

# *Brandywine School District*

## District Success Plan 2010-2014



*Embrace, inspire and challenge  
every student every day*

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Part 1: Introduction and summary

**Vision:** *How will your LEA be different in 2014? How will student outcomes be different? What will this mean for students, teachers and administrators?*

The Brandywine School District will continue to engage in systemic reform through its Strategic Plan to establish a community-wide culture of high academic expectations and student success, collective responsibility, individual accountability, and contagious enthusiasm in support of learning for all.

The District’s Race to the Top Success Plan is an integrated approach to systemic and comprehensive reform that will affect all schools and classrooms in the District, increasing achievement of all students while accelerating the growth of students performing below grade level to reach proficiency within 1-4 years. The Scope of Work not only includes professional development, instructional resources, and time for teachers and school leaders to collaborate, but also the staff capacity our system has been lacking to effectively monitor and coach school teams through the change process to ensure that the comprehensive reforms become consistent and pervasive across the district. While these ambitious initiatives are system-wide, the District has prioritized support for our fifteen K – 12 schools into three cluster levels based on 2009-10 student achievement data and also reflects the closing of two District schools in June 2009 and the changing of feeder patterns and grade configurations in elementary and middle schools for the 2009-10 school year. The Department of Education granted “New School Status” to all elementary and middle schools based on these changes with two high schools remaining “Under Improvement (Restructuring)”.

Priority Cluster I

Brandywine High (Restructuring)  
Harlan Elementary  
Mt. Pleasant High (Restructuring)  
P.S. duPont Middle  
Talley Middle

Priority Cluster II

Claymont Elementary  
Concord High  
Forwood Elementary  
Maple Lane Elementary  
Mt. Pleasant Elementary

Priority Cluster III

Brandywood Elementary  
Carrcroft Elementary  
Lancashire Elementary  
Lombardy Elementary  
Springer Middle

As the District’s Strategic Planning process dictates, all decisions on staffing, resource allocations, and curriculum programming support the goals of the 2007-2012 Brandywine School District Strategic Plan. This Success Plan has been developed in alignment with the Strategic Plan and provides

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the District with the unique opportunity to (1) accelerate and expand the scope of District initiatives to improve student achievement and instructional effectiveness, particularly in Priority Cluster I schools; (2) provide additional embedded support to teachers and school leaders on a weekly basis to ensure successful implementation and sustainability for reforms; (3) connect more effectively with community partners and parents to support student academic and social growth; and (4) forward the benefits of public education in the Brandywine School District and State of Delaware to the community at large.

The District will achieve these significant changes for students and staff by 2014 by:

- Increasing the teacher and school leader effectiveness in addressing the academic and social needs of all students. By 2014, a comprehensive, job-embedded professional development plan will be firmly in place to support the continued growth of all teachers and administrators. A teacher leader cadre will model effective instruction, planning, and assessment and provide coaching, problem-solving, and instructional support to colleagues in each school on a weekly basis. Collaborative planning will be embedded into the weekly schedule for teachers, and data analysis and progress monitoring of student achievement will inform and guide all instructional planning. With the alignment of Compass Learning assessments with the State's new common core curriculum and DCAS scales, schools will have individual student growth-to-proficiency trajectories established. Based on these formative assessments, acceleration strategies and interventions will be provided for low-performing students. As a result, all students will have access to higher level courses with additional support provided as needed. These strategies will include previewing instruction for low-performing and special needs students, double periods of ELA and Mathematics, RtI Interventions, Summer AP courses, and tutoring/mentoring for students enrolling in rigorous courses. Expanding PSAT testing down through ninth grade and increasing the number of students in AVID classes beginning in the middle school, will help staff to identify students with the potential for AP and to provide academic and mentoring supports in earlier grades. Counselors will work closely with staff members and parents to provide career counseling, academic gatekeeper awareness and early identification of obstacles to students' academic and social success. District resources will focus on supporting the needs of schools, as detailed in schools' annual School Success Plans, and overcoming the identified obstacles to student success. The District Resource Team will provide on-going support to school administrative teams, building leadership teams, and Professional Learning Communities. All administrators will effectively and consistently implement the State Performance Appraisal System to improve teaching and learning in all classrooms.
- Instituting comprehensive instructional reform so that curriculum is aligned with the State's prioritized curriculum and research-based strategies are consistent and pervasive across all classrooms in all schools. By 2014, teachers and administrators will effectively implement Learning Focused Solutions Model for planning, instruction, and assessment. Using LFS strategies, each school will have instituted an integrated, building-wide literacy program that is supported by Response to Intervention and Instructional Support Teams. District LFS trainers will provide on-going support to teachers and administrators, work closely with content area coaches and District Content Area Curriculum

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Councils to monitor alignment with the State's prioritized curriculum and increase the rigor of instruction and assignments. As a result, this will ensure students are college or career ready and that the District meets the common measures for increasing the percentages of students achieving advanced performance levels on the State DCAS assessment. There will be an articulated mathematics program, KN-12, aligned with the State Standards and the national Common Core Standards. Through professional development elementary teachers will have increased their math content knowledge to support higher rigor for students and as support there will be quarterly vertical planning sessions across grade level clusters. The District will have an articulated S.T.E.M. program, Kindergarten to high school, to provide inquiry-based contextual learning for all students and an integrated application of skills and knowledge across the curriculum. The District's inclusion initiative will provide access to the general curriculum for students with disabilities and provide on-going professional development and support to regular education and special education teachers. As mentioned previously, acceleration strategies will be consistently provided to students with disabilities, low performing students, and ELL students to ensure that they meet their growth-to-proficiency targets.

- Increasing learning time for students to provide acceleration and rigor. By 2014, through the use of formative and summative assessments, Response to Intervention, Instructional Support Teams, Compass Learning, and early identification of potential (PSAT, AVID, Counseling Program), all students will have access to additional learning opportunities. Individual learning paths will be established for all students and students will be able to access their plan from any web-based computer via Compass Learning. Additional instruction will be provided during the school day, before or after school, or during the summer for low-performing students using both acceleration and remediation strategies based on their growth-to-proficiency learning targets. Content knowledge and skills will be integrated across the curriculum and school day to provide students with practical applications and opportunities to increase their higher order thinking skills. The District will explore instituting a summer extended learning program for low performing students that will significantly extend their school year, holistically address their needs and track their progress through high school. While this program will be an expansion of the Summer Bridge Program, college/career-readiness and community-oriented initiatives included in the Race to the Top Success Plan and the FY10 SIG 1003 (g) Grant, the District will seek additional resources for implementation and sustainability.
- Creating community-oriented schools to support the learning and growth of students. By 2014, the District and each school will have strong connections and partnerships with businesses and organizations in the neighborhoods and broader communities that they serve and will provide educational opportunities for students and their families beyond the school day. The District will provide students and their families with access to school libraries and computers beyond regular school hours. District Parent Centers will provide educational opportunities, family activities, District information, and community resource information to support the success of students. Each school will identify and address specific obstacles to parent participation in their community and will include staff professional development about their school and community cultures as part of annual teacher preparation and planning. Schools will have character education and service programs in place to connect students to their communities and beyond. District social workers will serve as liaisons between families, schools, businesses, and

social/government agencies.

- Providing District-level sustained support and operational flexibility and efficiency. By 2014, the District will have increased its capacity to serve and support all schools in systemic reform initiatives. Personnel resources and project funding will be prioritized and allocated based on the District Strategic Plan (District Success Plan) priorities and identified needs of students and staff as indicated by the District's Priority Clusters of schools. District-level staffing assignments will be allocated to provide embedded support at the classroom teacher and building leader level to ensure consistent and pervasive implementation of research-based professional practices and to provide the required District-level monitoring of curriculum, instruction, student achievement, and reform initiatives. Monitoring of District operations and cost-saving initiatives will be in place. The District will enhance its current student data "warehouse" to better support school level team collaboration and intervention on behalf of students by incorporating the State's new data system application, as well as the District's own formative assessment results. These formative assessments will be used to calibrate a 3-4 year growth-to-standards target for students performing below standards proficiency and to also progress monitor their growth each marking period. Targets will be set internally once the State has released the scale for the State DCAS assessments. The District intends to align Compass Learning assessments to the Common Core Curriculum to assist in the growth-to-standards setting calibrated to DCAS.

**Needs Assessment:** *Based on your LEA's data, what are your greatest performance challenges? What are the root causes of those performance challenges? [Note: This can be a narrative, or in the format of "Group Name/Needs/Root Causes/Data" found on the Success Plan website]*

Integrity.

One might wonder why the first item under a Needs Assessment narrative would start with "Integrity". The malleability of data produces the temptation on the part of individual and group to circumvent the true intent and purpose of a genuine needs assessment. Critical self-analysis and admission of areas that are sub-standard and in need of improvement are in direct conflict with human nature. Due to the uses and abuses of data, many titled Needs Assessments are really shallow rhetoric providing little more than numeric illusions meant to deceive and mask the real issues at hand. The Brandywine School District is committed to the ethical and moral leadership that openly and candidly identifies areas of concern and embraces the challenge of implementing and monitoring a plan of corrective action.

The following needs assessment is a synopsis of multiple macro and micro comparative data reviews across buildings, grade levels, content areas, and sub-groups both in real time and longitudinally across school years. The Needs Assessment narrative has been broken down into two components: (1) an overview of the Levels of Data Use in the Brandywine School District; (2) a bulleted outline summary that identifies root causes



under categorical headings.

**Part I: Levels of Data Use – Brandywine School District**

In the past decade, the Brandywine School District has evolved from a data deprived environment to a data rich organization dedicated to data analysis as a means of informed decision-making. Critical analysis of programming and practice using a variety of data sources at both the school and district level have become standard operating procedure. In addition to the variety and availability of data, there has also been noticeable growth in terms of analyzing and interpreting data on the part of school and district level administrators and teacher leaders. As leadership teams analyze data, drilling down to identify root causes that produce or influence the results has become the norm.

**Level I - District data**

District level data consists of collecting, analyzing, and sharing trend data from standardized tests (DCAS) over a five year period. Data is reported out by grade, content area, and school for all students and for all sub-groups. The data is presented to the Board of Education and to all administrators and is examined by the district to determine whether targets were met and implications for instructional, programmatic, and professional development changes and needs. The data is also reported in the Consolidated Grant Evaluation for the district and used to measure progress on Race to the Top targets.

The district also collects, analyzes and shares data from DIBELS and Breakthrough to Literacy with elementary principals.

**Level II - School data**

Schools receive similar 5-year trend data on standardized test performance by grade disaggregated by demographic sub-groups. The data is used to ascertain progress in meeting School Success Plans and inform instructional and programmatic changes at the building level. In addition, schools receive quarterly targeted student files containing student names, demographics, and relevant test data, e.g., state test scores, DIBELS, and marking period grades. Targeted students are defined as students below proficiency on the state test or have the potential to fall back below proficiency on the state test. The targeted student file also contains information on attendance. Targeted student files are formatted to link each teacher and class period to their individual targeted students in all core content areas.

**Level III – Target Student data**

Targeted student files have been formatted so schools can enter a third level of data (process variables\*) and monitor the effects of extra time,

extra courses, or other interventions and their effect on student achievement at the building level.

**Level IV – Perception data**

The fourth level of variable\* for consideration involves perception data; however, this level of information is not available with the current data systems.

Schools have access to Individual Student Profiles that contain several years of information for each student, including state test data, PSAT/SAT scores, DIBELS, and grades. The district has developed a Goal Setting Sheet for each student to record and project a growth target for performance on the state test (DCAS). Finally, the district is enhancing DDoE’s “Early Warning” program in Eschool. Using this database, students that are “off-track” to graduate can be identified as early as grade 4, allowing early intervention and focused monitoring. [\* The Brandywine School District subscribes to the framework espoused by Victoria Bernhardt, “Data Analysis for Comprehensive School-wide Improvement.”]

**Part II: Performance Challenges Based on Data**

The Appendix contains sample data tables that were used to identify performance challenges at district, cluster, individual school, and team/department levels. For each of these areas, data was disaggregated by race, education type (regular/special), and socio economic status. In addition, but not included in the appendix, match score reports for departments and individual teachers by course period were used in data reviews at the district, school, and individual employee levels. [Please be aware of the following caveat when reviewing the data. Continuing the tradition demonstrating a commitment to financial stewardship, the Brandywine School District Board of Education approved a space consolidation plan that closed two schools and adjusted feeder patterns accordingly. Not only did this provide a substantial annual savings to the district and state, but also afforded the opportunity to reconfigure grade clusters to PreK – 5<sup>th</sup>, 6<sup>th</sup> – 8<sup>th</sup>, 9<sup>th</sup> – 12<sup>th</sup> grades. As a result, approximately 70% of all district staff were re-assigned to new buildings and/or grade level teaching responsibilities. The District anticipated that the move and complete rebuilding of school teams, teaching partnerships, and need to build school culture would impact student achievement data. ]

While atypical results are scattered throughout the data, the following overall student performance data trends are easily justifiable:

**Mathematics:**

- stagnate longitudinal performance in grades 3 -10 holistically and by disaggregated sub-groups
- inconsistent achievement gap decreases (progress made in closing gaps was not sustained across years)
- vertical performance trend data demonstrates slight, gradual erosion of meeting or exceeding

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percentages each year between grades 2 and 8, with significant decreases in grades 9 and 10 (interesting vertical performance trend comparison between Brandywine and other districts)

### Reading:

- stagnate longitudinal performance in grades 3-10 holistically and by disaggregated sub-groups
- inconsistent achievement gap decreases (progress made in closing gaps was not sustained across years)
- vertical performance trend data shows performance at or slightly above from grades 3 through 8, with below state average performance in both grades 9 and 10

### Student Performance: Classroom Performance vs. DSTP Performance:

The Brandywine School District acknowledges that the DSTP was a single snapshot of student performance on a given day, and that a myriad of factors come into play that impact student performance on any given day. The District also acknowledges that for the majority of students, the DSTP snapshot provides a relatively accurate indication of student mastery of grade level/course standards-based grade level expectations. As a result, it is expected that a relatively strong correlation should exist between students' grades and academic standing at the school level, and students' performance on the DSTP since both reflect a measure of mastery on the same set of standards. However, data revealed that across the district a disproportionate percentage of students make Honor Roll (Honors, High Honors, Distinguished Honors) when compared to the students scoring at the PL4 and PL5 performance levels on the DSTP. Likewise, there are also discrepancies between those students receiving passing grades in standards-based courses and meeting or exceeding the standards on the DSTP.

From a holistic point-of-view, the District believes that three root causes contribute to the identified discrepancies in student performance: 1) while learning is going on in the classroom, the learning is not always standards-based; 2) lack of consistency of expectations in terms of instructional design, delivery, rigor, student expectation, assessment and scoring/grading; 3) lack of student accountability for performance on the DSTP. Several activities outlined in the RttT Plan are designed to ensure that standards-based instruction is delivered in every classroom, every day, but none more powerful than the manner in which the District is approaching the alignment and re-writing of all common core curricula based on the National Common Core and/or Prioritized standards/GLEs. Every teacher will be engaged and will be guided through the process of standards-based planning, instructional delivery using research-based best practices, the LFS Framework, formative and summative standards-based assessment. The refinement of PLC work sessions will emphasize common planning that begins with defining what students should know upon conclusion of the unit of study, writing common assessments, and developing scoring rubrics to bring consistency to scoring. As staff work through the process and openly share student learning data using a standards-based reference, alignment and consistency of grading will naturally occur.

Parent and Community Engagement

A sign hangs in the football locker room at the University of Notre Dame that reads, “Yesterday’s efforts won’t win today’s game.” This statement is particularly true in light of the Space Consolidation Effort previously referenced in which 70% of the district staff were reassigned to new buildings (and for many new grade levels) leaving school communities they had served for decades. Staff that had worked diligently to building trusting relationships with parents, and had established community partnerships to support individual students and whole student bodies. Human nature’s innate self-defense mechanism causes this to be a slow, cautious process – especially for those that have had negative experiences with schools, teachers, administrators, or education in general sometime in their past. Sadly, the longer it takes to build working relationships and trust, the fewer the opportunities to work together for the child. Teachers that have prided themselves on their school-parent-community relationships in the past, must realize that the same type of service, support and interest given to develop previous partnerships with parents and community, must now be replicated, with a sense of urgency, as an integral component of student, teacher, school, district and state success and accountability. This need, coupled with the ever increasing social, emotional and fiscal issues confronting today’s families, along with the increased work load placed on teachers and administrators, there is a desperate demand for support in assisting with parents, communities, and schools building partnerships. (BSD’s RttT Parent/Community Liaison).

**Part III: Categorical Root Causes Identified by Data Analysis**

**A. Curriculum: Taught vs. Assessed**

**1. Standards-based Instruction**

An analysis of DSTP, DCAS, grade reporting and both formal and informal walk-through data provide evidence that teaching and learning are taking place in the classroom; however, the material being taught is not consistently aligned to the standards. The following have been identified as factors contributing to the issue:

- a. The Brandywine School District underwent a massive re-organization and consolidation process that resulted in a significant number of K-8 staff members being reassigned to new buildings with many teachers being assigned to new grade levels and/or teaching responsibilities. The shift in teaching assignments meant that many teachers were working through their grade level curriculum and becoming familiar with a whole new set of standards.
- b. In addition to teachers being unfamiliar to the new standards as a result of the Space Consolidation Effort, the same is equally true of building administrators. Administrators were reassigned across levels (middle to elementary and intermediate to middle) as well as Elementary principals adding fourth and fifth grades to their Kindergarten through third grade programs resulting in a curricular gap

and the challenge of assessing standards-based lesson planning and instruction.

- c. Staff members straying from the recommended curriculum and not addressing the grade/course standards. Walkthroughs and PLC attendance have revealed that there are staff that opt to teach “favorite lessons and units” in lieu of required grade level curriculum. The lack of administrative presence in PLC and department meetings, as well as infrequent classroom visitations and walkthroughs, has allowed this to occur under the radar for years.
- d. Sadly, there exist a small percentage of teachers and administrators that are negligent in their professional responsibilities and possess little to no understanding of the standards for which they are responsible.

## **2. Fidelity to the Curriculum**

During the past eight years as a response to the annual reduction of State funding, the District has had to make some difficult decisions in terms of staffing. In an effort to minimize the impact of reductions at the classroom level, many district level personnel were terminated, not replaced after retirement, or sent back to a school building. The department feeling the greatest impact at the District level was in the area of Curriculum and Instruction. The loss of curriculum supervisors and cadre specialists greatly reduced the curricular oversight needed to ensure that fidelity to the curriculum was maintained in buildings and across the district. Over time, the programming and curricular alignment that once existed across buildings within the same grade levels has eroded to the point that courses sharing the same name among schools have markedly different content, rigor and expectations.

## **3. Instructional Delivery**

### a. Research-based Best Practices

During the course of the past decade, the Brandywine School District has provided a great deal of professional development to administrators and teachers on research-based best practices (i.e. Marzano, Gregory, Danielson have been mainstays). However, the lack of follow-up support, monitored implementation, and perceived wavering of commitment on the part of the District and/or building administrators have resulted in sporadic implementation. Contributing to this issue is the fact that the same is true among administrators charged with conducting formative and summative evaluations. As our principals transform from building managers into instructional leaders and coaches, they require support in the area of providing teachers and staff effective feedback. The DPAS II process allows one avenue for this feedback. To ensure pervasiveness, principals and assistant principals are also required to possess a working knowledge of research based strategies, and how to effectively communicate that knowledge to the teachers and staff members through multiple opportunities, not solely DPAS II.

### b. Pedagogy

By definition, pedagogy could have been worked into the preceding section knowing that teachers and administrators must possess a

working arsenal of proven instructional strategies at their disposal, as well as a mastery of the content to be taught. However, the need also exists to re-focus all members of the District, regardless of position or assignment, on the fact that teaching is an art and as such, must be fluid and responsive in nature. The art of teaching is never mastered and never static. The art of teaching requires instructional delivery that is focused on the ever changing needs of the current group at hand, and in doing so, takes full advantage of technological advancements to engage today's learner, ensuring that the learning has contextual relevance, preparing students for tomorrow, instead of today.

**4. Professional Development:**

Professional development opportunities typically sponsored by the district were directly tied to new initiatives. At times, due to financial constraints, the following were practiced: 1) professional development compacting – combining the content of two sessions into a single session; 2) inadequate training when using the “train the trainer” model, both of which resulting in inadequate foundations on which to build. In the haste to implement, best practices for teaching were not consistently employed. A learner, child or adult, needs an opportunity to process, connect to background knowledge, participate in guided practice, and receive feedback and support before mastery can be expected. Without frequent checks for understanding and monitoring during the learning process, the end goal of mastery is lost. The “sit, get and implement” professional development model must change and employ the strategies it espouses.

**5. Accountability**

a. Data Ownership

The District steadily evolved in its use of data to make informed decisions at the district, building and classroom levels. However, the use and ownership of data is still inconsistent across all groups. Individuals that are directly or indirectly responsible for student achievement need to be aware of the data at a global and individual level.

b. Expectations

Expectations for new initiatives need to be clearly defined and consistently followed across classrooms, buildings and the district as a whole so that policies, procedures, programming and instructional expectations are consistent across the District, giving all students equal opportunities and experiences regardless of school within the Brandywine School District.

**Overview:** *What are your priorities, and how do they fit together? How will they impact your identified needs and Common Measures? How do they represent an improvement over what you have done before?*

## *Brandywine School District and the Race to the Top Initiative*

“Timing is Everything” – this old adage is especially true for the Brandywine School District and Delaware’s acceptance into the federal Race to the Top Grant. For several decades, the United States has slowly lost its position of prominence in terms of student achievement among industrialized nations. Brandywine School District is seizing the opportunity provided by Race to the Top to initiate the dramatic and comprehensive reform needed to ensure that all students graduate career and college ready. The District is committed systemic and comprehensive program reform that will provide students with the competitive skill set required of tomorrow’s leaders. Programming that not only focuses on increasing the level of rigor, but incorporates real life problem-based learning that develops and promotes the divergent thinking and creative leadership that will pioneer the scientific and technological innovations shaping and securing America’s economic future.

Perfect timing? Absolutely! Superintendent, Dr. Mark Holodick, with the support of the Brandywine School District Board of Education, began the work of creating a comprehensive reform of educational practices *before* Delaware was awarded the Race to the Top Grant. Due to this foresight, the Brandywine School District’s Strategic Plan is strongly aligned to the measures in Race to the Top Plan. The accompanying funds will be used to support the resources necessary to expedite and assist with reforming educational programming PreK through 12<sup>th</sup> grade to ensure students’ academic success and college and career readiness.

The scope of work for the District’s plan is extensive and covers all twelve reform areas as required by Race to the Top. Dr. Holodick and the Board of Education have identified the following four areas as top priorities in the plan for year one:

- **Curriculum Alignment and Instructional Best Practices**

- Adoption of and alignment to the National Common Core Standards of all of Brandywine’s academic curriculum and programming in mathematics and English/language arts.
- Implementation of *Learning Focused Solutions* provides the framework and monitoring protocol of research-based best practices in every classroom, every day.

- **Building a Culture of College and Career Readiness**

Closing the achievement gap between groups of student remains a top priority of the District.

- Increase students taking higher level courses and ready for college and/or career upon graduation.
- Examine and modify the academic programming for our highest performing students so that all students receive relevant and rigorous learning opportunities.
  
- Use Science, Technology, Engineering and Mathematics (STEM) education as a framework to increase the rigor and critical thinking skills in a problem based learning approach in all classrooms.

- **Engage Families and Communities in Supporting Academic Success for All**

Schools need the partnership, commitment and support of parents, as well as the community at large, in order to raise student achievement.

- Design and implement innovated method to engage parents, community and business support in the reform process. The District will use Race to the Top to hire a Family and Community Coordinator that will work directly with schools to promote innovative opportunities for parents, families, communities and schools to work together to collectively offer every student an educational experience in which all stakeholders take an active role and share responsibility.

- **Professional Development**

- Provide training and follow-up support of research-based instructional best practices.
  
- Establish the consistent and pervasive use of these practices as “expectations” defining a standard of practice and culture that is uniquely Brandywine.

The magnitude of the comprehensive and systemic reform that is underway is grossly underestimated by the four items listed above. Reform requires extreme change. There are presently a few roadblocks to navigate as we begin; however, working through such obstacles will, in the long run, produce greater commitment and sustainability. The race is not about who is driving or who crosses the finish line first. In the end, the only thing that will matter is who stands in the winner’s circle – not a Board of Education, a District official, parent or business leader, but our children, grandchildren and the economic prosperity of our country.

Has the timing ever been more perfect?

***Brandywine – Right on Time!***



**Stakeholder Engagement to Develop Your Plan: *How did you engage stakeholders in the process of developing this plan?***

The Brandywine School District continues to exercise great caution when referring to the plan being developed under the Race to the Top Initiative to avoid the impression that the District is working under a District Strategic Plan and a state/federal imposed plan. In the earliest phase of planning, Superintendent Dr. Mark Holodick and Assistant Superintendent Judy Curtis, under the direction of the Brandywine School District Board of Education, clearly articulated that Race to the Top would not be an independent plan guiding the course and future of the District, rather the Race to the Top Initiative would be used to accelerate and support the initiatives and programs of the current Brandywine School District's Strategic Plan. As a result, the Brandywine School District Race to the Top Committee, charged with using the Race to the Top Initiative to promote the mission and work of the District, had a pre-defined starting point and guide – The Brandywine School District Strategic Plan 2007 -2012.

To fully appreciate the significance of the working definition of the Race to the Top Initiative and the path forward, it is important to understand the collaborative process and stakeholder involvement guiding the planning process in the District:

District Strategic Plan:

The District currently engages stakeholders and community members in the development of five-year strategic plans. The current plan extends through 2012 and the activities in the District's Scope of Work have been aligned with the plan's goals and action steps. The process for developing the next plan by 2013 will continue to include stakeholder participation and will include developing goals, objectives, and strategies to sustain the Scope of Work from the Race to the Top Plan. The District uses the Strategic Plan as the blueprint for all funding and staffing allocations and for setting annual initiative priorities and student achievement targets based on the State's assessment system.

District Process for School Improvement:

The District's process for implementing Strategic Plan initiatives and school-level improvement strategies is an integrated approach that provides support to school leaders and teachers throughout the year. These efforts are facilitated by the District Resource Team, currently composed of the Assistant Superintendent, Director of Pupil Services, Supervisor of Pupil Services and Choice, Supervisor of Title I/Federal Programs, Race to the Top Director, S.T.E.M. program manager, curriculum and instruction program manager and the Supervisor of Accountability. The Resource Team provides resources, data reports, professional development, coaching for school leaders, technical support for School Success Plan development, and frequent monitoring of Success Plan implementation. In addition to the technical support for Success Plan writing and revision, the Resource Team meets with the administration and teachers of each school at the end of each semester to review initiative effectiveness and current student

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data. School teams provide the Resource Team with their “Next Steps” plans for staff work and interventions for low-performing students. For the two high schools that are currently in “Restructuring,” the District Resource Team meets monthly with the school administrative team and selected teachers to more closely monitor progress and to provide additional resources as needed.

### Collaborative Relationship with District Stakeholders and Community Members:

The Brandywine School District has a proud history of engaging staff, students, parents, and the community in all aspects of the school district. As mentioned earlier, stakeholders are regularly included in the Strategic Planning process. They also participate on specific District Task Forces and Committees such as the School Consolidation Task Force, District Finance Committee, Renovations Oversight Committee, District Consolidated Grant Committee, District and School Career and Technical Program Advisories, District Legislative Committee, and District Communications and Marketing Committee. Stakeholders participate in each school’s School Improvement Planning Process and work tirelessly to support teachers in the classroom. The Brandywine Education Association and the District also have a history of working collaboratively for the success of students, teachers, and the District.

### The Brandywine School District Race to the Top Committee

The District’s Race to the Top Committee was comprised of a diverse mix of stakeholders groups that included: Board of Education Members, Parents, the Superintendent, Assistant Superintendent, BEA Leadership Team Members, Building Principals and District Program Administrators. BSD RttT Committee Members were invited to and attended all of the County-wide DDoE Race to the Top Workshops. In addition to County-wide meetings, the District Committee met on a bi-monthly basis to keep all as up-to-date with state and district progress as possible. Revision feedback received from DDoE was disseminated to all members of the group, and revisions made based on feedback from the group.

### Stakeholder Communication Exchange and Feedback Sessions to date:

- 35 Faculty Meeting Presentations (16 schools in the District)
- 16 Mid-Year S.W.O.T. Analyses completed with building Leadership Teams
- District PTA Council Presentation
- District Aspiring Administrators’ Presentation
- RttT Committee/District Resource Team Members Present at all ELA, Math, Social Studies, Science, Foreign Language, Related Arts monthly Council Meeting

## Brandywine School District Success Plan 2010 - 2014

- 100's of classroom visits and PLC visits from the RttT/District Resource Team
- Public presentation at Board of Education Meeting
- 9 Parent / Teacher Organization Presentations
- 3 Community-At-Large Road Show Presentations
- "In the Loop" – monthly RttT newsletter emailed to all BSD employees
- 4 workshops for Pre-school Directors, Teachers and Day Care Operators regarding new Kindergarten readiness expectations
- 2 Brandywine Review (District quarterly newsletter) Features
- 3 District email blast (monthly)
- Race to the Top section added to the District website
- 16 End of Year reflections and support of school Success Plans with building leadership teams

Brandywine School District Success Plan 2010 - 2014

The Brandywine School District has established common measure targets for the first two years of the District Success Plan that reflect research-based “SMART goals” with expected rates of improvement of 2-3% per year. Once the critical mass of the systemic reform has been reached by the end of year two, the targets accelerate to reflect the system-wide increases required to achieve the State’s targets in year 4.

**Common Measures and Targets:** *The state has defined fourteen Common Measures with corresponding state targets. Please specify your LEA’s targets for each of these common measures.*

Common Measures <sup>1</sup>	LEA Baseline (Fall 2010 DCAS data)	LEA Targets				Relevant State target
		2010-11	2011-12	2012-13	2013-14	
% meets standard on DCAS Reading	Grade 3: 36 Grade 8: 44	Grade 3: 65 Grade 8: 65	Grade 3: 74 Grade 8: 75	Grade 3: 83 Grade 8: 85	Grade 3: 100 Grade 8: 100	100% by 2013-14
% meets standard on DCAS Mathematics	Grade 3: 29 Grade 8: 41	Grade 3: 60 Grade 8: 50	Grade 3: 69 Grade 8: 60	Grade 3: 78 Grade 8: 72	Grade 3: 100 Grade 8: 100	100% by 2013-14
% meets standard on DCAS Science	Grade 5: 75 Grade 8: 57 Grade 10: n/a*	TBD	TBD	TBD	Grade 5: 100 Grade 8: 100 Grade 10: 100	100% by 2013-14
% meets standard on DCAS Social Studies	Grade 4: n/a* Grade 7: n/a* Grade 11: 55	TBD	TBD	TBD	Grade 4: 100 Grade 7: 100 Grade 11: 100	100% by 2013-14
% advanced on DCAS 4 <sup>th</sup> Grade Mathematics	8	20	28	35	47	60% proficient on NAEP by 2015
% advanced on DCAS 4 <sup>th</sup> Grade Reading	20	30	33	37	42	55% proficient on NAEP by 2015
% advanced on DCAS 8 <sup>th</sup> Grade Mathematics	16	23	27	32	43	55% proficient on NAEP by 2015
% advanced on DCAS 8 <sup>th</sup> Grade Reading	23	32	35	39	43	55% proficient on NAEP by 2015
% reduction in black-white achievement gaps	Math Grade 3: 33	Math Grade 3: 31	Math Grade 3: 29	Math Grade 3: 25	Math Grade 3: 20	50% reduction on NAEP by

<sup>1</sup> % meets standard = DCAS 3 or 4; % advance = DCAS 4; unless otherwise indicated % meets standards is for All Students

Brandywine School District Success Plan 2010 - 2014

on DCAS (since 2008-09) Grades 3 and 8	Grade 8: 37 Reading Grade 3: 33 Grade 8: 36	Grade 8: 35 Reading Grade 3: 31 Grade 8: 34	Grade 8: 33 Reading Grade 3: 29 Grade 8: 32	Grade 8: 28 Reading Grade 3: 25 Grade 8: 28	Grade 8: 23.25 Reading Grade 3: 20 Grade 8: 23	2015
% reduction in Hispanic-white achievement** gaps on DCAS (since 2008-09) Grades 3 and 8	Math Grade 3: 23 Grade 8: 40 Reading Grade 3: 29 Grade 8: 36	Math Grade 3: 21 Grade 8: 38 Reading Grade 3: 27 Grade 8: 34	Math Grade 3: 19 Grade 8: 36 Reading Grade 3: 25 Grade 8: 32	Math Grade 3: 17 Grade 8: 31 Reading Grade 3: 22 Grade 8: 28	Math Grade 3: 15 Grade 8: 26 Reading Grade 3: 18 Grade 8: 23	50% reduction on NAEP by 2015
% reduction in low-income - high-income*** achievement gaps on DCAS (since 2008-09) Grades 3 and 8	n/a	TBD	TBD	TBD	TBD	50% reduction on NAEP by 2015
NCLB graduation rate****	91.2	92.16	93.12	94.08	95	90% by 2013-14
College enrollment rate	60	61.75	64.5	67.25	70	70% by 2013-14
College retention rate	85	85	85	85	85	85% by 2013-14
<b>Notes:</b>						
* DCAS tests for these grades do not exist. A baseline will be set in June 2011						
** Students currently classified as "Unknown" in DCAS are not categorized into new race/ethnicity codes by DDoE in Eschool until the 2011/12 school year. Data targets will be determined after Eschool correction is made.						
***District does not have access to DCAS data by income level until June 2011						
****Exceeds DDoE target of 90%						

<sup>1</sup> % meets standard = DCAS 3 or 4; % advance = DCAS 4; unless otherwise indicated % meets standards is for All Students

## Brandywine School District Success Plan 2010 - 2014

### **Evaluating Comprehensive Reform and Cultural Change:**

From its initial first draft over a year ago, Brandywine School District has viewed and valued the RttT Initiative as true systemic and comprehensive reform. It is our belief that the degree of cultural change planned for and expected validates the distinction between Brandywine and other districts. Brandywine is committed to ensuring that the cultural change created by RttT defines a new standard of professional practice based on the consistent and pervasive use of best practices in every classroom, every day. While we do anticipate short term successes, we also know that real comprehensive cultural change takes years of work in which the proofs of success are evidenced incrementally as best practices germinate, grow, and become embedded, institutionalized practices.

*Is there a danger in such an approach?*

Yes and no. Some could immediately take a false impression that there is not a sense of urgency or that a generation of students will be lost in the process. Thankfully, there are actions that can be looked for to correct these misconceptions: 1) transparent action plans based on what students need tomorrow, not the “flavor of the day”; 2) depth of vision; 3) demonstrated work ethic, dedication, consistent steady growth towards targeted goals.

**Part 2: Goals, objectives, strategies, and activities**

<p><b>Goals:</b> <i>The state has defined four required goals. Please use this space to add any additional LEA goals.</i></p>	
<p><b>Statewide Goals:</b></p> <ol style="list-style-type: none"> <li>1. Accelerate achievement and improve outcomes for all students with <b>rigorous standards, curriculum, and assessments</b></li> <li>2. Accelerate achievement and improve outcomes for all students with <b>sophisticated data systems and practices</b></li> <li>3. Accelerate achievement and improve outcomes for all students with <b>effective teachers and leaders</b></li> <li>4. Accelerate achievement and improve outcomes for all students with <b>deep support for the lowest-achieving schools</b></li> </ol>	
<p><b>Additional LEA Goals:</b></p> <ul style="list-style-type: none"> <li>• Accelerate achievement and improve outcomes for struggling and non-proficient students by implementing Federal ESEA Programs</li> </ul>	

<p><b>Objectives:</b> <i>The state has defined nine required objectives that will drive the achievement of the four required goals. Please use this space to add any additional LEA objectives.</i></p>	
<p><b>Statewide Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Implement college and career ready standards and assessments</li> <li>2. Improve access to and use of data systems</li> <li>3. Build the capacity to use data</li> <li>4. Improve the effectiveness of educators based on performance</li> <li>5. Ensure equitable distribution of effective educators</li> <li>6. Ensure that educators are effectively prepared</li> <li>7. Provide effective support to educators</li> <li>8. Provide deep support to the lowest-achieving schools</li> <li>9. Engage families and communities effectively in supporting students' academic success</li> </ol>	<p><b>Alignment to Goals:</b></p> <ol style="list-style-type: none"> <li>1. Rigorous standards, curriculum, and assessments</li> <li>2. Sophisticated data systems and practices</li> <li>3. Sophisticated data systems and practices</li> <li>4. Effective teachers and leaders</li> <li>5. Effective teachers and leaders</li> <li>6. Effective teachers and leaders</li> <li>7. Effective teachers and leaders</li> <li>8. Deep support for the lowest-achieving schools</li> <li>9. Implementing Federal ESEA Programs</li> </ol>

Brandywine School District Success Plan 2010 - 2014

**Goal 1: Accelerate achievement and improve outcomes for all students with rigorous standards, curriculum, and assessments**

**Objective 1: Implement college and career ready standards and assessments**

Summary of strategies:

**Required Strategies**

- Support the development of new standards, align curriculum, and conduct assessments (SoW 1)
- Build a culture of college- and career-readiness in schools (SoW 2)

Activity plan by strategy:

<b>Strategy 1: Support the development of new standards, align curriculum, and conduct assessments (SoW 1)</b>	<b>Owner: Superintendent, Assistant Superintendent, Director RttT</b>
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<i>indicate each activity, the budgeted amount required for it (with funding sources), and the person who will be responsible for it. Required activities have already been included.</i>			<b>Timeline:</b> Place an "X" in each box that represents a time period in which the activity will be carried out.																<b>Deliverables:</b> List the major deliverable(s) for each activity, and when they will be complete
			2010/2011				2011/2012				2012/2013				2013/2014				
Activities	Budgeted amount	Person responsible	F	W	Sp	Su	F	W	Sp	Su	F	W	Sp	Su	F	W	Sp	Su	
Ensure curriculum aligns with standards	District Expense	Curriculum Program Manager	x	x															<b>Evidence:</b> - documentation of teacher produced gap analyses on file with CPM (2010)
Ensure curricula, based on KUDs and student learning maps, are implemented with fidelity	District Expense	Curriculum Program Manager	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	Walkthroughs conducted by all building administrators on a daily basis. (2010/11 and on-going)  Electronic walkthrough monitoring tool purchased to assist with providing



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																		<p>accurate feedback to staff members in a timely manner, coordinating schedule of events with teaching schedules, and tracking teachers' use of LFS strategies and growth towards proficiency over time. (Fall 2011 and on-going)</p> <p>Schedule and conduct calibration sessions for District Resource Team members to ensure consistency of expectation and professional practice in preparation of working with school leadership teams (February – May 2011)</p> <p>The DRT will conduct a series of three "Walkthrough Calibration Sessions" with each school's administrative team between Sept. 2011 and Jan. 2012. The initial series of three Walkthrough Calibration Sessions beginning in the Fall of 2011 are designed as follows:</p> <p><u>Session #1: Horizontal Monitoring:</u> DRT and Building Administrative Team visit all the same grade level classes (elementary) or course (secondary). Using pre-established District LFS Walkthrough Rubric, visit classrooms for 10 minutes, documenting "Look For" evidence according to rubric. Immediately after the visit, the whole team convenes in private to discuss "Look For" evidence. This process is repeated as the team observes multiple classrooms across grade level and/or content area. As each follow-</p>
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# Delaware Success Plan Template

																		<p>up meeting is held, discussion of consistency of rigor and perceived student expectations is incorporated.</p> <p><u>Session #2:</u> Same approach listed above, however, a vertical approach is taken (by grade level at elementary and by course sequence at secondary). Again, collaborative discussion between DRT and Building Administration, with progression of rigor and student expectation incorporated.</p> <p><u>Session #3:</u> Building Administrative Team determines if the visit is horizontal or vertical in nature. The entire team visits the classroom; however, only the Building Administrative Team reports (alternating order to ensure that each administrator presents first) out in the initial phase of each post visit review discussion. The DRT evaluates responses and provides immediate feedback to the administrative team.</p> <p>Whole Team Walkthrough Calibration Sessions will be conducted a minimum of twice per year, more frequently depending upon need beginning 2012.13 school and ongoing.</p> <p>Provide additional professional development above that provided by the DDoE to ensure formative and summative DPAS II are evidence-</p>
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## Delaware Success Plan Template

																				<p>based, provide meaningful feedback, and promote professional growth. Professional Development will emphasize monitoring standards-based planning and instructional delivery (Fall 2011)</p> <p>Curriculum design model implemented in which teachers collectively write LFS Units using a framework that ensures standards-based curriculum alignment and lesson planning (2010/11 and on-going)</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>- walkthrough monitoring data on file for each administrator responsible for conducting walkthroughs (Winter 2011 and on-going)</li> <li>- District Resource Team schedule of LFS Walkthrough Calibration Sessions with each school team. Three calibration sessions will occur in the 2011/12 school year (Fall, Winter, Spring) and at least one time per year thereafter (additional sessions may be scheduled at the discretion of the District Resource Team and/or request by building administrators)</li> <li>- agendas of required Principals' meeting providing evidence of intensive DPAS II professional development series (Fall 2011)</li> </ul>
			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

## Delaware Success Plan Template

<p>Ensure that all teachers participate in State's standards-related professional development</p>	<p>District Expense</p>	<p>Curriculum Program Manager  Director Race to the Top</p>																																	<p>Curriculum Program Manger to coordinate training of building level Trainers, work with building principals to ensure dedicated time allocated for Common Core I &amp; II Training (Aug. '10 – Jan. '11)</p> <p><b>Evidence:</b> Documentation on file with CPM showing DoE compliance for all required staff members (2010/11 and on-going)</p>
<p>Analyze/modify/create KUDs and student learning maps and ensure a cycle of continuous curricular reflection and refinement based on student achievement data is implemented</p>	<p>Shared Expense  District / RttT Expense</p>	<p>Curriculum Program Manager</p>	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>- revised KUDs (2010/11 and on-going)</li> <li>- student learning maps in ELA, Social Studies and Science (timeline of work based on DoE's release of KUDs) (2010/11 and on-going)</li> <li>- curricula revisions on file that reflect responsiveness to formative and DCAS data (2011/12 and on-going)</li> </ul>
<p>Revise expectations for incoming Kindergarten students and provide curriculum previews to community preschool and</p>	<p>District Expense</p>	<p>Supervisor of Title I</p>	x	x			x	x				x	x						x	x															<p>Preparation and production of "Delaware Coded Common Core State Standards for ELA and Mathematics with Alignment to Delaware Early Learning Foundations: Preschool Standards for PreK – 2<sup>nd</sup> Grade" document (Oct. '10)</p>

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ECAP teachers																			<p>Training sessions on the alignment document cited above to:</p> <ul style="list-style-type: none"> <li>- local preschool directors</li> <li>- local Headstart Programs</li> <li>- local day care providers</li> <li>- BSD ECAP staff</li> <li>- BSD S.T.E.P. staff</li> <li>- Bush Preschool staff</li> </ul> <p>( Feb. '11 and on-going annually)</p> <p>Monitor readiness levels of incoming Kindergarten students and report provide sending agencies a summary report to heighten awareness and accountability (annual report beginning Sept. '11)</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>- Preschool Common Core alignment document on file (Oct. '10)</li> <li>- schedule of document presentations and listing of attending agencies (2010/11 and on-going)</li> <li>- Readiness Summary of sending agencies on file (Sept. '11 – on-going)</li> </ul>
Ensure all students participate in DCAS formative and summative assessments and assessments of college readiness	District (\$10,000 for 9 <sup>th</sup> Grade PSAT)	Supervisor of Accountability	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>- schedule for ensuring that all students participate in the DCAS or alternate assessment as well as State and District sponsored college readiness assessments (annually)</li> <li>- analysis of DCAS and alternate</li> </ul>

## Delaware Success Plan Template

																		assessment data (on-going)  - PLC Agendas and “Next Steps” charts reflect the use of DCAS data in PLCs to inform and drive instruction (on-going)
Revise the standards-based Elementary Report Card and Marking Period Curriculum Summaries to align with the prioritized curriculum	RttT \$4800	Assistant Superintendent	x				x			x								<b>Evidence:</b> - revised standards-based Elementary report card on file (Fall 2010 and on-going)  Elementary Grade Reporting Committee agenda (annual Fall Review Meeting – 2010 and on-going)
Review DCAS reporting components and develop effective common formative assessments to monitor student achievement and instructional effectiveness	RttT Expense \$19,200	Supervisor of Accountability  Curriculum Program Manager  Director Race to the Top					x	x	x	x	x	x	x	x	x	x		<b>Evidence:</b> - common formative assessments will be developed as a natural component of the curriculum development project. Teachers will develop standards-based assessments based on what students will be expected to know and demonstrate, then work backwards developing instructional units and lessons to meet mastery expectations (Summer 2011 – on-going)  - published district-wide protocol and expectations for district common assessments that include: - mandatory participation for assigned content and/or course

# Delaware Success Plan Template

																			<p>teachers</p> <ul style="list-style-type: none"> <li>- advanced scheduling of testing window that reflects consideration of DCAS assessment windows, End of Course exams, mid-terms and finals, AP exams, PSAT administration, SAT administration, NAEP testing, and DCAS field testing (2011/12)</li> <li>- pilot formative assessments, conduct data analysis reviews with Curriculum Councils, adjust/revise curriculum and/or assessment item as needed based on data results (2011/12 and on-going)</li> </ul>
Complete adoption of integrated KN-11 math program	RttT Expense \$130960	Math Specialist Director Race to the Top Curriculum Program Manager Math Program specialist Here	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>- teacher professional development agendas and sign-in sheets</li> </ul> <p>Implementation of Singapore Math:            Grades 4-6 (2010-11)            Grades Kn-3, &amp; 7<sup>th</sup> (2011 -12)            Grades 8 – 11* (2012-14)</p> <ul style="list-style-type: none"> <li>- development and publication of an articulated implementation plan identifying grade/level and/or cluster “Gatekeepers” as well the explicitly defining instructional technology components and expectations for students and staff (development 2011, distribution Jan. 2012, implementation</li> </ul>

# Delaware Success Plan Template

																			2012 and on-going as per timeline in plan)  *components of Singapore math infused in course curriculum
Develop and implement a school-wide literacy program in all buildings that is aligned with LFS	District Expense	Curriculum Program Manager  Director Race to the Top																	<p>Implementation date of the LFS School Literacy Plan was based upon the complexity, enormity, and strategy behind the planning and implementation of the new initiatives and amount of work embedded throughout Brandywine’s RttT Plan. The District is committed to remaining cognizant of the time, energy and work required of our staff, in addition to traditional responsibilities.</p> <p>The BSD LFS instructional approach is heavily based in literacy strategies and is in fact one of the reasons the literacy plan is planned for 2013-14. To support sustainability of these practices we need to allow for time for implementation of the LFS tools and strategies. To this end, all teachers are being trained in LFS strategies and in the writing of curriculum through the lens of LFS. Initial pilot of an LFS focused whole-school literacy program is on track for implementation at MPHS during the 2011.12 school year.</p> <p><b>Evidence:</b></p>



## Delaware Success Plan Template

																				-each building will have a comprehensive, building-wide literacy plan based on individual school needs as identified by DCAS and other formative assessment instructional needs reports (plan development 2012/13; plan implementation 2013/14)
Hire a Race to the Top Curriculum Program Manager	RttT Expense \$500,00	Director Race to the Top	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	Completed August 2010  *[for additional information regarding the role and responsibilities of the Curriculum Program Manager, please refer to the Curriculum Development Model and Rationale Overview, as well as the Sustainability section in the Objective 1 Narrative and Job Description found in the Appendix]
Hire a Race to the Top Program Director	RttT Expense \$560,000	Assistant Superintendent	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	Completed August 2010  *[for additional information regarding the Race to the Top Program Director, please refer to the Sustainability section in the Objective 1 Narrative and Job Description found in the Appendix]
Hire a Race to the Top Math Coach	RttT Expense \$360,000	Director Race to the Top	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	Completed October 2010  *[for additional information regarding the role and responsibilities of the Math Coach, please refer to the rationale and responsibilities previously submitted and approved by

### Delaware Success Plan Template

																			the DDoE in the attached Appendix of Supporting Documents]
Hire a Race to the Top Mathematics Program Specialist	RttT Expense \$360,000	Director Race to the Top					x	x	x	x	x	x	x	x	x	x	x	x	To be hired June 2011  *[for additional information regarding the role and responsibilities of the Math Program Specialist, please refer to the rationale and responsibilities previously submitted and approved by the DDoE in the attached Appendix of Supporting Documents]
Provide two “in-district” LFS Trainers to assist staff with curriculum alignment and creation of standards-based student learning maps	Shared Expense [Dist. \$432,000 RttT \$108,000]	Director Race to the Top	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	2010/11 School Year: 2 District Trainers (one funded by District, one funded with ARRA) 2011/12 School Year: 2 District Trainers (one funded by District, one funded through RttT) 2012-1014 School Years: 1 District Trainer funded entirely by the District
<b>Budget total</b>	<b>\$2,877,536</b>	Please see budget attachment for complete listing of expenditures (i.e. Expenditures specific to LFS work specific to curriculum alignment are included in Focus Area I budget, while LFS implementation expense has been included in Focus Area 11 in light of the professional development model in which LFS is being implemented. A detailed accounting for all work for Focus Area 1 can be found in the budget section of the Appendix.)																	

# Delaware Success Plan Template

Strategy 2: Build a culture of college- and career-readiness in schools (SoW 2)																Owner: Superintendent, Assistant Superintendent, Director RttT			
indicate each activity, the budgeted amount required for it (with funding sources), and the person who will be responsible for it. Required activities have already been included.			Timeline: Place an "X" in each box that represents a time period in which the activity will be carried out.																Deliverables: List the major deliverable(s) for each activity, and when they will be completed.
			2010/2011				2011/2012				2012/2013				2013/2014				
Activities	Budgeted Amount	Person responsible	F	W	Sp	Su	F	W	Sp	Su	F	W	Sp	Su	F	W	Sp	Su	
Provide rigorous advanced coursework	Shared Expense District / RttT  (embedded in other areas throughout the plan)	Curriculum Program Manager  STEM Program Manager  Director Race to the Top	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	<p>Revise core curriculum to align with National Common Core standards (2010/11 and on-going)</p> <p>As curriculum work is completed, ensure that the curricular differences between course levels (College Prep, Honors, AP) are defined in terms of student learning expectations (2010/11 and on-going)</p> <p>Implement Singapore Mathematics K<sup>n</sup> – 7<sup>th</sup> and Singapore infused mathematic courses 8<sup>th</sup> – 11<sup>th</sup> grades.</p> <p>Conduct horizontal and vertical walkthroughs with Building Administrators and Department Chairs and/or Team Leaders to assess consistency of rigor horizontally as well as the progression of rigor vertically</p> <p>Purchase and implement</p>

# Delaware Success Plan Template

																<p>additional Compass Learning AP modules to allow students greater flexibility and course offerings</p> <p>Send AP and Honors level teachers to AP Summer Institutes</p> <p>Work with the DDoE in implementing S.T.E.M. AP integration programming</p> <p>Develop a common high school schedule that will provide an opportunity for intra-district distant learning course opportunities to be developed, as well as partnerships and course offerings from Institutes of Higher Learning across all three schools</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>- Singapore Mathematics professional development and training agendas and attendance rosters (2010/11 and on-going)</li> <li>- published student learning expectations by course that articulate the difference in rigor/expectations between course levels in the same content area (2011/12 and on-going)</li> <li>- addition of two or more</li> </ul>
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# Delaware Success Plan Template

																			<p>Compass Learning AP courses at all three high schools (courses are currently in the development stage and Compass Learning anticipates the release of some courses mid 2011/12 school year) (2011/12 and on-going)</p> <p>- high school course catalogs that reflect advanced level integrated STEM coursework (planning and development 2010/11 – 2011/12, initial implementation 2012/13 and on-going)</p> <p>- planning and development of intra-district distance learning courses between high schools (on-going)</p> <p>- planning and development of post secondary coursework offered across all three schools (on-going)</p>
Target high-need or low-achieving students for enrollment in advanced coursework	District Expense	<p>Curriculum Program Manager</p> <p>STEM Program Manager</p> <p>A.V.I.D. Coordinator</p> <p>Director Race</p>	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	<p>Continued support A.V.I.D. in all six secondary schools. Continue advanced AVID professional development offerings to teachers.</p> <p>Continue to track and analyze student achievement data of AVID students to refine and strengthen programming.</p>

# Delaware Success Plan Template

		to the Top																			<p>Implement a Teacher Accountability measure that does not penalize teachers for encouraging non-traditional students from accepting the AP challenge (measure based on AP student growth potential and defined in the Measures section for Objective 1).</p> <p>Provide opportunity outside the traditional school day/year to allow students to accelerate by taking original credit course offerings or AP prep coursework.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>- AP Prep Summer Courses available to interested students (2010.11 and on-going)</li> <li>- Annual A.V.I.D. Program audit by building (2010.11 and on-going)</li> <li>- Professional Development documentation for A.V.I.D. teachers (2010.11 and on-going)</li> <li>- Increase in the percentage of non-traditional AP students enrolling in an AP course (2011/12 and on-going)</li> </ul>
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# Delaware Success Plan Template

<p>Proactively support students in advanced coursework</p>	<p>Shared Expense District / RttT  (RttT: \$15,000, additional related expenses contained in other Focus Areas of the plan)</p>	<p>Assistant Superintendent  Director Race to the Top</p>	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>- District Summer AP Prep offering as a means of acceleration and motivation for non-traditional (at-risk through Honors students) AP students to enroll in AP courses (Summer 2011 – on-going)</li> <li>- double period AP science courses offered allowing students the opportunity to be adequately prepared for 3 or more AP science exams (2011/12 and on-going)</li> <li>- increase the number of AP Compass Learning courses available to students (as available from Compass Learning)</li> <li>- implementation of consistent high school schedules at all three high schools that maximizes allocated instructional learning time for students beginning 2011/12</li> <li>- Instructional Technology Plan that contains feasibility study, cost analysis, and incorporation of intra-district long distance learning, expanding advanced learning opportunities (2012-13)</li> </ul>
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# Delaware Success Plan Template

<p>Expand Middle School advanced offerings and support middle school teachers in accelerating students</p>	<p>Shared Expense District / RttT  (For detailed RttT expense, please see line item breakdown in Budget section of the Appendix)</p>	<p>Curriculum Program Manager  STEM Program Manager  A.V.I.D. Coordinator  Director Race to the Top</p>	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x																																																																																																																																																																																																																																																																																																																																																																																																																																											
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																		- increase in the percentage of high school freshmen entering high school with one or more high school credits earned during middle school (2010/11 and on-going)
Expand AP/IB programming and course offerings at the high school level and support AP/IB teachers in teaching AP/IB classes	District	Curriculum Program Manager S.T.E.M. Program Manager Director of Secondary Education IB Program Coordinator					x	x	x	x	x	x	x	x	x	x	x	<b>Evidence:</b> - list of AP course offerings by high school by school year (2011/12 and on-going)  - audit report of MPHS International Baccalaureate Programme current course offerings and AP equivalence evaluation (need for additional plan to be determined by findings of the audit report) (audit report available by January 2012)  - list of teachers assigned to teach AP courses by high school by year (2011/12 and on-going)  - list of AP teachers enrolled in AP Summer Institutes (2011/12 and on-going)  - course catalogues in Years 3 and Year 4 show evidence of addition of AP C.T.E. courses (2012/13 and 2013/14)

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																					- track and record AP Potential data versus AP Performance data by teacher as a means of monitoring student growth (2012/13 and on-going)
Review and add rigor to the District's Gifted, AP and IB program offerings	Shared Expense  District / RttT Expense  (RttT expense covered in multiple Focus Areas (i.e. FA1 Curriculum Alignment, FA2 STEM Integration, FA 11 LFS Implementation)	Curriculum Program Manager  Director Race to the Top				x	x	x	x	x	x	x	x	x	x	x	x	x			<u><b>Evidence</b></u> - revised K-8 Gifted curriculum for consistency, rigor and aligned to Common Core Standards (2013/14)  - revised AP curriculum (2013/14)  - revised IB curriculum (work scheduled to align with DDoE release of Common Core KUDs) (2013/14)
Determine the degree of integration between secondary math, science, technology and C.T.E. courses	n/a	S.T.E.M. Program Manager	x	x	x																Conduct a rigorous audit of current secondary math, science, technology and C.T.E. courses with focus on: - cross curricular integration - curricular alignment between middle and high schools in terms of progression of expectations, experiences

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																			and scaffolding of skills - alignment of current C.T.E. offering with S.T.E.M. related pathways  <b>Evidence:</b> Audit Report (available Fall 2011)
Implement and expand S.T.E.M. programming at the elementary, middle and high school levels	Shared Expense  District / RttT Expense  (see Budget in Appendix for line item accounting of expenses)	S.T.E.M. Program Manager  Curriculum Program Manager			x	x	x	x	x	x	x	x	x	x	x	x	x	x	<b>Evidence:</b> Formal Brandywine School District S.T.E.M. Action Plan* that delineates an articulated and integrated K-12 S.T.E.M. Program that offers greater opportunity for all students to pursue S.T.E.M. related pathways and careers (plan development 2010/11 and on-going)  * see section narrative and Supporting Documents Appendix for more information
Hire a S.T.E.M. Program Manager	RttT Expense  \$500,000	Director Race to the Top	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	Completed September 2010
Develop and implement a consistent early failure identification process in each school to assist	District Expense	Supervisor of Accountability		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	<b>Evidence:</b> - list of identified students and risk factors supplied to each school  - evidence of targeted interventions implemented

## Delaware Success Plan Template

in identification and intervention of students that are statistically deemed "at-risk"																			based on needs of students (e.g. – enrollment in acceleration courses, Compass Learning, social/emotional support groups, AM/PM academies) (2011/12 and on-going)
Develop and implement a plan for providing students and families with access to District libraries and computers beyond regular school hours to provide extended learning time and resources to assist with assignments	Shared Expense  RttT Expense  \$72,000	Director Race to the Top						x	x	x	x	x	x	x	x	x	x	x	<b>Evidence:</b> -schedules of 3 schools per year offering extended day and evening library hours for students and families (2011/12-on-going)
<b>Budget total</b>	<b>\$ 1,007,660</b>	See attached budget for categorical breakdown of expenditures																	

<b>Objective 1 Measures: Which measures will this objective impact, how much, and when?</b>						
Measures	LEA Baseline (If applicable)	2010-11 (End of SY)	2011-12 (End of SY)	2012-13 (End of SY)	2013-14 (End of SY)	Rationale
% of 9 <sup>th</sup> -12 <sup>th</sup> grade students enrolled in an AP or IB course of study (note: % will be % of AP Occupied Seats, see explanation in Rationale section)	x	% AP Occupied Seats by High School	Average of +.2%	Average of +.4%	Average of +7%	Determine baseline using 2010/11 data.

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		<p>BHS 7.5% CHS 7.7% MPHS 4.1%</p> <p>% of AP STEM Occupied Seats</p> <p>BHS 2.6% CHS 5.0% MPHS 0.7%</p>				<p>Implementation of S.T.E.M. Plan involves writing new course curriculum, submission of courses for approval, training assigned staff. Minimal growth is anticipated during initial implementation, greater percentages as programs solidify and grow.</p> <p>The %AP Occupied Seats is the portion of time that students are scheduled that is devoted to AP instruction. In other words, given every seat a 10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup> grade student can be in, this is the percent that are occupied in AP.</p> <p>%AP Occupied Seats = # of students in AP x 1 period / # of students x # of periods</p>
Student Growth Ratio to measure student growth (AP Potential :AP Performance)	x	Ratio ≥ 1.0	Ratio ≥ 1.0	Ratio ≥ 1.0	Ratio ≥ 1.0	<p><b><u>AP Measure</u></b></p> <p>The ratio* of the percentage of students in an AP class who pass the equivalent AP exam with a 3 or above to the class average percent chance of passing the exam based on PSAT equivalent scores (AP Potential).</p> <p>*At a minimum, this ratio</p>

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						<p>should be 1.00. Any ratio above 1.00 indicates the effectiveness of a teacher in pushing the learning of students beyond a predicted level. As teacher effectiveness increases, so should this ratio. Strategies to increase the ratio can range from increasing the number of students passing the exam to recruiting more students who would be challenged by an AP course.</p> <p>Example: If an AP class of 5 students, who on average have a 93% chance of passing the AP exam based on their PSAT scores, gets all 5 students to pass (100%), the effective score will be 1.07 (100/93). Another class with 25 students, who on average have only a 60% chance of passing the AP exam based on their PSAT scores, gets 18 students to pass (72%) the effective score will be 1.20 (72/60).</p>
% of students attending the University of Delaware on		Baseline	10.0 %	9.0%	7.0%	Percentage of students should

## Delaware Success Plan Template

Academic Probation their Freshmen year.		10.6 %				gradually decrease as curriculum alignment to the common core is completed and as pedagogical practices become more effective as a result of the consistent and pervasive use of LFS strategies.
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**Objective 1 Narrative:** *How do your strategies and activities integrate to achieve this objective (as indicated by the measures above)? How will this work impact your identified needs and Common Measures? How will this be an improvement over what you have done before? How will you ensure that this improvement is sustainable once RTTT funds are gone? [Note: You may address each question individually, or in a coherent narrative below]*

In order to gain an understanding of the impact that the activities previously delineated will have on instructional delivery and student achievement, one must first understand the Brandywine School District’s working definition of “comprehensive and systemic education reform”. The Brandywine School District is seizing the opportunity provided by Race to the Top to dramatically (radically) alter traditional approaches in the following ways:

- Curriculum Development:** The District has faithfully maintained a curriculum review cycle using student achievement data to identify areas of concern by content and grade level across the district. As data evidenced that areas of concern were curricular deficiencies, in-depth curriculum reviews were conducted, typically resulting in adoption of new curricular resources and professional development for staff. The curriculum review team usually consisted of several district level curriculum cadre specialists and a small group of respected teacher leaders with demonstrated knowledge and expertise in the particular content area. After the extensive and exhaustive study, adoption, realignment and preparation of guiding documents, the remaining masses were handed **their** new curriculum guides, provided professional development regarding the new program or approach, and expected to assume ownership and implement with fidelity.

Over the past several years, a recurring theme emerged as annual District Needs Assessments were conducted. Teachers were teaching, and students were engaged in the learning process; however, the material being taught was not standards-based. While many staff members understood that standards-based instruction begins with accessing and using the standards to plan, others continued to teach favorite units and lessons that no longer addressed grade level standards, inappropriately equated a textbook series as their curriculum, and, in some cases, did not possess a working knowledge of the standards they were responsible to teach. Sadly, this issue was not unique to teachers. Many building level administrators demonstrated a thorough understanding of standards-based instruction and were well-equipped to fulfill their role as educational leaders, while others demonstrated a scant, superficial knowledge that precluded true educational leadership, instead perpetuating the misconception that school-wide educational reform and improvement can be achieved without administrative leadership.

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New Approach: It is the goal of the Brandywine School District to engage every teacher in the shared responsibility of curriculum development during the next four years as we align our programming to the newly adopted common core standards. Obviously, this feat will require a great deal of coordination, communication, and implementation of work structures that are foreign to any previous initiative. Key components of this process include:

- equitable division of curricular units across building PLCs and Departments including a peer review process and feedback mechanism.
- intense professional development for all staff that ensures every staff member has hands-on training and practical experience in planning standards-based instruction
- highly structured PLC and Department meetings in which building administrators are regular and active participants, engaging in the work as a colleague, and ensuring allocated time is efficiently and effectively maximized
- development of coordinated approach via technology of peer review of curricular units across buildings within same grade level/department (horizontal articulation/alignment and consistency of curriculum across the entire district)
- development of coordinated approach via technology of peer review of curricular units across buildings between grade levels/departments (vertical articulation/alignment and consistency of curriculum across the entire district)
- critical review and critiquing of instructional units after teaching, use of summative assessment data to allow teachers to immediately reflect, identify, and make curricular adjustments
- opportunity for cross district grade-levels and departments to meet face-to-face and engage in the work of curriculum design, review and revision
- development and implementation of three technology systems designed to organize, monitor and provide instant accesses to all curriculum guides, student learning maps, essential questions, formative and summative assessments, as well as additional educational resources such as videos, virtual manipulatives, graphic organizers, recordings, etc.
  - 1) making use of “cloud computing” for accessibility in the design and review phases
  - 2) in-house quality control mechanism on the district shared drive allowing only documents that have gone through: a) peer group review process; b) district curriculum council review; and c) district curriculum resource team review to be placed in a specialized “Production Folder”. The Production Folder has been designed to sync to every schools T drive (accessible to all staff) and will push out to specifically identified folders. This feature will allow all staff to have instant access (within 24 hours) of all related documents and, in the event a lesson or unit is revised, automatically deletes to old material and replaces it with the updated version ensuring that all staff are working of the latest and most current curricular resources available.
  - 3) the district is also in the process of preparing for a pilot of Plus 360, a Sungard module that not only serves as an inclusive data warehouse that fully integrates with Eschool Plus, but contains a curriculum resource storage feature that can potentially provide instant access to all curricular units and resources (as listed above) that can be accessed via secure logon from any computer, without network restriction.



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Obviously, this is a massive initiative strategically designed to involve every teacher, every building administrator, and the entire District Resource Team for several years. Of course there is a far easier way to complete the curriculum work that needs to be done ... go back to the traditional method – assign a core, elite group of staff to complete the work and hand it out to the masses; however, that doesn't address the root cause of the problem and forfeits an opportunity to ensure that all staff KNOW, UNDERSTAND, and can DO standards-based instruction. Engaging in the new curriculum design process will not only ensure that all staff share in the process of standards-based curriculum planning, but share a vested interested and deep sense of ownership in their created curriculum.

- Delineation and Articulation of Curricular Rigor

The Curriculum Development process previously cited includes an intense focus on examining the level of rigor, not only in every content area at every grade level, but also within various academic levels at the same grade level. Walkthrough data from the previous year indicated that many times visiting administrators were unable to distinguish between college prep and honors level courses based on observed content and task. District curriculum guides and pacing guides were identical for both levels of courses with a single disclaimer, “honors level courses go deeper”. As curriculum development work is completed, curriculum guides will be developed that articulate the additional content, applications, and/or extensions that exist between college prep and honors courses, ensuring that all students, regardless of level, are provided with rigorous learning opportunities designed to maximize learning potential (e.g. curriculum guides will delineate the difference between College Prep Physics, Honors Physics, AP Physics).

- Common Assessments

Common assessments have been used in Brandywine for many years; however, there is not a “common” definition that is shared/followed across the district. If we are to maximize the potential that PLC data reviews and discussions provide, “common” needs to be clearly defined, and provide both building specific information, but information regarding the district as a whole. Common assessments allow educators to engage in professional reflection and critical analysis as they share strategies, resources and a holistic mindset of success for all students – even those belonging to another teacher. True professional growth does not come about by hiding from data, but through facing the reality provided by data and taking ownership of the growth for which the teacher is ultimately responsible.

- Middle School Programming, AP Programming

Brandywine has been proactive in addressing middle school offerings as part of the District's previous Strategic Plan. As a result, the International Baccalaureate Programme has been launched in two of the three District middle schools. In addition, all three middle schools have implemented the AVID program and continue to send staff members to training on an annual basis. This summer 33 staff members from both middle and high

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school levels representing all six buildings will be attending AVID training.

In terms of expanding AP programming, the emphasis for Brandywine is not necessarily in adding more course offerings, but rather, increasing the number of students, with special attention given to typically underrepresented groups, taking AP courses. Brandywine is atypical in structuring AP courses for students. Instead of taking 1 academic year to complete a first year course before enrolling in an AP course as an upperclassman in science courses (full year of traditional Physics as a prerequisite for AP Physics), Brandywine offers students double period AP science courses. The benefits of such programming allow students to take multiple AP science courses during their high school career. As a result, Brandywine students could successfully complete AP Biology, AP Chemistry and AP Physics courses by their four year high school career. Traditional scheduling would limit this opportunity to a single AP science course. The benefit is tremendous for our students not only in terms of preparing students for post-secondary courses of study, but also in the attractiveness in the college admissions process.

- Race to the Top Funded Positions

The Appendix contains the actual job postings used in hiring each position currently funded through RttT. Each posting contains a job description overview highlighting the roles and responsibilities associated with each position. It is important to remember that these job descriptions were written in a very generic form, knowing that specific roles and responsibilities of each position would be further defined as the depth, degree and direction of the comprehensive reform took shape. Brandywine is committed to changing the culture of professional practice and expectations through the Race to the Top initiative. For this reason, great caution needs to be exercised when defining responsibilities and attempting to evaluate effectiveness. For example, the District planned, implemented and completed training of all core content teachers in Learning Focused Solutions Trainings for Days One and Two. In terms of compliance, easily completed; however, changing culture required members of the District Resource Team to:

- formally and informally attend team and department level meetings on an announced and unannounced basis as a means of gaging and supporting staff implementation
- conduct and hold additional support sessions for staff on a bi-weekly basis
- provide additional professional development on LFS specifics for all administrators on a monthly basis
- develop and train administrators on monitoring rubric and protocol
- create a unified approach to revising curriculum that involves every teacher
- work with all teachers during the curriculum review work so that all lessons and units are developed using the LFS framework and student learning maps
- creating a detailed LFS Implementation Plan that included specific training, non-evaluative period of implementation, PLC time dedicated to LFS implementation, additional group and/or individual support, followed by specific dates for mandatory implementation, accountability and monitoring.

These additional responsibilities were not in the original job descriptions, as one would expect as specific action plans to put in for RttT activities that

## Delaware Success Plan Template

are directly tied to the RttT goals.

In addition, it is imperative that all stakeholders understand that this type of traditional program evaluation does not measure Brandywine's intent, cultural change. How will Brandywine evaluate the effectiveness of implementation of LFS Days One and Two? District administrators and building level administrators will continue to visit classrooms on a daily basis, monitoring not only compliance, but effectiveness by gathering walkthrough data using an LFS rubric that is standard across the district. These research-based LFS strategies are proven to increase student achievement when implemented with fidelity in a consistent and pervasive manner. For this reason, in addition to LFS walk through data, the district will expect an increase in student achievement over time as the LFS rollout plan incorporates additional strategies during years two and three of RttT. Determination and evaluation of successful implementation will be realized when LFS is an embedded practice, not as compliance to a new initiative, but as an expectation that all Brandywine educators ensure best practices are evident every classroom, every day, providing students with the best educational experience possible.

During the course of the past year, much discussion has been held regarding the position of STEM Program Manager and the specific roles, responsibilities and accountability measures for the position. As repetitious as it may seem, Brandywine does not equate comprehensive and systemic reform with implementing and administering a canned program under the guise of STEM programming. Consider the manner in which the original RttT 90 Day plans were developed. The delays in obtaining specific information regarding required components of the plan left far fewer than 90 days to define specific comprehensive and systemic reform initiatives. The past year has allowed Brandywine to pull longitudinal data, complete a thorough and extensive review of all secondary buildings integration of Science, Technology, Engineering and Mathematics. Multiple day classroom observations were completed, including the use of one-on-one interviews of teachers, guidance counselors, administrators and students; meeting with business and community leaders, defining needs and seeking partnerships; meeting with the University of Delaware's College of Engineering Department and Admissions Department, again, gathering vital data and promoting opportunities for partnerships. The result of the work performed by the STEM Program Manager in the last seven months since taking the position, has dramatically expanded the vision previously held not only in the area of STEM, but also for more rigorous coursework and instruction in all content areas. The STEM program manager identified that change must be made, created a vision, and is currently in the process of testing, re-defining, challenging, modifying, and setting expectations higher than originally thought based on conditions and opportunities known to exist. As a result, classifying the work identified merely as "STEM programming" is a misnomer – the sum of the efforts and culmination of programmatic changes should more aptly be defined as "reforming secondary education". The District has acknowledged the scope and depth of this reform and realizes that reform in this area will continue and need to be sustained past the four years of the Race to the Top initiative.

### **Sustainability**

To successfully implement and sustain the Brandywine School District's Race to the Top initiatives, the issues of personnel and time must be addressed. The District's plan has an aggressive timeline in the first two years and effective planning, training, implementation, and monitoring will

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require the participation of all stakeholders at the school and District levels. Because of the State's budget difficulties and funding cuts to public education over the past three years, the District's central office staffing levels had been reduced and would not be sufficient to successfully implement, monitor, and sustain the initiatives in the District's Race to the Top Plan. The District Office has had a reduction in curriculum and instruction administrative and content specialist teacher positions in order to sustain support to schools and to absorb the State cuts. To address this capacity issue, the RTTT Plan includes additions to the central office District Resource Team to guide, implement, and monitor Race to the Top initiatives at the classroom-level and to expand the roles and responsibilities of department chairs, team leaders, and District Core Content Curriculum Council members to provide school-level peer observations, coaching, and professional development in support of the building administrative teams and their fellow teachers. Providing highly effective, embedded support to school leaders and teachers is the only way to ensure that systemic reform is consistent and pervasive across all classrooms in all schools starting with the Priority Cluster #1 schools. The personnel selected for the District Resource Team administrative and teacher leader positions in the RTTT Plan have documented success in leading systemic change at the school or district levels and have demonstrated their effectiveness in using research-based practices to accelerate the achievement of students. In addition, the District will continue its work with principals and assistant principals in developing their skills as instructional leaders. Monthly coaching and professional development will continue as part of their Learning Focused Solutions training and their required implementation of the District's Comprehensive Framework for Instructional Leadership begun in December 2009. The District's plan includes a review of administrative team staffing in schools to increase the percentage of their day engaged in monitoring instruction and student learning. Currently each school has a minimum assignment of a Dean of Students (teacher unit) to assist with building operations and discipline. The Assistant Superintendent and Race to the Top Program Director are responsible for working with school leaders to ensure fidelity to the District Scope of Work and to their areas of accountability for rapidly and significantly improving teaching and student learning.

Within the aggressive Race to the Top Plan timeline, the District has embedded significant funding to support paying staff for their time beyond the regular school day and contracted year to participate in the required professional development in each Focus Area, as well as for engaging in the planning and development of specific initiatives at the District and school levels. In addition, the District's current contract agreement with the Brandywine Education Association includes 21 hours of professional development or collaborative planning/ curriculum development beyond the regular school day. These PIP (7 hours) and Trade-In Hours (14) are scheduled by the teachers and principals, are in exchange for specified days off within the school year calendar when students are not present, and have become critical to staff planning and capacity-building. Additional strategies to address the issues of time for teachers and school leaders in each RTTT goal area will be addressed through the specific activity planning for those areas. Solutions may require contract waivers with the Brandywine Education Association and/or negotiated terms within the next Agreement currently in negotiation. As the planning and professional development requirements are completed within the RTTT goal areas, the amount of funding to support these activities will be reduced and on-going support will be covered by the Consolidated Grant and funding at the local level through the District's Strategic Plan. As the Race to the Top initiatives are implemented, the goal areas and strategies have become the District's Strategic or "Success" Plan with all requests through the Consolidated Grant aligned with those initiatives.

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Sustainability of the District's systemic reform will depend on several key items:

1. **Timely receipt of Race to the Top funding from the Department of Education.** With the aggressive Scope of Work timeline the District must fund and initiate the activities scheduled throughout the year on time. Staffing and funding for planning and professional development must occur in July each year to ensure that support is in place for teachers and school leaders.
2. **Passage of an Operating Referendum to support the next five-year District Strategic (Success) Plan aligned with the District's Race to the Top goal areas.** Currently, the expectation is that a referendum will be required in 2012.

**The District's Race to the Top Plan will provide the funding to institutionalize the reforms required to meet goals for improved teaching, student achievement, and school/District organization to support students, families, and staff.** The District expects to be able to accommodate on-going support needed beyond 2014 through the budget and staffing allocations process already in place and aligned with the Strategic Plan, passage of the next Operating Referendum, and on-going District operations cost-reduction initiatives as required by the current Strategic Plan and monitored by the District Finance Committee. Race to the Top staffing at the district-level may be reorganized through the filling of vacancies, reassignment of responsibilities, or phased out as a result of attrition as reforms are institutionalized and skill capacity and leadership distribution is increased at the school-level.

# Delaware Success Plan Template

## Goal 2: Accelerate achievement and improve outcomes for all students with sophisticated data systems and practices

### Objective 2: Improve access to and use of data systems

Summary of strategies:

<b>Required Strategies</b> <ul style="list-style-type: none"> <li>Implement and support improvement of the state longitudinal data system (SoW 3)</li> </ul>
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Activity plan by strategy:

<b>Strategy: Implement and support improvement of the state longitudinal data system (SoW 3)</b>	<b>Owner: Superintendent, Assistant Superintendent, Director Race to the Top</b>
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For the above strategy, indicate each activity, the budgeted amount required for it (with funding sources), and the person who will be responsible for it. Required activities have already been included.			Timeline: Place an "X" in each box that represents a time period in which the activity will be carried out.																Deliverables: List the major deliverable(s) for each activity, and when they will be completed.
			2010/2011				2011/2012				2012/2013				2013/2014				
Activities	Budgeted amount	Person responsible	F	W	Sp	Su	F	W	Sp	Su	F	W	Sp	Su	F	W	Sp	Su	
Provide technical training for all school and district staff on how to use the state data system, including basic data interpretation techniques	No Cost	Supervisor of Accountability	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	<b>Evidence</b> Principal/AP/Dean of Students Meetings' Agendas that evidence professional development on accessing DCAS and student data, as well as facilitated "data digs" with groups performing designed data discovery and analysis (Oct. '10 – on-going)  Staff meeting agendas and PLC attendance records of DCAS Reporting Training provided to all schools by District Resource Team (Oct. '10 – on-going)

# Delaware Success Plan Template

<p>Hold annual Data Day for school and district stakeholders to analyze data and identify district priorities</p>	<p>No Cost</p>	<p>Assistant Superintendent Supervisor of Accountability</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p><b>Evidence</b> -data reports and analyses used during annual Administrative Retreat (2011 and on-going)  - data reports used in S.W.O.T. analyses and/or School Improvement Plan team reviews (2011 and on-going)  - formal amendments and/or plans that modify district strategic plan as a result of data analysis (as needed)</p>
<p>Expand data access to parents and the community through communication and trainings</p>	<p>No Cost</p>	<p>Supervisor of Accountability Principals/Parent Teacher Organizations</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p><b>Evidence</b> - Home Access Center parent reports contain DCAS and other assessment data (2011/12 and on-going)  - sign-in sheets from extended library/computer access in Objective 1 (2011/12 and on-going)  - PTO agendas provide evidence of access training offered to parents (2011/12 and on-going)  - access directions and interpretation guides posted on website as parent resources (Fall 2011)  - posting of step-by-step video podcasts of access and interpretation directions on the District website for both staff and parents (Fall 2011)</p>

# Delaware Success Plan Template

Budget total	\$0.00	
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<b>Objective 2 Measures:</b> <i>Which measures will this objective impact, how much, and when?</i>						
Measures	LEA Baseline (If applicable)	2010-11 (End of SY)	2011-12 (End of SY)	2012-13 (End of SY)	2013-14 (End of SY)	Rationale
# of parents attending training sessions			Baseline	+ 10 %	+ 10%	While the digital divide between families with home computers and without home computers has diminished in recent years, digital divide in terms of manipulating and being empowered by technology still exists. Providing technology classes that embedded the technological literacy skills needed to access DCAS, HAC, and student progress reports can produce more active participation by parents in the performance of students in school.
# of open lab/library time used by parents (as measured by sign-in sheets)			Baseline	+ 10 %	+ 10%	Two fold issue addressed: 1) the digital divide that exists between socio-economic groups; 2) ensuring that technology is used in the classroom as an instructional tool, a tool that students need to be able to have access to and use in applying classroom content and



## Delaware Success Plan Template

						applicable skills.
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**Objective 2 Narrative:** *How do your strategies and activities integrate to achieve this objective (as indicated by the measures above)? How will this work impact your identified needs and Common Measures? How will this be an improvement over what you have done before? How will you ensure that this improvement is sustainable once RTTT funds are gone? [Note: You may address each question individually, or in a coherent narrative below]*

Many of the activities listed for Objective 2 have been in place in the Brandywine School District for years. During the past decade, Brandywine has evolved from a data deprived environment to a data rich environment, while the professional development needed to maximize the potential of the data has not evolved at a proportionate rate. The steady onslaught of multiple data sources and measures from federal, state, and district levels overwhelmed administrators and teachers, resulting in the mindless mechanical shuffle of facts and figures aptly referred to as “data daze” in which data collection became more of a focus than data analysis.

The real challenge of Goal 2 does not lie in accessing or providing data to administrators and teachers, it lies in changing an established pattern of behavior and mindset based on past practices and expectations. The following four bullets identify data related practices that have been in place throughout the district for several years; however, they have not been fully embraced or practiced by all staff members. The District will seize the opportunity provided in PLCs and the introduction of the State’s new Data Dashboard to ensure that all staff engage in frequent, formative data review and reflective practice, through the following:

- The significance and value of data sources and collected data sets will be carefully evaluated in terms of degree of impact on student achievement. Low to mid impact data sources/sets will be contained at the district level, ensuring that building leadership teams and teachers are provided with high impact data sources/sets.
- “Data Digs” Administrators and teachers will engage in the process of digging down deep into the data to discover underlying root causes that result in obstacles and barriers to student achievement.
- Evaluating Multiple Perspectives. In some cases, depending upon reference point, a single set of data can yield multiple interpretations. Take time to carefully consider and evaluate opposing perspectives.
- Data Ownership. Each individual must be aware and take ownership of the data that s/he is directly and indirectly responsible. Individuals need to take personal responsibility and accountability for his/her data, as colleagues across the department, school, district and state are directly and indirectly accountable for the performance of their colleagues under current AYP determination measures.

As additional training on data analysis and practical use during PLCs progress throughout the 2011/12 school year, data informed discussions with colleagues and parents will not only focus on real-time student achievement, but equally important, long range goals and trend line performance. While a great need exists in helping educators understand and use data, even a greater need exists in teaching parents how to interpret and understand student achievement data at the earliest stages of a child’s experience. It is imperative that parents in the earliest years of elementary

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school (PreK through 2nd Grade) are educated regarding “gatekeepers” that, when neglected, can limit course and career opportunities as early as 5<sup>th</sup> grade (e.g. automaticity of basic math facts and conceptual understanding of fractions and decimals by end of 5<sup>th</sup> grade year).

Assisting parents in accessing and understanding student achievement data will also allow parents to take a more active role in the annual setting of learning goals during Parent/Teacher/Student Conference in the fall, as well providing encouragement, motivation and discipline needed to achieve learning goals. Parents are more apt to avoid actively participating in developing learning expectations in a system that they don’t understand than in one they feel comfortable using.

All activities outlined in Objective 2 are considered sustainable after Year 4 of RttT.

### Objective 3: Build the capacity to use data

*Summary of strategies:*

#### Required Strategies

- Ensure implementation of instructional improvement systems (SoW 4)

*Activity plan by strategy:*

**Strategy: Ensure implementation of instructional improvement systems (SoW 4)**

**Owner: Superintendent,  
Assistant Superintendent,  
Director RttT**

*For the above strategy, indicate each activity, the budgeted amount required for it (with funding sources), and the person who will be responsible for it. Required activities have already been included.*

**Timeline:** Place an “X” in each box that represents a time period in which the activity will be carried out.

**Deliverables:** List the major deliverable(s) for each activity, and when they will be completed.

Activities	Budgeted amount	Person responsible:	2010/2011				2011/2012				2012/2013				2013/2014				
			F	W	Sp	Su	F	W	Sp	Su	F	W	Sp	Su	F	W	Sp	Su	
Provide 90 minutes of weekly collaborative	District Expense	Superintendent Assistant Superintendent	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	Establish intranet Professional Learning Communities for each school team/department (Nov. '10)

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<p>time for core content staff as per DDoE requirements</p>		<p>Director Race to the Top</p>																																<p>Create dedicated area consistent across all buildings for each PLC to publish meeting agendas, Next Steps charts, and any work documents created during, or as a result of PLC planning (Nov. '10)</p> <p>Provide professional development on accessing and navigating intranet and PLC document posting for the PLC Facilitators and Administrators of each building (Dec. '10 – Feb. '11)</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>- school schedules (2011/12 and on-going)</li> <li>- schedule for quarterly unannounced PLC visits from District Resource Team, minimum of two PLC unannounced visits per building per quarter (2011-12 and on-going)</li> <li>- published agendas for all PLC meetings (2011/12 and on-going)</li> <li>- published "Next Steps" charts outlining work tasks completed and planned as a result of each PLC (2011/12 and on-going)</li> </ul>
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<p>Implement (or enhance) an instructional improvement model</p>	<p>Shared Expense District / RttT  (RttT: \$75,000)</p>	<p>Assistant Superintendent  Director Race to the Top</p>	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>- contract with Learning Focused Solutions as a comprehensive instructional improvement framework (2010/11)</li> <li>- schedule of professional development provided by certified LFS trainers using the District's standards-based curricula as a context (2010/11 – 2013/14)</li> <li>- Implementation Plan that articulates training schedule and implementation monitoring and accountability sequencing of LFS components (2010/11 and on-going)</li> <li>- walkthrough rubric and data collection that align and reflect LFS implementation (2010/11 and on-going)</li> <li>- DPAS II formative and summative evaluation audit shows consistent and pervasive use of LFS research-based, best practices (part of annual DPAS II audit outlined in Goal 3) (2011/12 and on-going)</li> </ul>
<p>Use State data coaches to facilitate collaborative time</p>	<p>Shared Expense District /</p>	<p>Supervisor of Accountability</p>		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>- schedule on file for using state data coaches that includes which schools require which type of</li> </ul>

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	DDoE Expense																		support (direct facilitation or “train the trainer”) (Fall 2011 and Fall 2012)  - schedule for building leadership and District Resource Team to meet regularly with assigned data coach (Fall 2011 and Fall 2012)
Provide professional development and training in the effective use of Professional Learning Communities	Shared Expense  District / RttT  (RttT \$30,000 for DuFour’s Training)	Curriculum Program Manager  Director Race to the Top	x				x	x	x	x	x	x	x	x	x	x	x	x	<b>Evidence:</b> - list of BSD staff attending DDoE coordinated DuFour PLC Training (Summer 2011)  - training agendas and materials from district provided PLC professional development sessions  - training provided to PLC Facilitators (e.g. team leaders, department chairs, teacher leaders, building administrators) (Aug. ’10 – on-going)
Continue to provide principals with up-to-date data folders for use with staff in collaborative planning sessions.	District Expense	Supervisor of Accountability	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	<b>Evidence:</b> - data file records (2010/11 and on-going)  - PLC Next Steps charts documenting use of data files to plan instruction, create course offerings, teacher assignments, and success of targeted interventions (2011/12 and on-going)

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<p>Conduct quarterly unannounced PLC monitoring evaluation visits at each school</p>	<p>District Expense</p>	<p>Director Race to the Top</p>					<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p><b>Evidence:</b>                  - PLC visitation schedule on file (2011/12 and on-going)                   - documentation of feedback and/or follow-up (if needed)</p>
<p>Increase the number of “on-site” LFS trainers available at the building level to ensure that every building has a certified LFS staff member on site to provide whole staff professional development, group coaching, and/or individual coaching</p>	<p>Shared Expense  District  /  RttT (\$23,000)</p>					<p>x</p>				<p>x</p>					<p>x</p>						<p>x</p>										<p>Implement Learning Focused Solutions Framework for Student Achievement (2010/11 through 2013/14)                   Solicit one teacher from each building to become a certified LFS Trainer and serve as an “on-site” resource and support (Summer 2011 and Summer 2012)                   Provide on-going, deep LFS support to all teachers during PLC planning, after school trainings and review sessions, group and one-on-one support using district and “on-site” LFS staff members   <b>Evidence:</b>                  - complete listing of all staff members denoting training completion dates for all four required days of LFS training (2010/11 through 2012/13)                   - implementation timeline on file (2010/11 through 2012/13)                   - curriculum units on file designed</p>	

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																			using the LFS framework (2010/11 and on-going)  - development of administrator and teacher Monitoring and Accountability Expectations (2010/11 and on-going)  - daily walkthroughs conducted by building administrators using an LFS focused rubric monitoring effective use of LFS researched-based best practices (April 2011 and on-going)
<b>Budget total</b>	<b>\$107,725</b>	Please see attached budget for detail																	

<b>Objective 3 Measures: Which measures will this objective impact, how much, and when?</b>						
Measures	LEA Baseline (If applicable)	2010-11 (End of SY)	2011-12 (End of SY)	2012-13 (End of SY)	2013-14 (End of SY)	Rationale
% of teachers who find common planning time valuable, as measured by teacher surveys	80%	85%	90%	95%	100%	*Survey to include a question specifically related to using PLC time for planning differentiated instruction [Determining quality differentiated instructional planning cannot be accomplished through walkthrough monitoring data. Monitoring the focus and level of differentiated planning during PLCs provides a more accurate measure of effective

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						practice.] Evidence of planning for differentiated instruction during PLCs can be monitored by: 1) participating administrator; 2) PLC agenda; 3) PLC “Next Steps” chart; 4) posting of work samples from PLCs; 5) data reviews.
% of staff meeting LFS implementation expectations and working towards proficiency as measured by percentage of improvement plans necessitated by inadequate growth/performance after coaching	80%	85%	90%	95%	100%	

**Objective 3 Narrative:** *How do your strategies and activities integrate to achieve this objective (as indicated by the measures above)? How will this work impact your identified needs and Common Measures? How will this be an improvement over what you have done before? How will you ensure that this improvement is sustainable once RTTT funds are gone? [Note: You may address each question individually, or in a coherent narrative below]*

It’s all in the name “Professional Learning Communities”. The overarching theme of Brandywine’s Race to the Top Initiative is to establish an expectation of professional practice for all staff members in the Brandywine School District. All teachers, administrators and support staff will be expected to meet professional expectations and consistently demonstrate proficiency. Sitting among a group of colleagues, engaged in professional work and conversation will result in “professional peer pressure” as each member of the school team is dependent upon the other to be successful in meeting with learning needs of their assigned students, as both individual and whole school accountability reward and sanction lie in the balance.

“Learning” – dual interpretation and dual benefit in PLCs. PLCs will force the seasoned teacher to listen, evaluate and adopt ideas and strategies shared by the least senior member of the group. Likewise, rookies in the profession will be able to gain incredible knowledge (and avoid pitfalls) through the expertise and experience of seasoned master teachers. Of course the obvious is true ... all the work, conversation, and focus is centered on one thing – student learning! Much like the IST process, the emphasis is not on what the student needs to do, but what can I, as the teacher, do to ensure the student learns. Ownership of student learning.

“Community” ... no longer is it okay to be content with what happens inside the four walls of your classroom, a community is open, honest, and supportive. Data is used in an open and honest manner. Data and student performance ‘secrets’ are openly shared, ownership identified, root cause



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determined, and collective plan of attack developed.

While there are schools that routinely engage in open honest data study during PLCs, there are schools that shutter at the thought of analyzing data with teacher names attached to the data. Until staff resign themselves to acknowledging the truth contained in the data and are professionally challenged and compelled to reflect and modify professional approach, stagnant performance and widening gaps will prevail.

### **Learning Focused Solutions as a Critical Component of the Instructional Improvement System**

Establishing PLCs and effectively analyzing data during PLCs does not complete an Instructional Improvement System. To maximize the benefit of collaborative planning during PLCs, it is imperative that a common framework founded on research-based, best practices be used to design and guide the instructional planning, delivery, assessment, acceleration and intervention. Over the course of the past decade, the Brandywine School District has provided a substantial amount of professional develop and training in the use of Marzano strategies. Teachers were expected to return to their classrooms after trainings and implement the best practices presented, and through continued use, the consistent and pervasive use of LFS best practices would become a cultural norm. Several fatal flaws in the plan ensured the failure of the desired cultural change:

- lack of follow-up and support provided to buildings and teachers
- absence of professional collaboration as a means of professional development, as well as support mechanism
- lack of clearly defined expectations, as well as strategic implementation that provides guided practice and follow-up support
- absence of monitoring to ensure implementation
- lack of monitoring to provide coaching and critical feedback for professional growth
- lack of “go to experts” with the training and expertise needed for relevant application to the day-to-day operation and business of the classroom

The District has developed an LFS Implementation Plan that specifically addresses the previously identified issues to ensure that the best practices of Learning Focused Solutions define a standard of professional practice and expectation across the district. Key components of the LFS Implementation Plan include:

- training of all teachers in all four days of required LFS training (regular education, special education, core content, related arts, PreK – 12<sup>th</sup>)
- training of all members of the District Resource Team, and building administrative teams in all four days of required LFS training, as well as an additional training on Monitoring for Balanced Achievement and continuous mandatory professional development trainings that align with implementation schedule to ensure that all administrators are able to provide credible, specific feedback and coaching support to staff
- professional development and implementation plan that follows the pattern of: 1) provide professional development; 2) provide an extended period of time for teachers to practice “select” (go deeper) strategies prior to Monitoring and Accountability; 3) provide opportunity for teachers to collaborate and learn from each other prior to Monitoring and Accountability; 4) provide follow-up support from LFS trainer if

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requested prior to Monitoring and Accountability; 5) provide easily accessible resources; 5) provide specific Accountability and Monitoring timeline; 6) provide staff with copy of LFS Look For and Ask About rubric in advance of Monitoring and Accountability

- strategically select strategy implementation, in an effort to go deep with fewer than shallow with too many, stagger (chunk) implementation
- provide an “on-site” LFS Trainer to each school (LFS Trainer will be a teacher that is already on staff that provide support and assistance before or after school hours depending upon the needs of the staff. Having a staff member that is currently assigned to the school serve as the LFS Trainer not only provides immediate support, but teachers will be more inclined to go to someone they know and trust that are not in an evaluative position when in need of support.)
- having a ***Certified Learning Focused Solution Trainer*** providing professional development and follow-up support will ensure consistency of expectation and implementation across all schools in the district
- the re-writing of curricular units to align to the new common core using the LFS Framework provides immediate, relevant application of professional development content
- curriculum production and review process involves all staff members, resulting in all staff participating in creating and reviewing curricular units through an LFS lens

**Sustainability:** Sustainability of the 90 minutes of Collaborative Planning time (Professional Learning Communities) can be sustained through schedule modifications, re-allocation of district resources, and the successful passage of an operating budget referendum in 2011/12. The dedicated 90 minute block is the empty shell of a PLC, what matters the most is the sustainability of using the dedicated time to plant, nurture, and harvest a professional culture in which professional reflection, collaboration, data informed decision-making, and research-based practices improve the educational opportunities for all students, student achievement percentages grow, and achievement gaps narrow ... not as a result of compliance, but a natural product of the professional culture that exists.

The supportive and comprehensive Instructional Improvement System outlined above will result in cultural change, and as a result – ***self sustaining***.

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## Goal 3: Accelerate achievement and improve outcomes for all students with effective teachers and leaders

### Objective 4: Improve the effectiveness of educators based on performance

Summary of strategies:

#### Required Strategies

- Use evaluations as a primary factor in educator development, promotion, advancement, retention, and removal (SoW 5)
- Establish new educator career paths linked to evaluation (SoW 6)

#### Additional LEA Strategies

- Maximize the potential of formative and summative evaluations (DPAS II) to define and institutionalize “the standard of professional practice” for educators and administrators in the Brandywine School District
- Increase the frequency of face-to-face professional coaching, as well as the specificity and depth of dialogue between those charged to be Educational Leaders and teachers

Activity plan by strategy:

**Strategy: Use evaluations as a primary factor in educator development, promotion, advancement, retention, and removal (SoW 5)**

**Owner: Owners:  
Superintendent, Assistant  
Superintendent, Director RttT**

For the above strategy, indicate each activity, the budgeted amount required for it (with funding sources), and the person who will be responsible for it. Required activities have already been included.			Timeline: Place an “X” in each box that represents a time period in which the activity will be carried out.																Deliverables: List the major deliverable(s) for each activity, and when they will be completed.
			2010/2011				2011/2012				2012/2013				2013/2014				
Activities	Budgeted amount	Person responsible:	F	W	Sp	Su	F	W	Sp	Su	F	W	Sp	Su	F	W	Sp	Su	
Integrate development coaches into the evaluation	DDoE Expense	Assistant Superintendent Director RttT Directors of Elementary and Secondary Schools				x	x	x	x	x	x	x	x	x	x	x	x	x	Ensure that Development Coaches participate in monthly professional development sessions required of all BSD Administrative Team members to ensure thorough understanding of District Instructional Reform initiatives, as well as corresponding Administrative Expectations. (ASAP – On-going)  Strategic assignment of Development Coaches to specific schools and/or

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																			<p>administrators identified as needing intensive support using following measures:</p> <ol style="list-style-type: none"> <li>1. Number of staff in need of improvement identified using DPAS II (June '11)</li> <li>2. Principal's informal assessment of teacher/administrator needs (revisit on an annual basis) (April '11)</li> <li>3. Review of student achievement data (individual teacher match score reports, if available) (June '12)</li> <li>4. Results of DPAS II audit documents from each school. Each building's Administrative Team will meet individually with District Administrators to review the following: <ul style="list-style-type: none"> <li>- Timeline followed in conducting formative lesson analysis</li> <li>- Courses taught vs. courses observed (ensure observations are aligned with assigned courses and evaluations reflect a holistic view of teaching assignments from college prep to AP</li> <li>- Content and quality of formative and summative evaluations using DPAS II Administrative Expectations guide as a rubric. (DPAS II Administrative Expectations document will be based on Educationally Speaking trainings and will be published to</li> </ul> </li> </ol>
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																	<p>all building administrators by 2/28/12.</p> <ul style="list-style-type: none"> <li>- Randomly select several staff members from each administrator’s caseload. Review correlation between evaluation results and match score reports for course sections used for formative and summative evaluations</li> </ul> <p>5. Audit data will be used to assess proficiency levels of DPAS II administration. Administrators identified as needing improvement will be required to:</p> <ul style="list-style-type: none"> <li>- complete assigned professional development targeting specific deficiencies</li> <li>- participate in an Administrative Mentoring Program in which monthly reviews of DPAS requirements and content will be conducted with assigned mentor</li> <li>- State Development Coaches, Building Principals, Assistant Principals, and District Administrators will be strategically assigned based on identified need, areas of expertise, related experience (June ‘12 – Aug ‘12)</li> </ul> <p><b>Evidence:</b> Written analysis summary for each school on file</p>
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Deliver professional development offerings that are aligned with improvement plans	District Expense	Curriculum Program Manager/ Director Race to the Top	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	<b>Evidence:</b> - purchase of monitoring software that assists evaluators in bundling professional development resources for staff that directly align to areas of need. (2011/12)  [investigating PD360 Observation as well as iObservation as possibilities]
<b>Budget total</b>	<b>\$0.00</b>																		
<b>Strategy: Establish new educator career paths linked to evaluation (SoW 6)</b>																		<b>Owner: Owner: Owners: Superintendent, Assistant Superintendent, Director RttT</b>	
<i>For the above strategy, indicate each activity, the budgeted amount required for it (with funding sources), and the person who will be responsible for it. Required activities have already been included.</i>			<b>Timeline:</b> Place an "X" in each box that represents a time period in which the activity will be carried out.														<b>Deliverables:</b> List the major deliverable(s) for each activity, and when they will be completed.		
Activities	Budgeted amount	Person responsible:	2010/2011				2011/2012				2012/2013				2013/2014				
			F	W	Sp	Su	F	W	Sp	Su	F	W	Sp	Su	F	W	Sp	Su	
Define the career ladders already in place	n/a	Director RttT	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	Currently, the following leadership positions exist within the district:  - <u>Elementary Team Leader positions:</u> Positions posted and determined through interview process (one per grade level, compensated as E.P.E.R. position)  - <u>Secondary Department Chair positions</u> (Positions posted and determined through interview process one per department, compensated as E.P.E.R. position)  - <u>Curriculum Council positions:</u>

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																				<ul style="list-style-type: none"> <li>- Secondary (6-12) – Department Chair serves as Council Representative (hourly pay rate for meeting attendance)</li> <li>- Elementary (4-5) - one ELA and one Math position per building, representative selected by building administration and/or grade level team (hourly pay rate for meeting attendance)</li> <li><u>2010/11 Councils:</u> <ul style="list-style-type: none"> <li>- Mathematics</li> <li>- English/Language Arts</li> <li>- Social Studies</li> <li>- Science</li> <li>- World Language</li> <li>- Art</li> <li>- Music</li> <li>- Career and Technical Education</li> <li>- Library</li> </ul> </li> <li>-Kindergarten</li> <li>- <u>Certified L.F.S. Trainers</u> (selected by building principal)</li> <li>- <u>International Baccalaureate Program Coordinators</u> (posted position, filled through interview process)</li> <li>- <u>Dean of Student Position</u> / Administrative Interns (annual stipend) Posted position, filled</li> </ul>
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																		<p>through interview process.</p> <ul style="list-style-type: none"> <li>- <u>Student Achievement/Equity Coordinators</u> Posted position, filled through interview process (compensated as E.P.E.R. position)</li> <li>- <u>Compass Learning Liaison</u> Appointed by building principal (hourly compensation according to EPER rate)</li> </ul> <p>*additional positions added as determined by State formula and/or by District determined need</p>
<p>Develop a career path and job responsibilities for teacher leaders aligned with the State’s characteristics for responsibilities, differentiated compensation, selection, and retention based on “highly effective” ratings per the State Educator Evaluation System</p>	<p>District RttT Expense (\$6, 300)</p> <p>[Contractual: Substitutes for BEA Reps to participate in 6 planning sessions/year to develop Teacher Leader Career Path]</p>	<p>Superintendent</p> <p>Assistant Superintendent</p> <p>Human Resources Director</p>		x	x	x	x	x	x	x								<p>Formal discussion between the District and the Brandywine Education Association Leadership Team (Nov. ’10 – July ’12)</p> <p>** At this time, the District cannot provide any specific information regarding the ‘differentiated compensation’ for Teacher Leaders. As mentioned in Objective 4, the District and Brandywine Education Association will be meeting to discuss Teacher Leader positions and compensation from Nov. 2010 through July 2012. Providing information at this time regarding the position and/or compensation would give the</p>



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																			<p>impression that the District is circumventing the collaborative process agreed upon with the BEA.</p> <p><b>Evidence:</b>            Publication and implementation of career pathways and job responsibilities for teacher leaders aligned with the State’s characteristics for responsibilities, differentiated compensation, selection, and retention based on “highly effective” ratings per the State Educator Evaluation System</p>
<p>Establish and staff a teacher leader position in each high-need school</p>	<p>District Expense</p>	<p>Director of Human Resources</p> <p>Assistant Superintendent</p>	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	<p>At present, the District does not have any schools identified as “high need” using the state determination formula. However, the District has identified five schools as Priority 1 Cluster Schools and will place an additional Teacher Leader in each building whose talents, abilities and expertise align with the building placement (Fall ’10)</p> <p><u>Priority 1 Cluster Schools:</u>            Brandywine High School            Mt. Pleasant High School            P.S. duPont Middle School            Talley Middle School            Harlan Elementary School</p>

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																		<p><b>Evidence:</b> Assignment/placement documentation of specialized staff at all Priority 1 Cluster school.</p> <p><b>2010.11</b></p> <p><b>BHS</b> – Dr. Sande Caton, Certified LFS Trainer (Sept. '10)</p> <p><b>MPHS</b> – Heather Austin, Academic Associate Principal (Dec. '10)</p> <p><b>P.S. duPont</b> – Rachel Wilt, certified LFS Trainer</p> <p><b>Talley</b> – Curi Lawrence, Dean of Students and ELL Support</p> <p><b>Harlan</b> – Julie Cassel, International Baccalaureate Program Coordinator]</p>
Evaluation and revision of the BSD Aspiring Administrators Program	Race to the Top Expense (\$25,000)	Assistant Superintendent  Directors of Elementary and Secondary Schools				x	x	x	x	x	x	x	x	x	x	x	x	<p>Establish entrance requirements that include:</p> <ol style="list-style-type: none"> <li>1. demonstrated leadership at building, district, state, or national level</li> <li>2. evidence of student achievement as defined by DPAS II</li> <li>3. personal interview (Summer '11)</li> </ol> <p>Modify existing curriculum and programming to include demonstration of knowledge and</p>



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																				Brandywine School District Educational Leaders and Administrators. (Summer '11)  <b>Evidence:</b> 1. Entrance and Exit Policy on file  2. Aspiring Administrators curriculum guide on file
Expand the District ELA and Mathematics Core Content Curriculum Councils to include teachers in Grades 4-12 and define their leadership roles at the school level	District Expense	Curriculum Program Manager		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	<p>Inclusion of 4<sup>th</sup> and 5<sup>th</sup> grade team representatives from each elementary building on the ELA and Mathematics District Curriculum Councils will ensure vertical articulation and horizontal alignment across all three District levels, as well as every building within each level.</p> <p>[Councils meet on a monthly basis with a pre-established agenda. Collaborative discussions are held and work tasks completed. Minutes of each monthly meeting are posted and accessible to all district staff. Curriculum Council members are expected to report back to their school level teams and/or departments, share council business, and provide input back to the council from the buildings. In addition to Council members, related district personnel attend each meeting, not necessarily as meeting facilitator, but as an</p>

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																		active, supportive member of the council.] (Dec. '11 - Ongoing)  <b>Evidence:</b> Meeting Minutes reflecting two representatives from every Elementary building attend regularly scheduled monthly Core Content Curriculum Council meetings in ELA and Mathematics
Ensure that each building has at least one teacher on staff that is LFS certified to provide on-site support and trainings as needed	District / RttT Expense  (accounted for in separate activity)	Director Race to the Top	x				x				x							Increase the number of on-staff LFS trainers on an annual basis (Aug. '10 – On-going)  <b>Evidence:</b> List of each school in the District identifying staff member(s) that are certified LFS Trainers. Goal to have one LFS Certified Trainer per building by the 2014/15 school year.
Provide required annual Re-certification for LFS Coaches during the four year LFS implementation plan	District / RttT Expense  (accounted for in separate activity)						x				x							District and building level LFS trainers attend required LFS re-certification to ensure that each building has access to an on-site LFS trainer/coach, and reduce the cost of outsourcing to provide required trainings, review sessions, curriculum development sessions, and support coaching  <b>Evidence:</b> - Certification documentation on

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																			file - Documentation of trainings and support services provided by each LFS trainer
<b>Budget total</b>	<b>\$31,300</b>																		

<b>Additional LEA Strategy:</b> Maximize the potential of formative and summative evaluations (DPAS II) to define and institutionalize “the standard of professional practice” for educators and administrators in the Brandywine School District	<b>Owner: Owner: Owner: Owners: Superintendent, Assistant Superintendent, Director RttT</b>
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<i>For the above strategy, indicate each activity, the budgeted amount required for it (with funding sources), and the person who will be responsible for it. Required activities have already been included.</i>			<b>Timeline:</b> Place an “X” in each box that represents a time period in which the activity will be carried out.																<b>Deliverables:</b> List the major deliverable(s) for each activity, and when they will be completed.
			2010/2011				2011/2012				2012/2013				2013/2014				
Activities	Budgeted amount	Person responsible:	F	W	Sp	Su	F	W	Sp	Su	F	W	Sp	Su	F	W	Sp	Su	
Investigate, purchase and implement available technology to effectively and efficiently document and record frequency of informal observations, relevant feedback based on observation, as well as follow-up dialogue/coaching*	District Expense	Director RttT  Director of Technology and Information Systems																	A standard monitoring and evaluation instrument is used during mandated informal (non-DPASII) classroom observations. (2011/12)  Establish a centralized tracking system that allows district and building administrators to monitor the frequency of informal observations by teacher, by class, as well as review of <u>the observation data gathered, method and date of feedback provided to teacher</u> ( '11/'12 – On-going)
																			<b>Evidence:</b>

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																			<p><b>Evidence:</b> Written analysis summary for each school on file:</p> <p><u>Summer 2012 – on-going:</u> Facilitated review using BSD DPAS II Administrative Expectations Rubric, including alignment with student achievement data. Audit to an evaluation of a DPAS II formative or summative evaluation sample from each administrator using a rubric based on the professional development sessions provided to all administrators by Educationally Speaking and the Brandywine School District Resource Team.</p>
Provide in-depth professional development for all building administrators to ensure a standard of practice and calibration of use across all schools and classrooms in the district.	Race to the Top Expense  (Expense in Focus Area 11)	Assistant Superintendent  Director Race to the Top						x	x										<p>Contract with Educationally Speaking for a series of professional development workshops on DPAS II for building administrators [Sept. 11 – Jan. 12]</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>- Meeting agendas, sign-in sheets</li> <li>- BSD DPAS II Administrative Expectations document created and distributed to all building staff and district administrators by 8/30/12</li> </ul>
Establish Administrative	No Direct Cost	Director Race to the Top	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	All District Administrators and Administrative Assistants received



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<p>Expectations for Monitoring Instructional Planning and Delivery</p> <p>(frequency, Look For's and Ask About's, purposeful feedback, method of providing feedback, effective use of "coaching stances" for continuous professional growth)</p>																														<p>"Break Through Training " (similar to SAMs) in July '10.</p> <p>Directive from Superintendent for all District Administrators and Building Principals to spend a minimum of 2 days per week in classrooms, Assistant Principals 1 day per week. (July '10)</p> <p>Development and presentation of "Administrative Expectations for 2010/11" clearly articulating directives and timelines for District and Building Administrators. (Nov. '10) Annual process that will result in a written Administrative Handbook clearly defining administrative expectations to ensure best practices and BSD expectations are consistent and pervasive across all schools within the District. (On-going, Handbook completion Fall 2013)</p> <p><b>Evidence:</b></p> <ol style="list-style-type: none"> <li>1. Documentation of staff attending "Break Through Training" on file</li> <li>2. walk-through, informal observation monitoring quarterly reports on file</li> <li>3. Administrative Expectations document on file</li> </ol>
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<p>Develop and implement protocol for the strategic scheduling of observations of staff.</p>	<p>No Direct Cost</p>	<p>Supervisors of Elementary and Secondary Schools  Building Principals</p>					<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>Building Administrative Teams will strategically schedule formative lesson observations and LFS monitoring visits using data gleaned from DPAS II Audit and Analysis session ensuring that teachers identified as needing improvement receive “priority” status as observation schedules with specific due dates are developed prior to starting the school year (July/Aug ’11 – Ongoing)</p> <p>Principals will submit observation schedules for their Administrative Team prior to the first student day on an annual basis. Principals will be required to provide rationale of schedule development to their assigned evaluators during Fall DCAS Goal Setting Meetings (Aug. ’11 – On-going)</p> <p>Superintendent, Assistant Superintendent, Supervisors of Elementary and Secondary Schools will monitor fidelity to observation schedule by conducting quarterly monitoring audits of completed evaluations with the building principal (Fall ’11 – On-going)</p> <p><b>Evidence:</b> 1) copies of each building’s observation schedule on file</p>
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<b>Budget total</b>	<b>\$0.00</b>																		

<b>Additional LEA Strategy:</b> Increase the frequency of face-to-face professional coaching, as well as the specificity and depth of dialogue between those charged to be Educational Leaders and teachers	<b>Owner:</b> Superintendent, Assistant Superintendent, Director RttT
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For the above strategy, indicate each activity, the budgeted amount required for it (with funding sources), and the person who will be responsible for it. Required activities have already been included.			Timeline: Place an "X" in each box that represents a time period in which the activity will be carried out.																Deliverables: List the major deliverable(s) for each activity, and when they will be completed.
			2010/2011				2011/2012				2012/2013				2013/2014				
Activities	Budgeted amount	Person responsible:	F	W	Sp	Su	F	W	Sp	Su	F	W	Sp	Su	F	W	Sp	Su	
Strategically place earned Model 3 SAMs based on identified school need	DDoE Expense	Assistant Superintendent Supervisor of Human Resources				x	x	x	x	x	x	x	x						<b>Evidence:</b> State allotted SAMs Model 3 training participation (as per DDoE schedule)
Provide targeted, on-going professional development on a monthly basis for all district and building level administrators to develop content	District Expense	Curriculum Program Manager		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	All District Administrators, Building Principals, Assistant Principals, and Deans of Students participate in monthly professional development sessions focused on instructional best practices and evaluation of instructional planning and delivery. <u>Sequencing of PD offerings strategically aligned with district</u>

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<p>knowledge required for effective professional coaching.</p>																											<p><u>instructional reform initiatives.</u></p> <p>[Strategic sequencing and pacing of the training and implementation of Learning Focused Solutions, as well as the alignment and writing of curricular units is paramount to the success of the reform initiatives for Brandywine’s RttT plan. If whole scale reform is to be achieved, then the district as a whole must actively participate, understand, and own the work, the product, the trials, and the successes that result. To accomplish such a feat, strategic “chunking” of initiatives that incorporates readiness levels, additional work, and degree of ownership desired must be crafted. A conscience effort has been made to pace the work in a manner that allows staff to go deeper with understanding the educational research behind the initiatives, an understanding of standards-based planning and instruction, research-based best practices, and the responsibility of the teacher to fully understand the expectations for instructional planning and delivery for all staff in the Brandywine School District.</p> <p>Another component of Brandywine’s Path Forward, is ensuring that building and district level administrators are equipped and capable of the dual role for which they are responsible, building manager and educational leader. All</p>
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																		<p>classroom visits, and provide coaching and monitoring to ensure that all staff are on an acceptable trajectory towards proficiency.]</p> <p>(Sept. '10 – On-going)</p> <p><b>Evidence:</b> Monthly Principal, Assistant Principal, and Deans of Students Meeting Agendas, BSD Administrative Retreat Agendas on file</p>
Streamline the process of delivering professional development offerings that are aligned with improvement plans	District Expense	Curriculum Program Manager				x	x	x	x	x	x	x	x	x	x	x	x	<p>The district will continue its use of PD 360 (On-going, renewed on annual basis)</p> <p>The District Resource Team will evaluate and bundle PD 360 professional development sessions by DPAS domain (and/or applicable sub category) as a Resource Bank easily accessible for building administrators and staff (completion date Summer '12)</p> <p>Create a district-wide Professional Development Calendar accessible to all staff that lists all Professional Development Sessions being offered/sponsored by the District in one location. Incorporate and identify through color code, professional development opportunities being offered that are offered by other area educational agencies or institutions available to staff (i.e. neighboring districts,</p>

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																			University of Delaware, Wilmington University, DDoE, etc.) Jan. '11	
																			Evidence: 1) readily accessible BSD Professional Development Calendar on intranet for review  2) PD 360 "Resource Bank" established for review	
Deliver professional development offerings that are aligned with district initiatives and data identified needs across buildings, grade levels, disciplines, and trends	Shared Expense  District / RtT  [Covered in Goal #1 ]	Curriculum Program Manager	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	All District core content and related arts staff will receive LFS Day 3 and Day 4 ('11-'12)  Continue the traditional practice of identifying school/team professional development offerings as determined by student achievement, school climate, DPAS II data, and bi-annual building S.W.O.T. analysis with staff  <b>Evidence:</b> Documentation of staff by building with dates of required training completion	
<b>Budget total</b>	<b>\$0.00</b>																			
<b>Objective 4 Measures: Which measures will this objective impact, how much, and when?</b>																				
<b>Measures</b>			<b>LEA Baseline (If applicable)</b>	<b>2010-11 (End of SY)</b>	<b>2011-12 (End of SY)</b>	<b>2012-13 (End of SY)</b>	<b>2013-14 (End of SY)</b>	<b>Rationale</b>												
% of teachers who receive a "satisfactory" on the student growth component of DPAS II			x	x	Baseline TBD after state definition of	+ X% (TBD)	+ X% (TBD)	In order to receive a "satisfactory" on the student growth												

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			“acceptable student growth” is determined			component of DPAS II, teachers must meet or exceed the state definition of student growth as measured by DCAS and other common assessments. [establishing goals prior to definition of acceptable student growth and knowing present levels of performance will not provide accurate, SMART goals. Based upon definition of growth, measures calculating growth, and political atmosphere, attempting to justify goals prematurely would most likely create conflict, mistrust, and does not align with the District’s promotion of SMART goal development, sending mixed messages to teachers and administrators.
% of teachers rated as Effective using DPAS II	x	x	Baseline TBD after state definition of “acceptable student growth” is determined	+ X% (TBD)	+ X% (TBD)	See rationale provided for 1 <sup>st</sup> measure in this section
% of administrators rated as Effective using DPAS II	x	x	Baseline TBD after state	+ X% (TBD)	+ X% (TBD)	See rationale provided for 1 <sup>st</sup> measure in this section



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			definition of “acceptable student growth” is determined			
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**Objective 4 Narrative:** *How do your strategies and activities integrate to achieve this objective (as indicated by the measures above)? How will this work impact your identified needs and Common Measures? How will this be an improvement over what you have done before? How will you ensure that this improvement is sustainable once RTTT funds are gone? [Note: You may address each question individually, or in a coherent narrative below]*

### **Comprehensive and Systemic “Re-Form” that Defines an Expectation and Standard of Professional Practice for Brandywine Educational Leaders**

Only when a holistic view of the strategies and activities defining Objective 4 is considered, can the breath and depth of Brandywine’s definition of “comprehensive and systemic *re-form*” be fully appreciated. For years, the proverbial education pendulum has swung back and forth as decade old initiatives are reconstituted with a twist and hastily implemented, keeping educators in a constant state of flux as achievement gaps continue to increase and overall achievement decreases. Brandywine will seize the opportunity provided by Race to the Top to *re-form* and clearly articulate the professional duties and responsibilities of Educational Leaders, defining effectiveness as measured by demonstrated student growth.

While many see the *re-form* focusing primarily on the teacher, Brandywine understands that teachers will only mature and reach potential under with the tutelage and support of an effect administrative team. The Teacher Leader section of the plan ensures that Educational Leaders at the district and building level are continually engaged in professional development in research based best practices. Today’s Educational Leader at the building level must possess a thorough knowledge of and successfully demonstrate competencies in educational theory and application, pedagogy, psychology, change management and organizational dynamics, human resource management, and leadership. Professional development for district and building level administrators will no longer be provided “as needed”, but will become a required, routine for all. As knowledge, skills, and best practices are delivered through professional development, Administrative Expectations will be clearly defined on an annual basis culminating in an Administrative Expectations Handbook articulating professional competencies and expectations for BSD Administrators and used for evaluating professional performance. To this end, the Aspiring Administrators Program will also undergo *re-form* developing competencies aligned with the Administrative Expectations to ensure continuity and consistency of practice and expectation via succession planning and placement.

In terms of educational leadership in the classroom, *re-form* is best defined by the work of: re-writing of curriculum aligned to new standards; training, implementing and monitoring of Learning Focused Solutions Framework and Strategies, creating assessments aligned to new curriculum, participating in structured PLC Collaborative Planning Time, monitoring visits of classrooms by building and district level administrators, training and

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implementing Singapore, assessing and revising programming for S.T.E.M. integration, redesigning the structure of AP course offerings, articulating the difference between college prep courses, honors, AP, and IB courses, and being held accountable for students showing a year or more worth of growth for a year's worth of instruction.

Just as district and building level administrators were provided professional development and held to a resulting higher standard of professional expectations and responsibilities, a *re-formed* definition of teacher professionalism will be established and enforced across the district. It is imperative that district and building level administrators formally and informally observe and monitor instructional planning and delivery using a variety of "coaching stances". As members of grade level/department PLCs, administrators will have the opportunity to engage in reflective professional dialogue and informal coaching. Required, documented LFS monitoring visits will allow administrators to gather information for whole group reflection meetings, as well as engage in one-on-one coaching opportunities. The "Break Through" training (SAMs) will provide building principals two full days per week in classrooms and assistant principals one full day per week. It is here that the greatest instructional impact will occur as administrators follow-up on monitoring visits with face-to-face conversations with teachers. This one-on-one dialogue will be the most effective means of creating and sustaining the desired changes of practice. To be effective, administrators will need to demonstrate the necessary knowledge and skills to earn the credibility and professional respect of the staff. Critical to this success, is the administrator's ability to quickly diagnose and assess the situation and determine which coaching stance is warranted. The frequency of visitation allows administrators to gain fairly accurate assessments of instructional proficiency and identify staff in need of support and assistance. This intimate knowledge allows the administrator to use DPAS II to coach a struggling teacher to proficiency, identify an area of improvement for the mastery teacher, develop improvement plans that staff value as a means of personalized professional development, and identify and remove those are ineffective and unwilling or unable to meet professional expectations.

Educational *Re-Form* of this magnitude cannot be done by the majority, but will require the collective efforts of each and every staff member. Critical to any institutional *re-form* is the ability to build capacity, trust and momentum for the collective vision. The establishment of Teacher Leader positions is critical as in-house expertise can be capitalized on as colleagues assists colleagues in a collaborative team approach void of the supervisor/employee uneasiness that often exists between administrator and teacher.

How will the improvement be sustained after Race to the Top? The answer lies in the title and content of this section. This is not an initiative; it is the creation of a standard of practice that will define roles, responsibilities and results of educators and administrators in Brandywine for years to come. It provides the tools and professional development to "grow and cultivate educators and administrators", while at the same time it seeks to remove and replace those unwilling or unable to meet the new professional expectations and standards of Brandywine.

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## Objective 5: Ensure equitable distribution of effective educators (SoW7)

Summary of strategies:

<b>Required Strategies</b> <ul style="list-style-type: none"> <li>Increase the concentration of highly-effective teachers and leaders in high need schools (SoW 7 req.)</li> </ul>
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Activity plan by strategy:

<b>Strategy: Increase the concentration of highly-effective teachers and leaders in high need schools (SoW 7 req.)</b>	<b>Owner: Superintendent, Assistant Superintendent, Director RttT</b>
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For the above strategy, indicate each activity, the budgeted amount required for it, and the person who will be responsible for it.			Timeline: Place an "X" in each box that represents a time period in which the activity will be carried out.																Deliverables: List the major deliverable(s) for each activity, and when they will be completed.
			2010/2011				2011/2012				2012/2013				2013/2014				
Activities	Budgeted amount	Person responsible:	F	W	Sp	Su	F	W	Sp	Su	F	W	Sp	Su	F	W	Sp	Su	
Use the central website for applications	DDoE Expense	Director of Human Resources					x	x	x	x	x	x	x	x	x	x	x	x	As per DDoE schedule
Forecast hiring needs and use succession planning	No Direct Cost	Assistant Superintendent Director of Human Resources Directors of Elementary and Secondary Schools	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	<b>Evidence:</b> 1) continuation of Brandywine School District's "Aspiring Administrators Program" (Ongoing) 2) modification of Aspiring Administrators Program curriculum, entrance and exit protocol, and authentic assessment of required competencies for program completion (outlined in detail in a preceding section,

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<p>Participate in statewide recruitment campaign</p>	<p>No Direct Cost</p>	<p>Director of Human Resources</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p><b>Evidence:</b> Participation in Recruitment Campaign (as per DDoE schedule)</p> <p>[The Brandywine School District does not currently view this as a priority for several reasons: 1) Brandywine has established and enjoys a reputation for quality that works to our advantage in drawing applicants. As a result, BSD has not experienced a lack of applicants for postings, even those postings of specialized positions (e.g. secondary science). In addition to the draw of a positive reputation, Brandywine School District is also currently the highest paying district in the state for certified teaching staff.]</p>
<p>Develop a plan to increase the concentration of highly-effective teachers and leaders in high need schools</p>	<p>Shared Expense District / RttT Expense (\$4200.) [Contractual: Subs for BEA 8 planning session to develop process for transferring</p>	<p>Assistant Superintendent Director of Human Resources</p>																	<p><b>Evidence</b> Written plan outlining protocol for increasing the concentration of highly-effective teachers and leaders in high needs schools on file (Fall '12)</p>



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**Objective 5 Narrative:** *How do your strategies and activities integrate to achieve this objective (as indicated by the measures above)? How will this work impact your identified needs and Common Measures? How will this be an improvement over what you have done before? How will you ensure that this improvement is sustainable once RTTT funds are gone? [Note: You may address each question individually, or in a coherent narrative below]*

The Brandywine School District has faithfully ensured that schools are equipped with equitable resources, school budgets, and staffing so that all students have equal access to the same educational opportunities across the district, regardless of location, feeder pattern, or size. This objective will go a step further and begin the process of analyzing the percentage of staff at each school that are Highly Effective, not just in terms of overall student performance, but will identify staff that demonstrate success with specific sub groups of students as well. This information will assist in the planning of professional development, creation of role specific Teacher Leader positions identified by need, and assist in the process of transferring building administrators, teacher leaders, and teachers to schools, departments and teams in need of specific support and assistance.

In addition, the District will work with building administrative teams to ensure that highly effective teachers are placed in positions within their existing building, focusing on improving student achievement and teacher leadership in identified areas of need. Strategic pairings and partnerships during PLCs will allow collaborative planning between highly effective teachers and other staff as embedded professional development and instructional coaching. It is imperative to remember that our highest achieving students equally deserve exposure to highly effective teachers. District data has shown that our highest achieving students over the past five year have become stagnant producing flat line performance. Building principals will work with departments and teams to ensure that “scheduling preference” based on seniority and tenure status is eliminated and course assignments are done based on student need and teacher effectiveness.

The Brandywine School District does not have any schools that are currently identified by the state as “high needs” schools. However, the District proactively clustered its schools into three Priority Clusters based on several criteria that included federal guidelines and definitions of high minority schools, federal guidelines and definitions of high poverty schools, and demonstrated inconsistent ability to make Adequately Yearly Progress. The five schools identified as Priority 1 Cluster Schools were Harlan Elementary, P.S. Middle School, Talley Middle School, Mt. Pleasant High School, and Brandywine High School. All of these schools were given special consideration during the Staffing Allocations Meetings (BSD District Administrators and Building Principals meet to collectively determine staffing assignments based on need and class sizes). All schools are staffed well above their earned unit allocations. In addition, Teacher Leader positions were established at each school and aligned with the specific instructional needs.

During the 2011/12 school year, the District will work with the Brandywine Education Association in developing a plan to increase the concentration of highly-effective teachers and leaders in high need schools. The plan will define will define Brandywine School District’s working definition of “Highly Effective” in respect to placing teachers in high needs schools [The State’s method of determination of Highly Effective student growth has not yet been determined. The District will need to use this information and determine what longitudinal pattern of performance will be used in its determination of sustained Highly Effective teaching]. The plan will include analyzing teacher ratings on an annual basis, as well as school AYP ratings. A gap analysis will be conducted, followed by a Needs Assessment directly relating to staffing and teaching assignments. District administrators will work with building principals to determine which of the following actions to pursue: (1) to provide staff professional development to address the root causes resulting in students not meeting proficiency targets; (2) change of teaching assignment/responsibilities; (3) involuntary assignment of staff. The District will work

## Delaware Success Plan Template

with BEA in determining the process involving involuntary assignment of staff.

All activities listed are sustainable by the District past the Race to the Top Initiative.

### Objective 6: Ensure that educators are effectively prepared (SoW9)

*Summary of strategies:*

#### Required Strategies

- Target recruiting and hiring to the most effective preparation programs (SoW 9 req.)

*Activity plan by strategy:*

**Strategy: Target recruiting and hiring to the most effective preparation programs(SoW 9 req.)**

**Owner: Superintendent, Assistant Superintendent, Director RttT**

For the above strategy, indicate each activity, the budgeted amount required for it (with funding sources), and the person who will be responsible for it. Required activities have already been included.			Timeline: Place an "X" in each box that represents a time period in which the activity will be carried out.																Deliverables: List the major deliverable(s) for each activity, and when they will be completed.
Activities	Budgeted amount	Person responsible:	2010/2011				2011/2012				2012/2013				2013/2014				
			F	W	Sp	Su	F	W	Sp	Su	F	W	Sp	Su	F	W	Sp	Su	
Target recruiting and hiring to the most effective preparation programs, as demonstrated by the effectiveness of the teachers/principals they prepare/certify	No Cost	Director of Human Resources	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	<p><b>Evidence:</b> Tracking report that shows teacher preparation institutions of Highly Effective teachers.</p> <p>Human Resources Recruitment Plan provides evidence of greater emphasis and concentration of recruitment efforts based on data, as well as a continued commitment to current recruiting efforts as part of the Brandywine School District's Equity Initiative.</p>

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<p>Participate in the New Leader Pipeline Initiative</p>	<p>Race to the Top Expense (\$75,000)</p>	<p>Assistant Superintendent Director of Human Resources Director Race to the Top</p>																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
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																				<p>required services that meets or exceeds established expectations.</p> <p><b>Evidence:</b></p> <p>1) Documentation of all professional development agendas and attendance</p> <p>2) documentation of all class visits, observations, and conferences with new staff</p> <p>3) documentation of completion of New Teacher Induction requirements</p> <p>4) survey of newer teachers (1-3 years) to identify their induction needs and preferences</p> <p>5) revise New Teacher Mentoring Program to incorporate and emphasize professional responsibilities and professional expectations that have resulted from and are aligned to the BSD Standard of Professional Practice resulting from the implementation of RttT initiatives.</p>
<b>Budget total</b>	<b>\$75,000.00</b>																			

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<b>Objective 6 Measures:</b> <i>Which measures will this objective impact, how much, and when?</i>						
<b>Measures</b>	<b>LEA Baseline (If applicable)</b>	<b>2010-11 (End of SY)</b>	<b>2011-12 (End of SY)</b>	<b>2012-13 (End of SY)</b>	<b>2013-14 (End of SY)</b>	<b>Rationale</b>
% of new teachers receiving a rating of effective or above	n/a	X	Establish baseline	+10%	+10%	Baseline to be established in the second year of DPAS II "student growth" accountability implementation. Monitoring such data will provide trend data as to favorable teacher preparation institutions for recruitment purposes and increasing the percentage of Highly Effective new teachers over time
% of new teachers rated as Effective or above choosing to remain in their position the following year (excluding RiF)	n/a	X	Establish baseline	+10%	+10%	Recruiting and maintaining Highly Effective New Teachers is the critical in cultivating and maintaining "culture" within an organization. New teachers are more apt to stay in their teaching positions when they feel supported in their positions, and when high quality professional feedback is received as a means of promoting professional growth.

**Objective 6 Narrative:** *How do your strategies and activities integrate to achieve this objective (as indicated by the measures above)? How will this work impact your identified needs and Common Measures? How will this be an improvement over what you have done before? How will you ensure that this improvement is sustainable once RTTT funds are gone? [Note: You may address each question individually, or in a coherent narrative below]*

Throughout the Race to the Top revision process, much discussion has been held between the District and the Delaware Department of Education regarding recruiting and retaining highly qualified and effective staff, an area that historically has not been an area of need for Brandywine.

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Brandywine's attractiveness to prospective employees can be attributed to its long standing reputation for educational excellence and for having highest pay scale for teachers of all New Castle County school districts. Brandywine's greatest asset in achieving the reform initiatives underway is the professionalism of our workforce and their dedication to the children and community they serve. While the professional development and practical experience provided to school leader candidates in the State's vendor program is beneficial, Brandywine's Aspiring Administrators' Program has afforded similar training and opportunities and has provided school leaders with leadership skills and experience that best meet the needs of the Brandywine School District. The District is not opposed to alternate sources for teacher and administrator positions, and has included participation in the RttT pipeline based on projected need. The District is committed to ensuring that the best candidates are hired for open positions and will review current and available options based on need.

Every department and division across the District has evaluated its function as a result of the needs assessment and planning for Race to the Top. As a result, the Human Resources Department investigated, piloted, purchased and has recently fully implemented AppliTrack, a web based Human Resources application and processing system. While the specifics the new program offers would take pages to detail, the generalized highlights include:

- tremendous time reduction in the hiring process
- streamlined process that ensures all candidates meet or exceed position qualifications
- on-line screening of applicants from remote locations
- establishing a pipeline of highly-qualified candidates and locate relevant candidates quickly
- create ad-hoc reports to assess hiring performance and proactively anticipate needs
- review and analyze hiring data to make decision based on facts
- partnership and collaboration with K-12 Human Resources colleagues outside the District.

In addition to implementing AppliTrack, the District Human Resources Department is also in the process of reviewing and revising practices and protocols to ensure that a standard and consistent approach is used across the District that includes:

- banks of interview questions that are rigorous and aligned with the District's needs and vision
- authentic assessment in addition to traditional interview questions (i.e. planning and delivery of a lesson with observation by interview team, timed response to writing prompt, demonstration lesson of a concept or skill to interview team, data interpretation and instructional approach based on data interpretation, etc.)
- an Administrative Review Board to assist building principals with proactive planning and assistance in working through Instructional Improvement Plans with staff.

The District will begin to track teacher prep programs of newly hired staff along with corresponding student achievement data as a means of identifying sub-standard teacher preparation programs. The District's New Teacher Mentoring Program's current course offerings will be evaluated and modified to ensure that District expectations and standard of professional practice are immediately introduced and consistently reflected throughout the completion of the New Teacher Mentoring Cycle. Frequent classroom visitation and lesson observations between the New Teacher Mentoring Coordinator and each school's prioritized observation schedule will ensure early intervention and support for all non-tenured staff. In

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addition to ensuring early observation in an effort to assess need and provide support to new teachers, the following services are regularly available to new staff members throughout the District: 1) previously mentioned New Teacher Mentoring Program; 2) established Professional Learning Communities and dedicated partner planning time; 3) continuous Professional Development opportunities with a complete listing of available trainings consolidated on an easily accessible on-line PD calendar; 4) personal visits to individuals and/or PLCs by members of District Resource Team upon request (visits and services offered monitored on DRT School Visitation monitoring logs and DRT calendar).

A review of current administrative assignments revealed that the District's Aspiring Administrators Program has led to the successful assignment of approximately 80% of the administrators hired during the past ten years. In light of the Race to the Top initiative and the depth of the comprehensive and systemic reform, the Aspiring Administrators Program's course of study, entrance and exit policies will be modified as a means of ensuring those in the program are provided with intensive professional development, opportunities for leadership, and demonstration of specific skill competencies required of an administrator in the Brandywine School District [New Aspiring Administrators' Program Overview included in the Supporting Documents Appendix]. The District will also participate in the New Leader Pipeline to as an alternate means of recruiting educational leaders for high needs schools. All listed activities are sustainable past Race to the Top pending successful referendum campaign and passage.

The District will begin to track teacher prep programs of newly hired staff along with corresponding student achievement data as a means of identifying sub-standard teacher preparation programs. The District's New Teacher Mentoring Program's current course offerings will be evaluated and modified to ensure that District expectations and standard of professional practice are immediately introduced and consistently reflected throughout the completion of the New Teacher Mentoring Cycle. Frequent classroom visitation and lesson observations between the New Teacher Mentoring Coordinator and each school's prioritized observation schedule will ensure early intervention and support for all non-tenured staff. In addition to ensuring early observation in an effort to assess need and provide support to new teachers, the following support services are regularly available to new staff members throughout the District: 1) previously mentioned New Teacher Mentoring Program; 2) established Professional Learning Communities and dedicated partner planning time; 3) continuous Professional Development opportunities with a complete listing of available trainings consolidated on an easily accessible on-line PD calendar; 4) personal visits to individuals and/or PLCs by members of District Resource Team upon request (visits and services offered monitored on DRT School Visitation monitoring logs and DRT calendar).

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Brandywine is committed to continuing and sustaining all of the prescribed initiatives.

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**Objective 7: Provide effective support to educators**

Summary of strategies:

<p><b>Required Strategies</b></p> <ul style="list-style-type: none"> <li>Adopt a coherent approach to professional development (SoW 10)</li> <li>Accelerate the development of instructional leaders (SoW 11)</li> </ul>
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Activity plan by strategy:

<p><b>Strategy: Adopt a coherent approach to professional development (SoW 10)</b></p>	<p><b>Owner: Superintendent, Assistant Superintendent, Director RttT</b></p>
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For the above strategy, indicate each activity, the budgeted amount required for it (with funding sources), and the person who will be responsible for it. Required activities have already been included.			Timeline: Place an "X" in each box that represents a time period in which the activity will be carried out.																Deliverables: List the major deliverable(s) for each activity, and when they will be completed.
			2010/2011				2011/2012				2012/2013				2013/2014				
Activities	Budgeted amount	Person responsible:	F	W	Sp	Su	F	W	Sp	Su	F	W	Sp	Su	F	W	Sp	Su	
Link professional develop to specific skill and role expectations	District Expense	Assistant Superintendent Curriculum Program Manager	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	<b>Evidence:</b> Proposed Professional Development (on file) aligns with District Strategic Plan (Race to the Top Goals) (Fall 2010 – on-going)
Review existing PD to determine if it is high-impact and prioritize participation in high-impact PD offerings	District Expense	Curriculum Program Manager	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	<b>Evidence:</b> Proposed Professional Development (on file) aligns with District Strategic Plan (Race to the Top Goals)
Train teachers and administrators and implement Learning Focused	Shared District Expense	Director Race to the Top	x	x	x	x	x	x	x	x									<b>Evidence:</b> 1) documentation of all BSD staff training dates and session topics on file

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<p>Solutions Model in all schools as detailed in Focus Area #1. (Provide collaborative planning time for core content staff to develop KUDs, instructional units, student learning maps, and assessments)</p>	<p>/ RttT [Covered in Goal #1]</p>																																	<p>2) posting on intranet PLC drafts and final LFS Student Learning Maps and Units of Study based on the National Common Core Standards and Delaware Prioritized Standards</p>
<p>Provide on-going, job embedded training and coaching in LFS to ensure consistent and pervasive use of research-based instructional practices across all classrooms and schools and to develop school-wide literacy programs. Include opportunities for vertical curriculum discussions within schools and across the District.</p>	<p>Shared Expense District / RttT Expense (\$227,800)</p>	<p>Director Race to the Top</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>“School-wide Literacy Programs” and vertical curriculum alignment (via structured vertical walkthroughs, whole department PLCs, Curriculum Councils, dedicated staff meetings, and availability of curriculum content and sequencing) are integral components of LFS that lie at the very heart of RttT. School-wide literacy programs ensure that all teachers focus on literacy within each content area – science, social studies, art, music physical education, etc. Plans articulate specific means, strategies, skills, and resources for non-ELA staff so that the reading strategies are incorporated into all curricular areas, vocabulary development, and an emphasis on writing, especially summary point writing, is consistent and pervasive across all content</p>

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																			<p>areas.</p> <p>Vertical curriculum discussions are imperative to ensure a tightly aligned curricular program that meets the needs of students, and eliminates curricular gaps and holes, promotes collaboration and ownership among staff, and the cycle of continuous improvement.</p> <p><b>Evidence:</b></p> <p>1) LFS monitoring documentation on file in building (Fall 2011 and on-going)</p> <p>2) implementation of a school-wide literacy program in every building (2013-14)</p> <p>3) BSD calendar, in-service day agendas, BSD ELA and Mathematics Curriculum Council “Next Steps” meeting minutes posted on intranet for review (Fall 2011 and on-going)</p>
<p>Provide professional development and on-going training/coaching to District math teachers as detailed in Focus Area #1.</p>	<p>Race to the Top Expense</p> <p>[Covered in Goal #1]</p>	<p>Curriculum Program Manager</p> <p>Math Coach</p>	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	<p>Provide intensive training and support to all Singapore Math teachers (2010.11 – on-going)</p> <p>Provide professional development sessions designed to increase mathematical knowledge and competency of Elementary and identified Secondary teachers</p>

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																			(2010.11 and on-going)  <b>Evidence:</b> 1. Attendance and content documentation of all Singapore Math trainings on file  2. documentation of all Singapore Math related PLC presentations, teacher meetings, and after school work sessions on file
Provide Professional Development for all teachers in Gifted, advanced or accelerated courses, AP and IB Programs in differentiated instruction and addressing the needs of high performing students	District Expense	Curriculum Program Manager	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	Some work in these specialized areas will take place during the 2010/11 and 2011-12 school years (e.g. 25 staff confirmed for the AP Training Summer 2011, middle level curriculum study to begin Summer 2011); however, it is imperative to consider the amount of change and resulting workload produced through district and state initiatives. Determining readiness, chunking instruction, defining expectations, and providing needed support to ensure mastery is as important in working with staff, as it is working with students. While Race to the Top brings a sense of urgency in achieving desired reform, failure to monitor the velocity and mass of change, can quickly produce resistance, dissatisfaction and failure. The key lies in maintaining a pulse of implementation throughout the process and adjusting the throttle one way or the other as the



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																			work, motivation, and need dictate.  The District continues to support the annual professional development costs associated with the International Baccalaureate Program (Aug '10 – On-going)  Due to the intense LFS training being provided district-wide during the 2010/11 and 2011/12 school years, AP and Gifted and advanced course professional development will begin during the 2012/13 school year (Aug '12 – On-going)  <b>Evidence:</b> 1. documentation of professional development trainings attended by teachers assigned to Gifted, IB, AP, and advanced placement classes on file (Summer 2011 and on-going)
Continue inclusive practice and co-teaching professional development for regular and special education teachers	District Expense	Director of Special Programs	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	<b>Evidence:</b> documentation of professional development trainings attended by regular and special educators assigned to provide educational services to special needs students (Summer of 2011 and on-going)
Conduct daily walkthrough	District Expense	Assistant Superintendent	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	Building administrators are required to conduct daily walkthroughs in

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<p>monitoring visits to classrooms as a means of gathering data to facilitate “informed coaching” and support for teachers</p> <p>Administrative time provided through District provided “Breakthrough Training” (similar to SAMs training)</p>																					<p>which specific data collection regarding identified instructional strategies is expected. Administrators are to use multiple data points to determine baseline proficiency levels and to use collected evidence in “instructional coaching sessions” with teachers. Goal of the instructional coaching sessions is to see continued growth over time toward mastery.</p> <p><b>Evidence:</b> Administrative walkthrough schedules, data collection records, schedule of coaching sessions, evidence of growth and/or mastery in formative and summative DPAS II evaluations. (Fall of 2011 and on-going)</p>
<b>Budget total</b>	<b>\$227,800</b>	*see attached budget for expenditure detail																			

<p><b>Strategy: Accelerate the development of instructional leaders (SoW 11)</b></p>	<p><b>Owner: Superintendent, Assistant Superintendent, Director RttT</b></p>
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<p><i>For the above strategy, indicate each activity, the budgeted amount required for it (with funding sources), and the person who will be responsible for it. Required activities have already been included.</i></p>			<p><b>Timeline:</b> Place an “X” in each box that represents a time period in which the activity will be carried out.</p>																<p><b>Deliverables:</b> List the major deliverable(s) for each activity, and when they will be completed</p>			
Activities	Budgeted amount	Person responsible:	2010/2011				2011/2012				2012/2013				2013/2014							
			F	W	Sp	Su	F	W	Sp	Su	F	W	Sp	Su	F	W	Sp	Su				
<p>Ensure novice and high-need school principals participate in State instructional</p>	<p>DoE Expense</p>	<p>Director Race to the Top</p>	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	<p><b>Evidence:</b> BSD administrators enrolled in the program</p>			

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leadership training																		
Provide all administrators with additional professional development for the administration of DPAS II and the District's Comprehensive Framework for Instructional Leadership	Race to the Top Expense (\$12,000)	Assistant Superintendent  Directors of Elementary and Secondary Schools	x															<p>Educationally Speaking, an educational vendor, provided a day of DPAS II training for all BSD administrators at the 2010 Administrative Retreat.</p> <p>Brandywine has contracted with Educationally Speaking for a series of professional development workshops focusing on Continuous Improvement and the use of DPAS II in the Cycle of Continuous Improvement. All District Administrators responsible for DPAS II evaluations, Building Principals and Assistant Principals will receive will attend the workshop series. Members of the District's Aspiring Administrators' Cadre will also be attending.</p> <p><b>Evidence:</b> Signed contract with Educationally Speaking, professional development agendas for all Ed Speaking workshops</p>
<b>Budget total</b>	<b>\$12,000</b>																	

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<b>Objective 7 Measures:</b> <i>Which measures will this objective impact, how much, and when?</i>						
<b>Measures</b>	<b>LEA Baseline (If applicable)</b>	<b>2010-11 (End of SY)</b>	<b>2011-12 (End of SY)</b>	<b>2012-13 (End of SY)</b>	<b>2013-14 (End of SY)</b>	<b>Rationale</b>
Survey administered to building administrators to determine satisfaction rating of professional development provided during the course of the year and to determine interest and needs for additional professional development	n/a	x	Establish baseline	Baseline +10%	+10%	Professional development provided to district administrators needs to be of high quality and immediately applicable to their roles as educational leaders. All professional development sessions for administrators should focus on providing meaning feedback designed to improve instructional delivery and student achievement. Follow up support and continuous focus in this domain should produce positive increases in both years 3 and 4.
Survey of BSD teaching staff to assess the Educational Leadership of building administrators with focus on use of DPAS II and PLC participation and support	n/a	x	Establish baseline	Baseline +10%	+10%	Professional development provided to district administrators needs to be of high quality and immediately applicable to their roles as educational leaders. All professional development sessions for administrators should focus on providing meaning feedback designed to improve instructional delivery and student

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						achievement. Follow up support and continuous focus in this domain should produce positive increases in both years 3 and 4.
% of staff members on Improvement Plans that successfully complete requirements during the school year			Establish baseline	TBD after baseline is established	TBD after baseline is established	Previous two measures were based on self reporting of completion of professional development. Tracking this measure will allow data based on assigned, successful completion of required professional development. To ensure reasonable growth measures, these measures will be determined after initial baseline data is gathered in 2011.12 school year.

**Objective 7 Narrative:** *How do your strategies and activities integrate to achieve this objective (as indicated by the measures above)? How will this work impact your identified needs and Common Measures? How will this be an improvement over what you have done before? How will you ensure that this improvement is sustainable once RTTT funds are gone? [Note: You may address each question individually, or in a coherent narrative below]*

The strategies and activities under this objective are closely related to those contained in Objective 4 - maximizing the potential and impact of effective observation and evaluation of staff using DPAS II. Faithful adherence to observation schedules coupled with timely feedback is essential to identifying areas of concern that are prevalent across the staff, but may also identify “in-house” experts that are capable of providing the necessary assistance and support to struggling colleagues. The benefits of identifying and using “in-house” experts are six-fold: 1) provides positive recognition and affirmation to identified staff members; 2) often colleagues are more attentive and responsive to professional development providers they know, trust and respect; 3) eliminates excuses of “that won’t work here or with my kids”; 4) wrap around support and follow-up are readily available for staff; 5) builds capacity towards the common vision; 6) allows building administrators to devote additional time to staff members with greater instructional deficiencies.

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This type of professional collaboration and mutual edification are the foundation and hallmarks of the unabashed data conversations desired during PLC sessions. Personal ego yields to professional conscience as educators dissect and analyze student achievement data identifying strategies and approaches that lead to student success. Administrators using DPAS II formative and summative evaluations to set personal, individualized goals with staff is often neglected, forfeiting an opportunity for encouragement, additional monitoring, and affirmation of improvement that fosters and builds the trusting relationship between administrator and teacher. Race to the Top will provide on-going professional development for administrators in the administration of DPAS II with an emphasis on conferencing, coaching, collaboratively developing improvement plans, data analysis, and setting student achievement goals based on aggressive student achievement targets. In addition, administrators will continue their professional development work with their teachers in the components of the District's Comprehensive Framework for Instructional Leadership.

The most important aspect in the acceleration and development of Education Leaders is often the most over looked. Human nature finds it far easier to identify fault in others without turning a critical eye on self. True systemic and comprehensive reform is not exclusive of any member of the organization and does not yield to title or position. Educational Leaders in the Brandywine School District will engage in frequent professional reflection with the sole purpose of improved professional performance.

The malignancy of ineffective instruction is not restricted by level or teaching assignment, as evidenced by Master Teachers that inevitably fall victim to complacency, if not provided with insightful, critical lesson analysis, followed by specific recommendations for growth. As previously mentioned, increasing the professional expectations of all staff, coupled with the effective use of DPAS II and LFS monitoring will ensure the consistent and pervasive use of best practices and increase student achievement for all students, across all levels.

# Delaware Success Plan Template

## Goal 4: Accelerate achievement and improve outcomes for all students with deep support for the lowest-achieving schools

### Objective 8: Provide deep support to the lowest-achieving schools

Summary of strategies:

<b>Required Strategies</b> <ul style="list-style-type: none"> <li>[If selected] Follow the process for turning around schools selected for the Partnership Zone (SoW 12)</li> </ul>
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Activity plan by strategy:

<b>Strategy:</b> [If selected] Follow the process for turning around schools selected for the Partnership Zone (SoW 12)	<b>Owner:</b> Superintendent, Assistant Superintendent, Director RttT
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For the above strategy, indicate each activity, the budgeted amount required for it (with funding sources), and the person who will be responsible for it. Required activities have already been included.			Timeline: Place an "X" in each box that represents a time period in which the activity will be carried out.																Deliverables: List the major deliverable(s) for each activity, and when they will be completed.
			2010/2011				2011/2012				2012/2013				2013/2014				
Activities	Budgeted amount	Person responsible:	F	W	Sp	Su	F	W	Sp	Su	F	W	Sp	Su	F	W	Sp	Su	
Identify lowest performing schools based on disaggregated longitudinal DSTP data, AYP determination data, and federal guidelines for socio economic status	None	Superintendent  Assistant Superintendent	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	Evidence: Brandywine School District's plan identifies three Priority Cluster schools based on identified criteria  (Listing of schools by Priority Cluster can be found on page 1 of the Introduction and Summary)
Provide additional staffing to all Priority Cluster I schools above	District Expense	Superintendent  District Resource	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	Evidence: Staff allocations at Cluster I schools are in excess of 100% of earned units (2010.11 and on-going)

# Delaware Success Plan Template

earned units.		Allocation Team																	
Provide specialized support staff based on school need in addition to earned units and additional staffing	District Expense	Superintendent  District Resource Allocation Team	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	<p><b>Evidence:</b> Specialized staff currently assigned to Priority Cluster I schools: <b>Harlan Elementary:</b> Julie Cassel, IB Coordinator <b>P.S. duPont Middle:</b> Rachel Wilt and Tanya Marcinkewicz, Co-IB Coordinators, Co-LFS Trainers (certified) <b>Talley Middle School:</b> Curi Lawrence, Additional Dean of Students/ ESL Support <b>Brandywine High School:</b> Dr. Sande Caton, Certified LFS Trainer <b>Mt. Pleasant High School:</b> Heather Austin, Co-Principal</p>
Bi-weekly on-site monitoring visits and formal meetings between District Resource Team and building administrative team.	District Expense	Assistant Superintendent	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	<p><b>Evidence:</b> District Resource Team school visitation schedule (2010.11 and on-going)  *frequency of monitoring visits may be adjusted in subsequent years depending upon progress being made in schools, as well as number of schools identified as high needs.</p>
Annual SWOT analysis with building	District Expense	Director Race to the Top	x		x		x		x		x		x		x		x		<p><b>Evidence:</b> District Resource Team Mid and End of Year visitation schedule, as well as related documentation (dependent upon</p>



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<p>Leadership Team to monitor progress on School Improvement Plan and to identify staff needs and concerns in need of district intervention and/or support</p>																																				<p>purpose/activity) 2010.11 – on-going In addition to District Resource Team in attendance, the Director of Human Resources, Chief Financial Officer, and the Superintendent to be aware of the staffing needs in individual buildings.</p>
<p>Needs based staffing allocation process in which all building principals and district directors collaboratively and collectively allocate units based in specific data including academic need, accountable sub group populations, demographic data, and Priority Cluster status</p>	<p>District Expense</p>	<p>Superintendent  District Resource Allocation Team</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p><b>Evidence:</b> Regularly scheduled Allocations Meetings in which principals present need based on data. The decision to assign or reject a staff request is made by consensus of the Allocations Resource Team consisting of: All Building Principals, Director of Human Resources, Directors of Elementary and Secondary Education, Director of Pupil Services, Chief Financial Officer, Assistant Superintendent and the Superintendent. (2010.11 and on-going)</p>
<p>Develop a plan to increase the concentration of highly-effective</p>	<p>District Expense</p>	<p>Assistant Superintendent  Director of Human</p>						<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>																									<p>Referenced previously in Objective 5</p>

## Delaware Success Plan Template

teachers and leaders in high need schools		Resources																		
<b>Budget total</b>	<b>\$0.00</b>																			

<b>Objective 8 Measures:</b> <i>Which measures will this objective impact, how much, and when?</i>						
Measures	LEA Baseline (If applicable)	2010-11 (End of SY)	2011-12 (End of SY)	2012-13 (End of SY)	2013-14 (End of SY)	Rationale
% of identified high needs schools staffed over earned units	x	100%	100%	100%	100%	
% of identified high needs schools provided specialized staffing/assistance based upon specific need or program	x	100%	100%	100%	100%	

**Objective 8 Narrative:** *How do your strategies and activities integrate to achieve this objective (as indicated by the measures above)? How will this work impact your identified needs and Common Measures? How will this be an improvement over what you have done before? How will you ensure that this improvement is sustainable once RTTT funds are gone? [Note: You may address each question individually, or in a coherent narrative below]*

The Brandywine School District recognized and planned for specialized support for identified schools in the earliest stages of Race to the Top planning and clearly articulated the formation of three Priority Clusters of schools. Using longitudinal performance data, AYP determination data, and federal guidelines for determining “high needs schools”, schools deemed to need the greatest level of support were placed in Priority Cluster I with the least needy schools being placed in Priority Cluster III. While the District’s Race to the Top Plan focuses on comprehensive and systemic reform across all buildings, all programs, and all classrooms in the district, Priority Cluster I schools are to receive increased attention, specialized support, and the ideal locations for initial implementation of plan components. Listed below are several examples of specialized support and increased attention provided to Priority Cluster 1 schools during the course of the 2011.12 school year:

- all schools staffed over 100% of actual earned units
- all schools received specialized staffing based on specific needs of the building (buildings, staff, and program need cited previously)
- all schools received Parent, Family, Community Liaison supported by the District and not provided to non-Priority Cluster I schools
- all schools’ Administrative Team and/or Leadership Team meets with the District Resource Team on a bi-weekly basis to monitor implementation of School Improvement Plans and Race to the Top initiatives
- all schools’ Leadership Teams engaged in a mid-year SWOT analysis facilitated by the District Resource Team in which the School Leadership Team self-identified strengths, weakness, opportunities and threats, allowing the District Resource Team to engage in meaningful dialogue, drill down of identified needs, and gain a deeper understanding of the school culture, community, and barriers (real and perceived). Gaining this deep insight has allowed the District to address and remove identified barrier and supply resources in support the school and staff reform efforts

## Delaware Success Plan Template

- all schools have had multiple classroom walkthroughs by the District Resource Team, Assistant Superintendent, and Superintendent
- all schools have gotten preferential scheduling of District provided Professional Development

In addition to the supports previously outlined, the following individualized supports are being provided:

### **Harlan Elementary School**

The District continues to support the Harlan and its students and staff in the implementation of the International Baccalaureate Programme. Harlan submitted and received approval of its Application to the IB Programme. For the past two years, staff members have attended IB Workshops and are now in the process of writing Units of Inquiry that align with the National Common Core and prioritized GLEs.

### **P.S. duPont Middle School**

P.S. duPont is the District's newest middle school having only been in existence for two years. Harlan Elementary, previously mentioned, is literally only one city block away from P.S. duPont. The District has committed to support P.S. and its students and staff in the implementation of the Middle Year International Baccalaureate Programme. As a natural feeder pattern, students attending Harlan will have the benefit of a K – 8 International Baccalaureate educational experience as they graduate 8<sup>th</sup> grade from P.S. duPont. In addition, the district provided a dedicated LFS Trainer on staff this year at P.S. duPont to accelerate the implementation of best practices through the LFS Framework. As a result, all core content teachers completed all four days of required LFS training, working with and through the LFS framework during their weekly PLC meetings with the support of a certified LFS trainer at every PLC. The District also chose to expand its K-6 Gifted Program through 8<sup>th</sup> grade and chose P.S. as the host school for the Brandywine K-8 Gifted Program.

### **Talley Middle School**

Talley Middle School through the continued support of the District is one the only authorized International Baccalaureate Programme in the State of Delaware. The District continues to support IB Professional Development to staff as the program continues to grow. Teachers report that IB strategies and philosophy is becoming apparent in non-IB courses driven by student and staff interest. Many staff members have been trained in the AVID program and have begun to utilize the strategies in the classroom.

### **Brandywine High School**

An additional counselor charged specifically with intervening with students identified as being "at-risk for failure" by the Eschool Early Warning Identification System. The counselor works with individuals and small groups to identify and address issues/barriers to success. An integral component of this work is connecting with and garnishing support from the students' families. In addition, the District took the bold step of removing Brandywine High's block schedule. The schedule was implemented approximately five years ago as a component of a restructuring plan. Repeatedly, the ineffective implementation of the block has been referenced as a barrier to the educational programming by individuals and small groups during district meetings and reviews. During the 2010.11 mid-year SWOT Analysis at Brandywine High, the staff again identified the block as a leading factor impacting academic programming and student achievement. In response, Dr. Holodick, Superintendent, removed the previously mandated block, allowing for a traditional six period schedule to be implemented for the 2011.12 school year. Brandywine High's SWOT Analysis continues to be studied to identify and remove additional barriers impacting educational programming and student achievement. Many staff members have been trained in the AVID program and have begun to utilize the strategies in the classroom. Additionally, and increasing amount of staff members are trained in AP courses whether they teach the course or not, increasing the rigor in the classroom content.

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### **Mt. Pleasant High School**

The District wrote, applied for and was awarded a Federal SIG-g Grant. The \$1.7 million dollars provided over the life of the three-year grant provide additional support staff for students, professional development and collaborative planning time for teachers, addition of a Co-Principal specifically charged with Academic Programming and Improving Instructional Delivery. The District has also committed to expanding the authorized International Baccalaureate Diploma Years Programme at MPHS. A clear and deliberate programming pathway is in the process of being developed that aligns three schools in the continuum of International Baccalaureate Programming that will allow student a K-12 IB educational experience as Harlan Elementary, P.S. duPont Middle and Mt. Pleasant High School are in the same feeder pattern. Many staff members have been trained in the AVID program and have begun to utilize the strategies in the classroom. Additionally, and increasing amount of staff members are trained in AP courses whether they teach the course or not, increasing the rigor in the classroom content.

### **The Challenges:**

Selecting and implementing prestigious programming that has proven successful in raising student achievement also comes with significant challenges. 1) Far too often, success is falsely attributed to the program instead of the real change agent ... the change of professional mindset and practice. No matter how wonderful a program may be, its absolute success is dependent upon the belief, conviction and professionalism of those charged with implementation. 2) Resisting the temptation to trade short term success for long term sustained growth. Large-scale cultural change will produce some immediate positive results; however, the true results of such cultural change are realized as expectations and standards of practice are institutionalized and embedded throughout every facet of the organization. It is imperative that early successes do not limit or stifle the continuation of the reform efforts, and stakeholders understanding the compounding effect over time of successful educational reform. 3) In the same vein, resisting the urge to give up on an initiative or strategy prematurely due to the lack student success and achievement. 4) Balance. Teacher and administrator workloads are at or nearly capacity. The addition of increased state and federal mandates, on top of existing district initiatives and programs continue to run the risk of being "the proverbial straw" that keeps both the camel and the passengers from arriving at the planned destination. In other words, Brandywine, and all stakeholders vested in RttT, must be very strategic and judicious in implementing, monitoring and sustaining plans to ensure that over-zealous desire does not produce despair and distain.

Brandywine remains committed to needs-based funding and needs-based staffing allocations as needs and resources vary from year to year.

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## Goal 5: Accelerate achievement and improve outcomes for struggling and non-proficient students by implementing Federal ESEA Programs.

### Objective 9: Engage families and communities effectively in supporting students' academic success (SoW8)

*Summary of strategies:*

**Required Strategies**

- None

**Additional LEA Strategies**

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

*Activity plan by strategy:*

For the above strategy, indicate each activity, the budgeted amount required for it (with funding sources), and the person who will be responsible for it. Required activities have already been included.			Timeline: Place an "X" in each box that represents a time period in which the activity will be carried out.																Deliverables: List the major deliverable(s) for each activity, and when they will be completed.
			2010/2011				2011/2012				2012/2013				2013/2014				
Activities	Budgeted amount	Person responsible	F	W	Sp	Su	F	W	Sp	Su	F	W	Sp	Su	F	W	Sp	Su	
Provide staff development for each school that results in a thorough understanding and appreciate of the unique needs and diversity population that they serve	RttT Expense \$24,000	Community Partner Coordinator					X	X	X	X	X	X	X	X	X	X	X	X	Multi-year initiative that will provide staff awareness professional development to schools in a priority rank order with Priority Cluster I schools in 2011/12 and culminating with Priority Cluster III schools in 2013/14. [Priority Cluster Schools previously identified in plan]  <b>Evidence:</b> - professional development agenda and sign-in sheet - evaluation (specific means TBD) that

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																		evidences deeper understanding of each school staff's awareness of the diversity of their school community
School staff identify obstacles and develop solutions to enable families to support children academically and to participate as partners with the school	RttT Expense \$46,080	Community Partner Coordinator					X	X	X	X	X	X	X	X	X	X	X	<p>Previous activity is designed to develop the deep personal awareness that will assist staff members in developing positive relationships with students and families (inter-personal reflection and response on an individual level)</p> <p>This activity is designed to specific identify barriers and obstacles from a holistic, organizational perspective that impede or inhibit families from greater participation in students' academic performance and/or from partnering with the school to improve academic success of all students.</p> <p><u>Evidence:</u></p> <ul style="list-style-type: none"> <li>- specific Action Plan from each school team that identifies obstacles unique to their individual building and/or program that includes: <ul style="list-style-type: none"> <li>- description of process used to identify barriers</li> <li>- list of barriers to be addressed</li> <li>- Action Plan for each barrier that includes: <ul style="list-style-type: none"> <li>- time line</li> <li>- parent and staff involvement</li> <li>- implementation strategy/plan</li> <li>- evaluation plan to measure impact of successful implementation</li> </ul> </li> </ul> </li> <li>- plan will be included in the school's</li> </ul>

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																			<p>annual School Success Plan</p> <ul style="list-style-type: none"> <li>- plan and work progression will be part of every District Resource Team Mid-Year and End of Year meetings with each school's Leadership Team and reflected in presentation documents and/or meeting summaries (as per Cluster School timeline previously indicated)</li> </ul> <p>2011.12 – on-going</p>
<p>Develop community-based service projects at each grade cluster that culminate in a required senior project to provide all students with opportunities to learn about the broader community and their fellow students through volunteerism</p>	<p>RttT Expense (\$5,040)</p>	<p>Community Partner Coordinator</p>																	<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>- plans developed at each building in which individual and/or group service learning activities are planned that benefit individuals, groups, organizations, or community outside the school (pilot planning in 2012-13 and on-going, with pilot implementation in 2013-14)</li> <li>- school websites , school newsletters, and district publications highlight community service projects to increase public awareness and promote the power and privilege of service to others (as per Cluster School timeline previously indicated) (2012-13 and on-going)</li> </ul>
<p>Provide parent workshops on Singapore Mathematics to increase their understanding of the programming</p>	<p>District Expense</p>	<p>Math Specialist</p>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>- schedules and corresponding agendas of all Singapore math workshops offered across the district. File copy of agenda will record the number of audience members in attendance (2010/11 and on-going)</li> </ul>

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and provide them with activities and supports to provide assistance to their students at home																			
Hold annual Parent Forums at each building and present end of cluster expectations and implications /expectations for performance at the next academic level	District Expense	Director of Elementary Schools Director of Secondary Schools Curriculum Program Manager						X	X	X	X	X	X	X	X	X	X		In response to the adoption of the National Common Core, as well as the district's curriculum work focusing on increasing rigor at all levels, Parent Forums need to be held that not only clearly articulate immediate grade level expectations, but how present performance accelerates or impedes / broadens or narrows academic opportunities as students move to higher grades levels and cluster levels (elementary, middle, high, post secondary)  <b>Evidence:</b> - agenda and sign-in sheet for annual Parent Forums at every school on file (2011/12 – on-going)
Hire a Community Partner Coordinator	RttT Expense \$216,000						X	X	X	X	X	X	X	X	X	X	X		To be hired by July 1, 2011
<b>Budget total</b>	<b>\$291,120</b>	<b>*see attached budget for expenditure detail</b>																	



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<b>Objective 9 Measures:</b> <i>Which measures will this objective impact, how much, and when?</i>						
<b>Measures</b>	<b>LEA Baseline (If applicable)</b>	<b>2010-11 (End of SY)</b>	<b>2011-12 (End of SY)</b>	<b>2012-13 (End of SY)</b>	<b>2013-14 (End of SY)</b>	<b>Rationale</b>
Increase in the percentage of parents that take the end of the year Parent Satisfaction Survey and an increase in the overall mean satisfaction rating	n/a	Baseline TBD	+10% on participation  +10% on mean satisfaction rating	+10% on participation  +10% on mean satisfaction rating	+10% on participation  +10% on mean satisfaction rating	<p>Multiple measures were evaluated for this objective and each was found to contain variables that could significantly skew the data collected [i.e. % increase of parents attending Parent Teacher Organization discriminates against those working second shift or two jobs. Lack of attendance at events can not accurately assess the level of parent involvement in supporting academic success of students.] The chosen measure also contains flaws: 1) access to a survey posted on the School/District website; 2) how does completing the survey correlate to supporting students academically?</p> <p>The following rationale led to the choice of this measure: 1) an Alertnow (automated phone messaging service) will be used to announce the survey and request for parents to complete it. The announcement will also inform parents that a paper copy of the survey can be mailed or sent home with the student when requested; 2) as the school removes barriers and</p>

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						obstacles, more parents will become involved and support school initiatives – including the request to complete a Satisfaction Survey, a request that is not bound by work schedules, lack of transportation, medical issues, or an array of other issues that prohibit physical attendance. Baseline may or may not be determined in 2010.11 as survey has already been posted and it is unclear if responses can be aggregated by building with current posting. Once determined, the expectation is that parental completion of the survey will increase, as will the overall mean score of parent satisfaction.
<p>% of parents attending Parent/Student/Teacher fall conferences Schools will ensure all Targeted Student parents are scheduled for a parent/teacher conference Schools will track data with regards of the attendance of Targeted Students' parents</p>	X	X	Establish Baseline	+10 %	+ 5%	With the increased parent workshops and family involvement initiatives across the district, coupled with the direct involvement of the RttT funded Parent Family Coordinator, parents will have additional opportunities to participate and be more apt to take a greater role in partnering with their child's teacher for the good of the child. Initial growth percentages may appear low, but take into account that traditional barriers such as work schedules and transportation

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						may still impede participation by many.
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**Objective 9 Narrative:** *How do your strategies and activities integrate to achieve this objective (as indicated by the measures above)? How will this work impact your identified needs and Common Measures? How will this be an improvement over what you have done before? How will you ensure that this improvement is sustainable once RTTT funds are gone? [Note: You may address each question individually, or in a coherent narrative below]*

A prevailing mindset has guided every facet of the Brandywine School District’s Race to the Top Plan – the personal and professional commitment, courage and resolve to follow the true intent of the Race to the Top Initiative, systemic and comprehensive reform focused on raising student achievement. In order to meet success in this initiative, every member of the team responsible for the academic, emotional, and social growth of the child must actively engage in the process to maximize return. “Systemic” reform in education must include the child’s first and most influential teacher, the parent. As new programs are implemented that differ from ‘the way I did it in school’, and as rigor increases to levels above and beyond that of parents’ comfort levels, disengagement becomes a far easier choice for parents than increased engagement. For this reason, the school has to continue to identify barriers and implement creative solutions and supports that encourage parent support.

In order to effectively understand the diverse needs of the school communities that we serve, educators need to “know”, “understand”, and “do” specifics. As a district we can not underestimate the impact social and emotional impact of the School Consolidation Effort. On the surface, the Space Consolidation Effort was a fiscally responsible, resulting in a substantial savings to the district and taxpayers. In addition, the reconfiguration of the cluster levels (K-5, 6-8, 9-12) provides a more developmentally appropriate setting for students. While the benefits seem obvious to most, there were underlying consequences that have had a tremendous impact on those schools affected during the process. A significant percentage of teachers from the elementary and intermediate levels were reassigned to different buildings across the district. Many of these teachers knew their communities and families intimately as they actively partnered with both. As with any partnership or relationship, rapport, trust and respect grow naturally over time. Both parties have to take an active interest in “understanding” each other’s norms, needs, and personalities. Successful relationships and wonderful professional reputation in one school, does not equate to immediate respect and acceptance in another. The same level of commitment, concern, attentiveness to needs, and professionalism that earned the trust and respect from a previous placement, must be consistently repeated as the building of professional reputations and trust start anew.

An employee can “know” the community in which she or he serves in a relatively short amount of time. At this level, an employee can provide a generic, superficial overview that is very mechanical in nature. Great schools do not respond to their school community’s needs in an “if ... then” mechanical fashion. Great schools have a deeper understanding about their community’s needs and unique personality, and proactively identify ways to eliminate barriers and develop working, trusting relationships that benefit the child. Understanding of a school’s community and its strengths, and effectively using the community strengths to the school’s and children’s advantages are two entirely different matters. Schools, administrators, teachers and traditional PTA members will need to use this information to find creative, non-traditional ways to make all members of the school community feel like valued, contributing members of the whole. In short, the only way to increase community involvement is to step outside traditional practice and expand “the circle of trust”, identifying and capitalizing on the talents and abilities of all constituents and stakeholders.

In addition to reaching out and expanding to the general school community (family), the need exists to redefine the broader school/community partnership. Traditionally, this type of partnership between schools and local businesses results in little more than a few dedicated employees faithfully filling a few of the dozen mentor positions needed, or the company writing its annual check to the school project of the year. While both types of services are appreciated and valued by the

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school and district, there's no denying the elephant in the room – real meaningful interdependent relationships between public schools and business do not exist. Interestingly, the elephant isn't owned by either group, yet, both groups respect its presence and are content to permit allow its existence to limit the success of both. Ironically, both groups espouse the same values and beliefs, and both promote creative problem-solving through a team approach. It is incumbent upon district administrators reach out to business and community leaders and promote active partnerships that mirror the seriousness of the educational and economic fate of our country and that of our future generations. The task of enlightening students and motivating them towards careers steeped in deep Science, Mathematics, Engineering and Technology based fields cannot rest on the schools alone. Creative partnerships, mentoring, problem-based experimentation and practical internships must be deeply established. Teachers must fully understand the needs of the workforce, identify deficiencies, and tailor educational programming to develop the skill sets needed for tomorrow's competitive global business environment.

The hiring of a Community Partnership Coordinator through the Race to the Top will provide schools and staff a greatly needed resource to assist in expediting the process of "understanding" the community they serve. Professional development activities will provide staff members with a deeper appreciation the economic, cultural, historical, political and educational factors that define their community. Only when this level of "understanding" is achieved can the real work of removing real and perceived barriers begin. Actions taken prior to this level of understanding are tokens measures that will not produce a change of school culture in which real parent/teacher partnerships exist, each benefiting the other for the sake of the child. As the Community Partnership Coordinator guides the school staff through the process of understanding their community and their needs and removing existing barriers, parent and school partnerships that are child-centered will gradually increase over time. As these two groups capitalize on each other's support and begin to work in sync, student achievement for all students will increase.

Cultural change will be self-perpetuating at "end" of RttT Grant.

**Part 3: Activities to remove, success factors, communications and resources needed**

<b>Activities to remove:</b> <i>Given the strategies and activities that you have identified above – and the need to focus on them – what are some current activities in your LEA that you can stop, delegate, or de-emphasize? Please identify as many activities as possible, with a brief description of how each will be removed, and indicate if you need DDOE support or permission in order to remove them.</i>				
<b>Activity to remove</b>	<b>How (stop/delegate/de-emphasize)</b>	<b>By When</b>	<b>Person responsible</b>	<b>Support/permission needed from DDOE</b>
Yet to be identified barriers	<p>The Brandywine School District Success Plan that encompasses dozens of separate plans – each requiring specific implementation and monitoring plans. As implementation of these micro plans takes place, there is the statistical probability to one may not produce the desired results for a variety of reasons. It could so simply be that the investment of time and energy is not justified in the return.</p> <p>It is the hope of the Brandywine School District Race to the Top Committee that the DDoE would be receptive removing barriers that are yet unseen, when the need exists.</p>	TBD	Superintendent, Assistant Superintendent, Director of Race to the Top	
Unfocused Professional Development	Stop all stand-alone professional development (not linked to standards, not aligned to goals in RttT, not part of District Core Council plans, etc.). The District will communicate to all administrators and staff that individual professional development in lieu of focused professional development will not be supported.	2011	Supervisor of Curriculum, Instruction and Professional Development	
Middle School Summer Bridge Program	Stop funding the middle school summer bridge program. In a cost versus impact/return/and number of students served, the funds allocated would be better serve specific	2011	RttT Director	

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	instructional needs of students in real time support during the school year. As a result, funding will be re-purposed for Compass Learning computer-based support and acceleration.			
TERC Mathematics Program	In lieu of the adoption of a new mathematics curriculum the District will no longer support TERC in the elementary schools. In addition, all secondary school core area teachers will be consistent in what they are teaching across the buildings. Older units and unaligned curriculum will be phased out as the new scope and sequence is determined over the course of the next 2 years.	2012	Math Supervisor	
District Tracking of High School Graduate Success	In lieu of establishing a post-secondary support program for parents and students to track success of graduates in our strategic plan we will use the State's tracking system.	2012	Accountability and Assessment Supervisor	Use DOE tracking system
Wide spread Technology Implementation	Originally the District had planned to initially start training staff on the use of various forms of technology. Given the amount of DCAS testing and the lack of available use of this technology, the District will establish a technology committee who will be charged with analyzing the results of the District LoTi survey and writing a technology plan.	2012-14	STEM Program Manager and Technology Committee	
Plans for the Secondary Standards based grading system put on	The District has put the creation of a standards based grading system at the secondary level on hold. With the current curriculum alignment process and the adoption of	2011	Director of Secondary Education	

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hold	the Common Core Standards in mathematics and ELA schools must become proficient in their own instructional approaches and content before identifying the key competencies for a report card.			
	The Brandywine School District would like to acknowledge and thank Dr. Lowery, Mr. Cruce, and Dr. Hodges for accepting our invitation to meet to discuss the initial phase of S.T.E.M. programming being studied for possible implementation. Your willingness to openly discuss “out of the box” proposals and the immediate follow-up of support offered not only that day in person, but the next day in email	2011		

**Success factors and possible risks:** *What systems, people, and processes will you deploy to ensure your plan’s success? What are possible risks, and how will you mitigate them? How will you monitor effectiveness and course correct if needed?*

**The success of the District’s Scope of Work will be supported by the following:**

**1. The Race to the Top Plan is the District Strategic Plan**

In Brandywine, parents, teachers, administrators and community members are accustomed to the use of a District Strategic Plan that clearly articulates goals, activities and strategies that will guide the work of the district over an extended period of time. As early as October 2010, the District began to publicize that the Race to the Top Plan, would in fact be the District Strategic Plan. To emphasize this fact, District publications and presentations deliberately refer to all components of the plan and current work in progress as Strategic Plan work, and as such, remains the blueprint for all funding and staffing allocations, setting annual initiative priorities, and establishing student achievement targets based on the State’s assessment system.

Through fiscal responsibility and stewardship, the Brandywine School District has managed to extend the need to go to referendum for operational funding support two years beyond estimated need five years ago. The District will seek the support of the Brandywine community at-large to support the mission, vision and goals of the Brandywine School District Strategic Plan.

**2. Monitoring “The Continuous Improvement Cycle”**

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To effectively and efficiently monitor and support the degree and depth of change simultaneously occurring in the District, multiple modes of monitoring and support must be employed, ensuring that face-to-face dialogue is maintained. Due to cuts in State and Federal funding in recent years, the District returned curriculum cadre specialists to the classroom and did not replace retiring administrators at the District office to ensure that class sizes remained low and students did not feel the impact of budget cuts. As a result, the District was unable to provide the level of curricular support needed to complete the curriculum alignment, implementation of an IIS, and effectively monitor and assist with the writing of new curriculum. Race to the Top has provided the capacity needed to address the comprehensive and systemic reform called for by Race to the Top. Listed below are several examples of changes to traditional practices directly related to Race to the Top:

1. Monthly Curriculum, Instruction and Assessment meetings and bi-monthly District Resource Team meetings now include a monitoring component on specific deliverables as standing agenda items.
2. District Resource Team (DRT) meetings include a specific time to review our DRT “To Do List” which is directly aligned to the action plans laid out in RttT, monitoring progress against the plan’s deliverables and measures, allowing proactive responses to identified barriers and obstacles.
3. Monthly Principal, Assistant Principal and Deans of Students meetings with District Office administrators now contain a standing agenda item for status reports out on our progress with RttT initiatives, provide professional development to principals that are aligned with implementation timelines of initiatives to increase their knowledge and application prior to working with and coaching teachers on the same topics and strategies, get input from principals about how to address specific challenges, preflight provocative ideas and initiatives, and reach consensus on plans for moving forward.
4. A dynamic “Curriculum” channel only accessible to BSD staff members has been created on the District website. This new feature allows the teachers and administrators to access banks of resources specifically related to RttT initiatives and professional development resources.
5. Each school’s website now contains a “Professional Learning Community” channel that is accessible only to BSD staff members. Grade level and/or department PLCs have dedicated sections containing a PLC calendar with embedded agendas posted prior to the meetings, as well as a posting of all PLC “Next Steps” charts. Teachers have the ability not only to access other grade level’s PLC Next Steps charts as a means of vertical articulation, but also that of sister schools across the District (i.e. 2<sup>nd</sup> Grade teachers at Forwood Elementary can access and read what the 2<sup>nd</sup> Grade teachers at Mt. Pleasant Elementary are working on during their PLC meetings. Additionally, the District Resource Team has the ability to access and monitor the work of any and all PLC across the District, allowing members to join PLCs based on need or identified topic.
6. The Brandywine School District Technology Division created an additional shared drive on the District network that allows curriculum to be “pushed out” and easily accessed in all buildings. As revisions and modifications are made to curricular units, the system automatically replaces the old version with the new, ensuring that all staff across the district are working with the most recent, up-to-date curriculum materials. The new shared drive also provides curriculum resource banks in which audio/visual media relevant aligned with the standards to shared and readily available to all staff across the district at the click of a mouse.



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7. School Board meeting agendas contain a standing agenda item for RttT updates from the Superintendent, and/or members of the District Resource Team.
8. Continue to reach out to parents and community members to ensure that all stakeholders are accurately informed of the District's Race to the Top initiatives and how they can support the effort. Outreach efforts to date have included: Public RttT Forums, PTA Presentations, Brandywine Review Articles, Email Blasts, Alertnow Automated Phone Messaging Service, Board of Education Meeting Presentations, and presentations to business and community groups.
9. Created and implemented structured "Walkthrough" monitoring process for District and building level administrators. The process includes a series of "calibration sessions" in which District Resource Team members will conduct walkthroughs with building level administrators as a means of developing consistency of not only what to look for, but define levels of mastery so that expectations are consistent not only within each building, but across the entire district.
10. An Administrative Expectations document has been developed and will continue to be added to and refined so that all building principals, assistant principals, and dean of students clearly understand the role and responsibilities associated with being an Educational Leader at the building level in the Brandywine School District. (i.e. All building level administrators are expected to be active team members of a grade level and/or department PLC. As active team members, they are expected to attend every PLC, barring critical emergency, not necessarily as facilitators, but as a member with the responsibility of looking for ways to support the work of the PLC at the administrative level.

### 3. Collaborative Relationship with District Stakeholders and Community Members:

The Brandywine School District has a proud history of engaging staff, students, parents, and the community in all aspects of the school district. As mentioned previously in the plan, including stakeholders in creating and refining the District's Strategic Plan has been a traditional practice in Brandywine for years. In addition to and in conjunction with the Strategic Plan, stakeholders are actively involved in a myriad of committees, work groups, volunteerism, and service projects, working tirelessly for our children and programs. The ambitious achievement goals set forth in Race to the Top will require as much dedication and support from parents and community members, as it will from teachers and administrators within the district. Actively daily interaction and support of learning from all parents and guardians will be essential to ensure that academic self-discipline and work ethic rise to the level needed to meet the increased academic rigor of the higher National Common Core standards.

In addition to the increased physical and emotional support needed from stakeholders, Brandywine is nearing the end of its fifth fiscal year of a three year referendum package thanks to sound fiscal practices and stewardship of resources and assets. The successful passage of a referendum will be critical to the District's ability to continue forward with the Race to the Top initiatives.

Equally important to the success of the Race to the Top initiative for the Brandywine School District is the comprehensive and systemic reform of

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the definition, in word and deed, of a partnership between public education and the business community. Brandywine has enjoyed “partnerships” with many businesses, business leaders, and corporations in the past, and while both parties enjoyed mutual benefits of the partnership, neither party’s interaction or influence made lasting, indelible impact or return. This type of “partnership” has slowly evolved into a symbolic gesture of good will, instead of each party taking an active, dedicated role to dramatically alter the process and experience of a partnership between business and education working for both short-term gains and long-term investments. To this end, the District is willing to assume the risk of non-traditional partnerships with businesses to ensure that our students have every conceivable competitive advantage entering tomorrow’s work force with the skilled needed for tomorrow - practiced, honed and polished today. Preparing tomorrow’s workforce cannot be accomplished using yesterday’s definitions of business/education partnerships. True partnerships will require atypical commitment and non-traditional investment, hallmarks of leadership in both academia and the corporate business world. The stakes have never been higher – not in terms of test score accountability or financial bottom lines, but in the economic prosperity of our country, need for world leadership, and for 22<sup>nd</sup> Century’s modern day American pioneers.

### **Risk factors impacting the success of the District’s Scope of Work include the following:**

**1. State Budget Cuts to Public Education and the Subsequent Impact on Staffing and Resources:** As a result of State funding cuts, the District has focused all allocations and staffing decisions on protecting classroom teaching positions and maintaining programs for students that support the goals of the Brandywine School District Success Plan. Current staffing levels at the central office and in direct support to teachers will not be sufficient to successfully implement and sustain the Scope of Work. The District has been creative in providing the time for professional development and curriculum/instruction work for teachers that was lost when the State reduced the number of teacher days by five (PIP and Trade-In Hours). Without the State Legislature passage of the plan for state funding flexibility, the District will not be able to sustain elements of the Scope of Work addressing time and personnel.

**2. Aggressive State Timeline for Implementation of Race to the Top:** There are initial concerns regarding the capacity of the State and districts to implement and provide the support and professional development required within the first few months and first year of implementation. The Delaware Department of Education will need to communicate to districts more clearly and in a timely manner to ensure that the State’s initiatives and timelines are aligned with the normal operating and management requirements of school districts.

**3. Lack of Stakeholder and Community Support for Operating Referendum:** The District is concerned that stakeholders and community members will vote “no” on the next operating referendum because of a misunderstanding of how the State and districts will use Delaware’s Race to the Top award. This misunderstanding may be a result of the publicity generated at the time of the USDOE award announcement and the lack of follow-up publicity to explain the limitations on the Race to the Top funding. The State and the Delaware Department of Education must be clear in communicating to staff, parents, and the community that the award of \$119 million dollars does not solve the State’s budget deficit or reduce budget cuts to public education,

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that individual districts will not be receiving the bulk of the funds, that the allocations to districts are based on specific formula criteria, and that district funds are earmarked for systemic reform initiatives aligned with requirements in the State's Race to the Top Federal application. The only way the District will be able to sustain the systemic reform contemplated herein is through future committed funding, which currently requires successful referenda. The State's support in efforts to pass such referenda is critical to the long-term success of these initiatives.

**4. Negative Perceptions of Schools:** The Brandywine School District has three schools within or near the limits of the City of Wilmington that have negative perceptions by parents and the community. These perceptions are based on location, demographics, reports of students engaging in illegal activities (Out of School Conduct) or of illegal activities occurring in the schools' surrounding neighborhoods, and on an individual school's AYP status. Two of the three schools met AYP in 2009. These perceptions impact parents' decisions for Choice and enrollment in private schools, which often take the more involved and committed parents away from the public school community. The District has established a District Communications and Marketing Committee to address these particular issues and to promote the District and each school, but these perceptions are well-entrenched and will require significant efforts to overcome.

**5. Current National and State Economies and Student Mobility:** Over the past year, the District has felt the effect of the weak national and state economies. The District has seen an increase in the number of students returning to District schools from private, charter, and home school situations. Many of these students arrived after September 30th and are not meeting grade level expectations. This requires additional resources from the District and places an additional burden on current staffing levels. The current economic situation will affect the District's ability to successfully pass an operating referendum. The District has also seen an increase in homeless families and movement of students in and out of District schools as families in distress are finding temporary housing. Increased absenteeism and gaps in instruction of these students impact the schools' abilities to meet their needs and to achieve AYP targets.

**6. Magnitude 7.0:** To create sustainability of our reform, the changes that we are striving to make in the District are to be deep seated, cultural changes, not ones that meet compliance. To meet that challenge there are risk factors related to the successful implementation and sustainability of these behaviors and programs. As a result, we predict that there will be a degree of push-back from administrators and teachers. This may also mean teachers will minimally use specific instructional strategies for compliance purposes only instead of it becoming transformational. Administrators may have the attitude that this to may pass. We must remain cognizant of these possible outcomes and conduct stock takes all along the process as to make sure we are monitoring this Herculean effort. It becomes imperative that we are constantly communicating such as using the administrative expectations guide, tie expectations of LFS implementation to DPASII, provide professional development on monitoring protocols, and all teachers are involved in curriculum alignment and common assessment writing process.

**7. Implementation Gap:** Consistent with the work of Doug Reeves, Brandywine realizes that the Implementation Gap is a real and genuine threat to each and every component of RttT. As a result, the District must be flexible and fluid in its approach in implementing the depth, breath, and volume of initiatives contained in the RttT plan. Not only do specific timelines and monitoring protocols and expectations have to be put into place, it is critical to actively gauge the pulse rate of the organization and stakeholders. Failure to monitor and appreciate work flow, as well as communication between

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inter-agency departments will result in angst, frustration and mistrust that will limit (or eliminate) the positive potential contained in the initiative.

**Communications and stakeholder engagement:** *What stakeholders will you need to engage in your implementation efforts? What mechanisms will you use to effectively engage with them on an ongoing basis? What are the key messages that will need to be delivered, and how do these differ by stakeholder?*

**Owner: Superintendent,  
Assistant Superintendent,  
Director RttT**

Achieving the comprehensive and systemic reform outlined in this plan and the aggressive “stretch goals” for student performance at all levels, will require the active engagement and participation of all of the following stakeholders: administrators, teachers, support staff, students, parents, taxpayers of the Brandywine School District, Brandywine School District Board of Education, Delaware Department of Education, The State Legislature, Governor Markell, US Department of Education. Interestingly, regardless of the group of stakeholders selected, a rational, viable defense can be made for each as the make-or-break entity to achieving the performance measures and desired cultural change of practice. Administrators, teachers, and support staff need to model the determination and professional resolve to embrace the need to change and invest the sweat equity today that will reap the benefits of tomorrow. While the mantra sounds inviting, mounting public criticism of the work ethic, salaries, and benefits against public education employees become distractions to the work at hand. Without the vested interest of students and the support of parents evidenced through high expectations for academic and social performance at school and at home, student achievement goals cannot be realized. The final group is that of governing bodies that provide the needed regulations and resources to achieve the goals. Each group and each individual within each group needs to clearly understand the significance of his or her role in achieving the Race to the Top goals, and likewise, must be held accountable for achieving the same.

To successfully implement and sustain the Brandywine School District’s Scope of Work, the issues of personnel and time must be addressed. The District’s plan has an aggressive timeline in the first two years and effective planning, training, implementation, and monitoring will require the participation of all stakeholders at the school and District levels. Because of the State’s budget difficulties and funding cuts to public education over the past two years, the District’s current central office staffing levels have been reduced and are not sufficient to successfully achieve, monitor, and sustain the initiatives in the District’s Scope of Work. The District Office has had a reduction in curriculum and instruction administrative and content specialist teacher positions in order to sustain support to schools and to absorb the State cuts. In addition to the capacity building at the central office to guide, implement, and monitor Race to the Top initiatives at the classroom-level, the District’s plan includes expansion of the roles and responsibilities of department chairs, team leaders, and District Core Content Curriculum Council members to provide school-level peer observations, coaching, and professional development in support of the building administrative teams and their fellow teachers. Providing highly effective, embedded support to school leaders and teachers is the only way to ensure that systemic reform is consistent and pervasive across all classrooms in all schools starting with the Priority Cluster #1 schools. The personnel selected for the administrative and teacher leader positions in the Scope of Work must have documented success in leading systemic change at the school or district levels and have demonstrated their effectiveness in using research-based practices to accelerate the achievement of students. In addition, the District will continue its work with principals and assistant principals in developing their skills as instructional leaders. Monthly coaching will continue as part of their Learning Focused Solutions training and their required implementation of the

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District's Comprehensive Framework for Instructional Leadership begun in December 2009. The District's plan includes a review of administrative team staffing in schools to increase the percentage of their day engaged in monitoring instruction and student learning. Currently each school has a minimum assignment of a Dean of Students (teacher unit) to assist with building operations and discipline. The Assistant Superintendent and Race to the Top Program Director will be responsible for working with school leaders to ensure fidelity to the District Scope of Work and to their areas of accountability for rapidly and significantly improving teaching and student learning.

**Resources and/or support needed:** *In addition to the resources and support budgeted for each activity, are there additional resources and/or support that you need from the DDOE (e.g., technical assistance, guidance) in order for your plan to be successful?*

The district would like the following as resources and tools for the district to successfully implement Race to the Top initiatives;

- Continue the practice of facilitating statewide meetings that are related to commonalities across the districts. For example, it was very helpful that the DDOE helped to pull together districts that had written PLC professional development into their plans and coordinated a common training that will save each district time and money.
- Continue to set up school visits that districts may have access to see the successful ways schools and districts within the state and region are implementing programs, initiatives and strategies that help reach the goals set out into the Race to the Top plans.
- Provide access to DDOE staff members to continue to act as consultants to help with discussions around curriculum, instruction, professional development and assessment.
- Provide regular weekly/monthly communication around upcoming programs, DPAS II updates and technology support (i.e. data warehouse, off track to graduate) more than what is delivered at the Curriculum Cadre and Chiefs meetings. This will help with our future planning and timeline modifications for professional development and resource allocation in addition to support effective communication within our district.
- Provide specific examples and contact information for initiatives that Districts are putting in place as a result of Race to the Top that have been successful in other schools, districts and states so that we may study working models with specific details. For example it would be helpful to supply Districts with a list of counselors, businesses, organizations and/or agencies that have demonstrated success with schools and teachers in meeting the needs of at-risk students.
- Provide professional development of pedagogical styles such as Learning Focus Solutions. Provide KUDs, Student Learning Maps and sample EATS lessons in each of the content areas to support the Learning Focus Solutions Framework as all districts across the State implement LFS. This will help support standards based instruction and rigorous curricula both of which are included in Race to the Top plans.
- Consider using the NAEP science assessment in lieu of the DCAS assessment for science when the Next Generation Science Standards are adopted by the State of Delaware.
- Provide statewide professional development in each of the counties to help implement and support RtI at the secondary level, providing specific models that align to the middle school and high school scheduling models and data access that exist in our state.
- Provide additional statewide funding sources for PSAT at the 9<sup>th</sup> grade level as was done at the 11<sup>th</sup> grade level for the SATs. This will help the schools provide early identification of students that should be taking AP courses using the AP potential model. This directly aligns with

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increasing the amount of students enrolled in AP courses, aligned with RttT Goal I objectives.

- Conduct collaborative discussions between science, mathematics, career and technical and instructional technology education DDOE staff with district leaders to help structure and implement strong STEM programming across the State.