Warner Elementary School

Priority Plan

Community Engagement in Planning

Communication

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

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

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

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

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

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

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

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

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

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

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

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

Participation

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

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

The members of each Core Team are as follows:

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

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

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

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.

<u>Reporting</u>

Input from Table Talks:

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

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

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

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

The Best Things:

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

Areas for Improvement:

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

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

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

The resources respondents used to stay informed:
- Public Session: 118
- Core Team Meetings: 64
- School Board: 109
- Council Meeting: 34
- Red Clay Communication Network: 229
- News Journal: 187

Do you believe the implementation of "Teach Like a Champion" techniques will provide consistency across classrooms?
- Yes: 145 (43%)
- No: 47 (14%)
- Unsure: 145 (43%)

Do you believe an increased focus on social/emotional development will help students?
- Yes: 297 (86%)
- No: 13 (4%)
- Unsure: 34 (10%)

Do you believe the partnership with the University of Virginia will increase leadership capacity to better support the priority schools?
- Yes: 130 (38%)
- No: 108 (32%)
- Unsure: 103 (30%)

Do you believe that increasing student access to technology will support teaching and learning?
- Yes: 265 (77%)
- No: 38 (11%)
- Unsure: 41 (12%)

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

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

Please indicate your level of agreement with each of the following statements regarding creating a Community Campus (Shortlidge K-2, Warner 3-5)						
Answer Options	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree	Response Count
a. Provides a cohesive learning environment focused on student interests and needs	16% (54)	9% (30)	18% (59)	34% (113)	23% (78)	334
b. Positively impacts the level of parent and community involvement	20% (67)	15% (49)	18% (62)	28% (95)	19% (63)	336
c. Allows for increased focus on age-appropriate, developmental practices	12% (40)	5% (16)	12% (40)	45% (147)	27% (88)	330
d. Allows for greater teacher collaboration	13% (44)	10% (32)	13% (44)	40% (134)	24% (80)	334
e. Enhances school wide systems and procedures	15% (51)	12% (40)	18% (61)	33% (109)	22% (74)	335

Next Steps:

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

Principle One: School Model and Planning

Indicator 1.1: Executive Summary

The Warner Elementary Community School Plan is a mutually shared and comprehensive planning guide for constructing quality educational practices for the staff and students of Warner Elementary School. This plan includes dynamic systemic foundational changes that are necessary to improve educational and social outcomes. The transformational changes are paramount for students during their educational experience. The Red Clay Consolidated School District and the Warner Elementary School stakeholders developed this plan as a collaborative effort with parents, teachers, school support staff and community members.

The foundational belief behind the prioritized instructional reform at Warner Elementary School is that changes in student outcomes are predicated on transformed instructional practices, supporting students' social and emotional needs, strong leadership, increased technology use for every student and maximizing the use of instructional time. Warner educators subscribe to the belief that it is necessary to have an unwavering focus on students' needs that will influence instruction and impact achievement. The Warner Elementary School Priority team aspires to provide prioritized leadership, direction to staffing, budgeting determinations, partnership opportunities, educational outcomes that are articulated for the future of the students of this educational community.

> The Vision
> *Warner Elementary School aspires to be an academically rich and collectively responsive environment where students master core academic skills, develop leadership and empathy to thrive academically in global society.*
> The Mission
> *The mission of Warner Elementary Community School is to prepare students in the city of Wilmington to master strong academic skills, cultivate socio and emotional learning and foster responsibility in order to compete and contribute to an ever evolving global society.*

This priority plan is the foundational map to contributing to educational reform in the city of Wilmington. This plan ensures that all children in our city school establish a solid educational foundation for achievement in school and beyond. This road map is methodically arranged and comprehensively detailed to outline a framework for

comprehensive educational experience, supportive domains and services that support the transformational work.

Over the past 10 years, many occurrences influenced the need for transformational reform at Warner Elementary School:

- Teacher Retention-Warner Elementary School presents with a number of factors that are commensurate with schools with high poverty rates. Students are often underprepared and lower performing than that of their typical aged peers. As teacher attrition rate increases, instructional practices are diminished. Thus, teacher retention in hard to staff schools becomes a painstaking reality at Warner Elementary School.

- Growing Population- Many Kindergarten students register for school well after the first day of school. For the last four years at Warner, 1-2 Kindergarten classes were added after the first month of school; thereby, increasing the numbers of students who began their school year after the first month of school. These students create a cohort who consistently performed lower than that of their typical aged peers.

- Research on Risk Factors-Researchers outline the key components that put a child's learning at risk. Key factors include; but, are not limited to: poverty or low income, under employment or non-employment, homelessness and educational level. Demonstration of one or more than the above named risk factors increase a students' difficulty with accessing educational opportunities

The Warner Elementary School Community (WESC) adheres to the philosophy that each child has leadership ability and capacity. Warner students will develop values of leadership, responsibility, tolerance, empathy and intrinsic caring and ownership for their immediate school and larger Wilmington communities. Our students will receive instruction that develops self-esteem, provides mastery of core academic skills and deepens their understanding of the Common Core Standards.   Warner students will learn to empathize and serve the community in which they reside. All Warner students are supported by school administration, special services specialists, teachers, parents, staff and the community involved in the Warner Elementary School at large.

Transformational Focus Areas
- Maximized Instructional Time
- Social Emotional Learning
- Instructional Reform
- Technological Advancement
- Leadership Development and Autonomy

- Supportive Partnership with District Office

Focus Area 1: Essential Strategies for Social Emotional Learning
Goal – Warner Elementary School students will acquire and effectively apply knowledge, attitudes and skills necessary to understand emotions, set and achieve positive goals, feel and demonstrate empathy for others, establish and maintain positive relationships and make responsible decisions. This is important because development of social and emotional skills is critical in assisting our children to become good citizen's students and workers. Many risky behaviors are prevented or reduced with the use of systemic efforts to develop social and emotional skills.

Implementation – Warner Elementary School staff is dedicated to meeting the aforementioned social-emotional learning goal with the utilization of a myriad of strategies. Some of the strategies are listed below:
- Counseling Groups
- Responsive Classrooms
- Increased Guidance Lessons
- Mental Health-Supports and Services
- Targeted Counseling Groups
- PATHS-Active Social-Emotional Research Based Learning Program

Vision – The vision of social-emotional learning is for our students to develop competency in the five interrelated sets of cognitive, affective and behavioral competencies:
- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

Programs –
- PATHS
- Responsive Classrooms
- Supporting healthy interactions with socialization during recess

Focus Area 2: Maximize Instructional Time (See Appendix: Sample Master Schedule)
Goals – WESC will increase student instructional time by revising the master schedule to reflect a block schedule model with a strong emphasis on Reading and Math instruction. In addition, the WESC staff and students will participate in extended learning

opportunities throughout the summer and extended day programs throughout the school year.

Implementation – WESC staff will work tirelessly to construct a master schedule, which reflects an emphasis on core Reading and Math instruction that allows for small group instruction in both reading and math. The block schedule will allow for increased time for teacher job embedded Professional Learning Communities (PLC's)-90 minutes per week and professional development.

Vision of Staff – The vision of the block schedule concept is twofold.
• Students- block scheduling will allow for a focus on instruction of the core as well as time for intervention to promote mastery of basic skills and the Common Core Standards.
• Staff- block scheduling lends itself to job embedded professional development, increased time for PLC's and teacher specialization in content.

Program – The block schedule will allow for three core classes per day (Reading, Math and Unified Arts instruction as well as for RTI in both content areas). WESC staff will alternate Science and Social Studies by semester.

Focus 3: Technology
Goal – The WESC belief is that the Warner student is best able to learn when they are technologically infused.   To succeed academically, our students must interact with the necessary technology on a daily basis, specifically I-Pads.

Program and Implementation – Increase support services and resources for families
• Reading and Math Intervention programs
• Access to technology for every student
• Weekly practice for the state's new upcoming assessment

Vision – The vision of the WESC educators will subscribe to the belief that our students require the necessary skills to compete in a technologically advanced society. .

Focus Area 4: Instructional Reform
Goal – 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.

Program and Implementation – (See Appendix: Sample Professional Development Calendar)
- Provide staff with professional development for *Teach Like a Champion*
- Professional Development related to CCSS
- Professional Development to support the implementation of new math curriculum materials
- Professional Development in project based learning

Vision-The vision of the WESC is that all students will become proficient and advanced with technological skills in order to compete in a global society

Focus Area 5: Leader Development
Goal- WESC believes that the stability in the school leadership will provide continuity among staff, instructional practices and the culture of the building

Program and Implementation
- DASL coach support
- Leader development with the University of Virginia
- Leader support from the District Turn Around (DTO) office

Vision-The leader of WESC must be committed to leading school change. This leader will receive additional development to support change.

Focus Area 6: Partnership with District Office
Goal-WESC will receive external and internal supports from district office that support the school in ultimate school change.

Program and Implementation
- Support from the DTO office
- Support from Human Resources

Vision- The WESC believes that a partnership with District Turn Around Office is foundational to reform at Warner. All resources, human, material and other supports are necessary for reform.
See Appendix: Sample Professional Development Calendar; Sample Master Schedule

Indicator 1.2: Theory of Action

Alignment:
The foundation for the WESC transformation indicators for success are deeply embedded in best practices for high performing, high poverty schools: social-emotional learning, maximization of learning time, technology for every student, leader development, partnership with district office and instructional reform based on the identified needs of the staff and students of the WESC. The vision of Warner Elementary School is that Warner Elementary School aspires be an academically rich and collectively responsive environment where students master core academic skills, develop leadership and empathy to thrive academically in global society.

The Vision:
Warner Elementary School aspires to be an academically rich and collectively responsive environment where students master core academic skills, develop leadership and empathy to thrive academically in global society.

The Mission:
The mission of Warner Elementary Community School is to prepare students in the city of Wilmington to master strong academic skills, cultivate socio and emotional learning and foster responsibility in order to compete and contribute to an ever evolving global society.

Theory of Action:
If Warner Elementary School is led by a school leader with the experiences, knowledge base, and decision-making autonomy necessary to turn around the school

and if teachers set clear and rigorous goals for themselves and their students and receive targeted professional development and instructional framework that improve instruction so students and teachers reach those goals

and if the teachers and students are allowed increased instructional time with the daily use of technology

and if the school supports students in the development of cognitive, socio-emotional, and behavioral competencies and increases support services and resources available to families

and if the principal continuously supports and monitors the implementation of strategies for improving instruction and creating a safe and supportive environment for

students, families and staff

then Warner Elementary School will be a resourceful and academically rich environment where students master academic competencies and develop values of leadership, responsibility, tolerance, empathy and intrinsic caring and ownership for the community.

Actionable:

- **Socio Emotional Learning (SEL)-**the discipline data (out of school suspensions and referral action processes (RAPS), and the varied needs of the students call for a need to provide additional emotional supports and learning. The sole use of Positive Behavior Supports (PBS) and teacher referral actions does not provide a comprehensive system to circumvent the number of behavior concerns and infractions. The WESC Priority Core Team deems it necessary to continue with the partnership with the University of Delaware regarding the Responsive Classrooms initiative. The team also concludes that teaching the PATHS program (social-emotional curriculum) will assist in improved student-to-student interactions. Morning meetings in each class will teach routines, acceptance and empathy for our diverse learners. The PATHS program will be used to teach students to resolve conflicts peacefully, handle emotions positively, and make responsible decisions.

- **Maximization of student learning time –** The Math and ELA DCAS and DIBELS data both indicate a need to maximize instructional time to meet the diverse needs of our students. While Reading scores increased over time, there is still a need to accelerate results and close gaps. Math scores have not increased over time. The philosophy of the WESC is to make certain that the educators increase instructional time in classes using specified instruction. WESC will adjust the student master schedule, shaving breakfast time, combining recess and lunchtime and decreasing lunchtime to increase learning time. Science and Social Studies will be taught for one entire semester.

- **Instructional Reform –** Given the rates of teacher retention in a high poverty, lower performing, hard to staff school, systematized practices are crucial. To provide a sustainable instructional framework for Warner educators, the WESC staff will implement *Teach Like A Champion* techniques. The staff will participate in professional development, revisit important principles in PLC's and develop a strong set of practical instructional techniques that are sustainable across all grades.

- **Technological Advancement-**WESC students require interaction with technology on a daily basis. In order for students to complete the new requirements of the state

test at a level commensurate with that of their peers, Warner students are required to interact with technology on a daily basis.

- **Leader Development and Autonomy-** The prioritized status of Warner calls for specific direct action. The action steps of a leader with a priority status call for autonomy with administrative decisions. Additionally, this work calls for an administrator who is prepared to actively follow data, continuously develop staff, identify specific prioritized action steps and advance the building into continual improvement.

- **Partnership with District Office-**The district office staff continually supports the prioritized buildings. On a weekly basis, leadership development, data review, building walk through and technical support are offered from District Office. It is also important to note that the planning processes with professional development and scheduling are shared with District Office Turn Around Office.

Likelihood for Success:
The WESC believes that focusing on social-emotional learning, maximizing and extending instructional time, streamlining community oriented school supports and implementing a school-wide instructional framework, district office supports and development of a leader will provide Warner Elementary School with the needed focus and in turn will accelerate results and close gaps for our students.

Indicator 1.3: Plan to Address Subgroups

Addressing the Needs of the Subgroups:

DCAS Reading (Grades 3-5 combined)

Red Clay School District			School	School	School	School					State
School Level DCAS Reading Proficiency Rate			2010-2011	2011-2012	2012-2013	2013-2014					2013-2014
School, Grade, Group			Base Year	Actual	Actual	Tester	Actual	Target	Differ.	Status	Actual
Warner Elem	3-5	All Student	18.1	35.7	38.4	251	45.0	38.5	6.5	●	73.6
Warner Elem	*3-5*	*Advanced*	5.4	8.0	15.6	251	13.5	29.0	-15.5	●	43.8
Warner Elem	3-5	African American	19.0	36.0	37.2	191	44.5	39.2	5.3	●	61.5
Warner Elem	3-5	American Indian								●	75.0
Warner Elem	3-5	Asian								●	89.6
Warner Elem	3-5	Hispanic/Latino	11.5	30.0	38.1	42	45.2	33.7	11.6	●	62.1
Warner Elem	3-5	Multi-Racial								●	79.6
Warner Elem	3-5	White								●	83.8
Warner Elem	3-5	ELL								●	37.5
Warner Elem	3-5	Non-ELL	18.8	36.0	38.9	240	46.7	39.1	7.6	●	75.5
Warner Elem	3-5	Regular Ed	24.4	46.3	49.2	185	55.1	43.3	11.8	●	79.4
Warner Elem	3-5	Special Ed	0.0	8.2	12.3	66	16.7	25.0	-8.3	●	34.9
Warner Elem	3-5	Low SES	17.5	34.2	37.4	231	43.3	38.1	5.2	●	64.5
Warner Elem	3-5	Non-Low SES	25.0	52.2	53.3	20	65.0	43.8	21.3	●	87.2

- Students scoring at the "advanced" level increased by 5.5 points from 2012-2014.
- The DCAS percent proficient increased for African-American students by 8.5 points from 2012-2014; however, this subgroup is 17 points below the State.
- The DCAS percent proficient increased for Hispanic/Latino students by 15.2 points from 2012-2014; however, this subgroup is 16.9 points below the State.
- The DCAS percent proficient more than doubled for SWD from 2012-2014 (8.2 to 16.7); however, this is 18.2 points below the State.
- The DCAS percent proficient gap between Low SES and non-Low SES increased by 4.3 points from 2012-2014.
- The DCAS percent proficient for Low SES increased by 9.1 points from 2012-2014.

DCAS Math (Grades 3-5 combined)

Red Clay School District			School 2010-2011	School 2011-2012	School 2012-2013	School 2013-2014					State 2013-2014
School Level DCAS Math Proficiency Rate			Base Year	Actual	Actual	Tester	Actual	Target	Differ.	Status	Actual
School, Grade, Group											
Warner Elem	3-5	All Student	21.7	31.3	30.2	250	30.0	41.3	-11.3	🟡	72.4
Warner Elem	*3-5*	*Advanced*	2.0	3.4	2.8	250	2.4	26.5	-24.1	🔴	27.7
Warner Elem	3-5	African American	20.7	31.3	24.5	189	29.1	40.5	-11.4	🟡	57.5
Warner Elem	3-5	American Indian								⚫	73.6
Warner Elem	3-5	Asian								⚫	91.6
Warner Elem	3-5	Hispanic/Latino	25.0	27.5	42.9	43	37.2	43.8	-6.5	🔴	63.8
Warner Elem	3-5	Multi-Racial								⚫	78.2
Warner Elem	3-5	White								⚫	83.4
Warner Elem	3-5	ELL								⚫	47.4
Warner Elem	3-5	Non-ELL	22.2	31.9	30.2	238	31.5	41.7	-10.2	🟡	73.8
Warner Elem	3-5	Regular Ed	29.4	41.8	38.5	183	39.9	47.1	-7.2	🟡	78.2
Warner Elem	3-5	Special Ed	0.0	4.1	9.6	67	3.0	25.0	-22.0	🔴	35.1
Warner Elem	3-5	Low SES	20.0	30.0	28.7	230	28.7	40.0	-11.3	🟡	63.5
Warner Elem	3-5	Non-Low SES	41.7	45.5	53.3	20	45.0	56.3	-11.3	🔴	85.8

- The DCAS percent proficient decreased for African-American students by 2.2 points from 2012-2014.
- The DCAS percent proficient increased for Hispanic/Latino students by 9.7 points from 2012-2014; however, this subgroup is 26.6 points below the State.
- The DCAS percent proficient gap between SWD and non-SWD remained relatively unchanged from 2012-2014.
- The DCAS percent proficient gap between Low SES and non-Low SES remained relatively unchanged 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	199	49.2%	58.8%	192	51.4%	69.8%	183	55.4%	63.9%
Female	96	51.6%	60.4%	93	57.3%	71.0%	92	60.9%	62.0%
Male	103	47.0%	57.3%	99	45.8%	68.7%	91	50.0%	65.9%
Black	170	49.7%	58.8%	167	54.9%	68.9%	154	55.5%	64.3%
Native American	0			1			0	66.7%	100.0%

	2014			2013			2012		
Native Hawaiian or Other Pacific Islander	3			1			3	53.8%	57.7%
White	26	52.0%	65.4%	23	22.7%	73.9%	26	54.9%	63.3%
Not Hispanic	167	49.1%	59.9%	157	54.9%	68.8%	150	57.6%	66.7%
Hispanic	32	50.0%	53.1%	35	34.4%	74.3%	33	59.0%	67.9%
Not SWD	183	53.1%	62.8%	171	55.2%	75.4%	168	14.3%	20.0%
SWD	16	6.3%	12.5%	21	22.7%	23.8%	15	75.0%	72.2%
Not ECD	27	50.0%	66.7%	15	78.6%	80.0%	18	53.5%	63.0%
ECD	172	49.1%	57.6%	177	49.1%	68.9%	165	56.5%	64.6%
Not ELL	189	50.0%	59.8%	186	51.4%	69.9%	178	20.0%	40.0%
ELL	10			6			5		

- Average percent growth meeting Spring Core, compared to Fall Core, gaps between subgroups over n=15 (Female = 8%, Male = 16%). Males grew about twice as much as females for percent meeting; however, three-year average meeting benchmarks are comparable (Female = 64%, Male = 64%)
- Average percent growth meeting Spring Core, compared to Fall, persist among subgroups (AA growth = 11%, Hispanic growth = 17%, White growth = 24%). On average, 77% meet the end of the year benchmarks.
- Average percent growth gap between SWD and non-SWD is approximately 10%.
- Average percent growth gap between ECD and non-ECD is approximately 7%.

Engagement:
Teachers will collaborate during PLCs to meet the needs of all children. A small group approaches to instruction will ensure that the needs of all students are met. Technology based individualized instruction will target student needs.

Monitoring:

Monitoring will occur in a variety of experiences, with a variety of groups from PLCs to weekly monitoring meetings, to BLTs, and faculty meetings.

- District Assessments
- Common Formative Assessments
- Summative Assessments
- After School Team meetings to review data of targeted group
- While reviewing all data points, all subgroups will be monitored at least monthly and specific needs will be addressed by the specified learning specialist
- ELL students will use a bilingual computer program that provides native language support. To address ELL subgroup, Warner staff with collaborate with the District ELL staff to ensure proper monitoring who no long receive direct services in ELL.

Lack of Progress:

New interventions will be determined and implemented for any subgroup that does not respond to the established instructional methodologies, such as, small group re-teaching opportunities and afterschool academic support.

- RTI Groups-Reading and Math-Students are identified in PLC meetings who require additional intervention during Response to Intervention. The students are identified by skill and grouped. These students will attend RTI for additional minutes during the day.
- Summer School-Students who do not meet additional proficiency on a Reading or Math assessment are "strongly encouraged" to attend after school. During after school, a prescribed Reading or Math Program is designed. The students with like needs and grades will be assigned to a group.
- Mentoring- Students who continue to not make progress through RTI and Summer School Initiatives will receive an academic mentor. Academic mentors are currently working with WESC from the University of Delaware (READ Assist). They currently provide additional support in Phonics but additional academic support will be instituted as necessary.
- Read 180- Students who present with specific phonemic difficulties will have the opportunity to receive direct instruction in Phonemic awareness with the use of Read 180 and System 44. This program allows for strategic intervention based upon the student direct need.

Enrichment:

The role of all instructional staff is to grow students; therefore, students who meet success will be provided opportunity within the classroom setting to further their

success. Vertical collaboration will ensure that instructors are knowledgeable in strategies and resources beyond their grade level. Additionally, extra-curricular activities, such as, Lego League and Odyssey of the Mind will provide an opportunity to all students to enrich their learning.

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 misbehavior
- Staff retention
- Parental Engagement

School Culture:

Student attendance rates

- Increase average daily attendance rate by 1% each year until reaching 95% or higher.

Trend data with future targets

2012	2013	2014	2015	2016	2017	2018	2019
92.6%	91.3%	91.2%	92.2%	93.2%	94.2%	95%+	95%+

Cycle of inquiry

The PBS committee will monitor number of student absences each month and create actions plans for the 40 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 of priority implementation.

Trend data with future targets

2012	2013	2014	2015	2016	2017	2018	2019
325-All 113-SWD	378-All 137-SWD	267-All 59-SWD	240-All 53-SWD	216-All 48-SWD	194-All 43-SWD	175-All 39-SWD	157-All 35-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
2556	2355	2764	2488	2239	2005	1804	1624

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
No data collected	No data collected	No data collected	Baseline to be collected	+0.5 to +1% point until reaching 75% or more	+0.5 to +1% point until reaching 75% or more	+0.5 to +1% point until reaching 75% or more	75%+

Cycle of inquiry
The administrative team and/or Building Leadership Team will monitor parent participation after each conference day and identify strategies to improve attendance at upcoming conferences, as well as identify action steps to involve parents of students with academic, behavioral, or social concerns.
   Missing baseline data will be collected during the spring of 2015.
   Targets will be adjusted each year based on actual data.

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

Trend data with future targets

2014	2015	2016	2017	2018	2019
Baseline (number, not percentage) Back to School- 109 Literacy Night-30 Conferences-50 PTO Meeting-4 Saturday Library-20 students, 10 parents	+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	+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-74	139	83	91	100	110	121	132
avg-3.11	3.24	3.16	3.00+	3.00+	3.00+	3.00+	3.00+
SS-96.09	97.59	94.64	96.00	97.00	98.00	99.00	100

Cycle of inquiry

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

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

Teacher and School Leader Engagement and Effectiveness

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

Trend data with future targets

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

Cycle of inquiry

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

- Retain 90% or more of effective staff

Trend data with future targets

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

Cycle of inquiry

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

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

Trend data with future targets
Walkthroughs

2012	2013	2014	2015	2016	2017	2018	2019
Not Available	3.9	1.6	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 2010-2011	School 2011-2012	School 2012-2013	School 2013-2014					State 2013-2014	ESEA Aligned Target Future		
School Level DCAS Reading Proficiency Rate														
School, Grade, Group			Base Year	Actual	Actual	Tester	Actual	Target	Differ.	Status	Actual	2014-15	2015-16	2016-17
Warner Elem	*3-5*	*Advanced*	5.4	8.0	15.6	251	13.5	29.0	-15.5	●	43.8	36.9	44.8	52.7
Warner Elem	3-5	African American	19.0	36.0	37.2	191	44.5	39.2	5.3	●	61.5	46.0	52.7	59.5
Warner Elem	3-5	American Indian								●	75.0			
Warner Elem	3-5	Asian								●	89.6			
Warner Elem	3-5	Hispanic/Latino	11.5	30.0	38.1	42	45.2	33.7	11.6	●	62.1	41.0	48.4	55.8
Warner Elem	3-5	Multi-Racial								●	79.6			
Warner Elem	3-5	White								●	83.8			
Warner Elem	3-5	ELL								●	37.5			
Warner Elem	3-5	Non-ELL	18.8	36.0	38.9	240	46.7	39.1	7.6	●	75.5	45.8	52.6	59.4
Warner Elem	3-5	Regular Ed	24.4	46.3	49.2	185	55.1	43.3	11.8	●	79.4	49.6	55.9	62.2
Warner Elem	3-5	Special Ed	0.0	8.2	12.3	66	16.7	25.0	-8.3	●	34.9	33.3	41.7	50.0
Warner Elem	3-5	Low SES	17.5	34.2	37.4	231	43.3	38.1	5.2	●	64.5	45.0	51.8	58.7
Warner Elem	3-5	Non-Low SES	25.0	52.2	53.3	20	65.0	43.8	21.3	●	87.2	50.0	56.3	62.5

Trend data: Math

Red Clay School District			School 2010-2011	School 2011-2012	School 2012-2013	School 2013-2014					State 2013-2014	ESEA Aligned Target Future		
School Level DCAS Math Proficiency Rate														
School, Grade, Group			Base Year	Actual	Actual	Tester	Actual	Target	Differ.	Status	Actual	2014-15	2015-16	2016-17
Warner Elem	**3-5**	**All Student**	21.7	31.3	30.2	250	30.0	41.3	-11.3	●	72.4	47.8	54.3	60.9
Warner Elem	*3-5*	*Advanced*	2.0	3.4	2.8	250	2.4	26.5	-24.1	●	27.7	34.7	42.8	51.0
Warner Elem	3-5	African American	20.7	31.3	24.5	189	29.1	40.5	-11.4	●	57.5	47.1	53.7	60.3
Warner Elem	3-5	American Indian								●	73.6			
Warner Elem	3-5	Asian								●	91.6			
Warner Elem	3-5	Hispanic/Latino	25.0	27.5	42.9	43	37.2	43.8	-6.5	●	63.8	50.0	56.3	62.5
Warner Elem	3-5	Multi-Racial								●	78.2			
Warner Elem	3-5	White								●	83.4			
Warner Elem	3-5	ELL								●	47.4			
Warner Elem	3-5	Non-ELL	22.2	31.9	30.2	238	31.5	41.7	-10.2	●	73.8	48.1	54.6	61.1
Warner Elem	3-5	Regular Ed	29.4	41.8	38.5	183	39.9	47.1	-7.2	●	78.2	52.9	58.8	64.7
Warner Elem	3-5	Special Ed	0.0	4.1	9.6	67	3.0	25.0	-22.0	●	35.1	33.3	41.7	50.0
Warner Elem	3-5	Low SES	20.0	30.0	28.7	230	28.7	40.0	-11.3	●	63.5	46.7	53.3	60.0
Warner Elem	3-5	Non-Low SES	41.7	45.5	53.3	20	45.0	56.3	-11.3	●	85.8	61.1	66.0	70.8

Cycle of inquiry (Reading, Mathematics)
The RtI Team will screen and progress monitor data by 6 week cycles and create action plans for students in Tiers 2 or 3.

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

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

Trend data: Science

Red Clay School District		School	School	School	School					State	ESEA Aligned Target		
School Level DCAS Science Proficiency Rate		2010-2011	2011-2012	2012-2013	2013-2014					2013-2014	Future		
School, Grade, Group		Base Year	Actual	Actual	Tester	Actual	Target	Differ.	Status	Actual	2014-15	2015-16	2016-17
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
Warner Elem	Grade 4	All Student	17.7	32.3	37.0	89	23.6	38.3	-14.7	●	68.7	45.1	52.0	58.9
Warner Elem	*Grade 4*	*Advanced*	0.0	2.1	2.7	89	0.0	25.0	-25.0	●	23.4	33.3	41.7	50.0
Warner Elem	Grade 4	African American	17.5	31.2	36.1	67	25.4	38.1	-12.8	●	54.7	45.0	51.9	58.8
Warner Elem	Grade 4	Asian								●	88.2			
Warner Elem	Grade 4	Hispanic/Latino		33.3						●	55.1			
Warner Elem	Grade 4	Multi-Racial								●	79.6			
Warner Elem	Grade 4	White								●	80.3			
Warner Elem	Grade 4	ELL								●	35.2			
Warner Elem	Grade 4	Non-ELL	18.3	32.6	37.5	84	25.0	38.7	-13.7	●	70.5	45.5	52.3	59.1
Warner Elem	Grade 4	Regular Ed	21.3	40.3	44.0	64	31.3	41.0	-9.8	●	74.3	47.6	54.1	60.7
Warner Elem	Grade 4	Special Ed	4.8	8.3	21.7	25	4.0	28.6	-24.6	●	32.8	36.5	44.4	52.4
Warner Elem	Grade 4	Low SES	17.0	31.5	34.3	79	19.0	37.8	-18.8	●	58.5	44.7	51.6	58.5
Warner Elem	Grade 4	Non-Low SES								●	83.7			

Trend data: Social Studies

(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%+

- 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

<u>Monitoring:</u>
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.

<u>Predictive Indicators:</u>
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:
- 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. 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 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 frequency/quantity of these monitoring and evaluation tools.

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

Quarterly School Based Performance Monitoring Sessions
Formal Performance Management sessions will be held each quarter and cover the overall outcome and fidelity status of the school with an emphasis on the efficacy of specific school selected data driven interventions. These sessions will include all of the members of the administrative team as well as representatives from the Priority Council. The District Turnaround Office has created a Performance Monitoring template

that is intended to capture both leading and lagging indicators. This template (see appendix: Priority School Performance Monitoring Template) provides a consistent tool from which to base conversations focused on students' progress and achievement. Specifically, the following will be reviewed:

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

Establishing and maintaining ongoing performance management routines 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

<u>Vision:</u>
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 Warner 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 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 should there be a need.

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 (See Appendix: Guidelines and Recommendations for Principal Recruitment). 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 Warner 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 (see appendix: Guidelines & Recommendations for Principal Recruitment). This document outlines the identification and screening of candidates, the performance interview, and the final BEI 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 reposting the position. 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. We will also collaborate with DOE as indicated in the MOU (Section 4:a.ii) to identify potential candidates for the principalship at Warner Elementary School.

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. 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 school

  The purpose of these retreats is to further strengthen teamwork, to increase empowerment among change agents and to drive strategic mid-course corrections.

These sessions bring together principals, district and school leadership teams from around the country so all can exchange ideas and share effective or promising practices.

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

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

- Book Study
- Support at UVa Boot Camp and Retreats
- School Visits (School 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.

<u>**Leadership Assessment:**</u>
As part of our partnership with the University of Virginia, our Turnaround Leaders will engage in a Behavioral Event Interview process where the initial results will be used to note strengths and challenges facing our leaders. This information will be used to differentiate supports for principals in the following areas:
- Has a clear focus on sustainable positive results
- Engages the team
- Impacts and influences the perceptions, thinking and actions of others
- Holds people accountable for performance and ensures that excellent teaching and learning spreads beyond single classrooms.
- Insists on a commitment to learning across the organization (students and adults)

- Is a conceptual thinker
- Is an analytical thinker

Within our framework, we will provide opportunities for targeted professional development. Our PLDN structure will provide a monthly forum where assessment results will inform development opportunities as they relate to strengthening our leaders' capacity for school turnaround work. For example, the members of the network will engage in case studies that will allow collaboration around these topics. We will work with the DOE (TLEU, Leadership Strategy) to expand our network and benefit from a broader base of supports and perspectives.

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

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

As mentioned above, our strategy will be grounded in our partnership with UVa (coaching and support), guided by the work of Paul Bambrick-Santoya *(Driven by Data* and *Leverage Leadership)*, and supported through our Priority Leadership Development Network. Our network will allow principals to share experiences, practice with one another, and provide a forum for continuous growth and improvement.

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.

- 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

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 engage 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 which 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 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
- 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.
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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:

Warner Elementary School will be committed to developing and increasing leadership across the organization. Planning for and supporting leadership will be a deliberate effort and will be supported by the District Office. Part of this process will be a talent audit to provide insight into the school's leadership capacity and how school leadership aligns with current and future turnaround strategies. This audit will provide insight into how best to prepare and train potential leaders. The talent audit will assess the skills of school leaders aligned to the competencies necessary for turnaround leadership. This audit will provide the data to build the right programs to enhance the skills and capabilities that are critical to turnaround success. The principal will collaborate with the district and the 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 Warner Elementary School, the Building Leadership Team is seeking highly qualified, highly motivated educators who possess the following characteristics:

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

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

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

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

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

- A restructuring of the traditional student teaching placement
- Mentor teachers collaboratively work as a team with assigned interns

- The student interns will be in the school from the first in-service day until the last teacher day working in a co-teaching environment
- A university supervisor will be assigned to the team for the entire year.

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

The Framework for Teacher Quality

Paragon examines teacher inputs measureable at the time of hire, which may be further defined as:

• Teacher Qualifications (ex. experience, education, credential pathways, etc.)

• Teacher Characteristics (ex. attitudes, attributes, self-efficacy, cognitive ability, etc.)

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

Qualifications:

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

• Educational Attainment and Academic Success

• Credential Pathway

• Certification Status

• Experience

Characteristics:

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

Non-Cognitive Attributes:

Assessment of non-cognitive traits relies upon an aggregate score of a candidate's responses to all of the items in the factor model. The non-cognitive traits are measured through Likert-style questions, with approximately ten to fifteen items per attribute.

Respondents will be asked to indicate their agreement with a statement. Among these traits are the Five Factor Model, self-efficacy, and locus of control.

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

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

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

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

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

Once candidates are identified, an Interview Committee will be formed consisting of administrators and teachers. In addition to an interview and writing prompt, applicants under consideration will share a model lesson. Staffing decisions will be based upon the skill set of the teachers and the needs of the students. 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 will work in the Priority School for two years. Full time contracted Warner 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 Warner Elementary School part time will be eligible to apply for a stipend based on the hours per week they work at the school. Stipends may be applied for and used for such things as educational conventions and conferences, classroom materials and/or tuition costs. In addition, the district will collaborate with the state to seek approval for a five year licensure extension of teachers and administrators as a reward for exiting Priority status.

Staff will be compensated for additional hours worked. The additional professional development (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
  o Set clear retention targets
  o Focus on instructional leadership
  o Create positive working conditions
  o Create leadership pathways and opportunities
- Have consistent high expectations for all staff members
  o 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 Warner community will be paired with a highly qualified veteran teacher leader selected by the principal to provide a support system during the transition to the priority school. Novice teachers will receive the same support, as well as support through the state-wide mentoring program. The intent is to be fully staffed prior to school-wide trainings; however, should candidates miss any initial school-wide training (Teach Like a Champion, PATHS), the administration will be deliberate in identifying ways to ensure

100% implementation. This may be through coaching or the opportunity to attend formal make-up sessions.

Indicator 3.3: Staffing Hiring

Competency Based Hiring:

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

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

Sample questions are identified below:

Traditional and What if Interview Questions:

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

Competencies and Interview Questions:

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

B. **Collaborative**

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

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

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

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

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

Timely Hiring:

Staffing projections will be determined by February 2015. Based on these projections, the vacancies at each of the Priority Schools will be known by March 15, 2015. Operating with a sense of urgency to secure top talent as needed, 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 through 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 Warner Elementary School, the administrators will continue to strengthen the implementation of the DPAS II process. Discussions between administrators and teachers will focus on student growth that will outpace typical growth. The DPAS II will be the framework to develop the supports necessary for each teacher in the four component areas to achieve above average growth in component V.

The three main purposes of DPAS II are to assure and support:
- Educators' professional growth
- Continuous improvement of student outcomes
- Quality educators in every school building and classroom

DPAS II for Teachers supports professional growth by helping evaluators and teachers identify areas for growth and opportunities to enhance teachers' skills and knowledge through:
- Self-assessment and reflection
- Working collaboratively with colleagues to improve curriculum, assessment, instruction, and other classroom practices
- Conducting action research
- Designing and piloting new instructional programs or techniques
- Analyzing student and school data to shape the school program and classroom instruction
- Other learning opportunities

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

<u>Student Focused:</u>
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 priority funding ends.

<u>Drives Staffing Decisions:</u>
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 Warner Elementary (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 Warner 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 Warner Elementary School
- Furniture items to support improved classroom instruction and opportunities can be purchased (i.e. book shelves for those who purchase classroom libraries, drafting tables to support improved instruction in the related arts class, furniture to support a reading center, etc.). These items would be property of Warner Elementary School 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 Warner Elementary School
- Funding may be used to contract a guest speaker for the students at Warner Elementary School
- Funding may be used to provide an educational opportunity for the students at Warner Elementary School (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 Warner Elementary School

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

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

School Culture:
Student attendance rates
- Increase average daily attendance rate by 1% each year until reaching 95% or higher

Rates of serious misconduct
- Reduce the number of suspensions by 10% in each year of priority implementation.
- 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 staff attendance rate of 95% or higher (including sick and personal absence)
- Retain 90% or more of effective staff
- Administrative staff will conduct an average of 3 walkthroughs daily and attend 50-75% of PLCs to inform their role as instructional leaders

Student Performance:
- Reduce the percentages of non-proficient students by 50% over 5 years, using 2015 results as baseline
- Increase the percentage of students meeting their growth targets as measured by SRI and SMI incrementally each year until meeting the long-range target of 65%

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 Warner 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 Warner 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 Warner'' 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, 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 Warner 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:
  - o District turnaround leadership team
  - o Priority School principals
  - o 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:

Building Leadership Team Major Functions
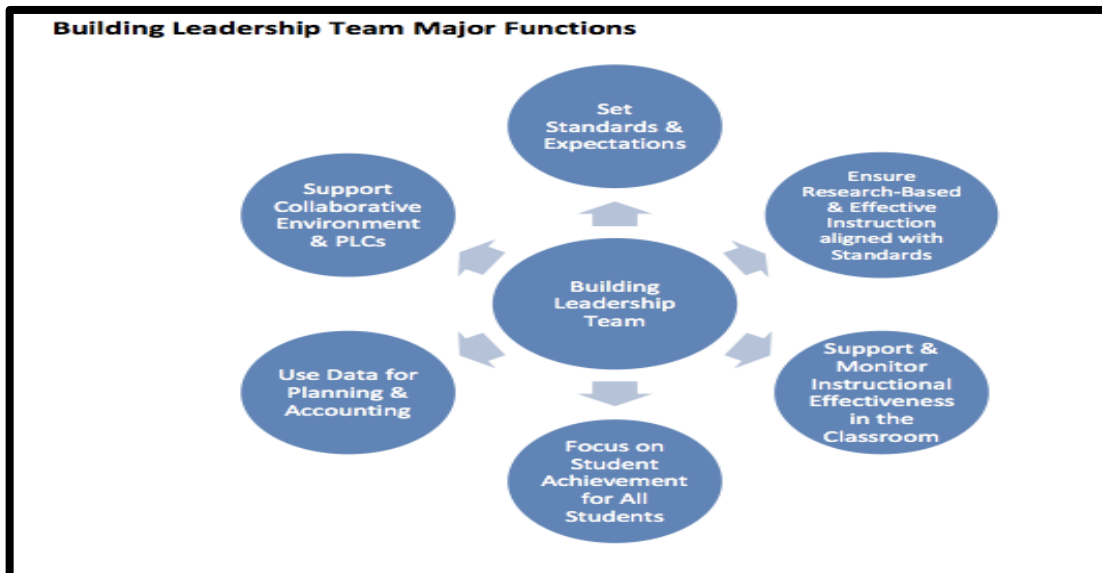
Problem Solving Team:
The team is comprised of 5 to 10 members with unique areas of expertise. This team will include a Reading Specialist, an administrator, the guidance counselor, educational psychologist, behavior interventionist, PST coordinator, special education teacher, and Family Crisis Therapist.

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

PST meetings will take place every 2 weeks with all involved parties. There will be a protocol for data reporting and collection, as well as an expectation for when the assessment process will be completed. All components of the Warner Elementary School 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 achieving success. Accordingly, at Warner Elementary School, 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

• Assessed

The following structures will be used for professional development:

• Traditional facilitators

• Professional Development occurring during the 90 minute PLC meetings (grade or subject area)

• PD 360 Videos

• Peer Visits and Learning Walks

• Book studies

• Individual Reflection (practice, beliefs, mindsets)

• Attendance at Professional Development Conferences

• Classroom based ("real time") coaching by peers, instructional coaches, and administrators

• Curriculum development work among teams and across grades levels

• Vertical team meetings

• Warner "Power Half Hours" and Teacher "Chat and Chew" sessions: These are teacher developed and led based on the interests, expertise, and needs of the teachers

• Peer to peer observations accompanied with peer visit protocol

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 support and expedite the learning process

The Warner Priority Team has listened to the BLT. Analyses of the biggest levers are represented in the data and the PD has been prioritized as such:

- Lesson Plan Template/Long Term Lesson Planning (spring 2015)
- PATHS / Responsive Classroom (Introduced spring 2015/Aug 2015)
- Teach Like a Champion (Introduced spring 2015/August 2015)
- Inclusive Strategies/Team Teaching - Part of the staff meetings starting in September

Implementation of Professional Development
- During PD, discuss with participants expected outcomes and how they will be measured (teacher /admin "look fors" or "ask abouts")
- Walk Through Tool – one will be developed that will highlight key components of Teach Like a Champion and PATHS/Responsive Classroom
- Pre Observation Conference – Critical conversation will take place surrounding Component 1 that includes the planning for Teach Like a Champion and PATHS/Responsive Classroom
- DPAS – observation as a whole – Component 2 and Component 3
- Collect Professional Development Survey (Guskey Level 1)
- Follow-up Survey (Guskey Level 2)

Measure Outcomes
- Manager of Turnaround meets with team to reflect on the implementation and to analyze 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)
- Walk through and DPAS data will be evaluated as part of the building PLC monthly meetings. As stated in Section 4; this PLC will be used to share out the data; teams will meet to develop plans for next steps as they pertain to their data.
- BLT will meet once a month to analyze data. This meeting will occur previous to the building PLC and will serve as the agenda builder for the PLC staff meeting.
- Feedback Loop – Evaluate outcomes based on measurements

Professional Development is Data Driven and Differentiated:
The following captures the current professional development needs at Warner Elementary School:
- *Teach Like a Champion*
- Responsive Classroom
- SEL Curriculum
- Cultural Competency
- Restorative discipline approach
- Read 180 – for 4th and 5th grade students

- System 44 – for 3rd – 5th grade students
- Math Intervention Program
- Using Technology to Enhance and Personalize Instruction
- Strengthening the implementation of the Skill Focused Model for Literacy Instruction
- New Math Curriculum training
- Using Rubrics
- Creating and Using Formative Assessment
- PLC professional development
- Team Building
- Targeted Professional Development based on walk-throughs, DPAS, and teacher request

(See Appendix: Sample Professional Development Calendar)

Indicator 3.8: PLCs and Collaboration

<u>Structure:</u>

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

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

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

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

- Collaboration is embedded in routine practices
- Time for collaboration is built into the school day and the school calendar
- Products of collaboration are made explicit
- Team norms guide collaboration
- Teams pursue specific and measurable performance goals
- Teams focus on key questions associated with learning
- Teams have access to relevant information

Time

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

Product

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

Norms

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

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 • Expected results (outcomes) are focused on student performance rather than adult actions. • Multiple data sources will be used (externally/internally developed), formative and summative. • Student learning tasks and assessments should outline core knowledge in ways that focus on higher order skills: the abilities to find and organize information to solve problems, frame and conduct investigations, analyze and synthesize data, apply learning to new situations, communicate well in multiple formats, work in teams and learn independently.					
Collaborative Culture • Members create products together • Members agree and adhere to co-authored norms/agreements • Members share results in a safe environment • Members support one another's growth and learning					
Collective Inquiry into research-based best practice • Members build collective knowledge and learn together • Members fluidly share research and catalog their findings					
Action Orientation – professional learning by doing • Members implement research-based best practices in their classrooms • Members track the effectiveness of those practices with both formative and summative assessments • Members reflect together on implementation of their practice					
All members mutually accountable for targeted results • Members use data (our reality) to set measurable goals (SMART) • Members share results of pre, post and formative measures • Team periodically and regularly uses self-assessment to foster a culture of continuous improvement					

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

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Indicator 3.9: Staff Culture

Student Focused and Data Driven:
The WESC recognizes that data drives instruction, and instruction drives improvement. The continuous and systematic review of data will inform students, teachers, and administrators about academic progress and school climate and culture progress, as measured by multiple data points. Administration and staff will commit to increased Professional Learning Community time which will allow staff to engage in the cycle of inquiry, plan for student needs, and publicly recognize achievements.

Data Measures:
- Student goal setting
- PLC SMART goals
- Assessment data
- Connections data (behavior, attendance)
- Quarterly, school-wide data review

There will be increased public data representations. Data walls will become prevalent around the school and at the classroom level. Students will set goals and measure progress toward their individual goals. Data boards reflecting our dashboard metrics will be located in the front lobby, outside grade level rooms, and cafeteria. PLC teams will post smart goal growth and update progress quarterly. Additionally, school wide academic targets will be set and displayed in the main lobby of Warner Elementary School. Nonacademic goals, such as reduction in tardiness will be posted. During PTO meetings, a standing agenda item will be updates on priority progress. A quarterly review of the priority school template will occur with the full faculty and PTO in order to communicate progress in the process. This will also ensure a problem solving dialogue regarding challenges. Individual classroom and school wide celebrations may include: student of the month, SWAG awards, and larger PBS awards. The staff Monday and Friday communication will consist of student achievement and progress so that all work groups (cafeteria staff, bus staff, paraprofessionals and custodial staff) are aware of student progress.

Data Walls will include: Attendance, testing accomplishments and celebrate progress of time, individual skill accomplishments, school wide goals, grade level goals

- Monthly we have our Student of the Month awards: This assembly is in the auditorium and our Student Climate staff person leads this award ceremony. The awards are given in: Reading, Math, Science, Social Studies, UA, Citizenship Awards, Most Improved in Reading and Math and SWAG awards (Students Who Achieve

Greatness)Each teacher picks a student for each award. Parents are invited to attend.

- Team/Class Wide/Conference: Student Share-teachers swap students that create exemplary pieces
- Carpet Concerts- student share positive pieces during morning meeting
- Museum Creation-Students create a gallery of pieces during morning meeting
- School wide- Front of the building principal plaudits and success board (posted student names celebrating success-i.e. student with low number of behavioral referrals

Our stakeholders (all parents, adults involved in creating the Priority School Plan, district office) will be invited to our monthly PLC meetings and will be briefed on the data and given an opportunity to comment and /or join in team meetings for further discussion.

High Expectations for Students:
The entire staff at Warner Elementary School will be trained to 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 at 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. In addition, they will promote a culture of high expectations. In addition to Teach Like a Champion, Warner will be heavily invested in the Responsive Classroom Program.

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 engage 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

Our sequence of rewards and consequences will be determined in conjunction with Responsive Classroom, PATHS, and Teach Like a Champion Strategies as well as district guidelines:
Rewards:
- Warner Thunderbird Tickets – as part of the PBS program students are awarded with tickets for being responsible, respectful, prepared and safe.
- These tickets can be used in the School Store, and for special events, i.e. roller skating, dances, etc.
- Students get a principal shout out for every 25 tickets
- Warner Wings – Wings are given to classrooms that are "caught being good." Classrooms that achieve 25/50/75 Warner Wings earn awards such as a movie, popcorn, or additional recess time.
- Perfect Attendance: Names of students will be announced at student of the month celebrations and their names will be posted on walls in the foyer of the building.
Consequences:
- Re-directing language (Responsive Classroom)
- Reminding Language – Peer mediation
- "Think About It" (reflection) time in the classroom

- Time out in another classroom – non-punitive – just a time for students to gather themselves
- Calling a SOAR staff member/Hall monitor (behavior support) – A time to walk and talk with an adult/calm down
- If behavior is still escalating – a longer time in SOAR – possible consequence depending on Code of Conduct
- Lunch detention (student eats lunch in a quiet room with an adult monitor)
- Recess detention (student serves recess time in a quiet room with an adult monitor)
- In School Suspension – served in the time out room
- Out of School Suspension

Red Clay Consolidated School District School Code of Conduct Link:
http://www.redclayschools.com/files/_uEL0N_/08406f021f97f86e3745a49013852ec4/2013StudentCodeofConduct.pdf

Collaboration and Co-Creation:
There is recognition that each staff member is part of a team that shares a common vision. There is a sense of the intrinsic worth and value that each team member brings to the process and in such shares mutual respect for one another and their contributions.

The building leader recognizes that team building activities and discussions are foundational for building a positive culture. The building administrators will regularly communicate staff accomplishments and successes. Additionally, the school leader will affirm employees for contributions towards student improvement.

In keeping the above concepts in mind, all positive recognition will be focused on areas that support the mission and vision of Warner Elementary. In order to keep the focus on what truly improves the culture of the school and the ultimate goal of improving student outcomes, it is critical to ground our discussion in PLC's, staff meetings and SAT's around SMART goals so that data is analyzed as next steps are created.

Below are highlights of the communication processes and mindsets that will take place at Warner Elementary School:
- Student Focused and Data Driven: - Using the Taking Action with Data
  - Framework Warner teachers will strengthen their skills in:
    - Data Inference – short cuts to focusing on what is important
    - Differentiated Instruction
    - Cycles of Inquiry
    - Data Conversations

- ▪ Development of SMART Goals
- Communication of Data
  - o SAT will review the evidence binder created by PLC's. They will contribute to the development of data driven goals focusing on creating suggestions and strategies that will directly affect students by:
    - ▪ Improving their academic performance
    - ▪ Increasing their motivation to achieve
    - ▪ Increasing pride and satisfaction in performance
    - ▪ Improve their self-confidence

Team Support of the positive incentive system:
- August: School Climate team meets to outline the dates, goals and incentives for the year.
- Ongoing: School Climate/PBS team – This team meets once a month and reviews the RAP data, feedback from teachers and current disciplinary issues. This team also creates the positive incentives and develops and maintains the school store.
- After these decisions are made, the climate team delegates the responsibilities and follows through with quarterly incentives

Specific Collaboration and Co Creation on School Goals:
At the August 31, 2015 beginning of the school year administrative meeting, the building administrative team will analyze the school's mission and vision for the school year, "Prioritize, Persist & Produce." Additionally, the administrative team will provide the school data (dashboard) from the previous school year. The administrative team will outline the major academic needs of the school year-one for each major academic area (reading, writing and math). The administration will release staff to meet with team leaders who serve on the School Advisory Committee.   The administrative team will meet with the School Advisory Committee (teachers, parents, specialist, support staff) and determine the strategies that are necessary to meet the goals of administrative team.

At the August 19, 2015 staff meeting, the school administration team will post the mission, vision of the school year and the prioritized goals for the year. The administrative team will post the corresponding data for the beginning of the year and the data that demonstrates growth and areas of need for the reminder of the school year. The School Advisory Committee will reflect upon the stated goals of the mission and vision for the school year.

The Warner Parent Teacher Organization will meet at the beginning of the year in the beginning of September. Parents will meet with the school administrative team on a biweekly basis. Parents will determine the strategies for positive school wide rewards, student of the month assemblies, parental outreach, parental events, and field trips (literacy nights, math nights and parent university nights).

Data Walls-Hall of Fame: Each grade level team will engage in ongoing celebration of student and staff achievement utilizing data walls to post accomplishments. 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.
(**See Appendix: Sample Lesson Planning Template)**

Principle Four: School Program

Indicator 4.1: School Calendar

Number of Days:
Currently, Warner Elementary School gages its student's instructional time in hours not days. Our current schedule mandates a minimum of 1,080 hours. Currently, Warner students receive 1,150 instructional hours. We do not have the autonomy to add hours that students would be required to attend; however, Warner Elementary School will provide a significant increase in the number of instructional hours and/or days through the integration of summer school and after school programs. Specifically, WESC will offer summer school for targeted students (teachers will reach out to students with high needs), but summer school will be open for all students. Summer school for entering 3rd – 4th grader students will take place over 18 days. With the addition of instructional time in summer enrichment and daily instructional minutes, WESC exceeds the state expectation for minutes per day. Our rationale for the adding summer enrichment is based on:

- Current student achievement scores in math and reading warrant the extension of the academic year.
- Research shows that the "summer slump" will hurt a child's retention of the previous year's skills by approximately 4 months. Summer Enrichment will seek to keep students at their spring performance level at the very least – the ultimate hope is that they will increase in their level of proficiency as measured by a pre and post assessment: (SRI Comprehension assessment)

The students will engage in Reading and Math activities and lessons designed to meet their individualized needs. Additional summer enrichment programs provided through Project Chance, will increase the number of hours students spend developing background knowledge in science and social studies.

Below is a proposed **Summer Enrichment Schedule**:
First Student Day: June 22nd   Last Student Day: July 23th

- Students arrive at 8:30 - They receive a grab and go breakfast
- Instruction begins at 8:45   Reading 8:45-10:00 / Math 10:00-11:15
- Lunch begins at 11:30 - dismissal at 11:50
- Once a week all summer enrichment students receive a technology/library time. During this time, books are read and reading strategies are used to increase the

minutes in reading instruction. Students are given either research or keyboarding activities to do on the computer during this time as well.

- Extension opportunities: The Project Chance program housed at Warner is the before/after school care program. During the summer, all students have the opportunity to enroll in PC and take part in an afternoon of activities such as:
- Technology that supports math and reading, Bricks 4 Kids (Lego Robotics), field trips, arts and crafts, and reading for pleasure.
- The PC opportunity is there for all students (it is not free unless the family qualifies) all students that enroll in PC are required to attend the Warner Summer Enrichment program. After the Enrichment program ends, families are welcome to continue their enrollment in PC for the completion of the summer.
- The Summer Enrichment program alone adds 30 hours of reading instruction and 30 hours of math instruction.
- WESC recognized the need to add additional instructional time to the current school schedule. With the addition of targeted summer enrichment program, Warner students are afforded two weeks of additional instruction.

The following is an **After School Support Model**:
- Over the past several years, we have offered 2/8 week sessions for After School Programs. For the upcoming year (2015-2016) we will extend that to 2/10 week sessions.
- 3:35- Students dismiss to the afterschool clubs (if enrolled)
- 3:40-4:15 - Students eat and are provided with homework assistance from teachers and volunteers from Salesianum School volunteers
- 4:15 -5:15 Clubs will be in session (in the past few years, our programs have ended at 5:00 - in the future we will extend to 5:15 to allow more time for homework support)
- 5:15 - Dismissal - All students are either transported home by bus or they go to Project Chance until a parent picks up.
- WESC recognized the need for incorporating additional learning time. With the adjustments to the school model, Warner earns thirteen additional learning days.

This opportunity provides: A possibility of 300 additional instructional minutes per week. In a 3rd - 5th grade model, all students will have opportunities to sign up for clubs. No student is turned away; we adjust our staffing to meet the student enrollment.

It is our intention to continue with the programs that we are currently offering: Chorus, instrumental music, Bricks 4 kids, STEM activities (circuit building, solar cars, etc.),

Reading/Basketball, and Girls Scouts, and add: more STEM: technology, preparations for math competitions such as Numbers Bee, OM, Science Olympiad and Boy Scouts.

Warner 3rd – 5th grade teams will take part in a data dig in the late spring of 2015 to analyze data from Smarter Balance, SRI, Math EOY data, and RTI data to strongly recommend to parents that their students attend the after school program. Afterschool activities and support will be offered to all students; but, an extra push will be given to those students showing need. In addition, based on the data digs, we will focus on encouraging students who could benefit from advanced level activities to join. The rigor for these students will be intensified and addressed through writing activities that support the club they select to attend.

School Day: Increased instructional Time: (See Appendix: Sample Master Schedule) The WESC recognizes the need to increase student time on task. The school administration found an additional 93 hours over the course of the school year to increase student achievement; thereby, adding another two full weeks of school to the school's calendar. An increase in the number of strong instructional hours will support improvements in student growth and achievement. Our belief is based on the success of current schools operating within the PZ framework.

While the start and end dates of school are finite, we are committed to maximizing our time in the morning. For example, our students come in at 8:20, so we will do announcements at 8:40 and finish our Morning Meeting by 9:00. This will give us an additional 15 minutes for instruction. This change alone adds 2700 minutes to the year. This is equal to 45 hours of instruction over the course of the year. Due to the need for building relationships the Morning Meeting portion of Responsive Classroom is critical and the schedule allows for this to take place until 9:15. Next year, the teachers will all have had training and most will have experience, so we will be adopting a grab and go breakfast in the classrooms as opposed to having students walking to the cafeteria to receive breakfast. This change will allow for a new start time of 9:00 for the 2015-2016 school year.

Between the instructional day starting at 9:00 and the lunch / recess block being reduced to save 15 minutes, we have now added 30 minutes a day to our instruction. This adds up to 2.5 hours per week or approximately 93 hours over the course of the year. In addition, we are working towards a recess/lunch block. If staffing is sufficient, we will have a 45minute recess/lunch block as opposed to the hour block that we currently have. This will afford another 15 minutes of instructional time. We will need to secure the support staff for lunch coverage to assure that our teachers receive their 30 minute uninterrupted lunch break. We feel this is feasible with a 3rd-5th model as

there will be fewer lunch sessions and the ages of the students are such that less hands-on help will be necessary.

Currently our schedule allows for an 80-90 minute Reading Block/55 minute Math Block and a 30-40 minute Writing block. With the additional minutes, we will be able to increase time in our Math and Writing blocks.

Below in the School Schedule section, we will describe how the block schedule (A/B model) will increase focused instructional time.
 Professional Development Days (embedded and summer) (See Appendix: Sample Professional Development Calendar)

Professional Development will provide staff with sufficient time to develop, learn, and plan for student needs. This PD will be strategically placed throughout the school year to allow for data review and adjustments as determined through analysis of student and staff needs. A schedule will be developed to provide challenging tasks and support both implementation of priority plans and reflection throughout the school year.

Our potential plan is as follows:
- At the end of the 2014-2015 school year- 3 days with EPER pay
  - **Day 1**: Lesson plan template presented and discussed (one hour), Teach Like a Champion (2 hours in the a.m., 2 hours in the p.m.), Responsive Classroom (1 hour) The focus will be marrying the two above topics - how does Teach Like a Champion support and integrate with Responsive Classroom?
  - **Day 2** and **Day 3**: PATHS Program
- At the beginning of the 2015-2016 school year- 3 days with EPER pay
  - As we will likely have new staff, an hour will be devoted to team building and getting to know each other. The following is a rough draft of what our August PD will look like:
  - Focus for these 3 days will be: PATHS Program and Teach like a Champion. Embedded within these will be the implementing of the Lesson Plan template and how Teach Like a Champion will be embedded in those plans
- During the regular District PD days, our staff will receive the district trainings in Math and any other new curriculum that may be forthcoming. During the PD days that we are allowed to have in house, we will focus on the school schedule, the instructional day, Responsive Classroom, and our discipline policies. There are 3 District PD days in August of 2015. We will work closely with our district office to determine if a teacher leader could attend a PD and relay pertinent information to the Warner staff so WESC could focus on the areas that are directly aligned to this plan.

- Weekly 90 minute block for PLC time -This time is strictly for teams (grade level and/or content teams) to analyze data and create lessons (following the lesson plan format for daily lessons and long term lessons)
- Monthly Full Faculty PLC- 1 hour - These building wide PLC's will focus directly on data. The WESC envision these PLC's to start with a "state of the building" update in which school wide behavioral data and academic data will be shared. (10 minutes). From this point, teams will work with this data using the circle of inquiry, to determine the most critical area to focus on, specific next steps, and assigning responsibilities to those next steps. (30 minutes) We will then share out as a whole staff the decisions of the teams (10-15). It will be the expectation that teachers/support staff embed the CCSS, PATHS, Teach like a Champion or Responsive Classroom strategies in their action steps. As a campus model school, we feel our school wide PLC's will be very effective as we are addressing the needs of a smaller range of students.
- Three additional/ 2 hours PD. These meetings would be mandatory as per the commitments and responsibilities that our teachers would have to make to sign on to remain at Warner Elementary. These PD's would be strictly to support the new PATHS program and the Teach like a Champion/Responsive Classroom Programs. It is the intent that our staff feel supported and informed regarding these initiatives. EPER would be paid.
- District In-Service Days: The district collaborates with RCEA to determine the objective of the PD. For example, currently we have 3 PD days in August, 3 during the school year and 1 (Data Day) at the end of the school year. Of the 3 PD days within the school year, 2 are for teachers to use in their classrooms. These days are aligned with grade reporting and thus these days are used to complete report cards and complete work in the classroom. Warner Administration must follow the agreed upon negotiations between RCCSD and RCEA, therefore, we will need to work with our district to determine the amount of flexibility we have in the use of this PD time. Within our area of control, we will use district in-service days to focus on Warner needs. If the agenda for the District in-service day is one that would benefit Warner and is deemed necessary to attend, such as Math PD, Warner staff will attend. It is also an option for a teacher leader to attend and report back, thus giving Warner an opportunity to create our own agenda.
- As seen in the Proposed Professional Development plan, the PD that will begin in spring of 2015, will continue in August of 2015 and will then continue throughout the school year in 2015-2016. There are areas that are not determined at this point such as:
  - A schedule that includes a speaker name and an agenda

- The expected pace of the completion of PATHS Program and Teach like a Champion Training.

Summer Professional Development and Summer School Plans:
At the conclusion of the 2014-2015 school year, WESC educators will be required to participate in meaningful and rigorous professional development. This will allow teachers time to reflect and prepare for the upcoming year. It is the intention of the June summer PD to give teachers a foundation of what will be set in stone for the following academic year. The materials given at the June PD will be sufficient for teachers to begin a summer of exploring the new concepts introduced and to talk to Administrators over the summer for any clarification.   See above for description of the June and August PD to be given.

 All professional development in the area of social - emotional development will center on the PATHS program and Responsive Classroom. All PD that will support instructional needs and best practices will revolve around Teach like a Champion, small group Reading and small group math instruction. This next section is copied from above and provides a rough draft of what the June PD will look like: (See Appendix section for PD schedule)
- Day 1: Lesson plan template presented and discussed: 1 Hour/(See Appendix for template draft)
    Teach Like a Champion (2 hours in the a.m., 2 hours in the p.m.), Responsive Classroom (1 hour)
    The focus will be marrying the two above topics - how does Teach Like a Champion mirror Responsive Classroom
- Day 2 and Day 3: PATHS Program

In August, 2015, the staff will again engage in 3 days of professional development prior to the beginning of the 2015-2016 school year. These days of professional development will be scheduled with a focus on students' needs and staff support. Time will be dedicated for PATHS training, literacy and mathematics curriculum training, and technology training. Time will also be dedicated to team building exercises to continue staff cohesion.
The section below is copied from above and provides a rough draft of the August PD:
- At the beginning of the 2015-2016 school year- 3 days with EPER pay
- As we will likely have new staff, a minimum of one hour will be devoted to team building and getting to know each other. The following is a rough draft of what our August PD will look like: (See Appendix for PD schedule)
- Focus for all 3 days will be: PATHS Program and Teach like a Champion. Embedded within these will be the implementing of the Lesson Plan template and how Teach Like a Champion will be embedded in those plans

- During the regular District PD days, our staff will receive the district trainings in Math, technology across all content, and any other new curriculum that may be forthcoming. During the PD days that we are allowed to have in house, we will focus on the school schedule, the instructional day, Responsive Classroom, and our discipline policies.

As mentioned above, the WESC will provide an engaging summer enrichment opportunity. Below is a recap of our summer enrichment program design. In addition, please note the opportunities our students will receive if they take part in the Project Chance program that would provide after care. Students could attend PC from 12:30 to parent pick up time.

Only Warner teachers will participate in teaching the summer school program. Curriculum resources identified for this program are Math Expressions and either the RCCSD created ELA curriculum or a research-based technology program The below is copied from above describing our proposed Summer Enrichment Schedule plus the additional PC opportunities

Summer Enrichment Schedule:
- Students arrive at 8:30 - They receive a grab and go breakfast
- Instruction begins at 8:45   Reading 8:45-10:00 / Math 10:00-11:15
- Lunch begins at 11:30 - dismissal at 11:50
- Once a week all summer enrichment students receive a technology/library time. During this time, books are read and reading strategies are used to increase the minutes in reading instruction. Students are given either research or keyboarding activities to do on the computer during this time as well.
- Extension opportunities: The Project Chance (PC) program housed at Warner is the before/after school care program. During the summer, all students have the opportunity to enroll in PC and take part in an afternoon of activities such as:
- Technology that supports math and reading, Bricks 4 Kids (Lego Robotics), field trips, arts and crafts, and reading for pleasure.

The PC opportunity is there for all students (it is not free unless the family qualifies) all students that enroll in PC are required to attend the Warner Summer Enrichment program. After the Enrichment program ends, families are welcome to continue their enrollment in PC for the completion of the summer.

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.

Each school will develop a schedule to support the implementation of the new grade configuration model.

Number of Minutes:
Warner will repurpose the instructional day to create a school schedule that clearly drives student achievement, as well as provide the necessary interventions and activities to support the social development and engagement of all children. The prioritization of core content areas is captured below. As mentioned previously, instructional minutes will increase by 30 minutes a day through alterations to the breakfast, lunch, and recess procedures. In addition, to extend learning time, Warner will implement after school programming focused on basic reading and math skills with potential for guidance support two days per week. Saturday Library opportunities for enrichment, remediation, and family engagement will double increasing from four times per year to eight times per year.

Minute Allocation: (See Appendix: Sample Lesson Plan template and Sample Master Schedule)
Using the Warner philosophy of "every minute is meaningful", there will be a restructure of instructional time to include 90 minutes of ELA, and 90 minutes of Math. Unified Arts will maintain a 50 minute block which guarantees our students 50 minutes

of technology, library, music, phys ed and art once a week. Social Studies and Science will rotate quarterly. Common Core State Standards will be the foundation infused throughout all content areas. In ELA and Math, students will have access and instruction in grade level standards; but, will also engage in small group instruction at their current level of performance in order to effectively grow students towards proficiency. Technology will support fluency of basic skills, keyboarding and an understanding of the Common Core State Standards in written communication skills.

WESC will also develop an A/B schedule with departmentalizing. The ideas that the BLT and the WESC are discussing are:
• Teachers will teach the block they are best suited to teach. This will be determined by previous Component 5 performance, qualifications and desire to teach certain subjects.
• Reading, RTI, Math and Writing instruction would be daily
• A/B schedule would allow a 45 minute time span, during the Social Studies and Science block, to offer technology support, advanced opportunities and remediation support, Social/Emotional Support (PATHS)
  • Remediation support would include extra time for math and reading as indicated by data
  • Advanced opportunities would be either a TAG program or a club such as OM, Numbers Bee
  • Social Emotional Support would be in the form of: PATHS, Service Learning, counseling, restorative practices

To address the social emotional needs of the students, each day will begin with a Morning Meeting and conclude with a closing circle. In addition to the core content areas, the PATHS curriculum will be incorporated in a Morning Meeting and a Social Studies block.

The Unified Arts classes: Art, Music, Physical Education, Technology, and Library will continue to provide students with opportunities to explore the arts, physical fitness, health, and multi-media while striving to support the instructional focus of the building.   Embedded in the academic day, the Warner Arts Alliance will continue to be active. Each grade level will benefit from one amazing experience in one of the fields of the arts. Beyond the comprehensive school day, Warner will offer enrichment programs such as, Odyssey of the Mind and Lego League to build on the Arts Alliance partnership and STEM interests of the students. Last year, the WIZ program (Warner Inspiration Zone) received a grant that allowed us to purchase STEM related activities and projects. Solar car kits, microscopes, roller coaster (K-Nex) kits, circuit boards and much more are available for our 'mini' STEM program.

Strategy of Schedule: The Warner Elementary School philosophy of "every minute is meaningful" creates an environment in which learning permeates the entire day. The uniqueness the proposed block schedule will require deep collaboration to ensure the appropriate placement of all academic blocks.

The departmentalizing arrangement also allows for PLC's to be content related. This will assure a more focused lens on the subject matter. PLC's will no longer be assigned by grade levels, but by content, which facilitates for more rigorous evaluation of the CCSS, analysis of rubrics, student learning outcomes, and assessments.

Indicator 4.3: Curriculum

Alignment to CCSS: (See Appendix: Sample Professional Development Schedule)
(District will provide PD for the new Math Program)
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:
• Curriculum Supervisors and Education Associates continually review available
  materials for initial approval.
• 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.
• 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.

- 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.
- 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.
- And she worked on the math standards AND learning progressions for Common Core.

During this time she also spent years in the Chicago Public School system developing a project you may be familiar with called Children's Math World. After years of support by grants from NSF, Children's Math World became the basis for the Math Expressions program. (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 other concerning key grade-level mathematics that is detailed in the content standards.

Justification/Comments

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

District Action:

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

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

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

- Questions have been revised for each main selection text, k-5. Text dependent questions were created with the expectation that teachers use these questions during read aloud and guided reading activities.

- Culminating tasks have been created for each unit to allow students to go deeper when responding to text. Likewise, these tasks encourage the reading and writing connection with the hope of preparing students to complete the performance tasks on the Smarter Balanced assessment.

- Through a partnership with the University of Delaware, unit assessments have been revised to align with CCSS and Smarter Balanced.

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

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

take materials to their individual buildings and give all teachers the opportunity to weigh in on text selection.

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

Assessment tools that are currently used and WESC expects these same tools to be used in the future are: Words Their Way, selection tests, unit tests, SRI (if available 2015-16), Baseline SF tests. All of these assessments are used to inform small group decisions and RTI decisions.

The SF curriculum will change next year as the publishers are putting out a new edition. As per district office, the roll out of the updated versions will be equitable across grade levels district wide. For example, if it is determined that all 3rd grade receive the updated versions, then the following year all 4th grade and so on. The new editions contain more non-fiction texts.

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.

Teach like Champion strategies will increase the positive attitudes towards academics. One of the most important factors is the relationship building and the creating an environment where students see a purpose for their work. Teach like a Champion will provide teachers with more strategies to create this positive environment. Love and Logic, by Funk states, (paraphrased), "If a student does not have the self-esteem to work hard for themselves, they will do it for the teacher." This pertains to teachers with positive relationships with his/her students. We have a culture of students who for many, have not seen the benefit of an education and/or do not have positive, nurturing environments at home. Before we can truly expect the CCSS and Career Readiness opportunities to be of value, we first must address the culture. Therefore, the implementation of Responsive Classroom, Teach like a Champion and the PATHS program are critical in meeting the CCSS and CCR expectations – it is the first and most critical step and must be embedded in all we do.

With the above as the foundational mindset, we can move forward knowing that our words about high expectations, careers, and setting goals will take hold.

WESC will support CCR with the A/B schedule spots that will open up opportunities for students to be regrouped and refocused on areas they need. WESC will also provide our students with assemblies and opportunities to explore careers.

We fully expect to continue our field trips to middle schools as a way to help our students set goals for the next steps. At the elementary level, the discussion of careers may be very beneficial, but it is imperative that students set goals that they can envision and plan for immediately. Last year, our 5th grade students visited the STEM program at Dickinson and it was a great success. Our students returned excited to attend Dickenson and take part in the STEM program. This is an attainable goal creating the learning mindset that continues into the next grade span. Our 4th grade visited Conrad and took part in their Biotech programs. Again, they returned thrilled and motivated for the next phase of their education. These opportunities do lend themselves to planting the seeds for career readiness and the concept of lifelong learning.

Social Studies and Science will still be assessed (DCAS) for our 4th and 5th graders. We will continue to follow the RCCSD pacing guide and expectations for these content area subjects. Although the time allotted for these subjects is 30 minutes per day, it is also the intent that teachers will use social studies and science materials to enhance their reading and math instruction. The Curriculum and Instruction Department offers a wide variety of support materials, clear lesson plans and clear student learning outcomes on their website. The plans contain essential questions, big ideas and enduring understandings. (See Appendix: Science and Social Studies Pacing Guides.)

Social Studies:
From our Social Studies Department:
The Red Clay Consolidated School District follows the Delaware Recommended Curriculum (DRC) as stated in the 502 Alignment Agreement between DDOE and RCCSD

1. **Yearlong scope and sequence documents that scaffold student learning.** - DRC - Prioritized vertically and scaffolded within each grade.
2. **Clear, detailed, feasible, and adaptable unit plans.** Each DRC unit contains scaffolded lesson plans and transfer tasks.
3. **Framed by these unit plans, lesson plans aligned to Delaware State Standards, including CCSS and the integration of CCSS literacy strategies in all content areas**. DRC is aligned to the Delaware State Standards for Social Studies. RCCSD has supplemented the DRC with informational text of social studies content. Social

Studies DRC Alignment to the CCSS-ELA for K-5 is currently not available as part of the DRC supplements provided by DDOE.

4. **Supporting materials for lesson plans**. DRC and additional curriculum and instructional strategies are made available through the district social studies wiki.

5. **Resources and technical assistance strategies for module development and implementations.** RCCSD online Social Studies Curriculum is adapted, aligned, and supplemented on an on-going basis. *(I could print out our online plan, but much of it contains links that wouldn't necessarily print. We could attach a sample.)*

6. **Pre-tests to assess prior student knowledge and skills.** DPAS IIR, Component 5, Measure B assessments are available as pre-tests and post-tests. Also, the DeSSA for 4th grade currently measures students obtained knowledge and skills of social studies from grades K-4. Fifth grade assessment is part of the DeSSA in Social Studies for 7th grade, but cannot be itemized for a specific grade.

7. **Student performance tasks to be administered in the middle and at the end of every unit.** Included with each DRC Unit is a Transfer Task to be used as a summative assessment.

8. **Formative and common interim/benchmark assessments assess at regular intervals the learning levels of the curricula for each student.** DRC Units contain formative assessments for each strategy (minimum of 3) per lesson.

<u>**Alignment and Revision:**</u>

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.

Warner Elementary also has many engaging social studies books from a previous curriculum that supports the current history and economics standards for all grades K – 5. These books can be used during the social studies instructional time and/or during small group reading to enhance the social studies standards and learning outcomes. Below is an example of social studies reference SF units in the Social Studies Pacing Guide: our cross curricular efforts:

Marking
Period
3

Regions

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

- **Coming Soon!** RCCSD Puzzle Map center Puzzles will be delivered this Spring.   Aerial Map   Phy/Pol Map

- **DRC Unit** - Regions
  - Unit Map
  - Alternative Assessment

- **Scott Foresman**
        Unit 3: Hottest, Coldest, Highest, Deepest
        Unit 4: Volcanoes

- **Newbridge Social Studies Trade Books**
        America the Beautiful
        World of Water
        Landforms by the Sea

Economic Exchange

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

- **DRC Unit** – Economic Exchange
  - Unit Map   Spanish Version (worksheets)
  - Alternative Assessment
  - Barter Activity Placards

- **Internet Resources**
        Online Barter Game - Barter Island **NEW**
        Discovery Education - Money and Bartering
        Oracle/Thinkquest - Welcome to Econopolis!
        EconEdLink.com - I Have No Money, Would You Take Wampum? student version

- **Scott Foresman**
        Unit 5: Cultures

- **Cram Units**
        This for That
        Shopping: Then and Now

- **Newbridge Social Studies Trade Books**
        Follow the Dollar

Indicator 4.4: Long-term, Unit, Lesson Planning

Planning Expectations: (See Appendix: Sample Lesson Planning Template & Proficiency Scales & Sample Back Mapping Template)

Warner Administrators and staff recognize that Component 1, Planning and Preparation are the foundation for student learning. Therefore, the following expectations will be put in place:

- The lesson plan template will be provided to teachers in June of 2015 so they will be aware of the expectations and can begin to prepare for the 2015-2016 academic year
- All teachers will be expected to develop purposeful and rigorous lesson plans for each subject on a daily basis.
- These lesson plans will be visible and accessible upon request
- Administration will provide a binder for lesson plans to be held for each teacher. This binder will stay in the teacher's room and will be available for viewing.
- Administration will evaluate the lesson plans as per the DPAS rubric
- Lesson plans will not be expected to be submitted to administration unless required by a DPAS evaluation.
- Administration will provide feedback in regards to evidence of lesson planning as a part of a follow up conversation after walkthroughs as well as announced and unannounced observation.
- Administrators will place a strong focus on Component 1 as part of the Pre Observation conference.

Long Term and Unit Plans

Long Term and Unit Lesson plans will be a critical part of attaining the rigorous goals that surround the CCSS. We recognize that effective long term planning and the ability to reach the end goal is necessary and required in order to reach various learning outcomes. Warner Elementary School will incorporate the following into our Long Term and Unit Plans:

- Teachers will create plans that include decomposing the CCSS to assure that students have mastery of the critical step(s) necessary to reach the final desired outcome.
- The philosophy of "Back Mapping" will be continued to be used in the development of the measurable objectives that are a part of the decomposing of the CCSS. (See Appendix for Back mapping)
- We will work with the end in mind. The mindset will be, "If my students need to master a skill by a specific date, then we need to break that goal down into meaningful steps that will be skillfully crafted to assure mastery in chunks."

- A template that will guide teachers in the Back Mapping strategies can be viewed in the Appendix. This template includes:
  - The end goal (CCSS) stated as: Student will know and be able to do
  - The learning progression necessary to reach the end goal. These steps will include essential questions, specific objectives and KUD's.
  - Formative and summative assessments that will measure the various steps for mastery.
  - Rubric and / or Proficiency scales to monitor mastery
- The above planning will take place primarily at PLC's to assure uniform instruction within each grade level homeroom

Here is an example: Using the Draft Back Mapping Template (See Appendix)

Grade Level: 5	Content: Reading			Today's Date: Oct 5, 2015	
Learning Outcomes: Students will be able to quote text when supporting an answer to a question.					
(Unit/Story/Skill)Goal Date: Nov 5, 2015					
CCSS: RL 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text					
Breaking it down:					
Students will know and be able to do…	Dates (week by week)	Who will create a formative(s)? Purpose: Pre Test? Skill Check after instruction?	Date formative to be given?	Date Formative discussed?	Next Steps – Students in need of re-teaching / Support?
gather supporting details to support an answer to a question	Oct 8	Reading Teachers/ Use Baseline SF data on main idea and details questions/	Oct 9	Oct 11	Small group Feedback to students using rubrics/proficiency scales
Understand a quote, quotation marks, and using language such as "the author states in paragraph 3 that…"	Oct 12 – Oct 22	Reading Teachers Questions and rubrics. The rubrics will measure the use of quotation marks, use of language structure,	Oct 23	Oct 25	Small group Feedback to students using rubrics/ proficiency scales

		multiple quotes per question to support answer.			
Using grade appropriate text, put the above together to prepare for summative test	Oct27	Reading Teachers: Create formative assessment using 2 Grade level passages each having 2 questions that must be supported with explicit information from the text	Nov 1	Feedback to students given Nov 3	Small group to discuss the most recent formative Clear discussion to students about what their strengths and / or areas of need are to prepare for summative on the 5th
Summative Test given			Nov 5		

Summative Assessments: Developed by Reading Teachers	
Assessment Name: Details, Details, Details!	Date Given: Oct 9
Assessment Name: "You can quote me on that!"	Date Given: Oct 23
Assessment Name: RL 5.1 – Text Quotes to Support Questions	Date Given: Nov 1

Reflection:

"Overall, the process went well. Students seemed to understand the big picture and felt confident with it chunked out. Still have some students who are struggling with unclear supporting details…at PLC we will keep the discussion going regarding re-teaching and /or bridging this skill with another."

DATA results: (student performance can be kept in this space)

Lesson Plans

The actual lesson plan (written format) is viewed as the evidence of the thoughtful discussion, analysis of data, PLC work, and teacher creativeness that has taken place

within a grade level team. The document that Warner Elementary will refer to, as the Lesson Plan will:

- Be developed by the BLT and will be used by all grade levels school wide.
- This template will include sections that will clearly state: The CCSS, the essential question, the objective, higher order questions, strategies that address multiple learning styles, differentiated instruction, methods that support individual and guided practice, methods to assess student learning, and end products that will serve as evidence of student learning
- Rubrics and/or proficiency scales will be used and modeled for each learning outcome (or a set of learning outcomes) so students will clearly see the expectations and they will also have a clear guide as they move along the steps to mastery. These rubrics / proficiency scales will be developed in PLC's and will contribute to the core of the lesson plan – driving the instruction to the desired learning outcome.
- The lesson plan will include the "Evidence of Learning." Evidence of learning will be artifacts such as formative assessment and summative assessments that have been evaluated with the goal to provide insight as to progress in learning as well as areas of need.   This piece of evidence will be added to the student binder and will serve as the means that drives feedback and areas of strength and areas of need. This evidence of learning piece will be a part of the lesson plan development.

Planning and Review Feedback:

Feedback and Review of lesson plans will take place in the following manner:

- Administrators will give feedback and guidance while in attendance at PLC's. This guidance and feedback will be embedded in data analysis. Driving questions would be: 1. Do these lesson plans lead to evidence of learning that will inform you of next steps?" 2. Do these lesson plans directly state the TEACH LIKE A CHAMPION strategies?" 3. "Do these plans address the inclusive practices outlined in the Warner Inclusion Plan for both spec Ed and ELL?" 4. "Do these plans clearly define next steps?" 5. "Do these plans reflect collaboration with any support staff?"
- The above driving questions can be a part of a pre observation conference, walk through discussion or a PLC.
- Administrators will give feedback and hold teachers accountable using the DPAS rubric as the guide.
- Feedback will be given in a timely manner as per the needs of the teacher(s).
- Planning expectation support will be given:
- During PLC's
- During pre-observation conferences
- As needed as per walkthroughs
- During New Teacher meetings (mentoring)
- With district office personnel as needed

- PD if determined there is a need

Checking for Understanding: (See Appendix: Proficiency Scales)
The WESC recognizes that analysis of student work and data inform the next steps of instruction. It is the intent of the lesson plan template to include written plans that address differentiated instruction that will clearly define the needs of students. The lesson plan template will also address opportunities for students.
The following will be represented in the lesson plan format:
- Conferencing with students will include rubrics / proficiency scales and student work so that the student can create (with teacher guidance) ownership for his/her work and set their own learning goals for their own next steps.
- Analysis of student work will be a regular part of PLC's. This analysis time will include and breakdown of how students performed as per the proficiency scale/rubric. The result of this will guide the lesson planning for small groups and center work. The result of this will also guide the grouping of students. These small groups will be identified in the lesson plan as well as the learning objective for the groups.
- Lesson plans will clearly show that student groups have been formed based on data analysis.
- DOK chart will guide the formation of questions/activities. These will be clearly written out to assure that the levels of questions/activities are appropriate to initiate student growth and rigorous thinking.
- If necessary and appropriate, teachers will consult with specialist for ideas and strategies to meet the student's needs. These strategies will be clearly written in the lesson plan.

Indicator 4.5: Social-Emotional Learning

One of our four priorities is our focus on Social-Emotional Learning. This is vitally important because development of social and emotional skills is critical to assisting our children to become good citizens, strong students and productive workers. Many risky behaviors can be prevented or reduced with the use of systemic efforts to develop social and emotional skills.

Shared Vision (See Appendix: Professional Development Calendar)
Our vision for focusing on social-emotional learning is for our students to develop competency in the five interrelated sets of cognitive, affective and behavioral competencies:
• Self-Management
• Self-Awareness
• Responsible Decision Making
• Relationship Skills
• Social Awareness

The input of the Warner Priority team is a great value and the many perspectives that contributed to the plan are represented within this plan. Our team members are:
It is critical that the knowledge and opinions of the above community members are given priority as we go forward. We are addressing the needs of their children, their neighbors, their community members and the future of Wilmington DE.

Implementation
The school Problem Solving Team will integrate mental health services and other support services to provide a tiered approach to social-emotional learning. We will promote quality early learning programs including the use of evidenced-based curricula in ECE and elementary grades on pro-social skills associated with healthy social and emotional functioning; a key success factor for school readiness, positive education achievement and reduction in aggression. Efforts will be coordinated by expanded ECMHC service and STARS.

Connecting the IM40 (40 developmental assets and Parenting Partners training), we will maintain a tiered system of supports to promote student social emotional learning and wellness with connections to the children's families.

The teams involved in creating this plan are the teachers, parents and community participants. Their names are as follows:

The implementation of this plan will include the stakeholders. The intention is to hold monthly meetings with the stakeholders (see PD schedule) with the purposes of informing the stakeholders along with the staff, of the data and progress in the implementation of this plan, as well as advice seeking for next steps. Included in these meetings will be feedback as to the current level of programs, assessments etc. and to inform the stakeholders of the success or areas of need.

Part of the implementation of this plan will be to update the website as to inform parents and stakeholders an easy and clear way to contact the support personnel they may need to connect with to better serve their child's needs. These web updates will include contact numbers, services each support person can provide and community contacts as well.

Tiered Implementation Approach:
- **Tier 1** will include universal evidence-based strategies, such as the Responsive Classroom framework and the PATHS Curriculum. In this context, the Responsive Classroom approach provides the foundation while PATHS provides the explicit curriculum connection that aligns with the Common Core state standards. The staff will receive training to implement the SEL programs with fidelity and building level teacher leaders will serve as coaches. The strategies used on the universal level will build on successful efforts that have been implemented to promote SEL with family engagement. Students who require a more intense approach to SEL will move to more Tier 2 interventions.

- **Tier 2:** After reviewing indicators such as academic performance, attendance rate, and number/type of referrals, the classroom teacher will use a more intensive assessment with the use of a validated tool. Currently, the tool used to support teacher's recommendation to PST outlines the behavior, interventions, and response to those interventions. The future tool (to be developed in conjunction with PATHS consultants input, we also include specific "look Fors" that will align with PATHS and Responsive Classroom strategies. The teacher will then refer the student to the Problem Solving Team for follow-up. The PST will provide strategic deployment of school based resources (mentor, counselor, FCT, psychologist and/or teaching strategies) to assess and develop appropriate Tier 2 interventions for targeted students.

- **Tier 3:** We will utilize our PROJECT LAUNCH resources to address students who need additional support beyond Tier 2. Those resources will include redesign or redeployment of internal resources or referral to external resources as deemed appropriate by the Problem Solving Team. Referrals can be made to the PROJECT

LAUNCH team and community behavioral health resources. Tier 3 may include the development of an IEP or 504 plan.

- Throughout the entire process, parents will be invited to meetings to discuss the behaviors, intervention plans, and concerns. If parents are not able to attend meetings, parents will be called and all decisions will be collaborative. Currently we hold PST meetings twice a month. By holding meetings twice a month, we are able to quickly address the needs of our students. We are also able to modify and quickly make changes if another path seems to be needed.

This model for SEL aligns with the RTI model for academic instruction and support.
The PBS/PATHS team will meet monthly to discuss the socio emotional needs of the school.
Specific data will be used to analyze effectiveness (behavioral data, specifics of referrals, (time of day, location, offense, and grade level), suspensions and attendance will be analyzed. Decisions/recommendations will made as needed. The school guidance counselor will provide leadership in this area. In addition to the data analysis of the school, the teacher coaches will guide the use of the PATHS evaluation kit.

(See Appendix: Sample Professional Development Calendar)

This model for SEL will be sustained through the following actions:
- PATHS - Training led by qualified personnel trained in the PATHS program. It is a possibility that we would combine our training with Highlands and/or Shortlidge if this seems feasible. This specific person is yet to be determined.
- RTI model - Training for the RTI model for SEL support will be led by our disciplinary team
- Walkthrough tool - A portion of the academic walkthrough tool will include areas that will guide Administrators in observing PATH's strategies and/or *Teach like a Champion* Strategies. This will assure a regular expectation for these strategies to be incorporated daily. PD to address this walk through tool will be discussed in the August PD
- ongoing assessment
- integrating other community based resources
- use of redeploying school based resources
- morning coffees and evening sessions to share results after each regular assessment
- PD relevant to counselors, psychologists, ED's and FCT's and behavior interventionist to be led by district office staff and/or a PATH representative, with the objective of creating a team that will be trained in PATH's so they will be ready to take the lead

in 3 years. This plan is still in the works and will be developed as our funding and resources are clarified.

- Our Counselors, ED's, psychologist and FCT's have regularly attended the PD's that are relevant to their profession. This includes but is not limited to meetings on PBS, Drop Out Prevention, IEP development, Standards based IEP's, community events etc...
- Our support staff are encouraged to attend any relevant PD that would be beneficial
- At this point, we plan on expanding on Responsive Classroom practices. The priority school committee evaluated our current PBS program and determined that refining an in house positive support program based on RC practices would be the best course of action for Warner Elementary.

The above additions to the SEL sustainability objective will be supported with current initiatives and continued PD for the following:

- Responsive Classroom - At least one monthly "boost" to engage teachers in the RC mindset and strategies. These will be during a staff meeting and/or the monthly PLC
- Continued PST and Climate Team meetings to review the behavior data and to review the Positive Behavior Support goals to determine areas of need and areas of success.

The results will also be shared with community advisory groups such as PROJECT LAUNCH and early childhood readiness teams, civic associations, and governmental organizations.

Per the PATHS Overall Model School Criteria, Warner Elementary School staff will complete the following professional development plan:

- All staff must complete the 2-day PATHS Curriculum training.
- All building administrators will attend the Administrator PATHS Curriculum training.
- Our Problem Solving Team will monitor implementation of PATHS to monitor implementation and ensure support to all school staff.
- Our building administrators will observe each teacher teaching the PATHS Curriculum lessons.
- Warner administrators will use PATHS concepts/ideas in faculty meetings.
- A written professional development will be in place for new teachers. This plan will include training, coaching, mentoring, and follow-up.
- The teachers and administrators continue training and updating in PATHS Curriculum lesson and concepts.

Implementation:

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

- Scripted curriculum
- Coaches (As determined by teacher leaders and trained district staff)
- Student practice at home with families
- Cross curricular application of concepts and language
- Monthly data reflection to determine impact

Following the first 3 years of implementation, Warner administrators will identify individuals within the school to become PATHS trainers. The leaders will be determined by their overall commitment to the PATHS program, their own personal achievements in the area of building relationships (Component 2 may play a part in this decision), and their overall commitment to Warner Elementary. This is the plan as determined by the team, but it is contingent on the overall implementation of the PATHS program. Whatever training is necessary; this group of educators or support staff will receive.

In reference to the implementation of the screening tool for students being referred to PST, Currently, the tool used to support teacher's recommendation to PST outlines the behavior, interventions, and response to those interventions. The future tool (to be developed in conjunction with PATHS consultants input,) will also include specific "look fors" that will align with PATHS and Responsive Classroom strategies. We do not have a model of that screening tool, as the WESC feels it is critical to have the input from PATHS and Responsive Classroom consultants.

Once a student is discussed at a PST meeting, the dynamics of the frequency of observations, interventions, etc., will be determined. Again, with the feedback and guidance of PATHS consultants, we will better determine the next steps and best practices in moving forward.

Members of the PST team are Warner Staff member and will receive training along with the entire staff. As determined by the PATH's program, we will evaluate if the PST team needs any focused training that would benefit them in this role. A walk through tool will be developed that is molded to Warner's needs and will give opportunities to document the PATH's program embedded in a regular homeroom, Responsive Classroom strategies, Teach Like a Champion strategies as well as CCSS, level of rigor, evidence of learning, and student engagement.

Implementation with fidelity is a challenging task. With any new program, it is the intention that clarification and clear direction come with continued and ongoing PD. The PST team, Administration and district office walk through and discussions with

teachers will assist in assuring the program being used with fidelity. There will be a learning curve, with the expectation for strict program guidelines to be adhered to.

Indicator 4.6: Additional Programs

Plan for Additional Programs:

Warner Elementary School provides a wide range of afterschool, summer and enrichment opportunities. Opportunities to engage students in social, academic and creative expressions are offered. The school coordinates this effort by providing programs that support our mission and vision of reaching the needs of the whole child, nurturing the emotional and academic needs.

- Girl Scouts - Addressing the needs of the whole child, the Girl Scout program will address character development, provide opportunities for service, and provide opportunities for goal setting for daily objectives and life objectives
- Lego League - Providing opportunities for higher order thinking and problem solving within a team format. Teamwork and using strategies to address rigorous goals are critical. Lego League opens an opportunity to compete with other Elementary Schools in Red Clay
- 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.
- Wilmington Choir - This program is led by Kim Doucette from the Opera DE. This program is open to 3rd- 5th grade with the final product being to join in with other Wilmington Children's Choir members and performing in a concert
- Project Chance-After School - All students have the opportunity to sign up for after school care through PC. During this program students can participate in technology based academic support, arts and crafts, reading for pleasure and field trips (usually in the summer only)
- Reading Remediation - During Project Chance support is given by PC staff. Part of our plan is to supply Reading Remediation to students over and beyond Homework assistance for the 2015-2016 After School Program year.
- After School Reading and Math - Warner Staff and Project Chance 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 Program-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.
- Mentoring - One on one support for students identified through the PST process given by community members
- Service Learning - Beginning with this current year, several grade levels are involved in Service Learning. Example: Our 5th grade oversees the food closet now housed

at Warner Elementary. It is our intent to provide a Service Learning opportunity for all grade levels.

- 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.

- Boy Scouts -This would be a new addition to Warner's after school selections. The intent would be to further expand on the SEL of our Warner students

- Girls on the Run -This would be a new addition to Warner's after school selections. The intent would be to further expand on the SEL of our Warner students

- Relationship with Salesianum - The partnership with Salesianum is now in its 4th year. Salesianum students volunteer at Warner in various ways. The Seeds of Service Program consisting of 4 groups of 20 students each, come to Warner 4 times a year and provide service to our homeroom teachers in whatever capacity they are needed. The Salesianum gentlemen work with students in the classroom, participate at recess, and eat lunch with Warner students. Salesianum students also earn their service hours by joining our afterschool programs. They give support with homework and whatever the club needs are. We are seeking to expand our relationship with Sallies in terms of: Acquiring Sallies gentlemen to join Warner students regularly for recess to play football, basketball etc. for purposes of modeling good sportsmanship, teamwork and proper language; developing a regular system of mentoring with Sallies students and Warner students.

- Partnership with third party partnership (urban league, creative mentoring, communities in schools) - Currently we are seeking partnerships with the aforementioned agencies to further meet the academic and Social Emotional needs of our Warner students during the academic day, afterschool and to support parents with support if needed and appropriate for the agencies.

We will contract with one or more vendors for a comprehensive, academic-based afterschool program focused on developing the whole child. We will seek program providers that offer strategies and resources to expand on the unique learning needs of each student, improve their self-confidence and social skills, engage parents in their child's development, and reinforce what students learn during the school day.

Indicator 4.7: Assessment and Assessment Schedule

Assessment Plan:

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

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

Addressing 1E and 3E from DPAS: The distinguished categories for these criteria indicate that students take ownership and are active in the goal setting and data evaluation of their learning. WESC will set the expectation that each student will have a binder /folder that will contain charts, rubrics and clear expectations for growth. With the A/B schedule, there will be more time available for teachers to have feedback meetings with students. Classroom will be expected to create rubrics with their students and engage students in the correcting of papers based on the rubrics.

In addition, each grade level will have a data wall in which grade level goals will be displayed. These displays can be centered on SF data, SRI data, Math formative data, or fresh read data. It will also have a section that states the expectation and the areas of focus for growth.

Assessment Schedules:

A clear assessment schedule is provided to all teachers district wide 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.

Red Clay Elementary English Language Arts Assessment Calendar At A Glance

2014-2015

Grade Level	Scholastic Reading Inventory (SRI)	Dibels Next Screening	Scott Foresman Benchmarks	Scott Foresman Benchmarks
Kinder	*Only given to K students who meet the First Grade ORF Spring Benchmark AND score 80% or higher on Kinder SF Assessments (Building principal must contact the ELA supervisor to receive licenses)	*All K students Cycle 1-August 25th –September 12th Cycle 2-January 12th –January 30th Cycle 3-May 4th –May 29rd	Baseline- 8/25-9/5 Unit 2-12/12-12/19 Unit 4-4/2-4/17 EOY (optional)-5/18-5/29	Entered/To DSC Baseline-9/10 Unit 2-12/19 Unit 4-4/17 EOY-5/29
First	*Only given to First Grade students who meet the First Grade ORF Spring Benchmark AND score 80% or higher on 1st Grade SF Assessments (Building principal must contact the ELA supervisor to receive licenses)	*All 1st grade students Cycle 1-August 25th –September 12th Cycle 2-January 12th –January 30th Cycle 3-May 4th –May 29rd	Baseline- 8/25-9/5 Unit 2-12/12-12/19 Unit 4-4/2-4/17 EOY (optional)-5/18-5/29	Entered/To DSC Baseline-9/10 Unit 2-12/19 Unit 4-4/17 EOY-5/29
Second	*All 2nd grade students Cycle 1-August 25th –September 12th Cycle 2-January 12th –January 30th Cycle 3-May 4th –May 29rd	*All 2nd grade FRA students, and below level on SF baseline/benchmarks Cycle 1-August 25th –September 12th Cycle 2-January 12th –January 30th Cycle 3-May 4th –May 29rd	Baseline-8/25-9/5 Unit 2-11/21-11/24 Unit 4-3/6-3/12 EOY-5/18-5/28	Entered/To DSC Baseline-9/10 Unit 2-11/25 Unit 4-3/13 EOY-5/29
Third-Fifth	*All 3rd-5th grade students scoring 1 or 2 on Spring '14 DCAS Cycle 1-August 25th –September 12th Cycle 2-January 12th –January 30th Cycle 3-May 4th –May 29rd	*All 3rd-5th grade students scoring 1 or 2 on Spring '14 DCAS, Screened on SPI, and below level on SF baseline/benchmarks (struggling reader, early decoding skills) Cycle 1-August 25th –September 12th Cycle 2-January 12th –January 30th Cycle 3-May 4th –May 29rd	Baseline-8/25-9/5 Unit 2-11/21-11/24 Unit 4-3/6-3/12 EOY-5/18-5/28	Entered/To DSC Baseline-9/10 Unit 2-11/25 Unit 4-3/13 EOY-5/29

Red Clay Elementary Mathematics Assessment Calendar At A Glance

2014-2015

	Date Taught	Start Date	End Date	MTB Unit	DPP	Name
Grade 1	August - October	9/8/14	10/6/14	3	W	What Number Once More?
	August - October	9/29/14	10/30/14	4	H	Adding Trains?
	October - December	11/3/14	11/26/14	7	L	Penny Problems
	January	1/5/15	1/15/15	8	G	At the Circus
	February	2/9/15	3/16/15	11	T	What's the Weather Like?
	May	5/4/15	5/18/15	15	G	Naming Numbers

	Date Taught	Start Date	End Date	MTB Unit	DPP	Name
Grade 2	October	9/15/14	10/6/14	2	S	The School Store
	October	10/6/14	10/30/14	3	F	Collecting Buttons
	December	12/1/14	12/23/14	5	G	Animals
	December	12/8/14	1/12/15	6	N	Buckets of Cubes
	March	3/9/15	3/27/15	13	I	Sharing Peanuts
	March	3/16/15	3/27/15	16	D	Pennies
	May	5/11/15	5/29/15	18	K	Sorting Lids
Grade 3	October	10/6/14	10/20/14	3	K	Pumpkins in Wagons
	October	10/13/14	10/30/14	4	B	Story Solving
	December	12/8/14	12/23/14	6	J	Bicycle Riding
	December	12/15/14	1/15/15	8	J	Base-Ten Pieces
	February	2/9/15	3/2/15	11	P	How Much & How Many?
	February	2/17/15	3/9/15	14	N	Adding & Subtracting
	May	5/4/15	5/18/15	16	D	Walk-a-Thon
Grade 4	September	9/22/14	10/13/14	2	W	Timing Reading
	October	10/6/14	10/30/14	3	F	Story Solving
	November	11/3/14	11/26/14	4	C	Using Twos
	December	12/8/14	1/15/15	7	I	Divisible by 2, 3, or 6?
	March	3/9/15	3/27/15	9	E	Division Stories
	March	3/16/15	3/27/15	10	M	Multiplying with Zeros
	May	5/18/15	6/5/15	13	Y	Order Fractions
Grade 5	August - September	9/15/14	10/13/14	2	V	Multiplication Practice
	September	9/22/14	10/30/14	4	C	Equivalent Fractions
	November	11/3/14	11/26/14	6	H	Fractions
	December	12/8/14	1/15/15	7	Y	Add/Subtract Fractions
	March	3/9/15	3/27/15	9	A	Division Practice
	March	3/23/15	4/27/15	10	L	Fractions

	Date Taught	Start Date	End Date	MTB Unit	DPP	Name
	April - June	5/4/15	5/22/15	11	O	Fractions

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.

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: (See Appendix: Proficiency Scales & Sample Proficiency Scale- Grade 4)
At this time, the implementation of the standards based report card is still uncertain and is being developed and discussed by a district team. Warner Elementary will comply with the directives from our district office and from the state for our official report card. We will continue to inform our parents through Open Houses, parent conferences, newsletters and parent events as to the status of any grade reporting changes.

For purposes of this section we will discuss our current grading system.

Currently, Warner Elementary complies with the report card system we have used for many years. For 4th & 5th grade it is a letter grade associated with the level of proficiency for each subject. There is a 10 point span for each grade; 90-100 =A/80-89 =B/70-79 =C/60-69 = D/50-59=F. There are no grades given below a 50. Homework only counts towards 5% of the overall report card grade. Third Grade uses the "Outstanding" "Satisfactory" "Unsatisfactory" "Needs Improvement" scale. It is roughly based on the 10-point scale above.

In addition, we have set the expectation that all teams will have common assessments, thus assuring that students in different homerooms will receive the same summative assessments as their peers in other classrooms. This year the 4th and 5th grade met this expectation and 3rd grade is working towards it. The expectation for 2015-2016 will be for all summative assessments that determine the report card grade to be common among each grade level team.

These summative assessments can take various forms. They can be based on the unit tests, selection test or a project based learning experience. If it is a project-based

experience, a rubric will be developed with clear guidelines as to the expectations for grading. The variety offers students many venues to show their knowledge.

Parents are informed as to the grading policies and expectations at the Open House and at all parent conferences. As we receive more confirmed information regarding a change to standards based learning, we will inform our parents and students.

Although the report card is not a standards based report card, the learning outcomes as formative assessments and some summative assessments are developed, are clearly aligned to the standards. Currently, the use of a proficiency scale as a measure for growth in performance is encouraged to be used. As of 2015-2016, it will be the expectation.

We have attached a model of a proficiency scale that our 4th grade team has used regularly. This is a great tool to have for providing feedback to students as to where they are "now" and the areas to work on so they can reach the target. It is also a great tool to have when teachers are involved in parent conferences. With the proficiency scale attached to student work, parents can see the learning expectation and how their students are performing.

Another area to help students and parents clearly see the targeted learning outcome is the creation of the "golden" work. In other words, samples of what the completed task should look like so that it can be compared to students work. For example, if the targeted goal for a "3" is to write a paragraph using complete sentences and 10 descriptive words - the "golden" work would be a sample of what that would look like. It is the assumption that if this method is used consistently that the year-end targets for all subjects will be met.

Once our standards-based report card is implemented, it 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:

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

Common Expectations/Grading Expectations:

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

To ensure consistency in grading common assessments, teachers utilize ELA rubrics aligned to the report card's *Academic Progress* key (1-4 scale). In mathematics scoring is scaffolded to allow for teachers to identify where student misconceptions begin. Students are asked to select an answer, show their thinking and explain their answer. Data is gathered regarding each area.

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

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

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

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

Currently, the districts grading policies are as follows: A minimum of 10 grades entered in E-School (4th and 5th) or in grade books (3rd) for Reading, ELA and Math. Since we will be adopting a block type schedule, it is the plan that Science and Social Studies will be taught for one solid quarter each. (Example: Science will be taught the 1st quarter/Social Studies the 2nd and so on...) Therefore, there will be a 10 grade minimum for each of these subjects also. Due to the Unified Arts team only seeing students once a week, the expectation is to have 5 grades for purposes of determining a report card grade.

Going forward, with the above consistencies, we will have a better handle on the trend of grades over several years. Currently, we cannot say that we would be able to draw many conclusions from report card data as far as determining trends.

District guidelines mandate that grades are entered within 2 weeks of the summative assessment being given.

Indicator 4.9: Special Education, Student Supports and RTI

Performance Driven Planning: (See Appendix: Inclusion Peer Support Plan & Campus Action Plan and District Inclusion Plan; Drop Out Prevention Plan; Guidance Counselor Growth Goals, PST Referral Form)

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. This includes the ELL students within our building. Using the Access scores and indicators that are checked on the student data form, ELL students receive the support services they are entitled to such as pull out for a minimum of a 20 minute session, or push in services. Our Warner Inclusion plan and our Warner Peer Support plan are attached and indicate a clear path for special education students and our ELL students.

Performance Driven Planning
• ESL pull-out program for all identified ELLs taught by a certified ESL teacher

Our ESL teacher, Ashley Williams, is a very strong and knowledgeable educator and monitors the ESL students thoroughly assuring that the continuum of services is offered to each student. We also guarantee that if a student would be better serviced and qualified to attend Lewis, the duel language school that this happens. Our ELL students use Language Central (which goes along with the Pearson curriculum used in the classroom). We also use Imagine Learning, a bilingual computer program that builds student proficiency in English. All identified students receive small group support exceeding the new minimum hour requirements by DOE. Additionally, once a student exits ESL, we monitor them for 2 years to make sure they are proficient in all four domains of English.

WESC recognizes that a multi-faceted approach needs to be addressed when looking at the needs of our diverse population. Academic needs will be addressed by many of the strategies listed above.
Our students with behavioral needs will be addressed by a multi-tiered approach. Currently we have a system in which the teacher use Responsive Classroom strategies aligned with PBS awards and recognition. This will be continued in subsequent years as a 3rd- 5th campus. Our Positive Behavior plan will align with Responsive classroom and will also have our new PATHS program beginning to be embedded in all approaches to challenging behavior.   We will seek the support and assistance from the district, state

and our RC and PATH's coaches to seek excellence and fidelity as we move forward in our campus model programs.   It is our ultimate goal to build relationships, nurture students, and keep students in the classroom.

Predictive Indicators:

WESC has in place procedures from the onset to address students' academic needs. When new students are registering the WESC:

- Review the data card and look for the box that may be checked by parents indicating whether English is the first language spoken at home.
- If this box is checked, we copy this data card and send it to the ESL office so this student can be tested for ELL services
- Review the information submitted for any IEP's
- If there is an IEP or a request for IEP records to be sent – the E.D. contacts the previous school and discusses specifics and thoughts on the correct placement. This happens immediately
- For students who are new to Warner after the beginning of the school year, a copy of the student's information from E School is put in the reading specialist's box so the student can be tested and placed in an RTI group and the proper small group within 48 hours of arriving.
- One requirement of our staff at the beginning of each year is a CUM file review. Teachers must go through each of their students CUM folder and review information. Teachers fill out a CUM file review form which informs them of: child custody issues, previous retentions, language barriers, the previous springs State or DIBELS test scores, IEP needs, 504 needs or "other." (Behavior plan, crisis in family, past notes forms previous schools etc.).

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

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

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

Next….
- Are we analyzing Scott Foresman baseline, benchmark, and progress monitoring
  data?
- Are we analyzing SRI and SPI data?
- Are we analyzing 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.

Pertaining to ESL/ELL:
- ACCESS data is reviewed yearly to determine appropriate level of ESL support
  required or the possible transition out of the program (only if criteria are met)
- Amount of ESL support is determined based on composite scores and student need

Our ELL students are brought to our attention first by the Student Data Card, in which the parent indicates their spoken language at home. This information is faxed to our district office and from that point testing takes place that will indicate the level of ELL support services that the student is entitled to.   Once a student is in our pool of ELL students, our ELL teacher closely analyzes the level of need. Ms. Williams develops a schedule based on Access scores, that assures that the correct amount of support instruction is given and/or the correct amount of monitoring takes place.

Compliance:

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

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.

As recommended by the State, we will work with district office to arrange for an annual internal self-audit to assure IEP's, Evaluation Summary Reports and other Special Education documents are written correctly and that the student are receiving the interventions necessary as per the IEP. WESC feels it would be beneficial to have a district person involved in these self-audits to assure compliance with district, state, and federal mandates and to have the lens of someone outside of our building to gain a clearer perspective.

Systems:

ESL support is provided based on student language proficiency need in order to provide opportunities for ELLs to be included in the general education classroom with their English speaking peers
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.

As mentioned above, our ELL students also receive support and monitoring as they progress through our K-5 program. Next year, as a 3rd grade-5th grade school, collaborating with Shortlidge Academy will be critical to assure all information is current and that staff that are key to the student's success are informed of any needs.

In addition, as students leave our 5th grade, we assure that we are sending along all pertinent documents and information to assure a smooth transition. If necessary, our ELL teacher, homeroom teachers, and/or special education staff can communicate specifics that will assure success.

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 chart below is from the Chicago Consortium on School Research:

Table 1: Examples of Highly Predictive Risk Factors for Dropping Out from District Cohort Studies			
Type of Risk Factor	Philadelphia	Chicago	Fall River, Mass.
Academic Performance	• Earning an "F" in English or math during 6th or 8th grade • Failing courses and falling behind in credits in 9th grade • Failing to earn a promotion in 9th grade	• Low grade point average in 9th grade • Failing grades in 9th grade • Low credits earned during 9th grade • Falling "off track" during 9th grade; i.e., either receiving more than one semester F in core academic courses or not earning enough credits to be promoted to 10th grade	• Very low grades or attendance in 4th grade • Significant decline in grades from 5th to 6th grade • Significant decline in grade point average from 8th to 9th grade • Being retained in any grade during K-8 or in high school
Educational Engagement	• Low attendance (80% or lower) during 6th or 8th or 9th grade • Receiving a failing classroom behavior mark during 6th grade	Low attendance during 9th grade	Significant drop in attendance beginning in 6th grade

Source: adapted from Jerald, 2006

Although all of the above information is critical and needs to be discussed, the highlighted statements are those that our campus model schools can directly affect. WESC refrains from retention of any student. We will continue to work collaboratively with Shortlidge as together as a campus school, we do not retain students other than in extreme cases. We will also closely monitor changes in grades and attendance.

Contrary to what some educators state, school factors are the biggest reason students drop out – NOT family related circumstances:

"Although educators often believe dropping out to be driven by personal and family circumstances unrelated to schooling (Roderick 2006), most dropouts exhibit highly predictive educational warning signs. That finding supports results from surveys. For example, a federal survey revealed that dropouts are twice as likely to cite school-related reasons than family- or work-related reasons for leaving school (Berktold et al. 1998), *something that held true for all demographic subgroups (Jordan et al. 1999).*

"Finn (1989, 1993) argued that it would be a good thing if educational risk factors turned out to be better predictors because they are "alterable," as opposed to "status" risk factors that educators have little or no control over, such as poverty, gender, race, and family background. "

Given the above perspective by Finn, we as educators will focus on the whole child, but also focus on what we can control. Below is a list of strategies/interventions that WESC are currently taking part in that we hope will set a firm foundation and detour any pattern of drop out behaviors:

The following pertains to all students who may be at risk:

- Active Learning – engaged, all students included, proficiency scales so mastery and /or progress is attainable for all
- After-School Opportunities – To support struggling learners and to create an atmosphere to want to learn more.
- Alternative Schooling – Only if in the students best interest for Social/Emotional support
- Career and Technology Education (CTE) – Exposing all K-5 students to career choices and options
- Early Childhood Development – The Shortlidge/Warner Campus in conjunction with district office will actively recruit parents to send their child to Pre-K
- Educational Technology – Embedded throughout all grade levels all curriculum to engage students and promote a 21st Century mindset
- Individualized Instruction – Through mentoring and or support staff
- Mentoring/Tutoring – engage the community to support the Shortlidge/ Warner Campus
- Professional Development – discussion of the drop out indicators and what to do to prevent a student heading down this path
- Safe Learning Environments – All students will be emotionally safe (re-directed, motivated, positive words)

- Service-Learning – giving our students a chance to serve and contribute to their communities
- Interventions not retention – with the exception of very rare cases (example: a student enrolls in K in February – this student would most likely be retained if academic indicators show the child is not ready for 1st) all students by the 2nd quarter would have a plan in place that would address the academic challenges they are facing.
- Behavioral Interventions: Using support staff, teachers and community, students will be provided with the services they need in order to become a responsible and well-adjusted person.

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 (including ELL and multi-cultural 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 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.

District office has asked each school to organize into teams. This team includes an administrator, 2 teachers, a support staff person, and a parent. A schedule was provided for the past two years that indicates who attends which meeting depending on the objective of that meeting. District office is continuing with this organizational set up for the upcoming academic year. Warner Elementary has this team organized and it is this team, along with the BLT, that developed the Campus Action Plan and the Inclusion Peer support Plan.

These PD's are planned throughout the school year and are held at district office with all school level teams.

The district has also offered specific PD to address the needs of culturally and linguistically diverse students such as: Using ACCESS Data and the Can Do Descriptors, Classroom Instruction That Works with English Language Learners, An Introduction to WIDA for English Language Learners, Language Acquisition and Cultural Understanding

Warner Elementary is committed to having a mindset that ALL students are a part of the inclusive strategy. This means that as data, student specific needs, and learning outcomes are analyzed, that all students receive the appropriate small group placement, RTI placement, services, accommodations, modifications and strategies that support learning.

Measuring growth and proficiency with the inclusion model will be done be assessing the academic and behavioral data available to us. This includes but is not limited to, RAPS, attendance, suspensions, RTI progress, and SF unit test progress.

Also, teachers within the Warner Elementary School are trained within the building. Teachers are observed and feedback is offered within the District and school's walk through information and on DPAS II observation.

Varied Learning Opportunities:

- ELLs receive specific ESL support based on their language proficiency needs
- RTI is an additional intervention that is provided to ELLs based on academic data
- ELLs are provided more opportunities to interact with their English speaking peers in the general education classroom while receiving the additional support from a certified ESL teacher
- The ESL teacher collaborates with the general education teachers to provide strategies that can be used across content areas to support the language needs of our ELLs
- Imagine Learning is available as an additional support for all ELLs

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.

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. All staff is trained in using I-Tracker to retrieve and analyze reports. 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)

<u>Academics:</u>
The Quarterly Report template captures the following data related to academics (See Appendix):
- 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 frequent systematic manner. The following captures the proposed 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

WESC recognizes that all staff must commit to the philosophy that all students are entitled to excellence in education. The School Advisory Team (SAT) and the staff encompass this philosophy in the vision and mission statement that is developed.

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

- Defining 'proficiency' as students being able to know, understand and do the expectations as stated in the CCSS

- Proficiency scales will be used to set goals, discuss opportunities for growth, and determine mastery or steps towards mastery as a regular and ongoing part of instruction and feedback

- SAT will replace the current Building Leadership Team (BLT). The Building Leadership Team currently follows an agenda that is aligned with the district's mandates of prescribed monthly discussion pieces. As Warner moves into a priority status, a more comprehensive team will flourish as the leadership team of WESC. The SAT will meet at least once per month to discuss PLC work, review academic, cultural and behavioral data. The team also makes decisions on behalf of the building's teams. With the RCCSD's permission, the SAT will prioritize specific items as needed by the building. A comprehensive monthly review of data is warranted.

- SAT will review critical data that is consistent and will provide insight to areas of strength and areas of need. Example: Student Attendance, Staff Attendance, Behavioral data, Math formatives, SF Baselines and unit tests

- One staff meeting a month will serve as a time for all staff to review, discuss and focus on strategies that will address our commitment to excellence through instruction and relationship building. School administration will share pertinent data on a weekly and monthly basis.

Weekly- School Administration will share information regarding behavioral concerns, attendance concerns and academic information

Monthly-School Administration will disseminate data concerning behavioral needs and success, academic achievement, student and staff attendance

Early Identification

- The WESC PST (Problem Solving Team) team meets on a monthly basis. The PST consists of an administrator, guidance counselor, school psychologist, behavioral interventionist and school climate coordinator. The PST team in SY 2015/2016 will also consist of a Reading Specialist and a teacher. The team discusses behavioral data as well as academic information. The team is preexisting and will continue to meet to discuss interventions with teachers. Students are identified by teacher or parent referral. RAP data as well as achievement data are discussed. Teachers are provided interventions and early intervention strategies.

- The WESC School Support Team (SST) currently meets on a weekly basis. The team reviews attendance data and concerns. The team provides in house mentoring support for students who present with attendance concerns. For example, after a student misses 4 or more consecutive absences, he/she is referred to a visiting teacher. After missing 5 days, the guidance counselor will meet with the student. After 7 days of absence, the student is provided with an attendance contract. In addition, the student has a home visit from the school climate coordinator. In SY 2015/16, the LCSW will also complete home visits and offer interventions to students with chronic absenteeism.

- Teach like a Champion Strategies will be developed by means of the SAT and PLC meetings. The Teach like a Champion framework comprises of 46 "best teaching strategies." The SAT team and teacher teams will delve into the teaching strategies during the summer meetings. In addition, the SAT will focus primarily on student and staff data. After dissemination of the data, Teach like a Champion strategies (TLAC) are reviewed and presented by teacher teams. Teams will bundle pertinent teaching strategies. A portion of the SAT agenda and the faculty meeting agenda will be provided for professional development regarding TLAC strategies. See draft of SAT agenda.

- Monthly Celebrations "Student of the Month" will continue to celebrate successes in academics and character development. The administrative team will look the scheduling of student of the month activities to accommodate parents and other members of the community.

Data Driven Environment

- School wide data focus- the WESC seeks to provide each stakeholder with a data rich environment

    o Teachers will adorn the classroom with data walls for the entire class. The classroom data will demonstrate mastery toward Reading and Mathematics progress. The classroom data wall is a standard for each classroom. The data wall will encompass attendance and behavioral successes.

    o Students will inherently learn to monitor his/her own data with student data notebooks. Each student will keep his or her own student data notebook. He/she will record current reading and math progress and goals behavior progress and goals. Students will also use this tool to communicate their pertinent information to parents during parent teacher conference time.

    o Administration will communicate data to staff on a weekly as well as a monthly basis. The front board of the building will also communicate pertinent student and staff data.

- Honorable mention-Great Spirit awards will be provided to teachers who achieve benchmarks and/or achievements worthy of special attention

    o See attached drafts of possible sheets utilized in the student data notebook

Monitoring and Evaluation of Cultural Achievement
In an effort to evaluate and consistently monitor the effectiveness of the cultural achievement aspects of the WESC, the school administration will regularly review and communicate progress towards improvement of data.
(See attached calendar draft)
(See attached student data notebook recording sheets)

School Advisory Committee – The school

Monthly Review of Pertinent School Data *Data Disseminated at the monthly faculty meeting and School Advisory Council Meeting*	Student and Staff Attendance Data
	Referral Action Process (RAP)
	Out of School Suspensions
	Student Achievement Data
	Student of the Month Assembly for all grades

Weekly Review of Pertinent School Data *Data disseminated at weekly school support team meeting* *Friday- Administrative Meeting* *Monday-School Support team meeting*	Referral Action Process Out of School Suspensions Out of School Suspensions of Special Education Students, ELL students Student and Staff Attendance Data Student Achievement Data Weekly-CFA-Common Formative Assessment (one per team) as measured against the proficiency scale to evaluate growth Bi Weekly-I Tracker Progress Monitoring/ Curriculum Progress Monitoring for Reading and Math Formatives RTI- Progress Monitoring for Reading and Math Formatives Quarterly-Scott Foresman Unit Tests/Selection Tests/Fresh Reads

Positive Relationships:

WESC knows that students will respond to teachers and staff from whom they feel respected by and cared for in all areas of their life. We recognize that students will work towards success if they know they are pleasing their teacher or know that their efforts will be validated. At Warner Elementary, we acknowledge that relationship building and identifying needs are the foundation; it is simply what must be done in order to move forward. Therefore, the following procedures/programs will be enhanced or put in place:

• Responsive Classroom: The Responsive Classroom initiative is led by a team of teacher leaders who are all trained in RC best practices. The RC team holds monthly meetings and review of basic skills in developing a classroom culture. Additionally, all current teachers are trained in RC 1. This program is designed to build a community or family type environment in each classroom. WESC is committed to RC and will continue to train teachers and/or develop the skills of those already trained. Moving forward, the Responsive Classrooms teachers will continue to assist in developing the staff in best practices of teacher/student relationships. The RC initiative is beginning to transcend to a larger focus throughout the building. The Student of the Month Assemblies encompasses an aspect of RC as the assemblies now begin with a cultural call-song that the entire school knows that calls the body to assembly.   Future RC topics include; but, are not limited to:
  • Building Positive Relationships
  • Teacher Language
  • School Wide RC focus
  • Closing Circles
• PST – Problem Solving Team; Our PST has a process to identify and address the needs of students who teachers have indicated are struggling. After 6 weeks of school, teachers submit student names to our PST lead. They indicate the areas of

need and what they currently are doing in the classroom to address those needs. Our PST team meets twice per month. These students are discussed and a plan is developed that supports that classroom teacher in meeting the student's needs.

- o As per the Priority Committee it has been decided to try to create a short cut so teachers get immediate support/suggestion as opposed to having to wait until a meeting has taken place and feedback is given.
- o Once the PST has met and identified areas or suggestion for support, these are shared with the teacher. The PST point person will visit with the teacher, unofficially observe the teacher and student and provide feedback.
- o Any number of strategies could be determined to be useful therefore a sense of flexibility will take place until we determine the correct measure have been taken.

• Mentoring: The WESC will make the mentoring program the responsibility of one person. The steps to make this successful will be put in place and will most likely include:

- o Include in our budget money for a mentoring program/organizer
- o Advice/guidance from another school that currently has a successful mentoring program
- o Seeking adult mentors from business, churches, neighboring high schools, district office personnel and other stakeholders
- o Students who are referred to the PST will be candidates for mentoring.
- o Students who are seen for counseling will be reviewed for possible mentors
- o Monitoring of the mentors work with students will be kept in a file system for review so we can accurately track the true benefits of mentoring
- o It is the intent that each mentor will commit to one session per week and will focus on an academic
- o Mentoring for academic and behavioral purposes will be disseminated upon based upon data from the school support team.
- o Behavioral mentors will be provided based upon the number of Referrals. Students who present with five or more referrals will be offered a mentor as a behavioral intervention
- o Students who present with reading or math difficulty and present at least three grade levels below the standard will be offered an academic mentor
- o School administration will look weekly at the student behavioral and academic data to ascertain the effectiveness of mentoring

High Expectations (Teacher and Administrator Performance):
The WESC team determined that a strong and diligent focus on the DPAS rubric language and a strong and diligent focus on the attributes aligned with the rubric

evidence is the foundation for measuring and expecting high performance from teachers and administrators. Therefore, the following points will be addressed:

- PD in August that will clearly review, articulate and model the rubric language and expectations for DPAS evaluations.
- PD in August regarding proficiency scales and the application of these proficiency scales in lesson planning.
- Teacher goal setting for Component 5 will be set for maximum student success
- Cycle review days will be an opportunity to review student growth
- DATA Review Day is typically held in June. The WESC team would like to add a mid-year and/or quarterly Data Day to review growth and student expectations. In addition, administration will share data with staff on a monthly and weekly basis.
- Currently new teachers are assigned a mentor. WESC will also align new teachers with a Responsive Classroom mentor, provide immediate opportunities to observe experienced teachers, provide opportunities for experienced teachers to observe novice teachers – all for the purposes of assisting new teachers in reaching proficiency.
- Goal setting / recommendations will be given on a regular basis to in clear language so teachers can reach the next level of performance as per the DPAS Rubrics.
- Using DASL coaches, Administrators will be held to high standards with regular discussions and goals set to move forward in all areas.
- Peer to Peer Coaching will result from PLC conversations that are held with the PLC lead teacher for the teacher team. During SAT meetings, the team leader will develop a peer to peer observation protocol. The purpose of the peer protocol is for the lead teacher to provide positive feedback to the team teacher.
- Currently, 90% of the teaching staff is rated as a highly effective teacher. Beginning June of 2015, staff who are not deemed highly qualified will attend a meeting with the building administrators and Human Resources.
  - A plan for a one year turnaround for highly qualified status will be drafted with staff and District Level/Building Level administration.
  - The WESC administration will seek opportunities within the district to provide staff development to ensure that all staff are highly qualified.

Administration will follow up monthly with teachers who are not highly qualified within a specified length of time.

As baseline data is collected by October 1st, the administrative team will set and communicate high expectations as per the baseline data.

(See Appendix: Sample School Calendar; Proficiency Scales)

Indicator 5.2: Structural Expectations and Learning Environment

Over the past year, many updates have occurred at Warner Elementary School. A new entrance was built to increase security, there is an attractive foyer with a welcoming ambiance, and freshly painted lockers brighten up each hallway adding to the overall aesthetic of the building. The individual classrooms were painted only two summers ago. Other attributes of Warner Elementary School's learning environment are as follows:

- An updated and re-designed library courtesy of a makeover by Capital One (2013)
- Bright posters in the cafeteria
- The main office has been re-designed with a new layout and new furniture including the main desk.
- Parents are greeted as they enter the building by office staff and an Administrator
- An Administrator greets each student as they enter the building and an Administrator greets each student as they enter the cafeteria for breakfast
- It is expected teachers stand in their doorways and greet students daily as they enter
- Our cafeteria staff is welcoming and friendly – often knowing many of the students first names
- Parents are welcome with a fun and engaging Block Party each fall (August)
- Frequently guests comment on how nice the school looks and how welcome they feel as they walk into Warner
- Our bulletin boards in the main foyer are divided into: Data/Community and Family/ Warner News and Thunderbird award winners for attendance. These boards inform parents of current events, assemblies, community events and Warner data and goals

Areas the WESC believe we need to address/improve:

- A handicap ramp to the main doors so our parents and students with physical disabilities can access the school by the main doors
- Updates in bathrooms for staff and students. Our bathrooms need to be refurbished and for younger children designed for their needs
- The front bulletin board of the school will celebrate student success and outline student goals
- Art teacher will display student work throughout the school building in each grade's related hall (for example, third grade hall will display third grade work, etc.)
- The WESC will embrace the reconfiguration of the Warner and Shortlidge Campus
- Warner Elementary School will partner with the Cab Calloway School of Performing Arts Honor Society and Junior Honor Society in designing a specific focus/theme for each floor. Each floor can have positive statements and paraphernalia from that particular piece of author's work

- o See below (sample):
  - First Floor-Third Grade-Dr. Seuss
  - Second Floor- Fourth Grade-Beverly Clearly
  - Third Floor-Fifth Grade-Mike Lupica

A strong focus on teacher/student relationships as well as valuing student efforts is reflected in:

- Morning meetings through Responsive
- Common language that promotes a positive environment
- As we go forward, the PATHS program will be initiated to promote more Social/Emotional language between teachers/students/support staff
- Student work is displayed outside of each classroom as well as through the common areas
- Art teacher will display student work throughout the school building in each grade's related hall (for example, third grade hall will display third grade work, etc.)
- Our Warner Thunderbird pledge states, "…I will be the best possible me…" This is recited daily and reinforces the expectation for students to do their best
- We have a safety patrol that is given leadership tasks throughout the building.
- In the fall, parents receive the Code of Conduct and the Family Handbook. These books clearly detail the nuts and bolts of the behavior expectations and the framework of the operations of the building. There is a sign off sheet that indicates that this has been read and understood
- Every classroom will have a student data wall. The data wall will display math progress, reading progress and classroom behavior progress
- A golden wing award will be provided to the class that earns the highest number of classroom wings. The school counselor will award the golden wing and post the wing outside of the teachers' door who ears the highest number of wings
- Students can give teachers a plaudit by using the teacher tweet board located in the cafeteria
- Evaluation for the school physical plan by a number of indicators on parent surveys
  - o Current Surveys include; but are not limited to higher level questioning on the Delaware School Climate Survey, Delaware Positive Behavior Support Survey and the Warner PTO survey. The return rate of surveys at Warner is currently minimal. The WPBS team, WPTO team will administer the survey a number of times to seek a greater response rate. Guidance counselor will make a student survey to ascertain if students like the physical building and the culture.

Indicator 5.3: Discipline and Management Plan
(See Appendix: Guidance Counselor Growth Goals)

Responsive Classroom; PBS; Student Code of Conduct; Problem Solving Teams
The WESC is a multifaceted organization with a structure that provides multiple supports for students. WESC recognizes that the school disciplinary actions and the practice of behavior management require restructuring, reorganization and streamlining process across all grades. WESC will continue to work particularly in this area regarding tiered interventions and a tiered method of consequences.   The overarching goal is to provide students with a systemic tiered approach to discipline interventions, systemic tiered consequences creating a safe, warm and accepting environment. Evaluation of the behavior supports are compiled in a survey with the Delaware School Climate survey. The survey elicits responses from parents, staff and students. Warner Elementary School will continue to evaluate the effectiveness of the behavior program with the Delaware School Climate Survey.

Rights and Responsibilities Policies:
The RCCSD Student Code of Conduct ensures that discipline policies are equitably and consistently enforced and communicated. The policies and procedures guide all disciplinary actions within the school building including communicating actions to students, parents, school district and the Delaware Department of Education. Student behaviors and resulting disciplinary actions are documented in DSC and reviewed monthly at a building level Climate Meeting. The handbook is reviewed and updated each school year by a district wide Discipline Committee. At the beginning of the school year all students are given a copy of the Student Code of Conduct, which is reviewed with students in the classroom and during grade level expectations assemblies (September, January). A copy is also posted on the school and district websites.
The RCCDS Board of Education also adopted "Student Behavior Standards." All students receive behavior standards on their report card as well:
01 – Exceeds Behavior
02 – Meets Behavior Standards
03 – Approaching Behavior Standards
04 – Does not meet Behavior Standards
Student Behavior Standards-RCCSD school are positive learning environments where students:

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

Student Code of Conduct:
- The code of conduct is an official Red Clay Consolidated School District Board of Education Document which outlines the following:
- Outlines the description of a school climate
- Details the rights and responsibilities of students
- Defines the attendance policy
- Provides safeguards for students
- Defines conduct that disrupts a positive environment
- Standardizes procedures for disciplinary action

Code of Conduct Enforced:
- On school property prior to, during ad following regular school hours
- School bus-During a school sponsored event
- School sponsored events where administrators have jurisdiction over students
- Off campus-RCCSD has the authority to suspend or expel its students for activities occurring off of school premises when it is determined that the school presents a threat to the safety or welfare of RCCSD personnel. The receipt of an Attorney General's notice that the student is arrested for a crime may warrant the initiation of the process to determine appropriate disciplinary action.

Rights and Responsibilities: The school code of conduct link is as follows:
http://www.redclayschools.com/files/_uEL0N_/08406f021f97f86e3745a49013852ec4/2013StudentCodeofConduct.pdf
The Red Clay Consolidated School District Student Code of Conduct (page 14) recognizes under SCHOOL CLIMATE/ENVIRONMENT that students have the right:
- To have a safe and positive school environment.
- To attend classes without distractions, frictions, or disturbances.
- To attend a school free of harassment.

Red Clay Consolidated School District Board Policy 4003 "Staff Conduct and Ethics" requires all employees to:
- Maintain the well-being of students as their primary goal.

The WESC will perform functions that alleviate the exclusionary practices of student disciplinary measures. The WESC will seek professional development that supports that the restorative type practices.

Restorative Practices:

The WESC will use the 2014-2015 year to explore key concepts of the Restorative Practice framework and identify alignment with Responsive Classrooms. Restorative Practices (RP) is a program grounded in philosophies designed to create powerful relationships, which are central to building thriving communities. RP represents a paradigm shift with adults that focus on the harm done in a specific environment. A tiered approach to restorative practices will be utilized combining previously successful classroom, administrative and state mandated strategies (8 staff members are currently trained in student crisis management). The input of specialized staff including but not limited to school psychologists, social workers and behavioral interventionists will meet with the administrative team to develop common strategies to be utilized by staff. The success of established restorative practices will be based on discipline data documenting repeat occurrences. The team will provide a restorative practices matrix to be shared with staff, students and parents. Revisions will be made (when necessary) after quarterly review.

(See Sample Behavior Matrix)

Implementation of Responsive Classrooms began in 2014-2015 at Warner and will continue as a key strategy during the following school years. Our strategy to address several critical components of the restorative mindset includes:

- Ongoing school-wide Responsive Classroom professional development
- School-wide training on tiered supports and interventions based upon identified strengths and need
- School-wide teaching of core principles and mantra
- School-wide lessons on self-discipline and responsibility in classrooms and on school buses

Three –Tier Model
- Tier I Practices:
- School wide behavior support systems
- Instructional and environmental contexts
- Proactive behavior & academic supports
- Team based problem solving
- Data-based decisions
- Expected behaviors taught and defined
- Reinforcement strategies
- Consistent response to problem behaviors
- Classroom management principles
- Character education
  - Teach/pre-teacher/pre-correct

- o Predict and prevent
- o Positive Reinforcement
- o Strengthen desired behaviors
- o Instructive component to problems
- o Problem solve with students
- o Character education
- o Students build self esteem
- o Screening and Progress Monitoring
- o Prevention and Early Intervention
- o Monitor School wide data
- o Office referrals and suspension data
- o Triangle data by student subgroups
- o Classroom and individual student data
  - ▪ School wide expectations
  - ▪ Social skills
  - ▪ Bullying
  - ▪ Isolation
- **Universal Interventions**
  - o Focus: All students in school/class
  - o Program: instruction of behavior expectations and social skills
  - o Grouping: Instructional Review Team and PBS team analyzes data-administrative actions, behavior grade, location, time individual students, suspensions, attendance

Tier II
- Targeted Behavior Supports
- Group Systems
- Group Interventions
- Check in/Check Out Procedures
- Mentors
- Self- Management Strategies
- Contracts with Instruction and Reinforcement
- Social Skills Groups
  - o Students who meet Tier II goals are reintegrated into Tier I
  - o 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 I efforts

- Program: Check-In/Out programs, Mentoring, Contracting, Social Skills Group to support behavior and learning, parental involvement
- Grouping: Group intervention/paired with academic support "individualized" group interventions
  - Time: Daily
  - 4-6 weeks of intervention/ review/revise or continue with plan
  - Assessment based on brief functional behavior assessment/Individualized goals/ daily point card/weekly progress monitoring
  - Interventionist: All teachers/ review team/psychologist/title I/ behavior specialist/ advisor/person with positive relationship with student

Tier III

- Intense, Individualized supports; if no progress, move to Tier III individualized supports
  - Functional Behavior Assessment/Behavior Support Plan
  - Mental Health Assessment
  - Wrap Around Plans
  - Special Education Services
  - Diagnostic information used to determine specific patterns of student skills
  - Progress Monitoring
  - Individualized to student needs
  - Problem Solving/interviews
    Goals: ->80% success rate
- Data collection
  - Reflects types of behavior
  - Efficient and practical

Interventions:

- Focus: Students who did not respond to tier I and II efforts
- Program: FBA, behavior support plans, wrap around and mental health services
- Grouping: IEP or BIP goals
- Time: Daily Implementation of supports-Mental health determined by professionals
  - Assessment: Daily Data management/weekly and quarterly progress/assessments for academic and behavior

Systemic Renewal: The WESC and school climate team will evaluate discipline procedures annually with the feedback from the Delaware School Climate Survey. The school climate team will analyze results on the survey to make amendments to the school's behavior plan for the upcoming school year. Further, the school will continue to delve into the school's discipline protocols, behavior data, truancy and academic data. Recommendations for adjustment in plans will be provided to the district.

Responsive Classrooms

Responsive Classroom is a research and evidence-based approach to education that is associated with increased school culture connectivity, higher student achievement, and improved school climate. It is recognized by the Collaborative for Academic, Social, and Emotional Learning (CASEL) as one of the most well designed, evidence-based social and emotional learning programs.

During the 2014 school year, the WESC partnered with the University of Delaware for Responsive Classroom training. The staff participated in the two-day training at the building level. One time per month, the staff participates in an hour-long training that continues the responsive classroom work. The WESC will embed the RP philosophies in the RC framework.

The following skills and experiences are a direct result of the work with the RC:
• Morning Meeting
• School Wide closing circles- incorporated one time per month with Student of the Month Activities
• Positive Teacher Language

The WESC will continue the partnership with the University of Delaware to further develop the responsiveness of teachers as it relates to student infractions and discipline.

Positive Behavior Supports:
Currently, the WESC procedure for promoting positive behavior is guided by the state level Positive Behavior Support System (PBS). In keeping with the philosophies of Restorative Practices, the WESC will develop a school level platform (WPBS) that encompasses a tiered approach to rewarding positive behaviors.

Examples of School Based Promotion of Positive Behavior
• Develop a school mantra
• Teach core principles school and class wide
• Reward students of ownership of good choices
• Reward students for redirection of behavior
• Reward students for ownership of behavior
• Reward classes for accepting differences

Problem Solving Team
The WESC Problem Solving Team (PST) is a school multidisciplinary team that is comprised of a school administrator, psychologist, special education teacher, reading

specialist, regular education teacher and educational diagnostician. The team collaborates with teachers regarding specific students. A tiered system approaches our students with demanding behaviors

- Students are identified in three tiers (green-0-1 referrals; yellow 2-5 referrals; red 6+ referrals).
- Supports are provided to students including- counseling, lunch bunches, mentoring, staff check in and out
- Functional Behavior Assessments and Behavior Support Plans are developed
- Students are monitored to determine if supports are effective with the noted needs
- The PBS team follows teacher request and needs of students throughout the year

(See Appendix: Sample Guidance Counselor Growth Goals; Sample Behavior Matrix)

Indicator 5.4: Family and Community Engagement Plan

Communication and Collaboration:
The Warner Community strongly acknowledges that the contributions of the family and community directly align to student achievement. Building on that truth, Warner Elementary School will incorporate in these plans events, actions, and strategies that will address the needs of our students and families. The team has recognized the need for a stronger parental engagement component that will not only engage our families to build a community of parents/guardians, but will also engage our families to be contributors to overall school wide decisions and activities.

Currently there is minimal parental involvement. In the past we have hosted parent events that have addressed literacy, math, testing and student programs. We have found that parents attend events in which their children are performing and/or when dinner is offered. Our attendance at these events ranges from 25 – 150 people.

In the past we developed a parent survey that was designed to help determine what parents would participate in or contribute their time towards.   Phone calls were made using these surveys in an attempt to engage parents, but the outcome was minimal.

Working with what we know to be strengths, (dinner offered, students involved in the event) and what we want to develop (parent leaders, increased attendance, true partnerships) the following action plan will guide our next steps:
• Objective: To develop a strong relationship / partnership between home and school.
• The formation of a PTL: Parent Leadership Team. This team will meet every Monday from 6:00-8:00. We will have a teacher liaison that will help guide the team.
• The Parent Leadership Team will be comprised of highly active, committed and motivated parents. This will be accomplished by discussion with parents with Administration and BLT/SAT to emphasize the importance of this committee and the objectives that are outlined as the desired actions of this committee.
• Develop the focus:
   o PTL Desired outcomes/objectives
   o Teacher appreciation/moral boosting
   o Parent Leadership Institute – Parents facilitate events for other parents. Various topics could be:
      ▪ Creating learning environments at home
      ▪ Various Instructional practices: RTI, test prep, small group instruction
      ▪ Being an advocate for your child

- Encouraging parents to be more visible. Encouraging parents to be a part of the decision making.
- Contributing to the promotion of attendance at activities
- Leading the development of the Title One Parent Compact

We currently have 8 dedicated members of our PTL. The PTL has been active this year in supporting our new Food Bank housed at Warner Elementary. The PLT has secured $1,000.00 from Westminster church to support this food bank. The PTL is also involved in considering ways to sponsor school events at community locations such as Hilltop Community Center.

Our current status with Community stakeholders other than parents is as follows:
- Partnership with Salesianum School-SEEDS of Service. Their young men come into Warner to do service projects and tutoring.
    - SY-2016- Continue with SEEDS of Service
- The Art Alliance program. This is a program in which several Arts programs throughout Wilmington and Philadelphia come into Warner and create an engaging experience for each grade level.
- Communities and Families First-SY 2015/16-Coordinates community partnerships and parental engagement activities
- Jack and Jill of America-SY 2015/16-Paint Teacher first floor staff lounge
- The Triangle Community Civic Association-SY 2015/16 currently partners with Warner Elementary School with the up and coming school garden
- Shop Rite of Delaware-SY 2015/16- Offers fourth grade students cognitive and memory lessons
- University of Delaware-READ ASSIST program-SY 2015/2016 provides reading assistance to students who struggle with basic phonemic skills
- Food Bank of Delaware- SY2015/16-Will continue to assist in providing families with school supplies, clothing, canned goods and other basic needs

The Warner team intends to build upon these relationships and develop new community relationships in the following manner:
- Develop surveys that will pinpoint specific areas in which the partnership can be strengthened.
- Reach out to other community agencies, churches, day cares etc. to start new alliances and gain information with the intent of servicing our students and family's needs.

Active Partnerships in school wide improvement efforts:

The Warner Priority team has outlined the key events in which we feel are critical in meeting the needs of informing parents as to instructional and learning as well as developing the needs of the families to feel a part of a community:

• Block party
• Open house
• Literacy and Math Nights
• Choral concerts/arts nights
• Movie/social nights combined with an information session pertinent to school year activities
• Regular PLT meetings in which all families are invited

Communication that will address student learning will be continuous on ongoing in the following manner:

• Phone calls
• Student planners
• Parent/Teacher conferences
• Evening events
• Weekly notes home
• Newsletters
• Weekly School Messenger announcements

Quality of Engagement

As mentioned earlier in this plan, it is the objective of the WESC to develop parents as leaders as wells as parents as contributors to decision making within the school. The following opportunities will be planned to give parents the venue to engage in conversation and discussion that will lead to these opportunities:

• Jazzy Breakfast – bagels and coffee during the Scholastic book sale
• Tea and Talks – monthly
• Monthly PLT meetings

During the above, the Administration and PLT together will analyze academic data and behavioral data with the end goal to be a mutual understanding of the current status and to have ongoing discussion to move forward. In addition, the culture of the building will be discussed to develop ways to engage parents and stakeholders more effectively. Our efforts to increase parent attendance will be to communicate in the following way:

• Teachers to make positive phone calls the 1st week of school and encourage parents to get involved as well as setting a positive tone with the parent
• Communication through newsletters and "School Messenger" phone blasts
  o Newsletters-sent monthly
  o School Messenger Announcements-sent weekly- parents who are hard to reach; Spanish version for ELL parents

- o School Messenger Text Messages sent weekly-parents who are hard/difficult to reach; Spanish version for ELL parents
- o School Messenger emails translated into Spanish for growing ELL population
- Two way communication through student agendas
- Fliers, posters-Translated for ELL parents/students
- Incentives to students/classrooms if parents attend

Overall Stakeholder Engagement

The feedback of our parents and stakeholders is critical and will drive all efforts to move forward. As mentioned earlier in this plan, we will develop a survey that will focus on determining the needs of the parents and students. This survey will also focus on the specific way certain stakeholders can contribute to a solution to these needs.

The initial survey will serve as a starting point for future discussion.

The following practices will be put in place to assure engagement from parents:

- Communication in English and in Spanish
- Suggestion box in the front office
- A flow chart outlining the order of communication that parents should take for areas of concern:
  - o The chart will reflect the following steps:
    - 1st step: Call teacher
    - 2nd step: Call Assistant Principal
    - 3rd Step: Call Principal or support person who may be able to act on parent request

The WESC believes that it is critical that a member of the support team is continuously reaching out and engaging community agencies regarding involvement and possible ways to build a two-way relationship. It is the intent that Warner students build the capacity to serve others and take part in service learning within the community, which is why community partnerships are of the utmost importance.

(See Appendix: Parental Involvement Plan)

Indicator 5.5: School Advisory Team

The current Warner Elementary School Building Leadership Team (BLT) will be expanded to become a fully functioning School Advisory Team (SAT) representing various segments of the community who will support the preparation and evaluation of the school plan. Members of the Advisory Councils represent the larger school community and may include priority school leadership and staff, district office staff, school parents, area residents, school alumni, local businesses, representatives from faith and community-based organizations, local university communities, and locally elected officials. The SEA staff members responsible for school turnaround will be invited to participate in the SAT. The role of the SAT is to:

- Meet regularly to discuss and determine the community's educational needs
- Review priority school actions (alignment)
- Host community meetings, public forums and community outreach activities to collect community input
- Review and discuss school data and results – identify needs
- Use district strategic goals and school outcomes as a guide for efforts
- Advise the preparation, implementation, and evaluation of the plan
- Participate in periodic monitoring of progress, including reports on school progress against performance targets to the school community;
- Communicate school successes within the school and district community

As outlined by the RCCSD responsibilities of the Building Leadership Team manual, the responsibilities of the Warner Elementary School Advisory Team is as follows:

- Set standards and expectation within school and develop the school culture
- Facilitate the involvement of the school community in the development of the School Turnaround Plan
- Aligns the School Turnaround Plan with the RCCSD Plan
- Monitor, implement and support the Campus Inclusion Plan
- Focuses on student achievement for each student
- Develops the professional development plan for each school
- Coordinates professional development initiatives and resources between the school and district office
- Allocates and manages the school's resources-people, time, funds and materials to address and prioritize
- Supports the overall operation of Professional Learning Communities
- Ensure research based and effective instruction aligned with standards is used throughout all classrooms
- Support instruction in classrooms and implementation of CCSS

- Monitors the effectiveness of the School's Turnaround plan, professional development, instructional strategies, key initiatives, professional learning communities and intervention programs
- Reports out monthly on School Turnaround Plan, professional development, instructional strategies, key initiatives, professional learning communities and intervention programs
- Empowers staff and holds them accountable for results, develop a plan for leadership succession
- Data-driven decision making

The District facilitates the formation of School Advisory Team for each Priority School to ensure active school, parent and community involvement. While the primary role of SAT is to advise, they are critical in reporting the progress and implementation of the reforms and in ensuring strong connections, high expectations and high achievement for all students.

School Advisory Team Communication and Feedback Plan: An inclusive and effective school data and achievement plan is a chart for getting all school wide messages to the entire stakeholder body of the Warner Elementary School. This communication allows parents, community members and staff promote a positive image of the school to the assortment of the stakeholder community. The communication plan of the School Advisory Team provides expectations, goals, data and processes for the entire Warner Community. The WESC will communicate the data pertaining to the school turnaround to all stakeholders including the following: parents, staff, district staff and SAT members.

Objective: The School Advisory Team will provide timely, informative and ongoing school data to all stakeholders of the WESC. The team will communicate: outstanding efforts of students, staff, programs and community programs that impact the turnaround effort at Warner. The outcome of this ongoing communication will provide opportune data to all stakeholders, develop a sense of community among staff and students and create exceptional staff members.

The SAT will meet monthly and will review data regularly, including data with a monthly, mid-year look at progress and then a summative, end-of-year review in preparation for the following year. The review of data will be led by the following sample guiding questions:
- How has the school changed since the last school year?
- What strategies are most effective?
- Where the challenges and what are the actions to address them?

- How is the SAT working to improve its structure and governance (including increasing participation in the plan implementation)?

It is recommended that the SAT use rules to conduct the meetings (e.g., Robert's Rules of Order, The Standard Code of Parliamentary Procedure, etc.). Sample

Agenda:
- Welcome and Introductions
- Public Comments on Priority Plan (3 minutes per person)
- Committee Reports
- Plan progress and updates
- Action items and commitments
- Communication of success of the turnaround effort-Correspondence efforts
- Determine procedures for setting academic growth goals, share the process with PLC's and review the growth
- Review PLC artifacts from each grade level on a monthly basis
- Review student achievement towards teacher goals on student performance on a monthly/quarterly basis
- Future meeting dates
- Adjournment

The focus of the monthly meetings would resemble the following:
- September, October, November – School Data, PLC review, pertinent PLC documents
- Monthly communication to all stakeholders.
- December – Plan and school community update; Aug – Nov progress report, communicating successes
- January, February, March – Plan and school community update; Dec – Feb progress report, communicating success updates, state assessment
- April, May – Plan and school community update; Mar – May progress report

Summer – Communicating final results, plan revisions, school community outreach

Warner Elementary School Community will continue to value continuous feedback and review of data. Familiarity with the school's mission and vision is paramount to the school's success. The communication will be clear, consistent and all- encompassing of pertinent stakeholders. The school's administration team will develop and share a calendar of action to further build open lines of communication and community within the building.
(See draft of sample school calendar)

Indicator 5.6: School Communication

Plan:
The Warner team recognizes that it is only through effective and timely communication that the stakeholders will be informed and thus be able to participate or contribute in some way to the culture of Warner.

The plan for communication with all key stakeholders including a timeline is as follows:
School Staff:
Update at monthly faculty meetings
Multi-media outlets (Congo Hour, District/School websites)
School Facebook page
Update and prepare a one pager that outlines major priorities
Administer and analyze school surveys and feedback
Bi Weekly principal chats
School Messenger prior to meetings and activities
PLC work with the School Advisory Teams

The Warner Elementary School will
- Determine the stakeholders we will be communicating with and at what intervals
- Determine the person or persons who will develop the communication
- Assure that the information is concise and parent friendly
- Determine the method of communication and the language(s) that the information will be communicated.
- Assure the opportunity for a two-way communication if questions arise
- Provide messages for hard to reach parents, evaluate effectiveness of communication via school surveys
- Prepare a Warner Elementary School-One Pager that outlines all major initiatives and strategies that will lead to school turnaround

The plan for communication with all key stakeholders, including a timeline is as follows:
School Staff:

- Update at monthly faculty meetings
- Multi-media outlets (Congo Hour, District/School websites)
- School Facebook page
- Update and prepare a one pager that outlines major priorities
- Administer and analyze school surveys and feedback
- Bi Weekly principal chats
- School Messenger prior to meetings and activities

- PLC work with the School Advisory Teams

The plan for communication with all parents, including a timeline is as follows:
- Monthly update at WPTO Meetings
- Review survey documentation and list of school activities per month
- Utilize and update school kiosk
- Parental monthly newsletter
- School messenger inviting parents to meetings and other school activities on a weekly basis
- Community Media Outlets-Congo Hour, Facebook, Twitter

The plan for communication with all community stakeholders including a timeline is as follows:
- Update electronic kiosk
- Monthly school board updates
- Send School Messenger messages prior to school meetings
- Review updates at SAT and PLC meetings
- Provide survey and specific data to all stakeholders, Facebook page, Twitter

As the vast majority of Warner Elementary Community School parents do not live in the Warner School Community the administration team deems it necessary to hold events at a location that is close to the households of Warner. A partnership with the Hilltop Community Center offers the unique opportunity to meet with parents who can walk to a location that is closest to the parents. The following events will be held at the Hilltop Community Center:
- Literacy Nights-4 (two math/two reading)
- Meet the administration staff-summer meeting
- Parent University Meetings (6)
- Family Fun Night-1

Meetings held in the community at the Hilltop Community Center will provide the springboard for parents who do not live in the Warner Community to join the parent group.
Additionally, the following efforts are provided for parents who do not have transportation to the PTO meetings or school events:
- Meetings/Family Nights held at the Hilltop Community Center
- Parent Meetings held at the Hilltop Community Center
- Newsletter for local churches-state of the school
- Flyers of upcoming events-available at local churches

Messenger:

The messenger is responsible for thoroughly investigating all components of delivery of the message. This includes:

- Concise and clear information
- Knowing your audience and assuring the language is pertinent to that audience
- Being aware of the languages that the message needs to be written/stated
- Being responsible for any responses that the message may require
- Assuming responsibility for delivery of the same message in multiple modes if necessary addressing the various stakeholders who are receiving the message.
- Sending messages in a timely manner and with sufficient time so parties involved can respond accordingly

Timeline and Methods:

- The 15th of every month: A "School Messenger" phone message to parents from Dr. Fitzgerald, Principal
- Quarterly: The principal will do a "State of the School" message that will inform parents and stakeholders of the academic and behavioral status as well as other critical information

EXTERNAL

What	Who	How	Audience	When
Needs Survey	SAT 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
Pre-K and K Registration	School SAT Team Readiness Team	Website Mailer Community Partner Meetings School Messenger	Families Community ECE Community	March – August 2015
Recruit SAT Team	School	Web Mailer Community Partner Meeting	Families School Staff Community	March – May 2015

What	Who	How	Audience	When
		Cable/media Email Blast		
Plan review, revision and presentation	SAT Team	Web Community Partner Meeting Email Blast	School Community	April – July 2015
Family Orientation	School	Web Mailer Community Partner Meeting Cable/media Email Blast	School families	August 2015
Fall Update	SAT Team	Web Mailer Community Partner Meeting Cable/media Email Blast School Marquee	School Community	Autumn 2015

INTERNAL

What	Who	How	Audience	When
Needs Survey	SAT Team	Website Email Faculty Meetings	School Community	March – April 2015
Recruit school based SAT Team	School	Email PLC Meetings	School Community By grade	March – May 2015
Plan review, revision and presentation	SAT Team	Web Community Partner Meeting Email Blast	School Community	April – July 2015
Family Orientation	School	Web Mailer Community Partner Meeting Cable/media Email Blast	School families	August 2015

What	Who	How	Audience	When
Fall Update	SAT Team	Web Mailer Community Partner Meeting Cable/media Email Blast School Marquee	School Community	Autumn 2015

In addition to the above:
- If necessary, a family interventionist will go directly to a parents home if communication needs to be delivered that is pertinent to a student's well being
- Feedback from parents and stakeholders will be taken into account as to various ways communication can be sent to assure effectiveness.

(See Appendix: Sample Communication Plan SY 2015)

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

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

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

The following organizations are among the critical partners of the Warner:

- *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 parent education classes in our high needs schools, and counseling services to students and families.

- *The City of Wilmington.* The City of Wilmington is committed to supporting our high poverty schools within the city limits.

- *Nemours Foundation.* The Nemours Foundation is a pediatric health system with a major focus on supporting prevention programs and education aimed at improving the lives of children and families. As part of our Community School Model, which brings together partners to achieve positive results with regard to physical, social, and emotional health, Nemours facilitates parent engagement activities to support literacy and provides developmental curriculum for before and after care programs. They also provide funding for schools to offer wellness programs and activities for students such as seminars, after school programming and guest speakers.

- *Communities in Schools.* Communities in Schools support students, families and communities by taking an individualized approach to helping with challenging circumstances. Their mission is to surround students with a community of support, which in turn empowers them to stay in school, thus positioning them for success in life. Support is tailored to specific needs and challenges; therefore, services vary, but include non-academic assistance, one-to-one mentoring, tutoring and academic support, family assistance and parent engagement.

- *Boys and Girls Club.* The Boys and Girls Club is another valued partner of the district. 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. One grant, "Off the Streets", supports our secondary students, allowing for dual enrollment at Delaware Technical College, high interest opportunities such as a culinary program, and home visits to increase family engagement in the educational process. The second grant allows the Boys and Girls Club to be housed at one of our high needs urban elementary schools to provide structured before and after care.

- *Hilltop Community Center:* As a large district, it is a priority to form multiple partnerships with several organizations to increase the likelihood that we are meeting the needs of individual students at each of our high needs schools relative to where they live.

- *Delaware Arts Alliance:* In keeping with our mission of educating the whole child, this partnership enables our students to experience a variety of genres in the arts. This exposure is invaluable, as it affords our students an opportunity they may not otherwise have outside of school. Grade levels each have their own focus. Several examples of these experiences include ballet, poetry, and painting.

Warner Elementary School: Detailed list of School Partnerships

School Partner	Items Addressed	Timeline
Food Bank of Delaware	Food bank will provide uniforms, coats, undergarments and food items to families in need	Ongoing-Monthly/ Weekly
University of Delaware Read Assist	Tutoring in phonics to students who are at least two grade levels below	Ongoing-Monthly/Weekly
Warner Arts Alliance	Provide enrichment with each grade-3, 4, 5th	Fall-Winter-Monthly/Weekly
University of Delaware Responsive Classrooms	Offers assistance to new teachers and entire faculty in restorative practices	Ongoing-Monthly
Girl Scouts of America	Offers character development to young ladies in the after school program	Ongoing-Weekly/Monthly
Wilmington Choir	Students are provided the opportunity to participate in the Wilmington Choir; students receive voice and music enrichment	Ongoing-Weekly/Monthly

School Partner	Items Addressed	Timeline
Project Chance	WESC Afterschool entity- provides meals, tutoring and enrichment to students	Ongoing-Weekly/Monthly
Saturday Library	Museum of Natural History provides 6 sessions to students on Saturdays that allow students to hear stories, produce art artifacts and read about amazing facts in history	Ongoing-Weekly/Monthly
Children and Families First	Affords the school with a person who assist in coordinating all parent activities and communication	Ongoing-Weekly/Monthly
Jack and Jill of America, INC.	Supports the parental engagement pieces with Children and Families First. Collect items for school store, paint a room in the school	Monthly/As needed
Salesianum-Seeds of Service	Students of the school visit frequently to mentor and tutor students with identified needs in socio-emotional needs or academic need	Weekly/Daily/Monthly
Hilltop Community Center	Offers space for parent meetings, school literacy events and community events	Weekly/Monthly

We are very deliberate in the partnerships we seek and the supports that we provide for our students and families. We are committed to removing barriers to student learning and these partnerships are a critical piece of the puzzle. We are the benefactors of a variety of partnerships, each providing invaluable services to our schools, students, and families. These partnerships will clearly support our intense efforts to personalize learning for our students. Each student in our targeted schools requires different supports. It is our charge to ensure that we are serving students with this in mind.

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.

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.

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 July-September and September - December impact of actions and purchases v. the outcomes
  - Compare the budget to the expenditures
  - ID significant issues or problems during the quarter and plans for addressing issues/need for technical assistance.
  - Contact Federal and Regulated Programs office to explore competitive funding
- 21st CCLC: (As applicable) attend grant meeting and develop planning team and draft application for February submission

Winter (by February 2016, 2017, and 2018)
- Based on Winter assessment of success and progress toward goals and objectives:
  - Review July-February and December-February impact of actions and purchases v. the outcomes

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

End of Year Reflection (by July 2016, 2017, and 2018): What do we believe is most positively impacting results? What programs our practices are not impacting results? If results are poor, what programs or practices need to be revaluated and shifted?
- Based on Cumulative Review:
  - o Compare the budget to the expenditures.
  - o ID significant issues or problems during the quarter and plans for addressing issues/need for technical assistance.
  - o ID the impact of funded activities on the goals and objectives identified in proposal and the progress in achieving them.
  - o ID the impact of all adjustments.
  - o 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 Vision
Warner Elementary School aspires to be an academically rich and collectively responsive environment where students master core academic skills, develop leadership and empathy to thrive academically in global society.

The Mission
The mission of Warner Elementary Community School is to prepare students in the city of Wilmington to master strong academic skills, cultivate socio and emotional learning and foster responsibility in order to compete and contribute to an ever evolving global society.

Aligned Allocation:
The following activities are intended to be supported with the Priority Funds:

Technology: Bridging the digital divide is critical to ensuring our students are prepared to compete with their peers globally. We will implement a 21st century strategy that will help young students to access museums, research, and different cultures all from their classroom. Students will also use technology to build their reading, math, and writing skills. Each student will have access to technology to use at school.

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 (through DOE) 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.

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.

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

Driven by Data: Book studies to be used to develop teachers and leaders

Rewards/Incentives: Teachers who sign the letter of commitment and are confirmed will work in the Priority School for two years. Full time contracted Warner Elementary (Community Campus) Educational Staff will be eligible for an incentive stipend from the priority 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 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: Warner will provide afterschool programs which will include opportunities for academic remediation, STEM activities (Odyssey of the Mind and Lego League), physical activities (RBA and Girls on the Run). Beginning in the summer 2015, Warner will offer a summer program for incoming third grade through incoming fifth grade students.

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

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 school-wide and 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

Climate Support: To increase climate and support school-wide procedures and expectations, Warner will contract with Positive Directions for a hall monitor (District supported)

The Priority Plan, as supported by the interventions, strategies, and activities listed above, is intended to positively impact outcomes for all students at Warner Elementary School. The staff at Warner Elementary School 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 grant funds expire, the benefits of the training and coaching will remain. The shift in culture will define how we do things at Warner.

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 2 assistant principals) 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

<u>Process:</u>

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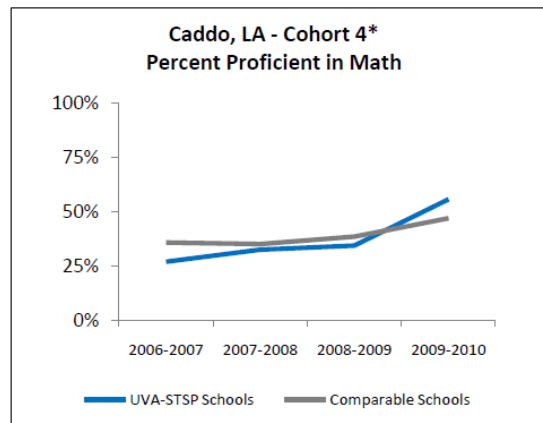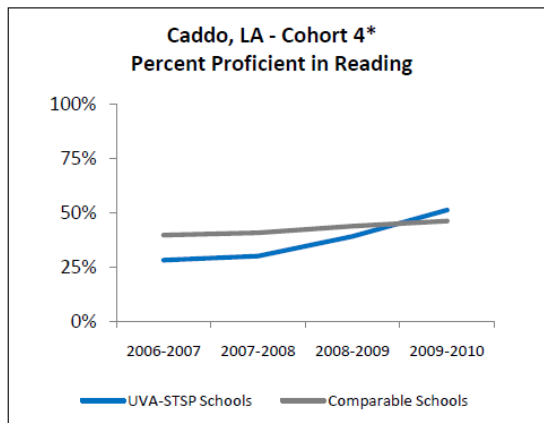
The proposal form contains the following components, with space to add specialized requirements such as Turnaround Experience:

- 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:

Caddo, LA - Cohort 4*
Percent Proficient in Reading

Caddo, LA - Cohort 4*
Percent Proficient in Math

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

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

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

Appendix

APPENDIX TABLE OF CONTENTS