLC) 8/2015; Quarterly Quarterly Refresh
Phase 2 2016-2017	Teach Like A Champion Responsive Classroom PATHS Restorative Practices PLC/TADa Math Expressions PBS	All Staff All Staff All Staff All Staff All Staff All Staff School Climate Team/All Staff	Monthly-Coaching Monthly-Coaching Quarterly-Coaching 6/2016; 1/2017; 8/2017 8/2017; weekly (PLC) Quarterly-Coaching Quarterly-Refresh
Phase 3 2017-2018	Teach Like A Champion Responsive Classroom PATHS Restorative Practices PLC/TADa Math Expressions PBS	All Staff All Staff All Staff All Staff All Staff All Staff School Climate Team/All Staff	Monthly-Coaching Monthly-Coaching Quarterly-Coaching 6/2017; 1/2018; 8/2018 8/2017; weekly (PLC) 8/2017; 2/2018-Refresh Quarterly-Refresh

See Appendix: PD/PLC Calendar(s)

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 Shortlidge Academy, 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. Shortlidge Academy 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.

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, 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Members build collective knowledge and learn together • Members fluidly share research and catalog their findings 					
Action Orientation – professional learning by doing <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 Shortlidge Academy 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:

Shortlidge is committed to implementing the DuFour PLC framework in tandem with the Taking Action with Data Framework to ensure our staff culture is student focused and driven by data. The DuFour and TADa Frameworks provide specific strategies for teachers to implement Professional Learning Communities by engaging in ongoing cycles of inquiry based on increasing student-learning outcomes across content areas. By applying the straightforward “Taking Action with Data” methodology to Shortlidge’s 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. Non-instructional staff will actively participate in the PLC process, focusing content/specialty specific strategies to support student growth academically and social emotional learning. Non-instructional staff will focus one monthly PLC session on implementation of Teach Like a Champion strategies, adapting strategy language to fit specific content/specialty area. Building and district level administration will engage in PLCs across grade levels and content/specialty areas ongoing throughout the year. Feedback will be provided to PLC teams during meetings, via minute’s submission responses, and formally using the DuFour PLC Feedback Form, focusing on strategies and practices outlined in the All Things PLC Framework.

Non-Instructional Staff

Non-instructional staff will be consistently informed of school progress via email blast updates, newsletters, attendance at awards assemblies, and various other forms of communication.

To ensure success 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 iterative 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” approach to instruction.

Data Conversations: To use data effectively, educators need to engage in frequent, low-stakes, non-judgmental conversations with students, parents, administrators, and other educators in order to understand results, enlist support, and motivate change. Such low-stakes conversations are particularly critical for promoting data transparency: only when teachers and students believe data is used in a supportive way do they become truly comfortable with its use. Our methodology promotes drawing tentative hypotheses followed by conversations to dig deeper into the underlying circumstances that gave rise to the data.

Development of SMART Goals: Each grade level team PLC will develop SMART Goals to drive instruction and student achievement. The goals will be specific, measureable, attainable, realistic, and timely. Goal monitoring and revision will be ongoing, based solely on student data sources. Smart Goals will be developed for instructional growth in the core content areas of Reading and Mathematics for all subgroups of students. Grade level PLCs will share goals with the Building Leadership Team, providing monthly progress updates for building level data monitoring,

Weekly Staff Correspondence: The Building Leadership Team, Community School Coordinator, and building administration will collaborate to develop and deliver a weekly school community correspondence. 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. The Community School Coordinator will 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

High Expectations for Students:

Responsive Classroom: *Responsive Classroom* is an evidence-based education approach associated with greater teacher effectiveness, higher student achievement, and improved school climate. *Responsive Classroom* practices help educators develop competencies in four key domains—each of which enables and enriches the others:

- **Engaging Academics** Teachers create learning tasks that are active, interactive, appropriately challenging, purposeful, and connected to students' interests.
- **Positive Community** Teachers nurture a sense of belonging, significance, and emotional safety so that students feel comfortable taking risks and working with a variety of peers.
- **Effective Management** Teachers create a calm, orderly environment that promotes autonomy and allows students to focus on learning.
- **Developmental Awareness** Teachers use knowledge of child development, along with observations of students, to create a developmentally appropriate learning environment.

Through participation in Professional Development and effective implementation of the Responsive Classroom strategies, teachers will establish learning environments based on high expectations for student academically and socially. Specifically, teachers will demonstrate engagement in the following:

- Design lessons that are active and interactive
- Use effective teacher language to promote academic and social growth
- Encourage engagement by giving students meaningful choices
- Start each day in a way that sets a positive tone for learning
- Set high expectations and teach students how to meet them
- Establish routines that promote autonomy and independence
- Build a sense of community and shared purpose
- Teach students 21st century skills such as critical thinking, problem-solving, communication, collaboration, creativity, and innovation

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. Students will be provided ongoing opportunities to earn incentives based on academic and behavioral growth. Teachers will also be provided an opportunity to earn incentives based on meeting/exceeding performance targets during each year of the priority improvement process. An example of incentives provided for students through the PBS initiatives is documented through classroom compliments. The compliment chart below represents a sample of PBS incentives:

PBS: Classroom Compliments Incentive Scale

Number of Compliments	Reward (choose 1)	Location/Facilitator
25	Bookmark	Classroom Teacher
35	Pencil Homework Pass	Classroom Teacher
50	15 minutes Extra Recess 15 minutes Arts/Crafts	Classroom Teacher Classroom Teacher
65	Ice Cream Treat-lunch 20 minutes Extra Recess 20 minutes Arts/Crafts	Classroom Teacher/Admin Classroom Teacher Classroom Teacher
80	Movie 25 minutes Extra Recess 25 minutes Arts/Crafts	Classroom Teacher Classroom Teacher Classroom Teacher
90	Any Shirt Day (w/uniform bottom) 30 minutes Extra Recess 30 minutes Arts/Crafts 30 minutes Board Games	Classroom Teacher Classroom Teacher Classroom Teacher Classroom Teacher
100	Jeans Day (w/uniform top) Popcorn Party 45 minutes Board Games	Classroom Teacher(s) Classroom Teacher/Admin Classroom Teacher
130	Movie & Popcorn 50 minutes Extra Gym Time (w/another class) 50 minutes Extra Technology Time	Classroom Teacher/Admin Classroom Teacher(s) Classroom Teacher/Admin
175	Pizza Luncheon w/Principal(s) 30 minutes Show & Tell w/Principal(s) Sundae Social	Admin/Classroom Teacher Admin/Classroom Teacher Classroom Teacher/Admin

(See appendix for Resources: Rules, Rewards, Consequences)

Once Compliments are used for a reward, classes must start accumulating compliments from 0. Compliments used cannot be counted towards any subsequent rewards.

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 Shortlidge, 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. Shortlidge 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 inform next steps

When time is spent on this work, the teams of teachers at Shortlidge 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.

Student Rewards:

Aligned to school-wide PBS including (but not limited to):

- Ice cream parties
- Pizza parties
- Extra Recess
- PBS PAWS (spendable school money)

Student Consequences:

Consequences for infractions of the Code of Conduct will align those outlined in the RCCSD Code of Conduct. These consequences may include:

- Time out
- Parent contact
- Detention
- Behavior contract

Systemic Renewal:

Systemic renewal of programs will occur yearly beginning 2015-2016 under the new school configuration. Our school community will engage in ongoing systemic renewal of programs to ensure effectiveness in program implementation. Our parent community and school partners will engage in monthly Coffee and Conversations to review data, discuss the school program, and plan for refinement. Parents and school partners will demonstrate shared leadership by making decisions based on evening events, celebrations, fundraising, and the enhancement of the Community School Center. Teachers will demonstrate shared leadership and decision making by developing the building schedule, planning field trips and assemblies, and planning for additional programs.

Principle Four: School Program

Indicator 4.1: School Calendar

To reflect the urgency of improving student achievement, Shortlidge will extend the school day to provide extended learning time focusing on providing supports in academics and social-emotional learning. Shortlidge school calendar will include 183 days of instruction; above the state minimum requirement for school days.

Increased Learning Time

Shortlidge currently operates on the standard instructional schedule. This includes an 8:35 bus arrival and transition through an 8:50 student start time. Students are then in class until 3:30 p.m. when dismissal begins. To make better use of the schedule and time, Shortlidge Academy will take the following steps to increase learning time by more than 700 hours during the school year.

Number of Days:

- 183 days
- +6 days professional development for teachers (3 before school begins/3 after school ends)
- Extended school day (246.79 am program hours and 370 pm program hours)

Professional Development Days:

- Responsive Classroom
- Teach Like a Champion
- PBS
- Mathematics
- Literacy
- PATHS
- I – Care
- Professional Learning Communities
- Technology Programs
- Kindergarten Readiness Assessment – PD

Summer Professional Development and Summer School Plans:

- Summer program facilitated by the Boys and Girls Club
 - Summer includes: school-wide academic enrichment
 - Summer includes: early learning Ready for K academy
- Extended School Year with a focus on special education students
- 6 additional professional development days (3 before the school year begins and 2 after it concludes)
- Prior to school: Open houses by grade level -teachers prepare classrooms for family visits

School staff will participate in increased Professional Development during both the summer and throughout the school year during the Priority Plan implementation. Specifically, for school year 2015-2016, professional development days will occur as follows during the summer:

- June 11, 2015
- June 12, 2015
- August 13, 2015
- August 14, 2015
- August 15, 2015

In addition to regularly scheduled monthly faculty meetings, school staff will participate in three additional Professional Development days during the school year. The days for the 2015-2016 school year are as follows:

- October 8, 2015
- February 11, 2016
- April 14, 2016

Beginning school year 2016-2017 and continuing through school year 2018-2019, school staff will participate in an additional 6 days of Professional Development during the summer and an additional 3 days during the school year. Specific dates will be determined by the Building Leadership Team during the 2015-2016 school year.

Afterschool and summer Professional Development shall be compensated at the current instructional EPER rate established in the collective bargaining agreement between the Red Clay Consolidated School District and the Red Clay Education Association.

(See Appendix: PD/PLC Calendar(s))

Extended Day Programs

Before School Program (246.79 additional hours): Shortlidge will expand its existing Boys and Girls Club-run extended day program by adding academic support from Shortlidge educators. The program will include a morning session that provides 80 minutes in the morning, from 7:00 a.m.-8:20 a.m. (6.67 hours per week over the course of 37 weeks) for identified (targeted subgroups) students to participate in academic support and enrichment programming.

Early morning (92.5 additional hours (150 additional minutes/week): From 8:20 – 9:00, students will receive a grab and go breakfast and participate in responsive classroom activities, such as morning meeting and head to their identified academic area or classroom for small group literacy instruction with teachers and Title I reading support staff.

After School Program (370 additional hours): Shortlidge will support the Boys and Girls Club extended day program with academic support from Shortlidge educators in the afternoon as well. The program provides 2 hours and 10 minutes in the afternoons, from 3:50-6:00 p.m. (10 hours per week over the course of 37 weeks). Shortlidge will expand learning time to help targeted subgroup children to achieve their academic goals. The partnership will deliver

programs that blend academics with hands-on enrichment activities, field trips, and service projects that will help students to increase their literacy and math skills.

Summer extensions (480 hours minimum): During spring planning with the Shortlidge leadership, the Boys and Girls Club staff will work closely with Shortlidge teachers to design and deliver an early bird program that aligns with school day learning and priorities using instructional strategies and interventions, such as Accelerated Reader, supporting the Common Core standards. The program will be structured to include a segment of academic content-specific support followed along with an enrichment component, such as Bricks for Kids, and educational games to prepare children for the school day. The program will operate for 9 weeks for 5 days/week from 7:00 AM – 6:00 PM and students will access both the school building and the Boys and Girls Club facility **(400 hours)**.

- **Ready 4 K Summer:** Shortlidge will expand the RCCSD-piloted Ready 4 K summer program that helps incoming kindergarten students' transition into a standards-based environment. The program meets for 4 hours/ day 4 days each week for 5 weeks **(80 hours)**.

The Boys and Girls Club before and after care program held at Shortlidge Academy is funded through an approved 21st Century Community Learning Centers Grant. The grant assists the school community by providing programs that provide educational, social and behavioral experiences that enhance student academic outcomes and provide access to new and unique experiences. The helps to provide programs available lower rates so that more students will have the capability to join the program. Scholarships will be offered to targeted families (students under the case management of the Family Crisis Therapist and students who are homeless will be prioritized as receipts for these scholarships). Informational tours, for families, will be hosted by B&G club staff and occur weekly starting in May, 2015. Families interested in the program will receive one week of student participation free of cost. As an extension of the school, Boys and Girls Club staff receive training from the Office of Child Care Licensing and the Office of Social Services to help parents/guardians access purchase of care (subsidy).

External provider impact will be reviewed at the end of year one for renewal. If renewed and at the end of year 2 the contractor has met the terms of the agreement, the partner would be eligible to apply for the new RFP for the third and final year of the grant. To sustain the extended day costs, the Shortlidge along with the Red Clay Consolidated SD, will explore the use of Consolidated Grant funds, along with corporate and foundation grants and Strategic Support Grant opportunities.

Early Extensions of Programming and Time - August 2015 – June 2016 *(370 additional hours for targeted students):* Shortlidge will operate an evidenced-based licensed prekindergarten program for students who reside in the Shortlidge/Warner feeder pattern (the primary residence for Shortlidge students) for up to 30 children. The staff will receive professional development in child development, early literacy and numeracy supports, and through the

school based literacy coach and district curriculum and instruction. Students will have an opportunity to participate in extended day services that will enable them to stay from 7AM through 5:30 PM daily and include educational enrichment programs such as museum outreach, music, movement and more. Student success will be measured by the pre-post test results of the TOEPL (ELA) and TEMA (Math).

Indicator 4.2: School Schedule

As a Priority School, each school is charged with creating a plan that will drive meaningful change to rapidly increase outcomes for students. In an effort to identify a catalyst for this change, Shortlidge Academy and Warner Elementary will transform their current grade configuration, forming a *Community Campus*. Shortlidge Academy will transition to a kindergarten through second grade campus and Warner Elementary to a third grade through fifth grade campus. The *Community Campus* will create an environment for a broader community of students and families to share their elementary experience.

A deliberate concentration on primary and intermediate educational practices will benefit the entire school community. The *Community Campus* will provide a relentless focus on the implementation of targeted grade-band strategies including: instructional frameworks, intervention practices, systems and procedures, whole child supports, Professional Learning Communities, and increased parent engagement opportunities.

Working together we will create a culture of excellence. As we expand our community, we expand a place in which people know and care for one another – a place where success is everyone’s responsibility.

With this grade configuration each school will develop a schedule to support the implementation of the new model.

Number of Minutes:

The daily instructional schedule represents a 10% (minimum) increase in the amount of instructional time students receive at Shortlidge. Specifically, the schedule reflects an increase of 35 minutes of instructional time that students have access to, including content and remedial blocks. Additionally, opportunities for extended day/Saturday programs will increase from the current model of 8 weeks from October-December and 12 weeks from January-April to a new model expanding to 12 weeks from September-December and another 14 weeks from January-May. This represents an increase of 6 weeks additional extended day programs. Within the extended day, the length of the tutoring sessions will increase from the current 1 hour of intervention to 1.5 hours of intervention under the new plan. The district currently funds 6 Saturday program sessions for 1.5 hours/Saturday. With the grant, the school will expand this by offering Saturday programming every other Saturday for 3 hours, and the grant will provide additional opportunities (from 6 Saturdays days to 26 with the grant and from the current 9 hours to an additional 60 hours).

Minute Allocation (1,170 minutes):

- Minimum of 105 minutes daily ELA instruction (525 minutes/week – 75 minutes more/week than the current schedule).

- Tier 2 and Tier 3 students receive 180 minutes support/week (includes 30 additional minutes of RTI)
- RTI Tier 2 a minimum of 90 minutes of direct small group instruction per week.
- RTI Tier 3 a minimum of 150 minutes of direct small group instruction per week.
- Minimum of 90 minutes daily Math instruction including small group interventions (450 minutes/week – 30 minutes more/day than the current schedule).
- Math RTI for all Tiers 30 minutes per day
- Minimum of 150 minutes of Social Studies/ Social Emotional learning per week (60-90 minutes more/week than the current schedule).

Daily Specialized Arts Instruction: Currently, students receive 1 special per day for 50 minutes each week of: library, art, music, technology and physical education. Our new plan allows for a minimum of 100 minutes of weekly STEM Lab instruction (aligned to the Next Generation Science Standards) to develop student skill, interest and achievement in Science, Technology, Engineering and Math. The strength of this STEM lab lies in a focus on providing technology education, not technology *entertainment*. Students will be engaged through a dynamic combination of computer-based learning resources that incorporate multimedia technology within a managed learning environment along with hands on interactive investigations, physical science, scientific reasoning, Earth science, construction (engineering), transportation, machines, environmental studies, and communication. In addition to 100 minutes of STEM lab, students will receive a minimum of 100 minutes of arts instruction and a minimum of 50 minutes of physical education each week. The revised schedule will include 1 special per day for 50 minutes, with the redesigned opportunities resembling this sample format: art (50 minutes), music (50 minutes), physical education (50 Minutes) and STEM lab (100 minutes (2 sessions/week)).

To further support STEM learning, the Next Generation Science Standards will be incorporated into building wide ELA, Math and Social Studies instruction. The proposed ELA and Social Studies curriculum has embedded Science topics, articles and links to serve as connections to the Next Generation Science Standards.

Extended Day Enrichment (780.79 additional hours)

Shortlidge will implement a before/after school and summer enrichment program to prevent regression. As described in section 4.1, with the support of the Boys & Girls Club, Shortlidge staff will provide 246.79 additional hours of morning support, 370 additional hours of afternoon support and during a summer enrichment component, a minimum of 164 addition hours.

Strategy of Schedule:

ELA and Math minutes will be scheduled in the first half of the day to allow student to maximize their capacity to access curriculum at the necessary depth of knowledge. In addition, The STEM LAB will provide our students with hands on, interactive Science activities along with multiple

opportunities to reinforce concepts in ELA, Math and Social Studies. Science and Social Studies standards will be given additional attention during the ELA Block.

****See Indicator 4.4 for Science and Social Studies Instructional Plan**

Draft Schedule Time Allocations

Sample Schedule:

School day begins at 8:20 a.m.

- 5 minutes: Grab and Go Breakfast,
- 30 minutes: Responsive Classroom - AM Meeting, Problem of the Day, Small Group Support
- 150 minutes ELA Block
 - (60 min Small Group-Skill Focused Model; 40 min Whole Group; 5 min Brain Break)
 - 45 minutes Writing
- 30 minutes RTI Reading
- 90 minutes Math Block
 - (60 min Whole Group; 30 min Small Group-Skill Focused Math Model)
- 50 minutes Specials; Specials to include: Art, Music, PE, & 2 days of STEM LAB
- 50 minutes Recess/Lunch combined; staggered lunches with support personnel in place
- 30 minutes Social Studies/Social –Emotional Curriculum (Howard B. Wigglebottom Curriculum)

New Schedule (including Saturday Library):

Total: 500 minutes

Current schedule:

Total: 371 minutes

Saturday Library :

Saturday Library New Plan: Every other Saturday for 3 hours/session (20 additional per year for an additional 60 hours).

Old Plan: 6 per school year for 1.5 hours/session (9 hours)

Summer Professional Development

Professional development will be provided during the summer of 2015-2016 providing opportunities for engagement in the following programs:

- Responsive Classroom
- PATHS
- Math Expressions
- Teach Like a Champion
- Team Building

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 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.
4. 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.

5. A comprehensive report after the trial will be presented to Curriculum Councils and 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.
- 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. (CLICK) 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 others 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 include 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	<p style="text-align: center;"><u>Regions</u></p> <p>Geography 4a: Students will <u>use</u> the concepts of place and region to <u>explain</u> simple patterns of connections between and among places across the country and the world [Regions].</p> <ul style="list-style-type: none">• Coming Soon! RCCSD Puzzle Map center Puzzles will be delivered this Spring. Aerial Map Phy/Pol Map• DRC Unit - Regions<ul style="list-style-type: none">◦ Unit Map◦ Alternative Assessment• Scott Foresman<ul style="list-style-type: none">Unit 3: Hottest, Coldest, Highest, DeepestUnit 4: Volcanoes• Newbridge Social Studies Trade Books<ul style="list-style-type: none">America the BeautifulWorld of WaterLandforms by the Sea <p style="text-align: center;"><u>Economic Exchange</u></p> <p>Economics 2a: Students will <u>understand</u> how barter, money, and other media are employed to facilitate the exchange of resources, goods, and services [Macroeconomics].</p> <ul style="list-style-type: none">• DRC Unit – Economic Exchange<ul style="list-style-type: none">◦ Unit Map Spanish Version (worksheets)◦ Alternative Assessment◦ Barter Activity Placards• Internet Resources<ul style="list-style-type: none">Online Barter Game - Barter Island **NEW**Discovery Education - Money and BarteringOracle/Thinkquest - Welcome to Econopolis!EconEdLink.com - I Have No Money, Would You Take Wampum? student version• Scott Foresman<ul style="list-style-type: none">Unit 5: Cultures• Cram Units<ul style="list-style-type: none">This for ThatShopping: Then and Now• Newbridge Social Studies Trade Books<ul style="list-style-type: none">Follow the Dollar
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(See appendix General Education-Special Education Supports)

Indicator 4.4: Long-term, Unit, Lesson Planning

Planning Expectations:

Building Leadership Team will plan for lesson plan development focusing on choosing a specific lesson plan format to be utilized across grade levels and content areas (reading, language arts, mathematics, science, social studies, technology, music, art, and library). The lesson plan format will be provided to all instructional staff during summer professional development/in-service.

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 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:

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. Grade level teams will maintain binders of long-term and unit lesson plans to be referenced throughout the improvement process.

Lesson Plans:

Lesson plans must be readily available, accessible, and visible at any time throughout the instructional day for all content areas. Teachers will maintain lesson plans; however, submission will not be required unless otherwise indicated through DPAS Expectations or DPAS Improvement Plan.

Planning Review and Feedback:

The Building Leadership Team will develop a rubric for lesson plan evaluation to utilize during feedback and review activities. Specifically, the team will collect lesson plan samples from each grade level at various times throughout the school year. The team will use the rubric to score the lesson design focusing on (but not limited to) the following criteria:

- Connected to Common Core State Standards
- Provides explanations of what students are expected to Know, Understand, and Do by the completion of the lesson
- Criteria for assessing student learning, and

- Process/plan for remediation/enrichment.

Additionally, building level administrators will review and provide feedback on an ongoing basis using the DPAS Teacher Evaluation process.

Checking for Understanding:

School level administration and members of the Building Leadership Team will participate in unannounced classroom learning walks to determine levels of engagement, rigor of activities, student-student/student-teacher interactions, higher order questioning strategies, structures for small group instruction, and formative/summative assessment methods. Upon completion of learning walks, team members will provide teachers with a summary of observations noting strengths and opportunities for growth.

Planning for/Delivery of Social Studies:

Since ELA is a priority, social studies will be embedded into the ELA instructional block. Using high interest non-fiction text, teachers will provide skill focused instruction in social content while simultaneously addressing fluency, decoding, and comprehension. This will be accomplished through the use of leveled readers across all grade levels K-2. See appendix: Social Studies Pacing Guide

Planning for/Delivery of Science:

During the 2015-2016 school year, teachers will continue to implement the Delaware prioritized standards, currently in use in our classrooms. The E, I, and C refer to essential, important, and compact (LFS language). Because there is no assessment which addresses the Next Generation Science Standards yet, Tonyea Mead of the Department of Education Science Ed Associate) has publicly stated that teachers are expected to continue to teach using these standards. Upon refinement and alignment of the Next Generation Standards, teachers will transition to using these standards. See appendix: Science Pacing Guide

Teachers will begin incorporating the Science and Engineering Practices to their instruction.

The Science and Engineering Practices are as follows:

- Asking questions (for science) and defining problems (for engineering)
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

Reading/Language Arts Action Plan

Annual Measurable Objective: Improve student achievement by increasing the percentage of students meeting proficiency targets on Standardized Reading Assessments from 42.3% to 65% during the 2015-2016 School Year; 65% to 75% during the 2016-2017 school year; and 75% to 80% during the 2017-2018 school year as measured by the Smarter Balance Assessment.

Performance Action/Initiative	Timeline and Positions Responsible	Means of Evaluation	
		Artifacts	Evidence
Performance Action/Initiative	Timeline and Positions Responsible	Artifacts	Evidence
<p>Plan Common Core Standards (CC) training for general and special education teachers within and across all content areas on:</p> <p>Text Complexity</p> <ul style="list-style-type: none"> Literacy Integration in Social Studies, Science <p>Provide adequate resources (personnel, time, technology, materials) to support student achievement for CCSS – Leveled Reading Library, Book of the Month, etc.</p> <p>Provide adequate resources to implement Skill Focused Reading Program</p> <ul style="list-style-type: none"> personnel, training, books, materials, etc. 	<p>August 2015 –May 2016</p> <p>Principal, Assistant Principal, Department Chair</p> <p>Instructional/Academic Coach, District Personnel</p>	<p>Lesson plans, walkthrough observations, Awareness Walks, Department meeting agendas, Instructional/Academic Coach’s meetings agendas, Collaborative planning meeting agenda’s/sign-in sheets</p>	<p>All teachers are able to demonstrate effective implementation of CCSS by scoring proficient on the DPAS evaluation system and the percent of students meeting standards continually increase on common/benchmark assessments.</p> <p>Increased percentages of students scoring at 75% or higher on benchmark tests and/or common assessments.</p>
<p>Develop, implement and monitor, additional learning time for students requiring academic interventions</p> <p>After school tutoring for all students</p>	<p>August 2015 – May 2016</p> <p>Principal, Assistant Principal, Department Chair</p> <p>Instructional/Academic</p>	<p>Lesson plans, Awareness Walks, Sign-in sheets for students and teachers,</p>	<p>Increased percentages of students scoring at 75% on aligned tutorial/intervention assessments</p>

<p>(iXL (web-based); Successmaker Pearson Write to Learn Technology Carts, Facilitators, Pearson Consultant, supplies, transportation)</p>	<p>mic Coach, District Personal, Teachers</p>	<p>individual Student Progress, Tutoring Hours Log</p>	
<p>Provide all grade level, subject content area teachers adequate time and resources to collaboratively plan instruction for effective implementation of CCSS and using the Skill Focus Model.</p> <p>Review lesson plans to ensure that instruction is data-driven, incorporate research-based strategies, and align with CCSS.</p> <p>Teach close reading of academic texts—social studies and science (non-fiction)—and have students write about academic texts.</p> <p>Develop and administer common assessments to check understanding of CCSS and adjust instruction to maximize student mastery of content</p>	<p>August 2015 – May 2016 Principal, Assistant Principal, Instructional Coach, District Literacy Coach, Teachers</p>	<p>Master/daily school schedule, Agenda, Sign-in sheets, lesson plans, Focus walks, assessments, student work</p>	<p>Teachers are able to demonstrate proficiency in teaching, planning, and instructional delivery as indicated by a proficient score on the DPAS and by increased student achievement on common assessments/benchmarks.</p> <p>Co-taught teams are able to demonstrate with CCSS and 3-part instructional framework.</p> <p>Increased percentage of student performance on common assessment and student work</p>

<p><u>Students with Disabilities</u> Develop, implement, and monitor initiatives for Students with Disabilities. Establish a school team that focuses on:</p> <ul style="list-style-type: none"> • Discipline • Affective Behavior • Social and Emotional Learning • Attendance • LRE Data • Cognitive Engagement • Use of Co-Teaching Models • Parent and Family Engagement 	<p>August 2015 – May 2016 Principal, Assistant Principal's, Leadership Team, Team Leader, School Counselor, Instructional/Academic Coach, SWD Teachers, Educational Diagnostician, School Psychologist</p>	<p>Individual Student Progress, Data Forms, SPDG Data Probe documentation, SPDG Data Probe Discussion Guide documentation PLC Team meeting and professional learning logs</p>	<p>Reduction in Discipline Referrals. Increased student Attendance. Increase student achievement on Smarter Balance scores and common assessments. Increased numbers of SWD placed in co-teaching classes. Increased parental/community involvement. PLC Team meets as schedule and reports data back to Leadership Team monthly.</p>
<p><u>English Language Learners*</u> Ensure WIDA & GPS are posted and implemented in lesson plans and activities. Ensure the language of learning objectives are clearly stated. Differentiate and scaffold lessons to meet the needs of students</p> <ul style="list-style-type: none"> • After-School Tutorials • Flexible grouping • Teacher & student written commentaries • After-school tutorials • Parent Education (e.g., Curriculum Nights, Parent Resource Center) 	<p>August 2015 – May 2016 Principal, Assistant Principal, ELL teachers, Classroom teachers, Special Area teachers, Instructional Coach</p>	<p>Focused Walks Peer observations Grouping assignments Lesson plans Collaborative team meeting agendas & notes</p>	<p>Teachers can explain how instruction is differentiated and paced to meet the needs of the students. Students work toward the same mastery of the standards but various “entry point” are determined in order for students to access performance tasks</p>

<ul style="list-style-type: none"> • Pre-assessment & formative assessments 			
<p><u>Technology Integration</u></p> <p>Collaborate to use technology to reinforce achievement of standards mastery; to support students' conceptual understanding and independent application of core content; and to differentiate for the students' readiness needs, interests, and learning profiles.</p> <ul style="list-style-type: none"> • Use of Promethean Boards • Performance tasks that include Power Point presentations • Student video projects • Computer lab • PE coaches use Promethean Boards to reinforce vocabulary acquisition 	<p>August 2015 – May 2016</p> <p>Principal, Assistant Principal, Classroom Teachers, Media Specialist, Special Area Teachers, Instructional Coach</p>	<p>Rubrics for students' tasks and projects</p> <p>Observations of technology being used in lessons</p>	<p>Teachers can articulate the use of technology to enhance student learning and mastery of the standards.</p>

Mathematics Action Plan

Annual Measurable Objective: Improve student achievement by increasing the percentage of students meeting proficiency targets on Standardized Math Assessments from 40.9% to 60% during the 2015-2016 School Year; 60% to 73% during the 2016-2017 school year; and 73% to 85% during the 2017-2018 school year as measured by the Smarter Balance Assessment.

Performance Action/Initiative	Timeline and Positions Responsible	Means of Evaluation	
		Artifacts	Evidence
<p>Plan Common Core Standards (CCSS) training for general and special education teachers within and across all content areas on the Standards for Mathematical Practice and the CCSS</p> <p>Provide adequate resources (personnel, time, technology, materials) to support student achievement for CCSS – Math manipulatives</p>	<p>August 2015 - May 2016</p> <p>Principal, Assistant Principal, Department Chair</p> <p>Instructional/Academic Coach, District Personnel, BLT</p>	<p>Lesson plans, Walkthrough observations, Awareness Walks, Department meeting agendas, Instructional/Academic Coach’s meetings agendas, Collaborative planning meeting agenda’s/sign-in sheets</p>	<p>All teachers are able to demonstrate effective implementation of CCSS by scoring proficient on DPAS and the percent of students meeting standards continually increase on common/benchmark assessments.</p> <p>Increased percentages of students scoring at 75% or higher on benchmark tests and/or common assessments and the Smarter Balance.</p>

<p>Develop, implement and monitor, additional learning time for students requiring academic interventions</p> <p>(b) Before/After school (c) Saturday Library (iXL (web-based) Successmaker</p> <p>Enrichment Opportunities for Tier 1, Technology Carts, Facilitators, Curriculum Consultant, supplies, transportation)</p>	<p>August 2015 – May 2016</p> <p>Principal , Assistant Principal, Department Chair Instructional/Academic Coach, District Personal, Teachers</p>	<p>Lesson plans, Awareness Walks, Sign-in sheets for students and teachers, Individual Student Progress, Tutoring Hours Log</p>	<p>Increased percentages of students scoring at 75% on aligned tutorial/intervention assessments</p>
<p>Promote structures necessary to differentiate math instruction to meet the needs of each student:</p> <ul style="list-style-type: none"> • Flexible grouping • Pre-assessments & formative assessments • After-school tutorials • After-school tutorial consumables • Van de Walle strategies • Primer Interventions Guide • Practice Smarter Balance Assessment 	<p>August 2015 – May 2016</p> <p>Principal, Assistant Principal, Classroom teachers, Special Area Teachers, Instructional Coach</p>	<p>Lesson Plans E-School reports Agendas and minutes from Data Conversations Focused Walks Peer Observations</p>	<p>Teachers can articulate how data supports differentiated instruction and flexible grouping. Students are engaged in rigorous tasks from the state frameworks.</p> <p>Teachers analyze the practice Smarter Balance to determine instructional needs leading to the final preparations prior to the April administration.</p>

<p><u>Students with Disabilities</u> Develop, implement, and monitor initiatives for Students with Disabilities. Establish a school team that focuses on:</p> <ul style="list-style-type: none"> • Discipline • Affective Behavior • Social and Emotional • Attendance • LRE Data • Cognitive Engagement • Use of Co-Teaching Models/Project ICE • Parent and Family Engagement <p>Review the components of the Six Step Process to analyze how it impacts the achievement of SWD.</p>	<p>August 2015 – May 2016 Principal, Assistant Principal, Leadership Team, Team Leader, School Counselor, Social Worker, Instructional/Academic Coach, SWD Teachers, Collaboration Coach, School Psychologist, PST Team</p>	<p>Individual Student Progress, Data Forms, Data Probe documentation, Data Probe Discussion documentation, PLC Team meeting, and professional learning logs</p>	<p>Reduction in Discipline Referrals.</p> <p>Increased student Attendance.</p> <p>Increase student achievement in Smarter Balance scores and common assessments.</p> <p>Increased numbers of SWD placed in co-teaching classes.</p> <p>Increased parental/community involvement.</p> <p>PLC Team meets as schedule and reports data back to Leadership Team monthly.</p>
<p><u>English Language Learners*</u> Establish learning goals based upon common assessments, performance tasks, and end of unit expectations. Instruction may be paced or presented in varying modes based upon students’ levels of understanding. Common Core Training for Mathematics and ELL Learners</p>	<p>August 2015 – May 2016 Principal, Assistant Principal, Classroom teachers, Special Area teachers, Title 1 Instructional Coach</p>	<p>Bulletin Board displays, Focused Walks, Peer observations, Grade level math competition results ESchool Reports Benchmark results</p>	<p>Teachers can explain the use of a variety of instructional strategies to scaffold and differentiate to meet students’ needs.</p> <p>Students are engaged in rigorous tasks comparable to the Common Core Standard expectation.</p>

<p><u>Technology Integration</u></p> <p>Collaborate to use technology to reinforce achievement of standards mastery; to support students' conceptual understanding and independent application of core content; and to differentiate for the students' readiness needs, interests, and learning profiles.</p> <ul style="list-style-type: none"> • Use of Promethean Boards • Performance tasks • Computer lab • PE coaches use Promethean Boards to reinforce math facts, skills, and show math-to-world connections • Rosetta Stone (ELL Students) • Horizons (SWD) 	<p>August 2015 – May 2016</p> <p>Principal, Assistant Principal, Classroom Teachers, Media Specialist, Special Area Teachers, Instructional Coach</p>	<p>Classroom observations of technology being used to enhance lessons and engage students.</p>	<p>Teachers can articulate the use of technology to enhance student learning and mastery of the standards</p>
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Science Action Plan

Annual Measurable Objective: Increase Science/Social Studies instructional time by 20% each school year from 30 minutes daily to 36 minutes daily in 2015-2016; 36 minutes to 43 minutes daily in 2016-2017; and 43 to 52 minutes in 2017-2018.

Improve student outcomes on Science/Social Studies assessment by 10% each year for each of the following school years: 2015-2016; 2016-2017; 2017-2018

(restructured teaching teams will convene over summer 2015-2016 to develop assessments based on grade level learning strands in the Next Generation Science Standards at which time, baseline data will be compiled and submitted)

Performance Action/Initiative	Timeline and Positions Responsible	Means of Evaluation	
		Artifacts	Evidence
Collaborate to develop strategies & processes to elicit higher-order thinking processes & skills and encourage critical and creative thinking and efficacy for all students. <ul style="list-style-type: none"> • Weekly grade level collaboration • Collaborate 1-2 times each 6 week period with special area teachers • Vertical team meetings 1-2 times each semester 	August 2015 – May 2016 Principal, Assistant Principal, Classroom teachers, Special Area Teachers, Title 1 Instructional, Coach	Collaborative meeting agendas and minutes, Lesson Plans, Peer Observations, Focused Walks, Performance tasks Benchmarks	Teachers can articulate how assessments, performance tasks, and questioning emphasize higher order thinking skills.
Select a variety of instructional delivery modes, including hands-on, small group, whole group, demonstrations, and performance tasks to ensure that all students have access to and master the standards	August 2015 – May 2016 Principal, Assistant Principal, Classroom teachers, Special Area Teachers, Title 1 Instructional, Coach	Lesson Plans, Focused Walks, Peer Observations, Performance tasks	Students can explain their learning goals and what they will do to meet those goals and master the standards.
Collaborate with the media specialist to determine resources and support needed to enhance science content	August 2015 – May 2016 Principal, Assistant Principal,	Lesson Plans, Focused Walks, Peer Observations, Performance tasks	The media specialist can explain how resources and support are coordinated to enhance classroom instruction.

	Classroom teachers, Special Area Teachers, Title 1 Instructional, Coach		
<p><u>Students with Disabilities</u> Collaborate to identify and clarify the sources of information to be used to plan appropriate instruction, provide students with resources that are accessible, and determine delivery modes that support the learning goals of the lesson and student’s needs. Co-taught classes use station teaching, parallel teaching, alternative teaching, or team teaching to best support students’ mastery of the standards</p>	August 2015 – May 2016 Principal, Assistant Principal, Classroom teachers, Special Education Teachers, Instructional Coach	Lesson Plans, Focused Walks, Peer Observations, Performance tasks	The preferred models of co-teaching are evident in lesson plans and observations. Teachers and students can articulate how the teachers collaborate to deliver instruction.
<p><u>English Language Learners*</u> Plan collaboratively to develop a consensus driven framework in monitoring and revising instruction to ensure students are progressing toward meeting the standards. Are progressing toward meeting the standards. Ensure instruction is delivered in modes that elicit higher order thinking.</p>	August 2015 – May 2016 Principal, Assistant Principal, Classroom teachers, Special Area Teachers	Lesson Plans, Focused Walks, Peer Observations, Performance tasks	Teachers can articulate what students are expected to know, understand and do to show mastery of the standards.
<p><u>Technology Integration</u> Use computer lab, classroom computers, and Promethean Boards to support students’ understanding and maximize learning with a focus on science content, with a concentration on earth science and to observe how technology impacts the constructive and destructive</p>	August 2015 – May 2016 Principal, Assistant Principal, Classroom teachers, Special Area	Collaborative meeting agendas and minutes, Lesson Plans, Peer Observations, Focused Walks, Performance tasks Benchmarks	Teachers develop a clear plan to integrate technology into the curriculum to support conceptual understanding and can articulate the use of a comprehensive technology plan collaboratively developed to enhance

forces that effect the environment and human beings	Teachers, Title 1 Instructional, Coach		student learning and mastery of the standards.
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Social Studies Action Plan

Annual Measurable Objective: Increase Science/Social Studies instructional time by 20% each school year from 30 minutes daily to 36 minutes daily in 2015-2016; 36 minutes to 43 minutes daily in 2016-2017; and 43 to 52 minutes in 2017-2018.

Improve student outcomes on Science/Social Studies assessment by 10% each year for each of the following school years: 2015-2016; 2016-2017; 2017-2018

(restructured teaching teams will convene over summer 2015-2016 to develop assessments based on grade level learning strands in the Next Generation Science Standards at which time, baseline data will be compiled and submitted)

Performance Action/Initiative	Timeline and Positions Responsible	Means of Evaluation	
		Artifacts	Evidence
Collaborate to develop strategies & processes to elicit higher-order thinking processes & skills and encourage critical and creative thinking and efficacy for all students. <ul style="list-style-type: none"> • Weekly grade level collaboration • Collaborate 1-2 times each 6 week period with special area teachers • Vertical team meetings 1-2 times each semester 	August 2015 – May 2016 Principal, Assistant Principal, Classroom teachers, Special Area Teachers, Title 1 Instructional, Coach	Collaborative meeting agendas and minutes, Lesson Plans, Peer Observations, Focused Walks, Performance tasks Benchmarks	Teachers can articulate how assessments, performance tasks, and questioning emphasize higher order thinking skills
Collaborate with the media specialist to determine resources and support needed to enhance social studies content	August 2015 – May 2016 Principal, Assistant Principal, Classroom teachers, Special Area Teachers, Title 1 Instructional, Coach	Lesson Plans, Focused Walks, Peer Observations, Performance tasks	The media specialist can explain how resources and support are coordinated to enhance classroom instruction.
Collaborate to identify and clarify the sources of information to be used to plan appropriate instruction, provide students with resources that are accessible, and determine delivery modes that support the learning goals	August 2015 – May 2016 Principal, Assistant Principal,	Lesson Plans, Focused Walks, Peer Observations, Performance tasks	The preferred models of co-teaching are evident in lesson plans and observations. Teachers and students can articulate how the teachers collaborate to deliver instruction.

<p>of the lesson and student’s needs. Co-taught classes use station teaching, parallel teaching, alternative teaching, or team teaching to best support students’ mastery of the standards</p>	<p>Classroom teachers, Special Area Teachers, Title 1 Instructional, Coach</p>		
<p>Plan collaboratively to develop a consensus driven framework in monitoring and revising instruction to ensure students are progressing toward meeting the standards. Ensure instruction is delivered in modes that elicit higher order thinking.</p>	<p>August 2015 – May 2016 Principal, Assistant Principal, Classroom teachers, Special Area Teachers, Title 1 Instructional, Coach</p>	<p>Lesson Plans, Focused Walks, Peer Observations, Performance tasks</p>	<p>Teachers can articulate what students are expected to know, understand and do to show mastery of the standards.</p>
<p>Use computer lab, classroom computers, and Promethean Boards to support students’ understanding and maximize learning with a focus on social studies and understanding how to become successful citizens in a global competitive market.</p>	<p>August 2015 – May 2016 Principal, Assistant Principal, Classroom teachers, Special Area Teachers, Title 1 Instructional, Coach</p>	<p>Collaborative meeting agendas and minutes, Lesson Plans, Peer Observations, Focused Walks, Performance tasks, Benchmarks</p>	<p>Teachers develop a clear plan to integrate technology into the curriculum to support conceptual understanding and can articulate the use of a comprehensive technology plan collaboratively developed to enhance student learning and mastery of the standards.</p>

Attendance/Graduation Rate Action Plan

Annual Measurable Objective: Shortlidge will maintain an average daily attendance rate of 93% or higher during each of the following three school years: 2015-2016; 2016-2017; 2017-2018

Performance Action/Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Celebrate academic and attendance achievement and progress to encourage students</p> <ul style="list-style-type: none"> • Perfect attendance luncheon with Principal each semester • Certificates given at end of each semester for perfect attendance • Certificate and prize given at end of year for attendance • Students with monthly perfect attendance will receive a coupon for a free kid's meal from a community partner (Texas Roadhouse, Pizza Hut, etc). • Homeroom charts showing attendance averages displayed in main hallway • Reminder of Student Code of Conduct concerning Attendance Policy • Students with 100% attendance each semester will participate in a drawing to win a Gift Card • Classrooms with perfect attendance during state testing earn ice cream treat 		<p>August 2015- June 2016</p> <p>Principal, Assistant Principal, Counselors, Teachers, Parents, Students</p>	<p>E-School Reports, DSC-Truancy Tracker Reports</p>	<p>Students can explain the different celebrations and ways to be recognized and how these celebrations encourage their academic achievement and attendance at school</p>

<p>Computer generated call home for each absence.</p> <ul style="list-style-type: none"> • Letter sent home for 6 or more unexcused absences. <p>Additional calls made by school staff. Policy as outlined in section 9 of the DCSS Student Code of Conduct Handbook is followed for excessive unexcused absences.</p> <ul style="list-style-type: none"> • Referral to Social Worker after 8 or more absences per DCSS code #9 		<p>August 2015- June 2016 Principal, Assistant Principal, Counselors, Social Workers, Teachers, Parents, Students</p>	<p>E-School Reports, DSC-Truancy Tracker Reports</p>	<p>Students, parents, and faculty members can demonstrate and articulate an understanding of school rules, policies, and procedures as outlined in student and teacher handbooks.</p>
<p>Parents will sign a compact.</p> <p>Attendance Policy will be addressed during PTA meetings</p> <p>Teachers will discuss attendance policy with students.</p>		<p>August 2015- June 2016 Principal, Assistant Principal, Counselors, Teachers, Parents, Students</p>	<p>E-School Reports, DSC-Truancy Tracker Reports</p>	<p>Students, parents, and faculty members can articulate an understanding of school rules, policies, and procedures as outlined in student and teacher handbooks.</p>
<p>Support development and sense of belonging with clear and consistent support and practices</p> <ul style="list-style-type: none"> • Assign students with excessive absences a mentor. 		<p>August 2015- June 2016 Principal, Assistant Principal, Classroom teachers, Special Area Teachers, Media Specialist, Title 1 Instructional Coach</p>	<p>E-School Reports, DSC-Truancy Tracker Reports</p>	<p>Mentors and students can describe the impact of the mentoring program. Students can explain where they can go if they need help.</p>
<p>Monitor data closely and its impact on school improvement</p>		<p>August 2015- June 2016 Principal, Assistant Principal,</p>	<p>E-School Reports, DSC-Truancy Tracker Reports,</p>	<p>Leadership team members understand, communicate, and apply the data to the school improvement process. All staff members</p>

<ul style="list-style-type: none"> • Post attendance data in Data Room and distribute to teachers 		Classroom teachers, Special Area Teachers, Title 1 Instructional Coach	Data Room Posting	understand how data is used to make decisions about curriculum, instruction, and assessment to positively impact student learning and achievement.
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(See appendix for Lesson Plan Template(s))

Indicator 4.5: Social-Emotional Learning

Shared Vision:

Social and emotional learning involves the processes of developing social and emotional competencies in children. Social and emotional programming is based on the understanding that the best learning emerges in the context of supportive relationships that make learning challenging, engaging, and meaningful. Social and emotional skills are critical to being a good student, citizen, and worker and many risky behaviors (drug use, violence, bullying, and dropout) can be prevented or reduced when social and emotional skills are developed through integrated efforts. This is best done through effective classroom instruction, student engagement in positive activities in and out of the classroom, and broad parent and community involvement. (Bond & Hauf, 2004; Hawkins, Smith, & Catalano, 2004; nation et al., 2003; Wear & Nind, 2011)

The 2013 CASEL Guide; “Effective Social and Emotional learning Programs” has identified five interrelated sets of cognitive, affective, and behavioral competencies for students that will be the foundation upon which the SEL curriculum at Shortlidge Academy will be based:

- Self-awareness: the ability to accurately recognize one’s emotions and thoughts and their influence on behavior.
- Self-management: the ability to regulate one’s emotions and thoughts and behaviors effectively in different situations; including managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.
- Social awareness: the ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social ethical norms for behavior, and to recognize family, school, and community resources and supports.
- Relationship skills: the ability to establish and maintain healthy rewarding relationships with diverse individuals and groups. Including communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.
- Responsible decision making: the ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

The Social Emotional Learning opportunities at Shortlidge are designed to ensure students can demonstrate understanding citizenship within a community (a: learners b: society). As a result of implementing this program school-wide, Shortlidge will work towards the following measureable goals:

- Students will demonstrate an understanding of citizenship within a community as observed through completion of social emotional program.
- Reduce the number of suspensions by 10% in each year

- Reduce the number of behavior referrals by 10% each year
- 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
- Improved student-student relations as identified on the School Climate Survey by an average of 25% across categories relating to student interactions/perceptions over a three year period

Shortlidge Academy will develop partnerships with trainers of evidence-based programs to assist with Social Emotional Learning throughout the improvement process. The programs that will be used to support social emotional development at Shortlidge will at a minimum include the following:

Restorative Practices

The most profound learning occurs when there is a healthy relationship between teacher and student. Restorative Practices assists teachers, students and parents to build, maintain, and restore relationships. Restorative Practices will help build capacity to enable students to self-regulate behavior and contributes to the improvement of learning outcomes. One of our most visible strategies will be the daily recitation of the Shortlidge Academy Mantra (PBS Pledge) which states: "Today I pledge to be the best possible me! I will practice safety, act responsibly, work cooperatively, and show respect. No matter what I do, I know I can become better. I pledge to believe in me." This mantra is known by students, school staff, and parents. It is a core belief to guide behavior. Teachers will engage in ongoing professional development in using Restorative Practices to improve behavior and learning outcomes for students throughout the priority plan implementation.

Staff members will engage in a school based Restorative Practices study, aligning PBS, Responsive Classroom, and interventions to the Restorative Practices philosophy. All staff members who sign the commitment letter for their intention to work in the Priority school will participate in school-based professional development on the Restorative Practices philosophy during the current school year (2014-1015).

The primary training materials used for Restorative Practices PD is the Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools- A Guide for Educators and other resources from SaferSanerSchools.org and IIRP.org (International Institute for Restorative Practices). Upon completion of the study, this group of staff members will begin

to evaluate existing PBS, Responsive Classroom, and discipline structures to ensure full alignment with Restorative Practices philosophy.

This team will become the building experts and engage all staff, instructional and non-instructional, in the Restorative Practice framework with a delivery structure that will be determined upon completed teacher commitment and staffing. During year two of the Priority Plan implementation, team members will be provided the opportunity to participate in formal Restorative Practices professional development. By year three of the Priority Plan implementation, these staff members will provide job-embedded professional development to the remainder of staff, using a train-the-trainer model, for Restorative Practices.

(See appendix for Restorative Practice Teachers Guide)

PATHS: The PATHS program is an elementary school curriculum that has been shown to significantly improve children’s social and emotional skills. Social and emotional competence is a master skill that underlies both effective behavior and academic success.

The priority team collaborated with parents, building leadership, the Nemours Foundation, Children & Families First, school staff, parents, and community members to review the social emotional learning programs PATHS, I Can Problem Solve, and Tools of the Mind. After careful consideration, the team decided that PATHS would be the most effective SEL program to implement at Shortlidge Academy because it provides clear research-based guidance on practices that foster improved social and emotional skill development.

The PATHS program covers these five domains of social and emotional development:

- Self-control
- Emotional understanding
- Positive self-esteem
- Relationships
- Interpersonal problem-solving skills.

The PATHS program brings students through each of these domains in stages. While some of the units from the PATHS program target one or more of the domains, aspects of all five are integrated into each unit.

Each new unit builds on the learning that preceded it. The lessons are sequenced according to increasing developmental difficulty. However, teachers may delay a specific lesson until later in the sequence to make sure that it matches their students' emotional readiness.

To ensure continual reinforcement of key skills from the PATHS program, supplemental activities and a variety of at-home activities are included for parents and children to do together.

The PATHS program provides teachers and counselors with a systematic developmental approach for enhancing social and emotional understanding and academic competence in children.

Professional Development:

Each classroom module comes with introductory materials that provide a full overview of the PATHS program. Once instructors have read these materials, individual lessons are quick and easy to prepare. Each lesson comes in a ready-to-use scripted format, so that teachers know exactly what material to cover and how to guide their classroom's activities. Professional Development will be ongoing throughout the year, engaging in sessions during both faculty meetings and grade level PLCs.

Ongoing professional development and implementation support will be provided through Nemours Prevention and Behavioral Health. The building leadership team will partner with Nemours during the summer of 2015 to develop the professional development schedule for the year.

Implementation:

Educational Objectives and Goals for Preschool/Kindergarten

The PATHS Preschool/Kindergarten classroom module specifically addresses the following goals:

- To increase children's self-control
- To increase children's ability to get along with others by improving friendship skills (sharing, caring, and other social skills)
- To enhance children's self-esteem, self-confidence, and ability to give and receive compliments
- To increase children's understanding and communication of the vocabulary of emotions (verbal mediation and dialoguing about feelings with others)
- To help children recognize and understand how one's behavior affects others
- To increase children's understanding and use of logical reasoning and problem-solving vocabulary
- To improve children's knowledge of, and skill in, the steps of social problem solving.

Educational Objectives and Goals for Grades 1-5/6

The PATHS Grade 1, Grade 2, Grade 3, Grade 4, and Grade 5/6 classroom modules specifically address the following goals. Shortlidge Academy will be focused on grades 1-2:

- To establish and reinforce basic classroom rules
- To strengthen self-control and encourage reflective thinking in the classroom
- To improve children's communication skills with adults and peers
- To use literature to discuss and promote prosocial, responsible behavior

- To increase children's abilities to identify, understand, and discuss the variety of feelings people experience in their daily lives
- To enhance children's abilities to recognize and interpret similarities and differences in the feelings, reactions, and points of view in themselves and others
- To build character development through the reading of "role-model" biographies
- To promote the development of empathy and perspective-taking
- To help children use social problem-solving skills to prevent and/or resolve problems and conflicts in social interactions
- To support children in using these skills to improve classroom ecology and academic success.

Implementing the PATHS® Program

The PATHS program is designed in a grade-by-grade format. This flexible format enables schools to teach the PATHS program in a progressive fashion starting with preschool/kindergarten, or they can implement the program with older children. Either way, the PATHS program can lead to improved social and emotional competence right from the start.

The PATHS program will be implemented two or three times per week. Each session is designed to last approximately 30 minutes. This makes sessions easy to incorporate into and around regular classroom routines. Teachers can also take advantage of those "teachable moments" that arise throughout the school day. Lessons from the PATHS program are also correlated to Common Core State Standards for English Language Arts *and* American School Counselor Association Standards. This means the program can be used to support goals for:

- reading
- writing
- speaking
- listening
- career development
- personal and social development.

The PATHS program supports Positive Behavioral Interventions and Supports (PBIS) and helps to reinforce a bully-free school climate. Classroom practice of PATHS program skills prepares students to handle real-life situations with greater social and emotional intelligence.

Responsive Classroom: An evidence-based education approach associated with greater teacher effectiveness, higher student achievement, and improved school climate. *Responsive Classroom* practices help educators develop competencies in four key domains—each of which enables and enriches the others:

- **Engaging Academics:** Teachers create learning tasks that are active, interactive, appropriately challenging, purposeful, and connected to students' interests.

- **Positive Community:** Teachers nurture a sense of belonging, significance, and emotional safety so that students feel comfortable taking risks and working with a variety of peers.
- **Effective Management:** Teachers create a calm, orderly environment that promotes autonomy and allows students to focus on learning.
- **Developmental Awareness:** Teachers use knowledge of child development, along with observations of students, to create a developmentally appropriate learning environment.

Responsive Classroom empowers educators by giving them the skills they need to ensure a high-quality education that will help all students thrive in our highly connected, interdependent world.

Professional development in the *Responsive Classroom* approach strengthens educators' ability to:

- Design lessons that are active and interactive
- Use effective teacher language to promote academic and social growth
- Encourage engagement by giving students meaningful choices
- Start each day in a way that sets a positive tone for learning
- Set high expectations and teach students how to meet them
- Establish routines that promote autonomy and independence
- Build a sense of community and shared purpose
- Teach students 21st century skills such as critical thinking, problem-solving, communication, collaboration, creativity, and innovation

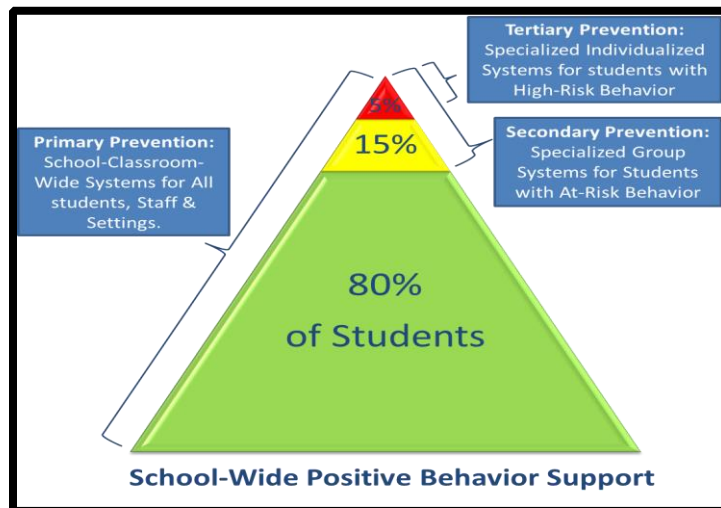
Researchers at the University of Virginia's Curry School of Education conducted a three-year randomized controlled study of the *Responsive Classroom* approach. Funded by the U.S. Department of Education, the researchers found that teachers' use of *Responsive Classroom* practices is associated with:

- Higher quality standards-based instruction
- Gains in both math and reading achievement
- Equally strong gains for all socio-economic groups
- Greater gains for low-achieving students
- Better organized, more emotionally supportive classrooms

Professional Development: Professional development for Responsive Classroom will be ongoing throughout the school year. Shortlidge staff is committed to adding six additional full day professional development sessions (3 before school starts/3 after school ends) to fulfill professional growth responsibilities. Additionally, professional development will be provided during monthly faculty meetings and district wide PD days. Shortlidge will partner with local Responsive Classroom coaches to provide focused training to targeted individuals.

Implementation: Responsive Classroom strategies will be implemented daily across all grade levels, in each classroom. All school community members will be required to participate in daily Morning Meeting activities. Additionally, teachers will utilize the strategies in Responsive Classroom to assist with building relationships with individual students and building a community of learners in the classroom.

Positive Behavior Support: Positive Behavior Support (PBS) is a program in which a three-tiered approach is utilized to develop positive learning environments and prevent problem behaviors. The first tier, School-wide PBS, uses universal strategies implemented throughout the school to support the positive behavior of all students. The second tier applies additional strategies for students who need more support at this targeted level. For the remaining approximately 5% of students who do not respond to universal and targeted strategies, individualized supports are developed at the third tier.



A critical feature of school-wide behavior support systems is the proactive and preventative approach to social skills and providing restorative practices, rather than a focus on reactive strategies. It is important to coordinate efforts to address both academic and behavior or social skills when identifying strategies to support student learning. Before increasing levels of student interventions, it is important for school teams to assess the status of their systems. If less than 80% of students meet Tier 1 criteria, which include 0 – 1 office referral in one year, then the school-wide system requires refinement. Similar criteria for Tier 2 include approximately 10-15% of students with 2 – 5 office referrals per year, and Tier 3 criteria would include 1-5% of students with 6 or more referrals per year. Other criteria would include a review of the type and intensity of behaviors demonstrated at each level and Universal Screening for Mental Health indicators. Universal Screening for Mental Health would be implemented only when interventions and supports are available to address identified needs.

“RTI is the practice of providing high-quality instruction and intervention matched to a student need, monitoring progress frequently to make decisions about change in instruction or goals and applying child response data to important educational decisions.”
(N.A.S.D.S.E., 2005)

Three-Tiered Model

Tier 1:

- School-wide behavior Support Systems
- Instructional and Environmental Contexts
 - Proactive Behavior & Academic Supports
 - Team-based Problem – Solving
 - Data-based Decisions
 - Expected Behaviors Defined and Taught
 - Reinforcement Strategies
 - Consistent Response to Problem Behaviors
 - Classroom Management Principles
- Character Education
 - Teach/ Pre-Teach / Pre-Correct Behaviors
 - Predict and prevent
 - Positive Reinforcement
 - Strengthen desired behaviors
 - Instructive Component to Problems
 - Problem solve with students
 - Character Education
 - Students build self-discipline
- Screening & Progress Monitoring
 - Prevention & Early Intervention
 - Monitor School-wide Data
 - Office Referrals & Suspension Data
 - “Triangle Data” by Student Subgroups
 - Classroom & Individual Student Data
 - School-wide expectations
 - Social skills
 - Bullying
 - Isolation
- Universal Interventions
 - Focus: All Students in School / Classes
 - Program: Instruction of Behavior Expectations & Social Skills
 - Grouping: Instructional Review Team &/ or PBS (Problem-solving) team analyzes data: Administrative Action, Behavior, Grade, Location, Time, Individual Students Suspensions, Attendance

- Time: Instruction – Beginning of school year & at intervals/Individually when indicated by data
- Assessment: School-wide: Office Referrals & Suspensions, Report Cards / Academic Record Review
- Interventionist: All Teachers/ Review Team/ Psychologist/ Title I/Counselor/ Behavior Specialist/ Advisors/ Administrators
- Setting: School-wide & Classroom Settings

Tier 2

- Targeted Behavior Supports
- Group Systems
- Group Interventions
 - Check In / Check Out Procedures
 - Mentors
 - Self- Management Strategies
 - Contracts w/ Instruction and Reinforcement
- Social Skills Groups
- Students who meet Tier 2 goals are reintegrate into Tier 1
- Progress Monitoring
 - Daily Point Card
 - Goals individualized to expectations
 - Weekly / Monthly Updates
 - Graphed Data Summaries
- Interventions
 - Focus: Students who have not responded to School-wide Tier 1 efforts
 - Program: Check – In/ Out Programs, Mentoring, Contracting, Social Skills Group to support behavior & learning, Parent Involvement
 - Grouping: Group intervention/ paired w/ academic support “Individualized” group interventions
 - Time: Daily 4 - 6 weeks of intervention / review / revise or continue w/ plan
 - Assessment: Based on brief functional assessment/ Individualized Goals/Daily Point Cards / Weekly progress monitoring
 - Interventionist: All Teachers/ Review Team/ Psychologist/ Title I/ Behavior Specialist/ Advisor/ Person w/ positive relationship w/ student
- Setting: Common Check-In/ Out location, School and Home Environments

Tier 3

- Intense, Individualized Supports
 - If no progress, or insufficient progress, problem-solving team considers both academic and behavior supports, possibly move to Tier 3 or more individualized interventions
 - Services at this level may include:

- Functional Behavior Assessment / Behavior Support Plan
 - Mental Health Services
 - Wrap Around Plans
- Special Education Services
 - Diagnostic information is used to determine specific patterns of student skills
 - Progress Monitoring
 - Individualized to students' needs
 - Problem solving / interviews
 - Goal – > 80% success rate
 - Data collection
 - Reflects type of behavior
 - Efficient and practical
 - Interventions
- **Focus:** Students who have not responded to Tier 1 & Tier 2 efforts
- **Program:** Individual Functional Behavior Assessment & Behavior Support Plans/ Wrap-Around Plans/ Mental Health Services
- **Grouping:** Individual behavior supports and services Individual Behavior Plan (BIP) or IEP Goals
- **Time:** Daily implementation of supports Mental Health Services determined by professionals
- **Assessment:** Daily Data Management/ Weekly & quarterly progress monitoring / Assessments for academics & behavior
- **Interventionist:** All staff/ Individualized team – based behavior assessment & support/Coordinated & integrated Wrap-around services
- **Setting:** Across school / home settings

Professional Development: The Building Leadership Team will work collaboratively with the PBS Team to develop an ongoing professional development cycle focusing on the 10 Key Features of PBS throughout the improvement process. Additionally, PBS Team members will participate in monthly district PBS meetings. Team members will also engage in ongoing professional development through the DE-PBS Project. Yearly, up to 3 PBS Team members and 1 non-PBS team member will be permitted to attend PBS professional development offered by both the University of Delaware and DOE. The PBS team will participate in the annual PBS celebration, highlighting the PBS program successes while gathering new strategies from peers across the state.

Implementation: 10 Key Features guide the implementation of PBS. Shortlidge will use these features as a model for structuring school wide systems, developing strategies for systemic renewal, and create tiered interventions to meet the needs of all subgroups of learners. The 10 key features of the DE-PBS program are as follows:

- Recognize that a *positive* and *safe* school climate promotes not only positive behavior, but also academic, social, and emotional development.
- Recognize that *ALL students* benefit from positive behavioral supports. This includes students with and without behavior problems or disabilities, and requires sensitivity to individual and cultural differences.
- Recognize the critical importance of *preventing behavior problems*. This is evident throughout school policies and evidence-based practices, especially in preventive classroom management, clear school-wide expectations, and school-wide teaching and recognition of positive behaviors. It also is seen in positive teacher-student, student-student, and school-family relations.
- Recognize the critical importance of *developing self-discipline*. Achieving this long-term goal requires much more than strategies for preventing and correcting behavior problems. Thus, schools implement evidence-based programs in character education and social and emotional learning and/or infuse lessons throughout the curriculum that teach such social and emotional competencies as positive peer relations, empathy, resisting peer pressure, conflict resolution, and social and moral responsibility.
- Recognize the critical importance of *correcting misbehavior* using a combination of evidence-based techniques for increasing appropriate behavior and decreasing use of inappropriate techniques. This is seen throughout school disciplinary policies and practices and in the recognition of the limitations of the use of harsh, frequent, or unfair punishment.
- Recognize the critical importance of providing students who exhibit serious or chronic behavior problems with *comprehensive and intensive evidence-based interventions and supports*. They should be provided early, when behavior problems first appear. Where appropriate, they should be individualized and linked to functional behavioral assessments and person-centered planning.
 - In translating these beliefs into practice, Delaware PBS schools adopt a *problem-solving team process* for planning, development, implementation, and evaluation of evidence-based practices across all three levels of prevention and intervention (primary, secondary, and tertiary). The team is representative of the school staff and community including students and parents as active participants.
- In translating these beliefs into practice, schools demonstrate *sustained commitment, participation, and implementation with fidelity* by the majority of staff, administrators, district leadership, and school community in a shared approach to the *dynamic and evolving* PBS process.
- In translating these beliefs into practice, schools value the importance of *data-based decision making*, as reflected in the on-going evaluation of program effectiveness and modification of program components, interventions and supports based on multiple sources of data.
- In translating these beliefs into practice, schools provide *on-going professional development and support* to school staff that corresponds closely with the needs of the schools and individual staff members.

Evaluation of SEL Programs: The Building Leadership Team, The School Climate Team, The Problem Solving Team, parent and community partners, and school administration will assess the efficacy of SEL programs annually throughout the priority process (2015-2016; 2016-2017; 2018-2019). Teams will perform a needs analysis of SEL programs garnering input from all stakeholders including teachers, students, parents, community members, service providers, non-instructional staff, school-community partners, and school/district administration. Input will be gathered in a variety of ways including, but not limited to, online surveys, mail surveys, PTA feedback forms, and team meetings. At the end of each school year, each respective team will convene to make recommendations for the retention or release of SEL partnerships, including specific strategies to improve program delivery and impact on student SEL/academic outcomes.

Indicator 4.6: Additional Programs

Plan for Additional Programs:

Big Brothers/Big Sisters Mentoring: Big Brothers Big Sisters has partnered with Shortlidge to build the critical network of support for children, matching them with caring adult mentors and providing ongoing support to the child, volunteer mentor and child's family. Professionally trained Big Brothers/Big Sisters staff members work with our partners in the education and juvenile justice communities to find children facing adversity and assess how our programs can have the greatest impact. Big Brothers/Big Sisters targets the children who need support the most, including those living in single parent homes, growing up in poverty and coping with parental incarceration.

Boys & Girls Club of DE: The Boys and Girls Club is a valued partner of Shortlidge. The mission of the Boys and Girls Club is to inspire and enable all young people, especially those who need them most, to realize their full potential as productive, responsible, and caring citizens. In our efforts, to close gaps, increase literacy, and prepare students for college, this partnership targets our high needs students and provides academic and social supports. This partnership is strengthened through our 21st Century Grants. The second grant allows the Boys and Girls Club to be housed at Shortlidge to provide structured before and after care.

Lego League/Bricks for Kids: The First Lego League of Delaware is a program that supports children and youngsters in order to introduce them to science and technology in a sporty atmosphere. The objective is to make children enthusiastic about science and technology, to equip the participants with the idea of team spirit, and to encourage children to solve complex tasks in a creative way. The basis of FLL-DE is a robotics tournament in a cheerful atmosphere, where kids and youngsters need to solve a tricky "mission" with the help of a robot. The teams research a given topic as well as, plan for programming and testing an autonomous robot to solve the mission. The FLL-DE teams take the opportunity to experience all steps of a real product development process: solving a problem under time pressure with insufficient resources and unknown competitors. The program represents a small microcosm of real business life in all its respects.

Boy Scouts of America: The Boy Scouts of America is one of the nation's largest and most prominent values-based youth development organizations. The BSA provides a program for young people that builds character, trains them in the responsibilities of participating citizenship, and develops personal fitness.

Girl Scouts of America: In Girl Scouts, girls discover the fun, friendship, and power of girls together. Through a myriad of enriching experiences, such as extraordinary field trips, sports skill-building clinics, community service projects, cultural exchanges, and environmental stewardships, girls grow courageous and strong. Girl Scouting helps girls develop their full

individual potential; relate to others with increasing understanding, skill, and respect; develop values to guide their actions and provide the foundation for sound decision-making; and contribute to the improvement of society through their abilities, leadership skills, and cooperation with others.

Reading Basketball: This program provides a 40 minute time period of reading intervention followed by 30 minutes of basketball. Basketball focuses on the rules of the game, sportsmanship, and having fun.

Reading Remediation: During BGCDE Afterschool program support is given by BGCDE staff. Part of our plan is to supply Reading Remediation to students over and beyond Homework assistance for each priority school year plan implementation.

After School Reading and Math: Warner Staff and BGCDE staff will use data to group students into areas of need. The first 35-40 minutes of the After School Program will be focused on having a snack, Homework help, and remediation.

Saturday Library: Students participate in an activity based on a continuing topic. This year they are exploring fossils. Students and parents have a book read to them, take part in a project based experience, and have opportunities to read other books with their parents. Snacks are offered.

Service Learning: The School Climate Team will convene during the summer of 2015-2016 school year, to develop opportunities for students to engage in various service learning opportunities throughout the school year. These opportunities may include, for example, running the school store, mentoring younger students (2nd graders only), and facilitating the harvesting and preparation of the community garden.

Math Literacy: We recognize that one of the biggest road blocks for students in math isn't the actual math problem, but the understanding of the word problem that it is embedded within. For this reason, we intend to use part of the math 90 minute block to focus on Math Literacy. We will also support our library unified arts instructor with strategies that can be used to address math literacy needs.

Alignment of additional programs:

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.

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 that 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 PLCs, 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.

Assessment Schedules:

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. (See Appendix: ELA Assessment Pacing Guide, Math Assessment Pacing Guide, and RTI Cycle Review Schedule)

Student Goal Setting Protocols: Teachers and students will goal set three times during the course of the school year. The first two goal setting periods will be in October and February. During these two goal setting times, students & teachers will focus on the data that has been collected to guide where they would like to see their data land. The final goal setting time of the year, in May, would be to set a Summer Reading and activity goal for their summer break. This goal will then be passed to the next year's teacher who will review and discuss the goal from the following school year.

Incentives: Students will be given PAWS to be used in the school store while working towards and accomplishing these goals. The PAWS can be used to purchase academic items such as pencils, erasers, folders, notebooks that all have the Shortlidge motto on them.

- Teacher incentives could include classes who meet their goals will receive “shout outs” on the announcements, PAWS for school store, recognition on door outside of classroom.

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.

The following key will be used:

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.	v 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 (1-4 scale). In mathematics scoring is scaffold 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 gradebook 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. 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.

Predictive Indicators:

The district recently conducted an 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.

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.

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. In tandem with this system, teachers are focused on differentiating assignments and providing supports within the classroom.

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

Dropout Prevention Plan – External Suspensions

GOAL	STRATEGIES	RESOURCES NEEDED	DATES	EVIDENCE
<p>What Do We Want To Achieve?</p> <p>Decrease the number of external suspensions by 10%.</p>	<p>What Actions Will I Take To Enlist teachers to target students to participate Make My Goal Happen? (Specific actions by the developers of this document)</p>	<p>Who or What Will Help Us Achieve Each Action /Strategy? (Human & Material)</p>	<p>When Will Each Action /Strategy Be Completed ? (Event or Month & Year)</p>	<p>What Will I See or Have That Shows I Have Completed Each Action /Strategy? (Documents showing proof)</p>
<p>Provide <u>Mentoring/Tutoring</u> opportunities to students grades K-2 to increase academic achievement.</p>	<p>Hire mentor coordinator</p> <p>Maintain partnership with BBBS</p>	<p>Funding through community school</p> <p>Mentoring Coordinator</p>	<p>August 2015</p> <p>August 2015</p>	<p>Employee Coordinating Mentoring Program</p> <p>Big Brother’s Big Sister’s Contract</p>
<p>Provide <u>Service Learning</u> opportunities to students in grades K-2 to improve student relations and build responsibility and purpose.</p>	<p>Assign Team Leaders to coordinate service learning opportunities across grade levels</p>	<p>Teachers must provide time for students to participate monthly</p>	<p>October 2015 – May 2016</p>	<p>Participation lists</p>
<p>Provide <u>Alternative Schooling</u> opportunities as an intervention to</p>	<p>Utilize visiting teacher to provide supports to students</p>	<p>Visiting Teacher-Curriculum Resources</p>	<p>September 2015 – May 2016</p>	<p>Visiting teacher log</p>

GOAL	STRATEGIES	RESOURCES NEEDED	DATES	EVIDENCE
absenteeism, suspension, etc...	suspended for five days or more (total)			
Provide <u>Afterschool Opportunities</u> to students grades K-2 to increase academic achievement.	Develop/submit strategic funding grant for afterschool programs	Funding for Coordinator and Tutors; materials for instruction	October 2015 – April 2016	Afterschool Program Coordinator and Tutor list
Provide <u>Early Childhood Education</u> opportunities to prepare non-school age children for entry into kindergarten.	Implement Parents as Teachers program in community school	Meeting space; equipment for PAT staff to facilitate structured play with families	September 2015 – June 2016	Meeting schedules; school community communications

<p>Programs focusing on <u>Family Engagement</u> to build connections between home and school.</p>	<p>Oversee afterschool events such as Literacy Nights; Parent Trainings; Block Party; etc...</p>	<p>BLT/Specialized Support to coordinate Literacy Nights; Community School Site Coordinator to communicate events to parents</p>	<p>Quarterly: August 2015 – May 2016</p>	<p>School Community Calendar of Events</p> <p>Parent Training Presentation reproducible</p>
<p>Ensure effective instruction in <u>Early Literacy Development</u> support reading development.</p>	<p>Ensure all Kindergarten teachers are trained in Tucker Signing; provide training opportunities for those who are not</p>	<p>Tucker Signing Professional Development (off site)</p>	<p>December 2015</p>	<p>Professional Development Roster</p>

GOAL	STRATEGIES	RESOURCES NEEDED	DATES	EVIDENCE
<p>Professional Development Focus on implementation of behavior management, best instructional practices.</p>	<p>Provide monthly professional development on best instructional practices and/or classroom management/climate</p>	<p>Administration; District support</p>	<p>Monthly August 2015 – June 2016</p>	<p>Professional Development Reproducible; Attendance Sheets; DSC documentation</p>
<p>Provide opportunities for students to engage in Active Learning to increase achievement.</p>	<p>Ensure all staff are trained in Tools for Engagement (Formative Assessment) and Take 10 Activities</p>	<p>Administration; Building Leadership Team; Handouts; Take 10 Activity Binder</p>	<p>January 2015</p>	<p>Professional Development Reproducible; Attendance Sheets; DSC documentation</p>
<p>Technology to support and enhance instruction and student engagement.</p>	<p>Ensure all staff are trained in the use of Smart Boards Provide resources to support rigorous instruction on the netbooks during PLCs</p>	<p>Smart Board Training (in-house) Administration; PLC time</p>	<p>October 2015 September 2015 – December 2015</p>	<p>Training Schedule; List of teachers trained PLC Agenda's; Links to websites directly linked to the Common Core</p>
<p>Provide Individualized Instruction to lower the achievement gap.</p>	<p>Provide Professional Development on Differentiated Instruction AND Working with Special Education Students</p>	<p>Administration; District Specialists; BLT/Specialized Support; ED; & Special Services</p>	<p>August 2015 – April 2016</p>	<p>Professional Development Schedule; Walkthrough data</p>

GOAL	STRATEGIES	RESOURCES NEEDED	DATES	EVIDENCE
Provide time and resources for staff to engage in <u>Systemic Renewal</u> of school level policies/practices	Facilitate data and school wide system review meetings with BLT, PBS, and Team Leaders	Administration; Data	August 2015; November 2015; February 2016; June 2016	Meeting Schedule; Policy/Procedure Updates and/or Provisions
Implement programs to increase <u>School and Community Collaboration</u> .	Oversee Shortlidge Community School Initiatives; Collaborate with Community School Site Coordinator; Include parents in School Success Plan development process	Community School Site Coordinator to communicate events to parents; Parents involved in School Success Plan development	August 2015 – June 2016	Community School Calendar of Events; Sign-in sheets School Success Plan with Parent Input
Provide opportunities for students and families to engage in and/or have access to <u>Career and Technical Education</u> .	Work with Community School Site Coordinator to plan Career Day event Permit use of Community School Center for parent	Community school site coordinator; participants for Career Day presentations	March 2016	Career Day schedule and participant list Community School Calendar of Events/ Sign-in sheets
Implement procedures, policies, and practices to maintain a <u>Safe School</u> environment.	Communicate school safety procedures to school community Review safety procedures and protocols twice per year	Administration- School Safety Plan-ERIP Building Leadership Team; Chief Custodian	August/September 2015 August 2015 & January 2016	Copy of School Safety Plan Revisions to safety trainings plan

Shortlidge Academy will engage in a continuous process of analyzing data to meet the needs of all students. Integral to this commitment is the development and facilitation of a problem solving process. The Problem Solving Team will engage in a “systematic problem solving process to examine the nature and severity of an educationally related problem. These procedures shall primarily focus on variables related to developing effective educationally related interventions. Active parent participation is an integral aspect of the process and is solicited throughout.” Minimally, the Problem Solving Process at Shortlidge will provide the following:

- **Description of problem:** The presenting problem or behavioral concern is described in objective, measurable terms that focus on alterable characteristics of the individual and the environment. The individual and environment are examined through systematic data collection. The presenting problem or behavioral concerns are defined in a problem statement that describes the differences between the demands of the educational setting and the individual’s performance.
- **Data collection and problem analysis:** A systematic, data-based process for examining all that is known about the presenting problem or behaviors of concern is used to identify interventions that have a high likelihood of success. Data collected on the presenting problem or behaviors of concern are used to plan and monitor interventions. Data collected are relevant to the presenting problem or behaviors of concern and are collected in multiple settings using multiple sources of information and multiple data collection methods. Data collection procedures are individually tailored, valid for the concern addressed, and reliable, and allow for frequent and repeated measurement of intervention effectiveness.
- **Intervention design and implementation:** Interventions are designed based on the preceding analysis, the defined problem, parent input, and professional judgments about the potential effectiveness of interventions. The interventions are described in an intervention plan that includes goals and strategies, a progress monitoring plan, a decision making plan for summarizing and analyzing progress monitoring data, and responsible parties. Interventions are implemented as developed and modified on the basis of objective data and with the agreement of the responsible parties.
- **Progress monitoring:** Systematic progress monitoring is conducted which includes regular and frequent data collection, analysis of individual performance across time, and modification of interventions as frequently as necessary based on systematic progress monitoring data.
- **Evaluation of intervention effects:** The effectiveness of interventions is evaluated through a systematic procedure in which patterns of individual performance are analyzed and summarized. Decisions regarding the effectiveness of interventions focus on comparisons with initial levels of performance and rate of progress toward meeting grade level expectations.

Members of the PST team include: teachers, administrators, reading specialists, special education teachers, parents, and the family crisis therapist.

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.

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.

Delivery of Services:

Teaching teams will determine methods to deliver services to a variety of learners utilizing various co-teaching models to support SWDs, ELLs, and Tier 3 students. A multi-tiered approach to behavior support will be implemented by utilizing PBS systems that are currently ingrained in the school culture, in conjunction with Responsive Classroom strategies. Unifying these two systems will provide a clear and consistent framework to promote positive behavior, build character, develop positive social interactions, improve school climate, and promote a true culture of achievement.

See appendix for RTI Tier Movement criteria, assessment schedules, benchmark targets, General-Special Education Supports, RCCSD Inclusion Plan

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.

As indicated in Section 1.5, data discussions will occur in a systematic manner. 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.

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

Culture of Academic Excellence:

Responsive Classroom and *Teach Like a Champion* are both researched and evidence based approaches to education that are associated with effectiveness, higher student achievement, and improved school climate. Both models have been used continuously by struggling schools and the results have been phenomenal in helping to improve the social, emotional, and academic growth of elementary school students. These models allow teachers to incorporate practices designed to make the classroom more stimulating, challenging, safer, and happier. In addition, both models offer elements that allow students to take a more active role in their own learning within the classroom. The *Responsive Classroom* and *Teach Like a Champion* model promote working together, value and cooperation, independence, responsibility, and accountability for both student and teacher.

Responsive Classroom professional development for teachers will focus on implementing research based strategies to improve student-student and teacher-student relations. Professional development will be ongoing throughout the year as well as during the summer. Students will engage in morning meetings daily inside the classroom to build positive relationships with peers and to develop social skills required to be a successful member of a learning community.

Teach like a Champion professional development for teachers focusing on maintaining high expectations for all learners, focusing on the 49 research based strategies to improve student-learning outcomes.

Positive Behavior Support professional development will be provided on an ongoing basis directly aligned to district level PBS responsibilities. PBS will be used to provide Positive Behavior Support to students throughout the building as a school wide management system.

Positive Relationships:

Teachers and students will build lasting positive relationships through consistent implementation of *Responsive Classroom*, *Teach Like a Champion*, and *Positive Behavior Support*. Teachers will engage in ongoing professional development focusing on implementation of the programs listed above. Additionally, students will participate in daily activities to reinforce building positive relationships across social groups (peers, adults, teachers, etc.)

High Expectations (Teacher and Administrator Performance):

For Teachers: At Shortlidge, the administrators will continue to strengthen the implementation of the DPAS II process. 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

Through ongoing Professional Development and coaching, continuous monitoring (walkthroughs) and formal evaluation (DPAS), and active participation in Professional Learning Communities, all teachers will achieve a rating of highly effective as outlined in the DPAS framework by the end of two complete evaluation cycles (4 years). Administrators will conduct formal evaluations (DPAS) in accordance with regulations and procedures outlined in the DPASII-R manual for specified educator groups. Formative and Summative feedback will be provided in accordance with timelines established and outlined within the DPAS framework. Administrators will capture walkthrough data, utilizing CCSS aligned and RCCSD developed tools, captured through DSC. Walkthrough feedback will be provided to teachers within 24 hours of the walkthrough via electronic or in-person communication (possibly both). All instructional staff will receive an average of 2 walkthroughs per month (biweekly). All 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:

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

- Component 1: Planning and Preparation
- Component 2: Classroom Environment
- Component 3: Instruction
- Component 4: Professional Responsibilities
- Component 5: Student Improvement

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 professional developments will be directly related to instructional strengths and weaknesses.

In addition to formal evaluation, the leadership at each school will work to 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. Administrators will be trained in the *Observation Feedback Protocol* as defined in *Leverage Leadership*. Bite-size action items 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.

Each Priority Schools will hire an Instructional Coach to support the targeted needs of individual teachers. The coaching model will help to increase teaching capacity; an impact that is sustainable after the grant.

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 can be deliberately matched to student needs.

For Administrators:

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 1: Vision and Goals**
- **Component 2: Culture of Learning**
- **Component 3: Management**
- **Component 4: Professional Responsibilities**
- **Component 5: Student Improvement**

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.

Calendar (see appendix for full calendar):

The evaluation process will be ongoing. The District Turnaround Office will supervise the *Priority* principals and will therefore engage in weekly visits. These visits will provide opportunities for the ongoing collection of evidence and provide a forum for ongoing observation and feedback. Goal setting will happen each year by October 15th. A formal mid-year conference will happen each January. The formal summative evaluation will occur each year in June.

Primary Professional Development Resources will include (not limited to) the following:

- Restorative Practices
- Provided by school based team using resources from DDOE
- Alignment to school based management, climate, and SEL programs
- Ongoing school based research into successful Restorative Practice programs from resource examples cited:

Restorative Practice: Fostering Healthy Relationships and Promoting Positive Discipline in Schools

- Teach Like a Champion Guide-Resources
- Responsive Classroom Guide
- Morning Meeting Book
- PATHS SEL Curriculum Resources
- I-Care Parent Engagement Kits by grade level

- Curriculum Resources- Math Expressions, Scott Foresman, Technology, etc.

Mentoring-Teachers

All new teachers will participate in the New Teacher Mentoring program facilitated by RCCSD and mandated by DOE. Teachers will participate in a 4-year mentoring program completing all responsibilities required of the program. Teachers determined as basic or ineffective through the DPAS evaluation process will be provided with a school or district based mentor to support professional growth. Targeted growth goals will be developed collaboratively between the administrator, mentee, and mentor for the focus on mentorship.

Mentoring Students: See Indicator 5.7 School Partnerships

Celebrations of Success: See Indicator 5.2 Structural Expectations and Learning Environment

(See Appendix: Restorative Practices, Teach Like a Champion Strategies and Professional Development Timelines; Resources: Rules, Rewards, Consequences)

Indicator 5.2: Structural Expectations and Learning Environment

Expectations of the School Learning Environment:

- Building Administration will ensure that the school grounds will be maintained (grass cut, trash picked up, parking lots clear daily)
- Reconstruction-relocate the main office to improve school security
- Clean hallways, bathrooms, cafeteria, common areas daily
- Updated bulletin boards throughout the school (one board located in each grade cluster hallway)
- Word wall present in each classroom relevant to grade level learning
- Student work samples displayed in the classroom to celebrate success
- Student work displayed in the hallway to celebrate success
- All committees will be assigned a bulletin board (data boards on grade level bulletin boards)
- Celebratory bulletin boards-Data Walls/Hall of Fame
- Information/Community bulletin board

Communicating the Vision:

The messaging of the school vision is vital to ensuring all stakeholders have an understanding of the schools values and path forward. Each day, the vision statement will be included in the morning announcements, along with the Shortlidge Academy PBS pledge. The school vision will be prominently displayed throughout the building. Vision posters will be developed and posted in the following areas:

- Main Office
- All Classrooms
- Cafeteria
- Hallways
- Gymnasium
- Library
- Technology Lab
- Lobby
- Community School Center
- Front and Rear Entrance
- Nurse Office
- Administrative Offices
- Support Staff Offices

The vision will also be prominently displayed on the school letterhead and website. All communications sent to families will include the schools vision statement.

The Building Leadership Team will establish criteria for essential learning tools that are required to be posted in each classroom to support student growth. All classrooms will contain PBS Cool

Tools, Data Walls, Focus Walls, Smart Boards, whiteboards, reading areas, carpet for whole group instruction, desks/tables/chairs that are age and grade appropriate, manipulative materials, curriculum materials, and up to date technological resources.

Awards Assembly: Parents invited to grade level assemblies

- Celebrate student achievements-Quarterly (aligned to marking periods)
- Academics
 - Reading
 - Math
 - Science
 - Social studies
 - Writing
 - Music
 - Art
 - Library
 - Physical Education
 - Most Improved
 - Citizenship
 - Student of the Month
 - Principal's Award

School Events

- Invite school community to a variety of events aimed at improving student academic and behavioral outcomes through increasing parental involvement.
- Provide resources and strategies for parents to work with students at home.
- Provide opportunities for families to engage with one another and school staff beyond the school day.
- Showcase student/school-wide successes
- Possible events (will be determined by School Climate Team)
 - Art shows
 - Music Concerts
 - Reading Luau's
 - Math Nights
 - Wellness Nights
 - Aligned to Wellness Plan
 - Movie Nights
 - Coffee & Conversations
 - Invite community stakeholders including parents, non-parent community members, local legislators, school partners
 - Meet monthly
 - Discuss schools progress

- General data (attendance rate, suspension rate, etc.)
 - Goals (alignment to plan, progress to date, support required)
 - Strategies (path forward)
 - Feedback (perceptions)
- Family Resource Center
 - Job search, community resources, laundry facilities, exercise equipment
 - Currently available, open, and utilized by Shortlidge community
- Back to School Block Party
- Ice Cream Social
- Community Events/Fundraisers
 - Chuck-E-Cheese, Skating,
- Field Day

Recognition Programs: The guidance counselor will award a “Student of the Month” from each classroom, monthly throughout the school year. Additionally, each grade level team will conduct quarterly awards assemblies. Teams will invite parents and other school community members and present students with academic growth/achievement awards as well as, social/behavior improvement awards.

Throughout the school year, Shortlidge teachers will ensure that each child in every homeroom is recognized with some form of an award during at least one awards assembly. Recognitions will also be a core component of the newsletters distributed to the school community 6 times per year. Students, teachers, non-instructional staff, community partners, and other relevant stakeholders will be recognized for contributions, partnerships, achievements, milestones, and initiatives.

Certificates will be provided to all who are recognized and presented via the morning announcements. Significant recognitions will also be submitted to the district for placement in the Red Clay News, which is distributed to the entire RCCSD school community at various times throughout the school year. Stakeholders, students, and teacher success will also be celebrated during the recognition portion of monthly RCCSD public board meetings.

Indicator 5.3: Discipline and Management Plan

Rights and Responsibilities:

The Red Clay Consolidated School District is dedicated to the development of each student's potential for learning in a positive environment. Schools are to be free from disruptions that interfere with teaching and learning activities. Students, parents, and school staff will assume a responsible role in promoting behavior that encourages learning and the development of individual potential.

Students, parents, and staff are responsible for becoming knowledgeable of the entire contents of this document.

The Red Clay Consolidated School District Board of Education has adopted "Student Behavior Standards." All students will receive Behavior Remarks 01 (Exceeds Behavior Standards), 02 (Meets Behavior Standards), 03 (Approaching Behavior Standards), or 04 (Does Not Meet Behavior Standards) in all subject areas on their report cards.

Student Behavior Standards

Red Clay Consolidated School District schools are positive learning environments where students:

- Assume responsibility for their own actions;
- Respect and believe in themselves and others;
- Demonstrate the ability to get along with others;
- Understand and respect individual differences;
- Obey rules and laws, and understand the consequences of their choices; and
- Demonstrates the importance of being generous, kind, and helpful.

What Is The Code Of Student Conduct?

The Code is an official declaration of the Red Clay Consolidated Board of Education which:

- Describes a positive school environment.
- Specifies the rights and responsibilities of students.
- Defines the attendance policy.
- Safeguards the rights of students.
- Defines conduct that disrupts a positive environment.
- Standardizes procedures for disciplinary action.

Provisions in the Code apply to all students in Grades K-12. Differences in age and maturity are recognized in determining the type of disciplinary action to be taken. All students have a greater responsibility for their actions as they increase in age.

When is the Code In Force?

The Code is in force:

- On school property prior to, during, and following regular school hours.
- While students are on the school bus for any purpose.
- At all school sponsored events and other activities where school administrators have jurisdiction over students.
- Off campus. Red Clay has the authority to suspend or expel its students for activities occurring off of school premises when it is determined that the student presents a threat to the safety or welfare of Red Clay students or personnel. The receipt of an Attorney General's notice that a student has been arrested for a crime that may jeopardize the safety or welfare of students is sufficient evidence to warrant the initiation of the Process to Determine Appropriate Disciplinary Action.

Any student who actively hinders an investigation or any student who aids, is involved with the planning, or helps another student in any way in an act which violates the Code of Conduct may be subject to disciplinary action.

Additionally, the principal is authorized to take administrative action when a student's misconduct to and from school has a harmful effect on the other students or on the orderly educational process.

What is a Good School Environment?

A good school environment is best described as:

- Being positive, not negative.
- Providing full educational opportunities.
- Making behavior improvement is the primary goal in discipline.
- Protecting students from behavior which threatens their health/safety or which interferes with learning.
- Being free of drugs, weapons, and illegal harassment.

Who Establishes a Good School Environment?

Each individual is responsible for contributing to a good school environment by reviewing and observing the rules and regulations which govern our school community. The Code recognizes the need for a cooperative relationship among students, parents, and school personnel. This relationship is most productive when:

Students

- Attend all classes daily and on time.
- Are prepared for class assignments and activities.
- Come to class with appropriate working materials.
- Respect all persons and property.

- Refrain from abusive language and inflammatory actions.
- Conduct themselves in a safe and responsible manner.
- Are healthy, clean, and neat.
- Are responsible for their own work.
- Abide by the rules and regulations set forth by the school and individual classroom teacher.
- Seek changes in an orderly and approved manner.

Parents

- Keep in contact with the school concerning their child's progress and conduct.
- Insure that their child is in daily attendance and promptly report and explain an absence or tardiness to the school.
- Provide for proper immunization as required by state law.
- Provide their child with resources needed to complete class work and homework.
- Assist their child in being healthy, neat, and clean.
- Refrain from abusive language or inflammatory actions.
- Bring to the attention of school authorities any problem or condition which affects their child or other
- Children of the school community.
- Discuss report cards and work assignments with their child.
- Maintain up-to-date home, work, and emergency numbers at the school.
- Seek changes in an orderly and approved manner.

School Personnel

- Are in regular attendance and on time.
- Are prepared to perform their duties with appropriate working materials.
- Respect all persons and property.
- Refrain from abusive language or inflammatory actions.
- Conduct themselves in a safe and responsible manner.
- Are healthy, clean, and neat.
- Abide by the rules and regulations set forth by the school district and this Code in a fair and impartial manner.
- Seek changes in an orderly and approved manner.
- Maintain an atmosphere, which encourages good behavior.
- Plan a flexible curriculum to meet the needs of all students.
- Develop a good working relationship among staff and with students.
- Encourage the school staff, parents, and students to use the services of community agencies.
- Utilize good guidance procedures.
- Encourage parents to keep in regular communication with the school.
- Provide opportunities for parent participation in affairs of the school.
- Encourage and maintain the involvement of students in the operation of the school.

- Involve the community in order to improve the quality of life within the school and the district.
- Dialogue with parents, students, and other employees with professionalism and caring.

Restorative Practices

The most profound learning occurs when there is a healthy relationship between teacher and student. Restorative Practices assists teachers, students and parents to build, maintain, and restore relationships. Restorative Practices will help build capacity to enable students to self-regulate behavior and contributes to the improvement of learning outcomes. One of our most visible strategies will be the daily recitation of the Shortlidge Academy Mantra (PBS Pledge) which state: "Today I pledge to be the best possible me! I will practice safety, act responsibly, work cooperatively, and show respect. No matter what I do, I know I can become better. I pledge to believe in me." This mantra is known by students, school staff, and parents. It is a core belief to guide behavior. Teachers will engage in ongoing professional development in using Restorative Practices to improve behavior and learning outcomes for students throughout the priority plan implementation.

Staff members will engage in a school based Restorative Practices study, aligning PBS, Responsive Classroom, and interventions to the Restorative Practices philosophy throughout the Priority Plan implementation (2015-2019). All staff members who sign the commitment letter for their intention to work in the Priority school will participate in school-based professional development on the Restorative Practices philosophy during the current school year (2014-1015).

The primary training materials used for Restorative Practices PD is the Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools- A Guide for Educators and other resources from SaferSanerSchools.org and IIRP.org (International Institute for Restorative Practices). Upon completion of the study, this group of staff members will begin to evaluate existing PBS, Responsive Classroom, and discipline structures to ensure full alignment with Restorative Practices philosophy.

This team will become the building experts and engage all staff, instructional and non-instructional, in the Restorative Practice framework with a delivery structure that will be determined upon completed teacher commitment and staffing. During year two of the Priority Plan implementation, team members will be provided the opportunity to participate in formal Restorative Practices professional development. By year three of the Priority Plan implementation, these staff members will provided job-embedded professional development to the remainder of staff, using a train-the-trainer model, for Restorative Practices.

The Recovery Room will serve as a functional behavioral intervention area that is focused on correcting student behavior in a positive manner for reintegration into the general learning

environment. The Recovery Room will utilize age/grade level appropriate strategies to modify student behaviors that have a negative impact on student learning. The Recovery Room will provide support to students, parents, and teachers by implementing and communicating effective strategies to promote and reinforce positive behavior for increased student learning in both social and academic environments. Strategies to improve student behavior will be directly aligned to Responsive Classroom, Teach Like a Champion, PBS, PATHS, Wedolisten.org, and I-Care program.

Promoting Positive Behavior Supports:

Teachers must utilize established grade level behavior management system.

Expected Components:

- Verbal/Written Warning
- In-Class Time Out
- Buddy Teacher

Teachers must send student to Recovery Room with class work to complete during recovery time.

All student BEHAVIOR INTERVENTION PLANS must be implemented as written. Staff must implement all interventions and consequences for these students prior to referral to the Recovery Room.

- Teachers should not send more than two students to the Recovery Room at a time.
- Utilizing grade level behavior management systems should support this concept.
- Students will remain in the Recovery Room for no more than 25 minutes, unless otherwise approved by an administrator.
- When students arrive in the Recovery Room the Interventionist/Recovery Room

Facilitator will:

- Counsel students by encouraging a Champion mindset utilizing character traits of I – Cares.
- Establish behavior goals with student for reintegration into the classroom.
- It is expected that teachers contact parents via telephone/letter to inform parents of student behavior.
- Ensure students are engaged in academic activities during recovery time.
- Communicate with administrators regarding student conduct.
- Document and maintain files indicating the number of times students are sent to Recovery Room, parent contacts, interventions used, and consequence data.
- Communicate classroom reintegration readiness and goals to teachers.
- Follow-up with students seen in the Recovery Room with either teacher and/or student.

Positive Behavior Support

Positive Behavior Support (PBS) is a program in which a three-tiered approach is utilized to develop positive learning environments and prevent problem behaviors. The first tier, School-

wide PBS, uses universal strategies implemented throughout the school to support the positive behavior of all students. The second tier applies additional strategies for students who need more support at this targeted level. For the remaining approximately 5% of students who do not respond to universal and targeted strategies, individualized supports are developed at the third tier.

A critical feature of school-wide behavior support systems is the proactive and preventative approach to social skills and providing restorative practices, rather than a focus on reactive strategies. It is important to coordinate efforts to address both academic and behavior or social skills when identifying strategies to support student learning. Before increasing levels of student interventions, it is important for school teams to assess the status of their systems. If less than 80% of students meet Tier 1 criteria, which include 0 – 1 office referral in one year, then the school-wide system requires refinement. Similar criteria for Tier 2 include approximately 10-15% of students with 2 – 5 office referrals per year, and Tier 3 criteria would include 1-5% of students with 6 or more referrals per year. Other criteria would include a review of the type and intensity of behaviors demonstrated at each level and Universal Screening for Mental Health indicators. Universal Screening for Mental Health would be implemented only when interventions and supports are available to address identified needs.

“RTI is the practice of providing high-quality instruction and intervention matched to a student need, monitoring progress frequently to make decisions about change in instruction or goals and applying child response data to important educational decisions.”
(N.A.S.D.S.E., 2005)

Three-Tiered Model

Tier 1:

- School-wide behavior Support Systems
- Instructional and Environmental Contexts
 - Proactive Behavior & Academic Supports
 - Team-based Problem – Solving
 - Data-based Decisions
 - Expected Behaviors Defined and Taught
 - Reinforcement Strategies
 - Consistent Response to Problem Behaviors
 - Classroom Management Principles
- Character Education
 - Teach/ Pre-Teach / Pre-Correct Behaviors
 - Predict and prevent
 - Positive Reinforcement
 - Strengthen desired behaviors
 - Instructive Component to Problems

- Problem solve with students
- Character Education
- Students build self-discipline
- Screening & Progress Monitoring
 - Prevention & Early Intervention
 - Monitor School-wide Data
 - Office Referrals & Suspension Data
 - “Triangle Data” by Student Subgroups
 - Classroom & Individual Student Data
 - School-wide expectations
 - Social skills
 - Bullying
 - Isolation
- Universal Interventions
 - Focus: All Students in School / Classes
 - Program: Instruction of Behavior Expectations & Social Skills
 - Grouping: Instructional Review Team &/ or PBS (Problem-solving) team analyzes data: Administrative Action, Behavior, Grade, Location, Time, Individual Students Suspensions, Attendance
 - Time: Instruction – Beginning of school year & at intervals/Individually when indicated by data
 - Assessment: School-wide: Office Referrals & Suspensions, Report Cards / Academic Record Review
 - Interventionist: All Teachers/ Review Team/ Psychologist/ Title I/Counselor/ Behavior Specialist/ Advisors/ Administrators
 - Setting: School-wide & Classroom Settings

Tier 2

- Targeted Behavior Supports
- Group Systems
- Group Interventions
 - Check In / Check Out Procedures
 - Mentors
 - Self- Management Strategies
 - Contracts w/ Instruction and Reinforcement
- Social Skills Groups
 - Students who meet Tier 2 goals are reintegrate into Tier 1
 - Progress Monitoring
- Daily Point Card
 - Goals individualized to expectations
- Weekly / Monthly Updates

- Graphed Data Summaries
 - Interventions
- Focus: Students who have not responded to School-wide Tier 1 efforts
- Program: Check – In/ Out Programs, Mentoring, Contracting, Social Skills Group to support behavior & learning, Parent Involvement
- Grouping: Group intervention/ paired w/ academic support “Individualized” group interventions
- Time: Daily
 - 4 - 6 weeks of intervention / review / revise or continue w/ plan
- Assessment: Based on brief functional assessment/ Individualized Goals/Daily Point Cards / Weekly progress monitoring
- Interventionist: All Teachers/ Review Team/ Psychologist/ Title I/ Behavior Specialist/ Advisor/ Person w/ positive relationship w/ student
- Setting: Common Check-In/ Out location, School and Home Environments

Tier 3

- Intense, Individualized Supports
- If no progress, or insufficient progress, problem-solving team considers both academic and behavior supports, possibly move to Tier 3 or more individualized interventions
 - Services at this level may include:
 - Functional Behavior Assessment / Behavior Support Plan
 - Mental Health Services
 - Wrap Around Plans
 - Special Education Services
 - Diagnostic information is used to determine specific patterns of student skills
- Progress Monitoring
 - Individualized to students’ needs
- Problem solving / interviews
 - Goal – > 80% success rate
- Data collection
 - Reflects type of behavior
 - Efficient and practical
- Interventions
 - Focus: Students who have not responded to Tier 1 & Tier 2 efforts
 - Program: Individual Functional Behavior Assessment & Behavior Support Plans/ Wrap-Around Plans/ Mental Health Services
 - Grouping: Individual behavior supports and services Individual Behavior Plan (BIP) or IEP Goals
 - Time: Daily implementation of supports Mental Health Services determined by professionals

- Assessment: Daily Data Management/ Weekly & quarterly progress monitoring / Assessments for academics & behavior
- Interventionist: All staff/ Individualized team – based behavior assessment & support/Coordinated & integrated Wrap-around services
- Setting: Across school / home settings

PBS Professional Development: Teachers will continue to participate in Professional Development facilitated by the DE-PBS Project. The PBS team will continue to receive coaching from DE-PBS Project on Tier 2 and Tier 3 PBS interventions and the development/implementation of FBA/BSPs.

Systemic Renewal: The Building Leadership Team and School Climate Team will evaluate discipline procedures annually. Additionally, Shortlidge will engage in the Delaware PBS School Climate Survey every year during the priority plan implementation. The School Climate Team will analyze the results on the school climate survey yearly to make recommendations for the upcoming school year. To analyze the effectiveness of discipline protocols, teams will analyze data including behavior, truancy, and academic data. Recommendations for adjustment in plans will be provided to building administration, with all final changes being approved at the district level.

See Indicator 5.5 School Advisory Teams for specifics on School Climate Team

(See Appendix: Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools- A Guide for Educators; PBS Behavior RTI; Resources: Rules, Rewards, Consequences)

Indicator 5.4: Family and Community Engagement Plan

Communication and Collaboration:

Shortlidge will maintain communication with all stakeholders regarding school-wide achievement, events, district/state level events, general information, and celebrations. A variety of methods will be utilized to communicate with parents including the telephone, text, email, in-person conferences, coffee and conversation sessions (monthly), flyers, and the school website. Additionally Shortlidge will partner with Children & Families First to staff a Community School Coordinator and to maintain existing while acquiring new partnerships with the community.

- Community School coordinator- 40 hours a week to facilitate parent engagement and community resource activities at the school during the school day and beyond school hours
- Develop/maintain partnerships with community partners (Capital One, Children & Families First)

Active Partnership in School-wide Improvement Efforts:

The Delaware Children's Department's Division of Prevention and Behavioral Health and the Department of Health and Social Services' Division of Public Health will co-lead this project in partnerships with Red Clay Consolidated School District, Early Learning Programs, Nemours Children's Health System, and key stakeholders within the Shortlidge and Warner attendance areas.

Using a public health approach, the initiative will increase family and youth involvement and help ensure that young children have comprehensive and coordinated services needed to sustain gains through the early elementary and beyond. Project LAUNCH communities have long been identified with multiple environmental risk factors and gaps in services/supports for young children, birth to 8 years, and their families. This will advance a shared vision for wellness of young children and address the following goals and objectives within the identified community:

- Promote quality early learning programs including the use of evidenced-based curricula in ECE and elementary grades on pro-social skills coordinated by expanded ECMHC service and Stars.
- Build on effective prevention programs: home-visiting, strengthening families and IFC.
- Title I Resource Fair will be implemented within city limits for 2015 in order to create and increase awareness of community resources that are readily available to support academic success for all.
- Strengthen developmental screening mechanisms for the early identification of mental health/substance abuse issues across physical, behavioral health and early learning systems.
- Strengthen integration of physical and behavioral health systems and services.
- Expand EBP parent education opportunities with 211/Help Me Grow to deliver messaging.

- Ensure culturally competent family engagement across systems.
- Enhance programs through workforce development promoting EBP for young child wellness.
- Use the meet and greet model within the communities
- EVPP - Parenting Partners work (IM 40)
- EVPP - Nemours – evidenced based parenting support (Project LAUNCH); parent and child interactions (pcig); essentials of childhood
- EVPP - Implement evidenced-based parenting programs such as SFP, pilot with parents of 5-7 year olds (early learning center focus)
- (Ms. Faison) – list of partnerships sent to Mayor’s office; connection to the basic needs and resources (external supports)
- Support from Dennis Williams/James Lane – City of Wilmington Parks & recreation office for Saturday programming
- Orientation for all families (Pre-K format)

School Advisory Committee (SAC)/Parent Teacher Association (PTA): Shortlidge will strengthen parent and community engagement in the school by developing a School Advisory Committee that will work hand in hand with the Parent Teacher Association to develop an inclusive school culture that supports academic excellence and social emotion growth in our students. This committee shall meet once per month for a length of time no less than 60 minutes to provide sustained support to the school success planning, implementation, and monitoring of progress in achieving goals. This will be achieved through the review of attendance, achievement, climate, and engagement data to monitor, evaluate, and improve student achievement and school climate. Members of this committee will include parents, teachers, administrators, school partners, and community members. Members for this committee will be recruited via in-person communication, email/flyer, and via feedback forms and surveys.

I-Care Parent Involvement Through Character Education: I-Care is a research-based, practical, structured, and measured curriculum designed to increase parental involvement, provide character education, and increase community involvement in the lives of students. The curriculum combines parental involvement, character education, and community involvement into one comprehensive curriculum. I-Care Enables the teaching of character in the classroom, at home, and in the community at the same time, while providing teachers with information for building stronger relationships with parents and students. Additionally, I-Care provides a measuring system for educators to track and evaluate the outcomes of parental involvement for each student, classroom, and the school.

Benefits to Students

- Increases in Math & English State Test Scores

- Greater Understanding of Themselves & Others
- Helps Establish Ethical & Moral Attitudes & Behaviors
- More Positive Interaction With Their Parents
- Teachers Have More Knowledge About Their Interests & Family
- The Ability to Plan, Implement, & Evaluate Goals
- Better Understanding of the Value of Good Character

Benefits to Parents

- Enhances Parents' Character-Building Skills
- Enables Parents to Contribute to Classroom Instructions
- Enables Parents to Become Self-Initiators of More Positive Activities with Their Children at Home
- Enables Parents to Become Accountable with Teachers for Their Children's Education
- Builds Strong Partnership Among Home, School, & Community

Benefits to Schools

- Research-Based & Meets and Exceeds *No Child Left Behind* Requirements
- Helps Teachers to Better Understand Families' Lifestyles & Cultural Background
- Grade-Level Character Traits, Character-Building Parenting Activities, Teacher Lesson Plans, Character Mastery Activities, & Student Activities (Middle & High)
- Grade-Level Curricula & Workbooks
- On-Line Data Collection & Evaluation Service that Facilitates Monthly Parental Involvement Measures

Benefits to the Community

- Enables the Community to Teach, Reinforce, & Model the Same Monthly Character Traits Taught at Home & at School
- Encourages Parents to Take an Active Role in Their Children's Education
- Provides a Forum to Improve Workplace Ethics & Rally Around Young People
- Fosters Integrity & Forges Strong Bonds of Communication & Cooperation

Quality Engagement:

Online Measuring System provides access to data ranging from parent involvement rates to activity completion rates for each student. The Online Measuring System provides:

- Monthly reports with numerical measures for parental involvement, parent participation, mastery of character traits, positive teacher-parent contacts, and community involvement in character development.
- Enables the correlation of parental involvement to student achievement.
- Provides necessary parent involvement documentation for state and federal audits.
- Data can be input and accessed online anytime and anywhere.
- Data is archived for five years

Overall Stakeholder Engagement:

The Building Leadership and School Climate Teams will collaborate with the Community School Coordinator to evaluate program effectiveness, support community partnerships, and connect Community School programs to student learning. The Building Leadership, School Climate Team, Community School Coordinator, and building administration will collaborate to implement parent education programs aligned to Social Emotional Learning initiatives and academic readiness. The Building Leadership Team, School Climate Team, Community School Coordinator, and building administration will evaluate individual programs for effectiveness annually, providing recommendations for expansion or elimination of partnerships based on relevant student data and outcomes.

- **Coffee & Conversations** will occur monthly and be open to the school community including parents, community members, school partners, and local legislators.
- **Newsletters**
- **Staff:** Weekly newsletter will be distributed to staff to inform of important school events, timelines, and provide ongoing information regarding implementation of the plan.
- **Families/Community:** A minimum of 5 newsletters will be sent to the entire school community during the school year.
 - Newsletters will include a summary of school-wide data (attendance, climate, parent engagement, etc.), academic content (common core standards), school-wide/district events, strategies for working with students at home, teacher/grade specific content, and a detachable feedback form for stakeholder input regarding the improvement process, school climate, and perceptions.
- **School Website:** The school website will be maintained and updated on a weekly basis. The school vision will be prominently displayed on the home page which will include staff directories, school calendars (lunch, holidays, events), contact information (school, district, and state level), and other resources relevant to the school community.
- **Teacher Website(s):**
 - **Goal:** By the beginning of school year 2017-2018, all certificated staff (non-administrative) will maintain a professional (school based) website using Edline (or other district provided web service) to communicate with students, families, and the community.
 - The website shall minimally include: contact information, homework (weekly), classroom expectations, resource links for parents, resource links for students, and field trip/school event information.

**See Indicator 5.2 Structural/Physical Expectations and 5.4 Family and Community Engagement for specific Parent Events*

Indicator 5.5: School Advisory Team

Leadership for School Success:

Building Leadership Team: The Building Leadership Team at Shortlidge will serve as the core group of decision makers regarding professional development, academic support programs, and collaborative grade/content areas structures. The Building Leadership Team will engage staff and the broader school community in continuous dialogue focusing on increasing student achievement using research-based strategies to address the variety of challenges our students have. Building Leadership Team members will:

- 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

The selection process for Building Leadership Team members will include the following:

- Submit letter of interest
- Participate in an interview with building administration and one teacher (non-applicant for position, preferably existing Team Leader)
- Final selections by interview committee by April 15, 2015

Qualifications for Building Leadership Team members include the following criteria:

- 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
- Experience with data analysis framework (Taking Action With Data)
- Experience facilitating and driving Professional Learning Communities
- Experience with Professional Development selection, implementation, and follow-up
 - 2 years' experience recommended

Problem Solving Team: Shortlidge Academy will engage in a continuous process of analyzing data to meet the needs of all students. Integral to this commitment is the development and facilitation of a problem solving process. The Problem Solving Team will engage in a “systematic problem solving process to examine the nature and severity of an educationally related problem. These procedures shall primarily focus on variables related to developing effective educationally related interventions. Active parent participation is an integral aspect of the process and is solicited throughout.” Minimally, the Problem Solving Process at Shortlidge will provide the following:

- Description of problem: The presenting problem or behavioral concern is described in objective, measurable terms that focus on alterable characteristics of the individual and the environment. The individual and environment are examined through systematic data collection. The presenting problem or behavioral concerns are defined in a problem statement that describes the differences between the demands of the educational setting and the individual's performance.
- Data collection and problem analysis: A systematic, data-based process for examining all that is known about the presenting problem or behaviors of concern is used to identify interventions that have a high likelihood of success. Data collected on the presenting problem or behaviors of concern are used to plan and monitor interventions. Data collected are relevant to the presenting problem or behaviors of concern and are collected in multiple settings using multiple sources of information and multiple data collection methods. Data collection procedures are individually tailored, valid for the concern addressed, and reliable, and allow for frequent and repeated measurement of intervention effectiveness.
 - Intervention design and implementation: Interventions are designed based on the preceding analysis, the defined problem, parent input, and professional judgments about the potential effectiveness of interventions. The interventions are described in an intervention plan that includes goals and strategies, a progress monitoring plan, a decision making plan for summarizing and analyzing progress monitoring data, and responsible parties. Interventions are implemented as developed and modified on the basis of objective data and with the agreement of the responsible parties.

- Progress monitoring: Systematic progress monitoring is conducted which includes regular and frequent data collection, analysis of individual performance across time, and modification of interventions as frequently as necessary based on systematic progress monitoring data.
 - Evaluation of intervention effects: The effectiveness of interventions is evaluated through a systematic procedure in which patterns of individual performance are analyzed and summarized. Decisions regarding the effectiveness of interventions focus on comparisons with initial levels of performance and rate of progress toward meeting grade level expectations.

The selection process for Problem Solving Team members will include the following:

- Submit letter of interest
- Participate in an interview with building administration and one teacher (non-applicant for position, preferably existing PST Team member)
- Final selections by interview committee by April 15, 2015

Qualifications for Problem Solving Team members include the following criteria:

- Strong collaboration and communication skills
- Leader in the areas of curriculum and instruction; should be able to facilitate team level collaboration
- Leader in the areas of social-emotional learning; intervention development, implementation, and evaluation.
 - 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
- Experience with data analysis framework (Taking Action With Data)
- Experience facilitating and driving Professional Learning Communities
 - Experience with Professional Development selection, implementation, and follow-up
- 2 years' experience recommended

School Climate Team: As part of the school climate improvement process, the Shortlidge School Climate Team shall annually review current practices meant to address creating and sustaining a positive school climate that is free from harassment, bullying, discrimination, and otherwise mean-spirited behavior. The school climate team will engage in the following (minimally):

- Develop a plan annually to engage in ongoing evaluation of program effectiveness, which will be reviewed and published for the school community to reference throughout the school year.
- Develop and implement prevention activities that are aligned with school data and goals for climate improvement.
- Collaborate with Building Leadership Team

- Implement evidence-based program utilizing positive behavioral supports,
- Implement evidence-based practices that not only intervene with the perpetrator and the victim, but also with bystanders,
- Review, revise, and/or create and implement grade appropriate bullying prevention curricula
- Ensure annually that all students know how to report any incident of inappropriate behavior that might be bullying - including anonymous reports
- Ensure that all new staff members receive annual training in their responsibility to report incidents and intervene with students

The selection process for School Climate Team members will include the following:

- Submit letter of interest
- Participate in an interview with building administration and one teacher (non-applicant for position, preferably existing PST Team member)
- Final selections by interview committee by April 15, 2015

Qualifications for School Climate Team members include the following criteria:

- Strong collaboration and communication skills
- Provide leadership to the school community in the prevention, intervention, and response to reports of bullying, discrimination, and otherwise inappropriate behavior in school
- Provide leadership in the areas of social-emotional learning; intervention development, implementation, and evaluation.
- Ability to ensure the implementation of the school climate program
- Skills to organize and manage aspects of coordination of team level activities
- Use school-wide data to lead the development of the School Climate Improvement Plan
- Experience with Professional Development selection, implementation, and follow-up
- 2 years' experience recommended

School Advisory Council (SAC)/Parent Teacher Association (PTA)

This committee shall meet once per month for a length of time no less than 60 minutes to provide sustained support to the school success planning, implementation, and monitoring of progress in achieving goals. This will be achieved through the review of attendance, achievement, climate, and engagement data to monitor, evaluate, and improve student achievement and school climate. Members of this committee will include parents, teachers, administrators, school partners, and community members. Members for this committee will be recruited via in-person communication, email/flyer, and via feedback forms and surveys.

Indicator 5.6: School Communication

The Plan:

Shortlidge Academy is committed to open, honest and ongoing communication with our stakeholders, with a focus on developing and maintaining structures for two-way conversations to build relationships. This communications plan was designed to establish a comprehensive and integrated communications process that considers all stakeholders and to support a framework for future resource consideration. It aligns with the plan outcomes and focuses on communicating outcomes. The plan is a working document that is reviewed on an annual basis by the School Leadership Team, the SAC, the Office of School Turnaround and the Public Information Officer. In order to further understand our audiences and their needs, the school conducts surveys and coffee discussions with their school community to district. The Comprehensive Communications Plan is intended to do the following (Goals are listed in no particular order of priority and should be recognized as integrated activities for achieving long-term success):

- Develop and maintain positive, collaborative relationships with all stakeholders to strengthen support for school plan outcomes.
- Utilize a variety of media to maximize awareness and support of the goals, objectives and programs.
 - Establish an effective employee communication plan to improve internal communication and employee engagement.
- Establish strong, positive connections between the school and its communities.
- Create key messages and talking points to establish “one message” throughout all communication channels.
- Utilize effective operational practices to provide good customer service, increased efficiency and quality printed materials.
- Communicate progress toward meeting the goals and outcomes.
- Enable the district to present itself accurately to audiences.

The plan primarily addresses two types of school district audiences: internal (students, teachers, staff, administration, and Board of Education) and external (parents, businesses, civic groups, religious groups, colleges, universities, and other members of the school community). Through the implementation of this plan, the following desired behaviors and attitudes are the focus of the audiences:

Internal Audiences

- Take pride and ownership in the school and the plan.
- Keep informed of key issues.
- Be a high-performing organization that respects and values customer feedback.
- Exhibit district values of caring, integrity and collaboration.

External Audiences

- Feel involved and engaged in their public school.
- Exhibit community pride and trust in schools and the district.

Messenger:

The Building Leadership Team, Community School Coordinator, and building administration will share responsibilities for community to the school community as a whole. Teachers will communicate regularly with all parents regarding student learning outcomes, successes in the classroom, and opportunities for growth. Teachers will communicate with parents in-person to the highest extent possible. All parent contacts will be tracked and submitted to building administration at the beginning of each month, using a template mutually agreed upon by the Building Leadership Team and building level administration.

Timeline:

Communication with students, parents, and the broader school community will be ongoing throughout the improvement process. Several benchmarks for parent contacts by homeroom teachers have been established and are as follows:

- Each student must receive a positive introductory phone call from the teacher welcoming students to the class and explaining the strengths each child brings to the table. This task must be completed by September 15, 2015
- Each student must have an arranged parent-teacher conference during the 1st Marking Period as indicated on the district calendar-elementary school conferences (half days)
- Teachers must commit to availability for conferences with parents during the evening conference hours each semester (staying until 7:00pm on the late conference night will allow the teacher to leave the following ½ day upon completion of dismissal procedures approx. 1:15pm).

EXTERNAL

What	Who	How	Audience	When
Needs Survey	SAC Team	Website Mailer In-Person School Messenger	Families Students Community	March – April 2015
Summer Program Registration	School	Website Mailer Community Partner Meetings School Messenger	Families Community	March – June 2015

What	Who	How	Audience	When
Pre-K and K Registration	School SAC Team Readiness Team	Website Mailer Community Partner Meetings School Messenger Cable/media	Families Community ECE Community	March – August 2015
Recruit SAC Team	School	Web Mailer Community Partner Meeting Cable/media Email Blast	Families School Staff Community	March – May 2015
Plan review, revision and presentation	SAC Team	Web Community Partner Meeting Email Blast	School Community	April – July 2015
Family workshop Schedule	CFF DE SAC Team	Web Mailer Community Partner Meeting Cable/media Email Blast	School Community	July 2015 – June 2016
Family Orientation	School	Web Mailer Community Partner Meeting Cable/media Email Blast	School families	August 2015
Fall Update	SAC Team	Web Mailer Community Partner Meeting Cable/media Email Blast School Marquee	School Community	Autumn 2015

What	Who	How	Audience	When
Winter Update	SAC Team	Web Mailer Community Partner Meeting Cable/media Email Blast School Marquee	School Community	Winter 2016
Community Update	Leadership SAC Team	Web Mailer Community Partner Meeting Cable/media Email Blast School Marquee	School Community	April 2016
Plan Review and Revision	SAC Team	Web Mailer Community Partner Meeting Cable/media Email Blast School Marquee	School Community	March – May 2016

INTERNAL

What	Who	How	Audience	When
Needs Survey	SAC Team	Website Email Faculty Meetings	School Community	March – April 2015
Develop early ed recruitment plan	Leadership	Email PLC Meetings	School Community	March – May 2015
Recruit school based SAC Team	School	Email PLC Meetings	School Community By Grade	March – May 2015

What	Who	How	Audience	When
Summer Training Institute planning and schedule	School	Email Faculty Meetings	School Community	March – May 2015
Plan review and revision	SAC Team	Email Blast	School Community	April – July 2015
Preparing the Board Presentation	SAC Team	Email Blast	School Community	July - August 2015
Preparing the Autumn update	School SAC	Email	School Community	July – August 2015
Family Orientation planning	School	Web Mailer Community Partner Meeting Cable/media Email Blast	School families	July - August 2015
Team Meeting schedules (PLC, BLT, Faculty)	Leadership and SAC	Email Blast	School Community	July 2015 – June 2016
PST and PBS meeting schedules	Leadership SAC	Email Blast	School Community	July 2015 – June 2016
Winter PD Training	School	Email Faculty Meetings	School Community	December 2015 – February 2016
Preparing the Winter update	School SAC	Email	School Community	November 2015 – January 2016

What	Who	How	Audience	When
Preparing the Board Presentation	SAC Team	Email Blast	School Community	Spring 2016
Needs Survey	SAC Team	Website Email Faculty Meetings	School Community	March – April 2016
Develop early ed recruitment plan	Leadership	Email PLC Meetings	School Community	March – May 2016
Recruit school based SAC Team	School	Email PLC Meetings	School Community By Grade	March – May 2016
Summer Training Institute planning and schedule	School	Email Faculty Meetings	School Community	March – May 2016

Methods:

A variety of methods will be utilized to communicate with parents including the telephone, text, email, in-person conferences, presentations to the school board, morning announcements, building wide email, monthly newsletters, coffee and conversation sessions (monthly), flyers, and the school website.

Communication Connection and Family Relations Team:

The Community Connection and Family Relations Team is designed improve internal and external communication systems as a consistent school-wide standard for communications. Both staff and families will be provided with open and timely two-way communication within a reasonable timeframe to produce a positive shift in school culture; characterized by high engagement of all stakeholders. These standards are based on Title I requirements and will embed responsive planning, student and family responsibility and school accountability. With regards to all types of communications listed below, whenever possible, they should be in both Spanish/English.

Type of Communication	Standard of Communication
Phone Calls	Provide open, accurate, and up to date information.
Administration	Phone messages for the Administrators should be sent electronically or to our administration/office staff.
	Responses to phone calls should be made within 24 hours (48?) of the receipt of the call with an answer or update. Emergency/urgent matters will be handled accordingly.
Phone Calls	Provide open, accurate, and up to date information.
Main office	Phone messages for the Administrators can be taken by our administration staff in the main office or be sent electronically via email with detailed information of date, time and urgency. Responses to phone calls should be made within 24 hours (48?) of the receipt of the call with an answer or update.
	Responses to phone calls should be made within 24 hours (48?) of the receipt of the call with an answer or update.
Phone Calls	Phone messages for the teachers can be taken by our administration staff in the main office during classroom instruction time or be sent electronically via email.
Teacher	Responses to phone calls/emails should be made within 24 hours (48) of the receipt of the call/email with an answer or update.
School Messenger - Automated Calls/Text messaging option	Use this medium consistently and effectively for families, teachers and staff.
	Consistently provide weekly updates of important activities and events (preferably on Sunday) for the following week's information.
	Use this medium to notify families of the cancellation of any activities that were previously announced on any other medium.
	School administrator should provide notifications with a backup person as needed
	Working on text messaging option for the 2015-2016 school year.

Type of Communication	Standard of Communication
School Website	Use this medium as an up to date source of information and an archive of important information and documents.
	Provide an accurate, rolling three-month calendar of events and information.
Teacher Website	Webpage should be linked so that parents can access email and phone information
	Provide links to school schedule, curriculum content, Title I information & Parent Policy
	Provide up to date archive information, resource and documents.
E-Mail	Use this medium as a source of providing quick and accurate information for incoming or outgoing information for teachers and staff and families.
	Outgoing: Use E-Mail blast to inform and remind families, teachers and staff of important activities and information on a weekly or bi-weekly basis.
	Incoming: Administrators and Staff will respond to E-mails within 24 hours (48?) of receipt of E-mail with an answer or update.
	Emails list will be generated by school registration cards and requested as optional.
Parent/Family Meetings	Use this medium of communication to inform and remind families of activities/events and PTA Meetings.
Parent Mobilizer/PTA	Use School Messenger for reminder/notification calls (1) one week prior and then (2) two days prior to an activity/event.
	Use School or RCCSD Web for meeting notifications and postings of any minutes and documents from meetings.
	Use E-mail Blast for notification and reminders.

Type of Communication	Standard of Communication
	Inform all Building Staff, Secretaries/Admin. Assistants of activity details. Shared Calendars will keep all stakeholders up to date.
School Flyers(Paper)/Newsletters	Use this medium to disseminate information to families who do not have phone or email access. This is another way to inform others of the wonderful learning experiences, projects, events and activities happening at our school.
Central Calendar	Use this to coordinate as a “central” location for building activities.
	School calendar will be drafted during the summer months and reviewed prior to the start of the school year for revisions/updates. Disseminate via Website, E-Mail blast and post in lobby area, teachers’ lounge and distribute to teachers, staff and families monthly-specifically during faculty meetings, PLC’s and BLT’s.
	Building Secretaries, school staff and administrators will be informed of ALL activities in the building and included electronically as a shared calendar.
Academic Issues	Provide open, accurate and up-to-date information. Address academic concerns with teachers first and during conferences. Staff and/or parent mobilizer(s) should follow up with families if they do not schedule a date for their conference.
	Contact your Dean of Students second - if the issue has not been resolved.
Social Media/Newsletter / EDTv – School Television	Use this medium as a virtual tool to connect, create, promote, share and exchange ideas directly with stakeholders and between communities and networks. This is another way to inform others of the wonderful learning experiences, projects and events to enhance our school's image. Various mediums will include media events, and advertising in the school buildings and throughout the school campuses.
Emergencies/School Closing	Use this medium as a virtual tool to connect, create, promote, share and exchange ideas directly with stakeholders and between communities and networks. This is another way to inform other of the wonderful learning experiences, projects and events.

Type of Communication	Standard of Communication
Family/Community Outreach <u>Recruitment practices:</u> Face to face Family Surveys Welcome Packets Highlight of Family Programs Parent Orientation Sessions Meet and greet forums	Use this as a direct method to collaborate with community members, families and stakeholders as well as participating public and private agencies in support of our students. This includes weekend events, community exhibits, forums, public libraries, etc. as a direct approach to incorporating parental involvement and engagement for the excellence of our school. Innovative marketing and advertisements will be used to promote early registration and enrollment during summer months as needed.
Nutrition Messages	The Wellness Committee will work in conjunction with principals, teachers, and food service personnel to disseminate consistent nutrition messages through various channels, such as food service initiatives, classroom activities, school-wide events, home activities, media events, and advertising in the school buildings and throughout the school campuses.

The School will garner feedback and communicate with our school community in the following ways:

- **Coffee & Conversations** will occur monthly and be open to the school community including parents, community members, school partners, and local legislators.
- **Newsletters**
 - **Staff:** Weekly newsletter will be distributed to staff to inform of important school events, timelines, and provide ongoing information regarding implementation of the plan.
 - **Families/Community:** A minimum of 5 newsletters will be sent to the entire school community during the school year.
- Newsletters will include a summary of school-wide data (attendance, climate, parent engagement, etc.), academic content (common core standards), school-wide/district events, strategies for working with students at home, teacher/grade specific content, and a detachable feedback form for stakeholder input regarding the improvement process, school climate, and perceptions.

- **School Website:** The school website will be maintained and updated on a weekly basis. The school vision will be prominently displayed on the home page which will include staff directories, school calendars (lunch, holidays, events), contact information (school, district, and state level), and other resources relevant to the school community.
- **Teacher Website(s):**
 - **Goal:** By the beginning of school year 2017-2018, all certificated staff (non-administrative) will maintain a professional (school based) website using Edline (or other district provided web service) to communicate with students, families, and the community.
- The website shall minimally include: contact information, homework (weekly), classroom expectations, resource links for parents, resource links for students, and field trip/school event information.

*See Indicator 5.2 Structural/Physical Expectations and 5.4 Family and Community Engagement for specific Parent Events

Indicator 5.7: School Partnerships

Strategic 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

Shortlidge Academy is 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. Shortlidge will use a comprehensive community school strategy that includes having community agencies working in schools as a central part of the district’s reform agenda. For example, a Lead Agency Partner, such as Children and Families First, will help to coordinate an array of social, health, child and youth development services, while also emphasizing community and parental involvement. This structure is founded upon a focus on the education of children *and* the strength of the community in creating a “web of support” for the whole child.

Partnerships support the following:

- Operation of extended day academic enrichment programs that provide arts, STEM and leadership opportunities, along with project-based learning (ex: City of Wilmington, DE Parks & Recreation Dept.; Camp Invention; Project CHANCE; Boys & Girls Clubs; Warner Arts Alliance; etc.);
- Coordination of on-site or school-linked access to medical, dental, and mental health services (ex: Affinity; Blue Diamond Dental; Center for Child Development, LLC; Vision to Learn; etc.)
- Increased access to quality early childhood education and programs to help children enter kindergarten ready to learn and achieve (ex: neighborhood ECE providers; Delaware Readiness Teams; DE Stars; OCCL; priority school kindergarten staff; etc.)
- Support communities and families in gaining access to adult education to help them support their children (ex: CFFDE’s Strengthening Families Program; PIC of DE; Pritchett Associates/All Pro Dad; etc.)

In addition to academic and social emotional learning partnerships, Red Clay is working with national entities to redevelop systems and capacities at the district and school levels in ways that will help us dramatically improve student outcomes. The University of Virginia’s Darden

School of Business and Curry School of Education, the Partnership for Leaders in Education (PLE) combines the most innovative thinking in business and education to address the challenges and needs of education leaders. They work to build the leadership capacity necessary for sustained success.

Shortlidge is very deliberate in the partnerships we seek and the supports that we provide for our students and families. Partners must be committed to removing barriers to student learning and advancing the overall plan. These partnerships will clearly support our intense efforts to personalize learning for our students, with each providing invaluable services tailored to our schools, students, and families.

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. The following organizations are among the critical partners of the district and of Shortlidge Academy:

- **Parents as Teachers Program.** The Parents as Teachers program provides education services to low-income parents with their first born child. Beginning at birth through three years old, parents receive monthly visits from a trained parent educator with the purpose of arming them with strategies to foster their child's development with the intent of reducing later learning challenges. Shortlidge will dedicate space in their building to have PAT work with families.
- **Children and Families First.** The district has embraced the Community School Model, particularly at two of our highest needs elementary schools; however, elements of the model are evident across the district as evidenced by many of our partnerships. Children and Families First is at the core of providing technical assistance to support the community school model. This critical partner helps to coordinate services in our schools such as medical supports beyond what the school can typically provide. Services provided by this partner include the coordination of the model and the services and direct delivery of parent education and counseling services to students and families.
- **The City of Wilmington.** The City of Wilmington, based on recent discussions with Mayor Dennis P. Williams, is committed to providing programming supporting our high poverty schools within the city limits. While in the planning phase at the time of the grant, Shortlidge is planning to work with the Department of Parks and Recreation to provide weekend and evening recreational, social, and cultural opportunities for its children (from Saturday morning through Sunday afternoon).
- **Nemours Health Partners.** As a nonprofit health organization, Nemours Health Partners is committed to improving the health of children through family-centered care in their children's hospitals and clinics, research, education and advocacy. Nemours focuses on improving the lives of children and families. As part of our Community School Model, Nemours will be a thought partner and help to coordinate activities to support healthy

lifestyles and family wellness. In addition, Nemours provides evidenced-based cultural diversity training for staff members.

- **Big Brothers/Big Sisters.** Big Brothers/Big Sisters of Delaware provides a school-based mentoring model that has been proven to have a positive, measurable effect on children. According to research, children in Big Brothers/Big Sisters' programs are more likely to show academic growth and improved relationships with family and friends, and are less likely to miss school or use illicit substances.
- **Hilltop Lutheran and Latin American Community Centers:** With students residing in various parts of the city of Wilmington, it's imperative that we develop multiple partnerships with community-based organizations to better focus on the diverse needs and neighborhood challenges related to our children. Both Hilltop and LACC are non-profit agencies that provide educational and social development programs for youth and families in Wilmington. We would work with agencies such as these to meet with families, provide workshops and coordinate services.

Community Schools & Partnerships

Community schools are "public" schools that are open to students, families, and community members before, during, and after school, throughout the year. As such, they take school, family, and community connections to another level. In "Making the Difference: Research and Practice in Community Schools" the Coalition for Community Schools reports that its evaluation of 20 community school initiatives nationwide offers concrete evidence that community enhance school effectiveness (including school environment and parent-teacher relations) and boost community vitality.

In addition, we have *Community School Center*, with a separate entrance and space for a family resource room, computer lab for adults, mentoring program, food pantry, parent fitness center, and work areas for the CFF Community School Site Coordinator and Big Brothers Big Sisters mentoring coordinator. During the 2014/15 school year, we hope to add a refrigerator for the food pantry as well.

- **100 Men Reading Challenge/Program** – Annual program where 100 professional men come together for a breakfast and literacy briefing. Afterwards, the men visit preschools, childcare centers, and elementary schools (specifically Shortlidge) spending approximately 30 minutes reading a story to children while encouraging them to read. Free books are then given to the students to help reinforce the importance of reading daily. 100 Men Reading has been a partner for (2) two years in a row. - READING
- **100 Mile Club** – Enrichment program for students in grades K-5 to run or walk 100 miles at school during a single school year which improves school readiness to learn, creates better education outcomes, building self-esteem and the overall health in the lives of children and others in a non-competitive, supportive, and inclusive environment. Working towards the goal of running or walking 100 miles provides students with an easy, fun and safe way to add physical fitness into their daily lives. - WELLNESS

- **American Cancer Society** - Relay for Recess Program - The Relay Recess program also engages elementary school students in the fight against cancer through fundraising activities that support cancer programs and services in every community. In addition, it gives students the chance to get out of the classroom and have fun with entertainment and activities that reinforce what they have learned. Cancer education and community service in the classroom. Engaging elementary school students in the fight against cancer. Students have fun with entertainment and activities that reinforce what they learn in the classroom. An excellent opportunity to showcase unique qualities about your school and your community. HEALTH AND WELLNESS – SOCIAL EMOTIONAL
- **Big Brothers Big Sisters- School-Based Mentoring Program:** Mentors meet with their student once a week for 45 minutes to an hour. During these weekly visits to the school, they can read together, play games, help with schoolwork, and/or have lunch in the school cafeteria. School Mentors do not see the child outside of school. At this time, we have approximately 40 students who have been matched with mentors. SOCIAL AND EMOTIONAL
- **Boys and Girls Club** - Boys & Girls Club Before and After School Care Program offers child care for school aged children in the kindergarten through fifth grade. The mission of the Boys and Girls Club is to inspire and enable all young people, especially those who need them most, to realize their full potential as productive, responsible, and caring citizens. In our efforts, to close gaps, increase literacy, and prepare students for college, this partnership targets our high needs students and provides academic and social supports. . Our program is licensed by the State of Delaware and level 5 of the Delaware Stars program. Activities include, Pegasus ArtWorks, Bricks for Kids, Technology, Reading is Fundamental (RIF) with upcoming programming collaboration with the Delaware Prevention Coalition (DPC). Our families and students also return for the Summer Fun Club during the summer months and participate in “A Day for Kids” celebration each year with all statewide members. We have 50 students at Shortlidge participating as BG Club members. ALL ACADEMICS AND SOCIAL EMOTIONAL AREAS
- **Capital One** – Our leading supporter of the Community School Initiative with Children and Families First. Since 2012, they have collaborated with us with book donations, mentoring, volunteering for school projects and beautification of our building. So far, 351 students received Teach Children to Save Financial Education Lessons in 2013 and 317 received financial literacy sessions in 2014. We also partner with Capital One for the Volunteer Fair to recruit additional volunteers and mentors for our school.
- **Cub Scouts of Delmarva Council** – Cub Scout meetings are twice a week in collaboration with the Girl Scout program for the girls. The program trains and enriches character development and values based leadership training. Student participate in responsible fun and adventures, train for citizenship and service to communities and families across the world. Also, the program instills lifetime values and develops ethical character as expressed in the Scout Oath & Law. We allow students to attend various field trips and Cub Scout

programming throughout the year and even during the summer month. We have 65 students in Cub Scouts. SOCIAL AND EMOTIONAL

- **Delaware 87'ers** - They provide corporate and community outreach partnerships with us since 2013. We currently partner with the Big Brother and Big Sister program by hosting and Mentor and Mingle Day for our families and mentors at the school. Education Day hosts an array of activities, academically, socially and behaviorally for the kids while joining other schools for the home game at Bob Carpenter Center. Each student receives an education packet and there are a host of educational and physical activities on the concourse before, during and after the game. We have 40 students matched with mentors and families get to meet one another for this event. ALL ACADEMICS AND SOCIAL EMOTIONAL AREAS
- **Delaware Prevention Coalition** –Prevention curriculum builds around the theme of responsibility, *“Project Alcohol Free: Reach for the Stars!!”*It is uniquely designed with topics that include youth development, teaching strategies, multiculturalism, special needs children, and home connections. Activities are divided into two units: Personal Awareness and Alcohol Awareness. Activities and handouts are specifically tailored to match the cognitive level of students. – This is a new partnership for March 2015 and will target the Boys and Girls Club Afterschool program and our 5th grade students as “lunch and learn” sessions. HEALTH AND WELLNESS
- **Food Bank of Delaware – Mobile Food Pantry** – The Food Bank’s Kraft Mobile Pantry brings both shelf-stable and fresh foods to low-income Delawareans. Since 2013, we have hosted two food pantry programs during the fall months – typically in November. We have served over 60 families with food and look forward to having the pantries in the fall and spring session. Through the program, households access the pantry choosing foods best suited for their family. In addition, an education session takes place prior to distribution focusing on financial literacy, with Capital One as our partnering organization. HEALTH AND WELLNESS AND NUTRITION
- **Girl Scouts of Chesapeake Bay Council** – Girl Scout meetings are twice a week for grades 1-5. Girl Scouting is meeting the girls' definition of what it takes to be a leader with the New Girl Scout Leadership Experience, a model that engages girls in discovering themselves connecting with others, and taking action to make the world a better place through experiential and cooperative learning. Girls will use their Journey Book with activities grouped around a theme. Girls also earn badges which teach them skills on specific topics. We have 71 students participating in the program. SOCIAL AND EMOTIONAL
- **Healthy Foods for Healthy Kids** – Gardening program integrated into the science curriculum and operates during the academic year. Each spring and fall, this enrichment program has students’ experience "seed-to-table" growing, and every student is involved in hands-on gardening lessons that support content standards. Shortlidge has reached the 3rd (Third Semester) of the Education Cultivation program. Teachers are now responsible for teaching the entire lesson and we are fully independent, and able to coordinate and teach all garden activities. HEALTH/WELLNESS AND NUTRITION

- **Nemours Health and Wellness** – School Wellness program where teachers and/or staff will be school wellness champions to increase opportunities for students to be active through physical activity, healthy eating and the social-emotional health of the students and their families. The Energizer Challenges are a big component that we use for students to receive a “brain break” and prepared to get back on task during the school day. All grade levels, K-5 participate in the Energizer Challenges and they have been successful with our students and staff throughout the school year. In addition, Nemours provides evidenced-based cultural diversity training for staff members called **P**ositive **B**ehavior **J**ust for Parents. HEALTH AND WELLNESS
- **Parents as Teachers** – Since 2012, the Parents as Teachers program provides education services to low-income parents with their children. The “play group” is open to the community as well as our families every Monday and Wednesday from 9:30am – 11:00am. Beginning at birth through three years old, families can also receive monthly visits from a trained parent educator with the purpose of arming them with strategies to foster their child’s development with the intent of reducing later learning challenges. We have dedicated space in the Community School Center for the PAT work with families. On average, we have 5-7 families who attend the play sessions on a weekly basis. SOCIAL AND EMOTIONAL
- **PAWS for People** – **PAWS for People™ (Pet-Assisted Visitation Volunteer Services, or PAWS)** is a non-profit organization committed to providing therapeutic visits to any person in the community who would benefit from interaction with a well-trained, loving pet. This is a new partnership for Shortlidge this year. This collaboration will coincide with some of our academic programming (“I Love Reading” Month) as well as some other events for the upcoming school year. This program provides excellent student enrichment and therapeutic services. Animals- primarily dogs and cats will be with dedicated volunteers companions for our annual” in February 2015. ALL ACADEMICS AND SOCIAL EMOTIONAL AREAS
- **Tierney Agency – Ronald McDonald** - It’s Book Time with Ronald McDonald - This show shares Ronald’s excitement for reading and introduces many good “friends” to books the show introduces kids to the concept of “book time,” the time we set aside each day to read. In addition, the show reinforces appropriate library use, the proper care of books, and the use of excitement and imagination while reading. Ronald teaches children that reading is fun and book time is an important part of the day. Summer enrichment and/or annual reading events will be collaborated with this program. We were able to impact over 75 students this summer in the school and the community from this program. – ACADEMICS AND STUDENT ENRICHMENT
- **University of Delaware Cooperative Extension** - Embryology - This exciting and interactive project gives youth the opportunity to gain hands-on life experience by hatching chicks in the classroom. This school enrichment program includes one week of caring for and raising baby chicks. 150 students in grades K – 2nd have an opportunity to participate each year. – ACADEMIC AND STUDENT ENRICHMENT

- **Wilmington Parks and Recreation Food Program** - Under the direction of the City of Wilmington, they offer 'FREE' food service and program for our afterschool, summer enrichment and tutoring programs at our school. We have received food service training to be able to properly serve and handle food according to federal guidelines. We serve over 70 students for the tutoring and summer programming since 2013. HEALTH AND NUTRITION
- **Wilmington Parks and Recreation Youth in City Government** - Our 4th and 5th grade students have been selected to participate in the Youth in City Government Program. This program is sponsored by The Department of Parks & Recreation and the Division of Youth and Families and various city departments. The experience is to promote responsible voting behavior during adulthood by understanding the importance of the voting process. Our Talented and Gifted students have been selected to participate in the process and we will involve additional students with parental involvement to engage in the program. We have 20 students who will be participating in Youth and City Government. – STUDENT ENRICHMENT

Planning:

The above information identifies many of the critical district partnerships. These partnerships are instrumental in helping the district strive toward meeting its goals as they relate to literacy, college and career ready, closing gaps, and personalizing learning for our students. It is imperative that we remove external barriers and address social and emotional challenges to promote increased outcomes for our students. With a clear focus on supporting families, targeting truancy, supporting positive decision making, and providing structured opportunities for students, we believe that these partnerships are a key ingredient in our recipe for success. The Building Leadership team in collaboration with the Community Schools Coordinator will plan how to structure partnerships and deliver services that support the vision and mission of the school. This team to determine extension or termination of partnerships will evaluate all partnerships annually. The Community Schools Coordinator, in collaboration with the PTA, Building Leadership Team, and building administration will continue to seek and secure additional partnerships to support the Shortlidge school community.

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. An instructional coach helps to build capacity and therefore the impact is further reaching. 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 Jul-Sept and Sept - Dec 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 Jul-Feb and Dec-Feb 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 Feb-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 reevaluated 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 Shortlidge is committed to providing a quality education in a safe and secure learning environment where instructional services and programs meet the needs of the diverse student population. All members of the Shortlidge Academy school 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.

The staff at Shortlidge Academy is also committed to increasing outcomes for all students while targeting specific student groups with the intent of closing gaps. Shortlidge 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:

Community Schools Partner: The district has embraced the Community School Model, Children and Families First is at the core of providing technical assistance to support the community school model. This critical partner helps to coordinate services in our schools such as medical supports beyond what the school can typically provide. Services provided by this partner include the coordination of the model and the services and direct delivery of parent education and counseling services to students and families

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 m to maximize the benefits of developing teacher capacity to impact student results.

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 (Beginning March 2015)

Driven by Data: Book studies to be used to develop teachers and leaders (the other books in the plan have already been purchased)

Rewards/Incentives: Teachers who sign the letter of commitment and are confirmed will work in the Priority School for two years. Full time contracted Shortlidge Elementary (Community Campus) 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.

Instructional Coach: Increase the capacity of our teachers to provide consistent high quality reading and math instruction

Teach Like a Champion Materials/PD: 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 Common Core 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: Shortlidge 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).

Lead Teacher Stipends: Distributed leadership will positively impact student outcomes and build teacher leadership. EPER will be used to reward teachers for leadership activities defined in the plan.

Professional Development: Staff at these schools 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: 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 Priority Plan, as supported by the interventions, strategies, and activities listed above, is intended to positively impact outcomes for all students at Shortlidge Academy. The staff at Shortlidge Academy and the Red Clay Consolidated School District is committed to this work.

Integration of Funds:

See the Budget Template

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 funds expire, the benefits of the training and coaching will remain. The shift in culture will define how we do things at Shortlidge.

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 grant.
- **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 grant.
- **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 (currently 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 PLC's 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 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 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:

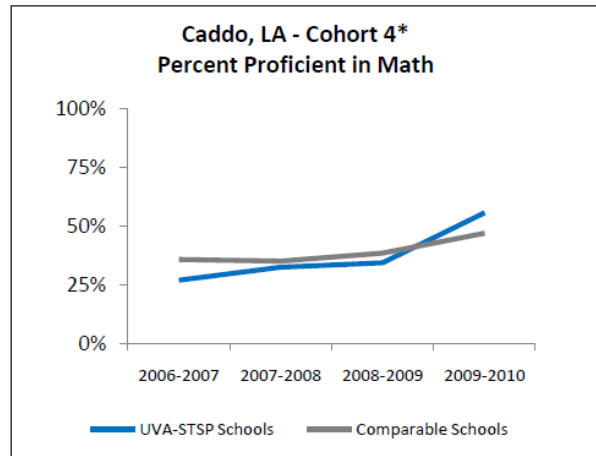
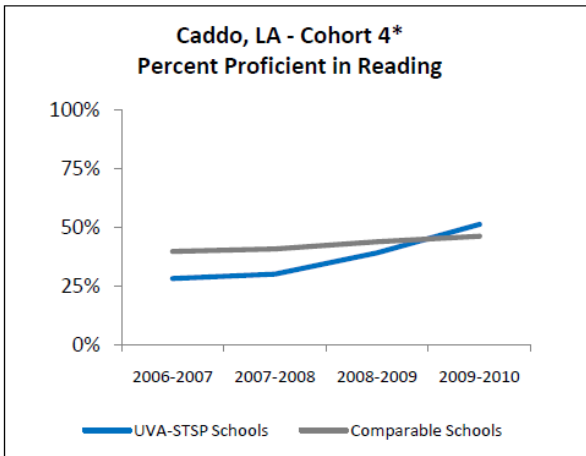
- Scope of Work
- Funding Priorities
- Vendor Responsibilities
- Review Process
- Bid Bond
- Performance Bond
- Required contents of the Proposal
- Eligible Applicants: Turnaround experience required
- Required documentation

- 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		Change in Proficiency		School Growth Compared to the State Average*	
			Math		Language Arts		Math	Language Arts	Math	Language Arts
			2010-11	2012-13	2010-11	2012-13	2010-11	2012-13		
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
Louisiana	Jefferson Parish	Canyon Day JHS	15	25	44	57	10	13	+8	+12
		Seven Mile ES	16	34	32	51	18	19	+16	+18
		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
Nevada#	Clark	Woodmere ES	44	49	58	45	5	-13	+9	-7
		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
New Mexico	Grants	Rancho HS	70	60	82	67	-10	-15	+16	+10
Utah	Ogden	LagunaAcoma 7-12	19	38	33	35	19	2	+23	+4
		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.

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