Race to the Top - District
Application for Funding

CFDA Number: 84.416

Delaware BRINC Consortium

Table of Contents

GLOSSARY OF TERMS AND ABBREVIATIONS

Academic Index: A measure that brings into account academic factors that may impact a student's success in school such as absences, discipline and grades; particularly at the secondary level, this measure can be used as an early warning tool for students at risk of dropping out.

Advanced Placement (AP): A program created by the College Board offering college-level curriculum and examinations to high school students. Colleges often grant placement and credit to students who obtain sufficient scores on the examinations.

Advancement Via Individual Determination (AVID) Program: A program designed to give support to students so that they can attend college and achieve their fullest potential.

BRINC Consortium: A consortium of four districts—**BR**andywine, **I**ndian River, **N**ew Castle County Vocational Technical, and **C**olonial.

BRINC Leads: Lincoln Hohler, Director of Secondary Education at Brandywine School District; Terri Villa, Acting Director of Instruction at New Castle County Vocational Technical; Lori Duerr, Manager of School Improvement at Colonial School District; Sandra Smith, Director of Assessment and Accountability at Indian River School District.

Compass Learning Program: Educational K-12 software and online personalized learning curriculum.

Data Coaches: Experts in both pedagogy and data analysis who facilitate professional learning community meetings, and provide observation and feedback, to help teachers and leaders build skills in using data to inform instruction.

Data Service Center (DSC): A service organization providing technological support for many aspects of school administration, including data tracking (iTracker) and evaluation.

Delaware Comprehensive Assessment System (DCAS): Delaware's new statewide test of student achievement, which is computer-adaptive and includes multiple formative assessments.

Delaware Performance Appraisal System (DPAS II): Statewide evaluation system for teachers, specialists, and administrators, recently updated to include student growth.

Delaware State Testing Program (DSTP): Delaware's former statewide test of student achievement, predecessor to the DCAS.

iTracker: A sophisticated data system that BRINC consortium districts use to track student, teacher, and administrative data.

Learning-Focused Strategies (LFS): A suite of professional development and instructional resources.

Partnership Zone (PZ): Delaware's process for turning around the schools in the state identified as persistently lowest achieving.

Personalized Learning Environments (PLEs): System that helps learners take control of and manage their own learning; this includes students setting their own learning goals; managing their learning; managing both content and process; and communicating with others in the process of learning.

Positive Behavioral Support System (PBS): A process for understanding and resolving the problem behavior of children that is based on values and empirical research.

Professional Learning Communities (PLCs): 90 minutes per week where teachers and administrators come together to work on goals designed by participants; part of DE's RTTT application.

Project Based Learning (PBL): The use of in-depth and rigorous classroom projects to facilitate learning and assess student competence.

PSAT: Preliminary Scholastic Aptitude Test. A test offered to students as a precursor to the SAT, administered by the College Board. Students take it as practice as well as to qualify for scholarships.

Response To Intervention (RTI): An early intervention system to maximize student achievement and to reduce behavior problems before they escalate.

Persistently Low Achieving School (PLA): Persistently lowest-achieving schools that receive additional intervention support from districts and state.

SAT: Scholastic Aptitude Test. College entry examination

Smarter Balanced Assessments (SBA): A system of valid, reliable, and fair next-generation assessments aligned to the Common Core State Standards (CCSS) in English language arts/literacy (ELA/literacy) and mathematics for grades 3-8 and 11.

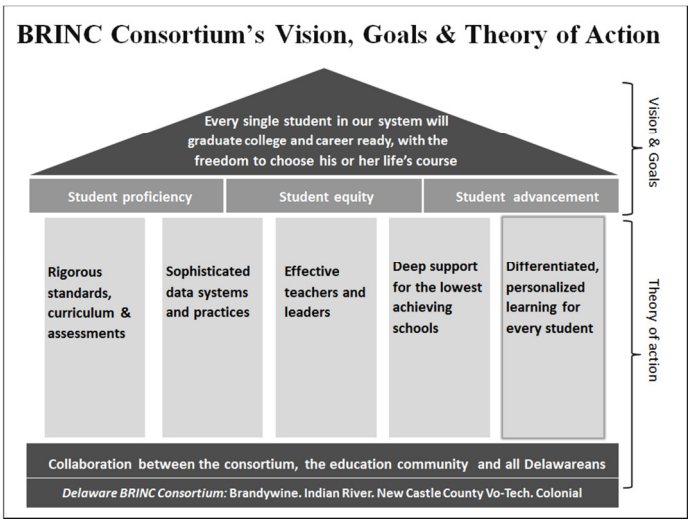
Vision Network: A network of 26 district and charter schools throughout Delaware that are committed to the principles of Vision 2015, the framework and plan that laid the groundwork for Delaware's winning Race to the Top application.

SECTION A: Vision

(A)(1) Articulating a comprehensive and coherent reform vision

Delaware has been a leader in the successful use of its State Race to the Top (RTTT) grant to implement significant state reforms and improve student outcomes. Through two years of RTTT implementation, the State has created the conditions for district leaders to take this work to the next level and further tailor every student's learning experience. The "BRINC" Consortium districts of **Br**andywine, **I**ndian River, **N**ew Castle County Vocational Technical (NCCVT), and **C**olonial share a deep commitment to accelerating student achievement, deepening student learning, and increasing student equity through a coordinated approach. The Consortium's goal is to ensure that every student in every district graduates college- and career-ready. The Consortium will pursue this goal by creating and supporting new personalized learning environments (PLEs) for students and focusing on rigorous curriculum, sophisticated data systems, effective educators, and intensive support for the lowest-achieving schools.

BRINC's ambitious plan to provide personalized learning opportunities to each student is driven by a shared vision for a future where teaching and learning are responsive to student needs and supported by appropriate resources. Beginning in SY 2013–14, BRINC envisions that all students will be able to compare data about their progress against their learning goals, be exposed to new blended learning strategies for anywhere, anytime learning, and have more options for non-traditional learning, such as online courses and dual enrollment. Students will be able to communicate with peers and teachers in a safe, respectful forum and have improved access to technology and guidance from teachers and parents. To meet their goals by SY 2013–14, all students in grades 6–12 will have taken steps to become independent learners, improving their prospects for graduating on time with the tools to enter college or a career path.



BRINC's vision and theory of action builds on the strong foundation in the

State RTTT plan by adding a fifth column to demonstrate how BRINC's personalized learning strategies provide additional support and strength to the State's theory of action.

The Consortium is pursuing the District RTTT opportunity and is positioned to succeed for four reasons:

1. The Consortium has a comprehensive vision for personalized learning.
2. Delaware has ambitious RTTT reforms underway.
3. Individual districts have a proven ability to implement change and deliver results.
4. The Consortium has the potential to serve as a "proof point" for Delaware and the nation.

Comprehensive Vision for Personalized Learning

BRINC is devoted to equipping students for college and careers by moving away from a one-size-fits-all approach and taking into account that individual students learn in different ways at different paces and come with different challenges, needs, and interests. PLEs will transform classrooms into places where students can learn at their own pace in the ways that they learn best, including how, where, and when they access and digest information; how they assimilate knowledge and demonstrate mastery of concepts; and how they self-advocate and identify and evaluate the supports they need to achieve personal goals.

As a Consortium, BRINC has a shared vision of its expectations that all learners will:

1. Contribute to the development, methods, and pace for their learning. Have access to all appropriate resources, not limited by time or location, charting their own course and learning in ways best suited to their needs, styles, and abilities.
2. Have access to real-world projects that foster critical thinking skills and creative thinking.
3. Collaborate with others to support their own learning and to contribute to that of others.

BRINC designed its approach to maximize opportunities for learning, to expand the availability and variety of learning environments, and to provide students with opportunities that align with 21st century workforce content, skills, and strategies. Accordingly, the Consortium's plan to create effective PLEs consists of three principal elements:

1. Developing a cloud-based platform, Future Links, to provide students and parents real-time access to student data and facilitate students' use of data to set and track progress towards goals aligned to college- and career-ready standards; Establishing personalized learning teams for each student to teach the value of setting goals and support the student throughout goal setting and beyond;

2. Developing an expanded array of opportunities to customize the learning environment in terms of pace, modality, content, and structure of delivery in or out of the classroom.

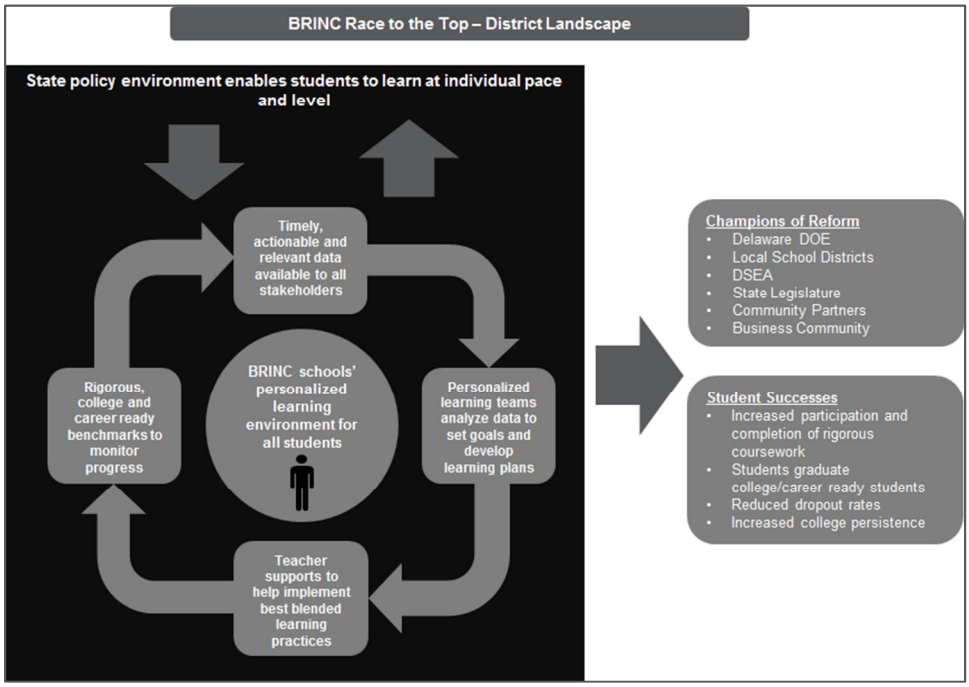
The Consortium's plan to offer customized PLEs will focus on developing critical opportunities for its students, including *blended learning*, where students will participate in classroom environments with direct instruction, collaborative work sessions, and individualized virtual workspaces; *online learning experiences,* where students will have access to a wider variety of courses outside the school building and school day; and *alternative means of obtaining credit, such as dual enrollment and mastery learning,* where students can obtain credit for out-of-school activities, including courses at a local college or university, or can demonstrate proficiency at any time before or during a course rather than waiting until a year-end exam.

Central to BRINC's plan is the shift in the way teachers deliver instruction. Teachers will receive the professional development and resources required to move beyond the whole-group instructional model. Direct instruction will still be an integral component of the learning experience; however, using virtual learning resources and peer collaboration will transform students from passive to active learners. Collaborative work sessions will hold students responsible for creating and evaluating content with others.

To track their learning progress, students will interact with a cloud-based system, Future Links, which will store the students' academic profile complete with their interests and short- and long-term goals. The application will also capture students' on-going assessment scores (e.g., state assessments, district common assessments, classroom formative assessments) that will be utilized by teachers and students to chart the best learning path.

Personalized learning is a pedagogical shift that will transform the way teachers and students operate. Students will have to demonstrate their competencies beyond traditional paper and pencil assessments, and teachers will learn to embed digital components, collaborative structures, and problem-based learning opportunities in their lessons. Increased access to technology will open the door to a variety of learning opportunities and delivery models to meet students' increasingly diverse needs and learning styles. While access to technology is paramount, technology is not a stand-alone solution. Students, parents, and teachers require additional supports to bridge the digital divide. BRINC's plan includes the development of new processes to support school staff — teachers, leaders, guidance counselors, and other personnel—so they can continuously improve learning by integrating the best technologies and supports.

The proposed reforms will be implemented for students in grades 6–12. The BRINC elementary schools have demonstrated the ability to reach each student and modify instruction to advance academic trajectory; however, a similar shift has not occurred in the middle and high schools. Although classrooms using Learning-Focused Strategies (LFS) are actively engaging students, teachers remain the sole source of content delivery in most secondary classrooms. By implementing blended learning strategies for grades 6-12, BRINC will expose students to a variety of instructional strategies and content.



Ambitious RTTT Reforms Underway

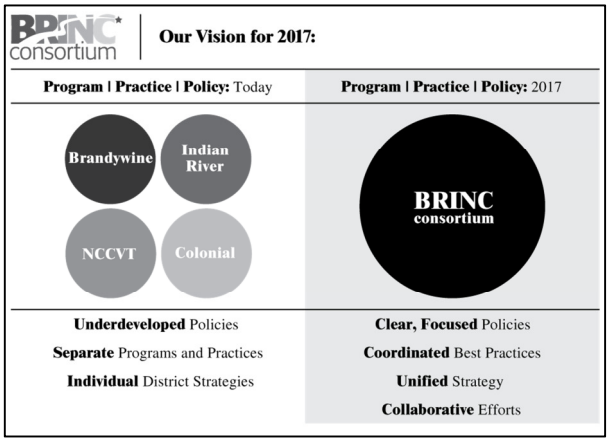
BRINC's vision builds on several practices already in development and capitalizes on reform initiatives already implemented as part of the State's RTTT program. Teams from each district spent SY 2010–11 developing a detailed RTTT plan aligned to the four RTTT assurances. (*For each district's plan, see Appendix A-1).* The teams included school board and union representatives who participated in 12 Delaware Department of Education (DDOE) workshops with a focus on the activities listed in the chart below. After two years of RTTT implementation, the Consortium is well prepared in turning a plan for reform into reality and achieving measurable results. At the end of SY 2011–12, 73% of all students were proficient in reading and 74% of all students were proficient in math, an increase of 8% and 9% in reading and math, respectively, across the Consortium districts in one year. (*For each district's end-of-year state assessment dashboard, see Appendix A-332).* This success resulted from high-quality implementation by each district, also outlined in the chart below.

Assurance	Statewide Activities (including RTTT strategies)	Additional BRINC District Activities (proposed new activities in *italics;* many existing activities will be significantly enhanced*)*
1. Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy	• Align curriculum with Common Core State Standards (CCSS) • Provide advanced coursework and target students for enrollment • Support students in advanced coursework • Administer Smarter Balanced Assessments (SBA) aligned assessment to all students grades 3-10 • Provide targeted PD around instructional shifts in CCSS	• Align curriculum units and materials with CCSS • Provide targeted PD focused on CCSS • Develop performance-based projects collaboratively to prepare students for SBA • *Increase personalized learning offerings, including blended, online, and dual enrollment opportunities*
2. Building data systems that measure student growth and success and inform teachers and principals with data about how they can improve instruction	• Provide 90 minutes of weekly collaborative time for teachers, which is focused on analyzing student data and differentiating instruction • Implement an instructional improvement system • Use sophisticated data system to track students through K-12 and onto college and the workforce • Measure and track student growth and academic goals; identify students at risk of dropping out (*For screenshots of this system, see Appendix A-348)*	• *Build on iTracker platform to make data more useful to educators, building on system that tracks district-wide and classroom assessments and social emotional data* • *Make iTracker data accessible to teachers, students, and parents* • *Enable strategic goal setting for students* • *Pilot mastery-based advancement*
3. Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most	• Forecast hiring needs and target hiring to the most effective educator preparation programs • Increase the concentration of highly-effective educators in high-need schools • Use educator evaluations as a primary factor in educator development, promotion, advancement, retention and removal • Align professional development with evaluations and prioritize effective PD	• Provide project-based learning PD to educators • Conduct walk-throughs to ensure successful implementation of CCSS and provide teachers immediate feedback on instructional delivery. • Use new Delaware Performance Appraisal System (DPAS) II to provide personalized support to educators through

Assurance	Statewide Activities (including RTTT strategies)	Additional BRINC District Activities (proposed new activities in *italics;* many existing activities will be significantly enhanced*)*
	• Establish a teacher-leader position in every high-need school • Develop building leaders' instructional leadership • Employ data coaches in every school to support teachers in analyzing data and personalizing learning	individual conferences and coaching • Assign new administrative teams, instructional coaches, and highly effective educators to high-need schools; participate in the RTTT Leadership Coach Project for novice administrators • Conduct exit surveys to find trends in why educators leave the district and use the results to improve retention strategies • Maximize training prior to school opening for new teachers in the initiatives essential to district success, especially LFS • *Create opportunities for educators that are early adopters of blended learning strategies to become instructional coaches*
4. Turning around lowest-achieving schools	• Provide support to the lowest-achieving schools, including strengthened leadership teams, and additional time for students and teachers • Engage families and communities effectively in supporting students' academic success	• Provide teacher-supported online programs for struggling students • Implement 9th and 10th grade academies with targeted instructional interventions • Implement student data analysis, goal setting, and student-led conferences • *Develop personalized learning teams for every student*

Potential to Serve as a "Proof Point" for Delaware and for the Nation

These districts' collective strengths will maximize their impact on student achievement. While the districts represent diverse settings (rural, urban, suburban, and vocational), each has been recognized as a model of excellence in closing the achievement gap and developing a "whatever it takes" culture to support learning for all students. Cross-district sharing of successes and lessons learned will accelerate desired reform as proven strategies and best practices are replicated across districts. Thus, BRINC's work will support not only the needs of participating students but also district-wide and statewide change in a state that has become a model for national reform. The graphic above demonstrates the districts' vision for jointly developing new approaches and their intent to create economies of scale through strategic implementation, where best practices are shared and educators across districts learn from each other.



(A)(1) Evidence

- District RTTT plans – Appendix A-1
- End-of-year state assessment dashboard for each district – Appendix A-332
- Screenshot Education Insight Portal – Appendix A-348

(A)(2) Applicant's Approach to Implementation

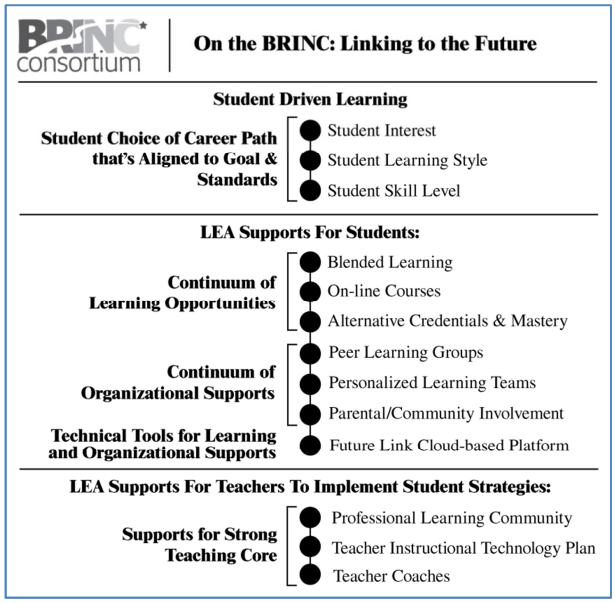
(A)(2)(a) Description of the process that applicant will use to select schools to participate

As BRINC transitions to creating a population of global citizens prepared for college and careers, the Consortium recognizes the immediate need for a pedagogical change when educating secondary students. These students are the target population for BRINC's personalized learning reforms as they face postsecondary college and career experiences in the near future.

For many schools, a stumbling block is the paradoxical approach paramount to the short- and long-term benefit of secondary learners. As educators, we must structure programming to challenge students to take increasing responsibility for their learning: strategic removal of scaffolds over time allows students to self-advocate and become independent learners. To

challenge students to take increasing responsibility for their learning, schools need to provide scaffolding and supports and then strategically remove them. To better prepare students for college and career, BRINC's -reforms will strengthen the delivery of instruction, including the content's rigor, the instruction's relevance, and teachers' relationships with students.

To identify the supports needed at each school, BRINC has designed a comprehensive assessment that measures each school's key readiness factors: existing systems, processes, technological infrastructure, and the skills of teachers and administrators that support student-driven learning. The graphic to the right summarizes the spectrum of supports that the Consortium believes participating schools must have in place or develop capacity for over the life of the grant to launch and sustain its personalized learning strategies for all students.



This diagnostic will assess the existing continuum of learning opportunities, organizational supports and technical tools available for students. The process will also review the availability of structures and supports for teachers who will implement and sustain the grant's personalized learning initiatives. The Consortium intends to use the information gathered from the diagnostic to ensure that it can differentiate the supports needed to implement reforms in SY 2013–14.

Personalized learning is essential to preparing all students for 21st century skills. Beginning in SY 2013–14, all 19,761 of BRINC's students in grades 6–12 will have access to real-time data about their progress against college and career-ready standards via Future Links. This may include data from daily or weekly assessments embedded in new digital curriculum aligned to the CCSS, student work samples, and an interest and learning style inventory.

Each BRINC district will create personalized learning teams for each student, consisting of the student, a parent, a counselor, a teacher, and a community mentor (as appropriate), who will support the student through the process of setting, tracking, and adjusting goals using Future Links. Rollout of the goal-setting process will begin with 8th and 9th grade students and gradually

expand each year until all students in grades 6–12 are participating in an annual goal-setting process with their personalized learning teams.

Rollout of Goal-Setting Process for Students and Personalized Learning Teams

Grades	SY 2013–14	SY 2014–15	SY 2015–16	SY 2016–17
8-9	X	X	X	X
7-10		X	X	X
6-11			X	X
6-12				X

In September 2013, BRINC will begin rolling out its blended learning plan across math, ELA, science, and social studies. Approximately 12,315 students in the core content areas will participate in a PLE characterized by blended learning strategies, and all students will have access to the blended learning digital content. In each subsequent year of the grant, each district will share and expand on additional content areas so that by SY 2016–17, all 19,671 students will have access to blended learning content.

Summary of participating students in Blended Learning for Year 1, SY 2013–14

Grades	Colonial	Brandywine	Indian River	Newcastle	TOTAL
	Social Studies/ Math (6–8)	Science/ Math (6–8)	ELA/Math (6–8)	Math (9-12)	
Middle	2,616	2,572	1,923	-	7,111
High	1,690	850	1,004	1,960	5,504
TOTAL	**4,306**	**3,422**	**2,927**	**1,960**	**12,315**

** For a more detailed plan for Years 1 - 4, see Appendix A-349*

(A)(2)(b) List of Participating Schools

A total of 24 schools will participate in BRINC's personalized learning initiatives in the grant:

Brandywine	Indian River	NCCVT	Colonial
▪ Brandywine HS ▪ Concord HS ▪ Mt. Pleasant HS ▪ P.S. Dupont MS ▪ Springer MS ▪ Talley MS	▪ G.W. Carter Center ▪ Georgetown MS ▪ Howard T. Ennis School ▪ Indian River HS ▪ Millsboro MS ▪ Selbyville MS ▪ Southern DE School of Arts ▪ Sussex Central HS	▪ Delcastle Technical HS ▪ Hodgson Vocational Technical HS ▪ Howard HS of Technology ▪ St. Georges Technical HS	▪ George Read MS ▪ Gunning Bedford MS ▪ John G. Leach School ▪ McCullough MS ▪ New Castle School ▪ William Penn HS

(A)(2)(c) The total number of participating students (as defined in this notice), participating students (as defined in this notice) from low-income families, participating students (as defined in this notice) who are high-need students (as defined in this notice), and participating educators (as defined in this notice).

			School Demographics								
			Raw Data Actual numbers or estimates (Please note where estimates are used)						**Percentages**		
			A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**
LEA *(Column relevant for Consortium applicants)*	**Participating School**	**Grades/Subjects included in Race to the Top - District Plan**	# of Participating Educators	# of Participating Students	# of Participating high-need students	# of Participating low-income students	Total # of low-income students in LEA or Consortium	Total # of Students in the School	% of Participating Students in the School	% of Participating students from low-income [illegible]	% of Total LEA or Consortium low-income population
Indian River	Southern Delaware School of the Arts	6–8	26	406		108	9,695	406	100.0%	26.6%	1.1%
Brandywine	Brandywine High	9–12	78	999		433	9,695	999	100.0%	43.3%	4.5%
Brandywine	Concord High	9–12	89	1315		382	9,695	1315	100.0%	29.0%	3.9%
Brandywine	Mt. Pleasant High	9–12	77	929		399	9,695	929	100.0%	42.9%	4.1%
Colonial	Penn High	9–12	131	1922		1,124	9,695	1922	100.0%	58.5%	11.6%
NCCVT	Delcastle High	9–12	123	1511		801	9,695	1511	100.0%	53.0%	8.0%
NCCVT	Hodgson High	9–12	85	1310		361	9,695	1310	100.0%	27.6%	3.7%
NCCVT	Howard High	9–12	77	895		626	9,695	895	100.0%	69.9%	6.5%
NCCVT	St. Georges High	9–12	83	1043		270	9,695	1043	100.0%	25.9%	2.8%
Indian River	Indian River High	9–12	67	910		424	9,695	910	100.0%	46.6%	4.4%
Indian River	Sussex Central High	9–12	93	1215		807	9,695	1215	100.0%	66.4%	8.3%
Indian River	G. W. Carver Academy	6–12	8	125		64	9,695	125	100.0%	51.2%	0.7%
Colonial	Leach School	6–12	33	94		21	9,695	94	100.0%	22.3%	0.2%
Colonial	New Castle School	6–12	14	144		112	9,695	144	100.0%	77.8%	1.2%
Indian River	Ennis School	6–12	36	120		82	9,695	120	100.0%	68.3%	0.8%
Brandywine	P.S. Dupont Middle	6–8	83	950		485	9,695	950	100.0%	51.1%	5.0%
Brandywine	Springer Middle	6–8	64	818		290	9,695	818	100.0%	35.5%	3.0%
Brandywine	Talley Middle	6–8	57	751		364	9,695	751	100.0%	48.5%	3.8%
Colonial	Bedford Middle	6–8	61	1080		459	9,695	1080	100.0%	42.5%	4.7%
Colonial	McCullough Middle	6–8	48	738		433	9,695	738	100.0%	58.7%	4.5%
Colonial	Read Middle	6–8	51	752		534	9,695	752	100.0%	71.0%	5.5%
Indian River	Georgetown Middle	6–8	44	487		352	9,695	487	100.0%	72.3%	3.6%

			School Demographics								
			Raw Data Actual numbers or estimates (Please note where estimates are used)						Percentages		
			A	B	C	D	E	F	G	H	I
LEA *(Column relevant for Consortium applicants)*	**Participating School**	**Grades/Subjects included in Race to the Top - District Plan**	# of Participating Educators	# of Participating Students	# of Participating high-need students	# of Participating low-income students	Total # of low-income students in LEA or Consortium	Total # of Students in the School	% of Participating Students in the School	% of Participating students from low-income [illegible]	% of Total LEA or Consortium low-income population
Indian River	Millsboro Middle	6–8	49	601		402	9,695	601	100.0%	66.9%	4.1%
Indian River	Selbyville Middle	6–8	46	646		362	9,695	646	100.0%	56.0%	3.7%
Total			1,515	19,761		9,695		19761			

(A)(2) Evidence:

- Detailed timeline for implementing blended learning across the Consortium – Appendix A-349

(A)(3) LEA-wide Reform & Change *(10 points)*

The Consortium represents 20% of the State's districts and over 27% of its 6th–12th graders; therefore, this proposal will serve a population of students who reflect a microcosm of the State's student population. The students are as diverse as the state, with higher proportions of Hispanic/Latino, African American, and low-income students. BRINC's recent growth in graduation rates and Delaware Comprehensive Assessment System (DCAS) scores has been similar to those of the State overall.

Over the past 10 years, Consortium districts have earned the respect of other districts and policymakers for their innovative leadership and student achievement. Letters of support from these colleagues confirm that the Consortium champions reform while pioneering new methodologies and navigating state and local policy *(For letters of support the Governor, Delaware US Congressional Delegation, Delaware House and Senate Education Committees, Delaware State Board of Education and the Mayor of the Town of Ocean View, see Appendix A-350).* State law allows districts substantial flexibility to structure the learning environment and instruction delivery to meet the students' needs; to date, BRINC and other districts have taken advantage of this flexibility, and BRINC has incorporated the lessons learned into its plan. In addition, policymakers and state leaders intend to continue to partner with the districts in implementing improvements and will look to those "on the ground" to inform policies around Carnegie Units, seat time, blended and virtual learning experiences, advancement based on content mastery, and state funding.

The plan is designed to support the needs of participating students across the districts and ultimately have statewide impact. The State will be an important partner in disseminating best practices to other districts and in informing funding policies in support of PLEs. Through its RTTT initiatives, the DDOE has convened monthly leadership professional learning communities (PLCs) with superintendents and curriculum leaders to analyze data and share best practices and innovative initiatives from leading districts. BRINC districts are often asked to share their best practices and plan to build on the strength of the leadership PLC model started by DDOE to provide cross-district support.

Additionally, BRINC will leverage the support of an existing cross-district public school and charter school network (Vision Network, see Section B(4)) to build greater personalization for teachers and leaders. Furthermore, Consortium members will support the development of school

leaders through partnerships such as the Vision Network by focusing on developing effective training of school instructional teams, encouraging student efficacy, and making better use of instructional feedback for teachers and students.

A(3) Evidence

- Letters of support from the Governor, Delaware US Congressional Delegation, Delaware House and Senate Education Committees, Delaware State Board of Education and the Mayor of the Town of Ocean View – Appendix A-350

(A)(4) LEA-wide Goals for Improved Student Outcomes

BRINC's vision for personalized learning will result in improved student learning and performance outcomes. As a Consortium, the districts have already exceeded state Elementary and Secondary Education Act (ESEA) targets and will start with more aggressive baseline data for their students. The same methodology the State applied to ESEA targets was applied to the Consortium's baseline to increase the targets annually.

The Consortium has set ambitious but attainable, measurable, and important targets to demonstrate the impact its initiatives can have on student outcomes. BRINC's goals spring from statewide RTTT and ESEA targets and, as such, reflect each district's priorities and goals for the next five years. For example, the post-grant overall target of 90.74% for the high school graduation rate is aggressive, especially for some of the BRINC districts. The overall proficiency targets for ELA range from 82.62% for 9th grade to 87.6% for 6th grade, and for math from 84.49% for 9th grade to 86.49% for 10th grade. These are inextricable from BRINC's theory of action, which calls for the creation of, and support for, new personalized learning environments for students, and a continued focus on rigorous curriculum, sophisticated data systems, effective educators and deep support for the lowest-achieving schools to reach its highest need students. Furthermore, these goals are based on improvements in both the highest-achieving schools and the struggling schools. The Consortium has analyzed specific schools and districts that have produced significant gains over the years, which demonstrate the potential of their proposed strategies to make significant gains. St. Georges Tech in NCCVT created a program for students in 9th and 10th grades who were underperforming in reading: Strategies to Excel Performance (STEP). Students were paired with a teacher-mentor and used a web-based program to complete practice DCAS-type questions. Between the fall and spring semester in SY 2011–12, 81% of 9th

grade students and 88% of 10th grade showed gains on their DCAS scores, with over 55% of students in both grades advancing at least one performance level, after spending 10 hours in STEP sessions with their mentors. By expanding and scaling many of the same coherent practices, all four districts can achieve similar gains and establish the Consortium-wide goals set forth below.

(A)(4)(a) Performance on summative assessments (proficiency status and growth)

Summative assessments being used (e.g., name of ESEA assessment or end-of-course test):
DCAS. (*For more details about the Delaware Comprehensive Assessment System, see Appendix A-360*).

Methodology for determining status (e.g., percent proficient and above):
Percent proficient and above

Methodology for determining growth (e.g., value-added, mean growth percentile, change in achievement levels):
Change in achievement levels

Targets were set to reduce the proportion of students who did not meet proficiency standards by 50% by SY 2016–17. This methodology reflects the ESEA waiver target methodology but is more aggressive due to the higher baselines.

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010–11 (optional)	SY 2011–12	SY 2012–13	SY 2013–14	SY 2014–15	SY 2015–16	SY 2016–17 (Post-Grant)
Grade 3 ELA	OVERALL		75.60%	78.04%	80.48%	82.92%	85.36%	87.80%
	African American		63.01%	66.71%	70.41%	74.11%	77.81%	81.51%
	Hispanic/Latino		69.34%	72.41%	75.47%	78.54%	81.61%	84.67%
	White		85.20%	86.68%	88.16%	89.64%	91.12%	92.60%
	Multiracial		90.00%	91.00%	92.00%	93.00%	94.00%	95.00%
	Hawaiian		N/A	N/A	N/A	N/A	N/A	N/A
	Asian American		87.37%	88.63%	89.89%	91.16%	92.42%	93.68%
	American Indian		N/A	N/A	N/A	N/A	N/A	N/A
	Low-Income		72.78%	75.80%	78.83%	81.85%	84.88%	72.78%
	Special Education		36.86%	43.17%	49.49%	55.80%	62.12%	68.43%
	English Learners		48.47%	53.62%	58.77%	63.93%	69.08%	74.23%
Grade 4 ELA	OVERALL		75.43%	77.89%	80.34%	82.80%	85.26%	87.71%
	African American		63.54%	67.19%	70.83%	74.48%	78.13%	81.77%

(A)(4)(a) Performance on summative assessments (proficiency status and growth)

Summative assessments being used (e.g., name of ESEA assessment or end-of-course test):
DCAS. (*For more details about the Delaware Comprehensive Assessment System, see Appendix A-360*).

Methodology for determining status (e.g., percent proficient and above):
Percent proficient and above

Methodology for determining growth (e.g., value-added, mean growth percentile, change in achievement levels):
Change in achievement levels

Targets were set to reduce the proportion of students who did not meet proficiency standards by 50% by SY 2016–17. This methodology reflects the ESEA waiver target methodology but is more aggressive due to the higher baselines.

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010–11 (optional)	SY 2011–12	SY 2012–13	SY 2013–14	SY 2014–15	SY 2015–16	SY 2016–17 (Post-Grant)
	Hispanic/Latino		69.39%	72.45%	75.51%	78.57%	81.63%	84.69%
	White		84.80%	86.32%	87.84%	89.36%	90.88%	92.40%
	Multiracial		91.67%	92.50%	93.34%	94.17%	95.00%	95.84%
	Hawaiian		N/A	N/A	N/A	N/A	N/A	N/A
	Asian American		91.03%	91.92%	92.82%	93.72%	94.62%	95.51%
	American Indian		86.67%	88.00%	89.34%	90.67%	92.00%	93.34%
	Low-Income		69.13%	72.21%	75.30%	78.39%	81.48%	84.56%
	Special Education		43.87%	49.49%	55.10%	60.71%	66.32%	71.94%
	English Learners		25.88%	33.29%	40.71%	48.12%	55.53%	62.94%
Grade 5 ELA	OVERALL		80.08%	82.07%	84.06%	86.05%	88.05%	90.04%
	African American		71.25%	74.13%	77.00%	79.88%	82.75%	85.63%
	Hispanic/Latino		71.56%	74.40%	77.25%	80.09%	82.94%	85.78%
	White		87.72%	88.95%	90.18%	91.40%	92.63%	93.86%

(A)(4)(a) Performance on summative assessments (proficiency status and growth)

Summative assessments being used (e.g., name of ESEA assessment or end-of-course test):
DCAS. (*For more details about the Delaware Comprehensive Assessment System, see Appendix A-360*).

Methodology for determining status (e.g., percent proficient and above):
Percent proficient and above

Methodology for determining growth (e.g., value-added, mean growth percentile, change in achievement levels):
Change in achievement levels

Targets were set to reduce the proportion of students who did not meet proficiency standards by 50% by SY 2016–17. This methodology reflects the ESEA waiver target methodology but is more aggressive due to the higher baselines.

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010–11 (optional)	SY 2011–12	SY 2012–13	SY 2013–14	SY 2014–15	SY 2015–16	SY 2016–17 (Post-Grant)
	Multiracial		86.96%	88.26%	89.57%	90.87%	92.18%	93.48%
	Hawaiian		N/A	N/A	N/A	N/A	N/A	N/A
	Asian American		89.66%	90.69%	91.73%	92.76%	93.80%	94.83%
	American Indian		N/A	N/A	N/A	N/A	N/A	N/A
	Low-Income		74.25%	76.83%	79.40%	81.98%	84.55%	87.13%
	Special Education		39.51%	45.56%	51.61%	57.66%	63.71%	69.76%
	English Learners		29.87%	36.88%	43.90%	50.91%	57.92%	64.94%
Grade 6 ELA	OVERALL		75.21%	77.69%	80.17%	82.65%	85.13%	87.60%
	African American		60.71%	64.64%	68.57%	72.50%	76.43%	80.35%
	Hispanic/Latino		71.34%	74.20%	77.07%	79.93%	82.80%	85.67%
	White		86.02%	87.42%	88.82%	90.22%	91.61!	93.01%
	Multiracial		85.19%	86.67%	88.15%	89.63%	91.11%	92.60%
	Hawaiian		N/A	N/A	N/A	N/A	N/A	N/A

(A)(4)(a) Performance on summative assessments (proficiency status and growth)

Summative assessments being used (e.g., name of ESEA assessment or end-of-course test):
DCAS. (*For more details about the Delaware Comprehensive Assessment System, see Appendix A-360*).

Methodology for determining status (e.g., percent proficient and above):
Percent proficient and above

Methodology for determining growth (e.g., value-added, mean growth percentile, change in achievement levels):
Change in achievement levels

Targets were set to reduce the proportion of students who did not meet proficiency standards by 50% by SY 2016–17. This methodology reflects the ESEA waiver target methodology but is more aggressive due to the higher baselines.

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010–11 (optional)	SY 2011–12	SY 2012–13	SY 2013–14	SY 2014–15	SY 2015–16	SY 2016–17 (Post-Grant)
	Asian American		84.29%	85.86%	87.43%	89.00%	90.57%	92.14%
	American Indian		N/A	N/A	N/A	N/A	N/A	N/A
	Low-Income		67.35%	70.61%	73.88%	77.14%	80.41%	83.67%
	Special Education		31.06%	37.95%	44.85%	51.74%	58.63%	65.53%
	English Learners		17.14%	25.42%	33.71%	42.00%	50.28%	58.57%
Grade 7 ELA	OVERALL		70.83%	73.75%	76.67%	79.58%	82.50%	85.42%
	African American		57.00%	61.30%	65.60%	69.90%	74.20%	78.50%
	Hispanic/Latino		66.03%	69.43%	72.82%	76.22%	79.62%	83.01%
	White		81.19%	83.07%	84.95%	86.83%	88.71%	90.59%
	Multiracial		87.50%	88.75%	90.00%	91.25%	92.50%	93.75%
	Hawaiian		N/A	N/A	N/A	N/A	N/A	N/A
	Asian American		86.21%	87.59%	88.97%	90.35%	91.73%	93.10%
	American Indian		N/A	N/A	N/A	N/A	N/A	N/A

(A)(4)(a) Performance on summative assessments (proficiency status and growth)

Summative assessments being used (e.g., name of ESEA assessment or end-of-course test):
DCAS. (*For more details about the Delaware Comprehensive Assessment System, see Appendix A-360*).

Methodology for determining status (e.g., percent proficient and above):
Percent proficient and above

Methodology for determining growth (e.g., value-added, mean growth percentile, change in achievement levels):
Change in achievement levels

Targets were set to reduce the proportion of students who did not meet proficiency standards by 50% by SY 2016–17. This methodology reflects the ESEA waiver target methodology but is more aggressive due to the higher baselines.

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010–11 (optional)	SY 2011–12	SY 2012–13	SY 2013–14	SY 2014–15	SY 2015–16	SY 2016–17 (Post-Grant)
	Low-Income		63.21%	66.89%	70.57%	74/25%	77.93%	81.61%
	Special Education		22.60%	30.34%	38.08%	45.82%	53.56%	61.30%
	English Learners		17.95%	26.16%	34.36%	42.57%	50.77%	58.98%
Grade 8 ELA	OVERALL		71.81%	74.63%	77.44%	80.26%	83.08%	85.90%
	African American		58.75%	62.87%	67.00%	71.12%	75.25%	79.37%
	Hispanic/Latino		62.59%	66.33%	70.07%	73.81%	77.55%	81.29%
	White		83.01%	84.71%	86.41%	88.11%	89.81%	91.50%
	Multiracial		88.46%	89.61%	90.77%	91.92%	93.08%	94.23%
	Hawaiian		N/A	N/A	N/A	N/A	N/A	N/A
	Asian American		86.44%	87.80%	89.15%	90.51%	91.87%	93.22%
	American Indian		N/A	N/A	N/A	N/A	N/A	N/A
	Low-Income		62.03%	65.85%	69.62%	73.42%	77.22%	81.01%
	Special Education		28.81%	35.93%	43.05%	50.17%	57.29%	64.40%

(A)(4)(a) Performance on summative assessments (proficiency status and growth)

Summative assessments being used (e.g., name of ESEA assessment or end-of-course test):
DCAS. (*For more details about the Delaware Comprehensive Assessment System, see Appendix A-360*).

Methodology for determining status (e.g., percent proficient and above):
Percent proficient and above

Methodology for determining growth (e.g., value-added, mean growth percentile, change in achievement levels):
Change in achievement levels

Targets were set to reduce the proportion of students who did not meet proficiency standards by 50% by SY 2016–17. This methodology reflects the ESEA waiver target methodology but is more aggressive due to the higher baselines.

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010–11 (optional)	SY 2011–12	SY 2012–13	SY 2013–14	SY 2014–15	SY 2015–16	SY 2016–17 (Post-Grant)
	English Learners		20.00%	28.00%	36.00%	44.00%	52.00%	60.00%
Grade 9 ELA	OVERALL		65.23%	68.71%	72.19%	75.66%	79.14%	82.62%
	African American		56.17%	60.55%	64.94%	69.32%	73.70%	78.08%
	Hispanic/Latino		57.87%	62.08%	66.29%	70.51%	74.72%	78.93%
	White		74.77%	77.29%	79.81%	82.34%	84.86%	87.38%
	Multiracial		N/A	N/A	N/A	N/A	N/A	N/A
	Hawaiian		N/A	N/A	N/A	N/A	N/A	N/A
	Asian American		77.36%	79.62%	81.89%	84.15%	86.41%	88.68%
	American Indian		N/A	N/A	N/A	N/A	N/A	N/A
	Low-Income		57.98%	62.18%	66.39%	70.59%	74.79%	78.99%
	Special Education		23.36%	41.21%	47.75%	54.28%	60.81%	67.34%
	English Learners		25.67%	33.11%	40.54%	47.97%	55.40%	62.84%
Grade 10 ELA	OVERALL		72.88%	75.59%	78.30%	81.02%	83.73%	86.44%

(A)(4)(a) Performance on summative assessments (proficiency status and growth)

Summative assessments being used (e.g., name of ESEA assessment or end-of-course test):
DCAS. (*For more details about the Delaware Comprehensive Assessment System, see Appendix A-360*).

Methodology for determining status (e.g., percent proficient and above):
Percent proficient and above

Methodology for determining growth (e.g., value-added, mean growth percentile, change in achievement levels):
Change in achievement levels

Targets were set to reduce the proportion of students who did not meet proficiency standards by 50% by SY 2016–17. This methodology reflects the ESEA waiver target methodology but is more aggressive due to the higher baselines.

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010–11 (optional)	SY 2011–12	SY 2012–13	SY 2013–14	SY 2014–15	SY 2015–16	SY 2016–17 (Post-Grant)
	African American		61.59%	65.43%	69.27%	73.11%	76.95%	80.79%
	Hispanic/Latino		66.38%	69.74%	73.10%	76.47%	79.83%	83.19%
	White		83.25%	84.92%	86.60%	88.27%	89.95%	91.62%
	Multiracial		N/A	N/A	N/A	N/A	N/A	N/A
	Hawaiian		N/A	N/A	N/A	N/A	N/A	N/A
	Asian American		71.74%	74.57%	77.39%	80.22%	83.04%	85.87%
	American Indian		N/A	N/A	N/A	N/A	N/A	N/A
	Low-Income		63.45%	67.11%	70.76%	74.42%	78.07%	81.73%
	Special Education		34.68%	41.21%	46.67%	53.33%	60.00%	66.67%
	English Learners		33.33%	40.00%	46.67%	53.33%	60.00%	66.67%
Grade 3 Math	OVERALL		78.16%	80.34%	82.53%	84.71%	86.90%	89.08%
	African American		65.62%	69.06%	72.50%	75.94%	79.37%	82.81%
	Hispanic/Latino		72.96%	75.67%	78.37%	81.08%	83.78%	86.48%

(A)(4)(a) Performance on summative assessments (proficiency status and growth)

Summative assessments being used (e.g., name of ESEA assessment or end-of-course test):
DCAS. (*For more details about the Delaware Comprehensive Assessment System, see Appendix A-360*).

Methodology for determining status (e.g., percent proficient and above):
Percent proficient and above

Methodology for determining growth (e.g., value-added, mean growth percentile, change in achievement levels):
Change in achievement levels

Targets were set to reduce the proportion of students who did not meet proficiency standards by 50% by SY 2016–17. This methodology reflects the ESEA waiver target methodology but is more aggressive due to the higher baselines.

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010–11 (optional)	SY 2011–12	SY 2012–13	SY 2013–14	SY 2014–15	SY 2015–16	SY 2016–17 (Post-Grant)
	White		88.36%	89.52%	90.69%	91.85%	93.02%	94.18%
	Multiracial		80.49%	82.44%	84.39%	86.34%	88.29%	90.25%
	Hawaiian		N/A	N/A	N/A	N/A	N/A	N/A
	Asian American		84.74%	86.27%	87.79%	89.32%	90.85%	92.37%
	American Indian		N/A	N/A	N/A	N/A	N/A	N/A
	Low-Income		72.50%	75.25%	78.00%	80.75%	83.50%	86.25%
	Special Education		47.82%	53.04%	58.26%	63.48%	68.69%	73.91%
	English Learners		58.02%	62.22%	66.42%	70.61%	74.81%	79.01%
Grade 4 Math	OVERALL		81.09%	82.98%	84.87%	86.76%	88.65%	90.55%
	African American		66.75%	70.08%	73.40%	76.73%	80.05%	83.38%
	Hispanic/Latino		80.90%	82.81%	84.72%	86.63%	88.54%	90.45%
	White		90.18%	91.17%	92.15%	93.13%	94.11%	95.09%
	Multiracial		91.67%	92.50%	93.34%	94.17%	95.00%	95.84%

(A)(4)(a) Performance on summative assessments (proficiency status and growth)

Summative assessments being used (e.g., name of ESEA assessment or end-of-course test):
DCAS. (*For more details about the Delaware Comprehensive Assessment System, see Appendix A-360*).

Methodology for determining status (e.g., percent proficient and above):
Percent proficient and above

Methodology for determining growth (e.g., value-added, mean growth percentile, change in achievement levels):
Change in achievement levels

Targets were set to reduce the proportion of students who did not meet proficiency standards by 50% by SY 2016–17. This methodology reflects the ESEA waiver target methodology but is more aggressive due to the higher baselines.

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010–11 (optional)	SY 2011–12	SY 2012–13	SY 2013–14	SY 2014–15	SY 2015–16	SY 2016–17 (Post-Grant)
	Hawaiian		N/A	N/A	N/A	N/A	N/A	N/A
	Asian American		92.00%	92.80%	93.60%	94.40%	95.20%	96.00%
	American Indian		95.00%	95.50%	96.00%	96.50%	97.00%	97.50%
	Low-Income		76.49%	78.84%	81.19%	83.54%	85.89%	88.24%
	Special Education		74.67%	77.21%	79.74%	82.27%	84.80%	87.34%
	English Learners		56.60%	60.94%	65.28%	69.62%	73.96%	78.30%
Grade 5 Math	OVERALL		77.82%	80.04%	82.26%	84.48%	86.69%	88.91%
	African American		63.42%	67.08%	70.73%	74.39%	78.05%	81.71%
	Hispanic/Latino		77.02%	79.32%	81.61%	83.91%	86.21%	88.51%
	White		86.45%	87.80%	89.16%	90.51%	91.87%	93.22%
	Multiracial		86.96%	88.26%	89.57%	90.87%	92.17%	93.48%
	Hawaiian		N/A	N/A	N/A	N/A	N/A	N/A
	Asian American		93.10%	93.79%	94.48%	95.17%	95.86%	96.55%

(A)(4)(a) Performance on summative assessments (proficiency status and growth)

Summative assessments being used (e.g., name of ESEA assessment or end-of-course test):
DCAS. (*For more details about the Delaware Comprehensive Assessment System, see Appendix A-360*).

Methodology for determining status (e.g., percent proficient and above):
Percent proficient and above

Methodology for determining growth (e.g., value-added, mean growth percentile, change in achievement levels):
Change in achievement levels

Targets were set to reduce the proportion of students who did not meet proficiency standards by 50% by SY 2016–17. This methodology reflects the ESEA waiver target methodology but is more aggressive due to the higher baselines.

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010–11 (optional)	SY 2011–12	SY 2012–13	SY 2013–14	SY 2014–15	SY 2015–16	SY 2016–17 (Post-Grant)
	American Indian		N/A	N/A	N/A	N/A	N/A	N/A
	Low-Income		72.12%	74.91%	77.69%	80.48%	83.27%	86.06%
	Special Education		72.90%	75.61%	78.32%	81.03%	83.74%	86.45%
	English Learners		55.06%	59.55%	64.05%	68.54%	73.04%	77.53%
Grade 6 Math	OVERALL		70.14	73.12%	76.11%	79.10	82.08	85.07
	African American		51.39%	56.25%	61.11%	65.97%	70.83%	75.69%
	Hispanic/Latino		73.61%	76.25%	78.89%	81.53%	84.17%	86.81%
	White		80.71%	82.64%	84.57%	86.50%	88.43%	90.36%
	Multiracial		85.19%	86.67%	88.15%	89.63%	91.11%	92.60%
	Hawaiian		N/A	N/A	N/A	N/A	N/A	N/A
	Asian American		90.54%	91.49%	92.43%	93.38%	94.32%	95.27%
	American Indian		N/A	N/A	N/A	N/A	N/A	N/A
	Low-Income		61.00%	64.90%	68.80%	72.70%	76.60%	80.50%

(A)(4)(a) Performance on summative assessments (proficiency status and growth)

Summative assessments being used (e.g., name of ESEA assessment or end-of-course test):
DCAS. (*For more details about the Delaware Comprehensive Assessment System, see Appendix A-360*).

Methodology for determining status (e.g., percent proficient and above):
Percent proficient and above

Methodology for determining growth (e.g., value-added, mean growth percentile, change in achievement levels):
Change in achievement levels

Targets were set to reduce the proportion of students who did not meet proficiency standards by 50% by SY 2016–17. This methodology reflects the ESEA waiver target methodology but is more aggressive due to the higher baselines.

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010–11 (optional)	SY 2011–12	SY 2012–13	SY 2013–14	SY 2014–15	SY 2015–16	SY 2016–17 (Post-Grant)
	Special Education		27.60%	34.84%	42.08%	49.32%	56.56%	63.80%
	English Learners		37.50%	43.75%	50.00%	56.25%	62.50%	68.75%
Grade 7 Math	OVERALL		71.56%	74.41%	77.25%	80.10%	82.94%	85.78%
	African American		55.54%	59.99%	64.43%	68.88%	73.33%	77.77%
	Hispanic/Latino		73.21%	75.89%	78.57%	81.53%	84.17%	86.81%
	White		81.38%	83.25%	85.11%	86.97%	88.83%	90.69%
	Multiracial		87.50%	88.75%	90.00%	91.25%	92.50%	93.75%
	Hawaiian		N/A	N/A	N/A	N/A	N/A	N/A
	Asian American		80.00%	82.00%	84.00%	86.00%	88.00%	90.00%
	American Indian		N/A	N/A	N/A	N/A	N/A	N/A
	Low-Income		64.62%	68.16%	71.70%	75.24%	78.77%	82.31%
	Special Education		23.43%	31.09%	38.75%	46.40%	54.06%	61.72%
	English Learners		33.33%	40.00%	46.66%	53.33%	60.00%	66.67%

(A)(4)(a) Performance on summative assessments (proficiency status and growth)

Summative assessments being used (e.g., name of ESEA assessment or end-of-course test):
DCAS. (*For more details about the Delaware Comprehensive Assessment System, see Appendix A-360*).

Methodology for determining status (e.g., percent proficient and above):
Percent proficient and above

Methodology for determining growth (e.g., value-added, mean growth percentile, change in achievement levels):
Change in achievement levels

Targets were set to reduce the proportion of students who did not meet proficiency standards by 50% by SY 2016–17. This methodology reflects the ESEA waiver target methodology but is more aggressive due to the higher baselines.

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010–11 (optional)	SY 2011–12	SY 2012–13	SY 2013–14	SY 2014–15	SY 2015–16	SY 2016–17 (Post-Grant)
Grade 8 Math	OVERALL		71.02%	73.92%	76.82%	79.72%	82.61%	85.51%
	African American		54.53%	59.08%	63.63%	68.17%	72.72%	77.27%
	Hispanic/Latino		67.59%	70.83%	74.07%	77.31%	80.55%	83.79%
	White		82.99%	84.70%	86.40%	88.10%	89.80%	91.50%
	Multiracial		88.46%	89.61%	90.77%	91.92%	93.08%	94.23%
	Hawaiian		N/A	N/A	N/A	N/A	N/A	N/A
	Asian American		91.81%	92.63%	93.45%	94.26%	95.08%	95.90%
	American Indian		N/A	N/A	N/A	N/A	N/A	N/A
	Low-Income		63.25%	66.92%	70.60%	74.27%	77.95%	81.62%
	Special Education		28.57%	35.71%	42.86%	50.00%	57.14%	64.28%
	English Learners		28.17%	35.35%	42.54%	49.72%	56.90%	64.09%
Grade 9 Math	OVERALL		73.31%	75.98%	78.38%	81.08%	83.78%	86.49%
	African American		64.96%	68.46%	71.97%	75.47%	78.97%	82.48%

(A)(4)(a) Performance on summative assessments (proficiency status and growth)

Summative assessments being used (e.g., name of ESEA assessment or end-of-course test):
DCAS. (*For more details about the Delaware Comprehensive Assessment System, see Appendix A-360*).

Methodology for determining status (e.g., percent proficient and above):
Percent proficient and above

Methodology for determining growth (e.g., value-added, mean growth percentile, change in achievement levels):
Change in achievement levels

Targets were set to reduce the proportion of students who did not meet proficiency standards by 50% by SY 2016–17. This methodology reflects the ESEA waiver target methodology but is more aggressive due to the higher baselines.

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010–11 (optional)	SY 2011–12	SY 2012–13	SY 2013–14	SY 2014–15	SY 2015–16	SY 2016–17 (Post-Grant)
	Hispanic/Latino		74.10%	70.83%	74.07%	77.31%	80.55%	83.79%
	White		80.59%	82.53%	84.47%	86.41%	88.36%	90.30%
	Multiracial		N/A	N/A	N/A	N/A	N/A	N/A
	Hawaiian		N/A	N/A	N/A	N/A	N/A	N/A
	Asian American		80.36%	82.32%	84.29%	86.25%	88.22%	90.18%
	American Indian		N/A	N/A	N/A	N/A	N/A	N/A
	Low-Income		66.72%%	70.05%	73.38%	76.70%	80.03%	83.36%
	Special Education		38.93%	45.04%	51.14%	57.25%	63.36%	69.47%
	English Learners		40.57%	46.51%	52.45%	58.40%	64.34%	70.28%
Grade 10 Math	OVERALL		72.97%	75.68%	78.38%	81.08%	83.78%	84.49%
	African American		60.97%	64.87%	68.78%	72.68%	76.58%	80.49%
	Hispanic/Latino		72.75%	75.48%	78.20%	80.93%	83.65%	86.38%
	White		81.36%	83.22%	85.09%	86.95%	88.82%	90.68%

(A)(4)(a) Performance on summative assessments (proficiency status and growth)

Summative assessments being used (e.g., name of ESEA assessment or end-of-course test):
DCAS. (*For more details about the Delaware Comprehensive Assessment System, see Appendix A-360*).

Methodology for determining status (e.g., percent proficient and above):
Percent proficient and above

Methodology for determining growth (e.g., value-added, mean growth percentile, change in achievement levels):
Change in achievement levels

Targets were set to reduce the proportion of students who did not meet proficiency standards by 50% by SY 2016–17. This methodology reflects the ESEA waiver target methodology but is more aggressive due to the higher baselines.

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010–11 (optional)	SY 2011–12	SY 2012–13	SY 2013–14	SY 2014–15	SY 2015–16	SY 2016–17 (Post-Grant)
	Multiracial		N/A	N/A	N/A	N/A	N/A	N/A
	Hawaiian		N/A	N/A	N/A	N/A	N/A	N/A
	Asian American		87.50%	88.75%	90.00%	91.25%	92.50%	93.75%
	American Indian		N/A	N/A	N/A	N/A	N/A	N/A
	Low-Income		64.79%	68.32%	71.84%	75.36%	78.88%	82.40%
	Special Education		39.32%	45.38%	51.45%	57.52%	63.59%	69.66%
	English Learners		53.33%	58.00%	62.67%	67.33%	72.00%	76.67%

(A)(4)(b) Decreasing achievement gaps (as defined in this notice)

Specific methodology for determining achievement gap (as defined in this notice):
Differences in DCAS percent proficient between subgroup and comparison group.

Targets are related to performance targets set in (A)(4)(a).

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010–11 (optional)	SY 2011–12	SY 2012–13	SY 2013–14	SY 2014–15	SY 2015–16	SY 2016–17 (Post-Grant)
Grade 3 ELA	*White and African American*		22.19%	19.97%	17.75%	15.53%	13.31%	11.10%
	White and Hispanic/Latino		15.86%	14.27%	12.69%	11.10%	9.52%	7.93%
	Low-Income and Not Low-Income		15.23%	13.71%	12.19%	10.66%	9.14%	7.62%
	Special Education and Regular Education		43.41%	39.07%	34.73%	30.39%	26.05%	21.71%
	English Learners and Non-English Learners		29.58%	26.62%	23.66%	20.70%	17.75%	14.79%
Grade 4 ELA	*White and African American*		21.26%	19.13%	17.01%	14.88%	12.76%	10.63%
	White and Hispanic/Latino		15.41%	13.87%	12.33%	10.79%	9.25%	7.71%
	Low-Income and Not Low-Income		16.38%	14.74%	13.10%	11.46%	9.83%	8.19%
	Special Education and Regular Education		36.11%	32.50%	28.89%	25.27%	21.66%	18.05%
	English Learners and Non-English Learners		51.39%	46.25%	41.11%	35.97%	30.83%	25.69%
Grade 5 ELA	*White and African American*		16.47%	14.82%	13.17%	11.53%	9.88%	8.23%
	White and Hispanic/Latino		16.16%	14.55%	12.93%	11.31%	9.70%	8.08%
	Low-Income and Not Low-Income		14.72%	13.25%	11.78%	10.31%	8.83%	7.36%

	Special Education and Regular Education		47.45%	42.70%	37.96%	33.21%	28.47%	23.72%
	English Learners and Non-English Learners		50.15%	45.14%	40.12%	35.11%	30.09%	25.08%
Grade 6 ELA	*White and African American*		25.31%	22.78%	20.25%	17.72%	15.19%	12.66%
	White and Hispanic/Latino		14.69%	13.22%	11.75%	10.28%	8.81%	7.34%
	Low-Income and Not Low-Income		19.80%	17.82%	15.84%	13.86%	11.88%	9.90%
	Special Education and Regular Education		50.62%	45.56%	40.50%	35.44%	30.37%	25.31%
	English Learners and Non-English Learners		59.34%	53.40%	47.47%	41.54%	35.60%	29.67%
Grade 7 ELA	*White and African American*		24.19%	21.77%	19.35%	16.93%	14.51%	12.09%
	White and Hispanic/Latino		15.16%	13.64%	12.13%	10.61%	9.10%	7.58%
	Low-Income and Not Low-Income		18.29%	16.46%	14.64%	12.81%	10.98%	9.15%
	Special Education and Regular Education		55.25%	49.73%	44.20%	38.68%	33.15%	27.63%
	English Learners and Non-English Learners		54.33%	48.89%	43.46%	38.03%	32.60%	27.16%
Grade 8 ELA	*White and African American*		24.26%	21.84%	19.41%	16.98%	14.56%	12.13%
	White and Hispanic/Latino		20.42%	18.38%	16.34%	14.30%	12.25%	10.21%
	Low-Income and Not Low-Income		22.51%	20.26%	18.01%	15.76%	13.51%	11.26%
	Special Education and Regular Education		49.42%	44.48%	39.54%	34.60%	29.65%	24.71%
	English Learners and Non-English Learners		53.27%	47.95%	42.62%	37.29%	31.96%	26.64%
Grade 9 ELA	*White and African American*		18.60%	16.74%	14.88%	13.02%	11.16%	9.30%
	White and Hispanic/Latino		16.90%	15.21%	13.52%	11.83%	10.14%	8.45%

	Low-Income and Not Low-Income		17.0%	15.30%	13.60%	11.90%	10.20%	8.50%
	Special Education and Regular Education		48.25%	43.42%	38.60%	33.77%	28.95%	24.12%
	English Learners and Non-English Learners		40.83%	36.74%	32.66%	28.58%	24.50%	20.41%
Grade 10 ELA	*White and African American*		21.66%	19.49%	17.33%	15.16%	13.00%	10.83%
	White and Hispanic/Latino		16.87%	15.18%	13.49%	11.81%	10.12%	8.43%
	Low-Income and Not Low-Income		19.29%	17.36%	15.43%	13.50%	11.57%	9.65%
	Special Education and Regular Education		43.42%	39.08%	34.73%	30.39%	26.05%	21.71%
	English Learners and Non-English Learners		40.55%	36.50%	32.44%	28.39%	24.33%	20.28%
Grade 3 Math	*White and African American*		22.74%	20.46%	18.19%	15.92%	13.64%	11.37%
	White and Hispanic/Latino		15.40%	13.86%	12.32%	10.78%	9.24%	7.70%
	Low-Income and Not Low-Income		14.61%	13.15%	11.69%	10.23%	8.77%	7.31%
	Special Education and Regular Education		34.17%	30.75%	27.34%	23.92%	20.50%	17.08%
	English Learners and Non-English Learners		22.10%	19.89%	17.68%	15.47%	13.26%	11.05%
Grade 4 Math	*White and African American*		23.43%	21.09%	18.75%	16.40%	14.06%	11.72%
	White and Hispanic/Latino		9.28%	8.35%	7.42%	6.50%	5.57%	4.64%
	Low-Income and Not Low-Income		11.98%	10.78%	9.59%	8.39%	7.19%	5.99%
	Special Education and Regular Education		11.28%	10.15%	9.02%	7.89%	6.77%	5.64%
	English Learners and Non-English Learners		25.65%	23.08%	20.52%	17.95%	15.39%	12.82%
Grade 5 Math	*White and African American*		23.03%	20.73%	18.43%	16.12%	13.82%	11.52%

	White and Hispanic/Latino		9.43%	8.49%	7.55%	6.60%	5.66%	4.72%
	Low-Income and Not Low-Income		14.48%	13.03%	11.59%	10.14%	8.69%	7.24%
	Special Education and Regular Education		11.55%	10.40%	9.24%	8.09%	6.93%	5.78%
	English Learners and Non-English Learners		23.69%	21.32%	18.95%	16.58%	14.21%	11.84%
Grade 6 Math	*White and African American*		29.33%	26.40%	23.46%	20.53%	17.60%	14.66%
	White and Hispanic/Latino		7.10%	6.39%	5.68%	4.97%	4.26%	3.55%
	Low-Income and Not Low-Income		23.14%	20.82%	18.51%	16.20%	13.88%	11.57%
	Special Education and Regular Education		49.07%	44.17%	39.26%	34.35%	29.44%	24.54%
	English Learners and Non-English Learners		33.44%	30.10%	26.75%	23.41%	20.06%	16.72%
Grade 7 Math	*White and African American*		25.84%	23.26%	20.67%	18.09%	15.50%	12.92%
	White and Hispanic/Latino		8.17%	7.36%	6.54%	5.72%	4.90%	4.09%
	Low-Income and Not Low-Income		16.66%	14.99%	13.33%	11.66%	9.99%	8.33%
	Special Education and Regular Education		55.36%	49.82%	44.29%	38.75%	33.22%	27.68%
	English Learners and Non-English Learners		39.54%	35.58%	31.63%	27.68%	23.72%	19.77%
Grade 8 Math	*White and African American*		28.46%	25.61%	22.77%	19.92%	17.08%	14.23%
	White and Hispanic/Latino		15.41%	13.87%	12.33%	10.79%	9.25%	7.70%
	Low-Income and Not Low-Income		17.92%	16.13%	14.34%	12.55%	10.75%	8.96%
	Special Education and Regular Education		48.76%	43.89%	39.01%	34.14%	29.26%	24.38%
	English Learners and Non-English Learners		44.20%	39.78%	35.36%	30.94%	26.52%	22.10%

Grade 9 Math	*White and African American*		15.63%	14.07%	12.51%	10.94%	9.38%	7.82%
	White and Hispanic/Latino		6.49%	5.84%	5.19%	4.54%	3.89%	3.24%
	Low-Income and Not Low-Income		15.42%	13.88%	12.34%	10.80%	9.25%	7.71%
	Special Education and Regular Education		39.58%	35.62%	31.67%	27.71%	23.75%	19.79%
	English Learners and Non-English Learners		33.89%	30.50%	27.11%	23.72%	20.33%	16.94%
Grade 10 Math	*White and African American*		20.39%	18.35%	16.31%	14.27%	12.23%	10.19%
	White and Hispanic/Latino		8.61%	7.74%	6.88%	6.02%	5.16%	4.30%
	Low-Income and Not Low-Income		16.75%	15.08%	13.40%	11.73%	10.05%	8.38%
	Special Education and Regular Education		38.32%	34.49%	30.66%	26.82%	22.99%	19.16%
	English Learners and Non-English Learners		20.39%	18.35%	16.31%	14.27%	12.23%	10.19%

(A)(4)(c) Graduation rates (as defined in this notice)
Graduation rates are based on ESEA-adjusted calculations.

Targets were set to reflect a 50% reduction in the proportion of students who do not graduate by SY 2016–17, based on the SY 2010–11 baseline (chosen because graduation rates for SY 2011–12 are not yet available due to the way graduation rates are calculated).

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010–11 (optional)	SY 2011–12	SY 2012–13	SY 2013–14	SY 2014–15	SY 2015–16	SY 2016–17 (Post-Grant)
High school graduation rate	OVERALL	81.48%	83.03%	84.57%	86.11%	87.65%	89.20%	90.74%
	African American	79.71%	81.40%	83.09%	84.79%	86.48%	88.17%	89.86%
	Hispanic/Latino	77.42%	79.30%	81.18%	83.07%	84.95%	86.83%	88.71%

	White	83.05%	84.46%	85.88%	87.29%	88.70%	90.11%	91.53%
	Multiracial	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Hawaiian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Asian American	96.92%	97.18%	97.43%	97.69%	97.95%	98.20%	98.46%
	American Indian	72.73%	75.00%	77.27%	79.55%	81.82%	84.09%	86.36%
	Low-Income	77.52%	79.39%	81.27%	83.14%	85.01%	86.89%	88.76%
	Special Education	64.40%	67.37%	70.34%	73.30%	76.27%	79.24%	82.20%
	English Learners	69.73%	72.25%	74.77%	77.30%	79.82%	82.34%	84.86%

(A)(4)(d) College enrollment (as defined in this notice) rates

NOTE: College enrollment should be calculated as the ratio between college-enrolled students and their graduating cohort. For example, for SY 2010–11, the applicant should report college enrollment (as defined in this notice) as a percentage, to be calculated as follows:

- (College enrollment SY 2010–11) = Number of SY 2008–09 graduates enrolled in a higher education institution during the 16 months after graduation
- (college enrollment rate) = (college enrollment SY 2010–11) ÷ (cohort population, e.g., total number of SY 2008–09 graduates) * 100

Targets were set based on Delaware RTTT commitments and expanded upon. Delaware's RTTT application set overall student college enrollment rate targets at 70% by 2014, which applies to the class of 2014 and is detailed below as SY 2015–16. The State did not specify subgroup targets, so we extrapolated the rate we would need to grow to meet these targets to all subgroups. To do this, we looked at the rate the state target set for reducing the proportion of students not enrolling in college and applied that to all subgroups. For targets beyond the class of 2014 (SY 2015–16), targets were set to reduce the proportion of students not enrolled in college by an additional third, applied to all subgroups, for the class of 2017 (SY 2016–17; beyond the grant).

Note that this does not apply for special education and English Language Learner (ELL) student subgroups. Targets were set for these groups based on analysis of current baseline and progress against RTTT targets. With the original RTTT targets, the plans for preparing these two subgroups for college and careers were important components. To date, BRINC districts have made some, but not enough, progress in building a culture of college-going for students in these two subgroups. For the graduating classes of 2012 and 2013, BRINC projects its growth in special education and ELL students enrolling in higher education will increase by 5 percentage points each year. As a part of BRINC's strategy to start earlier with personalized learning supports to these two

subgroups, the Consortium believes that by 2014, districts will see increasing gains in college enrollment for their special education and ELL students. In 2014, the percentage of college-enrolling students will increase by 6 points, in 2015 and 2016 by 7 points, and by 2017, by 8 points.

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010–11 (optional)	SY 2011–12	SY 2012–13	SY 2013–14	SY 2014–15	SY 2015–16	SY 2016–17 (Post-Grant)
-College enrollment rate	OVERALL		54.00%	57.96%	61.96%	65.97%	69.97%	73.31%
	African American		54.36%	58.33%	62.3%	66.27%	70.24%	73.54%
	Hispanic/Latino		38.58%	43.92%	49.26%	54.60%	59.95%	64.40%
	White		55.33%	59.22%	63.10%	66.98%	70.87%	74.11%
	Multiracial		N/A	N/A	N/A	N/A	N/A	N/A
	Hawaiian		N/A	N/A	N/A	N/A	N/A	N/A
	Asian American		68.79%	71.51%	74.22%	76.93%	79.65%	81.91%
	American Indian		61.08%	64.46%	67.85%	71.23%	74.62%	77.44%
	Low-Income		46.88%	51.50%	56.12%	60.74%	65.36%	69.21%
	Special Education		5.09%	10.09%	15.09%	20.09%	26.09%	33.09%
	English Learners		21.38%	26.38%	31.38%	36.38%	42.38%	49.38%

(A)(4) Evidence

- Details about the Delaware Comprehensive Assessment System – Appendix A-360

SECTION B: Prior Record of Success and Conditions for Reform

(B)(1) Demonstrating a Clear Track Record of Success

If any state has the successful conditions for a consortium of districts to dramatically improve student achievement through the implementation of PLEs, it is Delaware. Delaware has a history of beating the odds: it was one of only two states to win the initial RTTT application and then won the Early Learning Challenge grant. As a result, the Consortium has a strong foundation to build upon: statewide SAT testing for all high school students to build a college and career-readiness culture, sophisticated data systems to evaluate and improve decision making at all levels (including one acclaimed as a national leader), and a history of statewide student improvement both on our state test and the National Assessment of Education Progress (NAEP).

Where Delaware has been a national leader in this work, Consortium districts have been leaders in the State. Over the past four years, these districts have advanced student achievement and increased equity in teaching and learning (*For a history of achievement results within the Consortium, see Appendix B-1*). Each district has implemented programming designed to increase the achievement of all students while accelerating the achievement of identified subgroups at a disproportional rate to close and eliminate existing achievement gaps. One of the Consortium's strengths is its participation in the State RTTT initiatives. Each core content teacher in the member districts has been trained to use data to drive instruction through the State's Data Coach Program, each school has provided opportunities to build teacher leadership skills through participation in DCAS and DPAS II development, and all 11th grade students participated in the School Day SAT program. An additional strength is using LFS in each classroom, providing students with supports to accelerate learning and teachers with a common language and structure for aligning the curriculum to the CCSS. These districts have laid the groundwork for the plans proposed in this application, focusing on personalized learning and college- and career-readiness.

To provide an overview of the innovative changes and improvements occurring in each district to improve student outcomes, what follows is a high-level summary of the needs addressed and major investments made within their RTTT plans.

<u>Brandywine School District</u>

Needs identified and addressed through RTTT: Improve standards-based instruction, fidelity to the curriculum, instructional delivery, professional development, and accountability.

Major initiatives and investments:

1. Adopt and align math and ELA curriculum and programming to the CCSS;
2. Adopt Singapore Math, an international curriculum that emphasizes problem solving;
3. Implement LFS, providing the framework and monitoring protocol of research-based best practices in every classroom, every day;
4. Increase the number of students taking higher-level courses such as Advanced Placement (AP) and the number of students ready for college and/or career upon graduation;
5. Expand PSAT testing down through 9th grade and the tracking of AP Potential data; and
6. 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.

Colonial School District

Needs identified and addressed through RTTT: Better prepare students for college or careers, particularly minority, low-income and special education students; increase rigor in coursework at elementary through high school levels; improve kindergarten readiness; and improve student enrollment and success at William Penn High School.

Major initiatives and investments:

1. Increase collaborative teacher planning time and data analysis to improve core instruction and identify students who need additional support, and expand Response to Intervention (RTI) process to all schools;
2. Offer high-quality professional development to improve teachers' deep content knowledge and coaching provided by curriculum supervisors and district- and school-based coaches supporting all major district initiatives;
3. Expand the LFS framework for planning and delivering high impact strategies in all grades;
4. Embrace the school-within-a-school model at William Penn High School, with a redesign of programs and curriculum to increase rigor and relevance; incorporate literacy across content areas; develop business partnerships aligned with new courses of study such as Penn Farm to offer real-world experiences; create an additional advisory period to provide peer mentoring, advising, enrichment, and RTI; and increase AP and dual enrollment opportunities;

5. Develop after-school support and summer academies to help students succeed in expanded advanced courses;
6. Enhance and expand the preschool program; and
7. Improve recruiting, screening, hiring, mentoring, and placement policies for all teachers and leaders.

Indian River School District

Needs identified and addressed through RTTT: The top two subgroups in need of targeted supports are special education students—for performance in reading at all grade levels and math at secondary grade levels—and low-income students—for performance in reading and math at secondary grade levels.

Major initiatives and investments:

1. Increase the number of AP programs, the number of students in AP, and the number of students taking and passing AP exams; provide incentives to students who earn qualifying scores on AP tests;
2. Support students taking advanced coursework via in-school assistance and after-school support sessions, including summer programming;
3. Establish Advancement Via Individual Determination (AVID) programs at Millsboro Middle, Georgetown Middle, and Sussex Central High;
4. Develop an International Baccalaureate (IB) Program at Sussex Central High for implementation in fall 2013;
5. Create a STEM Program (based on Project Lead the Way) at Indian River High; its feeder, Selbyville Middle, is implementing pre-STEM coursework to facilitate student success at the high school;
6. Expand career medical pathways to enhance employment opportunities for graduates;
7. Develop teacher leadership roles through LFS certification, SMART certification, Administrative Development Program, Vision Network, and School Administration Manager (SAM) Project; and
8. Place teacher-leaders in the lowest-performing schools to serve as instructional coaches for reading and math.

New Castle County Vocational Technical School District

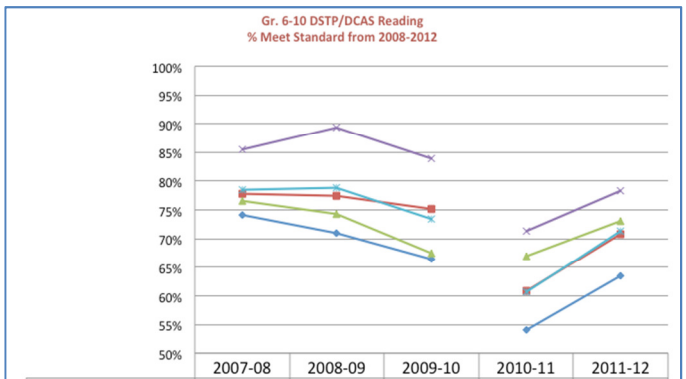
Needs identified and addressed through RTTT: Reading and math achievement, achievement

gaps for special education and African American students, CTE outcomes, and integration of career technical and academic courses.

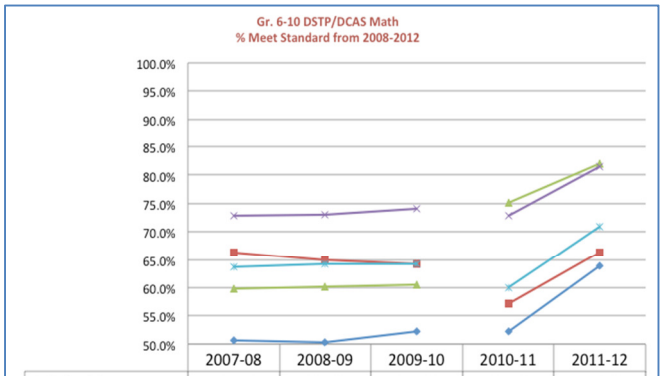
Major initiatives and investments:

1. Be the first two schools (Howard and Delcastle) in the State to implement "Project Lead the Way" biomedical courses, which will be infused into Nurse Tech programs;
2. Expand Twilight program to help students make up courses so they can graduate on time;
3. Offer online Apex coursework to better prepare students for college;
4. Offer High Schools That Work (HSTW) training through a partnership with the Southern Regional Education Board (SREB) to initiate CTE and academic integration aligned with the CCSS;
5. Purchase, administer, and analyze the results of Armed Services Vocational Aptitude Battery (ASVAB), National Occupational Competency Testing Institute (NOCTI), National Center for Construction Education and Research (NCCER), and other commercial CTE performance assessments; and
6. Create new teacher pipelines and career pathways, including the STEM teacher residency and Teach for America.

After two years of RTTT implementation, the Consortium is well versed in what it takes to turn a plan for reform into a reality and achieve measurable results. At the end of SY 2011–12, more students were proficient in reading and math across the Consortium districts. (*For the end-of-year state assessments dashboard for each district, see Appendix A-332).* This success was the result of high-quality implementation by each district, which is also captured in the graphs.



	2007-08	2008-09	2009-10	2010-11	2011-12
Colonial	74.2%	71.0%	66.4%	54.0%	63.4%
Brandwyine	77.8%	77.5%	75.2%	60.8%	70.8%
New Castle Vo-Tech	76.6%	74.3%	67.5%	66.9%	73.1%
Indian River	85.5%	89.3%	84.0%	71.3%	78.4%
Delaware	78.5%	78.9%	73.4%	60.7%	71.4%



	2007-08	2008-09	2009-10	2010-11	2011-12
Colonial	50.7%	50.3%	52.2%	52.3%	63.8%
Brandwyine	66.4%	64.9%	64.2%	57.1%	66.4%
New Castle Vo-Tech	59.8%	60.1%	60.6%	75.1%	82.1%
Indian River	72.8%	73.1%	74.1%	72.8%	81.5%
Delaware	63.6%	64.2%	64.2%	60.1%	71.0%

(B)(1) Evidence

- A history of achievement results within the Consortium – Appendix B-1
- End-of-year state assessment dashboard for each district – Appendix A-332

(B)(2) Increasing Transparency in LEA Processes, Practices, and Investments *(5 points)*

Each member of the Consortium is committed to transparency in its processes, practices, and investments. Currently, the Consortium collects required data on school-level expenditures for regular K–12 instruction and the public can view these expenditures by visiting the DDOE's website. (*For school-level finances, see Appendix B-10).*

Moreover, districts across the State are working with Lieutenant Governor Matt Denn to develop a community web portal to provide financial information, known as the Standardized Reporting Project. The first part of the project is complete; districts have developed a monthly reporting format to report revenue and expenses as compared to the budget. The Citizen Finance Oversight Committee (CFOC), consisting of residents of the district, reviews the reports before they are submitted to the Board of Education each month for approval, making information publicly available for this group.

The second phase of the Standardized Reporting Project is to provide information to the community at large. School District Business Managers have already met with the Lieutenant Governor to discuss the system's requirements and the specifications have been submitted to the Data Service Center. The projected completion date for the project is January 1, 2013 and once completed, this portal will enable the public to access reports by district and school for each expenditure category (salaries by employee classification, instructional supplies, utilities, fuel, etc.) within its school budget. The portal will also enable users to query the system for the specific district/school/expense category data they are seeking.

(B)(2) Evidence

- School-level finances including average salaries for teachers in each Consortium district from the State's public education website – Appendix B-10

(B)(3) State Context for Implementation

Delaware's regulatory and political climate is conducive to the development and implementation of PLEs. State law allows districts substantial flexibility to structure the learning environment and the manner in which schools deliver instruction to meet students' needs. State

law also allows districts flexibility in implementing alternative and more rigorous approaches to advancement through the curriculum.

Moreover, state leaders, including the Governor, General Assembly, and State Board of Education, have consistently demonstrated strong support for policies that ensure high-quality instruction and are extremely supportive of the Consortium's RTTT–District proposal. (*To view letters of support from Governor, State Board of Education, and Delaware House and Senate Education Committees, see Appendix A-350*). Indeed, the State's record for working collaboratively with the Governor, Delaware State Education Association, school districts, and others on school reform has been heralded nationally.

Flexibility Under State Law and Regulation: Access to Personalized Learning Opportunities

State law provides school districts with substantial latitude to customize the learning environment to meet student needs. For example, with regard to digital learning content, the State allows districts the flexibility to do the following:

- Offer online courses to students (or allow students to take online courses through contracted third-party providers);
- Enroll students in online courses at any point throughout the year;
- Use funding for instructional materials to purchase digital content and systems;
- Approve digital learning providers and content (subject to the requirements that apply to all other content); and
- Set class sizes in online classes according to the needs of students as opposed to imposing an arbitrary limit (potentially freeing up resources for targeted interventions for students in other areas). [Note: State law limits class sizes in grades K–3, but the Consortium's plan does not include elementary students.]

Member districts already take advantage of this flexibility by offering some online courses for credit recovery. However, the Consortium's plan will substantially expand the menu of online courses open to students. In addition, the Consortium will post this approved digital coursework on its website, leading the way for a similar state portal. Finally, the Consortium will require an online course as a graduation requirement beginning with the class of 2017.

Flexibility Under State Law and Regulation: Alternative Approaches to Advancement

Delaware defines "credit" as "the acquisition of skills and knowledge at a satisfactory level as determined by the district and charter school boards through 135 hours (a Carnegie Unit) of actual classroom instruction . . . ." The regulation also enumerates exceptions allowing districts to grant credit for activities outside the classroom, including dual enrollment, community service, work experience, independent study, correspondence courses, and distance-learning courses. (*For the Del. Admin. Code Tit. 14, § 505, see Appendix B-14).*

Again, the member districts are already taking advantage of this flexibility by offering dual enrollment, distance learning, and internships for credit. For example, Colonial has a dual enrollment partnership with Wilmington University. NCCVT offers cooperative employment opportunities for students with local community business partners such as automotive dealerships, health-care offices, and construction trades supply houses. Indian River has a partnership with Delaware Technical and Community College for both an Academic Challenge program that offers college coursework and credit for advanced students and a Foundations of College Math course for struggling students to receive supports to enter college without having to take developmental math. To facilitate more of these opportunities, universities across the State have entered into memorandums of understanding (MOUs) to make dual enrollment and online opportunities easier and more effective. (*For the Credit Exchange Enumeration MOU, see Appendix B-19).* Under the Consortium's plan, member districts will substantially expand the number of dual enrollment and other out-of-school opportunities for which they will award students credit.

In addition, the Consortium will seek, and anticipates that it will receive, a waiver of the regulations requiring specific instructional hours. The waiver will permit the Consortium to implement a program to pilot mastery learning in Year 2. The Consortium plans to expand more broadly in Years 3 and 4.

State Support for Teachers and Policies That Ensure High-Quality Instruction.

Beyond the benefits of the flexibility that Delaware law affords districts to implement changes that support PLEs, state leadership has consistently shown strong support for reform initiatives to improve instruction and accelerate student learning. For example, professional development for teachers was a central focus of the State's winning RTTT application. Specifically, the State invested in online adaptive assessments and online tools plus support from

data coaches that helped districts establish PLCs to analyze student data and identify appropriate interventions. As a result, every teacher in a core content area in Delaware now participates in a 90-minute PLC every week.

The State's leadership has also demonstrated its commitment to student learning by enacting statutes that promote high-quality instruction. For example, Delaware law provides for a robust alternative certification pipeline, which serves to diversify and increase the talent pool. (*For Del. Code § 1260-65, see Appendix B-39*). Once hired, no teacher, administrator, or specialist can receive an effective evaluation rating without demonstrating student growth through multiple measures. (*For Del. Admin. Code, Title 14, § 106A, see Appendix B-53*).

In addition, as part of Delaware's winning RTTT application, the State reiterated its commitment to providing schools and districts with greater financial flexibility. Delaware's commitment to flexible funding was also articulated as one of the six components of the Vision Network, Delaware's plan to provide a world-class education to all public school systems in the State, as well as in Governor Markell's "Blueprint for a Better Delaware." The Governor also asked districts to put forward a proposal for greater flexibility to meet students' needs in 2009, which was provided with leadership from Brandywine.

The Governor and General Assembly have indicated they will strongly consider district-developed proposals to create more conducive funding conditions to enable sustainable, efficient strategies around personalized learning, including more flexible state funding. They are also considering expanding the use of state-funded Student Excellence Equals Degree (SEED) and Inspire higher education scholarships for high school students. SEED and Inspire scholarships are available for all Delaware high school graduates who meet academic and leadership requirements to increase college enrollment and success. Discussions have taken place about allowing the use of these scholarships to pay for dual enrollment opportunities. If that occurs, the State will work with local districts to determine the best strategies for implementation. (*See letters of support from Governor, State Board of Education, and Delaware House and Senate Education Committees, Appendix A-350*).

The Consortium provided the State and the relevant Mayors with 10 business days, October 15 - 26, 2012, to comment on the Consortium's application. All acknowledge having received the draft application in a timely manner but none offered comments other than to express their support for the application. (*For verification of receipt and comments from the State, see*

Appendix B-60. For letters of support from Governor, State Board of Education, and Delaware House and Senate Education Committees, see Appendix A-350).

(B)(3) Evidence

- Letters of support from Governor, State Board of Education, and Delaware House and Senate Education Committees – Appendix A-350
- Del. Admin. Code Tit. 14, § 505– Appendix B-14
- Credit exchange Memorandum of Understanding (MOU) – Appendix B-19
- Del. Code §§ 1260-65 – Appendix B-39
- Del. Admin. Code, Title 14, § 106A – Appendix B-53
- Verification of receipt and comments from the State – Appendix B-60

(B)(4) Stakeholder Engagement and Support

(B)(4)(a) Stakeholder engagement in the development of proposal

Community engagement and support have always been critical success factors for each Consortium district. One great example of this focus and emphasis on community involvement is how the districts have allocated their State RTTT funding. Central to each District RTTT plan were plans to bolster community engagement. Brandywine used a significant portion of its funds to hire a Family and Community Coordinator to provide direct support to schools to promote collaboration and cooperation between the district and the surrounding community. Indian River developed a Parent Center that has been praised for its alignment and support of curricular initiatives, including its focus on hands-on opportunities for STEM engagement. NCCVT formed a committee focused on developing and expanding partnerships with businesses and industry. Colonial created Parent Resource Centers in every school, empowering parents and community members.

Community meetings. Having had success with these initiatives, one of the first things the Consortium agreed upon was the critical importance of having community input and support, and the group immediately began developing strategies to engage students, families, teachers, and administrators. Each district drew upon its experience working with its community and sought the opinion and support of each respective stakeholder group. The purposes of these meetings were twofold: (1) explain PLEs and (2) gather stakeholder feedback about the best way to provide these learning opportunities. This feedback ultimately informed the proposal's content.

Students. As the stakeholder group most directly affected by the plan, students were the first point of contact. Focus groups and conversations were conducted at the middle and high schools across the Consortium, giving students a chance to weigh in on current personalized learning strategies at their schools and share their thoughts on ways this implementation could be strengthened. Students pointed to the isolated technological foundations established within their classrooms but also indicated a need to implement more technological strategies to enhance teaching and learning on an individualized level. Given this realization, the students expressed support for the expanded use of blended learning and personalized instruction (*For Consortium Stakeholder Engagement Matrices, see Appendix B-97).* In each focus group, students showed surprisingly mature insight into the need for student ownership in the learning process.

Part of their insight may be the result of the work underway through the Vision Network. This network of district and charter schools has worked to build student efficacy and ownership of learning goals and styles and to engage students in blended learning and dual enrollment opportunities already offered. The development of Future Links will include student feedback; student perspectives will be sought wherever possible during the implementation of the plan.

Administrators. BRINC sought the opinions and feedback of principals and administrators early in the development process. Building upon existing district-wide meetings superintendents shared information about personalized learning and the opportunities they could seize under this grant, giving principals advance notice of the intent to apply and providing the chance to give feedback. (*For Consortium Stakeholder Engagement Matrices, see Appendix B-97*). Principals agreed that personalized learning has been a successful instructional technique and that they would expand the personalized learning strategies if resources were available to do so. Principal input and support were further developed by enlisting their support in sharing the opportunity with teachers and community members and by reaching out to the Delaware Association of School Administrators (DASA) for a letter of support. (*For DASA Letter of Support, see Appendix B-122).*

Parents. Each member district reached out to parent and community stakeholders offering forums and focus groups, including Parent Advisory Committee and Parent Teacher Association (PTA) presentations and updates. Outreach focused in part on training parents on the concepts behind PLEs, but they also gave parents a chance to ask questions and give feedback on the strategies. Parental perspectives were critical to the development of the plan, and to strengthen

their support, the Consortium reached out to the state and local PTA. Ultimately, BRINC received the PTA's support, and the Consortium is committed to ensuring that parents know the process for supporting students (i.e., the personalized learning teams), understand how to use the cloud-based platform (Future Links), and are familiar with the options that will be offered to their children. (*For PTA Letter of Support, see Appendix B-123).*

BRINC Consortium Advisory Committees. Based on the success of the various outreach efforts and the enthusiasm generated about the proposed plan, the Consortium will quickly move to capitalize on this energy by creating diverse advisory committees. These committees will not only ensure community feedback has a strong voice but also give each stakeholder group a direct say in the Consortium work moving forward. By developing these committees, consisting of parents, teachers, and other community members, each stakeholder group will share responsibility for monitoring progress and making adjustments as needed.

(B)(4)(a)(i) Direct support for the proposal from teachers

Teachers. Ultimately, implementation will come down to teachers' willingness and ability to provide PLEs and instruction to students. Recognizing the importance of teacher input and buy-in, the Consortium created multiple strategies to ensure that teacher input drove the plan. Conversations were carefully planned to broadly represent teachers in the district, with superintendents meeting with local unions, subject-specific teacher focus groups, Teachers of the Year, and entire teaching staffs about the plan. Champions immediately emerged: teachers who already incorporate blended learning and who conduct other personalization strategies such as grouping, acceleration, and data-driven instruction. The RTTT work of PLCs and data coaches and the development of the Education Insight Portal have provided a foundation for teachers to understand the value of personalization and own this agenda.

Additionally, within Colonial, training was provided to teachers on blended learning and PLEs, and principals were enlisted to ensure that all teachers knew what the opportunity was—and later, when the plan began to form, to give feedback and comments. Union representatives served as liaisons between their constituents and the Consortium planning team.

These stakeholders wrote letters of support for BRINC's proposal (See *Appendix B-125*):

- Committee of 100 Business Leaders
- Delaware Association of School Administrators
- Delaware Academy for School Leadership
- Delaware Business Roundtable Education Committee

- Delaware Center for Educational Technology
- Delaware Charter School Network
- Delaware Chief School Officers Association
- Delaware Department of Education
- Delaware Department of Technology and Information
- Delaware Foundation for Science and Math Education
- Delaware House and Senate Education Committees
- Delaware P-20 Council
- Delaware State Board of Education
- Delaware State Chamber of Commerce
- Delaware State Education Association
- Delaware State Parent Teacher Association
- Delaware State University
- Delaware STEM Council
- Delaware Technical Community College
- Delaware US Congressional Delegation
- Governor Jack Markell
- Mayor Gordon Wood of the Town of Ocean View
- Metropolitan Wilmington Urban League
- New Castle County Council
- New Castle County Executive Office
- NCCVT Parent Advisory Committee
- Rodel Foundation of Delaware
- University of Delaware
- United Way of Delaware
- Vision Network
- Wilmington University

(B)(4) Evidence

- Matrix of stakeholder engagement activities for each district – Appendix B-97
- Letter of support from Delaware Association of School Administrators – Appendix B-122
- Letter of support from PTA – Appendix B-123
- Collection of all letters of support - Appendix B-125

(B)(5) Analysis of Needs and Gaps (5 points)

The Consortium will assess its current needs and gaps in implementing PLEs in two phases: (1) a high-level needs assessment of the primary strengths and weaknesses of each member district and (2) a more detailed analysis of the needs of each participating school. Each member district has completed the first phase of the needs assessment. *(For Needs Assessment Results, see Appendix B-172).* In the winter of 2012–13, the Consortium will undertake a more detailed analysis of the needs of each participating school to ensure that RTTT funds are allocated where they are most effective and most needed.

The results of the district-level needs assessment indicate that there is a high level of readiness among the member districts to implement PLEs. Each district is already experiencing success implementing elements of personalized learning. However, they lack are the systems and

resources necessary to ramp up implementation district-wide. Acting as a Consortium with the support of the federal District RTTT grant, these districts have the leadership, culture, skills, experience, and state and local support necessary to implement PLEs Consortium-wide.

The district-level needs assessment addressed member districts strengths and challenges across six areas: Technology & Infrastructure; Use of Time for Students & Teachers; Digital Content Usage; Use of Data; High-Quality Instructional Strategies and Leadership & Culture. Member districts separately assessed their policies and procedures to identify necessary changes. Based on this initial high-level assessment, member districts are strong in the following areas:

- Time for collaboration in PLCs;
- Use of data to drive instruction;
- Use of high-quality instructional strategies to personalize instruction based on need; and
- Strong leadership, committed to developing and implementing PLEs.

Areas in which member districts have the greatest challenge include the following:

- Technology: Access to the Internet and hardware for use in the classroom varies within and across districts;
- Resources to develop content and oversee effective implementation: While there is a desire to implement PLEs and sufficient time for educator training, no member district acting in isolation has the resources or capacity to develop sufficient content for these programs or to oversee their effective implementation district-wide.

In the winter of 2012–13, the Consortium will conduct a more thorough needs assessment to determine the specific needs of each school with regard to technology, infrastructure, digital learning tools, stakeholder engagement, training, and other supports for educators, students, and parents. This detailed assessment will help guide and scale the implementation plan for each district and specific schools, capitalizing on their strengths and providing appropriate resources to meet their specific needs. The Consortium Steering Committee will develop this needs assessment with the support of each district's technology and curriculum and instruction leaders.

(B)(5) Evidence

- Needs assessment completed by each district identifying gaps that will be fulfilled under RTTT-D grant - Appendix B-172

SECTION C: Preparing Students for College and Careers

(C)(1) Learning

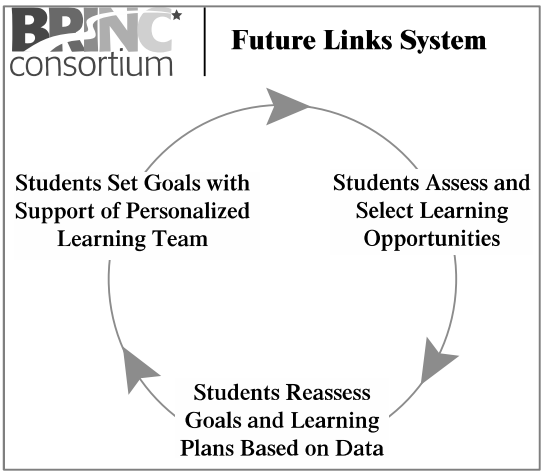
The Consortium will transform education and accelerate student learning by leveraging technology and people to create PLEs that encourage, engage, and empower all learners to pursue a rigorous course of study aligned to college- and career-ready standards and graduation requirements. The philosophy underlying the Consortium's plan is simple: students who understand the connection between what they are learning and their goals and aspirations, who have the support of a caring community of adults, and who have access to a personalized sequence of high-quality instruction will be poised for success. Accordingly, the Consortium's plan to create effective PLEs consists of three principal elements:

1. *The Future Links platform:* The development of a cloud-based platform called Future Links that will provide students and parents with real-time access to student data and other information, facilitate the use of this information by students to set meaningful goals aligned to college- and career-ready standards, and track their progress against those goals;
2. *Personalized learning teams*: The establishment of personalized learning teams for each student to teach the value of setting goals, and support the student throughout his or her educational career; and
3. *High-quality instruction and expanded opportunities:* The development of an expanded array of high-quality instructional strategies and learning opportunities to enable customization of each student's learning environment in terms of pace, modality, content, and structure of delivery (whether in a classroom or otherwise).

The Future Links Platform

The need for a new student goal-setting system. The first step in helping students understand the relevance of what they are learning is helping them to set meaningful goals. All Delaware districts require students in grades 8–12 to develop "student success plans" in which students research colleges and careers and identify academic and career goals. This process is little more than an exercise in compliance, however, because it does not help students connect what they are learning with their goals.

Districts across the State currently use a virtual application called iTracker that provides users with a view of multiple sources of student data on a single dashboard. The sources that flow into iTracker, however, do not provide educators with information about their students' progress against college- and career-ready standards. Moreover, students and parents do not have access to iTracker.



Building on the lessons learned, the new Future Links platform will provide students, parents and educators with real-time data about students' progress against college and career-ready standards. This will include data generated classroom assessments, student work samples, and an interest and learning style inventory. [Section C(1)(b)(iv)(A).] This information will enable students to set short- and long-term goals based upon their learning needs, styles and interests that are also linked to the college- and career-ready standards and graduation requirements. [Section C(1)(a)(ii)].

Developing personalized learning plans based on student goals. Having established goals linked to college- and career-ready standards, students will use the Future Links system to establish personalized learning plans that map their coursework and other activities (e.g., internships, volunteer roles, mentorships) to their goals. Each plan will be unique based on students' knowledge and skills, and available content, instructional approaches and supports. [Section C(1)(b)(iv)(B)]. For middle school students, this plan will span from 6th to 8th grade. For high school students, the plan will span from 9th grade through one year post graduation. This process of aligning students' goals, coursework and learning activities to college- and career-ready standards and requirements will enable students to understand how their coursework is relevant to achieving their goals. [Section C(1)(a)(i)]. Over time, the platform will mark the achievement of each milestone in the plan with a "link" to the future so that users can track their progress.

Developing Future Links. To ensure that this new system is user friendly, the Consortium will convene a committee of students, parents, and educators in the winter of 2012-13 to provide input into the design of the tool. The Consortium intends to purchase or build the goal-setting

and data dashboard features of the Future Links platform by the fall of 2013. By the fall of 2014, Consortium will expand the system to include a mechanism to house student portfolios, as well as an online forum for collaboration between students and educators. Together with the appropriate human supports (described below), these additional functions will prompt far more engagement with the system than the current Student Success Planning process. The following table summarizes the Consortium's plan for implementing Future Links. (*For a more detailed project implementation plan with activities, timelines, and deliverables, see Appendix C-1).*

FUTURE LINKS	Year 1				Year 2				Year 3				Year 4			
Activities and Deliverables	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
System Requirements Gathering, User Input in Design	X				X	X										
Develop Training, Communications, Change Management, User Support Plans		X														
Develop Reporting Requirements		X	X													
System Development, Integration, Testing		X	X													
Pilot Testing, Training, and Rollout			X	X												
Expanded User Groups Training and Rollout					X											
System monitoring, modifications, version updates						X	X	X	X	X	X	X	X			
Mobile App Design and Rollout								X	X							
Scale-Up across all districts															X	X

Given that all districts in Delaware currently use the same Student Success Planning process and iTracker data dashboard, the Future Links system, when complete, will have widespread application across the State.

Personalized learning teams. Of course for the Future Links System to be effective, students will require adult support. Accordingly, the Consortium will establish "personalized learning teams" for each student, consisting of the student, a parent, a counselor, a teacher, and a community mentor (as appropriate), to teach the student the value of setting goals, and support the student through the process of setting, tracking, and adjusting goals using the new system.

Embedded within Future Links will be prompts for personalized learning teams to check in with students. In addition, there will be quick links for students to reach out to their teams for help. The Consortium will develop processes and guidelines for these teams to follow to ensure that all students receive regular, ongoing support. Working with their personalized learning

teams in this manner, students will develop skills such as perseverance, communication, and problem solving, in addition to goal setting. They will also learn how to structure their learning to achieve their goals and measure their progress toward those goals. [Section C(1)(a)(v)].

To promote parent use of the system, which will further engage students, the Consortium will offer training for parents in a variety of formats, including open computer nights for families. This training will address, among other topics, college- and career-readiness skills, how to develop these skills, and how to get the most out of the system. Sections (C)(1)(c) and C(2) below describe the supports the Consortium will provide to students and educators.

Strengthened Instructional Strategies and Expanded Learning Opportunities

Having set goals and designed their own paths to graduation, students will require high-quality instructional strategies and learning environments tailored to meet their specific needs in order to meet college- and career-ready standards and graduation requirements.

Project-based learning (PBL): Member districts already have in common a variety of high-quality instructional approaches that have proven successful in accelerating student achievement. (*For list of high-quality strategies common to all member districts, see Appendix C-16).* With the transition to the CCSS and the SBA, however, there is an urgent need for greater emphasis on project-based learning. Project-based learning will better prepare students for the tasks they will encounter on the SBA, in college, and in their careers. Unlike the current State assessment, the SBA includes a performance-based assessment that requires students to conduct research, analyze data, and make interdisciplinary connections in the context of rigorous, real-world problems. The 2013 Spring DCAS Assessment will include a sampling of SBA items to expose students to performance-based assessments. To be successful on the SBA, however, students must have opportunities to master these skills throughout the year.

Like performance-based assessments, project-based learning provides students with complex, cross-disciplinary tasks based on real-world problems requiring the use of goal-setting, researching, critical-thinking, problem-solving, decision-making, and collaboration (as students often work in teams to complete projects).

All member districts have trained some educators in project-based learning, but will expand this training substantially during the grant period. Specifically, in Year 1, the Consortium will train 50 staff (including eCurriculum Coaches, Instructional Technology Coaches, eLearning Coordinator, and existing district and school coaches) to be certified PBL trainers. These staff in

turn will train all teachers to enable them to implement project-based learning within and across classrooms by the end of the grant period. [Sections C(1)(a)(v) and C(1)(b)(ii)].

Customizing the learning environment in terms of content and structure. Personalizing learning also means customizing the learning environment itself. Given the volume of evidence that learning is a social process, structures that promote collaboration are critical to accelerating learning. In addition, today's students require environments that are consistent with the ways in which they learn and prepare them for the 21st century workplace. This will require a substantial expansion in the use of technology and high-quality digital content emphasizing project-based and collaborative learning. It will also require a deep cultural change in which the teacher's role shifts from deliverer of material to facilitator of learning. Furthermore, students will access content in ways that enables them to take control of their own learning. This will better suit students' needs and free teachers to provide a dimension of instruction that technology cannot replicate or replace.

The need for a 1:1 initiative and partnerships to expand Internet access. To benefit from this expanded digital learning content, students must have devices that will allow them to access these materials. Accordingly, in Year 1, the Consortium will implement a one student to one device initiative. Likewise, recognizing that the cost of Internet access may present an obstacle for some students, the Consortium will establish community partnerships to provide free Wi-Fi access in libraries, churches, fire departments, and large and small businesses. For a more detailed discussion of these initiatives, see Section D2.

Expanding the Array of Learning Environments to Meet Students' Needs.

The Consortium plans to create an expanded array of learning environments to meet students' learning needs, styles and interests:

Blended learning. By the end of the grant period, the Consortium will have trained all teachers in how to support students in a blended learning environment, and all teachers will be incorporating elements of blended learning in their classrooms. *(For Project Implementation Plan, see Appendix C-1).* Though the models and resources teachers employ may vary, they all will include a combination of teacher and student-directed instruction, a digital learning experience, and a collaborative learning experience. This will enable students to learn at their own pace with high-quality digital curriculum aligned to the CCSS and a teacher present to guide them. Teachers can use the results of frequent assessments embedded in these online lessons to

assemble students in groups for face-to-face instruction and/or smaller group collaborative learning projects. Teachers can also use the results of these online lessons to develop a "playlist" of learning objects tailored for each student that the student can access anytime from any location. This will empower students to take control of their own learning, and actively pursue their personal goals. [Section C(1)(b)]. *(To view the Consortium's plan to implement blended learning in greater detail, see Appendix A-349).*

To summarize, the Consortium will engage a national expert in blended learning to conduct training. Teachers from each of the four districts (Cohort 1) will develop the digital learning content necessary to implement blended learning in all grades within one of the four core content areas. The Consortium will create a cross-district committee of master teachers to ensure that the content is of high quality and is aligned to college- and career-ready standards before making the content available electronically for all educators and students.

In SY 2013–14, teachers in Cohort 1 will begin implementing blended learning. During SY 2014–15, the Consortium will expand training to include teachers in the three core areas in each district in which blended learning has not been implemented (Cohort 2). Meanwhile, the Cohort 1 classrooms will serve as professional development sites for others in the Consortium and across the State to observe a wide range of teachers and students engaged in blended learning. By Year 3, Cohorts 1 and 2 will be implementing blended learning strategies, and Cohort 3, the non-core content areas, will receive training to develop digital content.

Online courses. Member districts currently offer online courses for credit recovery. Based on the success of these courses with students who were unsuccessful in a traditional setting, the Consortium will expand its online course offerings to include courses in accelerated subjects such as calculus, world languages, and core subjects where an online format is best suited to students' learning styles, interests, or needs. Member districts will offer online courses during the academic year and through a hybrid summer school model in which students take online courses but have access to a classroom with regular and special education teachers present. In middle school, students will have the opportunity to take online courses during the regular school day in a lab staffed by an online learning facilitator. In high school, students will take these courses on their own time but will have access after school to a lab staffed by a certified teacher.

The Consortium will purchase content for some of these courses and engage teachers to develop the content for others depending upon what best serves student needs. *(For Project Implementation Plan, see Appendix C-1).* The Consortium will also work with its higher education partners to use faculty members and teachers in masters programs to research and identify and/or develop high-quality content. Again, before sharing with all teachers, the Consortium will establish a process to review and approve all digital content, whether purchased or created by teachers within the Consortium, to ensure consistency and high quality.

To expand online opportunities across the Consortium, the members will enter into an agreement to allow teachers to serve as "teachers of record" across schools and districts beginning in Year 2. This will enable multiple schools and districts to offer a single section of an online course. Sharing resources in this manner will reduce costs and allow students to take courses in subjects that would otherwise be unavailable due to lack of subscribership. This will expand opportunities for students to learn about things that interest them, and about which they might not otherwise learn. [Sections C(1)(a)(iii) and C(1)(b)].

Expanding online course offerings will also promote college- and career-readiness as the ability to learn in an online setting is increasingly important in college and careers. For these reasons, each member district will require all students beginning with the class of 2017 to take at least one online course prior to graduation.

Alternative means of obtaining credit/mastery learning (grades 9–12). The Delaware Administrative Code permits districts to award credit for certain out-of-school activities, including courses at a college or university, community service, supervised work experience, and distance-learning. Accordingly, the Consortium plans to expand upon the types of alternatives member districts offer. (*For Project Implementation Plan, see Appendix C-1)*

Distance learning via videoconferencing offers many of the same benefits as online learning. Multiple schools can offer a single section of an online course that promotes college- and career-ready skills. To support the expansion of distance learning, the Consortium will install distance learning equipment in every high school.

While the Consortium districts have offered dual enrollment options to meet the academic needs of high-performing students, there is another group of students equally in need of this opportunity: first-generation college-bound students. A dual enrollment experience for these students will build confidence and whet their appetite to continue their college experience.

Colonial, NCCVT, and Indian River have partnerships with local institutions of higher education to offer dual enrollment. To expand these opportunities, the Consortium is negotiating agreements with four local institutions of higher education for Year 1 and plans to continue more modest expansion thereafter.

Expanding course offerings through dual enrollment also aligns with the Governor's World Language Immersion Initiative, which offers K-8 students the opportunity to earn Advanced Placement credit in world language courses. High school students then can take an additional world language, progress and acquire more AP credit, or participate in dual-credit options. *(For Governor's World Language Expansion Initiative, see Appendix C-17).* As a part of this initiative, 7th and 8th grade students in Indian River will have the opportunity to take an online hybrid course in Spanish, and students in Colonial will have the opportunity to take Mandarin Chinese. In the future, the Consortium will design and offer an online course for 6th grade as well.

The Consortium's plan will also expand opportunities to obtain credit through other out-of-school activities. For example, NCCVT students currently can earn career credits for cooperative employment. During the winter of 2012-13, the Consortium will determine whether the NCCVT model may be scalable to the other member districts. In addition, the Consortium will survey participating schools, parents and students to determine what types of programs are most appropriate to offer based upon the needs of their students and potential community partnerships.

Finally, the Consortium also will seek a waiver of the State's seat time requirement to allow member districts to pilot a mastery-based learning program. The Consortium expects that the DDOE will grant the waiver, as the DDOE is looking to the Consortium as a laboratory to study these types of reforms so that they may be scaled up to other districts throughout the State. Once the Consortium obtains the waiver, it will convene an advisory group of stakeholders to plan for the introduction of mastery-based learning in high schools in Year 2. If successful, the Consortium will expand the pilot in Years 3 and 4. *(For Project Implementation Plan, see Appendix C-1).* Allowing students to earn credit by demonstrating competency without seat time will enable greater personalization of student learning paths, appropriately challenging and advancing each individual learner. This approach will reap benefits for students with special needs and those with language barriers in particular. Allowing students to demonstrate mastery in areas of strength frees up time to provide additional support in areas of need.

During the initial pilot, it is imperative that the Consortium track students receiving credit to evaluate the competency tool and ensure student success in the next level of content. To this end, member districts will use multiple means of assessing competencies, and track achievement data in the next course level to identify any methods that should be eliminated.

This unprecedented collaboration, where member districts will work together to share best practices, develop, evaluate, and share digital content, and jointly offer courses, will enable the member districts to implement PLEs faster and more efficiently than they could acting alone. Indeed, this cross-district collaboration could serve as a national model for smaller districts that face similar resource constraints.

The following table summarizes BRINC's plan for expanding personalized learning opportunities for its students. *(For Project Implementation Plan, see Appendix C-1).*

PERSONALIZED LEARNING STRATEGIES	Year 1				Year 2				Year 3				Year 4			
Activities and Deliverables	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
STUDENT ON-LINE LEARNING EXPERIENCE																
Develop delivery platform		X	X													
Procure content and technology		X	X													
Train teachers		X	X	X	X											
Implement and Support			X	X	X	X	X	X	X	X	X	X	X	X	X	X
BLENDED LEARNING																
Design framework	X															
Develop content	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Train teachers and administrators			X	X	X	X	X	X	X	X	X	X	X	X	X	X
DUAL ENROLLMENT																
Develop articulation agreements	X	X														
Plan training/communications		X	X	X												
Train and support teachers, parents, students			X	X	X	X	X	X	X	X	X	X	X	X	X	X
MASTERY BASED LEARNING																
Design criteria, policies, processes							X	X								
Design and implement pilot								X	X							
Launch program and scale-up										X	X	X	X	X	X	X

Together, this array of expanded learning opportunities will enable the development of a highly personalized sequence of instructional content and skill development designed to enable students to achieve their individual learning goals and ensure they are on track to graduate college- and career-ready. [Sections C(1)(a)(iii-iv) and C(1)(b)(i-iii)].

(C)(1)(a)(iv) Exposing Students to Diverse Cultures, Contexts and Perspectives

The Consortium's plan will ensure that all students have access and exposure to diverse cultures, contexts, and perspectives that motivate and deepen individual student learning by expanding online, off-site, project-based, and collaborative learning. The Consortium will expand opportunities for students to interact online by:

- Training educators in how to identify appropriate online projects, games, and simulations to encourage online collaboration among students both locally and internationally;
- Requiring that blended learning and online courses incorporate collaborative learning in which students are responsible for learning from and teaching one another; and
- Building into the Future Links platform a forum for online collaboration between students within and across the member districts.

Likewise, expanding access to off-site learning experiences such as community service, supervised work experience, internships with community leaders, and college courses will expose students to new contexts, cultures, and perspectives as these experiences require students to interact with a broader swath of the community than they would in a classroom.

Within schools, the Consortium's plan will enable greater access and exposure to diverse cultures, contexts, and perspectives by embedding project-based and collaborative learning in all courses and designing curriculum that is inclusive of a diversity of students.

(C)(1)(b)(v) How the Consortium's Plan Will Support High-Need Students

High-need students in the Consortium fall primarily within the following ESEA subgroups: ELs, African Americans, economically disadvantaged students, and students with disabilities. A disproportionate number of students in these subgroups struggle to graduate with their cohort, and many are homebound or transfer from school to school or from district to district throughout the school year. These students in particular require a learning environment that is tailored to meet their needs. While the Consortium's plan to develop a personalized learning system will benefit all students, it will be especially impactful for these subgroups in the following ways:

- Students who need repeated instruction to understand material or need to learn or relearn previous material will have these supports in the new blended learning environment;
- With Future Links, high-need students and their personalized learning teams will have the necessary tools to identify targeted interventions to fill in the gaps in their learning;
- Digital content will enable EL students to check translations more easily;

- Students out of school for short- or long-term illnesses will have ready access to coursework so they will be less likely to fall behind;
- The Consortium's plan to implement a one-to-one initiative and expand low-cost or free Internet access in the community will benefit high-need subgroups.

Finally, the biggest obstacle that the Consortium is likely to face is a culture in which students in these subgroups and the adults who are there to support them do not view them as "college material." To address this challenge, the Consortium will develop a change management plan to include communications and training targeted toward all stakeholders.

(C)(1)(c) Training and Other Supports for Students

The Consortium's plan includes a number of mechanisms to ensure that students understand how to use the tools and resources provided to manage their learning. As set forth above, students will receive most of their training and support from their personalized learning teams.

In addition, the Consortium will train students in digital literacy and citizenship, including ensuring safety in online communications, managing online personal information and preventing identity theft, meeting ethical responsibilities, avoiding cyber-bullying and other harmful behaviors, respecting rights and responsibilities with creative work, using search options and effective ways to find information, thinking critically and evaluating the credibility and quality of websites, and contextualizing information found through digital resources.

(C)(1) Evidence

- Project Implementation Plan with activities, timelines, and deliverables – Appendix C-1
- List of high impact response strategies shared across Consortium – Appendix C-16Blended Learning Implementation Timeline - Appendix A-349
- Governor's World Language Expansion Initiative – Appendix C-17

(C)(2) Teaching and Leading

(C)(2)(a)(i) Support effective implementation of Personalized Learning Environments (PLEs)

The Consortium will develop the capacity of all educators to improve instruction and support student progress toward meeting college- and career-ready standards by providing training in creating and supporting PLEs that is tailored to each educator through the following steps:

- Implementing personalized instructional technology support plans for educators;
- Allotting time for PLCs to plan and learn together;
- Providing Instructional Technology and eCurriculum Coaches;

- Providing training for coaches on effective coaching;
- Providing training in a variety of formats, including face-to-face, webinars, and podcasts;
- Establishing model blended learning classrooms in every building where teachers across the Consortium can observe and interact with other teachers and students in a variety of blended learning classroom settings; and
- Partnering with other organizations to support and expand professional development in the area of personalized learning.

Instructional technology support plans for educators. Just as Future Links will enable students to establish personalized learning plans, it will also allow educators to create personalized instructional technology support plans. This system will include a skills inventory that will help teachers determine their own learning and leadership styles and identify gaps. Educators then can use this information to map out a plan to acquire the training they need to support PLEs and to transition to the CCSS and the aligned SBA.

PLCs. All member districts currently provide all core teachers with 90 minutes of PLC time during the school day. *(For Consortium-wide PLC structures, see Appendix C-27).* In addition, each district has data coaches to help PLCs to analyze student data and adjust instruction to meet student needs. Furthermore, each district has had training for PLCs to analyze student data and adjust instruction to meet student needs through the State RTTT Data Coach Project. Educators will work through their PLCs to continue this work on data analysis, share content and strategies, determine how to incorporate digital content and 21st century skills, and develop their instructional technology support plans.

Instructional Technology and eCurriculum Coaches. In addition to the PLCs, an Instructional Technology Coach will be in every school to support teachers in developing their instructional technology support plans. These coaches will conduct small group and individual professional development sessions, model the use of instructional technology in classrooms, and visit classrooms to provide suggestions for improvement. They also will support school leadership in conducting walkthroughs to ensure educators are effectively implementing PLEs.

The Consortium will also provide an eCurriculum Coach for every high school to ensure consistent professional development and support to educators in several areas: aligning core content to the CCSS (and forecasted Common Core Science Standards); assessing students; using data to drive instruction, and ensuring fidelity to the written curriculum. Not only will this

provide support for teachers and leaders, but creating these teacher-leader roles will also build on the State RTTT grant by providing additional career pathways along the teacher career ladder.

Professional development in various formats. Having engaged teachers in developing instructional technology support plans, the Consortium will offer a variety of relevant professional development. Recognizing that all teachers are not equally prepared to implement PLEs, the Consortium will offer training on a staggered and scaffolded basis in formats including face-to-face training, webinars, and podcasts to meet educators' needs. This training will not come from outside salespersons but from the Consortium's own Instructional Technology Coaches, who will develop the training in collaboration with the Consortium eLearning and Future Links Coordinators. This training will include, among other things, the following:

- How to use and how to support students' use of Future Links;
- How to use the information that Future Links provides about student progress to identify interventions to support students who are not on track;
- How to develop classrooms that integrate technology and digital resources;
- How to create a learning environment that centers on student growth, student learning styles, and student interests;
- How to create and support a blended learning environment;
- How to use performance-based learning and PBL; and
- How to guide students to make informed choices and to stay engaged in their learning.

Model blended learning classrooms. In addition to the formats described above, the Consortium will provide professional development to teachers through the use of model blended learning classrooms. As described in Section C(1), the Consortium will begin implementing blended learning classrooms in each school in each member district in 2013–14. During this time, those implementing blended learning will work together in cross-district PLCs to share best practices and visit and observe one another's classrooms. Their classrooms then will serve as models for teachers in subsequent cohorts and other districts in Delaware. Observing other teachers with various teaching styles implementing blended learning strategies with a variety of student populations will enable teachers to tailor blended learning to their own styles and classrooms. This "seeing is believing" approach is a direct product of the lessons learned through statewide RTTT implementation. Over the past two years, Delaware educators have developed a better understanding of and appreciation of changes when given role models and exemplars.

Partnerships to expand professional development to support PLEs. In addition to providing in-house training for teachers, the Consortium will support the expansion of Delaware's current eLearning environment, a statewide system that delivers professional development to educators, to include instruction on teaching and learning in PLEs.

The Consortium also intends to partner with the Delaware Teacher Institute (DTI) to provide high-quality professional development for teachers. DTI is a partnership of five districts, including Colonial and NCCVT. Based on a professional development model refined at Yale University, DTI engages teachers, especially those with high-need students, in seminars to develop a rigorous, effective curriculum. Through this partnership, Consortium teachers will be able to share lessons learned with their DTI peers, thereby expanding the project's impact.

Finally, the Consortium has a tentative agreement with Delaware State University to incorporate training in PLEs into its teacher preparation programs, including coursework in developing digital learning content for blended learning classrooms. In return, pre-service undergraduates will obtain practical experience in the model blended learning classrooms.

(C)(2)(a)(ii) Adapt content and instruction, providing opportunities for students to engage in common and individual tasks

The Consortium will enable educators to adapt content and instruction and provide opportunities for students to engage in common and individual tasks in response to their needs, interests, and optimal learning approaches by providing or expanding training for educators in:

- How to translate the data from Future Links into actionable learning objects and other interventions tailored to meet students' individual needs, interests, and learning styles;
- How to adapt course content for a digital environment (which the Consortium will provide through local universities);
- How to adapt high-quality instructional strategies for different learning environments, including online and blended learning environments; and
- How to integrate PBL and collaborative learning into all curriculum.

(C)(2)(a)(iii) Frequently measure student progress

Educators throughout the Consortium already engage in ongoing training and PLCs to support their individual and collective capacity to frequently measure student progress toward meeting college- and career-ready graduation requirements and to use data to accelerate student progress and improve educators' individual and collective practices. The Consortium will

improve upon these practices by training educators in how to use the real-time data generated by Future Links to assess student progress more frequently and how to translate that data into actionable learning objects and other interventions.

The Consortium's plan will further enhance educators' individual and collective capacity to frequently measure and accelerate student progress toward college- and career- ready standards by acquiring and/or developing and implementing digital curriculum, tools, and resources that provide teachers with real-time access to data about their students' progress toward college- and career-ready standards and by training educators on how to use those tools to tailor their instruction to meet the individual needs of every student. These materials will be available for use by all teachers, not just those teaching in blended learning or online environments.

(C)(2)(a)(iv) Improve teachers' and principals' practice and effectiveness

All four member districts have implemented the State's enhanced teacher, specialist, and administrator evaluation system, DPAS II. Based on work with national consultant Charlotte Danielson, the State has refined the evaluation process and has implemented teacher-leader career ladders to provide new opportunities for teachers. During SY 2012–13, teachers, specialists, and administrators are setting student growth goals and will be able to earn a rating of "highly effective" through evidence of a certain level of student growth. This rating will also inform educator movement along the career ladder. Teachers will receive feedback through learning walks, informal and formal classroom observations, and PLC review of student work to determine which teachers have the most success in reaching students in a given area.

In addition, two Consortium districts have participated in Delaware's Vision Network training, where one focus area is implementing a coaching environment to provide instructional feedback for educators and for students. The lessons learned by these two districts will serve as an additional foundation for the Consortium-wide expansion of these skills.

The Consortium's plan will build on the progress the State RTTT grant enabled and lessons learned from the Vision Network by building a mechanism into Future Links to help teachers develop personalized instructional technology support plans and by providing PLC time and Instructional Technology Coaches to support teachers in developing and monitoring those plans.

(C)(2)(b)(i) Actionable information that help educators

Educators throughout the Consortium already use data to inform instruction. All educators have access to a variety of sources of data about their students, including Education Insight, the

new state dashboard; the eSchool Plus student data system; and Performance Plus for monitoring student progress. All educators participate in weekly PLCs during which they can analyze data and identify appropriate interventions. Moreover, all member districts train educators in the LFS model, which emphasizes using data to inform instruction.

The Consortium's plan will improve upon these practices by providing educators with digital curriculum, tools, and resources that generate more real-time data (via the Future Links platform) than ever before about students' progress toward college- and career- ready standards and by training educators in how to use those tools to tailor their instruction to meet students' needs.

(C)(2)(b)(ii) Educators have access to high-quality learning resources

The Consortium's plan will ensure that educators have access to high-quality learning resources by training highly effective teachers on how to adapt courses and curriculum to support PLEs and providing them with stipends to collaborate with others across the Consortium to develop the necessary digital content. The Consortium also will purchase some digital content. To the extent feasible, purchases of digital content will be at the Consortium level to enable all four districts to access the content, or individual member districts will negotiate cross-district licensing so that resources are available to all students and teachers.

In districts of this size, the time and skill needed to research and develop high-quality digital content aligned to college- and career- readiness standards is limited. By leveraging the member districts' collective expertise, resources, and purchasing power, the Consortium can develop processes and procedures for evaluating existing digital content and developing new high-quality content far more efficiently than any district acting alone.

(C)(2)(b)(iii) Processes and tools to match student needs with specific resources/approaches

The Consortium plans to purchase or develop digital content that will provide teachers with real-time data on how their students are progressing against college- and career-ready standards. This will enable educators to assess the effectiveness of the digital content and adjust their approach to instruction for individual students. In addition, algorithms will be embedded in this new content that generate recommended learning objects for students based upon their past performance. Teachers will use these recommendations to provide individualized "playlists" of learning objects that students can use to take charge of their learning and progress through the curriculum at their own pace, using materials specifically designed to meet their needs.

(C)(2)(c)(i)&(ii) Resources to enable school leaders to structure and support effective PLEs

Training. Through the State RTTT initiative, district leaders have participated in monthly meetings and training on the use of data and other resources to create an effective learning environment. Select school leaders in all four districts have participated in the RTTT Data Coach Project, the Development Coach Project, and the Leadership Coach Project. Therefore, leaders across the Consortium have a foundation of common professional development to build upon.

Districts also conduct their own development programs for school leaders. For example, Indian River has held a successful leadership academy for over 10 years. Member districts will continue to use these structures to train school leaders in creating and supporting PLEs, developing a culture of continuous improvement, and promoting educator buy-in. The Consortium also will offer cross-district professional development to allow each district to tap into the other districts' successful programs.

Vision Network. In addition, two member districts participate in the Vision Network, a network established to provide training and professional development for school leaders. The Vision Network has done substantial work in the area of student efficacy and instructional feedback loops and therefore already supports personalized learning and continuous improvement. Beyond that, the Vision Network has expressed interest in modifying or building new programs focused on personalization. Accordingly, the Consortium intends to partner with the Vision Network to establish the next level along the career pathway for administrators and teacher-leaders who have participated in the program and allow them to train and mentor new Vision Network members within the Consortium.

Policies and procedures to support implementation and continuous improvement. To ensure consistent implementation across all districts in an efficient and effective manner, the Consortium will host a summer institute for all district and school leaders to develop the policies and procedures necessary to facilitate the implementation of PLEs.

In addition, as set forth in detail in Sections D and E, the Consortium will establish a detailed process to continuously improve school progress toward the goal of increasing student performance and closing the achievement gaps. This process will include, among other things:

- Training for school and district leaders in the process itself;
- An annual gap analysis assessing each district's progress both in accelerating student learning and in implementing the grant programs;

- Regular progress updates to member districts with data disaggregated by school; and
- Regular "collaborative learning for outcomes" meetings that bring together district and school leaders to analyze their data, share best practices, and correct course as necessary.

Data. Future Links and the State's educator effectiveness system will provide school leaders with data needed to take steps to improve individual and collective educator effectiveness. The system will give school leaders information about which teachers need to improve in which areas. Real-time data from Future Links will allow teachers and school leaders to expedite support and implementation of corrective measures. It will also provide a platform school leaders can use to maintain communication between parents, students, teachers, and leaders.

Tools and resources. In addition to the Future Links platform and the State's educator effectiveness system, the Consortium's plan calls for the purchase and development of digital content aligned to career- and college-ready standards to support PLEs.

(C)(2)(d) Consortium plan for increasing access to highly effective educators

By 2017, every school within the Consortium will be staffed by highly trained and highly effective educators. The Consortium plans to reach this goal by taking the following steps:

- Recruiting at teacher prep programs that produce the most effective educators;
- Linking the Future Links platform to targeted professional development for teachers;
- Establishing new feedback loops for teachers and leaders (through Future Links); and
- Supporting new teachers through the Delaware New Teacher Mentoring program.

To increase the number of highly effective teachers and leaders in hard-to-staff schools, subjects, and specialty areas, the Consortium will monitor the allocation of highly effective and non-highly effective teachers among key subgroups and reassign personnel as needed. Increasing student access to online courses will also improve access to highly effective teachers and leaders.

(C)(2) Evidence

- Consortium-wide PLC Structures – Appendix C-27

SECTION D: LEA Policy and Infrastructure ***(25 total points)***
(D)(1) LEA Practices, Policies, Rules

(D)(1)(a) Organizing the consortium governance structure to support schools

Each district has made recent structural changes to better support schools in instructional technology and personalized learning. *(For District Changes that Support PLEs, see Appendix D-1).* Likewise, the Consortium will be organized to support schools in creating PLEs that prepare all students for success in college, careers, and life. To realize this vision, the working relationship among the districts must be one of mutual accountability, regular reflection cycles, continuous results monitoring, ongoing feedback, and thoughtful sharing and leveraging of resources. Accordingly, the Consortium will develop a comprehensive performance plan to monitor and support each district's implementation of its initiatives, including vendors and contractors supporting the initiatives. This plan will do the following:

1. Track the progress of member districts in implementing the initiatives;
2. Measure fidelity of implementation by creating and tracking metrics of change in district, school, and/or classroom practice;
3. Track the progress of each district in meeting its goals and identify gaps where they exist;
4. Make informed decisions on redirections based on performance monitoring;
5. Ensure that all member districts (and their vendors and contractors) have the internal controls needed to prevent fraud, waste, and abuse; to ensure that funds are spent on appropriate activities, aligned with approved budgets; to promote efficiencies; and to achieve compliance with all applicable statutory and regulatory requirements; and
6. Identify effective practices and facilitate collaborative learning for success among member districts to improve implementation of the Consortium's RTTT plan.

With these objectives, this process will emphasize outcomes and quality of implementation rather than simply ensuring compliance with activities. The plan includes four core components:

1. A structured process for member districts to meet and collaborate to improve outcomes;
2. An annual gap analysis assessing the district and Consortium performance;
3. Progress update reports (including narrative and self-assessment components); and
4. Data analysis reports by district and for the Consortium as a whole.

In addition, an initial deliverable is developing a Consortium-wide change management plan. Superintendents will approve the plan and will play a pivotal role in leading this change, including communicating expectations (internally and externally) and integrating the plan into

their district-wide initiatives. All personnel, from the classroom level to the superintendent and the governing boards, will be responsible for supporting this plan.

Committee structure. A Steering Committee consisting of at least one representative from each district will meet monthly and manage the Consortium's activities. This team will identify a Consortium-wide Program Manager who will report to the Steering Committee. (*For Consortium Organizational Chart, see Appendix D-3).* The Program Manager will oversee the Consortium's day-to-day operations, including executing the performance-monitoring plan and change management plan. In addition, the Consortium will establish the following subcommittees:

- *Technology (consisting of each district's technology support leads).* This group will ensure each district has the necessary technology infrastructure to implement the initiatives. In addition, this group will oversee the development and implementation of Future Links.
- *Instructional Technology (consisting of each district's instructional technology and curriculum and instruction leads).* This committee will oversee the development and/or selection of digital learning content, technology strategies and tools, and professional development offered to teachers.
- *Counseling for College- and Career-Readiness (consisting of one counselor from all participating schools).* This committee will identify and promote best practices in student, parent, and community engagement across all four districts. This committee will also lead the development and implementation of the Future Links system.
- *Finance/Business (consisting of each district's business leads).* This committee, led by the fiscal agent, will ensure compliance with statutory and regulatory requirements and ensure funds are spent on appropriate activities, aligned with approved budgets. It will also identify opportunities to promote efficiencies (e.g., leveraging districts' collective buying power).
- *BRINC Advisory Committee (consisting of educators, parents, and community members).* This committee will provide multiple perspectives on major challenges that arise in the development and implementation of the project.

In addition, the Consortium will engage a full-time Institute of Higher Education (IHE) Coordinator to oversee the expansion of dual enrollment across all four districts, an eLearning Coordinator to oversee the development and implementation of blended learning classrooms and the expansion of online learning, and a Future Links Coordinator (a contract employee) to oversee the implementation of the system. These coordinators also will support the Consortium

committees. Perhaps most significantly, the Consortium will place an Instructional Technology Coach in every school and an eCurriculum Coach in every high school. The districts recognize that the quality of these individuals will be a key factor in the Consortium's success, and they will use a rigorous recruitment and screening process to fill these roles with the most talented individuals. Clear performance metrics will be built into the job descriptions to ensure personal buy-in and accountability for the Consortium's progress and performance. These positions will be part of the teacher career ladder, building upon the initiative started with the first RTTT plan.

D(1)(b) Providing school leadership teams with flexibility and autonomy over schedules and calendars, personnel decisions and staffing models, staff roles and responsibilities, and school-level budgets

Member districts already have policies and procedures that provide participating schools with flexibility and discretion to operate their schools in the manner that is most appropriate for their students. To the extent that the districts require greater flexibility to implement the Consortium's initiatives, each district's leadership is committed to ensuring that schools have that flexibility.

School schedule and calendars. Member districts generally provide school leaders with substantial autonomy to structure their schedules to best meet their students' needs. For example, Brandywine has set high school schedules to allow for distance-learning opportunities across all three schools and all-inclusive virtual PLCs in high-need areas. State law requires schools to provide 1,060 instructional minutes each year, but districts have the flexibility to set their own calendars and the length of the school day. Schools then have discretion to determine the day's structure and schedule. For example, in Colonial, the high school has implemented 90-minute class periods. In Indian River, one high school follows a seven-day rotational model and one uses block scheduling. One high school also has more class periods than the other.

To implement the initiatives in the Consortium's plan, participating schools will likely use alternative schedules to a greater degree. In this way, they can serve as models to demonstrate to schools statewide how alternate structures may better serve all or certain student populations.

School personnel decisions and staffing models. School-level leaders in all member districts share responsibility for decisions concerning school personnel and staffing models with their district offices. While each district is ultimately responsible for processing all hiring, discipline, and changes to staffing models, school leaders generally take the lead on each issue.

Schools similarly have a great degree of discretion in determining staffing within the State's funding structure. Delaware allocates to each school a certain number of "units," the equivalent

of a staffing position, based on the school's overall enrollment and high-need student population. The State also issues Academic Excellence units (AEUs) to each district to allocate to schools for additional instructional support. Schools generally have discretion to allocate these units within their buildings. While the State allocates AEUs to each district as opposed to individual schools, all four member districts generally follow the recommendations of school leaders as to how to allocate and use these funds based on individual school needs.

Roles and responsibilities of educators and non-educators. School administrators in all four districts have the discretion to manage their staff and assign responsibilities as necessary to ensure efficient operation. None of the districts' leaders are subject to onerous conditions in their employment agreements that would substantially interfere with their ability to manage their staff.

School-level budgets. Finally, school leaders in all four districts have substantial discretion in setting their school budgets. After salaries and other expenditures, such as capital expenditures, each school generally receives a budget from local funds to purchase instructional materials, establish a budget for athletics, and so forth. Likewise, Title I schools receive a budget from Title I and other federal grant programs to strengthen student programming.

(D)(1)(c) Giving students the opportunity to progress and earn credit based on demonstrated mastery, not the amount of time spent on a topic

Delaware law defines credit as "the acquisition of skills and knowledge at a satisfactory level as determined by the district and charter school boards through 135 hours (a Carnegie Unit) of actual classroom instruction or through locally approved options." These options include courses taken through an accredited community college or four-year college, community service, supervised work experience, independent study, and distance-learning courses. Member districts have policies in place allowing students to earn credit through some of these alternate means.

One of the Consortium's core initiatives is to develop a system for awarding credit to students based upon mastery rather than seat time. However, the Consortium cannot implement any such program until 2014–15, as it requires a waiver of the regulation pertaining to seat time. The Consortium will use SY 2013–14 to plan and work with the DDOE to obtain a waiver.

(D)(1)(d) Giving students the opportunity to demonstrate mastery of standards at multiple times and in multiple comparable ways

Students have the opportunity to demonstrate their mastery of standards at multiple times throughout the year. All Delaware districts will administer the DCAS three times during SY 2012–13: once in the fall and twice in the spring. When the State moves to the SBA, there will

be a summative test, and Consortium members will collaborate to develop a number of formative assessments that allow students the opportunity to demonstrate mastery at multiple times.

The CTE programs in NCCVT afford students multiple ways to demonstrate mastery, emphasizing project-based assessments and layered project-based assessments. Other classrooms in the member districts are using student portfolios as a means of demonstrating mastery. This experience will benefit the Consortium as a whole as it moves to expand upon opportunities for students to demonstrate mastery in multiple comparable ways in their core and non-core classes.

However, no consistent policy or system is in place in the member districts that ensures students have multiple ways to demonstrate mastery of standards in their regular classes. Indeed, one core initiative of this proposal is to develop a model policy for State consideration during Year 1, followed by a pilot program that will provide for mastery-based learning in certain content areas. The Consortium will develop this pilot with input from a variety of stakeholders, including instructional technology and curriculum experts, educators, students, and parents.

(D)(1)(e) Providing learning resources and instructional practices that are adaptable and fully accessible to all students, including students with disabilities and English learners

The member districts have strong instructional practices that are adaptable and accessible to all students. All four emphasize RTI, in which teachers use iTracker to identify achievement gaps and target interventions to address them. *(For Delaware RTI, see D-4).*

In addition, all four member districts have adopted the LFS model for student learning, which was developed in response to national, state, and local efforts to increase achievement for all students and to reduce achievement gaps. This model provides teachers and paraprofessionals with consistent instructional practices for reaching at-risk learners in regular and special education. *(For Understanding the Learning-Focused Strategies Model, see D-6).*

The LFS model changes the paradigm from teaching, testing, and then remediating to building a strong foundation by previewing, pre-teaching, and developing vocabulary so that students succeed with the content the first time. Consortium districts have found the LFS strategies are especially effective with ELs and students with disabilities as evidenced by the closing of the achievement gap for these subgroups. Of particular benefit to English learners, students with disabilities, and other high-need populations, the districts are using "Catching Kids Up with Acceleration," an LFS program that accelerates learning for students one or more grades behind in math, English, or other subjects.

As the Consortium develops the digital content necessary to implement its blended, online, and mastery-based learning initiatives, members will continue to use the LFS model to ensure all materials address the needs of each type of learner. These new learning structures will support and accelerate student learning for special education and ELL students because they will afford them greater opportunity to preview and review materials covered in class, to work at their own pace, and to catch up if necessary. Access to information will not begin or end with the class each day. For students who have trouble with note taking, teacher notes will be available. For students who do not ask questions in class, they will have other opportunities to discuss class content and assignments online with classmates and teachers. Parents will have real-time information about what their students are learning so that they can better support them.

(D)(1) Evidence

- District changes to support PLEs – Appendix D-1
- An organizational chart demonstrating the governance structure of the Consortium - Appendix D-3
- Explanation of Consortium use of RTI strategies to address learning gaps with students - Appendix D-4
- Description of the LFS model as a method to reach at-risk learners – Appendix D-6

(D)(2) LEA and School Infrastructure

(D)(2)(a) Ensuring access to necessary content, tools, and other learning resources both in and out of school regardless of income

The Consortium will employ a number of strategies to ensure that, regardless of income, all participating students, parents, educators, and other stakeholders have access to the necessary content, tools, and other learning resources to support the implementation of its proposal:

1. *One-to-one initiative.* Colonial is already implementing a one-to-one initiative. Likewise, NCCVT has a one-to-one program in Howard High School. As part of the plan, all member districts will adopt a one-to-one initiative for grades 6–12. Member districts will begin by assessing their current practices and policies to eliminate any obstacles to a one-to-one program. To the extent that they have not done so already, member districts plan to implement Bring Your Own Device policies (*For Bring Your Own Device policy, see Appendix D-9)*. With the adoption of those policies, they also will train teachers on appropriate uses of smartphones and other devices in classroom teaching and learning. Based on ICLE guidance, about 70% of the student population will bring their own device to school. Given the high level of poverty within the

Consortium, the Consortium anticipates purchasing 40% of the devices necessary to implement this initiative.

2. *Parent survey.* In spring 2012–13, the Consortium will survey parents to gauge their willingness to allow students to bring their own devices to school. The survey will also inventory the types of devices to which parents have access. This will give the Consortium an informed estimate of the number of devices it will have to buy to provide appropriate access.

3. *Partnerships with local businesses to provide hardware and/or inexpensive Internet access.* Colonial has approached several vendors about offering laptops at a lower cost to families as part of this initiative. These vendors have responded favorably. The Consortium will pursue commitments from these vendors in winter and spring 2012–13. In addition, Comcast is offering Internet service for families on the free and reduced meals program for $9.99/month.

4. *Local businesses to offer free Wi-Fi.* The Consortium will partner with local businesses to provide free Wi-Fi at their place of business to increase access to free Internet service across the community. The Delaware Business Roundtable and Delaware State Chamber of Commerce support this idea and have agreed to work with the Consortium to identify ways to expand access.

5. *Policy changes.* Colonial and Brandywine have already implemented, or are in the process of implementing, a number of policy changes to facilitate implementation of the initiatives of the Consortium. These include BYOD policies. (*For Bring Your Own Device policy, see Appendix D-9).* The other members will use these as a basis to develop their own policies this spring.

6. *Removal of firewalls.* In addition, Colonial has obtained DDOE approval to remove certain firewalls that would limit teachers' and students' access to quality instructional materials. This will lay the groundwork for the remaining Consortium members to follow suit.

(D)(2)(b) Ensuring access to technical support

The Consortium will employ a variety of strategies to ensure that students, parents, educators, and other stakeholders have appropriate levels of technical support:

Students. Students will receive guidance from personalized learning teams in how to use Future Links and other technology, digital citizenship, and contextualizing online information (See Section C1). The Consortium will also provide other sources of technical support. Future Links will include a help function and a social networking site where students can share

technical questions. In addition, each school will have an Instructional Technology Coach who will provide technical support when personalized learning teams cannot assist.

Parents. Parents also may obtain technical support through the help function embedded in Future Links. In addition, Future Links will include a social networking site for parents, much like the student site, where they can seek support from their peers on matters including technical questions. Each member district will also hold regular "community tech" nights where parents can learn how to take full advantage of the resources provided by the Consortium from each other, teachers, and Instructional Technology Coaches.

Educators. The Consortium will provide an array of professional development for teachers in how to use instructional technology to maximize student outcomes and how to create supportive and nurturing PLEs for every student (See Section C2). Teachers will receive technical support from their Instructional Technology Coaches as well. In addition, all member districts have implemented PLCs, in which teachers may obtain technical support from their peers.

(D)(2)(c) Using data systems that allow parents and students to export their information in an open data format for use in other electronic learning systems

Future Links will provide students and parents with real-time access to students' data profile, including grades, assessments, trends, strengths, and challenges to meeting goals. It will also allow parents and students to export this data for use in other electronic learning systems.

Consortium members currently use a virtual application called iTracker that provides educator access to real-time student data. Future Links will provide this same functionality and more features to educators, students, and parents alike. The Consortium also envisions a mobile application that will appeal to students. To that end, in winter 2013, the Consortium will convene a committee that includes students and enlist their input into the design of the system, which will be ready by fall 2013–14.

(D)(2)(d) Interoperable data systems

The member districts all use several applications developed and maintained by the DSC. The DSC can load data from any data source to its applications. Current interfaces are listed below:

- State of Delaware: eSchoolPlus, Payroll Human Resources Statewide Technology (PHRST-HR), First State Financial (FSF), DCAS, Delaware Education Data Systems (DEEDS)
- External data systems: Renaissance Learning, Carnegie Learning, College Board, Wireless Generation, Scholastic, Northwest Evaluation Association (NWEA)

Where electronic data is not available, the DSC develops easy-to-use data entry pages for capturing data, such as benchmark, diagnostic, progress-monitoring, curriculum-based, and school/district common assessments.

(D)(2) Evidence

- Description of the Bring Your Own Device one-to-one initiative that will be employed across all four member districts to facilitate the personalized learning experiences – Appendix D-9

SECTION E: Continuous Improvement

(E)(1) Continuous improvement process

It is imperative that this plan's initiatives are implemented and sustained in an open and transparent manner with identified measures and objectives for accountability purposes. As results are measured across project timelines, data-informed adjustments will be made to ensure that the path forward aligns to the real-time needs of students and teachers. Being proactive and responsive moving forward models the desired approach in personalizing learning for students.

The project will be monitored and measured by a Steering Committee composed of district superintendents, district BRINC leads, local union presidents, the BRINC Project Manager, and others who can provide guidance on policy, objectives, budget, resource allocation, and decisions. This group will ensure that the implementation of PLEs improves student outcomes.

The Steering Committee will engage in a continuous process that will enable it to manage project performance through data-driven, problem-solving conversations. The committee will meet quarterly to monitor, analyze, and evaluate the personalized learning plan's effectiveness. The committee will publish an annual report highlighting the trends, successes, and changes to the model for stakeholder review. Furthermore, the committee will share progress updates with stakeholders and schedule semi-annual community stakeholder meetings to discuss its findings.

The Consortium will develop a performance-monitoring plan to examine the progress toward project goals (See Section D1). This plan will engage the districts in a collaborative, professional learning opportunity that emphasizes data analysis, identifies effective practices, ensures the proper use of fiscal resources, and communicates progress in meaningful and accessible ways.

Collaborative district meetings will be held monthly led by a group consisting of key district participants from the Committees for Technology, Instructional Technology, Counseling, Finance, and Business Partners. Collaborative district meetings will track progress in meeting

technical tasks, managing performance toward results, sharing effective practices, and improving communication. All district meetings will include the analysis of individual district and whole Consortium data. This approach not only provides a level of accountability among the districts but also provides evidence of being a true consortium.

Each district will complete *monthly online progress updates* consisting of quantitative and narrative updates to ensure open communication. Each year, information from these reports will drive Steering Committee discussions throughout the year. Monitoring progress will allow the Steering Committee members to proactively identify and prioritize emerging or trending areas of concern and determine appropriate corrective action. As this data is collected and monitored over time, it will provide evidence of active grant management that is proactive, responsive, transparent and demonstrates a high level of fiscal stewardship and accountability.

Monthly district *data analysis reports* will track relevant implementation data and will be used to document work, support discussions in collaborative district meetings, and foster continued conversation around expectations. Reports will contain implementation information and suggest systems of support. To maximize the productivity of Consortium meetings, all reports and associated data will be shared in advance, allowing districts to review and study information prior to group analysis and discussion.

At the end of each school year, an *annual gap analysis* will be conducted as the central focus of a year-end planning meeting, hosted by the Steering Committee, to address gaps in student outcomes and gaps in plan implementation. Additionally, districts will be asked to complete a self-assessment of each school and their implementation plans. The Program Manager will create a data dashboard to provide quarterly gap reports for each major project. The Steering Committee will evaluate progress toward Consortium-wide goals and determine what, if any, corrective action is required. This data will be used to analyze trends across the districts and trends across the different strategies of the proposal. The data from the student outcomes, cross-referenced with the information from the self-assessment, will drive dialogue around which schools or particular strategies will need targeted support or modifications.

(E)(2) Ongoing communication and engagement *(5 points)*

<u>*Engaging stakeholders.*</u> Consortium participants will use a variety of strategies to engage internal and external stakeholders. BRINC's primary webpage will serve as a portal to the district pages, will provide information for parents and external stakeholders, will house tools

for educators, including the most updated guidance documents, training materials, and other supports. Stakeholders can also submit feedback and questions to the Consortium through the website. Finally, updates on teacher professional development and student progress outcomes will be posted on the district and BRINC websites. The website, as well as all other points of communication with the community, will be accessible in multiple languages and formats.

Stakeholders such as parents, students, business leaders, and other community members will have the opportunity to learn about the project and ask questions about its progression via community meetings led by the district representatives and superintendents. These meetings will not only serve as an opportunity to disseminate information but will also serve as a forum to familiarize the public with the BRINC plan and solicit feedback on additional ways community members can get involved in the project.

A BRINC advisory council will also be formed, consisting of teachers, parents, administrators from all four districts and a State representative. This diverse stakeholder group will provide input on the progression of the implementation plan. Additionally, this group will suggest communication plans and the best way to reach their constituents, including the use of social media such as Facebook, Twitter, and blogs.

Engaging educators and students. A key element in the success of this plan is the level of teacher engagement. Investing in high-quality professional development led by school leadership teams will garner teacher trust, as teachers will see that school leaders are invested in the proposal's reforms. Additionally, teachers across different reforms (e.g., developing online curriculum, modeling blended learning) will be exposed to successful strategies employed by their colleagues.

Webinars, podcasts, and videos will support teachers throughout the year. Tutorials on the use of Future Links, teacher progress plans, and instructions for supporting students will be shared to maximize teacher access to these strategies. Moreover, teachers scheduled for participation in subsequent years can take advantage of these virtual opportunities to explore what is occurring within the Consortium.

Students, as the primary consumers of these reforms, will be critical in the development and modifications of the personalized learning strategies. Student focus groups with high school and middle school students will be conducted across the Consortium to gauge student use of the application and the challenges students experience as they set their goals and develop their paths

for learning. Additionally, upper elementary school students will participate in focus groups to prepare and make adjustments for their transition to middle schools.

(E)(3) Performance Measures

BRINC proposes the following 12 performance measures that will be reviewed and assessed at a minimum annually to understand if the Consortium is on track to meet its district-wide targets for improving student outcomes. The following table summarizes the measure and rationale for each proposed measure. (*For further details about each measure, including a description of how the measure will provide rigorous and timely information regarding successful implementation, and how the measures will be reviewed/modified over time if it is insufficient to gauge implementation, see Appendix E-1).*

Measure ***(Application Criteria)***	**Rationale**
1.) Number and % of students with highly effective teachers or principals *(All Applicants – a)* **2.) Number and % of students with effective teachers or principals** *(All Applicants – b)*	Teachers and principals are the first and second most important in-school factor that determine student learning, respectively; therefore, students with access to a highly effective teacher and/or principal will make significant academic gains that will push them further and faster than their peers.
3.) DCAS Student Performance *(Grades 4-8 – a)*	DCAS is a computer adaptive assessment that gauges current student performance, provides rich data on instructional needs, and measures student learning progress multiple times a year. These snapshots enable educators to target instruction, students to track their progress, and all other stakeholders to better understand how classrooms and schools are performing.
4.) Number and % of students who are "high-risk" according to their Academic Index *(Grades 4-8 - b* *Grades 9-12 – c)*	Delaware's Academic Index (AI) provides stakeholders relevant, timely information regarding the continued development of all students to ensure they are on track for graduation. The AI takes into account academic factors that may affect students' success, including absences, discipline, and grades. (*For Academic Index, see Appendix E-6*).
5.) Average Daily Attendance *(Grades 4-8- c)*	Attendance is a significant factor in student success. The development of rich, personalized learning opportunities that engage and inspire all students, particularly those most at risk, will encourage students to attend school.

Measure *(Application Criteria)*	Rationale
6.) Dropout Rate *(Grades 9-12 - e)*	The impact of dropping out of school is significant—both for the student and for society as a whole and the Consortium will provide opportunities and supports for all students to graduate from high school on time. Decreasing dropout rates will result from offering more engaging, personalized learning opportunities.
7.) Graduation Rate *(Grades 9-12 - d)*	It is the Consortium's responsibility to ensure that all students graduate from high school; therefore, BRINC must ensure all students leave with a diploma that signifies they are ready for success in college and/or career.
8.) College Enrollment	It is the Consortium's goal to not only graduate but also to enroll their students in higher education. This is particularly important when weighing the social and economic benefits associated with receiving a degree.
9.) Number and % of students scoring 1550 or above on the SAT *(Grades 9-12 - b)*	Students who score a 1550 or above on the SAT have a significantly higher chance of graduating high school not needing remedial college coursework and actually obtaining a college degree.
10.) Number and % of students who complete the Free Application for Federal Student Aid (FAFSA) *(Grades 9-12 - a)*	Building a culture of "college going" is critical for student success beyond high school, particularly for first-generation college-goers. Ensuring that students complete the FAFSA application heightens their potential interest in attending college and confirms their awareness of financing options.
11.) Number and % of students completing online courses	The Consortium's online courses will provide differentiated and diverse learning opportunities for students. In addition, many students will encounter online courses in higher education and in careers; therefore, it is necessary to prepare students
12.) Number and % of students participating in dual enrollment	Dual enrollment coursework ensures students receive rigorous instructional opportunities tailored to their abilities and interests. In addition, it provides first-generation college-goers an opportunity to experience college culture firsthand, enhancing their potential for enrollment and persistence beyond high school.

Performance Measure (All Applicants – a)

a) The number and percentage of participating students, by subgroup (as defined in this notice), whose "teacher of record" (as defined in this notice) and principal are a highly effective teacher (as defined in this notice) and a highly effective principal (as defined in this notice).

Targets were set to reduce the proportion of students who did not have a highly effective teacher or principal by 50% by SY 2016–17. SY 2011–12 was used as a baseline.

Applicable Population: All participating students

		Baseline *[2011–12]*			Target														
					SY 2012–13			SY 2013–14			SY 2014–15			SY 2015–16			SY 2016–17 (Post-Grant)		
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Subgroup	**Highly Effective Teacher or Principal**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (A/B)*100**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (D/E)*100**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (G/H)*100**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (J/K)*100**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (M/N)*100**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (P/Q)*100**
All participating students	Teacher	11,146	18,936	58.90%	11932	18,936	63.01%	12710	18,936	67.12%	13488	18,936	71.23%	14266	18,936	75.34%	15045	18,936	79.45%
	Principal	4,037	18,936	21.30%	5524	18,936	29.17%	7014	18,936	37.04%	8504	18,936	44.91%	9994	18,936	52.78%	11485	18,936	60.65%
Hispanic/ Latino	Teacher	1,579	2,550	61.90%	1676	2,550	65.71%	1773	2,550	69.52%	1870	2,550	73.33%	1967	2,550	77.14%	2064	2,550	80.95%
	Principal	524	2,550	20.60%	728	2,550	28.54%	930	2,550	36.48%	1133	2,550	44.42%	1335	2,550	52.36%	1538	2,550	60.30%
American Indian	Teacher	35	64	54.70%	38	64	59.23%	41	64	63.76%	44	64	68.29%	47	64	72.82%	50	64	77.35%
	Principal	16	64	25.00%	21	64	32.50%	26	64	40.00%	30	64	47.50%	35	64	55.00%	40	64	62.50%
African American	Teacher	3,571	6,956	51.30%	3907	6,956	56.17%	4246	6,956	61.04%	4585	6,956	65.91%	4923	6,956	70.78%	5262	6,956	75.65%
	Principal	844	6,956	12.10%	1453	6,956	20.89%	2065	6,956	29.68%	2676	6,956	38.47%	3287	6,956	47.26%	3899	6,956	56.05%
White	Teacher	5,605	8,863	63.20%	5944	8,863	67.06%	6268	8,863	70.72%	6592	8,863	74.38%	6917	8,863	78.04%	7241	8,863	81.70%
	Principal	2,570	8,863	29.00%	2482	8,863	28.00%	3191	8,863	36.00%	3900	8,863	44.00%	4609	8,863	52.00%	5318	8,863	60.00%
Asian American	Teacher	355	501	70.90%	370	501	73.81%	384	501	76.72%	399	501	79.63%	414	501	82.54%	428	501	85.45%
	Principal	82	501	16.40%	124	501	24.76%	166	501	33.12%	208	501	41.48%	250	501	49.84%	292	501	58.20%
Hawaiian	Teacher	1	2	50.00%	1	2	55.00%	1	2	60.00%	1	2	65.00%	1	2	70.00%	2	2	75.00%
	Principal	1	2	50.00%	1	2	55.00%	1	2	60.00%	1	2	65.00%	1	2	70.00%	2	2	75.00%

Performance Measure (All Applicants – a) a) The number and percentage of participating students, by subgroup (as defined in this notice), whose "teacher of record" (as defined in this notice) and principal are a highly effective teacher (as defined in this notice) and a highly effective principal (as defined in this notice). Targets were set to reduce the proportion of students who did not have a highly effective teacher or principal by 50% by SY 2016–17. SY 2011–12 was used as a baseline.	**Applicable Population**: All participating students

		Baseline *[2011–12]*			**Target**														
					SY 2012–13			**SY 2013–14**			**SY 2014–15**			**SY 2015–16**			**SY 2016–17 (Post-Grant)**		
		A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**Highly Effective Teacher or Principal**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (A/B)*100**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (D/E)*100**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (G/H)*100**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (J/K)*100**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (M/N)*100**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (P/Q)*100**
English Learners	Teacher	294	493	59.60%	314	493	63.64%	334	493	67.68%	354	493	71.72%	373	493	75.76%	393	493	79.80%
	Principal	64	493	13.00%	107	493	21.70%	150	493	30.40%	193	493	39.10%	236	493	47.80%	279	493	56.50%
Special Education	Teacher	1,120	2,610	42.90%	1269	2,610	48.61%	1418	2,610	54.32%	1567	2,610	60.03%	1716	2,610	65.74%	1865	2,610	71.45%
	Principal	533	2,610	20.40%	740	2,610	28.36%	948	2,610	36.32%	1156	2,610	44.28%	1363	2,610	52.24%	1571	2,610	60.20%
Low-Income	Teacher	4,922	8,805	55.90%	5310	8,805	60.31%	5699	8,805	64.72%	6087	8,805	69.13%	6475	8,805	73.54%	6863	8,805	77.95%
	Principal	1,614	8,805	18.30%	2331	8,805	26.47%	3050	8,805	34.64%	3769	8,805	42.81%	4489	8,805	50.98%	5208	8,805	59.15%

Performance Measure (All Applicants – b)	Applicable Population:
b) The number and percentage of participating students, by subgroup (as defined in this notice), whose "teacher of record" (as defined in this notice) and principal are an effective teacher (as defined in this notice) and an effective principal (as defined in this notice). Currently, approximately 98% of teachers and all principals receive a rating of "effective." Due to the rollout of Delaware's new and more rigorous teacher evaluation program (*For DPAS II, Del. Admin. Code, Title 14, § 106A, Appendix B-53*), we expect there to be a decrease in the number of teachers who are rated as "effective." We have projected a decrease to 80% and set targets to reflect a 50% reduction in the proportion of students without an effective teacher or principal by SY 2016–17, using the projected baseline year of SY 2012–13. Since this is just a projection, once figures are calculated for SY 2012–13, we will apply the same methodology (50% reduction in proportion of students without an effective teacher or principal) to the new figures.	All participating students

		Baseline *[Provide Year]*			Target														
					SY 2012–13			SY 2013–14			SY 2014–15			SY 2015–16			SY 2016–17 (Post-Grant)		
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Subgroup	**Effective Teacher or Principal**	**# of Participating Students with Effective Teacher/Principal**	**Total # of Participating Students**	**% with Effective Teachers/Principal (A/B)*100**	**# of Participating Students with Effective Teacher/Principal**	**Total # of Participating Students**	**% with Effective Teachers/Principal (D/E)*100**	**# of Participating Students with Effective Teacher/Principal**	**Total # of Participating Students**	**% with Effective Teachers/Principal (G/H)*100**	**# of Participating Students with Effective Teacher/Principal**	**Total # of Participating Students**	**% with Effective Teachers/Principal (J/K)*100**	**# of Participating Students with Effective Teacher/Principal**	**Total # of Participating Students**	**% with Effective Teachers/Principal (M/N)*100**	**# of Participating Students with Effective Teacher/Principal**	**Total # of Participating Students**	**% with Effective Teachers/Principal (P/Q)*100**
All participating students	Teacher	18,936	18,936	100.00%	15149	18,936	80.00%	15622	18,936	82.50%	16096	18,936	85.00%	16569	18,936	87.50%	17042	18,936	90.0%
	Principal	14,889	18,936	100.00%	15149	18,936	80.00%	15622	18,936	82.50%	16096	18,936	85.00%	16569	18,936	87.50%	17042	18,936	90.0%
Hispanic/ Latino	Teacher	2,550	2,550	100.00%	2040	2,550	80.00%	2104	2,550	82.50%	2168	2,550	85.00%	2231	2,550	87.50%	2295	2,550	90.0%
	Principal	2,026	2,550	100.00%	2040	2,550	80.00%	2104	2,550	82.50%	2168	2,550	85.00%	2231	2,550	87.50%	2295	2,550	90.0%
American Indian	Teacher	64	64	100.00%	51	64	80.00%	53	64	82.50%	54	64	85.00%	56	64	87.50%	58	64	90.0%
	Principal	48	64	100.00%	51	64	80.00%	53	64	82.50%	54	64	85.00%	56	64	87.50%	58	64	90.0%
African American	Teacher	6,956	6,956	100.00%	5565	6,956	80.00%	5739	6,956	82.50%	5913	6,956	85.00%	6087	6,956	87.50%	6260	6,956	90.0%
	Principal	6,112	6,956	100.00%	5565	6,956	80.00%	5739	6,956	82.50%	5913	6,956	85.00%	6087	6,956	87.50%	6260	6,956	90.0%
White	Teacher	8,863	8,863	100.00%	7090	8,863	80.00%	7312	8,863	82.50%	7534	8,863	85.00%	7755	8,863	87.50%	7977	8,863	90.0%

	Principal	6,293	8,863	100.00%	7090	8,863	80.00%	7312	8,863	82.50%	7534	8,863	85.00%	7755	8,863	87.50%	7977	8,863	90.0%
Asian American	Teacher	501	501	100.00%	401	501	80.00%	413	501	82.50%	426	501	85.00%	438	501	87.50%	451	501	90.0%
	Principal	419	501	100.00%	401	501	80.00%	413	501	82.50%	426	501	85.00%	438	501	87.50%	451	501	90.0%
Hawaiian	Teacher	2	2	100.00%	2	2	80.00%	2	2	82.50%	2	2	85.00%	2	2	87.50%	2	2	90.0%
	Principal	1	2	100.00%	2	2	80.00%	2	2	82.50%	2	2	85.00%	2	2	87.50%	2	2	90.0%
English Learners	Teacher	493	493	100.00%	394	493	80.00%	407	493	82.50%	419	493	85.00%	431	493	87.50%	444	493	90.0%
	Principal	429	493	100.00%	394	493	80.00%	407	493	82.50%	419	493	85.00%	431	493	87.50%	444	493	90.0%
Special Education	Teacher	2,610	2,610	100.00%	2088	2,610	80.00%	2153	2,610	82.50%	2219	2,610	85.00%	2284	2,610	87.50%	2349	2,610	90.0%
	Principal	2,077	2,610	100.00%	2088	2,610	80.00%	2153	2,610	82.50%	2219	2,610	85.00%	2284	2,610	87.50%	2349	2,610	90.0%
Low-Income	Teacher	8,805	8,805	100.00%	7044	8,805	80.00%	7264	8,805	82.50%	7484	8,805	85.00%	7704	8,805	87.50%	7925	8,805	90.0%
	Principal	7,191	8,805	100.00%	7044	8,805	80.00%	7264	8,805	82.50%	7484	8,805	85.00%	7704	8,805	87.50%	7925	8,805	90.0%

(E)(3) Performance Measures – Required for applicants with participating students in grades 4–8
(Note to applicants: Delete chart if the 4-8 population is not part of your proposal)

Performance Measure (Grades 4-8 – a) a) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice). Delaware's state assessment, DCAS has been selected as the on-track indicator for grades 4–8 *(For details about DCAS, see Appendix A-360).* Figures below refer to grades 6–8 who will be participating in the grant.	**Applicable Population**: All participating students

	Baseline *2011–12*			**Target**														
				SY 2012–13			**SY 2013–14**			**SY 2014–15**			**SY 2015–16**			**SY 2016–17 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (A/B)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (D/E)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (G/H)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (J/K)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (M/N)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (P/Q)*100**
Reading																		
All Students	9,147	12,903	70.89%	9,523	12,903	73.8%	9,898	12,903	76.7%	10,274	12,903	79.6%	10,649	12,903	82.5%	11,025	12,903	85.5%
Hispanic	1,049	1,624	64.59%	1,106	1,624	68.1%	1,164	1,624	71.7%	1,221	1,624	75.2%	1,279	1,624	78.8%	1,336	1,624	82.3%
American Indian[1]	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	2,778	4,729	58.74%	2,973	4,729	62.9%	3,168	4,729	67.0%	3,363	4,729	71.1%	3,558	4,729	75.3%	3,753	4,729	79.4%
White	4,863	5,976	81.38%	4,974	5,976	83.2%	5,086	5,976	85.1%	5,197	5,976	87.0%	5,308	5,976	88.8%	5,420	5,976	90.7%
Asian American[2]	234	286	81.82%	239	286	83.6%	244	286	85.5%	250	286	87.3%	255	286	89.0%	260	286	90.9%

1 No district has more than 15 students taking the statewide DCAS and no districts report scores; therefore, we are unable to calculate.

2 Indian River and NCCVT have fewer than 15 students taking the statewide DCAS and do not report scores; therefore, they are not included in the calculation.

Multiracial[3]	74	85	87.06%	75	85	88.4%	76	85	89.7%	77	85	90.9%	78	85	92.2%	80	85	93.5%
English Learners	55	237	23.21%	73	237	30.9%	91	237	38.6%	110	237	46.2%	128	237	53.9%	146	237	61.6%
Special Education	460	1,644	27.98%	578	1,644	35.2%	697	1,644	42.4%	815	1,644	49.6%	934	1,644	56.8%	1,052	1,644	64.0%
Low-Income	4,561	7,292	62.55%	4,834	7,292	66.3%	5,107	7,292	70.0%	5,380	7,292	73.8%	5,653	7,292	77.5%	5,927	7,292	81.3%
Math																		
All Students	9,332	12,971	71.95%	9,696	12,971	74.8%	10,060	12,971	77.6%	10,424	12,971	80.4%	10,788	12,971	81.2%	11,152	12,971	86.0%
Hispanic	1,197	1,653	72.41%	1,243	1,653	75.2%	1,288	1,653	77.9%	1,334	1,653	80.7%	1,379	1,653	83.4%	1,425	1,653	86.2%
American Indian[4]	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	2,769	4,744	58.37%	2,967	4,744	62.5%	3,164	4,744	66.7%	3,362	4,744	70.9%	3,559	4,744	75.0%	3,757	4,744	79.2%
White	4,869	5,984	81.37%	4,981	5,984	83.2%	5,092	5,984	85.1%	5,204	5,984	87.0%	5,315	5,984	88.85	5,427	5,984	90.7%
Asian American[5]	258	299	86.29%	262	299	87.7%	266	299	89.0%	270	299	90.4%	274	299	91.8%	279	299	93.1%
Multiracial[6]	74	85	87.06%	75	85	88.4%	76	85	89.7%	77	85	90.9%	78	85	92.2%	80	85	93.5%
English Learners	117	307	38.11%	136	307	44.3%	155	307	50.5%	174	307	56.7%	193	307	62.9%	212	307	69.1%
Special Education	540	1,674	32.26%	653	1,674	39.0%	767	1,674	45.8%	880	1,674	52.6%	994	1,674	59.4%	1,107	1,674	66.1%
Low-Income	4,714	7,339	64.23%	4,976	7,339	67.8%	5,239	7,339	71.4%	5,501	7,339	75.0%	5,764	7,339	78.5%	6,026	7,339	82.1%

3 Only includes students from Indian River in grades 6–8 since Brandywine, Colonial, and NCCVT have fewer than 15 students taking the statewide DCAS and do not report scores; therefore, they are not included in the calculation.

4 No district has more than 15 students taking the statewide DCAS and no districts report scores; therefore, we are unable to calculate.

5 Indian River and NCCVT have fewer than 15 students taking the statewide DCAS and do not report scores; therefore, they are not included in the calculation.

6 Only includes students from Indian River in grades 6–8 since Brandywine, Colonial, and NCCVT have fewer than 15 students taking the statewide DCAS and do not report scores; therefore, they are not included in the calculation.

Performance Measure (Grades 6–8 - c) c) Applicant must propose at least one grade-appropriate health or social-emotional leading indicator of successful implementation of its plan. ***Average Daily Attendance*** – Calculated by dividing daily attendance by Daily membership. Daily attendance calculated by dividing number of total attendance by number of school days. Daily membership calculated by dividing number of total membership by number of school days. Targets were set to reduce the proportion of absenteeism (as indicated by the average daily attendance) by 50% by SY 2016–17.						**Applicable Population:** *Grades 6–8*
Subgroup	**Target**					
	SY 2011–12	**SY 2012–13**	**SY 2013–14**	**SY 2014–15**	**SY 2015–16**	**SY 2016–17 (Post-Grant)**
All participating students	93.9%	94.4%	94.9%	95.4%	95.9%	96.4%

Performance Measure (Grades 6–8)	**Applicable Population:** *Grades 6–8*
Additional Measure: ***Online Course Completion*** Online course completion was chosen as an additional measure because it is central to the plan put forth by BRINC. Not only is this an important way that the Consortium plans to provide personalized and differentiated learning to its students, but it is also critical to preparing students to be college- and career-ready, as in today's world students in college as well as workers in the workplace are commonly asked to engage in tasks online. Currently, 6th to 8th grade students do not have access to online coursework. However, as BRINC develops its platform and as it develops and acquires coursework, students in 6th to 8th grade will begin to have this access and start to take advantage of it. BRINC aims to have 20% of its 6th to 8th grade students completing at least one online course by SY 2016–17.	

Subgroup	**Target**					
	SY 2011–12	**SY 2012–13**	**SY 2013–14**	**SY 2014–15**	**SY 2015–16**	**SY 2016–17 (Post-Grant)**
Grades 6–8 Online Course Completion	0%	4.0%	8.0%	12.0%	16.0%	20.00%

(E)(3) Performance Measures – Required for applicants with participating students in grades 9-12
(Note to applicants: Delete chart if the 9-12 population is not part of your proposal)

Performance Measure (Grades 9-12 – a)	**Applicable Population**:
a) The number and percentage of participating students who complete and submit the FAFSA form. The DDOE tracks FAFSA applications for students who file between January 1 and April 15, the normal deadline for access to financial aid and scholarship grants. Targets for this performance measurement (The number and percentage of participating students who complete and submit the FAFSA form) were set under the expectation that the personalized learning teams and Future Links system would make FAFSA information more accessible for students and parents. The Consortium intends to create more opportunities for students to engage in process of completing the FAFSA worksheets by setting the expectation that all 12th grade students will complete the forms and providing opportunities for students complete student sections of the application during the school day with support from staff. Additionally, the Consortium will increase the number of options parents will have to complete the forms during the day and evening. Note that targets track linearly to the proportion of students who can reasonably be expected to complete the application (90% in SY 2014–15), with incremental increases in subsequent years as populations adjust.	Grades 9-12, all students

	Baseline *[SY 2011-12]*			**Target**														
				SY 2012–13			**SY 2013–14**			**SY 2014–15**			**SY 2015–16**			**SY 2016–17 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**# Participating Students who have completed and submitted FAFSA**	**Total # of Participating Students**	**% who completed and submitted FAFSA (A/B)*100**	**# Participating Students who have completed and submitted FAFSA**	**Total # of Participating Students**	**% who completed and submitted FAFSA (D/E)*100**	**# Participating Students who have completed and submitted FAFSA**	**Total # of Participating Students**	**% who completed and submitted FAFSA (G/H)*100**	**# Participating Students who have completed and submitted FAFSA**	**Total # of Participating Students**	**% who completed and submitted FAFSA (J/K)*100**	**# Participating Students who have completed and submitted FAFSA**	**Total # of Participating Students**	**% who completed and submitted FAFSA (M/N)*100**	**# Participating Students who have completed and submitted FAFSA**	**Total # of Participating Students**	**% who completed and submitted FAFSA (P/Q)*100**
All participating students	571	2,791	20%	1,541	2,791	55.23%	2,027	2,791	72.61%	2,512	2,791	90%	2,568	2,791	92%	2,651	2,791	95%

Performance Measure (Grades 9-12 – b)	**Applicable Population**: Grades 9-12
b) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice). SAT performance has been chosen as the on-track indicator. The College Board defines students as "college- and career-ready" if students reach a score of 1550 or above. This measure is calculated by the dividing total number of students receiving composite score at or above 1550 on SAT by the total number of students enrolled at participating schools. Due to the nature of this measure, figures will be calculated for each graduating class, as opposed to school years. Targets were set to reduce the proportion of students not achieving a college- and career-ready score by 10% by SY 2017.	

	Baseline *Graduating Class of 2012*			**Target**														
				Class of 2013			**Class of 2014**			**Class of 2015**			**Class of 2016**			**Class of 2017**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (A/B)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (D/E)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (G/H)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (J/K)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (M/N)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (P/Q)*100**
All participating students	344	2,439	15.5%	381	2,439	17.2%	418	2,439	18.9%	454	2,439	20.5%	489	2,439	22.1%	524	2,439	23.7%

Performance Measure (Grades 9-12 – c) c) Applicant must propose at least one measure of career-readiness to assess the number and percentage of participating students who are or are on track to being career-ready. Academic Index (AI): The AI is calculated based on grade cluster cut points for attendance, discipline, and grading.	**Applicable Population:** Grades 9-12

	Baseline *SY 2011/12*			**Target**														
				SY 2012–13			**SY 2013–14**			**SY 2014–15**			**SY 2015–16**			**SY 2016–17 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**# Participating Students on track**	**Total # of Participating Students**	**% on track (A/B)*100**	**# Participating Students on track**	**Total # of Participating Students**	**% on track (D/E)*100**	**# Participating Students on track**	**Total # of Participating Students**	**% on track (G/H)*100**	**# Participating Students on track**	**Total # of Participating Students**	**% on track (J/K)*100**	**# Participating Students on track**	**Total # of Participating Students**	**% on track (M/N)*100**	**# Participating Students on track**	**Total # of Participating Students**	**% on track (P/Q)*100**
All participating students	12,152	12,596	96.48%	12,196	12,596	96.83%	12,241	12,596	97.18%	12,285	12,596	97.53%	12,330	12,596	97.89%	12,374	12,596	98.24%

Performance Measure (Grades 9-12 – d) d) Applicant must propose at least one grade-appropriate academic leading indicator of successful implementation of its plan. Graduation Rate: The calculation is based on the ESEA four-year adjusted graduation rate. Targets were set to reflect a 50% reduction in the proportion of students who do not graduate by SY 2016–17, based on the SY 2010–11 baseline (chosen because graduation rates for SY 2011–12 are not yet available due to the way graduation rates are calculated).								**Applicable Population:** *Grades 9-12*
Subgroup			**Target**					
	Baseline SY 2009–10	**Baseline SY 2010–11**	**SY 2011–12**	**SY 2012–13**	**SY 2013–14**	**SY 2014–15**	**SY 2015–16**	**SY 2016–17 (Post-Grant)**
All Participating Students		81.48%	83.03%	84.57%	86.11%	87.65%	89.20%	90.74%
Hispanic		77.42%	79.30%	81.18%	83.07%	84.95%	86.83%	88.71%
American Indian		72.73%	75.00%	77.27%	79.55%	81.82%	84.09%	86.36%
African American		79.71%	81.40%	83.09%	84.79%	86.48%	88.17%	89.86%
White		83.05%	84.46%	85.88%	87.29%	88.70%	90.11%	91.53%
Asian American		96.92%	97.18%	97.43%	97.69%	97.95%	98.20%	98.46%
Multiracial		N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners		69.73%	72.25%	74.77%	77.30%	79.82%	82.34%	84.86%
Special Education		64.40%	67.37%	70.34%	73.30%	76.27%	79.24%	82.20%
Low-Income		77.52%	79.39%	81.27%	83.14%	85.01%	86.89%	88.76%

Performance Measure (Grades 9-12 – e) e) Applicant must propose at least one grade-appropriate health or social-emotional leading indicator of successful implementation of its plan. Dropout Rate: The calculation is based on students who were included in the September 30 Enrollment Report to the State. A dropout for any particular year is any student who was in the September enrollment report who did not graduate, did not die, or did not transfer to another school and was not included in the end-of-year enrollment report. Student who are identified as "whereabouts unknown" by a school district or charter school are assumed to be dropouts for this calculation. Targets were set to reduce the dropout rate by half by SY 2016–17.	**Applicable Population:** *Grades 9-12*

Subgroup			**Target**					
	Baseline SY 2009–10	**Baseline SY 2010–11**	**SY 2011–12**	**SY 2012–13**	**SY 2013–14**	**SY 2014–15**	**SY 2015–16**	**SY 2016–17 (Post-Grant)**
All Participating Students		2.29%	2.10%	1.91%	1.72%	1.53%	1.34%	1.15%
Hispanic		1.68%	1.54%	1.40%	1.26%	1.12%	0.98%	0.84%
American Indian		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
African American		2.43%	2.22%	2.02%	1.82%	1.62%	1.41%	1.21%
White		1.49%	1.36%	1.24%	1.12%	0.99%	0.87%	0.74%
Asian American		0.36%	0.33%	0.30%	0.27%	0.24%	0.21%	0.18%
Multi Racial		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
English Learners		4.83%	4.43%	4.03%	3.62%	3.22%	2.82%	2.42%
Special Education		4.05%	3.71%	3.37%	3.04%	2.70%	2.36%	2.02%
Low-Income		2.86%	2.62%	2.38%	2.15%	1.91%	1.67%	1.43%

Performance Measure (Grades 9-12)	Applicable Population:
Additional Measure: ***College Enrollment*** Targets expanded on the onset in the Delaware RTTT commitments. Delaware's RTTT application set overall student college enrollment rate targets at 70% by 2014, which applies to the class of 2014 and is detailed below as SY 2015–16. The State did not specify subgroup targets, so we extrapolated the rate we would need to grow to meet these targets to all subgroups. To do this, we looked at the rate the state target set for reducing the proportion of students not enrolling in college and applied that to all subgroups. For targets beyond the class of 2014 (SY 2015–16), targets were set to reduce the proportion of students not enrolled in college by an additional third, applied to all subgroups, for the class of 2017 (SY 2018–19; beyond the grant). Note that this does not apply for special education and ELL student subgroups. Targets were set for these groups based on analysis of current baseline and progress against RTTT targets. With the original RTTT targets, the plans for preparing these two subgroups for college and careers were important components. To date, BRINC districts have made some progress in building a college-going culture for students in these two subgroups, but not enough. For the graduating classes of 2012 and 2013, BRINC projects its growth in special education and ELL students enrolling in higher education will increase by 5% points each year. As a part of BRINC's strategy to start earlier with personalized learning supports to these two subgroups, the Consortium believes that by 2014, districts will see increasing gains in college enrollment for their special education and ELL students. In 2014, the percentage of college-enrolling students will increase by 6 percentage points, in 2015 and 2016 by 7 percentage points, and by 2017 by 8 percentage points.	*Grades 9-12*

Subgroup			Target					
	Baseline SY 2011–12	SY 2012–13	SY 2013–14	SY 2014–15	SY 2015–16	SY 2016–17	SY 2017–18	SY 2018–19 (Post-Grant)
All Participating Students	54.00%	57.96%	61.96%	65.97%	69.97%	73.31%	76.64%	79.98%
Hispanic	38.58%	43.92%	49.26%	54.60%	59.95%	64.40%	68.85%	73.30%
American Indian	61.08%	64.46%	67.85%	71.23%	74.62%	77.44%	80.26%	83.08%
African American	54.36%	58.33%	62.30%	66.27%	70.24%	73.54%	76.85%	80.16%
White	55.33%	59.22%	63.10%	66.98%	70.87%	74.11%	77.34%	80.58%
Asian American	68.79%	71.51%	74.22%	76.93%	79.65%	81.91%	84.17%	86.43%

English Learners	21.38%	26.38%	31.38%	36.38%	42.38%	49.38%	57.38%	66.38%
Special Education	5.09%	10.09%	15.09%	20.09%	26.09%	33.09%	41.09%	50.09%
Low-Income	46.88%	51.50%	56.12%	60.74%	65.36%	69.21%	73.06%	76.91%

Performance Measure
(Grades 9-12)

Additional Measure: ***Online Course Completion***

Online course completion was chosen as an additional measure because it is central to the plan put forth by BRINC. Not only is this an important way that the Consortium plans to provide personalized and differentiated learning to its students, but it is also critical to preparing students to be college- and career-ready, as in today's world college students as well as employees in the workplace are commonly asked to engage in tasks online.

Currently, online courses are largely for the purpose of credit recovery. However, as the Consortium develops its online learning platform and as it develops and acquires online coursework, the Consortium projects an accelerating rate of growth until SY 2016–17, during which all students will complete at least one online course to graduate.

Applicable Population: *Grades 9-12*

Subgroup	**Target**					
	SY 2011–12	**SY 2012–13**	**SY 2013–14**	**SY 2014–15**	**SY 2015–16**	**SY 2016–17 (Post-Grant)**
Grades 9-12 Online Course Completion	10.57%	12.47%	34.83%	57.19%	79.54%	100.00%

Performance Measure (Grades 9-12) *Additional Measure:* ***Dual Enrollment Participation*** Dual enrollment participation was chosen as an additional measure because it is an important part of the Consortium's plan to increase the rigor of its coursework and ensure students are college- and career-ready. Currently, dual enrollment opportunities are limited. However, as part of BRINC's education plan, several agreements are in process. Once these agreements are finalized, dual enrollment will start to increase rapidly, and BRINC has set its target at 25% by 2016–17.						**Applicable Population:** *Grades 9-12*
Subgroup	**Target**					
	SY 2011–12	**SY 2012–13**	**SY 2013–14**	**SY 2014–15**	**SY 2015–16**	**SY 2016–17 (Post-Grant)**
All participating students – Dual Enrollment Participation	0.42%	0.42%	6.57%	12.71%	18.86%	25.00%

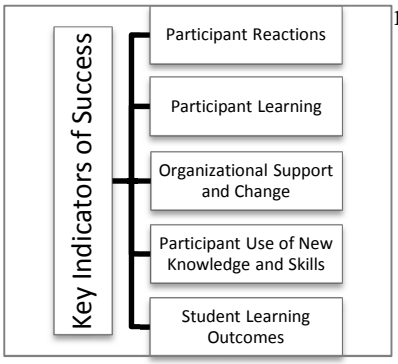
(E)(3) Evidence

- Detailed Performance Measures Chart, including a description of how the measure will provide rigorous and timely information regarding successful implementation, and how the measures will be reviewed/modified over time if it is insufficient to gauge implementation – Appendix E-1
- Description of the Academic Index that accounts for academic factors that might impact a students' success – Appendix E-6
- Description of DPAS II, Del. Admin. Code, Title 14, § 106A – See Appendix B-53
- Details about DCAS – Appendix A-360

(E)(4) Evaluating Effectiveness of Investments

The Consortium's approach to continuous improvement will create a process for monitoring performance against targets and for evaluating the effectiveness of investments in new instructional content, new technology, educator professional development, and greater focus on student and parent engagement. The process will incorporate a framework for evaluating effectiveness by identifying the leading indicators of success for each component of the plan and mapping the data analysis to each indicator.

Evaluating the Effectiveness of Professional Development Investments. The Consortium's plan provides that all participating schools will collaborate with the Consortium to develop, implement, and execute professional development for the establishment of high-functioning PLEs through a variety of methods. Methods for deploying professional development include existing 90-minute PLC structures and other formats such as face-to-face sessions, webinars, online tutorials, and distance learning. The Consortium will evaluate its professional development activities by using the Professional Development Evaluative Levels developed by research and evaluation expert Dr. Thomas Guskey. This framework provides five levels for evaluating professional development and collects different types of information at each level to be used for formative and summative purposes.[7] As shown in the following table, BRINC will collect and analyze data around the five key indicators in deploying effective professional development programs for its educators.



Indicator	Questions	Data Collection
Participant Reactions	- Did participants find the session to be useful and relevant to their practice? - Were the materials clear and understandable? - Were the lead presenters/facilitators effective? - Will you be able to use what you learned today back in your schools/classrooms?	- Exit surveys - Focus groups
Participant Learning	- Did participants acquire the targeted set of knowledge and skills? - If not, what additional training/supports will they require?	- Participant reflections - Exit surveys - Simulations - Demonstrations - Portfolios

[7] "A Conversation with Thomas Guskey," *The Evaluation Exchange*, Volume XI (Winter 2005/2006).

Indicator	Questions	Data Collection
		- Classroom walkthroughs
Organization Support and Change	- Was application or implementation of new skills/practices supported by the school/district? - Were sufficient resources made available? - Were successes recognized and shared? - Were problems/challenges in implementation escalated and addressed?	- Interviews with professional development participants and/or school leaders - Post-surveys
Participant's Use of Knowledge and Skills	- Did participants effectively apply new knowledge and skills gained during professional development?	- Observations - Portfolios - Post-surveys - Interviews with professional development participants and/or school leaders
Student Outcomes	- Was there an impact on student outcomes? - Did it impact student achievement? - Did it influence students' emotional/physical well-being? - Are students more confident learners? - What is the impact on student attendance? - What is the impact on student dropouts?	- Student data - Student surveys - Parent surveys - Interviews

By including systematic information gathering and analysis as a central component of professional development activities and using the Guskey Professional Development Evaluative Levels, the Consortium can enhance the success of its professional development activities and maximize the reach of its investments in supporting its educators.

Evaluating the effectiveness of technology investments. The Consortium's primary yardsticks for measuring the impact of its investments in new technology to support its personalized learning strategies, particularly Future Links, are student, teacher, and parent *access* to the most updated technology resources and *how* schools and teachers use the resources in different settings and for different students.

Accessibility is to be measured through the lens of how effectively resources are deployed to ensure all students and educators have access to the equipment and tools needed to effectively participate in the technology initiatives. The Technology Committee will play a critical role in ensuring that each district has the technology infrastructure to implement the initiatives.

How schools and teachers use these technology resources will be measured by looking at utilization trends among specific student populations, the preparedness on the part of educators

or other school-/district-level personnel, and the levels of awareness and understanding that different stakeholders have about what tools are available and for what purposes. The following table includes the key indicators of success for technology investments.

Indicator	Questions	Data Collection
Device Deployment in Schools	- Do all participating stakeholders have adequate access to devices required to access Future Links? (computers, laptops, handhelds). - What is the ratio of device to educator? - What is the ratio of device to student?	- District IT resource deployment data
Training of Educators and Other Stakeholders	- Which stakeholders have been provided training? - What new skills and competencies are stakeholders expected to have upon completion of training? - Are stakeholders prepared to utilize/implement the new tools?	- Training completion metrics - Exit surveys - Classroom walkthroughs - Interviews
Communication to Stakeholders	- What communications (fact sheets, FAQs, videos, website updates, letters) have been deployed to inform stakeholders about availability and purpose of new tools? - Do educators, counselors, and other school-based personnel understand what tools are available to them and for what purpose? - Do educators, counselors, and other school-based personnel have clarity in expectations for using these tools to improve student outcomes? - Are parents and other external stakeholders aware of what tools are available to them? - Are parents more engaged in the personalized learning plans for their children?	- District data - Surveys - Parent participation statistics on personalized learning teams
System/Tool Usage	- Which stakeholders are using the tools? - How (for what purposes) is the tool being used?	- System usage statistics - By module
Impact on Practice	- Has use of the new tools enhanced classroom practices? How? - Has use of new tools created new challenges or issues for educators? - Have educators been able to successfully integrate new tools into existing curricular/ instructional frameworks?	- Interviews with participants, school leaders - Focus groups - Surveys - Classroom observations/ walkthroughs

Evaluating the effectiveness of overall programmatic investments

Indicator	Questions	Data Collection
Educator Participation	- Which teachers have completed training for each core strategy?	- Training completion metrics

Indicator	Questions	Data Collection
Outcomes	- Which teachers have developed/mastered his/her own personalized learning goals with the additional help of instructional coaches? - Which teachers are implementing blended learning strategies with fidelity with supports? - Which teachers are implementing blended learning strategies independently? - What additional professional development is needed based on analysis of walkthrough data? Consortium-wide? District-wide? School-wide? Individual teachers? - How can we leverage effective implementation for improved practice across the Consortium? - How is implementation with fidelity translating to improved student outcomes?	- Teacher professional growth plan key indicators - Classroom walkthroughs/ observations
Student Participation Outcomes	- Which students have successfully completed a dual enrollment course? - Has the number of students graduating with college credit increased? - Which students have successfully completed online learning programs? - Have personalized learning strategies had an impact on improving gains for the lowest-performing students in key subject areas? For students with disabilities? ELL students? Low-income students? - Has the number of students requiring credit recovery decreased over the life of the grant? - Has student engagement increased?	- Completion metrics for dual enrollment - Completion metrics for online learning - Student academic data - Student credit recovery metrics - Student graduation metrics

BRINC's plan for evaluating the effectiveness of its investments. The Consortium intends to develop and integrate its framework for evaluating the effectiveness of its investments into its overall performance-monitoring plan outlined in Sections D(1)(a) and E(1). The Project Manager will build the framework around each of the grant's core investment areas, soliciting feedback from district- and school-level stakeholders, and presenting to the Steering Committee a detailed framework to include agreed-upon leading indicators, questions, data collection methods, proposed measures, and recommendations for how the Consortium might use these data to make higher-level programmatic or policy decisions. The framework will be developed by the end of the first quarter after receiving the grant so the Project Manager can develop and implement a detailed project plan for how data collection, analysis, and presentation of short-, medium-, and long-term results should begin.

SECTION F: Budget and Sustainability

(F)(1) Budget for the Project (See Budget Subparts 1- 4)

(F)(2) Sustainability of Project Goals

This proposal is not about adding on to what schools do now; it is about changing how they operate. It is about restructuring the learning environment and changing school culture to one in which the teacher's role shifts from deliverer of information to facilitator of learning. Therefore, this represents a formidable initial challenge from both a financial and change management perspective. Once implemented, however, the project will largely sustain itself as personalized learning ceases to be a new concept and instead becomes the way schools do business.

None of the member districts alone could implement PLEs within a span of four years. Acting as a Consortium with an infusion of support from the RTTT program, however, these four districts can transform the structure and culture of their schools within a short period, and they will serve as a model for districts across the State and country.

Implementing PLEs requires a major expansion of the use of technology in the classroom. This requires a great deal of technology infrastructure and a significant up-front expense that is mostly non-recurring. Across the Consortium, such expenses would include the expansion of bandwidth and wireless access points, the development of a cloud-based platform to house data and perform other functions, the installation of virtual labs for science classes, and the purchase of computing devices for teachers and students. Implementing PLEs also requires an initial up-front investment in the development of new digital learning content, most of which is non-recurring. Once the Consortium has implemented PLEs, it will have to maintain or replace equipment and update or supplement digital content as needed. However, these ongoing expenses will be minimal in comparison to the up-front investment.

Likewise, a fair amount of up-front costs will be associated with training all educators to create and support PLEs and transforming the culture of our schools. By the end of the grant, however, creating and supporting PLEs will be standard operating procedure within the Consortium. To the extent that educators require training in PLEs, it will be infused throughout all professional development, and the cost of training will return to pre-grant levels.

Of the grant funds the Consortium is requesting, approximately one-third will pay for one-time expenses (e.g., additional bandwidth, wireless access points, the development of the Future Links platform). Most of the remaining two-thirds will pay for expenses associated with the

initial ramp-up of the project, such as the development or purchase of software and professional development for educators. *(To see the details of one-time expenses and ongoing expenses, see Appendix F-1).*

Only $1.65 million of expenses that will be paid for by grant funds will continue beyond the end of the grant. These recurring expenses mainly consist of some limited personnel expenses, the cost of providing expanded dual enrollment opportunities, the cost of maintaining and replacing certain equipment, and the cost of updating and supplementing digital learning content. Meanwhile, many of the expenses being paid for by alternative sources of funding during the program will not extend beyond the grant period. At the end of the first four years, the member districts will repurpose these ongoing sources of funding to pay for the $1.65 million in ongoing expenses. (*To see the details of one-time expenses and ongoing expenses, see Appendix F-1).*

In addition, the member districts will seek assistance from the local business community to support the ongoing cost of purchasing and replacing equipment and providing low-cost Internet access. They will also work with local colleges to keep the cost low for dual enrollment courses.

Finally, the Consortium enjoys strong support from both State and local leaders, as several of the Consortium's initiatives, if successful, may be scalable statewide, such as the development of the Future Links system and the development of digital learning content. In those cases, the State or other districts could assume some of the ongoing costs of those initiatives.

(F)(2) Evidence:

- Details of one-time and on-going expenses of the proposed plan – Appendix F-1

BUDGET
(Budget Requirements and Evidence for Selection Criteria (F)(1) and Optional Budget Supplement)

BUDGET SUBPART 1: OVERALL BUDGET SUMMARY

Note: See budget summary narrative and instructions above, in particular "Subpart 1: Overall Budget Summary Table."

Budget Table 1-1: Overall Budget Summary Table
Evidence for: (F)(1)

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$3,618,920	$3,325,200	$3,277,320	$839,600	$11,061,040
2. Fringe Benefits	$1,432,536	$1,515,588	$1,514,076	$342,072	$4,804,272
3. Travel	$91,600	$86,390	$82,700	$82,700	$343,390
4. Equipment	$8,697,506	$110,000			$8,807,506
5. Supplies	$46,250	$46,250	$51,250	$56,250	$200,000
6. Contractual	$2,294,000	$335,950	$223,400	$272,000	$3,125,350
7. Training Stipends					
8. Other	$155,540	$219,580	$156,400	$117,520	$649,040
9. Total Direct Costs (lines 1-8)	**$16,336,352**	**$5,638,958**	**$5,305,146**	**$1,710,142**	**$28,990,598**
10. Indirect Costs*	$225,000	$225,000	$225,000	$225,000	$900,000
11. Total Grant Funds Requested (lines 9-10)	**$16,561,352**	**$5,863,958**	**$5,530,146**	**$1,935,142**	**$29,890,598**
12. Funds from other sources used to support the project	**$2,831,180**	**$1,801,180**	**$1,751,180**	**$1,751,180**	**$8,134,720**
13. Total Budget (lines 11–12)	**$19,392,532**	**$7,665,138**	**$7,281,326**	**$3,686,322**	**$38,025,318**

All applicants must provide a breakdown by the applicable budget categories shown in lines 1-13.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

BUDGET SUBPART 2: OVERALL BUDGET SUMMARY NARRATIVE

(F)(1) BRINC plans to use RTTT–D funding along with other sources to create PLEs that encourage, engage, and empower all learners, in an age-appropriate manner, to pursue a rigorous

course of study aligned to college- and career-ready standards and graduation requirements. The total budget for the project is $38,025,318, of which the Consortium is requesting $29,890,598 in RTTT grant funds. The Consortium's plan consists of six projects: (1) the Future Links platform [Criteria C(1) and C(2)], (2) student online learning [Criteria C(1) and C(2)], (3) blended learning [Criteria C(1) and C(2)], (4) dual enrollment [Criteria C(1)], (5) mastery-based learning [Criteria C(1) and C(2)], and (6) grant project/performance management [Criteria B, C, D, E, F.]

1. The *Future Links* system will provide students and parents with real-time access to student data and facilitate student use of this information to set meaningful goals aligned to college- and career-ready standards. Future Links will also enable students, with the support of educators and their parents, to develop personalized learning plans that plot a course to meet the students' goals and enable them to graduate college- and career-ready. The total budget for Future Links is $2,004,800, and the amount the Consortium is requesting in grant funds is $1,504,800.

2. The purpose of the *Student Online Learning Project* is to expand the menu of online courses offered to students. Expanding this menu is part of a larger initiative to create an array of learning environments tailored to individual students' needs. This project will require personnel resources for training, development, and delivery of online courses. It will also require attaining some online content from third parties. With regard to equipment and supplies, this project will require the purchase of laptops for those educators involved in the development and delivery of online content, the development of a digital learning platform common to all districts, and the expansion of bandwidth in three districts. This expansion is a capital investment that will provide value beyond the life of the project and the grant. The total budget for this project is $8,226,920, of which the Consortium is requesting grant funds in the amount of $6,810,920.

3. The purpose of the *blended learning project* is to implement blended learning in classrooms throughout all four districts. Like the online student experience project, the blended learning project is part of a larger initiative to create a broader array of learning environments for students. This project requires educator time for training, the development of digital learning content, and the evaluation of that content for quality and consistency. It also includes the purchase of hardware to enable the Consortium to implement a "one device to one student" program. The Consortium anticipates purchasing devices for approximately 40% of students. The Consortium will also expand wireless coverage in all schools, which, together with the increased bandwidth enabled by the student online experience project, will vastly improve school

connectivity. The Consortium will also purchase and install distance-learning equipment in all high schools to facilitate videoconferencing across schools and districts. Finally, the Consortium will purchase additional audiovisual equipment, interactive whiteboards, and document cameras.

The blended learning project budget includes two new teacher roles to provide training and support the implementation of blended learning: eCurriculum Coaches and Instructional Technology Coaches. These positions will be filled by teachers who have demonstrated strength in applying blended learning strategies to their classrooms and who will receive and provide advance training for several years. By the end of the grant, all teachers will have received training and will be capable of implementing blended learning practices. At that time, the districts will assess how many coaches they need to provide continuing support for teachers, and the remainder will return to the classroom. The total budget for the blended learning project is $20,732,848, and the Consortium is requesting grant funds in the amount of $15,558,848.

4. The *dual enrollment* project is also part of the larger initiative to provide a broader array of learning environments. Expanding the availability of dual enrollment courses will make the transition to college more seamless by enabling students to take courses for college credit while still in high school. This project calls for the creation of a new role, an IHE Coordinator. The IHE Coordinator will oversee all dual enrollment agreements with local colleges and universities, maintain a list of approved college courses (including online courses), and assess policies and procedures and recommend improvements. The IHE Coordinator will support teachers as they align their curriculum to the CCSS and provide professional development and ongoing coaching on how to scaffold student learning for greater success. The IHE Coordinator will track student success and intervene as needed to ensure students successfully complete their high school and college credits. The project budget also includes the cost of teacher training, the cost of dual enrollment courses and textbooks, and the cost to transport students to the colleges where they will take courses. The total budget for the dual enrollment project is $2,693,880, of which the Consortium is requesting grant funds in the amount of $2,433,880.

5. The *Mastery Learning Project* will provide students with the opportunity to successfully complete a course by demonstrating understanding regardless of "seat time." This program will require a waiver of the DDOE regulation relating to seat time as well as the development of policies and guidelines concerning mastery learning. The Consortium anticipates that it will obtain this waiver and develop these policies and guidelines in Year 1. During this time, the

Consortium also will engage teachers to develop the necessary content to pilot mastery-based learning in Year 2. The Consortium further anticipates that if successful, this program will serve as a basis for statewide policy. The total budget for the Mastery Learning Project and the amount the Consortium is requesting in grant funds is $148,750.

6. The *Grant Project/Performance Management Project* will oversee and support districts in developing and implementing Future Links and the new learning opportunities described above. This project pays for an overall Project Manager (new role), teacher travel for any of the projects, membership in the Vision Network (which provides professional development for school leadership teams), contract support for the project management function, and an external evaluator to monitor the project's progress. The total budget for the performance management project is $4,178,120, and the amount requested in grant funds is $3,433,400.

Additional Funding Sources

Each member district will use funding from a combination of sources to support the Consortium's proposal. *(For the amount of funding from each alternative source per district, see Appendix F-12).* Below is a description of these additional funding sources along with a summary of how the Consortium will leverage those sources to support the project. The approximate amount of funding from each source that the Consortium will use to support the project is listed in brackets next to the name of the funding source.

Title II [$510,000]. Title II provides funding to improve the quality of teaching and principal leadership through recruitment, professional development, and class size reduction. The Consortium will use Title II funding to provide:

- Content-specific training for staff in curriculum, instruction, and assessment aligned with the CCSS and SBA to improve student learning;
- Professional development on effective, research-based coaching practices for the new expanded roles of teachers;
- Stipends or substitutes for teachers to develop scopes of work for projects;
- Stipends or substitutes for make-up training; and
- Substitutes for teacher collaboration to develop blended learning content and strategies.

E-Rate [$1,528,000]. The E-Rate program provides support for schools and libraries in the area of telecommunications and Internet access. The Consortium will use E-Rate funding to:

- Support network infrastructure (including maintaining and replacing servers);

- Update network software to support the district's technology infrastructure;
- Purchase technology for use by students in the classroom (e.g., laptop carts, Mac labs, specialized technology for CTE courses, devices for online assessments); and
- Purchase technology for teachers (e.g., laptops, additional Smartboards, document cameras, and other classroom technology).

Local tax receipts [$1,394,720]. All member districts receive some funding through local tax receipts that they can repurpose for this project. The Consortium will use these funds to:

- Provide professional development for educators in foundational technology skills (i.e., using technology, the Internet, and other digital resources);
- Purchase technology for teachers (e.g., laptops, additional Smartboards, document cameras, and other classroom technology);
- Fund teacher stipends for a committee of master teachers who will review all digital learning content for consistency, high-quality and alignment to the CCSS;
- Provide support (supplies, etc.) for the other committees that the Consortium has identified throughout this application;
- Procure contractual support for the program management function; and
- Engage an external evaluator to monitor the progress of the project.

Local operating funds [$2,966,000]. Brandywine and Indian River have obtained funding for technology-related expenditures by passing referendums. In addition, Colonial has a referendum on the ballot in spring 2013 that, if successful, will support a variety of technology-related expenses. These districts will use a portion of this funding to do the following:

- Update and/or replace staff and student computers and laptops;
- Support the development of cloud-based resources (Future Links) to promote students and educator collaboration;
- Install infrastructure for wireless access at sites that do not have it and purchase wireless access points for them (in addition to the access points purchased with grant funds);
- Purchase technology for teachers (e.g., laptops, additional Smartboards, document cameras, and other classroom technology);
- Increase technology support staff to address issues with the network and new devices; and
- Develop and maintain a Consortium-wide website.

Technology match [$1,206,000]. The Consortium will redirect or maintain existing staff resources that are paid by technology matching funds to support implementation of the project.

State professional development funds [$530,000]. All member districts will use State professional development funds to provide:

- Content-specific training for staff in curriculum, instruction, and assessment aligned with the CCSS and SBA to improve student learning;
- Professional development on effective, research-based coaching practices for the new expanded roles of teachers;
- Stipends or substitutes for teachers to develop scopes of work for projects;
- Stipends or substitutes for make-up training; and
- Substitutes for teachers to collaborate to develop blended learning content and strategies.

One-Time Versus Ongoing Operational Expenses

Of the grant funds the Consortium is requesting, approximately one-third will pay for one-time expenses (e.g., additional bandwidth, wireless access points, the development of Future Links). Most of the remaining two-thirds will pay for expenses associated with the initial ramp-up of the project, such as the development or purchase of software and professional development for educators. These expenses will span the duration of the grant but will cease at the end of the grant as the necessary infrastructure to implement the program will be in place and all stakeholders will be prepared with the training they need to sustain the program. In short, creating PLEs will be standard operating procedure within the Consortium. *(To see the details of one-time expenses and ongoing expenses, see F-1).*

Only $1.65 million of expenses that will be paid for by grant funds will continue beyond the end of the grant, which mainly consists of some limited personnel expenses, the cost of providing expanded dual enrollment opportunities, and the cost of maintaining and replacing certain equipment. Meanwhile, many of the expenses being paid for by alternative sources of funding during the four years of the program will not extend beyond the grant period. The member districts, therefore, will use these ongoing sources of funding to pay for the $1.65 million in ongoing expenses. (For *details of one-time expenses vs. ongoing expenses, see F-1).*

(F)(1) Evidence

- Details of one-time and on-going expenses of the proposed plan – Appendix F-1

- Description of the amount of funding from each alternative source per district – Appendix, F-12

Budget Table 2-1: Overall Budget Summary Project List Evidence for: (F)(1)				
Project Name	**Primary Associated Criterion and location in application**	**Additional Associated Criteria and location in application**	**Total Grant Funds Requested**	**Total Budget**
Future Links System	C1, pp. 52	C2, pp.63	$1,504,800	$2,004,800
Student Online Experience	C1, pp. 57		$6,810,920	$8,266,920
Blended Learning	C1, pp. 56	C2, pp. 64	$15,558,848	$20,732,848
Dual Enrollment	C1, pp. 58		$2,433,880	$2,693,880
Mastery Learning	C1, pp. 59		$148,750	$148,750
Grant Project/Performance Management	E1, pp. 78	D1, pp. 70	$3,433,400	$4,178,120
			$29,890,598	**$38,025,318**

BUDGET SUBPART 3: PROJECT-LEVEL BUDGET SUMMARIES

Note: See budget summary narrative and instructions above, in particular "Subpart 3: Project-Level Budget Summary Tables."

Table 3-1: Project-Level Budget Summary Table: Evidence for (F)(1) **Project Name:** Future Links Platform **Primary Associated Criterion and Location in Application:** Section C1, pp.52 **Additional Associated Criteria (if any) and Location in Application:** Section C2, pp. 63					
Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel					
2. Fringe Benefits					
3. Travel	$4,800				
4. Equipment					
5. Supplies					
6. Contractual	$1,000,000	$250,000	$125,000	$125,000	$1,500,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	**$1,004,800**	**$250,000**	**$125,000**	**$125,000**	**$1,500,000**
10. Indirect Costs*					
11. Total Grant Funds Requested (lines 9-10)	**$1,004,800**	**$250,000**	**$125,000**	**$125,000**	**$1,500,000**

12. Funds from other sources used to support the project	$500,000				
13. Total Budget (lines 11–12)	**$1,504,800**	**$250,000**	**$125,000**	**$125,000**	**$2,004,800**

All applicants must provide a breakdown by the applicable budget categories shown in lines 1-13.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

Table 3-2: Project-Level Budget Summary Table: Evidence for (F)(1)
Project Name: Student Online Learning
Primary Associated Criterion and Location in Application: Section C1, pp. 57
Additional Associated Criteria (if any) and Location in Application: N/A

Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel	$1,122,300	$1,149,100	$1,180,700	$327,600	$3,779,700
2. Fringe Benefits	$482,760	$490,800	$500,280	$105,780	$1,579,620
3. Travel	$1,025	$1,025	$1,025	$1,025	$4,100
4. Equipment	$1,293,500	$110,000			$1,403,500
5. Supplies					
6. Contractual					
7. Training Stipends					
8. Other	$14,000	$10,000	$10,000	$10,000	$44,000
9. Total Direct Costs (lines 1-8)	**$2,913,585**	**$1,760,925**	**$1,692,005**	**$444,405**	**$6,810,920**
10. Indirect Costs*					
11. Total Grant Funds Requested (lines 9-10)	**$2,913,585**	**$1,760,925**	**$1,692,005**	**$444,405**	**$6,810,920**
12. Funds from other sources used to support the project	$364,000	$364,000	$364,000	$364,000	$1,456,000
13. Total Budget (lines 11–12)	**$3,277,585**	**$2,124,925**	**$2,056,005**	**$808,405**	**$8,266,920**

All applicants must provide a breakdown by the applicable budget categories shown in lines 1-13.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

Table 3-3: Project-Level Budget Summary Table: Evidence for (F)(1)
Project Name: Blended Learning
Primary Associated Criterion and Location in Application: Section C1, pp. 56
Additional Associated Criteria (if any) and Location in Application: Section C2, pp. 64

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$1,663,620	$1,787,100	$1,663,620	$35,000	$5,149,340
2. Fringe Benefits	$798,876	$857,088	$832,896	$42,192	$2,531,052
3. Travel	$5,125	$4,715	$1,025	$1,025	$11,890
4. Equipment	$7,401,606				$7,401,606
5. Supplies					
6. Contractual	$254,000	$36,000			$290,000
7. Training Stipends					
8. Other	$34,020	$102,060	$38,880		$174,960
9. Total Direct Costs (lines 1-8)	**$10,157,247**	**$2,786,963**	**$2,536,421**	**$78,217**	**$15,558,848**
10. Indirect Costs*					
11. Total Grant Funds Requested (lines 9-10)	**$10,157,247**	**$2,786,963**	**$2,536,421**	**$78,217**	**$15,558,848**
12. Funds from other sources used to support the project	$1,668,500	$1,168,500	$1,168,500	$1,168,500	$5,174,000
13. Total Budget (lines 11–12)	**$11,825,747**	**$3,955,463**	**$3,704,921**	**$1,246,717**	**$20,732,848**

All applicants must provide a breakdown by the applicable budget categories shown in lines 1-13.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

Table 3-4: Project-Level Budget Summary Table: Evidence for (F)(1)
Project Name: Dual Enrollment
Primary Associated Criterion and Location in Application: Section C1, pp. 58
Additional Associated Criteria (if any) and Location in Application:

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$616,000	$160,000	$204,000	$248,000	$1,228,000
2. Fringe Benefits	$49,800	$63,000	$76,200	$89,400	$278,400
3. Travel	$2,050	$2,050	$2,050	$2,050	$8,200
4. Equipment	$1,200				$1,200
5. Supplies	$46,250	$46,250	$51,250	$56,250	$200,000
6. Contractual		$48,000	$96,000	$144,000	$288,000

7. Training Stipends					
8. Other	$107,520	$107,520	$107,520	$107,520	$430,080
9. Total Direct Costs (lines 1-8)	**$822,820**	**$426,820**	**$537,020**	**$647,220**	**$2,433,880**
10. Indirect Costs*					
11. Total Grant Funds Requested (lines 9-10)	**$822,820**	**$426,820**	**$537,020**	**$647,220**	**$2,433,880**
12. Funds from other sources used to support the project	**$65,000**	**$65,000**	**$65,000**	**$65,000**	**$260,000**
13. Total Budget (lines 11–12)	**$887,820**	**$491,820**	**$602,020**	**$712,220**	**$2,693,880**

All applicants must provide a breakdown by the applicable budget categories shown in lines 1-13.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

Table 3-5: Project-Level Budget Summary Table: Evidence for (F)(1)
Project Name: Mastery Learning
Primary Associated Criterion and Location in Application: Section C1, pp. 59
Additional Associated Criteria (if any) and Location in Application:

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$12,000	$24,000	$24,000	$24,000	$84,000
2. Fringe Benefits	$3,600	$7,200	$7,200	$7,200	$25,200
3. Travel	$8,050	$8,050	$8,050	$8,050	$32,200
4. Equipment					
5. Supplies					
6. Contractual		$1,950	$2,400	$3,000	$7,350
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	**$23,650**	**$41,200**	**$41,650**	**$42,250**	**$148,750**
10. Indirect Costs*					
11. Total Grant Funds Requested (lines 9-10)	**$23,650**	**$41,200**	**$41,650**	**$42,250**	**$148,750**
12. Funds from other sources used to support the project					
13. Total Budget (lines 11–12)	**$23,650**	**$41,200**	**$41,650**	**$42,250**	**$148,750**

All applicants must provide a breakdown by the applicable budget categories shown in lines 1-13.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

Table 3-6: Project-Level Budget Summary Table: Evidence for (F)(1)
Project Name: Grant Project/Performance Management
Primary Associated Criterion and Location in Application: Section E1, pp. 78
Additional Associated Criteria (if any) and Location in Application: Section D1, pp. 70

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$205,000	$205,000	$205,000	$205,000	$820,000
2. Fringe Benefits	$97,500	$97,500	$97,500	$97,500	$390,000
3. Travel	$70,550	$70,550	$70,550	$70,550	$282,200
4. Equipment	$1,200				$1,200
5. Supplies					
6. Contractual	$1,040,000				$1,040,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	**$1,414,250**	**$373,050**	**$373,050**	**$373,050**	**$2,533,400**
10. Indirect Costs*	$225,000	$225,000	$225,000	$225,000	$900,000
11. Total Grant Funds Requested (lines 9-10)	**$1,639,250**	**$598,050**	**$598,050**	**$598,050**	**$3,433,400**
12. Funds from other sources used to support the project	**$233,680**	**$203,680**	**$153,680**	**$153,680**	**$744,720**
13. Total Budget (lines 11–12)	**$1,872,930**	**$801,730**	**$751,730**	**$751,730**	**$4,178,120**

All applicants must provide a breakdown by the applicable budget categories shown in lines 1-13.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

BUDGET: INDIRECT COST INFORMATION

To request reimbursement for indirect costs, please answer the following questions:

1. Does the applicant have an Indirect Cost Rate approved by its State Educational Agency?

YES ☑ NO ☐

If yes to question 1, please provide the following information:

Period Covered by the approved Indirect Cost Rate (mm/dd/yyyy):

From: 07/01/2012 To: 06/30/2013

Current approved Indirect Cost Rate: 3.51%

Approving State agency: Delaware Department of Education
(Please specify agency)

Directions for this form:

1. Indicate whether or not the applicant has an Indirect Cost Rate that was approved by its State Educational Agency.
2. If "No" is checked, the applicant should contact the business office of its State Educational Agency.
3. If "Yes" is checked, indicate the beginning and ending dates covered by the approved Indirect Cost Rate. In addition, indicate the name of the State agency that approved the approved rate.
4. If "Yes" is checked, the applicant should include a copy of the Indirect Cost Rate agreement in the Appendix. (*See Appendix F-13*)

BUDGET SUBPART 4: PROJECT-LEVEL BUDGET NARRATIVE

Note: See budget summary narrative and instructions above, in particular "Subpart 4: Project-Level Budget Narratives."

The Future Links system is a cloud-based system that will provide students and parents with real-time access to student data and other information and facilitate the use of this information by students to set meaningful goals aligned to college- and career-ready standards and track their progress against those goals. The Future Links system will also enable students, with the support of educators and their parents, to develop personalized learning plans that plot a course to meet the students' goals and enable them to graduate college- and career-ready. The requirements of the Future Links system include:

- Additional assessments
- Career exploration
- Student portfolios
- Goal setting and management
- Learning interests and styles inventory
- Online forum for collaboration
- Digital content
- Grade tracker
- Graduation tracker
- System integration development (increase ease of use across multiple districts with various student information systems (SISs)
- Expand access to students and teachers (currently only teachers have easy access to student info)
- Smartphone app for student, teacher, and parent access anytime, anywhere

Timeline:

Year 1:

- Most of the development, including major bug fixes

Year 2:

- Training and bug fixes
- Adding online forums for student, teacher, and parent collaboration
- Expand functionality to include student portfolios
- Expand functionality to link to digital content

Future years:

- Ongoing support

Long term:

- Scale to statewide implementation and takeover by the state

Roles:

All contractor roles:

- Project Manager (temporary)

- 2x Developers (temporary) - 1x Business Analyst (gather requirements, deliver training) – ongoing		
Table 4-1: Project-Level Itemized Costs		
Project Name: Future Links System		
Cost Description	**Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)**	**Total $2,004,800**
1. Personnel: Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.		
2. Fringe Benefits: Explain the nature and extent of fringe benefits to be received and by whom.		
3. Travel: Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.		
Guidance Counselors' professional development travel	80 staff x 3 days x $20/day = $4,800	**$4,800**
4. Equipment Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of $5,000 or more per unit.		
5. Supplies Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.		
6. Contractual Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement. **NOTE:** Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.		
• Software developer to design, build, and maintain personalized learning plan application. Ensure	• Estimated design/development cost for Year 1:	**$1,500,000**

application can integrate data with other sources (i.e., state data warehouse, district-level systems). Train district/school personnel on accessing data in system and analyzing it. • Year 1: (design/implement/training) Student and parent portal, personalized learning plan • Year 2: (system modifications/training) Secure system communication, student portfolio, access to and storage of digital content • Years 3–4: (maintenance/support) **<u>Job Title</u>: Future Links Coordinator (1.0) (Consortium-wide)** The Future Links Coordinator will be responsible for overseeing the development and implementation of the Future Links learning management system across all four districts of the Consortium. Primary responsibilities include: • Managing the vendor • Designing and facilitating personalized learning plan implementation • Leading Future Link Training for counselors and teachers • Coordinating and facilitating parent training • Coordinating user engagement • Training for parents	• Years 2 and 3 costs: system modifications, support, and maintenance • Consortium will issue an RFP Year 1: $1,000,000 Year 2: $250,000 Year 3: $125,000 Year 4: $125,000	
7. Training Stipends Explain what training is needed, and the purpose and relation to the project. **NOTE:** The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework, not workshops or short-term		

training supported by this program. Salary stipends paid to teachers and other school personnel for participating in short-term professional development should be reported in Personnel (line 1).		
8. Other Explain other expenditures that may exist and are not covered by other categories.		
9. Total Direct Costs: Sum lines 1-8.		
•	•	**$1,504,800**
10. Total Indirect Costs • Identify and apply the indirect cost rate.	•	
11. Total Grant Funds Requested Sum lines 9-10.		
n/a	n/a	**$1,504,800**
12. Funds from other sources used to support the project Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)		
• **Local operating funds (referendum)** **Software Development:** Additional funding to support additional functionality that may not fit within grant funding.		**$500,000**
Add more rows as needed		
13. Total Budget Sum lines 11–12.	•	•
n/a	n/a	**$2,004,800**

BUDGET SUBPART 4: PROJECT-LEVEL BUDGET NARRATIVE

Note: See budget summary narrative and instructions above, in particular "Subpart 4: Project-Level Budget Narratives."

Student Online Learning: The purpose of the Student Online Learning Project is to expand the menu of online

courses that Consortium member districts offer to students. Expanding the menu of online courses available to students is part of a larger initiative by the Consortium to create an expansive array of learning environments tailored to individual students' needs. This project will require personnel resources for training and the development and delivery of online courses. It will also require the acquisition of some online content from third-party vendors. With regard to equipment and supplies, this project will require the purchase of laptops for those educators involved in the development and delivery of online content, the development of a digital learning platform common to all four districts, and the expansion of bandwidth in three of the four member districts. The expansion of bandwidth is a capital investment that will provide value beyond the life of the project and the grant.

Timeline:

All years:

- Salaries: eLearning Coordinator, eCurriculum Coaches, Instructional Technology Coaches
- Develop online courses
- Purchase online courses

Year 1:

- Increase bandwidth in schools
- Laptops for new personnel
- Procure digital learning platform

Future years:

- Instructional Technology Coaches and eCurriculum Coaches will be reabsorbed into schools
- eLearning Coordinator position will be phased out or be maintained by Consortium based on need

Long Term:

- eLearning Coordinator will transfer processes, policies, and knowledge gained to other districts and the State

Roles:

- 1x eLearning Coordinator – Consortium – (shared with Blended Learning) – may be kept depending on need
- 11x eCurriculum Coaches (shared with Blended Learning) – temporary
- Instructional Technology Coaches (shared with Blended Learning) – temporary

Table 4-2: Project-Level Itemized Costs

Project Name: Student Online Learning

Cost Description	Cost Assumption (including whether the cost is	Total $8,266,920

	one-time investment or ongoing operational cost)	
1. Personnel: Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.		
Job Title: eLearning Coordinator (0.5 of 1.0 Consortium-wide) The eLearning Coordinator will be responsible for overseeing the online and blended learning projects. Specific tasks within the student online learning experience project will include: - Developing protocols for student support and monitoring of their learning during online learning experiences - Training teachers and facilitators to monitor students through online course following protocol for student success	$70,000 – teacher-leader position – career ladder position $70,000 x 4 yrs. X 0.5 = $140,000	**$140,000**
<u>Job Title</u>: eCurriculum Coaches • 0.5 for each of the 10 HS + 1 additional William Penn due to size (remaining 0.5 divided into Blended Learning)	$70,000 – teacher-leader position – career ladder position $70,000 x 3 yrs. X 0.5 x11 = $1,155,000	**$1,155,000**
<u>Job Title</u>: Instructional Technology Coaches • 1 at every HS and MS (19 + 1 additional William Penn due to size + 1 at Indian River to cover 3 additional schools) • 0.25 in Project 2 (0.75 in Project 3)	teacher-leader position 1 staff x 21 bldgs. x $70,000 x 3yrs. X 0.25	**$1,102,500**
Teacher stipends for online course development	Each course: 4 weeks of full-time work for 4 teachers = $16,800	**$336,000**

	Year 1x 6 courses = $100,800 Year 2 x 5 courses = $84,000 Year 3 x 5 courses = $84,000 Year 4 x 4 courses = $67,200	
High School Online Facilitators with Extra Pay for Extra Responsibility (EPER)	11 high school; 2 staff; 5 hrs. per week @ $30 per hour; 30 weeks; $198,000 x 4 yrs.	**$396,000**
"Teacher of record" for Consortium-offered online original credit courses (EPER) • Open to all students across Consortium with a max seat enrollment of 75 students/course)	Year 2: 11 courses x 1 teacher x $2,000 = $22,000 Year 3: 16 courses x 1 teacher x $2000 =$32,000 Year 4: 20 courses x 1 teacher x $2,000 = $40,000	**$94,000**
Teacher stipends for teaching on-site or off-site summer virtual learning course	Year 1: 2 staff, 5 weeks x 4 days x 3 hrs./day @ $30/hr. = $3,600 x 4 districts = $14,400 Year 2: 5 staff, 5 weeks x 4 days x 3 hrs./day @ $30/hr. = $9,000 x 4 = $36,000 Year 3: 7 staff, 5 weeks x 4 days x 3 hrs./day @ $30/hr. = $12,600 x 4 = $50,400 Year 4: 10 staff, 5 weeks x 4 days x 3 hrs./day @ $30/hr. = $18,000 x 4 = $72,000	**$172,800**
Special education teacher on-site for virtual summer learning	Year 1: 1 staff, 5 weeks x 4 days x 3 hrs./day @ $30/hr. x 4 districts = $7,200 Year 2: 1 staff, 5 weeks, 4 days, 3 hrs./day @ $30/hr. x 4 districts = $7,200 Year 3: 2 staff, 5 weeks x 4 days x 3 hrs./day @ $30/hr. x 4 districts = $14,400 Year 4: 2 staff, 5 weeks, 4 days, 3 hrs./day @ $30/hr. x 4 districts = $14,400	**$43,200**
Middle school online learning facilitators (retired teachers) will be responsible for monitoring and supporting students taking online courses	9 middle schools; 1 facilitator, 2 hrs./day x 180 days @ $35/hr. = $113,400 x 3 yrs.	**$340,200**
		$3,779,700 subtotal

2. Fringe Benefits: Explain the nature and extent of fringe benefits to be received and by whom		
Other employment costs (OECs) for eLearning Coordinator	Percentage: Basis for this estimate: OEC rate 0.3 * $140,000	**$42,000**
eLearning Coordinator health insurance	0.5 of $15,000/yr. for 4 yrs.	**$30,000**
OECs HS Online Learning Facilitators (after-school support)	$396,000 x 0.3 OEC	**$118,800**
OECs teacher stipends for online course development	$336,000 x 0.3	**$100,800**
OECs "teacher of record" for Consortium-developed and offered online courses	$94,000 x 0.3	**$28,200**
OECs regular education teacher stipends for teaching on-site or off-site summer virtual learning course	$172,800 x 0.3	**$51,840**
OECs special education teacher stipends for teaching on-site or off-site summer virtual learning course	$43,200 x 0.3	**$12,960**
OECs of eCurriculum Coaches	$1,155,000 x 0.3	**$346,500**
Health insurance for eCurriculum Coaches	11 x $15,000 x 3 yrs. x 0.5 = $247,500	**$247,500**
OECs of Instructional Technology Coaches	$1,102,500 x 0.3	**$330,750**
Health insurance for Instructional Technology Coaches	21 x $15,000/yr. x 3 yrs. x 0.25	**$236,250**
OEC @ 10% middle school Online Learning Facilitators	340,200 x 10%	**$34,020**
		$1,579,620 subtotal
3. Travel: Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.		
eLearning Coordinator travel	5,000 miles x 4 yrs. @ $0.41/mile = $8,200 x 0.5 (0.5 allocated to blended learning project)	**$4,100**
4. Equipment Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of $5,000 or more per unit.		

Acquisition of online courses	Year 1: 4 courses, $5,000 per course (11 high schools) = $220,000 Year 2: 2 courses, $5,000 per course (11 high schools) = $110,000	**$330,000**
Digital learning platform		**$100,000**
Increase bandwidth (16 schools)	16 schools @ $60,000 = $960,000	**$960,000**
eLearning Coordinator laptop	$1200 x 0.5 (0.5 allocated to blended learning project)	**$600**
eCurriculum Coaches laptops	11x $1,200/each x 0.5	**$6,600**
Instructional Technology Coaches laptops	21 x $1,200/each x 0.25	**$6,300**
		$1,403,500 subtotal
5. Supplies Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.		
6. Contractual Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement. **NOTE:** Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.		
7. Training Stipends **Explain what training is needed, and the purpose and relation to the project.** **NOTE: The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Salary stipends paid to teachers and other school personnel for participating in short-term professional development should be reported in Personnel (line 1).**		
8. Other Explain other expenditures that may exist and are not covered by other categories.		

Virtual Lab Component	• $50/student per yr. x 4 yrs.
	• Student count per district
	  ○ Brandywine: 50
	  ○ Indian River: 50
	  ○ Colonial: 50
	  ○ Newcastle : 50
		$40,000

Online course cost for teachers (to be trained in how to incorporate virtual lab into coursework)	$4,000 (for 20 participants)	**$4000**
		$44,000 subtotal
9. Total Direct Costs: Sum lines 1-8.		
• n/a	• n/a	**$6,810,920**
10. Total Indirect Costs Identify and apply the indirect cost rate.		
•	•	•
11. Total Grant Funds Requested Sum lines 9-10.		
• n/a	• n/a	**$6,810,920**
12. Funds from other sources used to support the project Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)		
• **E-Rate** **Network Support:** Maintain and replace servers and update network software to support district technology infrastructure • **Local operating funds (referendum)** **Devices (computers, laptops, tablets):** Replace and update staff computers and laptops	• Network support: $39,000 x 4 yrs. • Devices (computers, laptops, tablets): $325,000 x 4 yrs.	**$1,456,000**
13. Total Budget Sum lines 11–12.		
• n/a	• n/a	**$8,266,920**

BUDGET SUBPART 4: PROJECT-LEVEL BUDGET NARRATIVE

Note: See budget summary narrative and instructions above, in particular "Subpart 4: Project-Level Budget Narratives."

The *blended learning project* will implement blended learning in classrooms throughout all four member districts. Like the online student experience project, the blended learning project is part of a larger initiative by the Consortium to create an expansive array of learning environments tailored to individual students' needs. This project requires educator

time for training and development of digital learning content as well as educator time to evaluate the content for quality and consistency. It also includes technology hardware purchases to enable the Consortium to implement a "one device to one student" program. The Consortium will purchase devices for up to 40% of students (based on need). The Consortium will also expand wireless coverage in all schools, which together with the increased bandwidth enabled by the student online experience project (above), will vastly improve school connectivity. The Consortium will also purchase and install distance-learning equipment in all high schools. Finally, the Consortium will purchase additional audiovisual equipment, interactive whiteboards, and document cameras for use in blended learning classrooms. Some schools in the Consortium already have this equipment. By leveraging one another's strengths and seeking the District RTTT grant, the Consortium will be able to implement blended learning classrooms far faster and more efficiently than any one member district could acting alone.

The blended learning project budget includes two new teacher roles to provide training and support the implementation of blended learning: eCurriculum Coaches and Instructional Technology Coaches. These positions will be teachers who will be promoted out of the classroom to receive and provide advanced training for several years. By the end of the grant period, all teachers will have received training and be capable of implementing blended learning strategies and practices. At that time, the member districts will determine the number of coaches they need to provide continuing support to teachers, and the remainder will return to the classroom.

Timeline:

Spans multiple years:

- Salaries: eLearning Coordinator, eCurriculum Coaches, Instructional Technology Coaches
- Blended learning training
- Blended learning course development

Year 1:

- Blended learning consultation for Steering Committee
- Blended learning professional development
- Train Consortium personnel to become PBL trainers
- Laptops for new personnel
- Install/increase wireless access points in Consortium schools
- Purchase control software to limit student access to inappropriate sites

- Technology for classrooms (e.g., audiovisual, interactive whiteboard, document camera, etc.)
- Blended learning overview for Consortium administrators
- Hardware for students to access digital content (40% of students based on need)
- Professional development for administrators to perform blended learning evaluations

Year 2:

- Professional development for administrators to perform blended learning evaluations
- Blended learning professional development for educators

Future years:

- Instructional Technology Coaches and eCurriculum Coaches will be reabsorbed into schools
- eLearning Coordinator position will be phased out or be maintained by Consortium based on need

Long Term:

- eLearning Coordinator will transfer processes, policies and knowledge gained to other districts and the State

Roles:

- 1x eLearning Coordinator – Consortium – (shared with Online Learning) - may be kept depending on need
- 11x eCurriculum Coaches (shared with Online Learning) – temporary
- Instructional Technology Coaches (shared with Online Learning) – temporary

Table 4-3: Project-Level Itemized Costs

Project: Blended Learning

Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total $20,732,848
1. Personnel: Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.		
Job Title: eLearning Coordinator (0.5 of 1.0 Consortium-wide) The eLearning Coordinator will be responsible for overseeing the online and blended learning projects	• $70,000 – teacher-leader position – career ladder position • $70,000 x 4 yrs. x 0.5 = $140,000	**$140,000**
Job Title: *eCurriculum Coaches* • 0.5 of 1.0 position (remaining	• $70,000 – teacher-leader position – career ladder	

0.5 divided into student online experience) • 1 for each of the 10 HS + 1 William Penn	position • $70,000 x 3 yrs. x 0.5 x11 = $1,155,000	**$1,155,000**
Job Title: *Instructional Technology Coaches* • 1 at every HS and MS (19) + 1 additional for William Penn HS due to size + 1 in IR for 3 additional schools • 0.75 in Project 2 (0.25 in Project 3)	• 1 staff x 21 bldgs. x $70,000 x 3 yrs. x 0.75	**$3,307,500**
Blended learning course professional development (summer) – EPER	• Year 1 (one core content area per district): 9 MS + 12 HS teachers x 4 districts x 3 days x 7 hrs. @ $30/hr. = $52,920 • Year 2 (remaining core content areas – uses Consortium-created materials/resources): 27 MS + 36 HS teachers x 4 districts x 3 days x 7 hrs. @ $30/hr. = $158,760 • Year 3 (non-core content areas): 24 HS/MS teachers x 4 districts x 3 days x 7 hrs. @ $30/hr. = $60,480	**$272,160**
Blended learning course development (EPER)	• Year 2 (one core content area per district): 48 HS teachers/36 MS teachers @ $30/hr. for 35 hours = $88,200 • Year 3 (remaining core content areas – uses Consortium-created materials/resources): 144 HS teachers, 108 MS teachers @ $30/hr. for 14 hrs. = $105,840 • Year 4 (non-core content	**$274,680**

	areas): 96 HS/MS teachers @ $30/hr. for 28 hrs. = $80,640	
		$5,149,340 subtotal
2. Fringe Benefits: Explain the nature and extent of fringe benefits to be received and by whom.		
OECs eLearning Coordinator	• Percentage: 30% * $140,000 • Basis for this estimate:	**$42,000**
Health insurance eLearning Coordinator	0.5 of $15,000/yr. x 4 yrs.	**$30,000**
OECs blended learning course professional development (summer) – EPER	• Year 1 : $52,920 x 0.3 = $15,876 • Year 2 = $158,760 x 0.3 = $47,628 • Year 3= $60,480 x 0.3 = $18,144	**$81,648**
OECs blended learning course development (EPER)	• Year 2 = $88,200 x 0.3 = $26,460 • Year 3 = $105,840 x 0.3 = $31,752 • Year 4 = $80,640 x 0.3 = $24,192	**$82,404**
OECs of eCurriculum Coaches	1,155,000 x 0.3	**$346,500**
Health insurance of eCurriculum Coaches	11 x $15,000 x 3 yrs. x 0.5	**$247,500**
OECs of Instructional Technology Coaches	$3,307,500 x 0.3	**$992,250**
Health insurance for Instructional Technology Coaches	21 x $15,000/yr. x 3 yrs. x 0.75	**$708,750**
		$2,531,052 subtotal
3. Travel: Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.		
5,000 miles @ $0.41/mile = $8,200 eLearning Coordinator	5,000 miles @ $0.41/mile = $8,200 x 0.5 (0.5 allocated to online learning project)	**$4,100**
Travel associated with PBL training	50 staff x 3 trainings x 20 miles/training x $0.41/mile	**$1,230**
Travel associated with overview of blended learning for administrators	100 administrators x 40 miles x $0.41/mile	**$1,640**

Travel associated with professional development for administrators: evaluating blended learning instruction	Year 1: 25 administrators x 40 miles x $0.41/mile x 3 days = $1,230 Year 2: 75 administrators x 40 miles x $0.41/mile x 3 days = $3,690	**$4,920**
		$11,890 subtotal
4. Equipment Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of $5,000 or more per unit.		
Long distance learning equipment (for distance-learning capability)	one per high school (11) at $42,000 each = $462,000	**$462,000**
eLearning Coordinator laptop	$1,200 x 0.5 (0.5 allocated to online learning project)	**$600**
Instructional Technology Coaches laptops	21 x $1,200/each x 0.75	**$18,900**
eCurriculum Coaches laptops	11 x $1,200/each x 0.5	**$6,600**
Control Software: Software that prevents students from accessing inappropriate sites and material while using their own devices while on school property	• Estimated unit cost: based on 19,261 students @ $26/student • The definition of equipment used by the applicant	**$500,786**
Hardware for students to access digital course content	• Consortium does not want to spend more than 20% of total grant on technology • Estimated unit cost: 40% of 19,261 students = 7,704 devices @ $680/device = $5,238,720	**$5,238,720**
Wireless access points (technology)	300 access points x 4 districts x {$595(cost) + $300 (install)}	**$1,074,000**
Teacher technology to use for blended instruction	Year 1: (e.g., audiovisual equipment, interactive whiteboard, document camera)	**$100,000**
		$7,401,606 subtotal

5. Supplies Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.		
•	•	
6. Contractual Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement. **NOTE:** Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.		
Blended learning consultation for Consortium Steering Committee – Review, develop policies and processes to implement blended learning environment	• Four days of consultation to Consortium-wide committees ($4,000 x 4 days) = $16,000	**$16,000**
Blended learning professional development for teachers The Consortium will issue an RFP for a vendor to develop and deliver professional development on best practices for blended learning course design and implementation that stress collaboration between students, frequent teacher support and collaboration, alternate assessment strategies, multiple opportunities for mastery, pedagogical differences between online learning and face-to-face learning, developmental readiness for monitoring, and self-regulation of one's own learning. • Year 1: Spring session 9 days (3 sessions of 3 days) Summer session 6 days (2 sessions of 3 days) *Approximately 75 people max per session *Teachers only attend 1 spring session and 1 summer session • Following years of training done	Assumptions: • Blended learning professional development: 6 days of training (15 sessions) $4,000 x 15 sessions = $60,000	**$60,000**

by eLearning Coordinator		
Overview of blended learning for administrators	Year 1: All administrators $4,000 x 4 sessions *Administrators need to attend one session	**$16, 000**
Professional development for administrators: evaluating blended learning instruction	Year 1: 25 administrators – 3 days evaluating the educator $4,000 x 3 days = $12,000 Year 2: 75 administrators – 3 days evaluating the educator $4,000 x 3 days x 3 sessions = $36,000 (3 sessions offered, but administrators need to attend only 1 session)	**$48,000**
Project-Based Learning (PBL) In Year 1 of the grant, the Consortium will train 50 personnel (including eCurriculum Coaches, Instructional Technology Coaches, eLearning Coordinator, and existing district and school coaches) to be certified PBL trainers. In turn, these trainers will provide professional development to all teachers, such that all teachers are able to use PBL as a key component of their classroom instruction.	• Train 50 Consortium personnel (eCurriculum Coaches, Instructional Technology Coaches, eLearning Coordinator, others) to become certified PBL trainers	**$150,000**
		$290,000 subtotal
7. Training Stipends **Explain what training is needed, and the purpose and relation to the project.** **NOTE: The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Salary stipends paid to teachers and other school personnel for participating in short-term professional development should be reported in Personnel (line 1).**		
8. Other	•	
Substitute teachers for blended learning training	• Year 1 (one core per district): 9 MS + 12 HS teachers x 4 districts x 3 days x $135/day=	**$174,960**

	$34,020 • Year 2 (remaining core per district: uses Consortium-created materials/resources): 27 MS + 36 HS teachers x 4 districts x 3 days x $135/day = $102,060 • Year 3 (non-core content): 24 HS/MS teachers x 4 districts x 3 days x $135/day = $38,880	
9. Total Direct Costs: Sum lines 1-8.		
• n/a	• n/a	**$ 15,558,848**
10. Total Indirect Costs Identify and apply the indirect cost rate.		
• Identify and apply the indirect cost rate	• Indirect Cost Rate as indicated in the Budget Indirect Cost Information part	• Cost
11. Total Grant Funds Requested Sum lines 9-10.		
• n/a	• n/a	**$15,558,848**
12. Funds from other sources used to support the project Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)		
• **E-Rate** **Servers and network deployment and maintenance:** Support for network infrastructure $63,000 x 4 yrs. **Technology for students:** Laptop carts; Mac labs; specialized technology for CTE courses; devices for online assessments $140,000 x 4 yrs. **Technology for teachers:** Provide up-to-date technology for teachers to use to access appropriate applications that align with curriculum (includes laptops, additional	• E-Rate: $343,000 x 4 • Local tax receipts: $175,000 x 4 • Local operating funds (referendum): $279,000 x 4 • Technology match: $301,500 x 4 • State professional development: Year 1: $320,000 Years 2–4: $70,000 x 3 • Title II: $250,000	**$5,174,000**

Smartboards, document cameras, and other classroom technology). $140,000 x 4 yrs. • **Local tax receipts** **Professional development: foundational technology skills** Foundational training in using technology, the Internet, and other digital resources (precursor to training in blended learning) $140,000 x 4 yrs. **Technology for teachers:** As above $35,000 x 4 yrs. • Local operating funds (referendum) **Increase wireless and network capacity:** To install infrastructure for wireless access at those sites that do not have it and purchase wireless access points for them (in addition to the access points purchased with grant funds) $65,000 x 4 yrs. **Instructional technology:** Smartboards, document cameras, etc. for classrooms $84,000 x 4 year **Technology support:** Reallocation of existing staff resources to support, implement, and troubleshoot new technology $130,000 x 4 yrs. • **Technology Match** **Basic technology support:** Reallocation of existing staff resources to support, implement, and		

troubleshoot new technology $301,500 x 4 yrs. • **State professional development** **General professional development:** Provide content-specific training for staff in curriculum, instruction, and assessment aligned with the CCSS and SBA to improve student learning $70,000 x 4 yrs. **Professional development for coaches:** Professional development for all coaches in effective coaching Contract payment to train 50 trainers: Year 1: $75,000 **Stipends or substitutes for teachers to participate in development of scope of work for projects:** Total amount for Year 1 when teachers may not have enough time to move around summer plans Year 1: $75,000 **Stipends or substitutes for make-up training:** Year 1: $25,000 **Substitutes for teachers to work together to develop blended learning content and strategies:** Year 1: $75,000 • **Title II** **Professional development for coaches:** Professional development for all coaches in effective coaching. Contract payment to train 50 trainers: Year 1: $75,000 **Stipends or substitutes for teachers to participate in development of scope of work for projects:**		

Year 1: $75,000 **Stipends or substitutes for make-up training:** Year 1: $25,000 **Substitutes for teachers to work together to develop blended learning content and strategies:** Year 1: $75,000		
13. Total Budget Sum lines 11–12.		
• n/a	• n/a	**$20,732,848**

BUDGET SUBPART 4: PROJECT-LEVEL BUDGET NARRATIVE

Note: See budget summary narrative and instructions above, in particular "Subpart 4: Project-Level Budget Narratives."

The *dual enrollment* project is intended to expand access to dual enrollment opportunities. Like the online and blended learning projects, this project is part of a larger initiative to provide a broader array of learning environments to better serve the needs of individual students. Dual enrollment courses make the transition to college more seamless by enabling students to take courses for college credit while they are still in high school. Doing so shows students that they are prepared for the classes offered in college and also gives them a head start on completing their degree. This project calls for the creation of a new Consortium role, an IHE Coordinator. The IHE Coordinator will oversee all dual enrollment agreements with local colleges and universities; maintain a list of approved college courses (including online courses) and promote them to teachers, parents, and students; and assess Consortium policies and procedures and make recommendations for improvements. The IHE Coordinator will offer support to teachers as they align their curriculum to the National Council for Accreditation of Teacher Education (NCAT) Standards and provide professional development and ongoing coaching on how to scaffold student learning for greater success. The IHE Coordinator will track student success and intervene as needed to ensure students successfully complete their high school and college credits. The project budget also includes the cost of teacher training, the cost of dual enrollment courses and textbooks, and the cost to transport students to the local colleges where they will take courses.

Timeline:
Spans multiple years:

- Salaries: IHE Coordinator
- Mapping college courses with HS curricula
- Teachers participate in college professional development (to teach college courses in HS)
- College books
- Cost of college courses

Year 1:

- University partnership development

Future years:

- IHE Coordinator position will be phased out or be maintained by Consortium based on need

Long Term:

- IHE Coordinator will transfer processes, policies, and knowledge gained to other districts and the State

Roles:

- 1x IHE Coordinator – Consortium – may be kept depending on need

Table 4-4: Project-Level Itemized Costs		
Project: Dual Enrollment		
Cost Description	**Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)**	**Total $2,693,880**
1. Personnel: Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.		
Job Title: IHE Coordinator (Consortium-wide) The IHE Coordinator will be responsible for designing the dual enrollment program and create "articulation agreements" with IHE. This position will support the dual enrollment project, which will require engagement with the State's IHEs in developing course content and supports to students in their personalized learning plans. Specific tasks within the dual enrollment project will include:	teacher-leader – career ladder position $70,000 x 4 = $280,000	**$280,000**

1.Design dual enrollment program and create "articulation agreements" with IHE partners; 2.Speak to the community and parents on positive aspects of dual enrollment; 3.Conduct training for parents on how to support their child; 4.Conduct training and coaching for teachers on how to support the student taking college-level courses; and 5.Develop MOU with IHEs.		
Teachers to 1) become adjunct and 2) map/align curriculum = $1,000 (2 courses each year for total of 8 courses	Mapping x 8 courses x $1000 = $8000	**$8,000**
Teachers participate in college professional development = $2,000 per teacher per year	20 Courses x 2000 x 11 HS = $440,000 Year 1: 2 teachers x 11 HS teachers x 2000 = $44,000 Year 2: 4 teachers x 11 HS teachers x 2000 = $88,000 Year 3: 6 teachers x 11 HS teachers x 2000 = $132,000 Year 4: 8 teachers x 11 HS teachers x 2000 = $176,000	**$440,000**
University Partnership Delaware IHEs partner with school districts to assist in developing effective teachers and leaders by assisting teachers' ability to address CCSS, mapping units in the LFS format and focus on STEM initiatives.		**$500,000**
		$1,228,000 subtotal
2. Fringe Benefits: Explain the nature and extent of fringe benefits to be received and by whom.		
OECs IHE Coordinator (Consortium-	Percentage: 30% x $280,000	**$84,000**

wide)	Basis for this estimate:	
Health insurance	$15,000/yr. x 4	**$60,000**
OECs teacher course mapping	$8,000 x 30%	**$2,400**
OECs teacher college professional development	0.3 x440,000	**$132,000**
		$278,400 subtotal
3. Travel: Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.		
IHE Coordinator	5,000 miles @ $0.41/mile x 4 = $8,200	**$8,200**
4. Equipment Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of $5,000 or more per unit.		
IHE Coordinator Laptop	1 x $1200	**$1,200**
5. Supplies Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.		
PR materials, training materials/guidance documents for parents		**$5,000**
Books	Year 1: 2 courses x 11 schools x 25 students x 75/book = $41,250 Year 2: 2 courses x 11 schools x 25 students x 75/book =$41,250 Year 2: 2,500 x 2 courses replacement book cost = $5,000 Year 3: 2 courses x 11 schools x 25 students x 75/book =$41,250 Year 3: 2,500 x 4 courses replacement book cost= $10,000	**$195,000**

	Year 4: 2 courses x 11 schools x 25 students x 75/book = $41,250 Year 4: 2,500 x 6 courses replacement book cost= $15,000	
		$200,000 subtotal
6. Contractual Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement. **NOTE:** Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.		
IHE on-site, off-site, and online dual enrollment courses	• Year 2: Contract with colleges: $6,000 per course x 2 per district x 4 districts = $48,000 • Year 3: $6,000 x 4 per district x 4 districts = $96,000 • Year 4: $6,000 x 6 per district x 4 districts = $144,000	**$288,000**
Add more rows as needed		
7. Training Stipends Explain what training is needed, and the purpose and relation to the project. **NOTE:** The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Salary stipends paid to teachers and other school personnel for participating in short-term professional development should be reported in Personnel (line 1).		
8. Other Explain other expenditures that may exist and are not covered by other categories.		
Transportation costs	• $120 x 2 buses per day x 56 days (4 days a week x 14 weeks) x 2 semesters x 4 yrs. x 4 districts	**$430,080**
9. Total Direct Costs: Sum lines 1-8.		

• n/a	• n/a	**$2,433,880**
10. Total Indirect Costs Identify and apply the indirect cost rate.		
• Identify and apply the indirect cost rate	• Indirect Cost Rate as indicated in the Budget Indirect Cost Information part	• Cost
Add more rows as needed		
11. Total Grant Funds Requested Sum lines 9-10.		
• n/a	• n/a	**$2,433,880**
12. Funds from other sources used to support the project Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)		
• **Title II:** **General professional development** Provide content-specific training for staff in curriculum, instruction, and assessment aligned with the CCSS and SBA to improve student learning	$65,00 x 4	**$260,000**
13. Total Budget Sum lines 11–12.		
• n/a	• n/a	**$2,693,880**

BUDGET SUBPART 4: PROJECT-LEVEL BUDGET NARRATIVE

Note: See budget summary narrative and instructions above, in particular "Subpart 4: Project-Level Budget Narratives."

The *Mastery Learning Project* will provide students with the opportunity to successfully complete a course by demonstrating understanding regardless of "seat time." This program will require a waiver of the DDOE regulation relating to seat time as well as the development of policies and guidelines concerning mastery learning. The Consortium anticipates that it will obtain this waiver and develop these policies and guidelines in Year 1. During this time, the Consortium also will engage teachers to develop the necessary content to pilot mastery-based learning in Year 2. The Consortium further anticipates that if successful, this pilot program will serve as a basis for statewide policy.

Timeline:
Spans multiple years:
- Develop and implement mastery learning framework
- Travel

Year 1:

- Form task force to research, study implications, and design mastery learning policies and practices, seek waiver

Year 2:

- Implement Mastery Learning Pilot

Long Term:

- Consortium will transfer processes, policies, and knowledge gained to other districts and the State

Roles:
None

Table 4-5: Project-Level Itemized Costs		
Project: Mastery Learning		
Cost Description	**Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)**	**Total $148,750**
1. Personnel: Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.		
District staff to develop: Year 1: Mastery learning framework Years 2– 4: Competency assessments	Year 1: 20 staff; 20 hrs. @ $30/hr. = $12,000 Year 2: 20 staff; 40 hrs. @ $30/hr. = $24,000 Year 3: 20 staff; 40 hrs. @ $30/hr. = $24,000 Year 4: 20 staff; 40 hrs. @ $30/hr. = $24,000	**$84,000**
2. Fringe Benefits: Explain the nature and extent of fringe benefits to be received and by whom.		
OECs of district staff mastery learning work	$84,000 x 0.3	**$25,200**
3. Travel: Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.		
Travel for Consortium leads	5,000 miles @ $0.41/mile x 4 = $8,200	**$8,200**
Conferences and site visits	3 staff x 4 districts x $2,000	**$24,000**
		$32,200 subtotal
4. Equipment Explain what equipment is needed and why it is needed to meet program goals. Consistent		

with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of $5,000 or more per unit.		
5. Supplies Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.		
6. Contractual Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement. **NOTE:** Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.		
Purchase of end-of-course assessments	Year 2: $6 per student x 325 students = $1,950 Year 3: $6 per student x 400 students = $2,400 Year 4: $6 per student x 500 students = $3,000	**$7,350**
7. Training Stipends Explain what training is needed, and the purpose and relation to the project. **NOTE:** The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Salary stipends paid to teachers and other school personnel for participating in short-term professional development should be reported in Personnel (line 1).		
•	•	•
8. Other Explain other expenditures that may exist and are not covered by other categories.		
•	•	•
9. Total Direct Costs: Sum lines 1-8.		
• n/a	• n/a	**$148,750**
10. Total Indirect Costs Identify and apply the indirect cost rate.		
•	•	•
11. Total Grant Funds Requested Sum lines 9-10.		
• n/a	• n/a	**$148,750**
12. Funds from other sources used to support the project Identifies all non-grant funds that will support the project (e.g., external foundation support;		

LEA, State, and other Federal funds)		
	•	•
13. Total Budget Sum lines 11–12.		
• n/a	• n/a	**$148,750**

BUDGET SUBPART 4: PROJECT-LEVEL BUDGET NARRATIVE

Note: See budget summary narrative and instructions above, in particular "Subpart 4: Project-Level Budget Narratives."

The *Grant Project/Performance Management Project* is a project to oversee and support member districts in the development and implementation of the Future Links cloud-based system and the new learning opportunities described above (online learning, blended learning, dual enrollment, and mastery-based learning). This project pays for an overall Project Manager (new role), teacher travel for any of the other projects, membership in the Vision Network (which provides professional development for school leadership teams), contract support for the project management function, an external evaluator to monitor the progress of the project, and any indirect costs incurred.

Timeline:
Spans multiple years:
- Salaries: Program Manager, administrative support
- All teacher travel for the project
- All indirect costs

Long Term:
- Consortium will transfer processes, policies, and knowledge gained to other districts and the State

Roles:
- Program Manager – Consortium – temporary – will not be kept
- Administrative support – Consortium – temporary – will not be kept

Table 4-6: Project-Level Itemized Costs		
Project: Performance Management		
Cost Description	**Cost Assumption (including whether the cost is one-time investment or ongoing**	**Total $4,178,120**

	operational cost)	
1. Personnel: Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.		
Job Title: Program Manager	$120,000 x 4 yrs.	**$480,000**
Job Title*:* Administrative support	$45,000 x 4 yrs.	**$180,000**
Job Title: BRINC District Leads (existing staff)	4 Consortium leads x $100,000 x 0.10 x 4 yrs.	**$160,000**
		$820,000 subtotal
2. Fringe Benefits: Explain the nature and extent of fringe benefits to be received and by whom.		
OECs for Project Manager	$480,000 x 0.3	**$144,000**
Health insurance for Project Manager	$15,000 x 4 yrs.	**$60,000**
OECs for administrative support	$180,000 x 0.3	**$54,000**
Health insurance for administrative assistant	$15,000 x 4 yrs.	**$60,000**
OECs BRINC leads	$160,000 x 0.3	**$48,000**
Health insurance for BRINC leads	$15,000 x 4 x 4 yrs. x 0.10	**$24,000**
		$390,000 subtotal
3. Travel: Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.		
Project Manager travel	5,000 miles @ $0.41/mile x 4 = $8,200	**$8,200**
Conferences and site visits	3 staff x 4 districts x $2,000	**$24,000**
General travel for teachers		**$250,000**
		$282,200 subtotal
4. Equipment Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of $5,000 or more per unit.		
• PM laptop	•	**$1200**
5. Supplies Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.		

•	•	•
6. Contractual Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement. **NOTE:** Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.		
Vision Network Vision Network is a bold and coherent plan designed to provide a world-class education to all public school students in Delaware. The plan was developed in 2006 by a coalition of education, government, business, and civic leaders throughout Delaware. BRINC will partner with this network to establish additional professional development support in enhancing blended learning strategies, planning lessons for digital curricula, and incorporating devices into lesson development.		**$1,040,000**
7. Training Stipends Explain what training is needed, and the purpose and relation to the project. **NOTE:** The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Salary stipends paid to teachers and other school personnel for participating in short-term professional development should be reported in Personnel (line 1).		
•	•	•
8. Other Explain other expenditures that may exist and are not covered by other categories.		
•	•	•
9. Total Direct Costs: Sum lines 1-8.		
• n/a	• n/a	**$2,533,400**
10. Total Indirect Costs Identify and apply the indirect cost rate.		
• Identify and apply the indirect cost rate	• Indirect Cost Rate as indicated in the Budget Indirect Cost	**$900,000**

3% indirect	Information part	
11. Total Grant Funds Requested Sum lines 9-10.		
• n/a	• n/a	**$3,433,400**
12. Funds from other sources used to support the project Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)		
Local Operating Funds (referendum) **Consortium website development and maintenance** Local tax receipts **Contracts Project Management support** **Educator evaluator program** **Cross-district committee supports** **Master teachers to review all content**	• Contracts project management support Year 1: $100,000 Year 2: $100,000 Year 3: $50,000 Year 4: $50,000 • Consortium website development and maintenance Year 1: $35,000 Year 2: $5,000 Year 3: $5,000 Year 4: $5,000 • Cross-district committee supports $5,000 x 4 yrs.: $204,000 • Committee of master teachers to review all content 8 teachers x 4 weeks x 4 yrs. = $33,600 x 4 yrs. = $134,400 x 1.3 (fringe) = $174,720 • Educator evaluator program $50,000 x 4 yrs.	**$744,720**
13. Total Budget Sum lines 11–12.		
• n/a	• n/a	**$4,178,120**

Appendix – Table of Contents

Relevant Criterion	Attachment Title	Appendix Page #
(D)(1)	Understanding Learning Focused Strategies Model	Appendix D-6
(D)(2)	Bring Your Own Device One-to-One Initiative	Appendix D-9
(E)(3)	Details About Performance Measures	Appendix E-1
(E)(3)	Academic Index	Appendix E-6
(F)(1)	Summary of One-time Versus On-going Expenses	Appendix F-1
(F)(1)	RTTT-D Grant and Alternate Funding Sources	Appendix F-12
(F)(1)	Indirect Cost Rate Agreements	Appendix F-13

Participating Districts and Schools
NCES ID

District NCES ID	School District Name	School NCES ID	School Name
1001240	Brandywine	100124000242	Brandywine High School
1001240	Brandywine	100124000247	Concord High School
1001240	Brandywine	100124000246	Mt. Pleasant High School
1001240	Brandywine	100124000243	P.S. Dupont Middle School
1001240	Brandywine	100124000009	Springer Middle School
1001240	Brandywine	100124000294	Talley Middle School
1000680	Indian River	100068000065	G.W. Carver Center
1000680	Indian River	100068000245	Georgetown Middle School
1000680	Indian River	100068000084	Howard T. Ennis School
1000680	Indian River	100068000085	Indian River High School
1000680	Indian River	100068000303	Millsboro Middle School
1000680	Indian River	100068000087	Selbyville Middle School
1000680	Indian River	100068000075	Southern Delaware School of Arts
1000680	Indian River	100068000090	Sussex Central High School
1001280	New Castle County Vocational Tech	100128000154	Delcastle Technical High School
1001280	New Castle County Vocational Tech	100128000296	Hodgson Vocational Technical High School
1001280	New Castle County Vocational Tech	100128000297	Howard High School of Technology
1001280	New Castle County Vocational Tech	100128000181	St. Georges Technical High School
1000230	Colonial	100023000208	Gunning Bedford Middle School
1000230	Colonial	100023000196	John G. Leach School
1000230	Colonial	100023000271	McCullough Middle School

1000230	Colonial	100023000061	New Castle School
1000230	Colonial	100023000206	Read Middle School
1000230	Colonial	100023000209	William Penn High School

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	Priority Cluster II	Priority Cluster III
Brandywine High (Restructuring)	Claymont Elementary	Brandywood Elementary
Harlan Elementary	Concord High	Carrcroft Elementary
Mt. Pleasant High (Restructuring)	Forwood Elementary	Lancashire Elementary
P.S. duPont Middle	Maple Lane Elementary	Lombardy Elementary
Talley Middle	Mt. Pleasant 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

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

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 – 5th, 6th – 8th, 9th – 12th 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

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 12th 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

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

- 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

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[1]	**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 4th Grade Mathematics	8	20	28	35	47	60% proficient on NAEP by 2015
% advanced on DCAS 4th Grade Reading	20	30	33	37	42	55% proficient on NAEP by 2015
% advanced on DCAS 8th Grade Mathematics	16	23	27	32	43	55% proficient on NAEP by 2015
% advanced on DCAS 8th 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

[1] % meets standard = DCAS 3 or 4; % advance = DCAS 4; unless otherwise indicated % meets standards is for All Students

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
Notes:						
* 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%						

[1] % meets standard = DCAS 3 or 4; % advance = DCAS 4; unless otherwise indicated % meets standards is for All Students

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

Goals: *The state has defined four required goals. Please use this space to add any additional LEA goals.*

Statewide Goals:

1. Accelerate achievement and improve outcomes for all students with **rigorous standards, curriculum, and assessments**
2. Accelerate achievement and improve outcomes for all students with **sophisticated data systems and practices**
3. Accelerate achievement and improve outcomes for all students with **effective teachers and leaders**
4. Accelerate achievement and improve outcomes for all students with **deep support for the lowest-achieving schools**

Additional LEA Goals:

- Accelerate achievement and improve outcomes for struggling and non-proficient students by implementing Federal ESEA Programs

Objectives: *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.*

Statewide Objectives:	Alignment to Goals:
1. Implement college and career ready standards and assessments	1. Rigorous standards, curriculum, and assessments
2. Improve access to and use of data systems	2. Sophisticated data systems and practices
3. Build the capacity to use data	3. Sophisticated data systems and practices
4. Improve the effectiveness of educators based on performance	4. Effective teachers and leaders
5. Ensure equitable distribution of effective educators	5. Effective teachers and leaders
6. Ensure that educators are effectively prepared	6. Effective teachers and leaders
7. Provide effective support to educators	7. Effective teachers and leaders
8. Provide deep support to the lowest-achieving schools	8. Deep support for the lowest-achieving schools
9. Engage families and communities effectively in supporting students' academic success	9. Implementing Federal ESEA Programs

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:

Strategy 1: Support the development of new standards, align curriculum, and conduct assessments (SoW 1)	**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 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															**Evidence:** - 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

																			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) 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) 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: <u>Session #1:</u> Horizontal Monitoring: 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-

																			up meeting is held, discussion of consistency of rigor and perceived student expectations is incorporated. <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. <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. 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. Provide additional professional development above that provided by the DDoE to ensure formative and summative DPAS II are evidence-

																			based, provide meaningful feedback, and promote professional growth. Professional Development will emphasize monitoring standards-based planning and instructional delivery (Fall 2011) 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) **Evidence:** - walkthrough monitoring data on file for each administrator responsible for conducting walkthroughs (Winter 2011 and on-going) - 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) - agendas of required Principals' meeting providing evidence of intensive DPAS II professional development series (Fall 2011)
			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	

Ensure that all teachers participate in State's standards-related professional development	District Expense	Curriculum Program Manager Director Race to the Top																	Curriculum Program Manger to coordinate training of building level Trainers, work with building principals to ensure dedicated time allocated for Common Core I & II Training (Aug. '10 – Jan. '11) **Evidence**: Documentation on file with CPM showing DoE compliance for all required staff members (2010/11 and on-going)
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	Shared Expense District / RttT Expense	Curriculum Program Manager	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	**Evidence:** - revised KUDs (2010/11 and on-going) - student learning maps in ELA, Social Studies and Science (timeline of work based on DoE's release of KUDs) (2010/11 and on-going) - curricula revisions on file that reflect responsiveness to formative and DCAS data (2011/12 and on-going)
Revise expectations for incoming Kindergarten students and provide curriculum previews to community preschool and	District Expense	Supervisor of Title I	x	x			x	x			x	x			x	x			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 – 2nd Grade" document (Oct. '10)

ECAP teachers																			Training sessions on the alignment document cited above to: - local preschool directors - local Headstart Programs - local day care providers - BSD ECAP staff - BSD S.T.E.P. staff - Bush Preschool staff (Feb. '11 and on-going annually) 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) **Evidence:** - Preschool Common Core alignment document on file (Oct. '10) - schedule of document presentations and listing of attending agencies (2010/11 and on-going) - Readiness Summary of sending agencies on file (Sept. '11 – on-going)
Ensure all students participate in DCAS formative and summative assessments and assessments of college readiness	District ($10,000 for 9th Grade PSAT)	Supervisor of Accountability	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		**Evidence:** - schedule for ensuring that all students participate in the DCAS or alternate assessment as well as State and District sponsored college readiness assessments (annually) - analysis of DCAS and alternate

																			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				x				**Evidence:** - 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	x		**Evidence:** - 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

																			teachers - 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) - 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)
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	**Evidence:** - teacher professional development agendas and sign-in sheets Implementation of Singapore Math: Grades 4-6 (2010-11) Grades Kn-3, & 7th (2011 -12) Grades 8 – 11* (2012-14) - 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

																			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									x	x	x	x	x	x	x	x	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. 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. **Evidence**:

																			-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	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 Superinten dent	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	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

																			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 will 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
Budget total	**$2,877,536**	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.)																	

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	Revise core curriculum to align with National Common Core standards (2010/11 and on-going) 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) Implement Singapore Mathematics Kn – 7th and Singapore infused mathematic courses 8th – 11th grades. Conduct horizontal and vertical walkthroughs with Building Administrators and Department Chairs and/or Team Leaders to assess consistency of rigor horizontally as will as the progression of rigor vertically Purchase and implement

																			additional Compass Learning AP modules to allow students greater flexibility and course offerings Send AP and Honors level teachers to AP Summer Institutes Work with the DDoE in implementing S.T.E.M. AP integration programming 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 **Evidence:** - Singapore Mathematics professional development and training agendas and attendance rosters (2010/11 and on-going) - 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) - addition of two or more

																			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) - 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) - planning and development of intra-district distance learning courses between high schools (on-going) - planning and development of post secondary coursework offered across all three schools (on-going)
Target high-need or low-achieving students for enrollment in advanced coursework	District Expense	Curriculum Program Manager STEM Program Manager A.V.I.D. Coordinator Director Race	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	Continued support A.V.I.D. in all six secondary schools. Continue advanced AVID professional development offerings to teachers. Continue to track and analyze student achievement data of AVID students to refine and strengthen programming.

		to the Top																	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). Provide opportunity outside the traditional school day/year to allow students to accelerate by taking original credit course offerings or AP prep coursework. **Evidence:** - AP Prep Summer Courses available to interested students (2010.11 and on-going) - Annual A.V.I.D. Program audit by building (2010.11 and on-going) - Professional Development documentation for A.V.I.D. teachers (2010.11 and on-going) - Increase in the percentage of non-traditional AP students enrolling in an AP course (2011/12 and on-going)

Proactively support students in advanced coursework	Shared Expense District / RttT (RttT: $15,000, additional related expenses contained in other Focus Areas of the plan)	Assistant Superintendent Director Race to the Top	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	**Evidence:** - 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) - 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) - increase the number of AP Compass Learning courses available to students (as available from Compass Learning) - implementation of consistent high school schedules at all three high schools that maximizes allocated instructional learning time for students beginning 2011/12 - Instructional Technology Plan that contains feasibility study, cost analysis, and incorporation of intra-district long distance learning, expanding advanced learning opportunities (2012-13)

Expand Middle School advanced offerings and support middle school teachers in accelerating students	Shared Expense District / RttT (For detailed RttT expense, please see line item breakdown in Budget section of the Appendix)	Curriculum Program Manager STEM Program Manager A.V.I.D. Coordinator Director Race to the Top	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	Continue the implementation of the International Baccalaureate Programme (whole school model) at P.S. duPont Middle School (Priority Cluster I school) (2010/11 and on-going) Continue and expand the International Baccalaureate Programme currently in place at Talley Middle School Provide on-going professional development to A.V.I.D. teachers at all three middle schools (2010.11 and on-going) Continue to expand enrollment in the Brandywine School District Middle Years Gifted Program serving students in grades 6 – 8. Continue to define and develop a rigorous S.T.E.M. program consistent across all three middle schools. **Evidence:** - professional development schedule providing evidence of IB teacher training at the middle level (2010/11 and on-going) - increase in the percentage of freshmen enrolling in IB coursework at Mt. Pleasant High School (2010/11 and on-going)

																			- 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	x	x	**Evidence:** - 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)

																			- 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>Evidence</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

																			and scaffolding of skills - alignment of current C.T.E. offering with S.T.E.M. related pathways **Evidence**: 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	**Evidence:** 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	**Evidence:** - list of identified students and risk factors supplied to each school - evidence of targeted interventions implemented

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 $72,000	Director Race to the Top					x	x	x	x	x	x	x	x	x	x	x	x	**Evidence:** -schedules of 3 schools per year offering extended day and evening library hours for students and families (2011/12-on-going)
Budget total	**$ 1,007,660**	See attached budget for categorical breakdown of expenditures																	

Objective 1 Measures: *Which measures will this objective impact, how much, and when?*						
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 9th-12th 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.

		BHS 7.5% CHS 7.7% MPHS 4.1% % of AP STEM Occupied Seats BHS 2.6% CHS 5.0% MPHS 0.7%				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. 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 10th, 11th, or 12th grade student can be in, this is the percent that are occupied in AP. %AP Occupied Seats = # of students in AP x 1 period / # of students x # of periods
Student Growth Ratio to measure student growth (AP Potential :AP Performance)	x	Ratio ≥ 1.0	Ratio ≥ 1.0	Ratio ≥ 1.0	Ratio ≥ 1.0	**AP Measure** 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). *At a minimum, this ratio

						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. 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).
% of students attending the University of Delaware on		Baseline	10.0 %	9.0%	7.0%	Percentage of students should

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.

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.

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.

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

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

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

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.

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.

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:

Required Strategies

- Implement and support improvement of the state longitudinal data system (SoW 3)

Activity plan by strategy:

Strategy: Implement and support improvement of the state longitudinal data system (SoW 3)	**Owner: Owner: Superintendent, Assistant Superintendent, Director Race to the Top**

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	**Evidence** 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)

Hold annual Data Day for school and district stakeholders to analyze data and identify district priorities	No Cost	Assistant Superintendent Supervisor of Accountability	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	**Evidence** -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)
Expand data access to parents and the community through communication and trainings	No Cost	Supervisor of Accountability Principals/Parent Teacher Organizations	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	**Evidence** - 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)

Budget total	$0.00	

Objective 2 Measures: *Which measures will this objective impact, how much, and when?*						
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

						applicable skills.

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

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

time for core content staff as per DDoE requirements		Director Race to the Top																	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) 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) **Evidence**: - school schedules (2011/12 and on-going) - 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) - published agendas for all PLC meetings (2011/12 and on-going) - published "Next Steps" charts outlining work tasks completed and planned as a result of each PLC (2011/12 and on-going)

Implement (or enhance) an instructional improvement model	Shared Expense District / RttT (RttT: $75,000)	Assistant Superintendent Director Race to the Top	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	**Evidence:** - contract with Learning Focused Solutions as a comprehensive instructional improvement framework (2010/11) - schedule of professional development provided by certified LFS trainers using the District's standards-based curricula as a context (2010/11 – 2013/14) - Implementation Plan that articulates training schedule and implementation monitoring and accountability sequencing of LFS components (2010/11 and on-going) - walkthrough rubric and data collection that align and reflect LFS implementation (2010/11 and on-going) - 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)
Use State data coaches to facilitate collaborative time	Shared Expense District /	Supervisor of Accountability		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	**Evidence:** - schedule on file for using state data coaches that includes which schools require which type of

	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	**Evidence:** - 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	**Evidence:** - 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)

Conduct quarterly unannounced PLC monitoring evaluation visits at each school	District Expense	Director Race to the Top					x	x	x	x	x	x	x	x	x	x	x	x	**Evidence:** - PLC visitation schedule on file (2011/12 and on-going) - documentation of feedback and/or follow-up (if needed)
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	Shared Expense District / RttT ($23,000)					x				x				x				x	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 **Evidence:** - 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

																			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)
Budget total	**$107,725**	Please see attached budget for detail																	

Objective 3 Measures: *Which measures will this objective impact, how much, and when?*						
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

						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

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 – 12th)
- 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

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***.

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

																			administrators identified as needing intensive support using following measures: 1. Number of staff in need of improvement identified using DPAS II (June ’11) 2. Principal’s informal assessment of teacher/administrator needs (revisit on an annual basis) (April ’11) 3. Review of student achievement data (individual teacher match score reports, if available) (June ’12) 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: - Timeline followed in conducting formative lesson analysis - 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 - 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

																			all building administrators by 2/28/12. - 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 5. Audit data will be used to assess proficiency levels of DPAS II administration. Administrators identified as needing improvement will be required to: - complete assigned professional development targeting specific deficiencies - participate in an Administrative Mentoring Program in which monthly reviews of DPAS requirements and content will conducted with assigned mentor - 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) **Evidence**: Written analysis summary for each school on file

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	**Evidence:** - 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]
Budget total	**$0.00**																		

Strategy: Establish new educator career paths linked to evaluation (SoW 6)	**Owner: 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**	
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: - Elementary Team Leader positions: Positions posted and determined through interview process (one per grade level, compensated as E.P.E.R. position) - Secondary Department Chair positions (Positions posted and determined through interview process one per department, compensated as E.P.E.R. position) - Curriculum Council positions:

																			- Secondary (6-12) – Department Chair serves as Council Representative (hourly pay rate for meeting attendance) - 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) <u>2010/11 Councils:</u> - Mathematics - English/Language Arts - Social Studies - Science - World Language - Art - Music - Career and Technical Education - Library -Kindergarten - <u>Certified L.F.S. Trainers</u> (selected by building principal) - <u>International Baccalaureate Program Coordinators</u> (posted position, filled through interview process) - <u>Dean of Student Position</u> / Administrative Interns (annual stipend) Posted position, filled

																			through interview process. - Student Achievement/Equity Coordinators Posted position, filled through interview process (compensated as E.P.E.R. position) - Compass Learning Liaison Appointed by building principal (hourly compensation according to EPER rate) *additional positions added as determined by State formula and/or by District determined need
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	District RttT Expense ($6, 300) [Contractual: Substitutes for BEA Reps to participate in 6 planning sessions/year to develop Teacher Leader Career Path]	Superintendent Assistant Superintendent Human Resources Director		x	x	x	x	x	x	x									Formal discussion between the District and the Brandywine Education Association Leadership Team (Nov. '10 – July '12) ** 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

																			impression that the District is circumventing the collaborative process agreed upon with the BEA. **Evidence:** 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
Establish and staff a teacher leader position in each high-need school	District Expense	Director of Human Resources Assistant Superintendent	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	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) Priority 1 Cluster Schools: Brandywine High School Mt. Pleasant High School P.S. duPont Middle School Talley Middle School Harlan Elementary School

																			<u>Evidence:</u> Assignment/placement documentation of specialized staff at all Priority 1 Cluster school. **<u>2010.11</u>** **BHS** – Dr. Sande Caton, Certified LFS Trainer (Sept. '10) **MPHS** – Heather Austin, Academic Associate Principal (Dec. '10) **P.S. duPont** – Rachel Wilt, certified LFS Trainer **Talley** – Curi Lawrence, Dean of Students and ELL Support **Harlan** – Julie Cassel, International Baccalaureate Program Coordinator]
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	x	Establish entrance requirements that include: 1. demonstrated leadership at building, district, state, or national level 2. evidence of student achievement as defined by DPAS II 3. personal interview (Summer '11) Modify existing curriculum and programming to include demonstration of knowledge and

																			authentic assessments demonstrating rubric evaluated competencies in the following domains of Educational Leadership: 1. Goal-setting, implementation and attainment evaluation 2. Communication Skills 3. Talent Management Strategies and Expectations 4. Curriculum, Instruction, Student Assessment 5. Climate and Culture 6. Informed Decision Making (Data Analysis and Situational Project Management) 7. Professional Reflection 8. Habits of Mind 9. Professionalism 10. Organization and Management of the School 11. Individual Organization Skills (Time, Task, and Project Management) 12. Personal Growth and Development (June'11 – Aug.'13 with ongoing revision) Exit criteria and policy for participants that do not successfully demonstrate content knowledge and/or skill competencies expected of

																			Brandywine School District Educational Leaders and Administrators. (Summer '11) **Evidence:** 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	Inclusion of 4th and 5th 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. [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

																			active, supportive member of the council.] (Dec. '11 - Ongoing) **Evidence:** 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				x				Increase the number of on-staff LFS trainers on an annual basis (Aug. '10 – On-going) **Evidence:** 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				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 **Evidence:** - Certification documentation on

																			file - Documentation of trainings and support services provided by each LFS trainer
Budget total	**$31,300**																		

Additional LEA Strategy: 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	**Owner: Owner: 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**	
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					x	x	x	x	x	x	x	x	x	x	x	x	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) **<u>Evidence:</u>**

																			1) procurement of hardware and software (2011/12) 2) centralized monitoring system established 3) standard walkthrough rubric and reporting mechanism 3) quarterly walk-through / informal observation monitoring reports on file (2012/13 – ongoing)
Conduct an annual audit and analysis of DPAS II evaluation data and student achievement data	No Direct Cost	Assistant Superintendent Director RttT Human Resources Director Supervisors of Elementary and Secondary Schools				x				x				x				x	Conduct annual audit/analysis of selected DPAS II documentation from each school. Run match score reports (or similar student growth reports) for selected staff and determine if correlation exists between written evaluation and evidence of student growth. Data analysis will be a key component of the DPAS II audit, but equally important in evaluating the effectiveness of DPAS II implementation are: content of feedback, quality/usefulness of feedback, evidence of high-quality professional coaching, evidence of continuous improvement, alignment of recommendations and observed practices, as well as procedures, content, and intended purpose that aligns with BSD DPAS II Administrative Expectations (June '11 – On-going)

																			Evidence: Written analysis summary for each school on file: Summer 2012 – on-going: 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.
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											Contract with Educationally Speaking for a series of professional development workshops on DPAS II for building administrators [Sept. 11 – Jan. 12] **Evidence:** - Meeting agendas, sign-in sheets - BSD DPAS II Administrative Expectations document created and distributed to all building staff and district administrators by 8/30/12
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

Expectations for Monitoring Instructional Planning and Delivery (frequency, Look For's and Ask About's, purposeful feedback, method of providing feedback, effective use of "coaching stances" for continuous professional growth)																			"Break Through Training " (similar to SAMs) in July '10. 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) 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) **Evidence:** 1. Documentation of staff attending "Break Through Training" on file 2. walk-through, informal observation monitoring quarterly reports on file 3. Administrative Expectations document on file

Develop and implement protocol for the strategic scheduling of observations of staff.	No Direct Cost	Supervisors of Elementary and Secondary Schools Building Principals				x	x	x	x	x	x	x	x	x	x	x	x	x	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) 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) 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) **Evidence:** 1) copies of each building's observation schedule on file

Budget total	**$0.00**																		

Additional LEA Strategy: 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	**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.*
			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						**<u>Evidence:</u>** 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>

knowledge required for effective professional coaching.																			instructional reform initiatives. [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. 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

																			building administrators are required to attend the same professional development sessions required of teachers. The district has adopted the following model for implementing the various components of LFS: 1) provide professional development by "certified trainers"; 2) provide opportunity to practice identified component without formal evaluation or punitive repercussions; 3) allow PLC time and group work during practice period; 4) provide district-level support, assistance, modeling, training for interested staff during practice period; 5) establish district-wide "Accountability" and "Monitoring" dates on which staff will be expected to incorporate component/strategy in a consistent and pervasive manner, district and building administrators will conduct walkthroughs and observations to ensure use and to benchmark staff proficiency levels at time of implementation. The initial stages of monitoring will require district and building administrators to take an "academic coaching stance". At the implementation stage of a new component/ strategy, the District does not expect mastery, but evidence of progression towards mastery. It is incumbent upon the building administration, as educational leaders, to monitor with fidelity, establish proficiency benchmarks of staff based on multiple

																			classroom visits, and provide coaching and monitoring to ensure that all staff are on an acceptable trajectory towards proficiency.] (Sept. '10 – On-going) **Evidence:** Monthly Principal, Assistant Principal, and Deans of Students Meeting Agendas, BSD Administrative Retreat Agendas on file
Streamline the process of delivering professional development offerings that are aligned with improvement plans	District Expense	Curriculum Program Manager District Resource Team				x	x	x	x	x	x	x	x	x	x	x	x	x	The district will continue its use of PD 360 (On-going, renewed on annual basis) 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) 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,

																			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 / RttT [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 **Evidence**: Documentation of staff by building with dates of required training completion
Budget total	**$0.00**																		

Objective 4 Measures: *Which measures will this objective impact, how much, and when?*

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 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

			"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 1st 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 1st measure in this section

			definition of "acceptable student growth" is determined			

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

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.

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

Summary of strategies:

Required Strategies

- Increase the concentration of highly-effective teachers and leaders in high need schools (SoW 7 req.)

Activity plan by strategy:

Strategy: Increase the concentration of highly-effective teachers and leaders in high need schools (SoW 7 req.)	**Owner: Owner: Superintendent, Assistant Superintendent, Director RttT**

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	**Evidence:** 1) continuation of Brandywine School District's "Aspiring Administrators Program" (On-going) 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,

Participate in statewide recruitment campaign	No Direct Cost	Director of Human Resources	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	**Evidence**: Participation in Recruitment Campaign (as per DDoE schedule) [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.]
Develop a plan to increase the concentration of highly-effective teachers and leaders in high need schools	Shared Expense District / RttT Expense ($4200.) [Contractual: Subs for BEA 8 planning session to develop process for transferring	Assistant Superintendent Director of Human Resources					x	x	x	x									**Evidence** Written plan outlining protocol for increasing the concentration of highly-effective teachers and leaders in high needs schools on file (Fall '12)

	HE teachers and leaders to high-needs schools]																		
Nominate high need schools that demonstrate commitment in improving teaching and learning environments to participate in equitable distribution fellowship program	No Direct Cost	Superintendent									x	x	x	x	x	x	x	x	**Evidence:** Submission of formal request to the Secretary of Education from Superintendent (TBD)
Budget total	**$4200.00**																		

Objective 5 Measures: *Which measures will this objective impact, how much, and when?*						
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 Highly Qualified applicants for open positions will increase as a result of postings on the State website		Baseline TBD	+10%	+10%	+5%	Joining the state job posting will promote open positions in the Brandywine School District to a national audience. With economic times being what they are, more quailed teachers will be willing to relocate to gain employment.

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

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: 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 comp*
			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**	
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	**Evidence:** Tracking report that shows teacher preparation institutions of Highly Effective teachers. 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.

Participate in the New Leader Pipeline Initiative	Race to the Top Expense ($75,000)	Assistant Superintendent Director of Human Resources Director Race to the Top													**x**	**x**	**x**	**x**	<u>Administrative Succession Planning identifies a need for a building level administrator in the 2014/15 school year.</u> **<u>Evidence:</u>** Participation in New Leader Pipeline with New Leader residency during the 2013/14 school year and assignment (pending successful evaluation and Board approval) in an administrative position for the 2014/15 school year.
Provide feedback for preparation and certification programs.	District	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	As per DDoE requests
Revise and continue District New Teacher Mentoring Program	District Expense	Assistant Superintendent New Teacher Induction and Mentoring Coordinator	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	Brandywine School District's RttT Plan will result in a new standard of professional practice for all staff across the district. Since the New Teacher Mentoring Program exists to help assimilate new teachers to the culture and professional expectations of the District, the entire program will need to undergo review and revision to ensure that it promotes and prepares new staff to perform the

																			required services that meets or exceeds established expectations. **Evidence:** 1) Documentation of all professional development agendas and attendance 2) documentation of all class visits, observations, and conferences with new staff 3) documentation of completion of New Teacher Induction requirements 4) survey of newer teachers (1-3 years) to identify their induction needs and preferences 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.
Budget total	**$75,000.00**																		

Objective 6 Measures: *Which measures will this objective impact, how much, and when?*						
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 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.

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

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).

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.

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

Objective 7: Provide effective support to educators

Summary of strategies:

Required Strategies

- Adopt a coherent approach to professional development (SoW 10)
- Accelerate the development of instructional leaders (SoW 11)

Activity plan by strategy:

Strategy: Adopt a coherent approach to professional development (SoW 10)	**Owner: 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 compl*
			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	**Evidence:** 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	**Evidence:** Proposed Professional Development (on file) aligns with District Strategic Plan (Race to the Top Goals)
Train teachers and administrators and implement Learning Focused	Shared Expense District	Director Race to the Top	x	x	x	x	x	x	x	x									**Evidence**: 1) documentation of all BSD staff training dates and session topics on file

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)	/ RttT [Covered in Goal #1]																		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
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.	Shared Expense District / RttT Expense ($227,800)	Director Race to the Top	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	"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

																			areas. 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. **Evidence:** 1) LFS monitoring documentation on file in building (Fall 2011 and on-going) 2) implementation of a school-wide literacy program in every building (2013-14) 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)
Provide professional development and on-going training/coaching to District math teachers as detailed in Focus Area #1.	Race to the Top Expense [Covered in Goal #1]	Curriculum Program Manager Math Coach	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	Provide intensive training and support to all Singapore Math teachers (2010.11 – on-going) Provide professional development sessions designed to increase mathematical knowledge and competency of Elementary and identified Secondary teachers

																			(2010.11 and on-going) **Evidence:** 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

																			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) **Evidence:** 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	**Evidence:** 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

monitoring visits to classrooms as a means of gathering data to facilitate "informed coaching" and support for teachers Administrative time provided through District provided "Breakthrough Training" (similar to SAMs training)																			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. **Evidence:** 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)
Budget total	**$227,800**	*see attached budget for expenditure detail																	

Strategy: Accelerate the development of instructional leaders (SoW 11)	**Owner: 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*
			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 novice and high-need school principals participate in State instructional	DoE Expense	Director Race to the Top	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	**Evidence:** BSD administrators enrolled in the program

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																Educationally Speaking, an educational vendor, provided a day of DPAS II training for all BSD administrators at the 2010 Administrative Retreat. 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. **Evidence:** Signed contract with Educationally Speaking, professional development agendas for all Ed Speaking workshops
Budget total	**$12,000**																		

Objective 7 Measures: *Which measures will this objective impact, how much, and when?*						
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**
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

						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.

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.

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:

Required Strategies

- [If selected] Follow the process for turning around schools selected for the Partnership Zone (SoW 12)

Activity plan by strategy:

Strategy: [If selected] Follow the process for turning around schools selected for the Partnership Zone (SoW 12)	**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.*
			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	**<u>Evidence</u>**: 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	**<u>Evidence:</u>** Staff allocations at Cluster I schools are in excess of 100% of earned units (2010.11 and on-going)

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	**<u>Evidence:</u>** Specialized staff currently assigned to Priority Cluster I schools: **Harlan Elementary**: Julie Cassel, IB Coordinator **P.S. duPont Middle:** Rachel Wilt and Tanya Marcinkewicz, Co-IB Coordinators, Co-LFS Trainers (certified) **Talley Middle School:** Curi Lawrence, Additional Dean of Students/ ESL Support **Brandywine High School:** Dr. Sande Caton, Certified LFS Trainer **Mt. Pleasant High School:** Heather Austin, Co-Principal
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	**<u>Evidence:</u>** 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.
Annual SWOT analysis with building	District Expense	Director Race to the Top	x		x		x		x		x		x		x		x		**<u>Evidence:</u>** District Resource Team Mid and End of Year visitation schedule, as well as related documentation (dependent upon

Leadership Team to monitor progress on School Improvement Plan and to identify staff needs and concerns in need of district intervention and/or support																			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.
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	District Expense	Superintendent District Resource Allocation Team	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	**Evidence:** 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)
Develop a plan to increase the concentration of highly-effective	District Expense	Assistant Superintendent Director of Human					x	x	x	x									Referenced previously in Objective 5

teachers and leaders in high need schools		Resources																	
Budget total	**$0.00**																		

Objective 8 Measures: *Which measures will this objective impact, how much, and when?*						
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 place 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

- 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 8th 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 8th 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.

Mt. Pleasant High School

The District wrote, applied for and was award 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.

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] **Evidence**: - professional development agenda and sign-in sheet - evaluation (specific means TBD) that

																			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	X	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) 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. <u>Evidence:</u> - specific Action Plan from each school team that identifies obstacles unique to their individual building and/or program that includes: - description of process used to identify barriers - list of barriers to be addressed - Action Plan for each barrier that includes: - time line - parent and staff involvement - implementation strategy/plan - evaluation plan to measure impact of successful implementation - plan will be included in the school's

																			annual School Success Plan - 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) 2011.12 – on-going
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	RttT Expense ($5,040)	Community Partner Coordinator									X	X	X	X	X	X	X	X	**Evidence:** - 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) - 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)
Provide parent workshops on Singapore Mathematics to increase their understanding of the programming	District Expense	Math Specialist	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	**Evidence:** - 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)

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) **Evidence:** - 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	X	To be hired by July 1, 2011
Budget total	**$291,120**	*see attached budget for expenditure detail																	

Objective 9 Measures: *Which measures will this objective impact, how much, and when?*						
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**
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	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? 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

						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.
% 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	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

						may still impede participation by many.

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

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

Activities to remove: *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.*				
Activity to remove	**How (stop/delegate/de-emphasize)**	**By When**	**Person responsible**	**Support/permission needed from DDOE**
Yet to be identified barriers	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. 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.	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	

	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	

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"

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. 2nd Grade teachers at Forwood Elementary can access and read what the 2nd 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.

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

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 22nd 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 Strategic 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,

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

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

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 successful 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 our district is putting in place as a result of Race to the Top that has been successful in other schools, districts and states so that we may see a working model with specific details. For example it would be helpful to supply the district with a list of counselors, businesses, organizations and/or agencies that work with schools and teachers so that they are more effective working with our at risk population.
- 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 our instructional framework, Learning Focus Solutions that many other Delaware school districts are implementing. 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 with 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 9th grade level as was done at the 11th 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 increasing the amount of students enrolled in AP courses, part of our SOW in RttT.

- 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 in the district.

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?*

Under new leadership, Colonial School District embarked on a six month strategic planning process holding eleven sessions with the parents and community to determine what the Colonial community believes their education system should stand for and deliver. Values, beliefs and general principals emerged as well as a new vision, mission, and strategic action to move this district into the 21st century. The community wants innovative leaders, well trained staff and engaged stakeholders who strive for academic excellence and provide the necessary tools so all students are successful. Colonial School District will function as one team with a shared understanding of a progressive strategic plan. The Colonial community looks forward to the hard work ahead and celebrating many successes along the way.

Concerns of the community:

- The district is experiencing a decline in student achievement, attendance, and graduation rates.
- The schools are experiencing greater number of students in need of social supports and mental health services.
- The schools are not equipped with technology to teach in the 21st century and using technology to meaningful engage students in the core curriculum.
- The schools are not staffed with a diverse faculty and the current personnel are not adept in teaching in a society of diverse learners and cultural differences.
- There is a lack of parent involvement, communication and collaboration with the community.
- The Colonial School District does not have business partnerships.
- The district does not utilize schools as part of the community and there is a lack of community education in the schools.
- The district is in need of marketing the district as a whole and individual school programs at the elementary, middle and high school and to improve community perception and increase the number of students who remain in Colonial School District to attend WPHS.

Concerns of the students:

1. When asked what they did not like about school or would like to change about school, students responded with
    - ISS and Code of Conduct; special attention to bad kids; lockers too small; too much drama on Facebook which results in conflicts; stick to learning – no day to relax; no field trips; not enough foreign language options; more passing time; longer sports seasons; use and have more technology; more learning strategies; more computer activities; more sports; have a do whatever you want day; and no homework.
2. When asked what would help them learn more, students responded with
    - Setting goals; more career pathways; more one-on-one attention; interactive learning; creative learning activities; study hall; more group work; personal laptops; parent help; study guides for review; select own project on theme; incentives for homework; exposure to successful people; make better choices – put learning first; helping others to help yourself; and community-based projects.

Priorities based on Concerns:

1. Student Achievement: All Colonial School District students will reach their potential academically to achieve success in college and careers.
2. District and School Culture: Colonial School District will create and maintain a school climate that is welcoming, manages diversity, and facilitates cultural understanding and inclusion, to achieve maximum performance of students and district personnel.
3. Parent and Community Engagement: Parents and the community of Colonial School District will be engaged in the education of our children and all stakeholders will be equally accountable for their success.
4. Communications and Public Relations: Colonial School District will create and maintain an effective marketing and communications effort that educates and informs stakeholders about district programs and initiatives and enhances its reputation.
5. Operations/Administration: Colonial School District will provide leadership and support of academic programs, policies, buildings and grounds and other operations to enhance the academic and professional environment.

6. Human Resources: Colonial School District will develop and retain a diverse, talented, motivated and dedicated workforce.

Together these priorities will provide students with a well-rounded, supportive and challenging educational experience so all Colonial students will be college and career ready and productive citizens in the 21st century! All activities outlined in the RTTT plan are focused on these priorities and support the needs identified by the data. The measures outlined in this plan are aligned and will indicate progress toward the goals and these priorities. The Colonial School District has made several major changes, i.e., open communication, stakeholder engagement, focus on educational leadership and student learning which are directly aligned to the RTTT goals and the priorities outlined by the community.

The Colonial Strategic Plan will impact all students in the district. By improving and expanding the pre-K program, more students will enter kindergarten at benchmark, 65% by 2014. Elementary and Middle Schools will have 20% greater number of fourth and eighth grade students scoring at the advanced levels on the State test: DCAS by 2014. The achievement gap will be reduced by 50% in grades 3, 5, 8, and 10 by 2014. Graduation rate will rise to 83% and 80% of our Colonial students will be accepted to college by 2014.

Colonial School District Vision
The Colonial School District will be an innovative leader in academic excellence providing students with positive and appropriate learning experiences delivered by well trained, empowered staff.

Colonial School District Mission
The Colonial School District provides high quality education to all students to become well-rounded, contributing members of society by offering a comprehensive academic program in a safe and nurturing environment conducive to learning. Colonial fosters a strong sense of community by building partnerships between its employees, the students, their families, businesses and other constituencies.

Values, Beliefs & Principles:

1. Student learning is a priority. We believe that every student can learn and we will provide support so they can achieve their fullest potential.
2. Value diversity. We value, respect and embrace differences.
3. Open and inviting. We believe in creating and maintaining an open and inviting atmosphere.
4. Employee dedication and integrity. Our employees are dedicated and perform with the utmost integrity.
5. Civility and respect. We expect civility, positive, respectful, and dignified behavior of all stakeholders. Inappropriate behavior will not be tolerated.
6. Shared accountability. Students, parents, school personnel, school board and community share in the accountability for the success of our students.
7. Financially responsible. We are stewards of our finances and are fiscally responsible.
8. High quality facilities. We maintain our facilities and operations to enhance the learning environment. Everyone will treat our facilities and resources with respect.

Future Direction and Focus: The Colonial community set important priorities for a different future. The district will be data driven, informed and collaborative. Teachers will be provided with professional development targeted to school and individual needs. Teachers will provide greater differentiation so all students are successful and decisions will be student centered and focused on the whole child. In addition to improving our education for all students pre-K to 12, Colonial will value the adult learner by providing greater opportunities for adults to become English proficient and attain a high school equivalent degree. Colonial schools will offer a greater array of programs to meet the community needs and attract more students and families to Colonial School District. The district will create partnerships with families, the community and businesses to become enriched community schools where everyone is responsible for the future of our students. The district will concentrate on marketing the new look of Colonial School District.

This future direction should result in better communication, an improved image and greater stakeholder support. Most importantly, the Colonial community together will improve education for all students while increasing student achievement and graduation rates so every student is college and career ready.

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]*

Performance Challenge 1 – Achievement in Reading and Math

Root causes:

- Teacher knowledge, understanding and implementation of the standards
- Quality of professional development implementation (not all teachers or principals attend)
- Teacher delivery of instructional rigor and differentiation to meet the needs of all students
- Quality of small group instruction and centers during the core and quality, scheduling and maintaining interventions and enrichment
- The quality and consistent implementation of PLCs, including data analysis
- Capacity and lack of instructional priority of leadership (routines – evaluations, walkthroughs; setting and enforcing expectations)
- Student attendance, motivation, and social emotional concerns
- Lack of parent ability and capacity to support students reading and math work
- Lack of recruitment of highly effective teachers
- Transition from 5th grade to 6th grade (increase of class size, decrease in instructional time)
- Adopting and implementing literacy across the contents

Colonial's 3rd, 6th, 9th and 10th grade students are less likely to meet the standard for reading and underperform Colonial's students in other grades. The DSTP scores for 2010 are below the State targets. Reading performance is at 67% for grade 3, 62% for grade 6, 57% for grade 9, and 53% for grade 10. These numbers represent lower performance in these grades over several years. Colonial's 6th through 10th grade students are less likely to meet the standard for math and underperform Colonial's students in other grades. Math performance is at 68% for grade 3, 63% for grade 6, 37% for grade 9, and 36% for grade 10. Grade 6 experienced the same drop for five years and grade 9 experienced a steady declining trend from 2006 - 2010. Furthermore, these trends in reading and math affect all major subgroups and all proficiency levels. In addition, there is a drop in attendance at grades 6 and 9. Colonial will address the root causes for the reading and math challenges by building teacher capacity to implement the standards with rigor, differentiate instruction, provide quality enrichment activities for struggling students, provide appropriate supports for transitioning students into grades 6 and 9, and engage effectively in PLCs as well as build leadership capacity to improve teacher effectiveness.

Performance Challenge 2 – Achievement Gap

Root causes for African American and Hispanic Achievement Gap challenge:

- Lack of non-Special Ed pre-K experiences offered by Colonial SD
- Low Expectations for core and intervention programs and lack of understanding of what strategies to use to address students' needs
- Providing insufficient opportunities to connect to background knowledge and culture within the core program
- Lack of understanding of different cultures and professional development to improve cultural competency
- Lack of connections/relationships between adults and students
- Lack of opportunities in AP and Honors classes
- Lack of parent engagement in child's academic program and support for school attendance; and language barriers with some families
- Low expectations for behavior and inconsistent implementation of positive and preventive steps (direct teaching and rewards) toward improving behavior
- Inconsistent implementation of attendance policies
- Lack of hiring diverse staff

Colonial has a significant and consistent achievement gap with the African American population in grades 2 through 10. The reading gap for 2010 is 17.29% in grade 3, 11.94% in grade 5, 12.35% in grade 8, and 22.61% in grade 10. In math the gap is 17.27% in grade 3, 15.18% in grade 5, 19.42% in grade 8, and 29.12% in grade 10. These numbers represent a

trend over the last five years. Colonial also has a significant achievement gap with the Hispanic population in grades 4, 6, 8, and 10 in reading and grades 5, 7, 8, and 9 in math in the year 2010. The reading gap for 2010 is 11.3% in grade 4, 10.6% in grade 6, 11% in grade 8, and 12.2% in grade 10. In math, the gap is 14.2% in grade 5, 15.9% in grade 7, 12.6% in grade 8 and 9.8% in grade 9. However, performance is inconsistent in reading and math across the five years for the Hispanic population and therefore all grades should be a concern, specifically grades 8 and 10 where both the reading and math performance gap was significant across most years. The Hispanic population closed the gap in some grades over the past five years, not only due to the white population regressing but due to the Hispanic population progressing. Colonial will address the achievement gap with the African American and Hispanic populations by building teacher cultural competency, holding to high expectations and improving instructional delivery, applying consistent behavior and attendance practices, improving outreach to families, and improving recruitment and hiring practices to provide a more diverse teaching staff better representative of the student population.

Root causes for Special Education Achievement Gap challenge:

- Lack of professional development with SAM and TAM teachers such as differentiation of instruction, prioritizing the core, use of formative assessments, and understanding and making connections with the IEP
- Staffing and scheduling for RTI, providing appropriate intervention, and providing teachers with professional development in selection and delivery of interventions
- Low rigor and expectations – special education teachers perceive themselves as helping students by providing answers and general education teachers have negative attitudes towards teaching special education students which increases placement in separate classes
- Lack of leadership's background knowledge in special education, needs based funding and programming, developing veteran teachers, using evaluation process effectively
- Inconsistent implementation of attendance policies
- Social and emotional concerns (lack of student motivation due to years of failure; coping with stigmas attached with pull-out programs; negative self-talk due to consistent low achievement and lack of opportunities to participate in the core)
- Parents ability to support students in the learning process

Colonial has a significant and consistent achievement gap with the special education population in grades 2 through 10. The range in reading performance between special education and non-special education students is 48.8% to 58% in 2010. The range is 36% to 59% in math. The achievement gap has been significant over the last five years. Colonial will address the root causes for the Special Education achievement gap by providing professional development for SAM and TAM teachers, interventionists, counselors and administrators to develop and implement appropriate programming and provide appropriate supports to parents.

Root causes for Low Income Achievement Gap challenge:

- Lack of non-Special Ed pre-K experiences offered by Colonial SD
- Low Expectations for core and intervention programs and lack of understanding of what strategies to use to address students' needs or allowing additional time for understanding material and developing skills
- Providing insufficient opportunities to connect to background knowledge and culture within the core program
- Lack of understanding of different cultures and professional development to improve cultural competency
- Lack of connections/relationships between adults and students
- Lack of opportunities in AP and Honors classes
- Lack of parent engagement in child's academic program, lack of educational resources and support for school attendance
- Inconsistent implementation of attendance policies
- Social-Emotional issues (stress, distractibility, survival)
- Basic needs not met, including poor nutrition, lack of resources and lack of services

Colonial's low income students consistently perform below the non-low income students in all grades. Although the gap varies, in most grades the gap is greater than 10%. In 2010, the reading achievement gap is 17.86% in grade 3, 6.7% in grade 5, 8.32% in grade 8, and 15.23% in grade 10. The math achievement gap is12.2% in grade 3, 18.42% in grade 5,

13.66% in grade 8, and 11.08 in grade 10. These numbers represent a trend to various degrees over the last five years. Colonial will address the root causes for the low income achievement gap by building teacher cultural competency, holding to high expectations and improving instructional delivery, applying consistent attendance practices, and improving outreach to families.

Performance Challenge 3 – Kindergarten Reading Achievement

Root causes for Kindergarten Achievement challenge:

1. Fidelity of implementation of Colonial School District pre-K programs
2. Lack of data for identified and non-identified students in Colonial School District pre-K programs
3. Very few non-identified students attend the Colonial School District pre-K programs
4. Lack of data in non-district pre-K programs
5. Inconsistent preparation from families not sending their students to pre-K programs
6. Students receiving little to no preparation from home and do not attend pre-K programs

Colonial School District has a performance challenge in reading at the kindergarten level. Of the 924 students entering kindergarten in 2009, only 421 students met the fall benchmark. More than half are not meeting the beginning of the year reading Dibels assessment. Although the schools are successfully increasing the number of students meeting benchmark by the end of their kindergarten year, there are still a large number of students, 189 still not meeting benchmark when they entered first grade in 2010. Of those 189 students, 74 students entered first grade scoring at the intensive need level. There is a trend of having large number of students entering kindergarten not meeting benchmark. The district has instituted a full day kindergarten program. The program has been in existence for all three years of this analysis. Although the district is improving in bringing students to benchmark by the end of the year, the numbers are still unacceptable and allowing a large number of students to enter first grade at a greater risk of not meeting grade level expectations. The research indicates the longer students experience below grade level performance, the greater the chance these students will never score at or above grade level. Successful early experiences could assist schools in moving more students to benchmark during their kindergarten year. There are only 10% of the entering kindergarten students in the past two years receiving a pre-kindergarten program in Colonial School District. The other 90% of pre-kindergarten students may be receiving a pre-K experience but there is no data to support the number of students or the quality of experience. Colonial will address the low performance of entering kindergarten students by re-establishing local administration of the pre-K program. The program will be evaluated, enhanced and expanded to better meet the needs of our pre-K population, giving them greater opportunities to succeed in kindergarten and early elementary school.

Performance Challenge 4 – Increase Number of Colonial Students entering 9th Grade at William Penn HS and Improve Success of 9th Grade Cohort through Graduation

Root causes for 8th to 9th grade enrollment challenge:

1. Community perception that WPHS is unsafe
2. Changing demographics (more students achieving above benchmark on State tests are choosing to attend a high school other than WPHS)
3. Lack of rigor and quality instruction
4. Not meeting the academic needs of the students

Colonial School District has a significant and consistent decline in Colonial students attending their district high school. The number of students attending WPHS has declined 11% from 620 in 07-08 to 457 in 10-11. Although any student that chooses to attend a high school other than their district high school is a concern, it is compounded when there are greater numbers of proficient students choosing to attend a high school other than their home school. In 2010, of the 8th grade students that continued on to WPHS, 69.7% were reading proficient, while 77.9% of the students that attended high school elsewhere were reading proficient. The numbers are even more staggering for math, 46% of the students who went to WPHS were proficient compared to 61.2% of the students who went elsewhere. This has become the trend over the past three years. When this information is combined with the performance challenges with 9th and 10th grade reading and math achievement (indicated by Performance Challenge 1) and the achievement gap with African American, Hispanic, special education and low income students at the high school level (indicated by Performance Challenge 2), a significant concern is uncovered. Colonial School district has two major challenges to address: the decline in Colonial students attending William Penn High School and the achievement of all students who do attend. Colonial will address these needs by improving the academic rigor in all classes, offering more advanced courses and extending opportunities to students who do not typically sign up for advance

courses, and by redesigning WPHS to attract greater numbers of students.

*See attached documents for complete root cause analysis for each performance challenge.

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?*

Colonial's needs assessment indicated that students were not prepared for college or the world of work. Staggering numbers of students are achieving well below benchmarks. In addition, disaggregated data indicates that minorities, students from low income and students with IEPs are less likely to be prepared for or attend college. During our strategic planning process the data was supported by parents and community members indicating students from elementary to high school need more challenging coursework to better prepare our students for post graduation opportunities. As indicated by our needs assessment, Colonial has challenges in both reading and math and although an achievement gap is evident, the challenge exists across the board with all students. It is determined by the RTTT committee that all students and all subjects are in need of serious improvement. Therefore, many of our strategies will be district and school-wide to improve our teaching and learning for all.

Our district-wide priorities are as follows:

1. Develop teacher and administrator collaboration (PLCs) by adopting and supporting the DuFour Model and providing on-going high quality professional development. PLCs are new to Colonial. This collaborate approach to improve student learning is the foundation for the district's instructional improvement system.
2. Improve data literacy by developing our ability to analyze and interpret data to improve our instructional delivery and drive school improvement. The district is committed to becoming a data-driven district. Data is a key factor in driving instruction and student achievement.
3. Improve curriculum and assessment alignment, including the development and implementation of formative assessments, within a Learning Focused framework. Although the district has completed an alignment process, we understand this is a continuous process and will be enhanced by using the LFS model to development and alignment.
4. Improve teachers' deep content knowledge by providing on-going high quality professional development. The district recognizes that instructional strategies play an important role in student learning, but without content knowledge, students are exposed to a deeper understanding of the Standards. Developing content knowledge is an on-going process. Colonial will continue to provide support through professional development and coaching with Curriculum Supervisors and Instructional Coaches.
5. Improve rigor across all grades and content by adopting LFS and participating in on-going sustained professional development in the Learning Focused framework. LFS is still relatively new in the district and will become a K-12 expectation this year. Implementation will be monitored for fidelity.
6. Provide deep support for all students to meet or exceed benchmarks by addressing student needs in a tiered system of support. PLCs are an on-going process for identifying students that need additional support within the core and in addition to the core. The Response to Intervention process will be expanded to all schools in math and reading during the next three years.

In addition to strengthening our teaching and learning for all students in all Colonial schools, our district has two additional areas of concern as identified in the needs assessment; kindergarten readiness and high school enrollment. Colonial School District is addressing the kindergarten readiness by re-establishing local administration of the district pre-K program, developing rigorous programming aligned with the State pre-K standards and expanding the program and outreach to community preschools. Students will enter Kindergarten at higher readiness levels that gives all students a better start in their K-12 college and career bound pursuit.

To address the concern that William Penn High School enrollment has diminished over the last few years, the district is redesigning programs and curriculum to bring William Penn into the 21st Century. Not only will the redesign and strategic marketing attract more Colonial 8th grade students to WPHS, but students will be more engaged and more likely to stay in school through graduation. As part of the redesign, Colonial School District is partnering with Penn Farm, offering an array of real world experiences for a vast number of students. William Penn will also be partnering with other area business and colleges to enhance all programming. The new WPHS will open August 2012 for all students in grades 9-12.

Furthermore, it was determined in our needs assessment that we need to meet all the needs of our students. This includes addressing the social-emotional aspect of our students'

lives. Although the high school has the Christiana Health Care Wellness Center located on campus, the middle schools and elementary schools are in need of greater support. This year a mental health program was instituted at McCullough Middle School. An additional program is planned for George Read Middle School in August. Family Crisis Therapists are in many of the elementary schools. However, greater awareness and training with all staff is important. Therefore, the district will evaluate the PBS implementation level at each school and make recommendations for improvement. Technical assistance will be provided in tiered supports for students in need of targeted and intensive levels of intervention. The Collaborative Problem-Solving professional development has begun this year and implementation will be closely monitored. A rollout plan will include training for all teachers. The district will also address the identified concerns from the needs assessment through the development of a district-wide counseling plan. In addition, the safety and well being of students will be ensured through periodic safety and security reviews at each school.

The district has adopted the new motto; Every student will be College and Career Ready. This district-wide campaign involves every teacher, administrator, board member, family member, and the community. Beginning in kindergarten, every teacher will begin talking with every family about college. The expectation is every parent/guardian and teacher will send every child the message that they will go to college. Colonial School District employees will be committed to preparing every student, so after graduation from WPHS every student will have the opportunity to attend a post secondary school or begin a career. The parents need to send the message that college is the expectation and make sure their child attends school and does what is expected. Teachers will provide a rigorous academic curriculum that will allow each student to be competitive once they leave Colonial School District.

Colonial School District welcomes parents as part of the educational process. The district has created strategies designed to inform and assist parents in active participation in their child's schooling. The district will also seek continuous feedback in the implementation and evaluation of the strategic plan with families and the community.

Colonial School District is proud to maintain a fiscally sound operation and assures our continuants that we will continue to monitor district expenditures and report monthly to the School Board. In addition, the district will increase awareness of expenses by familiarizing staff with costs as well as cost saving techniques. In addition, the infrastructure will be maintained in an efficient and environmentally friendly manner by forming a district wide committee to develop a green policy initiative and conduct a feasibility study of the opportunities for the district to be more environmentally friendly (recycling, buildings and grounds, etc.)

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

In the spring 2010, the new leadership of Colonial School District, headed by Superintendent, Dr. Dorothy Linn and the Delaware Department of Education's Race to the Top initiative, began its journey by providing the opportunity for the staff members, in all job categories, to provide their assessment of the district by completing a survey related to their perspective of the culture of Colonial. Out of 1265 employees, 83% (1050) of them responded to the survey. That percentage clearly indicated that staff was ready for the opportunity to provide their feelings, ideas and suggestions for setting the tone and future direction of the school district. The respondents (73%) indicated that there is the need for better communication and the chance to freely express their ideas and suggestions. The overall results of the survey yielded an abundance of information about the current state of the school district from internal stakeholders.

As a result of the analysis of the survey data, the Colonial School Board and Superintendent's Office responded with a plan to address a variety of issues and concerns through the development and implementation of the Strategic Planning Process, led by Dr. Carlton Lampkins, Assistant Superintendent.

The Community Meetings process was the method used to engage multiple stakeholders in the strategic planning process to meet the "Environmental Scanning" element of the strategic plan. Eleven meetings were planned by the CSD from October through March at the George Read Middle School. The CSD determined that the 4 discussion topics for each meeting were: student achievement; school district and culture; family and community engagement; and communications and public relations. The first meeting was an overview of the strategic planning effort for the district; two meetings were held on the same topic. Meetings were generally well attended by parents, teachers, administrative staff, and students from the CSD community with more than 397 people in attendance collectively for the 11 meetings

An integral part of the Strategic Planning Process was the implementation of individual student focus groups from secondary schools – George Read, Gunning Bedford, and McCullough Middle Schools and the district's only high school, William Penn. The Assistant Superintendent conducted a series of student focus groups so their input could be considered in the Strategic Planning process. Each of the focus groups' members consisted of students across all grade levels at each school and were representative of the demographic diversity that is treasured in the Colonial School District. A total of 90 students participated in the focus group discussions, and they provided some very honest, thoughtful, and heartfelt responses from their perspectives.

The Colonial School District's I-CARE Parent Advisory Council reviewed the Parent Involvement section of the Race to the Top plan. Parents acknowledge that schools have taken steps to make their school environments positive. Creating Parent Resource Centers in all schools, offering English language acquisition for non- English speaking parents, Open Community Days and the removal of school gates are all heralded as great improvements. A number of suggestions for the PRCs were accepted and added to the plan such as PTA bulletin board with parent contacts and contact information for community services.

In addition, the Superintendent created a committee of teachers from the elementary and secondary levels, union representatives, principals, district office staff and a school board member. The RTTT committee diligently reviewed the data for three months, ensuring the plan would accurately address the needs of the students. The committee developed activities and deliverables to address the needs. The activities supported the community, i.e., parents, students, teachers, and administrators' desires for a better school environment. The next step was to strategically align the activities with the stated goals, objectives and strategies of the Race to the Top plan. The final steps involved developing measures to ensure we are reaching our desired outcomes and to develop a timeline that is both aggressive and realistic to achieve. While these two planning processes were working simultaneously from October through March, the Assistant Superintendent and Manager of School Improvement ensured alignment of the data and the community concerns as well as how the district addressed the needs.

Although the process for developing the plan has come to an end, the process for implementing the plan is just beginning. The Colonial administration is committed to the continued collaboration from the entire school community as the plan is monitored over the next three to five years.

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[1]	**LEA Baseline (cite date)**	**LEA Targets**				**Relevant State target**
		2010-11	**2011-12**	**2012-13**	**2013-14**	
% meets standard on DCAS Reading	End of Year DCAS 2011 TBD	84%	89%	95%	100%	100% by 2013-14
% meets standard on DCAS Mathematics	End of Year DCAS 2011 TBD	75%	83%	92%	100%	100% by 2013-14
% meets standard on DCAS Science	End of Year DCAS 2011 TBD	Baseline Established	Baseline + 10%	Baseline + 20	100%	100% by 2013-14
% meets standard on DCAS Social Studies	End of Year	Baseline	Baseline	Baseline	100%	100% by 2013-14

[1] % meets standard = DCAS 3 or 4; % advance = DCAS 4; unless otherwise indicated % meets standards is for All Students

	DCAS 2011 TBD	Established	+ 10%	+ 20		
% advanced on DCAS 4th Grade Mathematics	End of Year DCAS PL4 2011 TBD	Baseline Established	Baseline + 5%	Baseline + 10	Baseline + 20	60% proficient on NAEP by 2015
% advanced on DCAS 4th Grade Reading	End of Year DCAS PL4 2011 TBD	Baseline Established	Baseline + 5%	Baseline + 10	Baseline + 20	55% proficient on NAEP by 2015
% advanced on DCAS 8th Grade Mathematics	End of Year DCAS PL4 2011 TBD	Baseline Established	Baseline + 5%	Baseline + 10	Baseline + 20	55% proficient on NAEP by 2015
% advanced on DCAS 8th Grade Reading	End of Year DCAS PL4 2011 TBD	Baseline Established	Baseline + 5%	Baseline + 10	Baseline + 20	55% proficient on NAEP by 2015
% reduction in black-white achievement gaps on DCAS (since 2008-09)	Reading: Grade 3 - 18.21 Grade 5 - 12.57 Grade 8 - 13 Grade 10 – 23.8 Math: Grade 3 – 18.18 Grade 5 – 15.98 Grade 8 – 20.45 Grade 10 – 30.66	Reading: Grade 3 – 17.29 Grade 5 – 11.94 Grade 8 – 12.35 Grade 10 – 22.61 Math: Grade 3 – 17.27 Grade 5 – 15.18 Grade 8 – 19.42 Grade 10 – 29.12	Reading: Grade 3 – 16.38 Grade 5 – 11.31 Grade 8 – 11.70 Grade 10 – 21.42 Math: Grade 3 – 16.36 Grade 5 – 14.38 Grade 8 – 18.40 Grade 10 – 27.59	Reading: Grade 3 – 12.74 Grade 5 – 8.79 Grade 8 – 9.10 Grade 10 – 16.66 Math: Grade 3 – 12.72 Grade 5 – 11.18 Grade 8 – 14.31 Grade 10 – 21.46	Reading: Grade 3 – 9.10 Grade 5 – 6.28 Grade 8 – 6.50 Grade 10 – 11.9 Math: Grade 3 – 9.09 Grade 5 – 7.99 Grade 8 – 10.22 Grade 10 – 15.33	50% reduction on NAEP by 2015

% reduction in Hispanic-white achievement gaps on DCAS (since 2008-09)	Reading: Grade 3 – 13.41 Grade 5 – 2.90 Grade 8 – 1.87 Grade 10 – 15.58 Math: Grade 3 – 18. Grade 5 - .37 Grade 8 – 8.81 Grade 10 – 18.41	Reading: Grade 3 – 12.06 Grade 5 – 2.61 Grade 8 – 1.68 Grade 10 – 14.02 Math: Grade 3 – 16.20 Grade 5 – .33 Grade 8 – 7.92 Grade 10 – 16.56	Reading: Grade 3 – 10.72 Grade 5 – 2.32 Grade 8 – 1.25 Grade 10 – 12.46 Math: Grade 3 – 14.40 Grade 5 – .27 Grade 8 – 7.04 Grade 10 – 14.72	Reading: Grade 3 – 7.37 Grade 5 – 1.59 Grade 8 – 1.02 Grade 10 – 8.56 Math: Grade 3 – 9.90 Grade 5 – .20 Grade 8 – 4.84 Grade 10 – 10.12	Reading: Grade 3 – 2.68 Grade 5 – .58 Grade 8 – .31 Grade 10 – 3.11 Math: Grade 3 – 3.60 Grade 5 – .07 Grade 8 – 1.76 Grade 10 –3.68	50% reduction on NAEP by 2015
% reduction in low-income - high-income achievement gaps on DCAS (since 2008-09)	Reading: Grade 3 – 18.8 Grade 5 – 7.06 Grade 8 – 8.76 Grade 10 – 16.04 Math: Grade 3 – 12.85 Grade 5 – 19.39	Reading: Grade 3 – 17.86 Grade 5 – 6.70 Grade 8 – 8.32 Grade 10 – 15.23 Math: Grade 3 – 12.2 Grade 5 – 18.42	Reading: Grade 3 – 16.92 Grade 5 – 6.35 Grade 8 – 7.88 Grade 10 – 14.43 Math: Grade 3 – 11.56 Grade 5	Reading: Grade 3 – 13.16 Grade 5 – 4.94 Grade 8 – 6.13 Grade 10 – 11.22 Math: Grade 3 – 8.99 Grade 5	Reading: Grade 3 – 9.40 Grade 5 – 3.53 Grade 8 – 4.38 Grade 10 – 8.02 Math: Grade 3 –6.42 Grade 5	50% reduction on NAEP by 2015

	Grade 8 – 14.38 Grade 10 – 11.67	Grade 8 – 13.66 Grade 10 – 11.08	– 17.45 Grade 8 – 12.94 Grade 10 – 10.5	– 13.57 Grade 8 – 10.06 Grade 10 – 8.16	– 9.69 Grade 8 – 7.19 Grade 10 – 5.83	
NCLB graduation rate	NCLB – 78.3% NGA – 74.1%	75.6%	77%	80%	83%	90% by 2013-14
College enrollment rate	60%	60%	65%	70%	80%	70% by 2013-14
College retention rate *Waiting for DOE Information						85% by 2013-14
Additional LEA Measures	*You may also define additional measures and targets of your own. These may include measures from the Department's "pre-defined measures" list, which is available on the Success Planning website.*					

Part 2: Goals, objectives, strategies, and activities

Goals: *The state has defined four required goals. Please use this space to add any additional LEA goals.*

Statewide Goals:

1. Accelerate achievement and improve outcomes for all students with **rigorous standards, curriculum, and assessments**
2. Accelerate achievement and improve outcomes for all students with **sophisticated data systems and practices**
3. Accelerate achievement and improve outcomes for all students with **effective teachers and leaders**
4. Accelerate achievement and improve outcomes for all students with **deep support for the lowest-achieving schools**

Additional LEA Goals:

•

Objectives: *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.*	
Statewide Objectives: 1. Implement college and career ready standards and assessments 2. Improve access to and use of data systems 3. Build the capacity to use data 4. Improve the effectiveness of educators based on performance 5. Ensure equitable distribution of effective educators 6. Ensure that educators are effectively prepared 7. Provide effective support to educators 8. Provide deep support to the lowest-achieving schools 9. Engage families and communities effectively in supporting students' academic success	**Alignment to Goals:** 1. Rigorous standards, curriculum, and assessments 2. Sophisticated data systems and practices 3. Sophisticated data systems and practices 4. Effective teachers and leaders 5. Effective teachers and leaders 6. Effective teachers and leaders 7. Effective teachers and leaders 8. Deep support for the lowest-achieving schools 9. Deep support for the lowest-achieving schools
Additional LEA Objectives: •	**Alignment to Goals (State or LEA):**

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)

Additional LEA Strategies

- Remove barriers to student success

Activity plan by strategy:

Strategy 1: Support the development of new standards, align curriculum, and conduct assessments (SoW 1)	**Owner: Alex Neal, Director of Curriculum & Instruction**

indicate each activity, the budgeted amount required for it (with funding sources), and the	**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.*

person who will be responsible for it. Required activities have already been included.			**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	Pay for teachers' after school work will be coded to Title II	Linda Riofski, Brian Erskine, Bud Read (Curriculum & Instruction Supervisors for ELA, Math, Science, Social Studies, ELL, CTE)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	All teachers review standards (and new Common Core Standards once available), GLEs, KUDs and model lessons and continue to enhance or develop lessons/units with the work of Learning Focus Strategies through PLC (on-going) Feedback of teacher enhanced/developed lessons/units through Leadership Councils (quarterly) Curriculum audit completed to ensure that all subjects are aligned with the Common Core Standards (TBD by DOE/Availability of Common Core) Matrix showing grade/content area versus Common Core Standard to determine which specific grade/content does/does not align with the Common Core standards. Result will show what % of alignment we have as well as feed a prioritized work plan for curriculum adjustments needed to get to 100% alignment (TBD by DOE/Availability of Common Core Standards) Completed curriculum alignment with Common Core Standards (1 year post curriculum audit)
Ensure curriculum is implemented with fidelity	N/A	Alex Neal (Director of Curriculum & Instruction), Ken Falgowski and Dusty Blakey				X	X	X	X	X	X	X	X	X	X	X	X	X	District walkthrough tool developed for school leadership to use in classroom walkthrough (August 2011) Professional development, including on-site walkthroughs conducted, for building administrators and teachers on use of walkthrough tool, including use of data (August 2011 and on-going coaching as

		(Directors of Schools)																	needed) Content specific professional development for principals and collaboration with Instructional Supervisors and coaches to improve ability to conduct classroom walkthroughs effectively (June and on-going) Classroom walkthroughs conducted to ensure faithful implementation of curriculum (and Common Core Curriculum once aligned); expectations for number per week and focus strategies identified when initial skills are being developed (August 2011 and on-going) Dialogue and collaboration between teachers and administrators on evidence-based instructional practices based on walkthrough results (on-going) Matrix by school showing completion of walkthroughs and specific grade/content areas results shared with staff (September and monthly) Prioritized professional development, coaching and/or modeling, based on data, to support curriculum implementation with fidelity (monthly) Walkthroughs conducted by Central Office in conjunction with building administrators to ensure fidelity and consistency within and across schools (quarterly) Central Office review of schools' walkthrough data (monthly September 2011 – January 2012 and at a minimum quarterly thereafter)
Ensure that all students participate in DCAS or the	N/A	Nick Baker (Data Specialist), Jon Cooper	X	X	X		X	X	X		X	X	X		X	X	X		Schedule submitted by principals to Testing Coordinator for ensuring that all students participate in DCAS or the alternate assessment (August 2011 and annually)

alternate assessment		(Supervisor of Special Services)																	Report indicating number and percentage of students who have completed DCAS with scale scores and change +/- in scores from one assessment to the next for all three assessments in each year culminating into one final report in May (November, March, May each year) Analysis of DCAS and alternate assessment data (3xyear as determined by DCAS schedule)
Review current district-wide formative assessments and continue to develop classroom formative assessments as needed in math, ELA, science and social studies	Pay for teachers' after school work will be coded to Title II	Linda Riofski, Brian Erskine, Bud Read (Curriculum & Instruction Supervisors for ELA, Math, Science, Social Studies, ELL, CTE), Nick Baker (Data Specialist), instructional coaches, principals	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Committees of teachers to review/develop end of unit common formative assessments aligned to curriculum, DCAS (and new Common Core Standards once available) (quarterly) End of unit common formative assessments in math, ELA, science and social studies K-12 (June 2012 and 1 year after Common Core Standards are available) Audit completed of common formative assessments (as part of the curriculum audit) to ensure the quality and alignment (August 2012 and 1 year after the Common Core Standards are available) LFS professional development and coaching provided to all teachers in the development and use of assessment prompts (formative assessments) during daily instruction (June 2011 and annually) (budgeted with LFS contracts) Examples of effective assessment prompts, aligned with State Standards identified by Curriculum Supervisors, instructional coaches and principals are shared in PLCs (June 2011 and yearly)
Implement	N/A	Linda				X	X	X	X		X	X	X		X	X	X		Detailed systematic testing schedule for using

formative assessments and analyze assessment data		Riofski, Brian Erskine, Bud Read (Curriculum & Instruction Supervisors for ELA, Math, Science, Social Studies, ELL, CTE), Nick Baker (Data Specialist), instructional coaches, principals																	common formative assessments K-12 in math, ELA, science and social studies (June 2011) Data report with analysis of common formative assessment results by class and subgroup (according to testing schedule) Professional development and coaching in content and pedagogy based on data report (as needed) Professional development and coaching in ELA small group instruction and centers based on data report (as needed) Evaluation of the effectiveness of the professional development and coaching on instructional strategies using successive common formative assessment data (according to testing schedule) Professional development and on-going coaching through PLCs provided to all teachers in interpreting data and using data to adjust instructional practices (June 2011 and on-going)
Implement a research-based and data driven framework for delivering the curriculum with rigor	$211,000 – Learning Focused training for Elem schools - year 2, 3, and 4 coded to Title I ---------- Contract for continued LFS training at MS and	Principals, LFS trainers/ coaches	X	X	X	X	X	X	X	X	X	X	X	X	X	x	X	X	Learning Focused Strategies professional development to differentiate lesson delivery to meet the needs of struggling learners as well as extend the learning of advanced students continued at middle schools and high school, extending coaching for current strategies and expanding to include all offerings (on-going) Learning Focused Strategies expanded to elementary schools (August 2011 and on-going) Walkthroughs to ensure fidelity of implementation (August 2011 and on-going)

	HS coded to Title I																		Analysis of walkthrough data and continued professional development as indicated by the data (October 2011 and quarterly)
Budget total	0																		

Strategy 2: Build a culture of college- and career-readiness in schools (SoW 2)	**Owner: Alex Neal, Director of Curriculum & Instruction**

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	N/A	Alex Neal (Director of Curriculum & Instruction) and all principals	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Inventory and report of implemented curriculum in elementary, middle and high schools with analysis of level of rigor rated by walkthrough protocol, highlighting curricular areas in need of improvement (December 2011) Rigorous instruction delivered by teachers as indicated by improvement on walkthrough protocol (January 2012) Prioritized schedule of specific grade/content area curriculum that will be targeted for improvement indicated by walkthroughs with specific dates for completion (January 2012) Report outlining level of rigor for improvement of all new courses (6 months after course begins)
Expand Middle School advanced offerings and support middle school teachers in accelerating students	N/A – state funded, including purchase of materials	Linda Riofski and Brian Erskine (Curriculum & Instruction																	Participation by identified middle school teachers in state provided middle school prep program initiative (January 2012 and on-going) Advanced course offerings to 8th grade students (August 2012)

		Supervisors for ELA and math)																	Advanced course offerings expanded to 6th and 7th grade students (August 2014) Analysis of student success in advanced courses by class and subgroup with results shared with high school teachers and guidance counselors to help them guide students into Honors and AP courses (June 2013 and annually)
Expand the AP program in William Penn High School and provide support to AP teachers in teaching AP courses	N/A – state AP ---------- $25,000 per year - AP exams – Total $75,000 - Year 2 $20,000 RTTT contractual and $5000 coded to high school budget – Year 3 $15,000 RTTT contractual and $10,000 coded to high school budget – Year 4 $5,000 RTTT contractual and $20,000 coded to high school budget – ---------- $270,000 3	Jeff Menzer (Principal, William Penn HS)		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	List of current AP teachers teaching current AP offerings including specific AP instruction training each have received (Feb 2011 annually) New AP teachers identified through peer review, summative evaluations, walkthrough data for offering additional AP courses (February 2011 and annually) AP teachers enrolled in State offered AP Summer Institutes and/or courses offered by College Board during the school year (May 2011 and annually/on-going) Completed State determined professional development sequence on teaching more rigorous coursework to a wide range of students (August 2011 and on-going for new cohort of AP teachers) AP language training for ELA teachers through College Board (September 2011) AP course offerings added through APEX (August 2011) Eight new AP courses added to HS schedule (August 2012 and August 2013) Policy requiring all AP students take the AP exam free of charge (August 2011)

	year contract for APEX courses - total of $213,456 RTTT contractual and $56,544 coded to Title I																		Completed AP exams for all AP enrolled students (May 2012 and annually) Analysis of AP data for all AP students by class and subgroup (June 2012 and annually) Recommendations for enhancing district AP program based on analysis of AP data (July 2012 and annually)
Target high-need or low-achieving students for enrollment in advanced coursework	State offered College Board professional develop-ment	Jeff Menzer (Principal, William Penn HS), all middle and high school principals and counselor s		X	X	X		X		X		X		X		X		X	Analysis of student demographics enrolled in advanced coursework (June 2011) College Board recommendations/ professional development for including at-risk students in advanced coursework (August 2011) Completed professional development sequence on identifying students for acceleration for all middle and high school core subject areas embedded in PLC (June 2011) Outreach at PTA meetings on the importance of enrolling students in advanced coursework (May 2011, January 2012 and annually) Enrollment of at-risk students in advanced courses (beginning August 2011 and ramping up August 2012) Analysis of student success in advanced courses by class and subgroup (June 2012 and annually)
Proactively support students in advanced coursework	Pay for teacher before and after school and Summer	Jeff Menzer, all middle and high school principals				X	X	X	X	X	X	X	X	X	X	X	X	X	Support for students during the course through teacher scaffolding of material using LFS scaffolding strategies (August 2011 and on-going) Extended day tutoring opportunities for all

	Academy will be coded to local extra time pay	and counselors																	students enrolled in advanced coursework, required for certain at-risk students, as identified by student data and teacher recommendations, ensuring students have transportation for attendance during after school hours and parent/student/school commitment to participate in after school supports (August 2011 and on-going) Pre AP Prep Class Summer Academy for at-risk students enrolled in advanced courses (July 2011 and annually)
Provide PSAT and SAT to all students free of charge, and use college readiness data to inform students' academic programs	SAT fees – state funded ---------- $10,000 – PSAT per year - $10,000 roll-over from year 1 RTTT activity - $20,000 RTTT contractual for year 3 and 4 ---------- SAT Prep is part of APEX contract	Jeff Menzer (Principal, William Penn HS)							X	X	X	X	X	X	X	X	X	X	PSAT provided to all 10th graders (October 2011 and annually) PSAT offered to 8th graders (October 2011 and annually) PSAT data used as one data point for identifying students for enrollment in advanced coursework (June 2012 and annually) SAT provided to all 11th graders (April 2011 and annually) SAT data used to inform students college and career planning (June 2012 and annually) Optional SAT Prep offered for 10th and 11th graders, targeting at-risk students to ensure they receive the additional support (September 2012 and on-going)
Increase STEM offerings at all schools	DOE offered professional development and Perkins funding	Brian Erskine (Curriculum & Instruction Supervisor for math,				X	X	X	X	X	X	X	X	X	X	X	X	X	DOE STEM report reviewed (April 2011) STEM offerings adopted, at least one new offering at each level per year based on results from DOE STEM report (August 2012, August 2013, August 2014) Elementary Engineering classes based on State professional development 3 year roll-

		science and CTE)																	out plan (June 2014) Articulation of STEM to ensure the development of problem-based environments focus on the integration of Science, Technology, Engineering and Mathematics (August 2011 and on-going)
Ensure all students have the opportunity to meet or exceed benchmarks	$50,000 per year –IDEA-B PD to support inclusion - ----------– $15,000 – on-line courses for sustained PD roll over from RTTT year 1 activity ---------- $100,000 per year for teacher pay for after school help coded to extra time local funds ---------- $40,000 – per summer transition academies per summer coded to extra time local funds ---------- $60, 000 developing	Alex Neal (Director of Curriculum & Instruction), Linda Riofski, Brian Erskine, Bud Read (Curriculum & Instruction Supervisors for ELA, Math, Science, Social Studies, ELL, CTE), Lori Duerr (Manager of School Improvement), Jon Cooper (Supervisor of Student Services)				X	X	X	X	X	X	X	X	X	X	X	X	X	Current Special Education Service Delivery Model progressed to full inclusion over the next 3 years (June 2014) Contract for on-going face-to-face professional development and follow-up on-line courses for all SAM and TAM teachers in year 2 and with all teachers to support full inclusion in year 3 and 4 to increase teachers' ability to meet the needs of students with IEPs and English language learners within the general education classroom (June 2011) Staffing decisions made with every effort to provide the lowest possible class size within the confines of State funding (May 2011) District-wide procedures for all school-based teams use of data to identify and recommend students for instructional support and on-going monitoring and decision-making (June 2011) Professional development and on-going coaching to improve the school based team's ability to interpret data and match the appropriate intervention to the student's need (June 2011 and on-going) Professional development and on-going coaching to improve implementation of interventions/enrichment time (June 2011 and on-going) After school reading clinic opened in one

	literacy across the content in all schools over 3 years – Title I funds ---------- 2.5m technology contract for district-wide technology in all schools – ARRA ---------- $115,000 RTTT contractual for computer – based programs - $72,000 – year 2 for expansion of Fraction Nation to elementary schools and $43,000 – year 3 for expansion of reading support with the addition of Read 180																		elementary school with high ELL concentration and in close proximity to other schools with high ELL populations in partnership with Wilmington University to provide students from all schools with reading support (August 2011) (funding linked to parent training activity in Objective 9) Extra time before and after school and summer aligned with core curriculum for students identified through data needing additional time to master Standards (June 2011 and on-going) Summer transition academies from 5th to 6th grade and 8th to 9th grade to preview upcoming core curriculum for students identified through data in need of additional supports to be successful (June 2011 and on-going) Articulation between middle schools and high school to identify students in need of additional support prior to development of master schedule to increase number of students receiving intervention period (March 2011 and yearly) Double Dose and academic strategies classes expanded in 9th and 10th grade math and ELA based on student need, supported through master schedule and ensuring students are receiving necessary credits to graduate (August 2011) Expand focus on literacy across the contents to include all grade levels through contracted services and DOE professional development for all teachers in all subjects (June 2013) Teacher focus on accelerated learning opportunities for students who are mastering

																			standards by 1) building opportunities into the lesson/unit writing alignment process, 2) participating in professional development on how to implement the embedded differentiation activities outlined in the curriculum resource materials and 3) teacher development through PLC work K-12 (on-going) Technology plan for expanding technology and effective use of technology to enhance lesson delivery and engagement of all students that support the connect to concepts taught in the core subject areas (plan includes results of technology hardware and software audit, purchase and installation schedule, professional development schedule and expectations/timeline for implementation) (June 2011 and bi-annually) (see objective 7 for infrastructure support) Report indicating effective use of technology by classroom, indicated through walkthrough protocol and process for adjusting technology plan indicated through data (June 2012 and biannually – January and June)
Ensure entering kindergarten students are prepared to meet the demands of school age rigorous Standards	$75,000 for year 2 and 3 for coordinator to lead pre-K program developmen t and implementat ion – Total $150,000 RTTT contractual ---------- $1,204,331 local, Sate,	Jon Cooper (Superviso r of Student Services)			X	X	X	X	X	X	X	X	X	X	X	X	X	X	Pre-K program returned to Colonial School District (July 2011) Coordinator hired to lead pre-K program development and implementation (July 2011) Evaluation of pre-K program through observations and review of student data (January 2012) Plan for enhancing rigor of pre-K program (March 2012) Plan for expansion of pre-K program (March 2012)

	and Federal funds for staffing ---------- $40,000 preschool stimulus for materials and supplies																		Plan for providing pre-K programs offered outside of Colonial with professional development and program improvement (March 2012) Funding secured for program expansion (May 2012) Professional development offered to other centers (July 2012) Expansion begins (August 2012 and annually) Evaluation of pre-K program (quarterly October 2012 and on-going) Data analysis of student data in pre-K program, disaggregated by subgroups (August 2012 and on-going) Data analysis of student data of entering kindergarten students, disaggregated by subgroups (August 2013 and on-going) Pre-K program adjustments as needed based on data analysis (August 2013 and on-going)
Budget total	$333,456 RTTT years 2-4/$25,000 year 1 Rollover – Total of $358,456																		

Additional LEA Strategy: Remove barriers to student success	**Owner: Dorothy Linn, Superintendent**

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	
Ensure attendance policies supports optimal student learning conditions	N/A	Carlton Lampkins (Assistant Superintendent)				X	X	X	X	X	X	X	X	X	X	X	X	x	Task Force to study research-based attendance policies and procedures (July 2011) Recommendations for changes in district attendance procedures (January 2012) New procedures in place (August 2013)
Ensure grading procedures accurately reflects student learning and aligns with 21st century learning	N/A	Dorothy Linn (Superintendent)				X	X	X	X	X	X	X	X	X	X	X	X	x	Task Force to study research-based grading policies and procedures (July 2011) Recommendations for changes in grading procedures at all grade levels, including alignment K-12 (January 2012) New procedures in place (August 2013)
Ensure all teachers are aware of personal bias that places barriers to student learning and have the capacity to break down those barriers so students can succeed	$10,000 RTTT contractual – year 2 contract for Cultural Competency PD	Dorothy Linn (Superintendent) and Lori Duerr (Manager of School Improvement)				X	X	X	X	X	X	X	X	X	X	X	X	x	District-wide goal for all schools to establish a culture/mindset that all students can be successful (June 2011) Selection of high quality professional development cultural competency program (July 2011) Data analysis of each school's demographics shared at all levels (August 2011) District Task Force to create a customized plan for each school based on professional development (July 2012) Implementation and monitoring of plan (July 2013 and annually) Professional development and on-going conversations through PLCs that increases principal and teacher awareness of attitudes and behaviors that limit diverse

																			populations from learning, including cultural, social-emotional, behavioral and intellectual abilities and instructional strategies for teachers to address concerns/barriers in diverse populations' ability to meet and exceed Standards (June 2013, August 2013 and on-going) Technical Assistance to all schools on Tiered Level of Support to address students social-emotional needs (August 2011) Collaborative Problem-solving Model professional development expanded to teachers (roll-out beginning September 2011)
Budget total	$10,000																		

Objective 1 Measures: *Which measures will this objective impact, how much, and when?*						
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 students meeting Standard in DCAS Math	DSTP 2010 Reading 3rd – 67% 6th – 62% 9th – 57% 10th – 53%	ELA Performance Target – 84%	ELA Performance Target – 89%	ELA Performance Target – 95%	ELA Performance Target – 100%	The district will disaggregate data by school, grade and subgroup for each of the three assessments administered.
% of students meeting Standard in DCAS Reading	DSTP 2010 Math 3rd – 68% 6th – 63% 9th – 37% 10th – 36%	Math Performance Target – 75%	Math Performance Target – 83%	Math Performance Target – 92%	Math Performance Target – 100%	The district will disaggregate data by school, grade and subgroup for each of the three assessments administered.
% of students meeting benchmark on Common Assessments in reading	No data	Baseline Established	Baseline + 5%	Baseline + 10%	Baseline + 20%	The district will use this school year as baseline data based on the fact the tests have changed

						from previous year. The district will disaggregate data by school, grade and content.
% of students meeting benchmark on Common Assessments in math	No data	Baseline Established	Baseline + 5%	Baseline + 10%	Baseline + 20%	The district will use this school year as baseline data based on the fact the tests have changed from previous year. The district will disaggregate data by school, grade and content.
% of PLC's reviewing formative classroom assessments based on walkthrough data	No data	Baseline Established	Baseline + 50%	Baseline + 75%	Baseline + 100%	
% reduction in black-white achievement	DSTP 2010 Reading 3rd – 11.63 5th – 10.16 8th – 12.13 10th – 17.46 Math 3rd – 19.79 5th – 18.25 8th – 19.58 10th – 17.24	Baseline Established based on DCAS end-of-the-year data	Baseline – 10%	Baseline – 30%	Baseline – 50%	
% reduction in Hispanic-white achievement	DSTP 2010 Reading 3rd – 3.26 5th – 1.65 8th – 11.12 10th – 12.22 Math 3rd – 3.99 5th – 14.2	Baseline Established based on DCAS end-of-the-year data	Baseline – 20%	Baseline – 45%	Baseline – 80%	

	8th – 12.62 10th – 3.29					
% reduction in low-income achievement gap	DSTP 2010 Reading 3rd – 12.71 5th – 10.68 8th – 13.05 10th – 11.52 Math 3rd – 11.57 5th – 14.44 8th – 18.8 10th – 17.86	Baseline Established based on DCAS end-of-the-year data	Baseline – 10%	Baseline – 30%	Baseline – 50%	
% reduction in special education achievement gap	DSTP 2010 Reading 3rd – 12.71 5th – 10.68 8th – 13.05 10th – 11.52 Math 3rd – 11.57 5th – 14.44 8th – 18.8 10th – 17.86	Baseline Established based on DCAS end-of-the-year data	Baseline – 5%	Baseline – 10%	Baseline – 20%	
% of students attending school	92%	93%	94%	95%	96%	The district will disaggregate data by school, grade, and subject.
% of teachers implementing LFS with fidelity, as determined by walkthrough data	No data	No data	Baseline Established	Baseline + 30%	Baseline +50%	The district will disaggregated by school, grade, and subject.
% of courses with increased rigor	No data	No data	Baseline Established August - Dec	Baseline + 40%	Baseline + 60%	The district will disaggregate data by school, grade, and

			2011 ---------- Baseline + 20% January – June 2012			subject.
% of MS students enrolled in an advanced course	No data	5%	6%	7%	10%	The district will disaggregate data by school, course and subgroup and the % of at-risk students enrolled.
% of MS students passing advanced course	No data	70%	75%	80%	85%	The district will disaggregate data by school, course and subgroup and the % of at-risk students enrolled.
% of HS students enrolled in an AP course	11%	13%	15%	20%	25%	The district will disaggregate data by course and subgroup and the % of at-risk students enrolled.
% of AP scores of 3 or above	31%	35%	39%	47%	56%	The district will disaggregate data by class and subgroup and the % of at-risk students enrolled.
% of students passing STEM courses	0	Baseline Established	Baseline + 10%	Baseline + 30%	Baseline + 50%	The district will disaggregate data by course and subgroup.
% of at-risk students passing advanced courses	0	0	80%	90%	100%	The district will disaggregate data by subgroup and correlated with grade received in each type of advanced course (Honors/AP/Dual

						Enrollment) and participation in before or after school support.
% of at-risk students enrolled in advanced courses attending summer academy	0	0	60%	80%	100%	The district will disaggregate data by subgroup and correlated with grade received in advanced course.
% of students passing double math course in 9th grade	0	Baseline Established	Baseline +10%	Baseline +15	Baseline +20	The district will disaggregate data by subgroup and by grade received for course.
% of students passing ELA course in 9th and 10th grade enrolled in an academic strategies course	0	Baseline Established	Baseline +10%	Baseline +15	Baseline +20	The district will disaggregate data by subgroup, grade, and by grade received for course.
% of ELL students attending after school reading clinic	0	0	Baseline Established	Baseline + 5%	Baseline + 10%	
% of students meeting Kindergarten Fall DIBELs benchmark	08-09 – 49% 09-10 – 46%	44%	44% - no changes to program by fall assessment	55%	65%	The district will disaggregate by subgroup.

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]*

Colonial School District is committed to improving the rigor in all classes at all grade levels by adopting a consistent school-wide and district-wide framework. Learning Focused Strategies, a research-based improvement framework, based on the work of experts such as Marzano, Reeves, and Stiggins was adopted at William Penn High School in 2009. It was expanded to our three middle schools in 2010 and will expand to our elementary schools in 2011. Learning Focused was contracted to provide on-going professional development, conferencing, modeling and coaching across three years in each school to improve the rigor in every classroom for every student. In addition, the district is committed to long-term sustainability by providing on-going coaching for all staff and professional development to new staff through investing in teachers becoming LFS trainers/coaches. The district will institute a career ladder for multiple Learning Focused certified trainers/coaches in each school. These LFS coaches will work additional days in the summer and extended days during the

school year, providing professional development for teachers and receiving professional development to enhance their ability to work with adult learners. In addition to providing teachers with instructional strategies to improve the delivery of the curriculum, LFS provides each school with common language and consistent practices, facilitates opportunities for focused feedback and promotes discussion for continuous improvement during PLCs. The institution of a common district-wide walkthough tool, process and procedures, linked to the LFS framework will provide leadership with the ability to monitor the implementation of curriculum and instructional strategies based on LFS professional development more closely and be able to make necessary adjustments more timely. Data will be analyzed and additional professional development and coaching will be provided where needed. This information will eventually be analyzed along with the DPAS II data (including student achievement measures) to determine effective and highly effective teachers, as well as teachers in need of improvement.

Colonial SD has completed a curriculum alignment process for the current State Standards. Teachers continue to develop model units through the LFS model that are reviewed through Leadership Councils. The alignment process will continue with the implementation of the Common Core Standards. The district has developed and implemented common formative assessments aligned with the current curriculum. A review/alignment process will convene once the Common Core Standards are implemented. Although some teachers use on-going formative assessments, this has not been a district-wide effort. By establishing expectations and providing professional development through LFS in all schools, the district will monitor the improvement and use of on-going formative assessments as a process for improving teaching practices.

Support for struggling learners begins in the general education classroom through improved and differentiated instructional delivery. Instructional coaches and literacy coaches provide teachers with instructional support to improve classroom instruction to meet the needs of these struggling learners. When data indicates students need additional support in ELA and math, the school based teams determine appropriate intervention(s). Teachers, reading specialists and math interventionists are provided with a plethora of researched-based strategies and computer-based programs along with professional development in effective delivery of interventions. The school based team monitors and adjusts intervention as needed so students' needs are best addressed and increases the students' ability to achieve at or above Standards. Enrichment is provided for all students in much the same way in order to increase all individual students' level of performance. Extra time before, during and after school and summer is designed to increase time and support to students who are not meeting benchmarks. In partnership with Wilmington University, the district will open a reading clinic, manned by the university. English language development will be offered to parents as well as direct reading support for students.

The Curriculum and Instruction Division along with the district-wide instructional coaches are working to improve each teacher's content knowledge, ability to maximize the use of curricular materials, and the ability to develop and use appropriate on-going formative assessments to check for student understanding and adjust instruction as needed. Through the DuFour model of PLCs, teachers are not only focused on students that are not learning but those that are by moving these students well beyond grade level expectations. With a strong framework for teacher collaboration, teachers' will better prepare all students to achieve at higher levels. Through the district-wide initiatives (collaboration, data analysis and instructional improvement), the district is building an inherent process for sustainability and should see immediate and long-term student achievement growth.

In order to provide a more rigorous preschool program to a greater number of students, the district has made the move to provide the pre-school program within district, instead of the current practice of contractual services. This provides the district with greater control over program delivery and hiring, as well as expansion of services to reach a greater number of students. The program will begin under Colonial control in August 2011. In addition to hiring staff with specific roles and responsibilities in mind, the district will hire a Pre-K Coordinator to evaluate the program during the fall, develop a plan for improvement, expand enrollment, oversee implementation and continued improvement, and provide consultation and professional development to community preschool sites. The plan will begin full implementation in August 2012. The goal is to provide better services to a greater number of students in order to improve the ability of students entering kindergarten to master kindergarten standards. Research indicates this early support to three and four year olds is necessary to prepare students for school, especially for low income and students of minorities.

A review of advanced offerings and outcomes at the middle school and high school levels indicate a need to improve upon and expand programs at both levels so more students, including those students that do not typically request advanced offerings, have the opportunity to be successful. Supports will be offered outside the school day during the school year and during the summer. A more in depth look at students who are reading at and above grade level will be scheduled for an honors or AP course.

A STEM Council (in excess of 30 teacher members attend the meetings) has been created in the Colonial School District. The charge of the committee is to increase STEM into our

curricular programs for all students. One outcome is the integration of content. Colonial's math programs (Core Plus in the high school, and Math In Context in the middle schools) use problem-based curriculum which fits nicely with the STEM initiative. The committee has decided to use some PLC time to incorporate these math problems (per unit) into other content areas. For example, in the exponential unit of Core Plus, there is a problem centered on the use of penicillin. Math content will focus on exponential growth & decay, science content will focus on the actual drug (impact on body and ingredients), ELA & Social Studies can focus on the history of the drug and its impact on society. A STEM committee will be created in each school to select these "problems" and incorporate them into all content areas. The council recommends that periodically an entire school should focus on a STEM problem. The problem will be related to each teacher's content, all while creating hands-on opportunities for students to make cross-curricular connections. For example, the Council is working on "Building Model Hearts." Each school will concentrate on the function of the heart. Math will focus on heart rates and blood flow, science will focus on the functions of the heart components, and engineering will focus on appropriate materials that can be used to make an artificial heart. Outside connections will be made with the University of Delaware Material Science Program and any cardiologist program in New Castle County. This project is planned for just weeks before our official blood drive.

In addition, Colonial School District will increase STEM awareness in our elementary science program.
1 – Kindergarten: New science unit (Push, Pull, Go) is a new engineering program for grade K students. All teachers will be trained on this new unit. Push, Pull, Go is going to be replacing the current Senses unit.
2 – Engineering is Elementary: For grades 1-5, a new EiE unit will be piloted throughout the state starting in the fall. The are the new EiE units to be piloted:
Grade 1 – Catching the Wind: Wind and Weather
Grade 2 – Building Bridges* This will probably replace the current Balancing and Weighing kit
Grade 3 – Water, Water Everywhere
Grade 4 – Designing Alarm Circuits* This will probably replace the current Electricity and Magnetism kit
Grade 5 – A Slick Solution

William Penn High School has additional challenges, including attracting more Colonial students to William Penn. Additional activities are addressed in Objective 8.

With the district's concern for teachers' ability to understand the culture of our diverse population, including African American, Hispanic, low income and students with disabilities, it is important to provide professional growth opportunities to ensure consistent implementation of district policies and school practices so all Colonial students receive the same advantages and support for a rigorous college and career ready experience. Therefore, beginning in June 2011, the district will launch district-wide expectations and an on-going focus on relationships and celebration of our diverse populations. Over the next three years this focus will be supported by a deep cultural competency program for all staff.

By increasing our rigor and ability to address the needs of our diverse population, we certainly expect to increase student attendance, behavior and motivation over time. Research indicates that attendance increases, behavior decreases, and the failure rate decreases when a school has a strong focus on learning. Colonial's focus on PLCs and LFS is the best strategy for addressing these non-academic needs. In addition, the duties of the visiting teacher have been revisited to improve the home-school experience and involve students and families in meeting the needs of the student so they have a better school experience.

And lastly, it was determined by the RTTT committee and the Strategic Planning committee that the grading policies and attendance policies do not support 21st century learning. Grading practices that include percentage scales are not aligned with researched best practices. Grading policies including homework grading practices, weighting of assignments and first attempt assignments, inclusion of "responsibility," "effort," "behavior," etc as part of grading, and scales v. rubrics, including inappropriate translation from rubric scores to percents and alignment with formative assessments will be explored. In addition, attendance policies need to be reviewed, recent research explored and new policies developed that support student learning and not discourage students from achieving and graduating. Therefore, two task forces will be named and directed to provide recommendations to the Board for a more accurate way to assess student learning and support attendance.

Sustainability: RTTT funds directed to professional development and increasing internal capacity for trainers/coaches helps ensure initiatives are long term, beyond the RTTT grant period. In addition, reprioritizing federal and state funding now to support our new strategic plan, we are assured that activities will continue after RTTT funds are no longer available. Continuing to reprioritize funding to most successful programs (such as AP and PSAT and SAT) will support continued practices. Once data supports success, finding additional grant

opportunities or seeking referendums will guarantee that Colonial School District is providing the best for our students.

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:

Required Strategies

- Implement and support improvement of the state longitudinal data system (SoW 3)

Activity plan by strategy:

Strategy: Implement and support improvement of the state longitudinal data system (SoW 3)	**Owner: Karen Thorpe, Business Director**

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 and Data Service Center data system including data literacy, data inclusion strategies, and data interpretation techniques	N/A	Nick Baker (Data Specialist), Katey Semmel (Director of DSC), Building Administrators				X	X	X	X	X	X	X	X	X	X	X	X	x	Review of all existing data training programs to determine which teachers and leaders have taken which training classes and, to the extent possible, determine the effectiveness of the individual training programs (April 2011 and annually) Schedule of data training based on evaluation of effective training programs (July 2011) Data system trainings included in new teacher induction (August and annually) Train-the-trainer data analysis training (Data Specialist trains building administrators and administrators train

																			staff) completed and on-going on-site coaching continues for principals and staff (June 2011 and on-going)
Hold a bi-annual "Data Day" for school and district staff to analyze data and identify school and district priorities	N/A	Nick Baker (Data Specialist)		X		X		X		X		X		X		X		X	Data Day district-wide protocol developed (May 2011) Data reports and analysis to be used in Data Day, including multiple data sources for information about students and program effectiveness (June 2011 and bi-annually) Agenda for Data Day (June 2011 and February 2012 and bi-annually) List of school and district priorities and next steps based on Data Day discussions (June 2011 and February 2012 and bi-annually)
Expand data access to parents and the community	$50,000 – website expansion – roll over from RTTT year 1 activity	Karen Thorpe (Business Director), Nick Baker (Data Specialist) and all principals, Visiting Teachers				X	X	X	X	X	X	X	X	X	X	X	X	x	Home Access expanded data available to parents (August 2009) I-tracker Pro access for parents; same access teachers currently have for district and school data, except for individual student only (August 2012) DCAS letters to all parents on data access and interpretation (December 2010 and 3xyear) Website expansion completed with data section (March 2012) Schedule of open computer hours for parents as part of the Parent Resource Centers in each school (January 2011 for HS, August 2012 for all schools) Outreach to parents that typically are not involved or have computer access by visiting teacher (August 2011 and monthly)
Make data a part of all district	N/A	Karen Thorpe (Business				X	X	X	X	X	X	X	X	X	X	X	x	X	Data discussions and guidance for on-going teacher discussions at all monthly principal

communication		Director) and Nick Baker (Data Specialist)																	meetings (March 2011 and on-going) Data reports at all School Board Meetings (March 2011 and on-going) Data expectations for all PLC work (March 2011 and on-going)
Budget total	$50,000 year 1 Rollover																		

Objective 2 Measures: *Which measures will this objective impact, how much, and when?*						
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 accessing "home access"	25%	30%	36%	43%	51%	The district will disaggregate by school.
% of parents accessing I-tracker Pro	No data	No data	No data	Baseline Established	Baseline +20%	The district will disaggregate by school.
% of parents using school computers in "open lab" as part of the Parent Resource Centers	Not available	Baseline at HS	Baseline all Elem and Middle schools ---------- HS – Baseline +20%	Baseline +20%/30%	Baseline + 30%/40%	The district will disaggregate by school.

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]*

The district is committed to every principal and teacher having a strong background in data analysis, interpretation and informed instructional improvement. To meet this commitment the district hired a data specialist to provide on-going professional development and coaching for administrators. Administrators will provide on-going coaching support to teachers. Additional training in selecting the appropriate data and increasing the ability of our school-based teams to use data to match appropriate interventions when needed will increase our ability to serve students with identified needs. In addition, the district is committed to making data a part of all conversations and district-wide priority setting through biannual Data Days, expanding data systems with Data Service Center (DSC) for ease in collecting and analyzing appropriate data and collaborating with the state data coaches. The district first instituted a data retreat for principals in July 2010. This practice supported the need for data training among principals and staff, as it had not been a pervasive practice among all principals. The data retreat was followed up by data discussions at monthly principal meetings during the 2010-11 school year. By teachers reviewing data weekly through PLCs and leadership reviewing data monthly and quarterly, the district will be able to provide continuous improvement targeted to Colonial's identified needs. The State data coaches will be an

additional support. Colonial school district will adopt the train-the-trainer coach model. Colonial adopts this model to increase internal capacity for long term results. Colonial staff will target support to PLCs whose data indicates the greatest need, while still providing support to all PLCs.

Colonial parents were provided with "Home Access" in 2009. Data included grades and DSTP and now DCAS scores. In the coming year, results from common assessments will be added. Beginning the 2012-13 school year, parents will have access to I-tracker Pro so they can view the same data pertaining to their child that the teacher views. Training for parents on how to use Home Access and I-tracker Pro will begin 2011-12 school year. As Parent Resource Centers are opened in each school, computers will be made available for parents during extended school hours and summer. The Visiting Teacher will make home visits to parents that are not typically involved in their child's education and to parents that do not have access to computers at home. Principals will make prioritized recommendations of families for Visiting Teachers. With the addition of a second Visiting Teacher this year, we will increase our capacity to offer preventive measures in addition to the interventions most typical of this role.

Colonial is committed to making data a priority in every decision and with all stakeholders.

Sustainability: By directing funds to a one year activity, enhancing the website, and building internal capacity for maintenance, there will be no need for continued funds in this area. Other activities will become the regular responsibilities of those individual roles.

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: Lori Duerr, Manager of School Improvement**

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 90 minutes of weekly collaborative time	$25,000 PLC Training for Assistant Principals coded to SFSF funds	Lori Duerr (Manager of School Improvement)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	x	X	Leadership PLC training (July 2010, July 2012) Schedule for collaboration time; two 45 minute planning per/week for grade and content horizontal teams (August 2010) Teacher leader and instructional coaches PLC training (February 2011) Technical Assistance with DuFours (May

																			2011, Nov/Dec 2011) (Year 1 funds encumbered) Schedule revised to include content vertical teams, special ed teacher teams at least one session per month (August 2011) PLC training for all staff (October 2012) (Year 1 funds encumbered) PLC technical assistance at principal monthly meetings (March 2011 and on-going) On-going coaching by instructional coaches during PLC time (September 2010) PLC self-report survey to determine level of implementation by every teacher (June 2011 and annually for three years) PLC observations by principals and district staff using observation rubric to determine level of implementation/effectiveness (August 2011 and monthly) Walkthroughs by principals to ensure decisions made in PLCs are carried out in classroom practice effectively (August 2011 and monthly) Implementation plan adjustment, including development of tools, professional development and coaching to improve PLC effectiveness (on-going)
Use State data coaches to facilitate collaborative time	$161,762 RTTT total district cost-share for data coaches - $40,500	Nick Baker (Data Specialist)				X	X	X	X	X	X	X	X	X	X	x	X	X	Plan for using state data coaches, including which schools require which type of support, direct facilitation or train-the-trainer (June 2011) Schedule for state data coaches (August 2011)

	roll-over from RTTT year 1 activity – Total $121, 262 years 2- 4 RTTT state cost-share																		Collaboration meeting schedule between state data coaches and district staff (August 2011 and on-going)
Create a PLC for school leadership and district staff to analyze and act on student data	N/A	Lori Duerr (Manager of School Improvement)	X	X	X	X	X	X	X	X	X	X	X	X	X	x	X	X	Principal PLC for principals to review school data and share strategies for improving the use of data and data informed instructional decisions (August 2010 and monthly) District staff PLC to review data, make district-wide or individual school decisions based on data results and share strategies to improve support to building administrators (April 2011 and quarterly)
Budget total	$121,262 RTTT years 2-4/$40,500 year 1 Rollover – Total $161,762																		

Objective 3 Measures: *Which measures will this objective impact, how much, and when?*						
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 indicating improved PLC implementation based on the DuFour's survey	No data	Baseline Established	60%	80%	90%	The district will disaggregate data by school only. The survey will be conducted each April. Implementation levels will be graphed and analyzed, sharing results with schools to help

						prioritize additional PD needs and next steps for improved implementation. This is one of the DuFour's measures to determine professional development needs based on teacher input of level of implementation. This self-reporting measure should increase over a three year period of implementation. This is not a measure to determine effectiveness of PLCs. Walkthrough data will indicate effectiveness of PLCs. See next measure.
% of PLCs indicating an improvement in criteria outline in state shared rubric using the walkthrough tool in I-Tracker Pro	No data	No data	Baseline Established – Target 80%	85%	95%	The district will disaggregate data by school, grade, subject and teacher.
% of teachers increasing capacity to use data as determined by , increased accesses to I-Tracker Pro, narrative information entered in I-Tracker Pro, PLC minutes, and observational data supplied by "data coaches"	No data	No data	Baseline Established	Baseline + 30%	Baseline + 50%	The district will disaggregated by school, grade, and subject.

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]*

Colonial is committed to professional learning communities beyond the state requirement. Colonial values the deep philosophy that PLCs will provide the framework for all improvement

in schools. Therefore, the focus is not just the implementation/compliance of PLCs but the cultural shift from teaching in isolation to community practice. Colonial has a strong support plan to bring all administrators and teachers to full implementation in the DuFour model by June 2012. Full implementation will be determined through self-report on the PLC implementation survey and principal and district staff observation of PLC practice. School walkthroughs are indicating that most schools are already moving toward collaboration as a school culture in year one of implementation.

The Colonial School district made the commitment to adopt the DuFour PLC model and make PLCs a valued framework for conducting all other work in the district. In the summer of 2010, all principals and the two Director of Schools personnel attended the National PLC Conference in Washington, D.C. The expectations were set for all schools to implement PLCs for every teacher in Colonial School District. Two 45 minute sessions per week were built into each school's master schedule. Teachers are expected to review pre-determined student data, share instructional strategies to address student needs, adjust instructional delivery to address students that have not learned the expected outcomes and accelerate students that do learn grade level expectations. The principals have formed a PLC and protected monthly time is devoted for principals to support one another in PLC implementation. Components of PLCs have been the focus of the monthly principals meetings to ensure all schools understand the importance and district-wide focus on full implementation of PLCs. Four district office staff; two Directors of Schools, Director of Curriculum and Instruction and the Manager of School Improvement have been providing on-going on-site coaching with principals. The district instructional coaches participate in the PLCs and provide on-going coaching for teachers. The focus of the DAAC (District Academic Achievement Council) meetings this year is PLCs. The focus of all district-wide professional development days is PLCs. Two teacher leaders from each of the 14 schools were identified to attend the DuFour PLC conference in Phoenix in February 2011. The purpose is to increase each building's capacity for full implementation, using these teacher leaders to provide coaching and modeling in PLC implementation. These PLC teacher leaders will receive continued support through monthly collaboration meetings. In May 2011, the DuFours will provide a 75 minute video conferencing technical assistance session to all building principals, assistant principals and district leadership. The same technical assistance venue will be offered to 300 teachers in the fall so teachers can further their understanding with a question/answer session and gain a better understanding of the maximum benefits of PLCs. In addition, the fall district-wide professional development day will feature three national presenters from the DuFour's association. Every staff member in Colonial SD will choose a full day session on PLC implementation (leadership, culture or data analysis). Selection will be structured so that at least one member from each PLC will attend one of the sessions. Follow-up in regular PLC sessions will include sharing important take-aways so PLCs will continue to develop, moving to fully functioning and effective PLCs. Colonial School District has developed a high quality and on-going professional development plan that will be sustained after the initial year and a half training plan has been completed by the experts. An associate of DuFour is assisting with the sustainability plan. Professional development will continue through direct support of the district administration, principals and teacher leaders. PLCs will continue to be a focus of professional development days and DAAC. Knowledge shared in the district level PLC is shared in the principal PLC which flows to the teacher PLC. The reverse is true as well with teachers sharing concerns and best practices with principals. Principals share this information and data from walkthroughs with other principals and with the district level administration. These various venues provide for on-going problem solving and timely intervention. This structure provides for a two-way communication and ample opportunities for growth at all levels. As stated, the district has invested resources to support principals and teachers in developing effective PLCs. A professional development plan has been developed for on-going support and initial training for new staff. Structures have been developed so over a period of three years, PLCs will be the operational structure for how CSD conducts business.

The State data coaches will support the efforts of the Colonial PLC implementation. Colonial will select the train-the-trainer model to build internal capacity for long-term support. Colonial will provide direct support to those PLCs in greatest need, identified through student achievement data. During the next three years, the knowledge, skills and structures developed with the data coaches will be sustained through identified district leaders and school coaches. PLCs will drive instructional improvement through the analysis of student data and determining instructional decisions for accelerating students that are meeting the Standards and providing supports for the students that are not meeting Standards.

PLCs are the framework for continuous improvement in the Colonial School District. LFS professional development will be sustained through teachers' work in the PLCs. PLCs provide the venue to discuss instructional practices and the strategies learned through LFS are a part of those discussions. Data is an integral part of PLCs. Data coaches, and the professional development and coaching provided by Colonial's data specialist, Data Service Center, and instructional coaches will help develop teachers' ability to analyze and interpret data to inform instructional decisions. In addition to teachers using student achievement data to make course corrections, the results will indicate needed professional development that teachers can request through their principal. Curriculum Supervisors and instructional coaches can provide specific and timely professional development based on data results. Lesson/unit development and the development of formative assessments as part of curriculum/assessment alignment occurs as an on-going process in PLCs. Curriculum, instruction, assessment, and professional development are the essence of PLCs. The PLC venue provides for these integrated discussions that moves student achievement. Principal walkthroughs in PLCs and classrooms ensures that the work done in PLCs is carried out in the instructional delivery. Teacher review of walkthrough data in conjunction with student achievement data will ensure

professional development requests are aligned with needs. Principal and district administration's regular review of student achievement data and walkthrough data ensures timely intervention when results are not optimal. The work of a professional learning community (teams and school) will become a natural part of the way schools operate and the impetus for improving student achievement.

Sustainability: By selecting the train-the-trainer model for the Sate data coach initiative, Colonial is building internal capacity for coaching teachers in PLCs on how to effectively select, analysis, and use data to drive instructional improvement. The data specialist will oversee the individual data coaches in each building to ensure continued effectiveness of initiative. The three year implementation plan for the DuFour model of PLCs will be sustained through district, principal and teacher leader expertise. Internal capacity for training and coaching new teachers will live within district capacity.

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)

Activity plan by strategy:

Strategy: Use evaluations as a primary factor in educator development, promotion, advancement, retention, and removal (SoW 5)	**Owner: Ken Falgowski and Dusty Blakey, Directors of Schools**

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**	
Ensure that schools are scheduling and conducting evaluations in accordance with state regulations	N/A	Ken Falgowski and Dusty Blakey (Directors of Schools)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Schedule by individual schools for conducting evaluations and completed on-line log by principals for review by Directors of Schools Division (August each year and quarterly updates to reflect adjustments as needed) Unannounced visits conducted in each school by Directors of Schools Division to ensure fidelity to the schedule (school visit per quarter minimum) (on-going)

																			DPAS II formative and summative evaluations submitted (on-line by August 2011) by principals to Directors of Schools Division (within 10 days of completion)
Integrate development coaches into the evaluation process	$63,759 RTTT Total cost-share for Develop-ment Coaches for 3 years - $16,000 roll-over from RTTT year 1 activity – Total $47,759 RTTT state cost-share years 2-4 ---------- DPAS II training offered by State at no cost to district	Ken Falgowski and Dusty Blakey (Directors of Schools)			X	X	X	X	X	X	X	X	X	X	X	X	X	X	List of schools needing intensive support due to high concentrations of teachers needing improvement are identified and provided to DOE (Request by DOE) Full participation by principals and assistant principals in DPAS II training (March 2011, August 2011) Support from development coaches on identifying needs and professional development to address those needs, aligning improvement plans to professional development plans, using DPAS II tool to improve supervision of instruction, fidelity to instruction, and monitoring student achievement, using DOE's 4-level rubric to provide specific and actionable feedback through observations and evaluation, developing observation schedules, and providing meaningful feedback and support to assessors (on-going)
Conduct on-going audits of evaluation results, with findings and recommendations, and establish a process for tracking growth over time	N/A	Ken Falgowski and Dusty Blakey (Directors of Schools)					X	X	X	X	X	X	X	X	X	X	X	X	Analysis tool developed by DSC for on-going evaluation and reporting on consistency with an educator's evaluation rating (DPAS II), informal principal assessments (walkthroughs) (January 2012) and student learning (DCAS) (June 2012) and student achievement measures as determined by DOE (June 2013) Professional development on tool (January 2012)

																			Audits by Directors of Schools (February 2012 and monthly)
Design and/or deliver professional development aligned with improvement plans	N/A	Curriculum and Instruction Division and Schools Division				X	X	X	X	X	X	X	X	X	X	X	X	X	Plan developed for professional development offerings to address specific and common needs that emerge from DPAS II teacher evaluations and improvement plans (June 2012) Analysis of participation in professional development and improvement on DPAS II evaluations (on-going according to individual improvement plans, no less than once a month) Monitoring schedule and results for fidelity of implementation (classroom walkthroughs) of professional development submitted by principals to Directors of Schools Division (Quarterly)
Review 20% of all formative and summative DPAS II evaluations to ensure State Standards and research-based practices are being monitored	N/A	Dorothy Linn (Super-intendent)			X	X	X	X	X	X	X	X	X	X	X	X	X	X	Record as part of on-line tool maintained by Superintendent reflecting number of evaluations reviewed, strengths and weaknesses for inclusion of State Standards and research-based practices being monitored and comments to be included in principals' mid-year and summative evaluations (June 2012 and on-going)
Use evaluations as part of teacher career ladder advancements	N/A	Angela Guy (Director of Human Resources)			X	X	X	X	X	X	X	X	X	X	X	X	X	X	All career pathway programs include requirements for teachers to meet relevant evaluation standards (June 2011) DPAS II evaluations and highly effective teacher status (when defined by DOE) will be considered for all promotions and retentions in teacher career ladder advancements (on-going)
Budget total	$47,759 RTTT years 2-4/ $16,000 year 1																		

	Rollover – Total $63,759	

Strategy: Establish new educator career paths linked to evaluation (SoW 6)	**Owner: Angela Guy, Director of Human Resources**

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**	
Establish goals for teacher career pathways	N/A	Dorothy Linn (Super-intendent)		X															Clear, specific, and easily understood goals for all existing and new career pathway programs (June 2011)
Define the career ladders already in place (i.e., team leaders, department chairs, district leadership councils) and assess their effectiveness against stated goals	Tool develop-ment – teacher EPER - $3072 (OEC's included) RTTT stipends – year 2	Angela Guy (Director of Human Resources)			X	X	X	X	X	X	X	X	X	X	X	X	X	X	Report on current pathways, including effectiveness using student learning and DPAS II criteria (May 2011) Tool developed by teachers to determine effectiveness (January 2012) Recommendations for elimination of ineffective programs and modifications to enhance promising programs (based on 1. role does not directly impact student achievement or 2. there is lack of evidence of student achievement growth); recommendations will include necessary system changes to support effective selection process and good programming (April 2012) Organizational chart to include teacher career pathways (June 2012) Comprehensive plan for continuing programs (June 2012) Data gathered for on-going determination of effectiveness (December 2012 and on-going)

																			Teacher leaders for high need schools hired (June 2011 and annually)
Teacher Leader Career Path: Establish and staff a teacher leader position in each high need school and low-performing school (½ time teacher and ½ time coach) and staff according to need other teacher leader positions (literacy coaches, instructional coaches, PLC coaches, LFS trainers/coaches, SMARTboard coaches)	Teacher Leaders 8 FTEs – salaries, OECs and benefits, $548,000 each year – Total $1,644,000 RTTT personnel and benefits and 1 teacher leader FTE at $80,000 paid by state and local funds	Angela Guy (Director of Human Resources), Alex Neal (Director of Curriculum & Instruction), Ken Falgowski and Dusty Blakey (Directors of Schools)			X	X	X	X	X	X	X	X	X	X	X	X	X	X	Input from teachers and other stakeholders on teacher leader qualities (May 2011) Job description written expressly reflecting district's goals for career pathways and in accordance with the state's definition of the role (May 2011) Top candidates, those rated highly effective based on student achievement data, identified and actively recruited by principals (April 2011 and on-going) All high-need schools staffed with a teacher leader (August 2011) Plan on new district career ladders, including goals, implementation plan and timeline, and process for assessing effectiveness (August 2011)
Budget total	$1,647,072																		

Objective 4 Measures: *Which measures will this objective impact, how much, and when?*						
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 assessors who meet the standard on the calibration of DPAS II evaluations	No data	Baseline Established	75%	80%	100%	Calibration determined by DDOE.
% of teachers placed on improvement plans who are moved off in 1 year	No data	Baseline Established April – June 2011	50%	70%	80%	Currently there are few teachers on improvement plans. Building Administrators are receiving PD on developing effective improvement plans. Once administrators are

						proficient, then baseline will be established and effective plans that support teachers in moving toward effective and highly effective status is expected.
Increase the percentage of highly effective teachers	No data	No data	Baseline Established	Baseline + 5%	Baseline + 10%	Highly effective will be defined by the DDOE.

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]*

Colonial School District is committed to improving the quality of principals and teachers. Colonial district administration believes that the effectiveness of leadership and teachers accounts for the majority of school-driven improvements in student achievement. Therefore, the strategies outlined in Objective 4 are aimed at improving the quality of Colonials' teachers and leaders by

1. Improving the evaluation process through acquiring DPAS II professional development, including improved use of the rubric
2. Collaborating with the State's development coaches for direct support to principals to improve practices and for district administrators' ability to sustain support to principals
3. Closely managing the DPAS II process to ensure consistency and accurate use of the tool and provide timely support to principals and teachers
4. Collecting and evaluating data to determine principal and teacher effectiveness and drive improvement strategies including universal professional development as well as specific professional development for those on improvement plans
5. Monitoring the implementation of professional development to ensure fidelity and improved teacher practice and student achievement

The district office will closely monitor teacher effectiveness through an analysis tool developed by DSC. The tool will provide real time data on teachers (i.e., DPAS II evaluation, walkthough data, and student achievement data.) The Directors of Schools will monitor a random 10% of teacher data each month. If an issue is discovered, then a full audit will be conducted with that particular school. This will improve efficiency and timely discussions and support to building administrators.

As Colonial School District improves the process for evaluation and determining effective teachers and leaders, the district administration will develop opportunities for teachers to be recognized as effective and highly effective teachers. Opportunities will continue for teachers to advance in leadership roles as team leads or department chairs, instructional coaches, literacy coaches and curriculum council positions as determined by an evaluation of effectiveness of these roles. Job expectations (see objective 7) will be developed for each of the career ladders. Based on the evaluation of the effectiveness of each role, the responsibilities may look different than the current role. For example, the department chairs are currently responsible for operational type duties. For the 2011-12 school year, the department chairs will be solely responsible for instructional activities (i.e., facilitating PLCs, support implementation of LFS). Consistency in role expectations across schools will improve as responsibilities are defined. For example, literacy coaches perform a different role in each school. With consistent professional development and a well defined job responsibility, the literacy coaches will provide direct support to struggling learners a portion of the day, but they will all be expected to provide coaching, modeling, and consultation with teachers. The Colonial School District will participate in the state initiative of developing a career ladder for highly effective teachers to teach in Colonial's high needs schools. These positions will be ½ time in the classroom and ½ time providing coaching to peers. Additional teacher leader positions will be created as PLC coaches, LFS trainer/coaches and SMARTboard trainer/coaches. These positions will include a peer coaching component to their normal job responsibilities. Professional development on best strategies to work with adult learners will be provided for all teacher leaders as well as regularly scheduled content specific collaboration time to continue development of coaching abilities and refinement of content skills. On-going professional development and evaluation will ensure successful teachers continue in these positions. The requirements for attaining one of these positions will be refined. Developing on-going professional development for staff in these positions is critical. Colonial School

District recognizes that support with how to be an effective leader and coach, in addition to achieving a highly effective status as a teacher is imperative to success. In addition, implementing a high quality DPAS II process for all teachers will ensure high quality teachers remain in these positions and help ensure success of the teacher leader program.

The strategies outlined here will significantly improve Colonial's instructional leaders and effective teaching force resulting in improved student achievement growth.

Sustainability: Using RTTT funds to participate in the principal coaching efforts for the next three years will develop our current principals to become effective instructional leaders. As the district office becomes stronger in effective practices, all school administrators will be supported through the mentoring process. Student achievement will be monitored closely. If the teacher leaders are effective, then the district is committed to re-prioritizing other funding or go to referendum to sustain the additional teachers in the high needs schools.

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

Summary of strategies:

Required Strategies

- Increase the concentration of highly-effective teachers and leaders in high need schools (SoW 7 req.)

Activity plan by strategy:

Strategy: Increase the concentration of highly-effective teachers and leaders in high need schools (SoW 7 req.)	**Owner: Angela Guy, Director of Human Resources**

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	N/A	Angela Guy (Director of Human Resources)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Access the central website when hiring needs are determined (on-going) District link to DOE website (April 2011)
Forecast hiring needs	N/A	Dorothy Linn (Super-intendent), Angela Guy (Director of Human Resources)		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Process developed for forecasting hiring needs; specifically for highly effective teachers in high needs schools, hard to staff positions, and representation of diversity in teaching staff across all schools (April 2011) Needs determine (April 2011 and on-going)
Establish a plan for equitable distribution of highly effective teachers in high	$195,000 per year local funds and Title I for bonuses	Angela Guy (Director of Human Resources)					X	X	X	X	X	X	X	X	X	X	X	X	Analysis of highly effective teacher distribution based on DPAS II data (May 2012) Plan for equitable distribution of highly

needs schools	($65,000 a year includes salary and OEC's) pending association approval																		effective teachers among all high needs schools including concentration of hiring highly effective teachers with open units and incentivizing within district highly effective teachers to move during VP process (May 2012) Bonuses for highly effective teachers to move to high needs schools explored in teacher contract negotiations (May 2012) Bonuses for highly effective teachers to remain in high needs explored in teacher contract negotiations (May 2012) Equitable distribution plan in effect (August 2012) Student achievement data and teacher movement/placement plan within a building reviewed at district office with individual principals to ensure most effective teachers are placed in highest need classrooms (June 2011 and annually) Participate in state's equitable distribution fellowship program (August 2012) Participate in State's retention bonus program (August 2012)
Professional development for administrators and teacher leaders to become better instructional leaders and to work with high-need students	$20,000 per year contracted services for developing and delivering professional develop-ment – $60,000 coded to	Ken Falgowski, Dusty Blakey (Directors of Schools), Alex Neal (Director of Curriculum & Instruction)			X	X	X	X	X	X	X	X	X	X	X	X	X	X	Explore consultation, professional development and networks that concentrate efforts in improving achievement in high needs populations such as the Daggett work with high needs schools through International Center for Leadership in Education (June 2011) Professional development plan for high-quality on-going professional development on effective practices for high-need schools and high-need students (July 2011)

	Title I																		
Enhance succession planning program	N/A	Ken Falgowski and Dusty Blakey (Directors of Schools)		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Application and selection process reviewed (May 2011) Recommendations for modifications to the Student Advisor program (aspiring leaders), including necessary system changes to support good programming (June 2011) Plan developed and implemented (August 2011)
Budget total	0																		

Objective 5 Measures: *Which measures will this objective impact, how much, and when?*						
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 highly effective leaders in high needs schools	No data	Baseline	Baseline + 25%	Baseline + 50%	Baseline + 75%	
% of highly effective teachers in high needs schools	No data	No data	Baseline Established	Baseline + 25%	Baseline + 60%	Highly effective will be defined by the DDOE.
% of new hires meeting highly effective status within 3 years	No data	No data	Baseline Established	40%	50%	Highly effective will be defined by the DDOE.

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]*

Colonial School District has eight of fourteen schools identified as high needs schools. All Colonial schools have a high poverty rate, anywhere from 50 to 90%. Colonial administration recognizes the value of staffing highly effective teachers in all buildings, but most particularly in the high needs schools.

Schools have begun the reform process in year one of RTTT with the district-wide implementation of PLCs. Using the DuFour model, high expectations for collaborative planning has been communicated and supported with on-going professional development. LFS as a district-wide instructional improvement focus rolled out in WPHS and the three Middle Schools in year one. The elementary schools will begin the same process in year two. The plan is to offer deep support to all teachers with research-based practices to improve student achievement. Supporting all teachers to become highly effective teachers is a priority in Colonial School District. However, if teachers do not become effective with the deep supports offered, building administrators are supported with on-going professional development in the DPAS II process. Beginning in year one and followed with on-going support in year two, principals and assistants are using DPAS II to provide additional professional development plans to support teachers in becoming effective and highly effective teachers. Under new administration in Colonial, it was important to give all teachers the opportunity to understand the new instructional focus and expectations that academic achievement is the priority.

In addition to our comprehensive instructional improvement system, we recognize that additional professional development and supports could be different for teachers that work in

high needs schools. Therefore, a high quality professional development plan will be developed to support effective practices for leading and teaching high needs students in high needs schools. This plan will require additional training/consultation for all staff providing professional development and support to the identified schools and principals. Networking with successful schools across the county will provide additional support with the success and sustainability in our high needs schools. On-going evaluation of the plan will ensure quality practice and improved student achievement.

Colonial School District is committed to staffing all our schools, but with an emphasis on our high needs schools, with highly effective teachers. Concluding our 2011-12 school year and annually, those teachers with a rating of highly effective will be recognized. To ensure our high needs schools are staffed with highly effective teachers, Colonial has developed a plan. The plan is threefold: First, we will provide support to our current employees to become highly effective with on-going high quality professional development in PLCs, LFS, and teaching in high needs schools. Second, we will improve our recruitment and hiring practices to ensure we staff our open positions with highly effective teachers, or at least effective teachers that have the potential to become highly effective within three years with quality professional development and supports. And third, after analyzing our distribution of highly effective teachers across all our schools, ensure we have an equitable distribution in our high needs schools and classrooms. We will accomplish this by offering incentives to highly effective teachers in our non-high needs schools to transfer to our high needs schools. We will also review within school placements to ensure our most highly effective teachers are teaching our highest need students. In addition, we will apply for participation in the State's program to staff highly effective teachers in high needs schools.

Colonial School District recognizes that school leaders are vital to highly successful schools. Colonial is committed to developing our own leaders by implementing an improved succession planning process that allows for teachers to advance to positions of leadership with the appropriate training and support. On-going evaluation of principals hired through this process will provide continuous data for improving the program.

Sustainability: Using local funds for incentives to recruit and retain highly effective teachers, we ensure that we can sustain this practice after the RTTT funds are no longer available. Using RTTT funds for consultation and professional development we build internal capacity for sustaining practices after RTTT funds are no longer available.

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: Angela Guy, Director of Human Resources**

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**	
Establish a high quality hiring process to ensure effective selection	$25,000 RTTT contractual year 2 for	Angela Guy (Director of Human Resources)		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	HR Consultant contracted (July 2011) In-depth review conducted by consultant of district recruitment, screening and hiring

and placement of highly effective teachers	HR Consultant																		practices (July 2011) Recruitment practices examined for filling staff vacancies with highly effective diverse staff as part of in-depth review (July 2011) Recommendations for a systemic process for recruitment, screening and selection of highly effective applicants (August 2011)
Implement the recommendations from the in-depth review of recruitment practices	$150,000 per year for adding a year experience on the local step, $39,000 per year to increase retention bonus plan from $1750 to $2000, $26,000 per year for signing bonus of $500 for new teacher hires -local and Title I funds pending association approval ---------- $70,000 local funds for principal	Angela Guy (Director of Human Resources), Dusty Blakey (Director of Schools)				X	X	X	X	X	X	X	X	X	X	X	X	X	Consultation from HR Consultant on implementing recruitment recommendations (August 2011) (part of HR contract noted above) Website enhancement as part of systemic hiring process (April 2011) (budgeted in Objective 2) Relationships developed with IHE's producing the most effective teachers (July 2011 an on-going) Relationships developed with local IHE's to increase access to quality prospective teachers through offering practicum and internships with student teachers (June 2011) Relationships formed with PA, NJ and MD area HR directors with seniority-based lay-offs to recruit highly-effective teachers (July 2011) Current teacher incentives promoted, including the three year retention bonus plan (teachers receive a bonus each year of the first three years they stay in the district) (June 2011) Beginning pay scale increased to align with neighboring districts explored through teacher contract negotiations (May 2011)

	bonuses for years 2-4																		New to workforce hires begin on Step 2 for 3.75 or higher GPA explored through teacher contract negotiations (May 2011) Incentive program reviewed and enhanced to recruit effective teachers to high needs schools and hard to staff positions and attract highly effective diverse staff (July 2011) Bonus for early notice of departure from current teachers explored through teacher contract negotiations (May 2011) Tuition reimbursement and partial fee reimbursement for NBCT application explored through teacher contract negotiations (May 2011) Recruitment efforts targeted to potential alternative pathways (June 2011) Performance bonus for most effective principals pending Board approval (every principal has the possibility to receive the bonus based on a pre-determined student achievement measures) (August 2011 and annually) Analysis of new recruitment practices with HR Consultant (August 2012) Recalibration as needed based on analysis (August 2012)
Implement the recommendations from the in-depth review of screening practices	$20,000 RTTT year 2 contractual for Gallup Poll survey	Angela Guy (Director of Human Resources)				X	X	X	X	X	X	X	X	X	X	X	X	X	Consultation from HR Consultant on implementing screening recommendations (August 2011) (part of HR contract noted above) Teacherinsight and Leaderinsight Gallup Poll surveys for all applicants as part of screening

																			process (July 2011) Student achievement data from applicants currently in the workforce reviewed as part of screening process (June 2011 and on-going) Applicants prioritized with specific training and experience working with high need populations (June 2011 and on-going) Lesson demonstrations required of finalists prior to selection (when available during the summer - June 2011 and during the school year September 2011 and on-going) Colonial student teachers encouraged to ask for DPAS II evaluations by principal to be reviewed as part of screening process (June 2011 and on-going) Selection and hiring committee member selection process improved to include gender, race and highly effective staff considerations (June 2011) Analysis of new selection practices with HR Consultant (August 2012) Recalibration as needed based on analysis (August 2012)
Implement the recommendations from the in-depth review of hiring practices	Part of budget set aside for bonuses above	Angela Guy (Director of Human Resources), PIO				X	X	X	X	X	X	X	X	X	X	X	X	X	Consultation from HR Consultant on implementing hiring recommendations (August 2011) (part of HR contract noted above) Hiring timelines moved to May (one month earlier than previous years) to attract quality candidates (May 2011) New hires and “bench” teachers assigned to schools in May (one month earlier than

																			previous years) (June 2011) Signing bonuses explored through teacher contract negotiations (May 2011) (see budget line for bonuses above) Community outreach for non-financial incentives to sign on (June 2012) Analysis of new hiring practices with HR Consultant (August 2012) Recalibration as needed based on analysis (August 2012)
Track effective and highly effective teachers to IHE	N/A	Angela Guy (Director of Human Resources)		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Data collection (on-going) Report developed indicating most effective programs and share with DOE (on-going) Recruitment of candidates from highly effective programs. (June 2012 and on-going)
Participate in alternative preparation programs	N/A	Angela Guy (Director of Human Resources), Brian Erskine (Supervisor, Math, Science and CTE)		X															Partner with DOE in alternative programs for recruiting teachers (January 2011) STEM Residency explored through UD (June 2011)
Hire hard to staff positions from alternative preparation programs	$10,000 - Year 2 – training for 2 people in alternative program, $30,000 - Year 3 – training for 6 people in	Angela Guy (Director of Human Resources)			X				X				X				X		Plan for hiring two teachers in hard to staff areas (science and special education) pending availability and fit for candidate for 2011-12 school year (February 2011) New teacher mentoring for new hires through alternative preparation programs (August 2011) Plan for additional hires pending availability

	either alternative program or STEM residency, $40,000 - Year 4 – training for 8 people in either alternative program or STEM residency,– Total $80,000 RTTT																		and fit for candidate (July 2012 and annually)
Track effectiveness of staff hired from alternative preparation programs	N/A	Angela Guy (Director of Human Resources)				X				X				X				X	Evaluate teacher effectiveness with student achievement data (e.g., common assessments, DCAS, DPAS II) (June 2012 and each year after)
Enhance new teacher induction program	N/A	Angela Guy (Director of Human Resources)				X				X									Induction program reviewed (June 2011 and June 2012) Survey of new teachers and building leadership for effectiveness of induction program (June 2011 and June 2012) Analysis of new teacher student achievement data and DPAS II data (June 2011 and annually) Program revisions (August 2011 and 2012)
Budget total	$125,000																		

Objective 6 Measures: *Which measures will this objective impact, how much, and when?*						
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 hired from highly effective IHEs	No data	No data	Baseline	Baseline +	Baseline +	Highly effective IHEs have

			Established	10%	20%	not yet been determined.
% of teachers hired from alternative programs achieving highly effective status	No data	No data	Baseline Established	Baseline + 20%	Baseline + 30%	2011-12 will be the first year to hire two teachers from alternative programs.

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]*

As Colonial School District improves the process for evaluation and determining effective teachers and leaders, the district administration will implement an improved hiring process, which includes

- a better data collection to forecast needs
- an improved recruitment process to attract principals and teachers that better match our student population, but most importantly that are highly effective or have the potential to come highly effective within three years of hire
- an improved selection process to ensure quality and best match for available positions, and
- an evaluation process to ensure the process will continue to produce effective results.

Colonial School District is committed to recruiting the best teachers. One current practice that will be improved is placing "bench" teachers in schools earlier. After reviewing the data, some teachers are accepting positions in other districts because they know earlier what school and grade they will be teaching. Colonial will make these decisions one month earlier to encourage our rollover teachers to remain in Colonial. Colonial HR will reach out to the most effective IHEs to ensure on-going communication of top students and projected openings. HR will also reach out to neighboring states that may be in lay-off situations where by Colonial could benefit from recruiting effective and highly effective teachers losing jobs due to seniority based layoffs. In addition, our Director of Schools has been establishing a relationship with all local IHEs to place top education students in our district. For practicum and internships.

Colonial will develop a process for collecting data on the most effective teachers and link that data to their preparation program. Where trends are evident, Colonial will target recruiting from the most effective higher education institutions. As this is a new process for Colonial, the targeted recruitment efforts should prove to provide our schools with the most effective teachers. In addition, Colonial has hired candidates from alternate routes to certification but not from alternate pipelines such as the State has developed through RTTT. This could be a viable option, especially for our hard to staff positions. Exploring the STEM Residency program at UD could enhance our development of STEM programs and potentially provide us with additional highly effective teachers. Through our new rigorous evaluation process, Colonial will continue to draw from traditional and alternative preparation programs where teachers are proven to be highly effective.

Currently, Colonial does not require a review of student data from teachers in the workforce applying to Colonial, nor do we require applicants to model a lesson. Both practices will be instituted in June 2011. In addition, Gallup Poll has conducted extensive research on the relationship of "talent" measures such as relationship with kids, personal responsibility for student success, desire to share learning, and work ethic with becoming a highly effective teacher. Instituting the practice of applicants completing this survey, will provide greater insurance that the best candidate is selected. A similar survey is available for principals.

To improve our hiring process, the district will do a better job promoting our incentives for teaching in Colonial School District. Colonial supports teachers through intensive professional developing in the content areas by content specific Curriculum Supervisors and instructional coaches. All elementary teachers have the benefit of a literacy coach in each school that provides coaching and on-going support for struggling students. By August 2011, each classroom will have a SMART Board, laptop, and Elmo along with professional development and on-going coaching to support improved instructional delivery. Each school will have two LFS trainers/coaches to support teachers in developing their instructional strategies. Each high need

school has an additional interventionist to support struggling learners and consult with the classroom teacher.

In addition, the district will propose the following incentives during contract negotiations in May and June of 2011.

- re-establish reimbursement for tuition
- re-establish reimbursement for partial fees for becoming a National Board Certified Teacher
- begin new teachers on step 2 of the salary schedule for a GPA of 3.75 or higher
- provide $500 signing bonus for new hires
- increase retention bonus to $2000 (currently ($1750) for three years (a first year CSD teacher offered a second year contract will receive a bonus the beginning of the second school year if they return and again the next two years to encourage our most effective teachers to remain in CSD)
- bonus for early notification of leave

The new PIO will develop relationships with local businesses and pursue possible non-financial incentives such as discounts (e.g., car dealers, restaurants) for recruiting teachers to Colonial School District.

To encourage our most effective principals to remain in Colonial School District, bonuses will be given to principals that have shown the greatest student achievement growth.

A review of the data indicates we have an average of 67 positions open annually based on our past three years of data. Colonial has averaged 558 applications over the same three years. It would appear that Colonial has an adequate pool to select teachers. When looking at the number of teachers on temporary contracts that are offered a regular contact, 85-94% are rated effective in the past three years. Instituting the Gallup Poll survey could help in ensuring the selection of the best candidates and following a more selective process in offering regular contracts. In 2010, 99% of the teacher returned to Colonial School District. The previous two years were 83% and 93% respectfully. Colonial has a 90-93% rate of the most desirable candidate accepting the job offer. Adding the step, offering a signing bonus and increasing the retention bonus may increase these numbers. Once a data system for collecting and reporting this information tied to teacher evaluations is developed through DSC, a deeper analysis and accurate decision-making process should improve our teaching force.

Sustainability: Using local funds for incentives to recruit and retain highly effective teachers, we ensure that we can sustain this practice after the RTTT funds are no longer available. Using RTTT funds for consultation and professional development we build internal capacity for sustaining practices after RTTT funds are no longer available.

Objective 7: Provide effective support to educators

Summary of strategies:

Required Strategies

- Adopt a coherent approach to professional development (SoW 10)
- Accelerate the development of instructional leaders (SoW 11)

Additional LEA Strategies

- Accelerate achievement by providing support for improving district and school practices

Activity plan by strategy:

Strategy: Adopt a coherent approach to professional development (SoW 10)	**Owner: Lori Duerr, Manager of School Improvement**

For the above strategy, indicate each activity, the	**Timeline:** *Place an "X" in each box that represents a time period in which the activity*	**Deliverables:** *List the major deliverable(s)*

budgeted amount required for it (with funding sources), and the person who will be responsible for it. Required activities have already been included.			*will be carried out.*																*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**	
Develop and provide professional development linked to educator needs	N/A	Lori Duerr (Manger of School Improvement)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Job expectations defined for career ladder positions determined as effective (see objective 4) (June 2011) Job expectations defined for all principals, teachers and specialists (June 2011) High quality professional development linked to needs aligned to job responsibilities (July and on-going)
Review existing PD to determine if it is high-impact and prioritize participation in high-impact PD offerings	N/A	Lori Duerr (Manger of School Improvement)				X				X				X				X	Evaluation of principal walkthroughs to determine level of implementation of strategies learned in professional development (September 2011 and on-going) Evaluation of professional development plan, including follow-up coaching (September 2011 and on-going) Evaluation of school professional development plans to ensure at least 90% of professional development is linked to increasing student achievement (June 2011 and quarterly checks to ensure schools are following plans)
Create plan to increase trainers/coaches in every school for on-going high impact professional development	$10,850 year 2 for 10 people trained as trainers in LFS, $21,700 year 3 for 20 people trained as trainers in	Alex Neal (Director of Curriculum & Instruction), Lori Duerr (Manger of School Improvement)			X	X	X	X	X	X	X	X	X	X	X	X	X	X	PLC leaders in every school to promote effective strategies to improve PLC implementation (February 2011) LFS certification for two trainers in every school (four in the high school) to provide professional development and on-going coaching in LFS strategies to all middle school and high school teachers, and expanded to two in each elementary school the following year to support

	LFS, $21,700 year 4 for 20 people trained as trainers in LFS – Total $54,250 RTTT contractual																		elementary implementation (August 2011 and August 2012) SMARTboard certification for two trainers in every school (four in the high school) that provide training and on-going coaching in effective use of SMARTboard strategies (July 2011, July 2012, July 2013) (30 people trained over 3 years as part of the technology contract in Objective1)
Design and implement training and planning program for all teacher leaders	$75,000 per year pay for teacher leaders to attend summer and after work training – Total $225,000 (including salary, OECs, and benefits) RTTT training stipends ---------- $4000 for 2-day contract to provide coaching PD to all coaches coded to C&I local funds	Alex Neal (Director of Curriculum & Instruction), Lori Duerr (Manager of School Improvement)				X	X	X	X	X	X	X	X	X	X	X	X	X	Program for teacher leaders in high needs schools (½ time teacher and ½ time coach) to be trained in research-based strategies in preparation to increase student achievement in the most high need and low performing schools (60 hours total during summer and after work during the school year beginning June 2011 and annually) Targeted professional development completed focused on coaching strategies for all teacher leaders (literacy coaches, instructional coaches, SMARTboard coaches, LFS coaches, PLC coaches) (August 2011 and on-going) Assignments, reflections, and training/coaching plan for peers developed by teacher leaders (year round beginning June 2011 and annually) On-going technical assistance sessions to support trainers/coaches (PLC coaches, LFS coaches, SMARTboard coaches, instructional coaches) in effective practices (1 hour after work, monthly)
Support effective teaching through	N/A	Karen Thorpe (Finance				X													Technology department restructured to create expertise in specialty areas of

optimal infrastructure design		Director), Alex Neal (Director of Curriculum & Instruction)																	technology support (June 2011) Position repurposed to support the connection of technology, curriculum and student learning (August 2011)
Participate in the Delaware Teacher Institute	$5,000 per year - Total $15,000 RTTT contractual	Dorothy Linn (Super-intendent)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Initial meeting participation and partnership established (October 2010) Recruitment of teachers (January 2011) Evaluation of first year participation and implementation (June 2012) Recruitment of additional teachers and continue program based on first year results (July 2012 and on-going)
Provide professional development to support staff to increase efficiency for education processes	N/A	Angela Guy (Director of Human Resources)							X	X	X	X	X	X	X	X	X	X	Job responsibilities reviewed for all support staff (June 2012) Analysis of staff evaluations to determine professional development needs (July 2012) Professional development for support staff (August 2012 and on-going)
Promote use of Employee Assistance Program for district employees	N/A	Angela Guy (Director of Human Resources)					X	X	X	X	X	X	X	X	X	X	X	X	EAP program shared through email, mailings, and school visits (August 2011 and quarterly) Private information sessions scheduled in each school (October 2011 and biannually) Community resource partners identified as support to staff (June 2012 and on-going)
Budget total	$294,250																		

Strategy: Accelerate the development of instructional leaders (SoW 11)	**Owner: Ken Falgowski and Dusty Blakey, Directors of Schools**

For the above strategy, indicate each activity, the	**Timeline:** *Place an "X" in each box that represents a time period in which the activity*	**Deliverables:** *List the major deliverable(s) for*

budgeted amount required for it (with funding sources), and the person who will be responsible for it. Required activities have already been included.			*will be carried out.*																*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**	
Ensure novice and high-need school principals participate in State instructional leadership training	State Principal training $60,000 RTTT state cost-share	Ken Falgowski and Dusty Blakey (Directors of Schools), Carlton Lampkins (Assistant Super-intendent)			X	X	X	X	X	X	X	X	X	X	X	X	X	X	Participation in state professional development by novice principals and principals in high need schools (determined by DOE) On-going support for successful implementation (on-going) Mentoring plan to provide individual needs-based mentoring to novice principals (August 2011) Implementation of mentoring plan (August 2012 and on-going)
Distribute leadership in schools through the integrated use time studies and coaching	No cost first 5 Model 3 – DOE cost ---------- maximum of $24,000 RTTT – up to 3 additional Model 3 - $8,500 roll-over from RTTT year 1 activity - $15,500 RTTT contractual year 2	Ken Falgowski and Dusty Blakey (Directors of Schools)				X	X	X	X	X	X	X	X	X	X	X	X	X	SAMs implemented with all designated principals (August 2011 and on-going)
Mentor principals on improvement	N/A	Carlton Lampkins		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Mentoring plan to provide individual needs-based mentoring to principals in need of

plans		(Assistant Super-intendent)																	improvement (August 2011) Implementation of mentoring plan (August 2012 and on-going)
Participate in the summer Harvard Institute	$6400 RTTT travel – years 2-4 - Total $19,200 - Institute tuition paid for through grants	Carlton Lampkins (Assistant Super-intendent)				X	X	X	X	X	X	X	X	X	X	X	X	X	Individual school teams established for participation in the Harvard program (March each year) Participation in program to strengthen school leadership and school plans for improvement (July each year) Implementation plan developed by each school team and submitted to Assistant Superintendent (August each year) Evaluation plan developed to determine effectiveness of program (June each year)
Budget total	$94,700 RTTT years 2-4/$8,500 year 1 Rollover – Total $103,200																		

Additional LEA Strategy: Accelerate achievement by providing support for improving district and school practices	**Owner: Lori Duerr, Manager of School Improvement**

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**	
Effectively manage the implementation of RTTT plan	$146, 000 year 2 for salaries, OECs, benefits, $175,000	Lori Duerr (Manager of School Improvement	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Project Management tools developed for "owner" management of action steps to meet deliverables, timelines and track progress on measures (June 2011) Team ("owners") meetings to report on

	years 3 and 4 for salaries, OECs, benefits – Total $496,000 RTTT personnel and benefits																		deliverables, progress, and monitoring and adjustment of plan (June and monthly thereafter) Individual meetings with owners determined by timelines for deliverables (June and as needed) Data review meetings to track progress on measures (June 2011 and quarterly) Budget meetings with Business Director to ensure funds are expended as outlined in plan and determine amendments as needed (quarterly) Reports to DDOE on plan, measures and budget (as determined by DDOE) Public communication of plan progress at School Board Meetings (January 2011 and monthly) and Colonial personnel meetings (April 2011 and quarterly) District Parent Advisory Council meetings for continued plan review and monitoring (June 2011 and quarterly)
Provide support to schools on effective implementation of Success Plans	N/A	Lori Duerr (Manager of School Improvement	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Technical assistance to school leadership teams on Success Plan development, mirroring district-wide process of RTTT plan and on-going plan management (April 2011 through October and quarterly) Technical assistance to school leadership teams on embedding RTTT activities within school plans for seamless implementation (April 2011 and on-going) Technical assistance to school administrators on success factors, including creating urgency, developing routines for monitoring progress , diagnosing and addressing

																			problems and sustaining momentum (August 2011 and quarterly) Comprehensive Success Reviews conducted in every school and technical assistance to school leadership teams on the implementation of recommendations and integration of School Success Plans (January 2011 and on-going)
Budget total	$496,000																		

Objective 7 Measures: *Which measures will this objective impact, how much, and when?*						
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 time building administrators spend on instructional leadership activities per week	No data	No data	Baseline Established	Baseline + 35%	Baseline + 50%	
% of walkthroughs planned to be conducted per week	No data	No data	20 per week	85%	100%	
% of building administrators on improvement plans who are moved off in 1 year	No data	No data	Baseline Established	50%	80%	

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]*

Colonial School District understands the importance of high quality professional development. Colonial adheres to the State definition and refers to the National Staff Development Council (NSDC) for guidance in developing professional development plans. The key to all professional development is to adhere to the national standards when developing plans. All plans include an evaluation component to ensure on-going quality professional development that produces desired results. Colonial's cornerstones for improvement, PLCs and LFS, abide by the national standards. Colonial is committed to only offering high quality sustained professional development. As part of this commitment, Colonial is investing in teacher leaders who can support and sustain professional development through coaching opportunities. Sustained support for coaches will be a part of the overall plan.

Colonial School District joined the Delaware Teacher Institute (an extension of the Yale University program) to provide teachers with leadership abilities an opportunity to receive high quality and intensive professional development beyond the district-wide initiatives. In addition, Colonial School District continues to provide an intensive professional development opportunity for school principals beyond the district-wide efforts. Colonial has participated in the Harvard summer institute program for many years. However, through our commitment to high-quality professional development, district administration has developed a high-quality plan for selection, implementation, and evaluation of principal and teacher professional development through this program. Results of this new plan will be evaluated for continuation of program participation.

As stated in objective 5, Colonial School District is committed to improving the quality of our principals. As additional strategies, all Colonial novice principals and principals of our identified high needs schools will participate in the State leadership professional development. Colonial district staff will develop a plan for on-going support of effective strategies acquired through the State provided professional development. Additional mentoring will be provided for novice principals as well as principals on improvement plans.

Colonial School District will provide SAMs to designated principals. The district will identify promising leaders that will benefit from this program to participate during the 2011-12 school year and continue to identify candidates as the district hires new leadership. SAM support will help move our principals from managers of schools to instructional leaders.

A web-based walkthrough tool has been developed through DSC and iPads have been purchased to allow for more efficient monitoring of classroom instruction. Along with providing the tools and professional development, the expectation is that all principals will conduct at least 20 walkthroughs a week. The district office will monitor this closely and if necessary determine issues that are distracting administrators from completing walkthroughs as well as work to remove those distractions by the end of the first year.

Colonial district administration recognizes the importance of closely monitoring a plan to ensure successful implementation and sustainability beyond the grant period. Therefore, staff is designated to lead the plan development, implementation and monitoring process. In addition, the district-wide plan is dependent on the successful development and implementation of each school plan. Therefore, designated staff will support schools in mirroring district processes.

Sustainability: Using RTTT funds to developing our own trainers and coaches will provide the district with in-house support to sustain our activities beyond the grant. Using RTTT funds to participate in the principal training and coaching efforts for the next three years will develop our current principals to become effective instructional leaders. When administrator openings occur, our improved recruitment and selection process should provide us with effective leaders. As the district office becomes stronger in effective practices, all school administrators will be supported through the mentoring process.

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:

Required Strategies

- [If selected] Follow the process for turning around schools selected for the Partnership Zone (SoW 12)

Activity plan by strategy:

Strategy: [If selected] Follow the process for turning around schools selected for the Partnership Zone (SoW 12)	**Owner: Ken Falgowski, Director of Schools**

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 comp*
			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**	
Develop a campaign that every student will apply to college	N/A	Dorothy Linn (Superintendent), Jeff Menzer (Principal, William Penn HS), PIO			X	X	X	X	X	X	X	X	X	X	X	X	X	X	K- 12 message that all students will attend college delivered by every Colonial School District employee (June 2011 and on-going) 9th grade message that all 9th grade students will graduate and apply to

																			college (August 2011 and on-going) (this is an incoming message consistently delivered each year of high school – beginning in August every 9th -12th grade student will hear the message) Message delivered by high school students to middle school and elementary school students (October 2011 and quarterly) Professional development for all staff on developing interpersonal skills, establishing high expectations for providing rigorous instruction, developing, establishing and cultivating the belief that a student's experience at William Penn will be a pre-cursor to college (August 2011 and on-going) New image established that William Penn High School provides a college/university atmosphere where students apply to a college/school within WPHS in which they engage in a specific course of study (e.g., College of Science and Engineering.) (August 2012) Senior Seminar Course created to be utilized for college preparation efforts using College Board's College Ed (January 2011) College Seminar Course added for 11th grade students (June 2012) College Seminar Course added for 9th and 10th grade (June 2013)
Ensure that all seniors fill out the FAFSA form during their senior year	N/A	Jeff Menzer (Principal, William Penn HS) and				X	X	X	X	X	X	X	X	X	X	X	X	X	System to track students completing FAFSA (December 2011) After school/evening sessions open to

		Guidance Counselor																	students and parents (January 2012 and through application period) Completed FAFSA by all eligible seniors (February 2012 and annually)
Identify and address weaknesses in students' preparation for college	N/A	Jeff Menzer (Principal, William Penn HS)				X				X									Articulation meetings with Delaware IHE representatives (July 2011) Report of entering students' success, lack of success, and remedial enrollment, with recommendations for improvement (August 2011) Key recommendations addressed (June 2012)
Establish Schools and Develop engaging Major Courses of Study as part of WPHS restructuring	$495,000 RTTT rollover funds (salary, OEC's, and benefits) for a WPHS administrator to oversee the restructuring at the high school in year 2, 3 and 4 ---------- $138,662 RTTT contractual for materials, supplies, and professional development for program expansion. This number is impossible to gauge at	Jeff Menzer (Principal, William Penn HS), WPHS Administrative Team			X	X	X	X	X	X	X	X	X	X	X				Survey completed by all middle school and high school students (June 2011) Conduct community focus groups and town meetings (July, August, September 2011) Job market reports for local and global job market projections (August 2011) Major Course of Studies pathways completed by HS Task Force workgroups (August 2012) Staffing needs determined (May 2011 and on-going) Physical layout of school redesigned (May 2011 and on-going) Master Schedules to accommodate various courses of study (May 2011 and on-going) Student enrollment increased through PR campaign (June 2011 and on-going)

	this point. Once all courses of study are decided on, the district will need to secure additional funding through foundations, grants, business partnerships and possible Partnership Zone funding. See allocations for first two courses of study and partnership below.																		Schools established (June 2012) Deans assigned to schools (June 2012) Administrator hired, responsible for restructuring the high school, develop major courses of study and oversee implementation (August 2011) Evaluation and course corrections (June 2013 and on-going)
Expand and improve CTE offerings in all high schools in support of more relevant coursework	1.1m – building modifications and equipment for culinary program coded to Perkins, Vocational, and Minor Cap	Jeff Menzer (Principal, William Penn HS), Brian Erskine (Supervisor of Math, Science and CTE)			X	X	X	X	X	X	X	X	X	X	X	X	X	X	Analysis of DOL labor market projections (March 2011 and annually) Meeting with Perkins Advisory Committee (April 2011 and annually) Priority areas for CTE pathway expansion (May 2011 and annually) Application for Innovative Career Pathway grant to support CTE pathway development and/or CTE pathway improvements (June 2011) Improved CTE pathway offered - State of the Art Culinary Program aligned to new DOE accredited culinary program,

																			Pro Start, so students are career ready by acquiring cooking experience, restaurant management experience, Serve Safe certification and by increasing restaurant connections/ involvement (August 2011) New culinary staff member hired (June 2011) Pro Start curriculum adopted (June 2011) Master schedule accommodated for 6 additional sections (June 2011) C100 area of WPHS renovate to accommodate culinary facility (August 2011) Current FACS teachers complete summer expectations (see narrative) (August 2011) Culinary Advisory Board established (August 2011) Partnerships with local restaurants developed to create internships with our senior level students (August 2011 an on-going) Enrollment expanded from 144 students to 288 students (August 2011)
Expand the ROTC Program to provide more students access to leadership development opportunities for college and career	$110,000 (salary, OEC's benefits) combination State unit, local funds, and ARFRPT reimburse-	Jeff Menzer (Principal, William Penn HS)			X	X													Partner with Air Force to add one additional teacher (June 2011) Purchase Air Flight Training program (June 2011) Honors course in ground flight certification added to program (August

	ment funds																		2011) Professional development for new instruction (July 2011) Two additional classrooms designated and renovated as needed (June 2011) Master schedule adjusted to accommodate addition of Drill Class and Flight Instruction class (June 2011) Enrollment expanded from 150 students to 300 students (August 2011)
Develop Penn Farm Initiative into Major Courses of Study	$150,000 Perkins State 509 funds for 3 years and funding through Penn Farm	Jeff Menzer (Principal, William Penn HS), Brian Erskine (Supervisor of Math, Science and CTE)			X	X	X	X	X	X	X	X	X	X	X	X	X	X	Greenways Advisory Council participation (May 2011 and on-going) Major courses of study developed (July 2011 and on-going through 2011-12 SY until all courses are developed) Master schedule accommodated for new courses of study (June 2011 and as needed) Staffing needs determined (June 2011 and as needed) Physical layout of school redesigned (June 2011 and on-going) Enrollment (August 2011 and on-going)
Develop School-wide Expectations for all "Schools" within WPHS	$48,000 RTTT contractual across three years - College Board programs ---------- $3000 PBL training –	Jeff Menzer (Principal, William Penn HS)																	Implementation Plan developed for all school-wide tenets (see narrative for list) (August 2011) College Board College Summit type programs and consultation (August 2011) (see *Develop a campaign that every student will apply to college* activity, this strategy)

	year 2 coded to C&I local funds - $41,800 RTTT Contractual year 3 - $22,900 and year 4 - $18,900 - Buck Institute contract for PBL training ---------- $50,000 per lab (2 labs) – year 3 Perkins funds																		Project-based Learning professional development with Buck Institute (August, October 2011; July 2012, July 2013) Technology Plan (see objective 1) Mac labs installed (August 2013)
Expand AP program, target high need or low-achieving students, proactively support students in advanced coursework, and provide PSAT and SAT to all students (see objective 1 for full plan for middle schools and high school)	EOS is writing CSD into a grant, there will be no cost to the district	Jeff Menzer (Principal, William Penn HS)				X	X	X	X	X									AP expansion (see objective 1) Partner with Equal Opportunity Schools (EOS) consultants to identify at-risk students and increase student enrollment in advanced courses (June 2011) Work with EOS consultants to design specific action plans to support at-risk students enrolled in advanced courses (August 2011) Student supports (see objective 1) PSAT and SAT plan (see objective 1)
Offer dual enrollment programs for high school students	$1000 per course – college course fee for dual enrollment courses	Jeff Menzer (Principal, William Penn HS)			X	X				X				X				X	List of current and new high school teachers/IHE adjunct (September 2011) Articulation with IHEs to offer dual enrollment courses (January 2012) Realignment of course offerings, adding

	offered at WPHS – 1 course – year 2, 3 courses – year 3, 8 courses – year 4 – Total of $12,000 RTTT contractual																		dual enrollment courses during 11th and 12th grades (January 2012) Course development and approval (June 2012) Dual enrollment offerings to greater number of students (August 2012) Dual enrollment course offerings expanded to 9th and 10th grade students (August 2013) Analysis of student success in dual enrollment courses by class and subgroup and college courses by individual students (June 2013 and annually) Report indicating counts of students by demographic category enrolled in each dual enrollment course, their success in the course, and subsequent success in other secondary or college courses (June 2013 and annually)
Budget total	$101,800 RTTT years 2-4/$330,000 year 1 Rollover – Total $431,800																		

Objective 8 Measures: *Which measures will this objective impact, how much, and when?*						
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 9th and 10th grade students meeting Standard in DCAS Math	DSTP 2010 Reading 9th – 57% 10th – 53%	ELA Performance Target – 84%	ELA Performance Target – 89%	ELA Performance Target – 95%	ELA Performance Target – 100%	The district will disaggregate data by subgroup for each of the three assessments

						administered.
% of 9th and 10th grade students meeting Standard in DCAS Reading	DSTP 2010 Math 9th – 37% 10th – 36%	Math Performance Target – 75%	Math Performance Target – 83%	Math Performance Target – 92%	Math Performance Target – 100%	The district will disaggregate data by subgroup for each of the three assessments administered.
% of students graduating	NCLB – 78.3% NGA – 74.1%	75.6%	77%	80%	83%	*The RTTT committee decided that based on previous graduation rates the 78.3 was inflated and due to very specifics about that graduation cohort which is not typical of WPHS. Therefore, we are basing the 2011 target on the previous three years which were in the low 70's. Based on our new frameworks (PLCs and LFS) it will take some time to affect the graduating cohorts and therefore used only the 2% required increase the first two years, but expecting greater gains thereafter.
% of students dropping out of high school	5.2%	4.8%	4.2%	3.8%	3.2%	
Number of MS students attending William Penn	07-08 -620 or 60.8% 08-09 – 539 or 57.6% 09-10 – 512	457 or 49.8%	562 or 54% based on 10-11 enrollment	618 or 64% based on 10-11 enrollment	710 or 79% based on 10-11 enrollment	The district will disaggregate by school and demographic.

	or 45.6%					
% of HS students enrolled in a dual enrollment	0	Baseline Established	Baseline + 2% (1 course)	Baseline + 3% (3 courses)	Baseline + 12% (8 courses)	The district will disaggregate data by class and subgroup and the % of at-risk and first generation students enrolled.
% of dual enrollment students who pass a college course with a grade "C" or above	0	80%	90%	100%	100%	The district will disaggregate data by class and subgroup and the % of at-risk and first generation students enrolled.
% of students passing their end-of-pathway assessment	No data	Baseline Established	Baseline + 50% (1 section/two pathways)	Baseline + 70% (2 sections/two pathways)	Baseline + 80% (3 sections/two pathways)	The district will disaggregate data by pathway and subgroup.
% of CTE students employed or enrolled in post-secondary education 9 months after graduation	The district does not currently gather this information. A survey and process will need to be developed and implemented.	Baseline Established	50%	75%	100%	The district will disaggregate data by pathway, subgroup and employment or college.
% of ROTC students employed or enrolled in post-secondary education 9 months after graduation	The district does not currently gather this information. A survey and	Baseline Established	50%	75%	100%	The district will disaggregate by subgroup and employment or college.

	process will need to be developed and implemented.					
% of students enrolled into college	60%	60%	65%	70%	80%	The district will disaggregate data by subgroup.

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]*

Under new district administration in July 2010, academic achievement became the priority for all schools in the district. As stated before, a district-wide plan to implement PLCs (see objective 3 activities and narrative) beginning August 2010 in all schools and a plan to ramp up LFS K-12 (see objective 1 activities and narrative) became our top priority. A greater urgency to provide additional supports to schools under improvement and the high needs schools were supported with greater human and material resources. Eight schools received an additional instructional unit (two units for the high school) to provide interventions for struggling students. The focus on reading or math was determined by student achievement data (both subjects are supported in the high school.) All schools received additional computer-based interventions in reading and math, along with assessments for determining need and targeting instruction. Literacy coaches focus on diagnosing student reading concerns and providing coaching to teachers and interventionists with tiered support to students. District instructional coaches provided greater support to the schools in need.

Carrie Downie and Colwyck Elementary Schools and George Read and McCullough Middle Schools are in their first year of school improvement. William Penn High School has not met AYP since 2006. Low achievement in reading and math with the African American, Hispanic, Low-Income and Special Education populations is a concern. All five schools received a Comprehensive Success Review, conducted by the Delaware Department of Education, University of Delaware, and Colonial district office staff. The intense review revealed similarities in strengths and challenges at varying degrees across schools. PLC and LFS implementation was considered the strength at the two middle schools. In their first year of implementation, it was agreed the two schools are far advanced in teacher buy-in and implementation with strong leadership at both schools. It is clear that academic achievement is the priority and expectation. Urgency became a part of the culture without losing the welcoming environment and strong student-teacher relationships. The elementary schools scored high in school culture, but instructional delivery was a challenge. LFS will provide these two schools with the instructional focus needed. Professional development for leadership has begun and teacher professional development will begin in June 2011. In addition, the two elementary principals have received intensive coaching from University of Delaware-Delaware Academy of School Leadership (DASL) staff. Colwyck will open the 2011-12 school year with a new principal. William Penn High School structures for PLC and LFS were strong, but full implementation is still a challenge. Like the other four schools, school culture is a strength, as well as the non-academic supports provided for students. Urgency for improved academic achievement, stronger accountability, and greater supports to students is needed. Based on the Comprehensive Success Review feedback, the district office is providing support for prioritizing the recommendations and designing strategies within each school's Success Plan to improve practices. The schools and district office will monitor the Success Plans to ensure full implementation and improved student outcomes.

Another concern is students and families are choosing other area high schools beginning in 9th grade. Therefore, WPHS has the additional challenge of attracting students. Improving academic standards may not be enough. Taking WPHS from a traditional comprehensive high school to that of a challenging 21st Century learning environment based on current student interests and the job market reports is the direction and focus. WPHS must attract students and then challenge all students to become College and Career Ready! To support the district-wide campaign discussed in the overview, WPHS will take action to this end.

RTTT Year 1 (FY11) Changes at William Penn High School:

A greater emphasis on instructional improvement pushed William Penn to enhance the professional development and the implementation of LFS, now in its second year. Established expectations and monitoring of implementation became the priority. PLCs district-wide supported the direction of LFS. PLCs provided teachers with collaboration time in developing strong lessons and units based on student data and LFS strategies. Year 1 was focused on establishing strong academic structures and improving instructional delivery. Teacher buy-in with a shift in philosophy from a culture of teaching to a culture of learning is difficult in a traditional high school and change is slow. However, after two years of LFS and one year of PLCs, most William Penn High School teachers are seeing the benefits and accepting the new focus. Although PLCs and LFS are the foundation for student growth and achievement, the high school recognizes that additional supports are needed for students who are below and well below benchmark. Therefore, in year 1, WPHS

- Changed the Academic Strategies course, previously a modified study hall/study skills/organization class for special education students and converted it into an LFS "Catching Kids Up" course in 9th and 10th grade with a strong focus on math and reading.
- Redesigned the 9th and 10th grade math program for resource and integration B students so a certified math teacher and a special education teacher who was HQ in math co-taught. In the past, special education students typically received instruction from a special education teacher who may or may not have been HQ to teach math but was not a certified math teacher.
- Assigned 19 teachers who typically were assigned to non-instructional duties (hall duty, lunch duty, attendance calling, etc…) to serve as advisors to parents of new 9th grader students. Each staff member assumed a case load of 30 families. They proactively interacted with 9th grade parents around academic achievement, social, behavior and other school issues, with the goal of helping families make a smooth transition from 8th to 9th grade.
- Created a 7th period senior study hall for seniors without a class 7th period. The teacher of this study hall has taken on the roll of unofficial advisor for these students. These students are often students that are in danger of not graduating or attending college. The teacher reviews student data, encourages attendance and positive choices, ensures class assignments are complete, and assists with college and scholarship applications.

To emphasize a college bound culture, in year 1, WPHS

- Changed the focus of 10th grade study hall that typically runs with driver's education and converted it to 10th grade seminar in which students earned a ¼ credit for completing the College Board "On My Way" program.
- Used Google Docs to share graduation plans and credit requirements of all seniors with all staff. This supports a good first step toward a focus on graduation and what to do after you graduate.

To build student interest in their high school career, in year 1, WPHS

- Built its master schedule based on student requests, not setting the courses offered then having students pick classes. This is a change from the norm where students selected from a set course list and if you're called to the counselor's office first to pick your schedule, you have all the options available, if you are called down last then you get what is left.

To support a student learning focus, in year 1, WPHS

- Built a master schedule to accommodate during the day common planning time for all teachers in every department/content area including special education. This is a momentous scheduling feat and a change for WPHS. Collaboration, focused on student achievement data, academic rigor, and shared instructional practices became an expectation.
- Restructured the administrative staff so three administrators were utilized to complete the responsibilities previously assigned to a single principal. One administrator was designated the academic administrator and another responsible for the implementation of LFS and PLCs.

To support a ready to learn culture, in year 1, WPHS

- Opened the doors to breakfast 10 minutes earlier, added a speed line, and increased number of cashiers, and relaxed policy on food in classrooms and hallway from 7:20 to 8:00 due to the increase in students on free and reduced lunch and breakfast.

RTTT Year 2 (FY12) Plans for William Penn High School:

William Penn will continue to improve implementation of PLCs and LFS. Staff will improve ability to identify students needing additional supports and increase the number of students receiving intervention (see objective 1 activities and narrative.) The master schedule will reflect greater numbers of students receiving supports during the school day. After school support will continue.

The following changes will take place in year 2 to provide rigorous advanced coursework for students at-risk and students who typically do not take honors or AP courses (the following list of activities are explained in objective 1 activities and narrative):

- Partner with Equal Opportunity Schools (EOS) consultants to identify at-risk students and increase student enrollment in advanced courses.
- Work with EOS consultants to design specific action plans to support at-risk students enrolled in advanced courses.
- Increase number of teachers trained to offer AP courses by sending four new teachers for AP training (Lit, Calc, Art, Chem) in summer 2011.
- Offer a summer bridge program for students enrolled in AP courses.
- Provide after school support for at-risk students enrolled in advanced courses.
- Provide all AP teachers' professional development in scaffolding lessons so all students have the opportunity for success.

To support the campaign that every student will go to college, WPHS will

- Create a Senior Seminar Course to be utilized for college preparation efforts using College Board's College Ed. This course will be pushed down to 9th, 10th, and 11th grade students in year 3.

Now that a strong academic focus and instructional improvement system groundwork has been laid in year 1, plans for restructuring to bring WPHS into 21st Century learning will begin in year 2 (FY12). The plan is as follows.

Every senior will apply to college. A short, sweet but not so simple statement, particularly for a large low performing high school in a community hit hard by the recent recession in a global society that demands 21st century skills. This is no small feat considering the time and resources needed for approximately 500 seniors, many first generation, that will need to complete financial aide and college applications. For years, William Penn High School bore the burden of being the largest high school in the state of Delaware, the Colonial School District's only secondary educational option for the community it serves. Through the process of developing a Race To The Top proposal, the Colonial School District has uncovered alarming data, both qualitative and quantitative, that indicates the District has been under-serving the community with respect to high school, despite prior efforts to reorganize, restructure, improve and showcase exemplary programs. In order to change this stagnant effort towards growth, the District is committing itself to fulfill the statement, "Every senior will apply to college." Recognizing that for some, college may mean trade school, vocational skills programs or other post secondary educational settings not typically deemed college. This effort includes comprehensive reforms at William Penn as well as the cultivation of a college for all mindset for our students starting in kindergarten. At William Penn the college for all reform will focus on two more narrow activities.

1. Academically and mentally preparing students for college (starting in ninth grade) in a college like setting. Every student at William Penn will be expected to apply to college. This expectation will be repeatedly stated and emphasized by all staff, to the point of overkill. Activities to support this effort:

- Provide staff with professional development around interpersonal skills, establishing high expectations and providing rigorous instruction.
- Develop, establish, and cultivate the belief that a student's experience at William Penn will be a pre-cursor to college.
- View William Penn High School as a university at which students apply to a college or school in which they engage in a specific course of study (e.g., College of Science and Engineering.)
- Create dedicated classes to support the college application and enrollment experience (College Summit, College Board On My Way program, etc…)
- Provide resources to complete all activities related to the college application process from selection, completing the application, site visits as well as seeking financial aide.

2. Providing students with rigorous educational experiences through high interest and high engagement courses of study. Achieving this activity is twofold. First, WPHS must sustain the on-going, job embedded professional development through participation in PLCs while utilizing LFS across content areas to ensure rigorous instruction and assessment for all students. Second, WPHS must offer students the learning opportunities in highly engaging, academically challenging and enriching programs, that will better prepare them for their college experience.

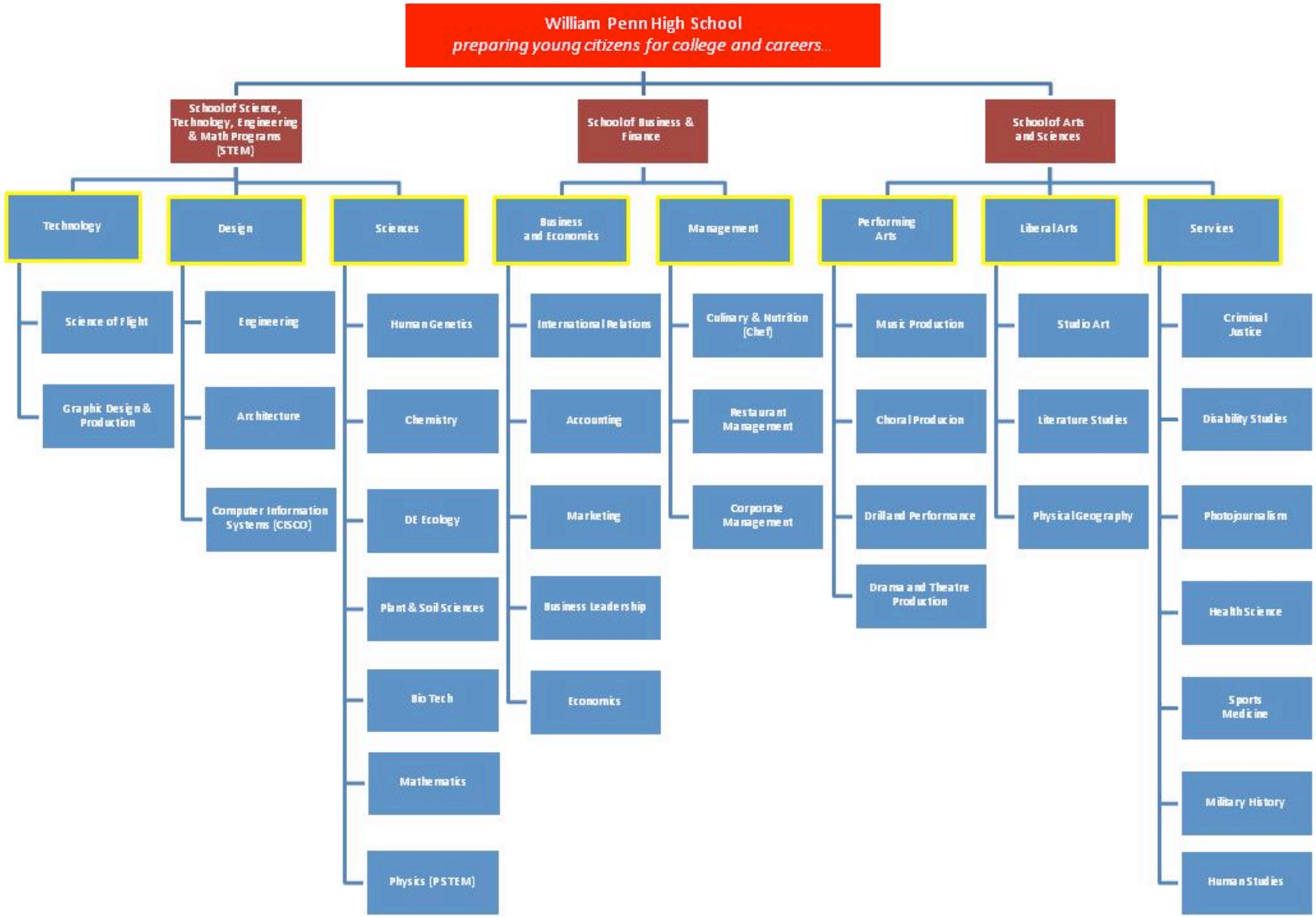
It is through development of the engaging programs that William Penn will change its typical course offerings and selection process by

- Identifying High Interest Programs and align to a "school" (see below)
- Expanding offerings/develop new offerings to support the programs

- Allocating staff to high interest programs
- Providing facilities to support programs
- Increasing student enrollment (advertise, recruit and apply – see marketing campaign in objective 9)

William Penn Restructured:
William Penn High School will reopen August 2012 restructured in a college atmosphere. There will be three to five schools, each with its own Dean. Each School will house many major courses of study. A student enrolling at WPHS will apply to a "School" and a specific course of study. Students will have choices of their major and minor. Students will begin their major course of study in their 9th grade year. All majors will have a connection to a business or higher education partnership. Although WPHS will keep graduation requirements at 22 (State Regulation), students will have the option of graduating with a "Major" if the additional credits are complete. Their diploma will recognize this accomplishment.

New WPHS Structure (example: see note below to community development of major courses of study):



Examples of Major Courses of Study:

William Penn High School
School of Business and Finance
Major Degree- Restaurant Management
Minor Degree- Business, Finance and Marketing

Year 1 (New: earlier selection of career/college prep program, modified health class)

English I	1
Integrate Math I	2
Integrated Science I	1
Civics/Geography	1
Physical Education I	.5
Health (focus on nutrition)	.5
Foods Preparation and Production	1
	7 credits

Year 2 (New: addition of minor and commitment to seminar)

English II	1
Integrated Math II	1
Integrated Science II	1
Economics	1
Physical Education II	.5
Drivers Education	.25
10th Grade Seminar (On my way)	.25
Advanced Foods Preparation and Production	1
Business, Finance or Marketing Elective	1
	7 credits

Year 3 (New: AP option, completion of minor, food science or chemistry and world language)

English III (AP option)	1
Integrated Math III	1
Integrated Science III	.5
Food Science or Chemistry	.5
U. S. History (AP option)	1
World Language	1
Culinary Professional	1
Business, Finance or Marketing Elective	1
	7 credits

Year 4 (New: Advanced Culinary Professional , College Seminar, completion of major, AP option)

English IV (AP option)	1
Pre-Calculus or Finance/Statistics	1
World Language	1
Advanced Culinary Professional	2
College Seminar (College Summit)	1
	6 credits
	27 credits

William Penn High School

School of Science, Technology, Engineering and Math
Major Degree- Science of Flight
Minor- World Language

Year 1	
English I	1
Integrate Math I	2
Integrated Science I	1
Civics/Geography	1
Physical Education I	.5
Health	.5
Aerospace Science and Leadership I	1
	7 credits
Year 2 (New: On My Way, begin minor course of study)	
English II	1
Integrated Math II	1
Integrated Science II	1
Economics	1
Physical Education II	.5
Drivers Education	.25
10th Grade Seminar (On My Way)	.25
Aerospace Science and Leadership II	1
World Language	1
	7 credits
Year 3 (New: AP option, Engineering Design)	
English III (AP option)	1
Integrated Math III	1
Physics (AP option)	1
U. S. History (AP option)	1
World Language	1
Aerospace Science and Leadership III	1
Engineering Design	1
	7 credits
Year 4 (New: completion of major, AP option, College Seminar, Ground Flight, completion of minor)	
English IV (AP option)	1
Calculus (AP option)	1
World Language	1
Ground Flight (Honors)	1
College Seminar (College Summit)	1
Aerospace Science and Leadership IV	1
	6 credits
	27 credits

Courses generated through the establishment of high interest programs such as ROTC and Culinary and those from the Penn Farm Partnership. Major Courses of Study combine elements of programs (Culinary, ROTC) with existing courses (science, engineering design). Programs are interdisciplinary studies.

2 Examples of Programs:

1. *Restaurant Management* Major Course of Study as part of the School of Business and Finance (one Culinary Arts program transformed from the current Food and Nutrition CTE pathway)

The second major course of study offered at WPHS involves a complete transformation of the current program along with doubling the number of students enrolled. The Colonial School District is investing over one million dollars into a new restaurant-style culinary program for the opening of the 2011-12 school year. This new program will transform the current "kitchen-style cooking class" into a nutrition and culinary program. The program will expand from six sections (144 students) to 12 sections (288 students) in the first year. Colonial will hire a new staff member that has both teaching experience and restaurant experience to run this program. This Culinary Arts program will become one of the "center points" of the high school. This business, the Penn Café, will integrate programs and make connections with a variety of students. Business and Marketing students will help run the business, Graphic Design students will create the art work, brochures, and menus, and the Horticulture program will provide flowers and decorations. We are confident that the rigor of this program will increase, as we are transforming the program into a Café business. We will adopt new curriculum, Pro Start, and create a certificate program such that our students will be "Serve Pro" certified. The community and the students have expressed interest in such a program and their interest is supported by the national data indicating the restaurant business will support 1.3 million jobs by 2020. As Colonial School District transforms this program in RTTT year 2, WPHS will

- Renovate existing rooms in C100 area of building to accommodate culinary facility.
- Hire a culinary staff member.
- Adopt Pro Start curriculum.
- Hold current Family and Consumer Science teachers to new expectations by
    - Enrolling in a culinary class during the summer 2011.
    - Spending time in an actual restaurant setting to gather field experience.
    - Engaging in conversations with fellow culinary teachers in the state of Delaware to assist in creating a successful program (i.e., gather information regarding how the classes should be structured, what foods will be needed, what vendor should be solicited.)
    - Learning the "Pro Start" curriculum.
    - Securing at least one or two local restaurant staff members that will serve as an "advisor" to the program.
- Create a Culinary Advisory Board to include local restaurants.
- Develop partnerships with local restaurants to create internships with our senior level students.
- Add 6 new sections to the master schedule.
- Enroll 288 students.

2. *Flight and Aerospace* Major Course of Study as part of the School of Science, Technology, Engineering, and Math (one major transformed from the current ROTC program)

This major course of study offered at WPHS reflects an expansion of the current program with an increase in number of students, addition of rigorous coursework, and a certification program. The current ROTC enrollment is150 cadets in one classroom with two instructors. There has been a consistent waiting list for years that supports the need for expansion. The expansion for 2011-12 school year doubles enrollment to 300 cadets in three classrooms with three instructors with two new course offerings. The new enhanced program includes an honors course in ground flight certification and a partnership with New Castle County Airport. As Colonial School District expands their partnership with Wilmington University, discussions will include possible dual enrollment courses with their Aerospace program. In RTTT year 2, WPHS will

- Renovate two rooms at Wallace Wallin to meet program needs.
- Hire a 3rd instructor following Air Force Guidelines.
- Purchase Air Flight Training program.
- Schedule professional development for instructor.
- Build the master schedule to accommodate addition of Drill Class and Flight Instruction class.
- Enroll 300 students.

Plan :

RTTT Year 2 (FY12):

- State expectation "All Seniors in the Class of 2012 will apply to college" (post secondary school or career)
- Create District Wide Focus on College for All with focus on what William Penn has to offer
- Build a master schedule with additional time for 12th grade college preparation program
- Implement 3 high interest programs (Penn Farm Partnership, Culinary, and ROTC)
- Identify the remainder of high interest programs to begin in year 3 (survey middle school and high school students, families, and community; study the job market reports; investigate with universities)
- Develop programs of study
- Staff for full implementation year 3

RTTT Year 3 (FY13):

- Celebrate success
- Open *new* William Penn High School
- Implement the remainder high interest programs
- Assess Implementation and adjust as needed
- Market new William Penn High School

RTTT Year 4 (FY14):

- Celebrate success
- Carry out modifications based on assessment

Penn Farm Partnership

The Colonial School District has a unique opportunity to work with a live community-based farm. The City of New Castle Board of Trustees is revitalizing a local farm and has developed a partnership with William Penn HS. Penn Farm is adjacent to the school's property. The Trustees have contracted Delaware Greenways to manage and operate the farm. There are a variety of opportunities for our William Penn HS students to learn in a real world context. In RTTT year 2, the following WPHS programs will play a major roll in the revitalization of Penn Farm.

- AgScience program will assist the farmer with growing crops, managing the land, and studying horticulture.
- Business & Marketing programs will assist Penn Farm with the management and marketing of the produce stand.
- Culinary Arts program will use food from the Penn Farm and work with their "Healthy Living" coordinator on promoting healthy living styles with both our students and community members.
- Graphic Design program will develop marketing brochures, menus, event programs, etc.
- Ecology classes will use the outdoor classroom to study ecosystems & horticulture.
- Social Studies classes will study the history of Historic New Castle. Penn Farm has been around since the establishment of this city.

The Penn Farm project has the potential to involve 456 students in its first year. Some of the students will overlap with the Culinary Arts program projections. However, the following students will be involved in the program: Ag Science Level II & III (144 students), Culinary level II & III (120 students); BFM level II & III (72 students), Graphic Design level III (24 students), and Ecology (96 students). Brian Erskine, Supervisor for Math, Science, and CTE will represent the Colonial School District on the Penn Farm Advisory Council. Penn Farm Director will become an advisory member of the Colonial CTE Advisory Board. This partnership is in its beginning stages and details of the partnership with DE Greenways will continue to develop during the summer and into the fall. This is a great opportunity for WP high school students to interact with our community members, all while promoting the career opportunities in the Agricultural and Environmental industries, as well as Business and Finance. The Penn Farm Partnership will provide real world opportunities for a plethora of major and minor courses of study at the new William Penn High School. Penn Farm Partnership will extend to K-8 students. Field trips aligned with classroom studies will become a part of learning. These connections will help support all Colonial students' awareness of courses of study at WPHS and the opportunities that await them at 9th grade.

Although William Penn will be divided into three to five schools, it is important to keep the same rigorous expectations throughout all schools. Therefore, all schools will continue with

the instructional improvement system. All teachers will participate in PLCs using the DuFour model. All teachers will implement LFS with fidelity. All schools will offer advanced courses and integrate 21st Century Skills within each content and programs. All schools will follow the school motto that "Every student applies to College" (post secondary school or career) and therefore will participate in a partnership with College Board offering their College Seminar course. School-wide tenets that cross all "schools" and programs within WPHS:

- Teacher Strategies to Improve Student Achievement
  - PLCs
  - LFS
  - Project-based Learning
- Student involvement
  - Honors courses
  - AP Courses and/or Dual Enrollment
  - Literacy across the contents (writing, speaking, reading, reasoning)
  - Technology literate with increased access to 21st Century technology
  - Data literate
  - Collaborative group work based on inquiry
  - Leadership development
  - College Board Seminar

Colonial School District is committed to designing Major Courses of Study based on the interests of students, families and the community. To this end it is important to develop courses of study based on interests supported by job market first. Once the courses of study are developed, then the name/focus of the "schools" will naturally flow from that effort. For example, Science of Flight and Aerospace (evolved from the ROTC and Science Department) and Plant & Soil Science (one focus of the Penn Farm Partnership), both first year courses of study, will naturally fit into a" school" named School of Science and Engineering. Then the community may select areas of interest such as ecology and oceanography that would naturally fit into this "school." Another example begins with our first year program in the Culinary Arts. We could appropriately name one Major Course of Study, Restaurant Management. This would fit naturally into a School of Business and Economics. The community could select an additional area of study in international relations. This would also fit in this school. A third possibility could be the School of Humanities with major courses of study in the visual and performing arts, literature and even law.

To restate, it is important for students, families and the community to have a voice about what the major courses of study are, but what is clear, is WPHS will divide into at least three schools within a school. Each school will be of high interest and lead to potential post high school or post college employment. The rigor within each school will increase so each student is competitive in the job market. It is important that we build upon the interests in courses of study, and then design/create the "schools" within WPHS. Most importantly, there will be something for every student at WPHS. All students will select and apply to a major course of study prior to entering 9th grade. Once accepted, each student will have an individual career plan, culminating into a final senior project based on their Major Course of Study and on to graduation. Individualized career plans build "staying power" and will play a large role in increasing graduation rates. William Penn is partnering with College Board to design these plans as a natural fit with the "college atmosphere" and a natural flow from PSAT and SAT data (see objective 1 where all students will take PSAT and SAT.) Designing these major courses of study increases student engagement. Designing WPHS around small schools and integrating the college language builds a mini-college atmosphere that keeps the end game in mind and provides hope and purpose to all students. Research indicates the highest predictor to college enrollment is hope. If WPHS sends the message that all students will enroll in college, speaks the language, while providing each student with an interest-based rigorous academic experience, we bring hope to all students. To give student's a head start with college credit, WPHS will offer AP courses (see AP plan in objective 1) in every major course of study. In addition, some students will have the opportunity to take dual enrollment courses as part of the Wilmington University-Colonial School District partnership.

To support engagement and rigorous inquiry, Colonial will be moving forward with project based learning (PBL) at the high school. As recommended by the Buck Institute, the best implementation plan is to first allow teachers that are interested to volunteer. Therefore, for RTTT year 2, 10 teachers will be participating in the Buck Institute PBL training. Teachers will begin with 2 projects (1 per semester) as suggested. Teachers can integrate their projects with other subjects or provide projects on their own. In years 3 and 4, a more formalized plan will be developed for additional teachers to attend training and for greater integration when supported by the delivery of the State Standards. PBL crosses all major courses of study. It is not the expectation that all lessons be delivered in PBL or that all subjects are integrated with PBL. However, projects will be the expectation for at least some of the courses in each

major course of study and integrated when it naturally fits within a program or within the scope of the State Standards.

Staffing will be based on needs and therefore plays a major role in developing these courses of study over the next year. Developing improved recruiting and hiring practices becomes even more critical when changing the design of a school. Scheduling will be much different in the effort to integrate courses around areas of study, providing opportunities for students to be "on location" (whether that's at the outdoor classroom at Penn Farm, the NCC Airport, or even at Wilmington University), the schedule will need to be flexible to allow for longer blocks of time to be engaged in the study at hand. Each school will have its own "Dean" (assistant principal) and schedules will run independently from one school to the next. Deans of Schools will individually approve number of credits needed to complete each course of study, design schedules, determine staffing needs, and approve work related credit. Each School will have at least one community partner, opportunities for on location experience, relationship with an IHE, and involve family and community members in the learning of every student. This may take the form of school- business partnerships, business work studies, business members assisting in the design of integrated learning and projects, family and community members serving on panels for evaluating "presentations" of projects, advisory roles, or alumni sharing college experiences. William Penn is opening its doors to the community.

It is important to state, that Colonial is not interested in promoting students to enter college, trade school, or a job that is aligned to their major course of study. The purpose is to support the research that students do better in school when they have a focus, an interest, and relevance to their every day school work. Attendance increases, behavior problems decrease, and graduation rates rise. In building interest based programs, students see the connectivity between courses, engage in real world experience, and enjoy their school career. Each school will prepare students to be competitive in any field of study they choose post high school. However, each student will also be prepared upon graduation to enter the field in which they've studied if they so choose.

To overcome the negative perception of WPHS and increase the number of 8th grade students choosing to attend WPHS as 9th graders, marketing and communication (see objective 9 activities and narrative) will be an important factor. In addition to a district-wide marketing plan, WPHS students from the various courses of study will visit every Colonial elementary school and middle school to promote the new high interest and rigorous programs offered at WPHS. To promote the idea of college for all, WPHS will host various activities in which WPHS college graduate alumni will be invited to talk with William Penn students. Middle School teachers will become familiar with the high school programs through release time. The expectation that teachers integrate the language and promote major courses of study throughout their related lessons/units. A course catalog will be developed to resemble that of a college catalog. The two previous examples will be the approach so students have a full understanding of their four year experience at WPHS. These catalogs will be shared with families as early of fifth grade as part of the WPHS marketing plan. Project presentations will be conducted before a panel of students and community members. Many of the presentations could be presented to middle school students to generate excitement and share information of the new high school experience.

The implementation of the redesign for WPHS will need to be monitored closely for the first three to five years to ensure the implementation is meeting the intended goals outlined in this plan. Modifications to the plan will be important as data is review on a regular basis through PLCs, leadership team meetings, administrator meetings, and district office data reviews.

Colonial School District is in the process of securing an Adult Education Center (see objective 9 for activities and narrative) that offers the community at large a variety of educational opportunities. Groves and GED being lynchpin programs for this Center. Colonial recognizes that although the priority is to have every student graduate from WPHS college ready, there may be students that need alternative choices. We want to ensure every student has a path to a future beyond high school. In addition, by pursuing an Adult Education Center, we are inviting parents and the community into our high school and emphasizing the importance of education. When children see their parents making education a priority for themselves, it sends a strong message to stay in school.

Sustainability: Colonial School District recognizes that if WPHS is to be restructured as outlined in this plan, there will need to be capacity for development and implementation. Therefore, we have designated funds for a two year, with a possible third year if needed, position to oversee the curriculum and program development and integration, professional development, community and business partnerships. Once WPHS is operating under the new design, the designated school administration will follow-through with all plans. The capacity of this administrative team will be a part of the two to three year design. With strong involvement at the district office and a team approach during the next two to three years, on-going evaluation and continued improvements can be handled at the district office. Using funds from other sources will sustain certain programs and initiative. Continued review of success will drive prioritization of other funding sources, including the pursuit of new grant opportunities and foundation and business partnership support.

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

Summary of strategies:

Required Strategies
• None

Additional LEA Strategies
• Increase parent capacity for supporting student achievement • Increase parent and community involvement in the schools • Improve communication and public relations

Activity plan by strategy:

Additional LEA Strategy: Increase parent capacity for supporting student achievement	**Owner: PIO**

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 regular updates to families on their children's education and performance	$20,000 RTTT contractual - year 3 PD on teacher/ parent conferencing	PIO			X	X	X	X	X	X	X	X	X	X	X	X	X	X	Professional development to teachers on how to conduct meaningful parent-staff conferences focused on students' academic performance (August 2013) Parents trained in accessing, understanding and using data (April 2011 and annually) I-tracker reports of individual student data frequently provided to parents (October 2012 and quarterly) Parent information sessions connected to student events (e.g., sporting events, concerts, assemblies, Senior Class Picnic) (on-going) Parent handbooks updated; clear expectations for student achievement included (July 2011 and annually)
Provide resources to families to	$15,000 contract for	PIO				X	X	X	X	X	X	X	X	X	X	X	X	X	Parenting classes for parents to build their skills in supporting student academic

complement in-school learning	parent training coded to Title III																		achievement (September 2011 and quarterly) LFS tools accessible to parents via the website that connect students and parents to State Standards (August 2012) DCAS nights for parents to understand State assessment, assist students in goal setting, and link assessment to State Standards (September 2011 and quarterly) Contract with outside provider to offer parent training in basic language, math and computer acquisition and English language learning for non-English speaking families (August 2011) GED information provided to parents as well as investigating opening a GED program at WPHS (August 2011 and on-going)
Budget total	$20,000																		

Additional LEA Strategy: Increase parent and community involvement	**Owner: PIO**

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**	
Create a mentorship program for students at-risk of dropping out	N/A	PIO					X	X	X	X	X	X	X	X	X	X	X	X	Fathers involved in classroom activities to serve as father figures to all at-risk students (September 2011 and on-going) Community mentors provide students with additional one-on-one academic support (September 2011 and on-going)
Create open door policy in all schools	PRC staffing	PIO				X	X	X	X	X	X	X	X	X	X	X	X	X	Parent Resource Centers in all schools equipped with computers for parent access

for all parents and community members	coded to local funds																		to their child's data and class work, district and school information, and access to Rosetta Stone language acquisition opportunities (January 2011 begin at WPHS, all schools by August 2012) (technology supported in technology contract in Objective 1) PTA expanded through new campaign and recruitment efforts (September 2011) PTA leadership development academy (January 2012) School libraries opened during school, after school hours, and during the summer for family and community access (June 2011 and on-going) Tennis courts and tracks open for community use during school year and summer (June 2011 and on-going) School gates removed to create a physical appearance of open community schools (August 2011)
Increase parent and community two-way communication	N/A	PIO				X	X			X	X			X	X			X	District Parent Advisory Council (membership from each school) to provide input in district decisions (August 2011 and quarterly) Feedback from parents and community through website, visitor cards and suggestion boxes in all schools (August 2011) School Climate survey results used to provide input into school action plans (April and annually) Strategic planning process continued through regular public update meetings (September and quarterly)

Budget total	0	
Additional LEA Strategy: Improve Communications and Public Relations		**Owner: PIO**

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**	
Develop a comprehensive marketing plan	$10,000 RTTT contractual year 2 for marketing support	PIO																	Public Information Specialist hired and responsibilities established (June 2011) Marketing and Communication Plan to share district-wide and individual school improvements, including a new look for the district and William Penn High School (June and on-going) Communication modes added, including audio recorded School Board Meeting minutes, district newsletter, updated website, district facebook page, electronic marquis at William Penn High School, and Alert Now expanded (July 2012) Community outreach activities (e.g., Delaware City Day, Separation Day, New Castle Day) coordinated and attended by more school staff using district video and face-to-face PR on attributes of Colonial School District (June 2011 and annually)
Develop, expand and retain partnerships	N/A	PIO				X	X	X	X	X	X	X	X	X	X	X	X	X	Training for district and building administrators on how to develop business partnerships (August 2011) Business partnerships established (at least one by January 2012) (on-going) Wilmington University Partnership formed and MOU completed (June 2011)

																			Mental Health Partnerships expanded (August 2011) Alumni Association presence in the schools promoted (August 2011) Speaker's bureau established (June 2012)
Develop a communication system to share information and successes	N/A	PIO						X	X	X	X	X	X	X	X	X	X	X	Internal Communication Plan to improve communications within the district (July 2012 and on-going) Student body diversity promoted and celebrated (August 2011 and on-going) Recognition program established for employees (August 2011 and on-going) Communication plan for gathering information on achievements with students, schools and with the community (January 2012) Process for sharing achievements with the larger community (February 2012) Networks and contacts maintained (March 2012 and on-going) Formalized process to communicate best practices across districts (June 2012)
Budget total	$10,000																		

Objective 9 Measures: *Which measures will this objective impact, how much, and when?*						
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 scoring 3 or 4 on rubric for conducting meaningful parent conferences as determined by PD trainer/evaluator	No data	No data	Establish Baseline	60%	80%	
% of parents attending data trainings	No data	No data	Baseline Established	Baseline +20%	Baseline +30%	The district will disaggregate by school.

% of parents accessing I-tracker Pro	No data	No data	No data	Baseline Established	Baseline +20%	The district will disaggregate by school.
% of parents attending reading, math and DCAS sessions	No data	Baseline Established	Baseline + 5%	Baseline + 10%	Baseline + 20%	
% of non-English parents attending English language classes at reading clinic	No data	No data	Baseline Established	Baseline + 5%	Baseline + 10%	
% of non-English parents participating in Rosetta Stone English course	No data	No data	Baseline Established	Baseline + 5%	Baseline + 10%	
% of fathers participating	No data	No data	Baseline Established	Baseline + 5%	Baseline + 10%	
% of at-risk students assigned a mentor	No data	No data	Baseline Established	Baseline + 10%	Baseline + 20%	
% of at-risk students graduating that participates in the mentoring program	No data	No data	Baseline Established	Baseline + 20%	Baseline + 40%	The district will track these students for promotion of each grade through graduation and track % dropping out of school
% of recommendations from District Parent Advisory Council that are implemented	No data	No data	20%	50%	60%	

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]*

Communication with all stakeholders is a vital part of a coherent strategic plan. The Public Information Officer will lead the district and schools in effectively communicating the plan and marketing the new look for Colonial district and schools. Continued parent and community input as the plan is being implemented will be vital to success.

Colonial School District is committed to improving parent and community engagement as part of the new look and values of Colonial School District. To improve the open community concept, school gates will come down and the community will be welcomed into their schools. Tennis courts, tracks, and libraries will be open. Each school will open a Parent Resource Center where parents can access timely on-line information about the school and their child. The resource centers will also supply materials for assisting students with homework, PTA information and contacts, and contact information for community resources. Educational opportunities for adults will ensue including parent support for helping their child with reading and math. Parents will also be provided with opportunities to further their English language development.

Mentoring opportunities will be pursued for parents and the business community to better connect our community with our schools, while providing students with additional supports to become successful in their school career.

The new Colonial motto for all parents and students is “All students can and will be college and career ready!” From pre-school to grade 12, parents will be asked to send the message

that their children will go to college. Attitude and the belief that the possibility exists is the first step in success. When parents are committed to this message by emphasizing the importance of education and the school is committed to providing rigorous instruction and supports, each child will have the opportunity to leave William Penn High School career or college bound. Together, Colonial students will succeed!

Sustainability: Colonial School District is hiring a PIO officer to implement and sustain activities. Marketing support will be important in the beginning but need will diminish as the district establishes its new look and build's internal capacity through the PIO officer to continue efforts. Professional development will build internal capacity to go well beyond the grant period.

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

Activities to remove: *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.*

Activity to remove	How (stop/delegate/de-emphasize)	By When	Person responsible	Support/permission needed from DDOE
Superintendent's Council Meeting format will change for better efficiency	All division updates will be communicated through email; meetings will focus on Strategic Plan updates/issues/shared responsibilities by owners and other focused discussions pertinent to district and school business	June 2011	Dorothy Linn and Carlton Lampkins	N/A
All district and school administrator meeting formats will change	Updates will be delivered through email; Meetings will become more efficient and focused on necessary problem-solving and sharing of practices	June 2011	All Directors	N/A
Current operation of Technology Division	Technology division will be restructured so personnel will be focused on a specialized area, creating more accountability for individual	July 2011	Karen Thorpe	N/A
Directors of Schools will not read every paper DPAS II evaluation	DSC will develop a web-based system; principals will enter data, along with walkthrough data; achievement data will automatically be updated, Directors can access; Directors will review 10% of each schools DPAS II and when an issue arises, review 100%	August 2011	Ken Falgowski and Dusty Blakey	N/A
HR Director will not	DSC will develop a web-based system;	August	Angie Guy	N/A

receive resumes	district receptionist will accept resumes and log into system and send postcard about on-line application	2011		
Supervisor of Special Education will no longer evaluate school based support staff	Principals will take over the evaluation of school based support staff (19 spread among 14 schools versus one district office person	June 2011	Jon Cooper	N/A
Walkthroughs will not be recorded on paper documentation	DSC will develop a iPad application for electronic walkthrough documentation and immediate feedback through email to teachers	June 2011	Alex Neal	N/A
Traditional 30th Count procedures changed	New procedures and reports are streamlined and as a result more efficient	September 2011	Karen Gilbert	N/A
WPHS – current club activities will change	New clubs will align with major courses of study	August 2012	Jeff Menzer	N/A
WPHS – Dept Chairs used for operations (e.g., order materials)	Dept chairs will become instructional leaders (e.g., facilitate PLCs, lead lesson/unit development)	August 2011	Jeff Menzer	N/A

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 first step in ensuring success was engaging the stakeholders in developing the plan. This plan reflects the input of parents, students, teachers, administrators and members of the community and businesses on what the future should be for Colonial School District. Secondly, the activities are grounded in the data, addressing the root causes in lack of achievement and successes of our students. By directly linking the plan to data, the community can rest assured that we will be expending time and resources on the right action to reach the desired results. Short term wins will ensure continued support by all stakeholders and build momentum to proceed with the plan. By generating a plan the community supports will help ensure its sustainability no matter who sits in the leadership positions.

To ensure success, the district made the decision not to take in-direct costs from the RTTT budget so that all funds can be directed to the activities outlined in this plan.

Routines:
Regularly scheduled routines are planned to monitor the plan and ensure effective implementation. Multiple levels of routines are developed to ensure performance is closely monitored and on-track while problems are addressed in a timely manner. By embedding routines, and documenting progress and challenges, as a part of the everyday business of running a school district, the plan will become the focus of the current leaders and continued by all future leaders.

Stocktaking Meetings:

- Superintendent's Council (includes all "owners") – monthly meetings to review progress of deliverables. The Superintendent's Council meetings are currently established but a portion of the meetings will be repurposed to specifically focus on the effectiveness and impact of the RTTT plan. The Superintendent will lead the meetings. Plan owners will

report on the status of upcoming activities.

- Individual "owner" meetings as needed to ensure action toward deliverables are on target. The Manager of School Improvement will schedule and meet with the owners to support the owners in staying abreast of deliverables and addressing challenges as needed.
- Progress Meetings – monthly and as needed. Plan "owners" will meet with their team of staff responsible for individual activities to ensure activities are on point to meet targets. Data will be reviewed, delivery plans monitored, timelines assessed, problems diagnosed and action to address the challenges determined.
- Principal and School Leadership Meetings: District office staff will be assigned to each school to meet monthly with leadership teams to ensure the work outlined in the plan is implemented as outlined in the strategic plan, to ensure the school's strategic plan is aligned to the district plan and school data, to ensure progress is being made and course corrections are made when needed. District office staff will report back on school implementation and progress during Superintendent's Council.
- Data Review Meetings – quarterly meetings. All members of the Superintendent's Council (includes all "owners") will review the data determined by the measures in the plan and make course corrections as needed. The Data Specialist will prepare and present the data for review. The Manager of School Improvement will facilitate the discussion.
- DOE meetings – quarterly to discuss progress of plan and performance against measures. The team meeting with DOE will include the Superintendent, Manager of School Improvement, Director of Curriculum & Instruction, union representative, and a board member.
- District Advisory Committee – Representatives of the community will meet quarterly to provide continued input into the plan implementation. The Superintendent, Assistant Superintendent, PIO, and other designated district staff as needed will create open communication sessions to ensure the district is on target with community expectations.

Supporting Tools:

- Delivery plans – detailed action steps including activities, person(s) responsible, timelines aligned with measures to ensure deliverables are met. Although the RTTT plan outlines activities with the person responsible for the deliverables and overall timeline, more detailed action steps through individual delivery plans will identify the day to day action and specific timelines to accomplish the deliverable along with the additional people responsible for implementation. Detailed delivery plans will help ensure the plan is implemented even if there is a change in owners. On-line project management tools provide ease in tracking progress, access to real time information, and transparency of process for all staff responsible for overseeing and implementing the delivery plans.
- I-tracker Pro – all plan owners and persons responsible for individual activities will have on-going access to school, staff, and student data. Data Service Center is developing reports for all measures outlined in the RTTT plan so real time data review is possible. Developing routines to monitor the data pertaining to assigned activities will keep a pulse on the current reality and allow for more timely course corrections.
- Memos – email has created a timely and efficient way to check on progress of deliverables. Communication on a daily and weekly basis keeps everyone focused.

The district office ensured capacity by dividing ownership of plan sections among eight members of the Superintendent's Council. Individuals responsible for deliverables includes an additional five district office staff, nine instructional coaches, thirty building administrators and counselors, and the Data Service Center staff. In addition, it was determined that the district office did not have the capacity of many activities normally assumed by a public information officer. Therefore, the district built additional capacity by hiring a PIO to deliver many of the plan's activities. Furthermore, where capacity was a concern, the district opted to contract with outside agencies to assist "owners" with development and implementation. The district feels confident that there will be capacity to deliver this plan.

Other Possible Risks:

- Retirements: Embedded routines and documentation will ensure the plan will continue to be implemented as designed.
- Effective Principal and Teacher Turnover: Sustained professional development, internal capacity building, and enhanced recruitment and hiring process will ensure we continue to have effective and highly effective staff to implement plan.
- High School capacity to implement full plan: Assigning an administrator focused on development and implementation, partnerships with the community, businesses, and IHEs, consulting with expert support and networking with successful high schools, repurposing administrators and staff to adopt new design, repurposing routines around this work will help ensure that the WPHS plan will be successful.

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*	**Owner: PIO**

differ by stakeholder?	
All stakeholders are important when implementing a plan of this magnitude. However, there are specific stakeholders that are responsible for implementing the activities as outlined that will be key in the success or failure of the plan. Certainly, the district office staff will be key to leading the change and monitoring performance. Building administrators are key to sending relevant messages to teachers, students and parents as well as leading the change within their schools while monitoring the implementation. Teachers are key to the actual delivery with fidelity that has the direct impact on students and outcomes. And without parents believing in and sending the message to their children that college is possible, students will not believe in the possibilities and opportunities that their teachers are trying to create. To be successful, it really is the responsibility of everyone to do their part. Ultimately, it will be the role of the Superintendent to ensure sustained focus and not allow distractions to divert time, energy and resources away from implementing the plan as outlined. The PIO will ensure all stakeholders receive regular updates on progress on all activities outlined in the strategic plan and allow for opportunities to provide input on the direction and progress of the strategic Plan. • Quarterly District Parent Advisory meetings: parents from every school will meet with the Superintendent to review the status of the strategic plan and provide input into necessary course corrections. • Monthly public School Board meeting updates: Manager of School Improvement will provide updates to the School Board and the community and allow for suggestions for furthering progress. • Biannual District Academic Advisory Council meetings: school leadership teams from every school will meet with the Director of Curriculum & Instruction who will provide updates and gather input into necessary course corrections. • Monthly principal meetings: school principals will meet with district office staff to discuss current reality and necessary course corrections. • Biannual community meetings: members of the community, businesses, and IHEs will meet with the Superintendent to review the status of the strategic plan and provide input into necessary course corrections. • Business Partnerships: members of local businesses will be incorporated into established committees, task forces, and leadership teams. • Regular communication on the enhanced website, newsletters, and using the Alert Now system: PIO will ensure all stakeholders are updated regularly on important district and school activities. • School suggestion boxes: parents and visitors are provided opportunities to react to school activities and operations. These activities represent various avenues for two-way communication with all stakeholders. Since Colonial School District has not employed a Public Information Officer prior to the development of this plan, it became a priority to contract support for the PIO to develop and implement a full marketing and communication plan (see Objective 9.)	
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 needs the State to support the plan as outlined, remove barriers that could divert the district's focus on implementing the plan (e.g., state definition of HQT, additional fitnessgram requirements, can't change titles of CTE programs), and open avenues (e.g., providing districts with the same CTE certification flexibility afforded Vo-Techs) whenever possible that are aligned with and do not distract from achieving the overall outcomes (e.g., review state regulations to allow for maximum flexibility). The Colonial School District needs open communication with the State Department, working as collaborative partners in the best interest of students.	

B 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?*

As the district continues its "race to the top" with the intention of developing a world class education for each child by 2014, the vision is that the district will reflect its motto, "A Model of Excellence," by doing "whatever it takes" to accomplish its mission of assuring that "students attain the skills, knowledge, and attitudes needed to realize their potential, meet the challenges of their life choices, and fulfill their responsibilities as citizens."

Thus, by 2014 the Indian River School District envisions having

- A 100% highly qualified staff
- Appropriate professional growth plans for instructional and administrative staff members
- Interactive, researched-based learning in every classroom leading to increased rigor for students PreK – grade 12
- A curriculum aligned to Common Core standards and used with fidelity in every classroom
- Highly effective PLCs in each school that use data to guide instructional decisions
- A well-developed formative and summative assessment system
- AP and honors classes that more closely reflect district demographics
- A higher success rate on AP exams
- An International Baccalaureate program at Sussex Central High School
- A STEM program at Indian River High School and its feeder school
- An AVID program at Sussex Central High School and its middle school feeders
- Cutting edge technology that can maximize students' learning opportunities
- An annually increasing graduation rate
- Graduates with the college- and career-readiness skills and knowledge needed for future success
- 100% of the students in all subgroups qualifying as "proficient" via their DCAS performance
- A myriad of teacher leadership options
- An aggressive recruiting program particularly aimed at graduates from colleges that have proven to prepare the most effective teachers
- An IRSD advanced administrative leadership program
- An enhanced stakeholder partnership program at the district level and in every district school
- A Parent Education Center that not only enhances parents' involvement in their children's educations but also conducts programs that address distinct parent needs

Hence, more of Indian River's students will graduate; will have mastered the objectives of more rigorous, Common Core standards-based curricula; and will have highly benefitted from interactive learning experiences that better prepare them for college and/or careers. Teachers will hone their instructional skills via participation in challenging, research-based professional development; will pursue a variety of newly-designed leadership options; will adopt a well-developed formative and summative assessment system; and as a result of PLC participation, will maximize the use of data to guide instructional decisions and curricular modifications. Simultaneously, administrators will enhance their ability to engineer reform by participating in customized advanced leadership trainings and by devoting more time to instruction.

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]*

Indian River School District's greatest performance challenges are: (For specifics see data analysis in Appendix A.)

1. Special education students' performance in reading at all grade levels.*
2. Special education students' performance in math at secondary grade levels.*
3. Low income students' performance in reading at the secondary grade levels.
4. Low income students' performance in math at the secondary grade levels.

On the 2010 district accountability determination, the performance for subgroups is as follows:
Elementary schools had only one cell not meeting the state targets for AYP with a 71% proficiency rate in reading for Grades 3, 4, and 5 special education students. Middle schools had three cells not meeting the state targets for AYP with a 73% proficiency rate in reading for ELL students; a 67% proficiency rate in reading for special education students; and a 57% proficiency rate in mathematics for special education students.
High schools had five cells not meeting the state targets for AYP with a 71% proficiency rate in reading for African Americans and Hispanics; a 41% proficiency rate in reading for special education students; and a 36% proficiency rate in mathematics for special education students. The low income students in high school, while scoring lower than the state targets in reading and math were able to meet the criteria through safe harbor.

The root causes for these subgroups, both special education and low income, are

- Since 58% of IRSD's students come from homes in poverty, the district is considered a rural, poverty zone. While the district does have the high-end beachfront community, very few students come from that area.
- IRSD's research on trying to understand the impact of poverty on learning indicates that the need to build background knowledge and vocabulary is critical for student success. When a student enters school with a limited vocabulary and limited experience with social and academic skills, the schools need to find strategies to overcome these deficits.
- The district has significant supports for students at the elementary level through Response to Intervention and additional staffing through Title I, Title II, and IDEA-B. As a result, the district's elementary students are achieving at high levels for all subgroups except at North Georgetown. (It should be noted that NG has been a Superior school in the state's accountability system until it went into Academic Review as a result of its Spring 2010 DCAS performance.) Once the students reach the secondary level, the support system is not as extensive and the instructional gaps in reading and math show significant increases for many subgroups.
- In IRSD, as a rural, poverty zone, the career opportunities are limited to agriculture, factory work, medical fields, and the tourism industry. As such, the "career and college-going" culture needs to be addressed. The level of rigor in pre-K thought Grade 12 classrooms and the need for change in the culture for career and "college-going" readiness are additional root causes that will be addressed through Race to the Top.

- The teacher preparation for working with low-income students and with students with disabilities is lacking in the following areas:
    1. The number of teachers who achieve "highly qualified" status through the Praxis II as opposed to coursework.
    2. The need for targeted professional development for involving research-based instructional strategies that have proven successful for these subgroups, especially team teaching and LFS training for pre-teaching.
    3. The need for professional development in providing differentiated instruction.
- Within the fifteen schools in the district, fidelity to any program and initiative has to be carefully and continually monitored at the school and district level.

While the needs assessment shows that the greatest needs are at the secondary level, the district also needs to continue its strong support of elementary instruction to build the foundation for secondary programs. Elementary teachers will continue to benefit from the district's focus on LFS (especially LFS previewing and vocabulary development). Response to Intervention, and technology integration, The Leadership Institutes and staff professional development will focus on increased rigor for all students to support pre-K through grade 12 instruction.

**Special education students' specific academic needs are primarily being addressed via the investment of IDEA-B funds and initiatives. However, Race to the Top funds will be used to promote the effectiveness of, enhance the teacher leadership opportunities for, and require HQ status of special education teachers. The district will also increase recruiting at institutions proven to graduate successful special education teachers as well as regular education teachers.*

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?*

The Indian River School District will invest its Race to the Top funds in accelerating achievement and improving outcomes for all of its students by using the newly state adopted, Common Core exemplar standards and assessments, by accessing and using state data to a greater degree than ever before, by acquiring and developing a higher percentage of highly qualified, highly effective teachers and leaders, and by strongly supporting increased academic growth in its lowest performing schools.

Indian River's vision is reflected in the following selected areas of focus:

- Support the development of new standards, align curriculum to standards, and conduct assessments
- Adopt a State-identified model or another coherent approach to professional development and prioritize the highest-impact professional development
- Build a culture of college- and career-readiness in schools by removing obstacles to, and actively supporting, student engagement and achievement.

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

The priorities were chosen due to need and necessity. First, since the State of Delaware will be implementing the national Common Core standards, IRSD staff members must become well acquainted with them and must realign curricula to assure that they carefully mirror the new standards. Relatedly, assessments that have been designed to measure progress to the existing standards must be revised before they can be administered and subsequently yield results that can inform instruction. Secondly, the consistent and pervasive use of Learning Focused Strategies (LFS) has significantly impacted learning in the Indian River School District. However, all staff members are not well enough acquainted and/or experienced with the concepts to maximize LFS benefits. Therefore, Indian River desires to intensify its LFS professional development initiative, expand its cadre of LFS "experts," highlight the LFS delivery of common core standards, and hence have what has proven to be the highest-impact professional development model IRSD has ever experienced. However, lesson analyses and personal admissions reveal that much remains to be learned, experimented with, and eventually fully implemented. By involving both teachers and administrators in basic LFS training and particularly by offering the Trainer-of-Trainers five-day summer program, the development of instructional leaders will be accelerated. Participants of the LFS training will be expected to serve as LFS coaches in their respective schools.

Additionally, IRSD performance data, "learning walk" results, and SAT statistics evidence the need to better prepare students for college or selected careers. Although the district's elementary schools receive widespread acclaim for their academic successes, its secondary schools exhibit limited student engagement and achievement scores that are less than stellar. Thus, efforts to change the culture in middle and high schools, which can be enhanced by removing barriers and augmenting support to reform-oriented secondary level staff members, are critical to successfully preparing students for college and careers. The district's major reform efforts, such as the investigation and implementation of an International Baccalaureate program at Sussex Central High School and a STEM program at Indian River High School in addition to augmented AP offerings, will enhance college and career readiness at both high schools.

The connection among common standards implementation, strong instructional leadership, heightened professional development efforts, pervasive LFS use, and targeted college and career readiness is obvious. However, their achievement can be hastened by increasing family and community involvement in students' educational experiences. Although increased partnerships with parents, businesses, and community members have long been one of the district's five goals, progress toward reaching it has been minimal; hence its selection as one of Indian River's Race to the Top plan priorities.

All IRSD staff will intensify efforts to analyze data to determine the instructional needs of all students. To do so, the district will further develop Professional Learning Communities (PLCs) at the district, school, and classroom levels. Through the PLC model, the district will replicate the process used to comply with Regulation 502; in essence, it will again conduct a district-wide alignment and articulation of all subjects K-12 with the Common Core standards using district teachers as facilitators and all instructional staff involved in the alignment and articulation.

The district will continue to use Learning Focused Strategies (LFS) as the research-based model for the alignment and for the instructional strategies expected to be seen in each classroom. Administrators at the school and district level will use learning walks to monitor the level of LFS implementation in each classroom. However, teachers will more often participate in learning walks within their buildings and in other district schools. The expectation is that LFS will become consistent and pervasive throughout the district.

Indian River's priorities revolve around the promotion of increased achievement in reading and mathematics, especially at the secondary level. If IRSD's graduates are to be more college and career ready, then an accent on improved learning in the two most basic content areas is essential. The district's list of identified needs reflects the substandard performance of low income and special education middle and high school students in both reading and math. Data analysis and DSTP performance have enabled the district to identify North Georgetown Elementary, Millsboro Middle, Georgetown Middle, Indian River High, and Sussex Central High as its lowest performing schools. Since four of the five are secondary schools, the district's Race to the Top plan emphasizes enhanced support of learning for secondary students, more rigorous and relevant coursework, a greater variety of academic opportunities for students at the upper levels, and targeted professional development highlighting research-based practices. In addition to these efforts, the district will deepen its support to its lowest-performing schools by placing an instructional coach at each of the five sites.

IRSD has joined the state's Race to the Top focus on Advanced Placement to target middle and high school students who are traditionally underrepresented in AP programs. The district will focus on increasing the number of AP programs, the number of students in AP, and the number of students taking and passing AP exams. AVID programs will be established at both Millsboro Middle and Georgetown Middle schools to prepare and support students for the more rigorous coursework at Sussex Central, where an International Baccalaureate Program will be created. Indian River will establish a STEM program; its feeder, Selbyville Middle, will offer pre-STEM coursework to facilitate student success at the high school. District committees comprised of community and staff members will continue to review current curricula and to assure that math, social studies, science, language arts, business, visual and performing arts, agri-science, tech ed, health, physical education, and world language instruction address state content area standards as well as the National Common Core Standards. Simultaneously, expanded career pathways will be explored, developed and subsequently offered to enhance employment opportunities for graduates. In order to maximize the success of all students, instructional and administrative K-12 staff members will continue engaging in the development of professional learning communities and Learning Focused Schools. Such efforts will directly impact the proficiency level of IRSD's middle and high schoolers, the achievement gaps between subgroups and "all" students, the graduation rate, the percentage of students who are accepted at colleges, and the percentage of students who are successful in college due to a more demanding undergraduate foundation in reading and mathematics, all of which are included in the listed Common Measures.

As indicated by the district's list of identified needs, the cells in which the district failed to meet state targets and make adequate yearly progress in reading and mathematics were mainly comprised of special education and low-income students. Consequently, if these students are better prepared and perform at a proficiency level in reading and mathematics on the DCAS, such results would constitute dramatic improvement when compared to past results. A special education instructional coach will be hired to work directly with special educators to increase learning among students. Moreover, in order to significantly impact subgroup members' performance, further contribute to the closing the achievement gaps, increase their

graduation rate, and enable more students to successfully enter careers and/or tackle college courses, other, much larger ESPES funding sources (IDEA-B and Title I) will be directly targeted at their needs. IDEA-B will concentrate on professional development for special education staff which highlights team teaching and LFS strategies for pre-teaching. In addition, an ardent effort will be made to place more "highly qualified" special education teachers in low-performing schools. At middle and high school levels, Title I will provide remedial services in both reading and math. By building "connections" in every building, every subject, and every program, IRSD plans to become a "Model of Excellence".

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

Stakeholders have been involved in the design of Indian River's Race to the Top (R2T) plan from the onset of the process. Although the writing team was small, the six members represented key constituency groups. The Board of Education president; the district superintendent; Indian River's Director of Instruction; the district's union president, who is a middle school social studies teacher; and two other union members, an elementary teacher, and a high school science teacher, comprised the cohesive team that met innumerable hours to create and refine the IRSD R2T document. Each stage of the plan has been shared with the Board of Education at monthly meetings that are attended by the public. The union members of the writing team have not only routinely apprised teachers and paraprofessionals but have also solicited ideas and shared constituents' ideas during brainstorming sessions.

A similar process has occurred at the district level; the superintendent and Director of Instruction have sought input and relayed developments during weekly meetings of IRSD's directors and supervisors. Moreover, Race to the Top has routinely appeared as a topic for discussion during monthly principals' meetings. During monthly meetings with Community School Partnership Committee members and frequent meetings with minority spokespersons, district leaders have engaged representatives from these communities in developing the plan. Articles in the district's newsletter, which is "stuffed" into local newspapers and subsequently reaches a reading audience of approximately 20,000, have kept the general public abreast of IRSD's Race to the Top plans. PowerPoint presentations featuring R2T's goals and Scopes of Work as well as district activities planned under each have been produced, shown to at all during faculty meetings, and have been concluded with the invitation to contact members of the writing team with suggestions and questions. Additionally, a public Race to the Top informational session was held on April 19, 2011. PTA and PTO officers have received special invitations to attend. In essence, Indian River has employed a networking strategy for consistently engaging stakeholders in the process of developing both its original and revised Race to the Top plans.

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[1]	LEA Baseline (cite date)	LEA Targets				Relevant State target
		2010-11	2011-12	2012-13	2013-14	
% meets standard on DCAS Reading (Grades 3-8, 10)	85%, Spring 2010 DSTP	88%	92%	96%	100%	100% by 2013-14
% meets standard on DCAS Mathematics (Grades 3-8, 10)	83%, Spring 2010 DSTP	86%	90%	95%	100%	100% by 2013-14
% meets standard on DCAS Science (Grades 4, 6, 8, 11 on DSTP) *(* indicates that we will need to set targets after Spring 2011 DCAS in grades 5,8, and 10)*	80%, 2009- 2010 DSTP	*	*	*	*	100% by 2013-14
% meets standard on DCAS Social Studies (Grades 4, 6, 8, 11 on DSTP), *(* indicates that we will need to set targets after Spring 2011 DCAS in grades 4 and 7)*	71%, 2009- 2010 DSTP	*	*	*	*	100% by 2013-14
% advanced on DCAS 4th Grade Mathematics	53.9%, Spring 2010 DSTP	55.5%	57%	58.5%	60%	60% proficient on NAEP by 2015
% advanced on DCAS 4th Grade Reading	44.1% Spring 2010 DSTP	46.8%	49.5%	52.2%	55%	55% proficient on NAEP by 2015
% advanced on DCAS 8th Grade Mathematics	36%, Spring 2010 DSTP	40.2%	45.5%	50.2%	55%	55% proficient on NAEP by 2015
% advanced on DCAS 8th Grade Reading	26.6%, Spring 2010 DSTP	33.7%	40.8%	47.9%	55%	55% proficient on NAEP by 2015
% reduction in black-white achievement gaps on DCAS (since 2008-09)	13% gap, ELA; 16% gap, Math, on 2010 DSTP	Gap 11% for ELA; 14% for Math	Gap 9% for ELA; 12% for Math	Gap 7% for ELA; 10% for Math	Gap 6% for ELA; 8% for Math	50% reduction on NAEP by 2015
% reduction in Hispanic-white achievement gaps on DCAS (since 2008-09)	10% gap, ELA; 11% gap, Math, on 2010 DSTP	Gap 9% for ELA; 10% for Math	Gap 8% for ELA; 8% for Math	Gap 6% for ELA; 7% for Math	Gap 5% for ELA; 5% for Math	50% reduction on NAEP by 2015
% reduction in low-income – high-income achievement gaps on DCAS (since 2008-09)	12% gap, ELA; 10% gap, Math, on 2010 DSTP	Gap 11% for ELA; 9% for Math	Gap 9% for ELA; 8% for Math	Gap 7% for ELA; 7% for Math	Gap 6% for ELA; 5% for Math	50% reduction on NAEP by 2015
NCLB graduation rate	85.7%	87.2%	88.7%	90.2%	91.7%	91.7% by 2013-14
College enrollment rate	73%	75%	77%	79%	82%	82% by 2013-14
College retention rate	58%	65%	71%	77%	85%	85% by 2013-14

[1] % meets standard = DCAS 3 or 4; % advance = DCAS 4; unless otherwise indicated % meets standards is for All Students

Additional LEA Measures	*You may also define additional measures and targets of your own. These may include measures from the Department's "pre-defined measures" list, which is available on the Success Planning website.*					
None Added						

Part 2: Goals, objectives, strategies, and activities

Goals: *The state has defined four required goals. Please use this space to add any additional LEA goals.*

Statewide Goals:

1. Accelerate achievement and improve outcomes for all students with **rigorous standards, curriculum, and assessments**
2. Accelerate achievement and improve outcomes for all students with **sophisticated data systems and practices**
3. Accelerate achievement and improve outcomes for all students with **effective teachers and leaders**
4. Accelerate achievement and improve outcomes for all students with **deep support for the lowest-achieving schools**

Objectives: *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.*

Statewide Objectives:	**Alignment to Goals:**
1. Implement college and career ready standards and assessments	1. Rigorous standards, curriculum, and assessments
2. Improve access to and use of data systems	2. Sophisticated data systems and practices
3. Build the capacity to use data	3. Sophisticated data systems and practices
4. Improve the effectiveness of educators based on performance	4. Effective teachers and leaders
5. Ensure equitable distribution of effective educators	5. Effective teachers and leaders
6. Ensure that educators are effectively prepared	6. Effective teachers and leaders
7. Provide effective support to educators	7. Effective teachers and leaders
8. Provide deep support to the lowest-achieving schools	8. Deep support for the lowest-achieving schools
9. Engage families and communities effectively in supporting students' academic success	9. [As determined by LEA]

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:

Strategy 1: Support the development of new standards, align curriculum, and conduct assessments (SoW 1) | **Owner: Sandy Smith**

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**	
Ensure curriculum aligns with Common Core standards (Substitutes and stipends $22,101 x 3 years for core subject area work)	R2T $66,304	S. Smith A. Carey Sup. of Sec. Instruction Dept of Instruction (DOI) members			x	x			x	x			x	x			x	x	Action plan for summer Common Core alignment workshops for district PLC's Revised curricular maps and classroom-ready K-12 reading and math units produced by DOI members and teacher leaders and posted on district's website Completion date: August 2011, August 2012, and August 2013
Acquaint instructional staff with aligned content maps during PD sessions at the beginning of the school year con-ducted by member of the Department of Instruction and IRSD instructional coaches	$0 Funding from other district sources	S. Smith A. Carey Sup. of Sec. Instruction DOI Instructional coaches					x				x				x				Action plan focused on Common Core-aligned curriculum for a 5-day New Teacher Orientation for about 70 new teachers and Back-to-School full-day PD sessions for all returning teachers facilitated by DOI Survey of staff on Common Core and available resources Completion date: August 2011, August 2012, and August 2013

Assure curriculum is implemented with fidelity through learning walks and feedback from DOI members and building administrators	$0 Funding from other district sources	S. Smith A. Carey Sup. of Sec. Instruction DOI Instructional Coaches Principals					x	x	x		x	x	x		x	x	x		"Learning Walk" tool developed and shared with staff Spreadsheet indicating the "Learning Walks" conducted in all core content classrooms in each school Observation 360 reports to summarize the feedback for each teacher, the videos watched, and reflection questions completed Summary report of feedback for each school regarding fidelity to LFS and R2T Completion date: November 30, 2011, 2012, and 2013; February 28, 2012, 2013, and 2014; and May 31, 2012, 2013, and 2014
Read 20% of all principals' formative and summative evaluations to assure that Common Core standards and research-based practices are being monitored	$0 Funding from other district sources	S. Bunting	x	x	x		x	x	x		x	x	x		x	x	x		Chart indicating the number of formatives and summatives reviewed, strengths/weaknesses regarding each principal's observations of Common Core standards and research-based practice implementation, and comments to be annually included in their mid-year and summative evaluations Completion date: Ongoing from September 2011 through June 2014
Budget total	$66,304																		

Strategy 2: Build a culture of college- and career-readiness in schools (SoW 2)	**Owner: Sandy Smith**

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 coursework	$0	S. Bunting DOI staff Principals					x	x	x		x	x	x		x	x	x		(See specific activities and deliverables below.)
Develop a Pre-K to grade 12 culture of rigor	$0 Funding from other district sources	Sup. of Sec. Instruction A. Carey					x				x				x				Attendance rosters from Back-to-School training on increasing rigor (Pre-K -12) Revised curricular maps for Core content areas posted on district website Completion date: August 2011, 2012, 2013, and 2014
Establish a Project V.I.L.L.A.G.E. class in the central part of the district	R2T $193,152 (Teacher's salary and benefits x 3 yr)	A. Carey					x	x	x		x	x	x		x	x	x		Enrollment reports and kindergarten readiness test scores Completion date: June 2012, 2013, and 2014
Apply for and subsequently implement a 9-12 IB program at SCHS	R2T $150,000 (Required trainings, 3-yr enrollment fees, and curriculum design costs)	R. Jerns J. Owens Sup. of Sec. Instruction			x	x				x	x	x	x		x	x	x		Application completed for grade 9-12 IB program Promotional materials for IB including course syllabi Enrollment figures and demographic data for IB courses Completion date: Fall 2012
Create a 9-12 STEM program at IRHS	R2T $150,000 (Trainings, equipment, and materials)	M. Steele IR staff					x	x	x		x	x	x		x	x	x		STEM course sequence developed, attendance rosters and evaluations from STEM training Promotional materials for STEM Enrollment figures and demographic data for STEM courses

																			Completion date: Fall 2012
Target high-need or low-achieving students for enrollment in advanced coursework at SCHS and IRHS	$0 Funding from other district sources	Sup. of Sec. Instruction Middle and high school counselors				x	x			x	x			x	x				Criteria established to identify high-need, low-performing students Chart indicating the counseling sessions held in middle and high schools targeting traditionally underrepresented students for rigorous coursework Class rosters for preAP and AP courses Completion date: September 2011, 2012, and 2013; January 2012, 2013, and 2014
Offer additional AP courses at SCHS and IRHS	$0 Funding from other district sources	Sup. of Sec. Instruction High school principals					x	x	x		x	x	x		x	x	x		Course catalogues and balanced scorecard entries Completion date: Spring 2012, 2013, and 2014)
Enroll more students in AP courses including students from underrepresented groups	$0 Funding from other district sources	Sup. of Sec. Instruction High school administrators/ counselors					x	x	x		x	x	x		x	x	x		Course rosters and balanced scorecard entries Recruiting materials for middle school students Guidance counselor conference notes Completion date: September and January of 2012, 2013, and 2014
Create and conduct AVID and pre-STEM programs for middle and high school students (AVID… fees, training, materials =$85,000 for three years, STEM… fees, training, materials =$50,000)	R2T $135,000 For trans-portation, teachers, and materials	Sup. of Sec. Instruction Middle and High school administrators								x				x				x	Spreadsheet verifying that approximately 80 rising 9th and 10th graders (40 at each high school) chosen by established criteria enrolled and participated in a 2-4 week late spring or summer program Curriculum created that focuses on building college and career readiness skills in an engaging format Completion date: Mid-summers 2012, 2013, and 2014

Proactively support students in advan-ced coursework via in-school assistance and after school support sessions (summer included)	R2T $180,000 for transportation, teachers, and materials for after -school programs at SCHS and IRHS $50,000 In-school assistance by certified teachers for middle and high schools	Sup. of Sec. Instruction SC and IR School coordinators					x	x	x		x	x	x		x	x	x		Spreadsheet exhibiting AP, STEM and IB students' names who are receiving extra academic assistance, the number of hours of interaction with "tutors," strategies/ materials employed, and the students' quarterly grades Completion date: November 30, 2011, 2012, 2013, and 2014; February 2012, 2013, and 2014; May 2012, 2013, and 2014
Reimburse students for the cost of AP tests if they earn a qualifying score	R2T $11,250	Sup. of Sec. Instruction P. Miller				X				x				x				x	Spreadsheet indicating names of students who received 3's, 4's, and 5's on AP exams, thus qualifying them for AP reimbursement incentives Completion date: July 2012, 2013, and 2014
Contract with a specialist to coordinate the R2T program management ($30,000/yr x 2 yr)	R2T $60,000	S. Smith S. Bunting C. Bunting					x	x	x	x	x	x	x	x					R2T program deliverables (spreadsheets, charts, job descriptions, program tracking, action plans, and fidelity to program) Completion date: July 2012, 2013
Hire a guidance specialist to assist counselors in repurposing acti-vities to promote college and career readiness	R2T $90,000 Salary and OECs for one year	C. Bunting J. Owens M. Steele				X	x	x	x										A revised counselors' job description and guidance department mission An AVID program implementation plan A pre-STEM counselor role outline Completion date: June 30, 2012
Budget total	$1,019,402																		

Objective 1 Measures: *Which measures will this objective impact, how much, and when?*						
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**
The number of students enrolled in AP courses	375	850	900	950	1000	A component of IRSD's plan to enhance curricular rigor involves increased participation in AP courses.
The number of underrepresented students enrolled in AP courses	0	0	An additional 10 at IR 15 at SC	An additional 15 at IR 20 at SC	An additional 20 at IR 25 at SC	Guidance counselors and teachers will be held accountable for encouraging qualifying though currently under-performing students to take AP courses and ensure that they receive the support needed to succeed in AP classes.
The percentage of students targeted for support services who earn a 3 or higher on their AP exams	---	---	---	34%	38%	Since pre-AP and pre-STEM summer program participants need additional assistance, their success rate might be slightly lower.
The percentage of students who have a qualifying score on AP exams	32%	36%	40%	44%	48%	By focusing on increased rigor from K through 12th grade, teachers will support student engagement and achievement.
The percentage of students who participate in and successfully complete the spring/summer AVID and STEM programs	---	---	80	90	100	Increased data analysis and the tracking of student interventions should result in increased student engagement in those supports.

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]*

The first step in accelerating achievement and improving outcomes for all students with rigorous standards, curriculum, and assessments is to support the development of new standards, align curriculum, and conduct assessments. The Indian River Department of Instruction (DOI) will develop an action plan for Common Core alignment workshops for district PLC's during the next three summers in order to prepare revised curricular maps and classroom-ready reading and math units for teachers' and paraprofessionals' use. Products will be introduced to all instructional staff members during back-to-school PD sessions, posted on the district's website, and discussed throughout the year during PD, coaching, and PLC sessions. A special effort will be made to acquaint fledging staff members with the district's expectations and the focus on Common Core standards during the 5-day New Teachers' Orientation facilitated by DOI. Since the Common Core standards were recently adopted, all teachers and administrators will profit from the exposure to the revised maps and units. The district will monitor the effectiveness of training on increased rigor in several ways. To assure that the curriculum is implemented with fidelity, "learning walks" in all core content classrooms will be frequently conducted. Using the Observation 360 tool, which the district's Department of Instruction has developed in conjunction with PD 360 representatives, administrators, specialists, and coaches will monitor use, provide feedback to teachers via email, and suggest links that address "targets for growth" when warranted. To date, this technology has not been available. "Learning walk" observations and findings have been hand-recorded and summarized; resulting tables and graphs have been created; I-Pad and Observation 360 will streamline the process. A summary report for each school will be periodically compiled and forwarded to the Director of Instruction to inform future PD. In addition, the superintendent will enhance her oversight of the implementation of Common Core standards and an increasingly rigorous curriculum by formalizing her review of formative and summative evaluations by not only reading the documents but also charting strengths/weaknesses regarding principals' monitoring of Common Core and research-based practice implementation and comments to be included in their mid-year and summative evaluations.

Relatedly, the Indian River School District recognizes the need to better provide all students with career- and college-readiness skills. Simultaneously, it acknowledges raising expectations for pupils at all grade levels will enhance career and college readiness. Thus, the IRSD intends to provide training that focuses on strategies to increase rigor in all subjects at all grade levels. Such heightened expectations will be supported by revised curriculum maps featuring the Common Core standards, whose use will be consistently monitored by building and district administrators. Furthermore, since analysis of IRSD student performance reveals that the percentage of students deemed "proficient" in reading and/or math is higher at the elementary than at the secondary level, the district will implement the following programs to boost achievement in the district's middle and high schools: a STEM program at Indian River High School and its feeder, Selbyville Middle School; an International Baccalaureate Program at Sussex Central High School; and an AVID program will be initiated at SCHS and its feeders, Georgetown Middle and Millsboro Middle. These rigorous initiatives at the district's middle and high schools will provide district students with additional choices for career and college readiness. Administrators and counselors will closely work with schedules to maximize opportunities for in-school assistance for those students who warrant it. To enhance participation, transportation will be provided to students who participate in after-school assistance programs. In order to maximize learning for all students, counselors will be trained to

identify and guide high-need or low-achieving students into more demanding courses. To accomplish the transformation of the guidance counselor role to one that highlights college and career readiness especially for those students who have been underserved, a guidance specialist will be hired for the 2011-2012 school year to assist counselors in repurposing their activities. Once the repurposed job description is approved by IRSD's Board of Education, it becomes the standard for counselors in the future. Hence, guidance counselors will be annually held accountable for fulfillment of the revised job description responsibilities through the DPAS II process. Subsequently, ardent efforts will be made to enroll traditionally underrepresented groups of students in advanced coursework. Their participation in AVID and STEM programs should undergird academic accomplishment in the more rigorous courses of study. Currently, Indian River has no STEM, AVID, or IB programs. Although the district already offers Advanced Placement courses, more courses will be offered, increased attendance in AP courses will be expected, and more students will be urged to take the AP exams. As incentive, the district will initiate a practice of reimbursing students who obtain a qualifying score on the AP exam. Success in both AP courses and on AP exams as well as in IB and STEM classes will be promoted via in-school and after school support sessions. In combination, the strategies and initiatives above should result in increased numbers of AP participants, AP exam successes, and AVID and STEM program participation at the middle and high school levels. The IB, AVID, and STEM programs will provide students in the secondary schools with coursework and supports that emphasize 21st Century skills. The district will target students who traditionally have avoided more rigorous coursework by working with counselors, teachers, parents, and students to select the students for these "opportunities." The district will also develop partnerships with businesses and universities to build a "college-going" culture for students. The Race to the Top funding for the IB, STEM, and AVID programs will cover the costs of training, support materials, recruitment, and portions of teacher salaries. Teachers needed for the programs will be covered by setting scheduling priorities and by district funding as needed. The school and district advisory committees for career pathways will continue to research and develop career opportunities for students. By viewing the labor statistics and through community advisory committees, the district will research additional options for students. For example, nursing programs have been recently added at both high schools, and there is heightened interest in a Travel and Tourism pathway.

By the time Race to the Top funds are exhausted, Common Core standards, revised curricular maps and DCAS should be well-engrained in a more rigorous Pre-K – 12 culture. Additionally, the "learning walk" and superintendent review of DPAS II documents should become expected and routine. It is further anticipated that Pre-AP, additional AP courses, AVID, STEM and IB programs will be well established and will thus continue in the absence of what will then be considered "start up" funds.

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:

Required Strategies

- Implement and support improvement of the state longitudinal data system (SoW 3)

Activity plan by strategy:

Strategy: Implement and support improvement of the state longitudinal data system (SoW 3) | **Owner: Duane Hill**

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**	
Employ a Data Analysis Specialist to maintain, interpret, and compile academic, attendance, and discipline, and to build staff's capacity to analyze and subsequently use data to inform instruction not only on Data Day but throughout the year.	R2T $225,997 (Average annual salary w/OECs = $75,333 x 3yr)	D. Hill				x	X	x	x	x	x	x	x	x	x	x	x	x	Matrix of sessions held, types of training, number of participants, and results of session evaluations. Completion date: August 31, 2011, 2012, 2013 and 2014; November 30, 2011, 2012, and 2013; February 28, 2012, 2013, and 2014; and May 31, 2012, 2013, and 2014 Annual updated Balanced Scorecard published on district website Completion date: June 30, 2011, 2012, 2013, and 2014
Design and facilitate "Data Day" sessions	$0 Funding from other district sources	S. Smith A. Carey Principals Sup. of Sec. Instruction				x				x				x				x	IRSD Department of Instruction's data notebook for district and individual schools Completion date: July 31, 2011, 2012, 2013, and 2014
Improve data analysis and instructional supports through	$0 Funding from	C. Pepper																	Summary report on the pilot of the data coach project at EM, SDSA, SCHS, SMS, and NG

participation in the state data coach project	other district sources																		Schedule of direct facilitation and coach-the coach sessions in all 15 schools Completion date: July 31, 2011, 2012, 2013, and 2014
Budget total	$225,997																		

Objective 2 Measures: *Which measures will this objective impact, how much, and when?*						
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**
% proficient or advanced on DCAS Reading (Grades 3-8, 10)	85%, Spring 2010 DSTP	88%	92%	96%	100%	The purpose of a sophisticated data system is to inform educators and thus accelerate achievement and improve learning outcomes for all students. Therefore, the impact of maximized data system use should be reflected in increased proficiency as verified by DCAS.
% proficient or advanced on DCAS Mathematics (Grades 3-8, 10)	83%, Spring 2010 DSTP	86%	90%	95%	100%	
% advanced on DCAS 4th Grade Mathematics will annually increase	53.9%, Spring 2010 DSTP	55.5%	57%	58.5%	60%	With a focus on increased rigor for all students, there should be an increase in the percentage of students who are advanced (PL4) in DCAS.
% advanced on DCAS 4th Grade Reading will annually increase	44.1% Spring 2010 DSTP	46.8%	49.5%	52.2%	55%	
# of Home Access hits per year by parents	----	1724	2224	2724	3224	Efforts to enhance parental involvement in their children's education include their increased exposure to academic data via electronic means.
% of Race to the Top reports submitted to the schools with accuracy and timeliness	----	100%	100%	100%	100%	IRSD expects the data analyst to facilitate schools' timely access to required/requested R2T information.

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]

The three proposed activities for Objective 2 strongly promote accelerating the achievement of and improving outcomes for all students with sophisticated data systems and practices." Indian River's staff members highly value the information provided through the state's longitudinal data system and recognize its impact on their efforts to improve learning for all students. Tracking the district, school, and individual student data throughout the year is consistently done through the following:

- The Race to the Top goals have become the basis of the district's ESPES plan and the framework for Balanced Scorecards. Each year teachers, administrators, and support personnel continue to use the statewide data system to inform their efforts to establish and reach prioritized goals. For example, the state's data system yields statistics that serve as baseline data for the district's Balanced Scorecard and subsequently the scorecards at each school that both reflect the district's goals and constitute the foundation of each principal's and Central Office administrator's annual evaluation. Each year the district displays its Balanced Scorecard on its website as well as the previous year's scorecard, which includes end-of-year "actual" statistics, thus allowing Indian River's stakeholders to ascertain whether district goals were achieved.
- Each administrator sets specific targets to meet the federal, state, and local targets and shares these through the Balanced Scorecard. Administrators meet on a regular basis to review the data and the progress towards targets.
- Each teacher and specialist uses their DPAS II goal setting documents to both set and share their annual goals and targets based on a variety of data sources.
- Each school develops Professional Learning Community (PLC) time within the school day for teachers, teams, and departments to regularly share data so that they can monitor student progress.
- The district uses common assessments in K-8 for reading, math, and science, and mid-year and final common assessments for algebra, geometry, and Algebra II. Teachers have time to score these common assessments and to determine whether students are making progress towards the annual targets.
- The district is adjusting to the DC AS formative and summative assessment system. Thus, the district, schools, and teachers are becoming more adept at adjusting instruction based on formative data, routinely monitoring student progress, and providing targeted interventions.
- I-Tracker is being used throughout the district to monitor student progress and to provide immediate support for those who need additional academic assistance.
- Learning walks are conducted in every school by the school administrators, the district office personnel, and by teachers. This year each school's Balanced Scorecard includes a target for an increased number of teacher learning walks during which they will look for evidence of student engagement and specific Learning Focus Strategy implementation. For district learning walks, specific learning walk feedback is provided to each school with the "look fors" summarized by teacher, grade level or department.

- Each school conducts a "Data Day" at the end of the school year to analyze the summative data for the school and district to determine the

changes that need to be made in preparation for the next school year. Teachers produce both individual and group reflections on the data to determine the next steps.

- Teachers analyze the classroom level data and individual student data not only at the beginning of the year to determine the instructional needs of each child but periodically throughout the year since they are expected to show growth in scaled scores for each student on summative assessments.

Within the "data crunching" context of the district, the employment of a data analysis specialist will provide all district staff with a highly trained, data "savvy" point person who can focus her expertise and energies on enhancing staff members' access to and use of data to inform instruction. She will be charged with maintaining academic and discipline data, be constantly available to assist staff in interpreting data, and be responsible for compiling achievement data on a routine basis as well as being able to compile specialized reports upon request. The data specialist will be housed in the district's Department of Instruction to facilitate interaction with the curricular and instructional experts and to expedite access to data that is essential to their work. She will also play a major role in completing and updating the district's Balanced Scorecard, a tool for communicating via the district's website its goals and progress toward those targets to the public.

The district is also participating in the state's data coach project by being one of the districts involved in the state pilot. The district now provides input into the process of developing more structured PLCs that use data to improve classroom instruction. The Data Analysis Specialist and the first district data coach are working together to develop both a direct facilitation model and a coach-the-coach model so that they can use the lessons learned in the pilot to guide the implementation in all of the district schools next year. The focus of the pilot is to determine the model which will be most effective to provide a differentiated schedule to meet the needs of the low-performing versus the high-performing schools and PLCs. Once the district receives its second data coach in the fall of 2011, the Data Analysis Specialist will work with both data coaches to determine a schedule for all 15 schools. Together they will also develop a plan that first analyzes the status of PLCS and data analysis needs for each school, and then focuses on the schools with the highest need (schools not making Adequate Yearly Progress) and the neediest PLCS.

In addition, the Data Analysis Specialist will join with the Department of Instruction members in designing and executing the plan for the district's annual Data Day. During the closing days of school, the team with create templates, activities, and a PowerPoint that will be shared with each principal for staff-wide use. On Data Day each building's teachers and administrators "crunch" data from myriad sources to determine individual's, classroom's, grade level's, department's, and/or team's academic gains; measure progress toward established yearly goals; determine which curricular or instructional changes are required; and set goals for the upcoming year based on their data analyses. In essence, they translate data into instructional modifications to increase student learning in the upcoming year.

Although Data Day is an Indian River School District tradition, the addition of a dedicated person whose responsibility is to research and compile that's invaluable to data-based instructional decision-making is critical to the district's improvement of access to and use of data systems. The Data Analysis

Specialist will also be an essential resource to the data coach and PLC groups. Acknowledging the critical role this person plays in improving student

achievement, the district will dedicate a unit to the position when Race to the Top funds are no longer available. However, in the interim she, as a resource to all teachers and administrators, will have built data-analyzing capacity throughout the district. Her networking should translate into greatly improved skills for many, who can continue maximizing the use of data to accelerate achievement and improve learning for all students.

While the district has been involved in using data to guide instruction for many years, it is critical that each teacher learns to use the new DCAS reporting system as well as the district's data tracking system to help each individual student have the interventions or enrichments needed on a regular basis. The communication about data use and the supports for students will need to happen through the Leadership Institutes for administrators, through the data coach project in the schools, and through the parent outreach and through the schools. In addition, the Parent Center coordinator will teach parents how to access grades through Home Access, homework via teachers' personal websites, and their children's progress toward Common Core standards by using the public sections of DDOE's DCAS links.

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: Duane Hill**

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 90 minutes of weekly collaborative time *	$0 Funding from other sources	Principals					x	x	x		x	x	x		x	x	x		Chart of each school's 90-minute PLC plan Completion date: September 30, 2012, 2013, and 2014
Develop an Instructional Improvement System for utilization by teachers, administrators, and data coaches	$0 Funding from other district sources	Principals/ Assistant Principals	x	x	x		X	x	x		x	x	x		x	x	x		PLC protocols, agendas, focus questions posted on district website. Completion date: August 2011, 2012, 2013, and 2014
Use State data coaches to facilitate	R2T $90,334	C. Pepper			x		X	x	x		x	x	x		x	x	x		Monthly schedules and recaps of data reviewed and instructional decisions made.

collaborative time**	$6,000 Substitutes/ Stipends for PLC training																		Completion date: September to May 2012, 2013, and 2014
Budget total	$96,334																		

** The district has previously submitted its plan for weekly 90-minute PLC's. Arrangements differ by grade configuration. At the elementary level PLC time is typically scheduled at the end of the day. Specialists cover classes and continue to provide instruction while grade level teachers meet for a PLC block one day per week. At the middle school level, the 90-minute collaboration time is woven into the double planning period that is an integral part of the middle school concept. Since the two IRSD high schools have different schedules, principals' plans for a solid 90-minute collaboration period differ. One involves a portion of the block period day; the other utilizes common planning time that is already included in the schedule.*

***The district's Data Analysis Specialist, who serves as IRSD's liaison with DDOE during the Data Coach Pilot , and the assigned Data Coach have collaboratively developed the attached schedule for coach interaction at the district's five pilot schools.*

Objective 3 Measures: *Which measures will this objective impact, how much, and when?*

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**
% proficient or advanced on DCAS Reading (Grades 3-8, 10)	85%, Spring 2010 DSTP	88%	92%	96%	100%	The purpose of a sophisticated data system is to inform educators and thus accelerate achievement and improve learning outcomes for all students. Therefore, the impact of maximized data system use should be reflected in increased proficiency as verified by DCAS.
% proficient or advanced on DCAS Mathematics (Grades 3-8, 10)	83%, Spring 2010 DSTP	86%	90%	95%	100%	
% advanced on DCAS 4th Grade Mathematics	53.9%, Spring 2010 DSTP	55.5%	57%	58.5%	60%	
% advanced on DCAS 4th Grade Reading	44.1% Spring 2010 DSTP	46.8%	49.5%	52.2%	55%	
% of core content area teachers who participate in PLC for one 90-minute or two 45-minute sessions/week	---	93%	98%	99%	100%	Scheduling challenges will be addressed to assure that all have 90 minutes of PLC time.

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]

Throughout the district, principals are creatively re-crafting schedules to assure that ninety minutes can weekly be dedicated to collaborative time.* Although professional learning communities have been a prominent feature of Indian River's culture since Rick and Becky DuFour initially trained a teacher-administrator team from each school during Summer 2004, PLC time has been expanded this year and sessions have become more structured to intensify the focus on data analysis and, subsequently, on instructional modification. Since the district espouses a philosophy that all educators should be life-long learners who can improve regardless of how capably they are currently performing their assigned professional tasks, its staff members recognize that they can "grow" under the guidance of "experts." Classroom teachers will highly benefit from Data Coach "mentoring." All concur that data holds the secret to best meeting their students' needs; however, many confess that they still have much to learn about accessing, interpreting and applying data to improve student learning. Hence, the timing is ideal for the addition of professionally trained data coaches to work with existing PLC's to enhance participants' ability to understand and use data to promote increased learning to a greater extent than previously possible. Coordinating their efforts with Indian River's Data Analysis Specialist, the Data Coaches can observe instruction, offer feedback to teachers, and work with collaborative planning groups to maximize use of the data to which Delaware's educators will have access. DDOE's development of an Instructional Improvement System for utilization by teachers, administrators, and data coaches will facilitate the process and enable teams (and their students) to fully benefit from available data. The PLC protocols and focus questions will augment PLC groups' accountability as well as improve outcomes for all students. While assuring the implementation of the Instructional Improvement System and partnering with the IRSD Data Analysis

Specialist, the coaches will build capacity among teachers, thus preparing them to continue to capitalize upon available data to inform long after Race to the Top funding has been exhausted. The IIS template describing how each IRSD school has planned for 90 PLC minutes weekly will be submitted to the Department of Education TLEU Instructional Improvement System supervisor by the July 1 deadline.

** The district has previously submitted its plan for weekly 90-minute PLC's. Arrangements differ by grade configuration. At the elementary level PLC time is typically scheduled at the end of the day. Specialists cover classes and continue to provide instruction while grade level teachers meet for a PLC block one day per week. At the middle school level, the 90-minute collaboration time is woven into the double planning period that is an integral part of the middle school concept. Since the two IRSD high schools have different schedules, principals' plans for a solid 90-minute collaboration period differ. One involves a portion of the block period day; the other utilizes common planning time that is already included in the schedule.*

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)

Activity plan by strategy:

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

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 DPAS II evaluation process	DOE determined cost R2T $35,188	DDOE S. Bunting					x	x	x	x	x	x	x	x	x	x	x	x	DDOE provided rubric reflecting increased fairness and consistency in the DPAS II process Completion date: January 2012
Deliver professional development offerings that are aligned with improvement plans	R2T $4,500 For substitutes and stipends	C. Bunting S. Smith			x	x		x	x	x		x	x	x		x	x	x	Matrix to track teachers on improvement plans that include areas of need for PD, a description of PD plans, and evidence-based improvement outcomes Completion date: January and June 2012, 2013, and 2014
Explore benefits of distributive leader-ship in schools thru the integrated use of time studies and coaching	R2T $0 Funds from other district funds	C. Bunting			x	x													Job description for a School Administrative Manager (SAM) Completion date: Mid-summer 2011
Subsequently, hire an IRSD ADP	DOE $50,000	C. Bunting					x	x	x		x	x	x						Graph reflecting the distribution of a

graduate as a SAM for Phillip Showell and SDSA.	R2T $150,000																		principal's time devoted to instruction Completion date: January and July 2012, 2013, and 2014
Read 20% of all principals' formative and summative assessments to assure that Common Core standards and research-based practices are being monitored	$0	S. Bunting	x	x	x		x	x	x		x	x	x		x	x	x		Chart indicating the number of formatives and summatives reviewed, strengths and weaknesses regarding each principals' observations of Common Core standards and research-based practice implementation, and comments to be included in their mid-year and summative evaluations Completion date: July 2012, 2013, and 2014
Budget total	$179,688																		

Strategy: Establish new educator career paths linked to evaluation (SoW 6) **Owner: Renee Jerns**

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**	
Create and post a teacher leader job description.	$0	C. Bunting			x														Posted job description which includes a clearly defined teacher leader career path Completion date: June 1, 2011.
Hire 5 "highly effective" teacher leaders to be placed in the district's lowest performing schools to serve as instructional coaches. (Teachers will teach half a day and coach half a day, work 10 days during the summer, and participate in afterschool PD at	R2T $600,000 Acad Exc $600,000 ($80,000/yr salaries + benefits x 3 yr x 5 teachers)	C. Bunting S. Smith Sup. of Sec. Instruction					x	x	x		x	x	x		x	x	x		Board of Education's Personnel Agenda bearing names of teacher leaders chosen via internal interviews Completion date: August 2011 and 2012 Master schedules confirming that teacher leaders teach only half a day Coaching schedules Logs indicating the coaching "whos" and "whats" Completion date: September 2011, 2012,

NG, MM, GM, SC, IR)																			and 2013
Hire a coach to work with special education teachers in schools w/lowest achieving special education students.	$0 Funding from other district sources	C. Bunting Sup. of Sec. Instruction A. Carey					x	x	x		x	x	x		x	x	x		Board approved Personnel Agenda Master schedules reflecting coaching assignments Completion date: August 2011, 2012, and 2013
Conduct bi-monthly PD sessions for teacher leader cadre members.	$0 Funding from other district sources	C. Bunting S. Smith Sup. of Sec. Instruction					x	x	x		x	x	x		x	x	x		Individual notebooks with completed assignments, reflections regarding PD, and resulting training/coaching plans for peers Completion date: January and June 2012, 2013, and 2014
Design and implement a 7-day summer training/ planning program for teacher leader cadre members.	R2T $24,500 5 coaches x 7 days x 3 years, salary and OECs	C. Bunting S. Smith Sup. of Sec. Instruction				x				x				x					Notebook section reflecting participation in summer training activities, completed assignments, and plans for coaching peers Completion date: Mid-August 2011, 2012, and 2013
Budget total	$624,500																		

Objective 4 Measures: *Which measures will this objective impact, how much, and when?*						
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**
Consistency, timeliness, and quality of DPAS II evaluations as evidenced by scores on the evaluation rubric	0%	70%	80%	90%	100%	The rubric will provide principals with a guide for improving the consisten-cy, timeliness, and quality of their DPAS II evaluations.
The percentage of a principal's time devoted to instruction	20%	---	35%	50%	---	Since the SAM will be hired for the 2011-2012 school year, no impact will be documentable until 2012. The addition of a School Administrative Manager should affect a 10 percentage point increase in the time the principal can devote to

						instruction at PS and SDSA.
The percentage of teachers rated effective or highly effective	94%	96%	98%	99%	100%	In order to maximally accelerate achievement and improve outcomes for all students, it is essential that schools be fully staffed with effective teachers who are striving for "highly effective" status.
The percentage of highly effective teachers	0% Rating does not exist	0% Rating will probably not exist	10%	15%	20%	
The use of instructional coaches at the secondary level in reading, math, or special education as reflected by DCAS scores in grades 8 and 10.	Grades 8, 10 ELA…85% Grades 8, 10 Math…78%	ELA …88% Math… 83%	ELA …92% Math… 88%	ELA …96% Math… 93%	ELA …100% Math… 100%	Instructional coaches will focus on reading and math strategies to support instructional improvements in schools that fail to make AYP resulting in improved student achievement.

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]*

The revised Delaware Performance Appraisal System (DPAS II) was designed to affect improved instruction in classrooms across the state. After several years of its use, however, it is apparent that educators need additional training if they are to accelerate achievement and improve outcomes for all students. Although evaluations should be the primary factor in educator development, promotion, advancement, retention, and removal, administrators need help in maximizing the impact of the DPAS II evaluation process. Hence,

- Integrating development coaches into the evaluation process will enable the district's principals and assistant principals to more effectively use the DPAS II instrument to complete more consistent formative and summative assessments that will better inform instruction and translate into accelerated achievement.
- Relatedly, the design and delivery of professional development offerings that are aligned with improvement plans will assure that teachers are provided with the resources and assistance that will make an immediate difference in their classrooms. The district's purchase of PD360 will facilitate this process since staff can be directed to view videos that directly address weaknesses that administrators have detected and listed as reasons for improvement plans. Subsequently, administrators can view their responses to questions and the applications are included in the assignments. Although the individualization of PD via online resources is in its infancy in the district, the matrix to track PD, PD plans, and outcomes as evidence of improvement will formalize the process, facilitate reflection, and heighten accountability for both the evaluator and the evaluated. Both the incorporation of development coaches into the DPAS II process and differentiating PD via improvement plan directives should enhance progress toward accomplishment of identified needs and Common Measures. (PD360 will be paid for through other funding lines instead of Race to the Top.)

- During the first year of Indian River's participation in Vision 2015, the University of Delaware conducted a time study, which yielded approximate percentages for the times secondary principals, including IRSD's high school principals, were daily devoting to instruction. Although neither of the principals that will be working with the SAM was involved in the study, the district average provides a baseline for the SAM targets. The carving out of additional time for building administrators to fulfill their roles as instructional leaders will translate into academic gains for students. Therefore, the district will experiment with and carefully chart the impact of the School Administrative Manager (SAM) concept. The plan is to employ one of the district's Administrative Development Program "grads" as a SAM. The advantages are twofold; not only will the principal be able to invest more time in instructional improvement but the ADP "grad" will gain further administrative experience, thus being better prepared to assume an assistant principal's position when one becomes available. Hopefully, these benefits will result in the Board's decision to continue such a position after R2T funds disappear.
- A final effort to improve the effectiveness of educators based on performance involves the superintendent's review of principals' formative and summative assessments to assure that Common Core standards and research-based practices are being monitored via the DPAS process. In essence, building administrators have been apprised of expectations and are being held accountable for using the DPAS instrument to drive improved instruction. Although the reading of a certain percentage of evaluations is current practice, the activity will be formalized through charting not only the number perused but also the strengths and weaknesses observed and the resulting comments that appear on principals' mid-year and summative evaluations. To guarantee continuous instructional improvement, adherence to Common Core standards, and the incorporation of research-based strategies, the superintendent's direct review of DPAS II documents will become standard practice.

A second strategy for improving the effectiveness of educators based on performance involves the establishment of new educator career paths that are linked to evaluation. Although the district has created numerous teacher leader opportunities such as LFS trainer, SMARTboard trainer, Science Coalition liaison, and math lead teacher, no official description of "teacher leader" exists. Thus, additional educator career paths are warranted.

- The first step is to create and post a teacher leader/instructional coach job description to establish a common understanding of the role. Once the position is defined, the description can be continuously used until, through experience, revision is deemed necessary. Candidates must indeed be "highly effective." Until the State clearly delineates how to measure "highly effective" status, the district will judge potential teacher leaders via classroom performance as verified by DPAS II, walk-thru documentation, professional development history, and students' DCAS-confirmed academic growth.
- Secondly, the hiring of instructional coaches who divide their time between teaching and coaching peers will comprise a new teacher leader endeavor in the lowest performing schools (SCHS, IRHS, NG, MMS, GMS). The district will reassess the assignments for instructional coaches each year once the AYP ratings are available. Student learning should be increased, academic gains should result, and progress toward Common Measures should be realized. Since these coaches should have a direct impact on the performance of teachers at the lowest-performing schools to which they will be assigned, their ultimate measure of accountability will be the school's AYP achievement. Significant growth and adequate yearly progress in their buildings should enhance the probability of this career path continuation beyond R2T.

- The addition of the instructional coach for special education will focus on the instructional needs of students with disabilities. This year the district has had an inclusion coach working with these secondary schools; she is in the process of analyzing the results to determine the next steps for coaching.
- Bi-monthly and summer PD sessions for teacher leader cadre members are critical to both their success and increased learning. Since IRSD has never had such a cadre, PD for instructional coaches has not existed. The documented impact of teachers who, as instructional coaches, advance along the career ladder should signal the importance of maintaining the positions and expanded PD in order to consistently progress toward Common Measure accomplishment and "make AYP."

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

Summary of strategies:

Required Strategies

- Increase the concentration of highly-effective teachers and leaders in high need schools (SoW 7 req.)

Activity plan by strategy:

Strategy: Increase the concentration of highly-effective teachers and leaders in high need schools (SoW 7 req.) | **Owner: Celeste Bunting**

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	$0 Funding from other sources	C. Bunting				X	x	X	x	x	x	X	x	x	x	x	x	x	Roster of positions filled through central website use Completion date: September 15, 2012, 2013,and 2014
Forecast hiring needs and use succession planning	$0 Funding from other sources	C. Bunting				x	x	X	x	x	x	x	x	x	x	x	x	x	Chart indicating anticipated vacancies Completion date: April 30, 2012, 2013, and 2014 Succession plan Completion date: May 31, 2012, 2013, and 2014
Develop and administer an exit survey to teachers	$0 Funding from	C. Bunting			x	x	x	X	x	x	x	x	x	x	x	x	x	x	Exit Survey Summary of exit survey findings

and administrators who leave IRSD	other sources																		Completion date: January 31 and June 30, 2012, 2013, and 2014
Utilize HQ and DPAS II data to ensure that low-performing schools are staffed with highly qualified, highly effective teachers *	$0 Funding from other sources	C. Bunting			x	X			x	x			x	x			x	x	Chart comparing percentages of highly qualified teachers in IRSD schools Chart comparing percentages of highly effective teachers in IRSD schools Completion date: April 15, 2012, 2013, and 2014
Budget total	$0																		

Objective 5 Measures: *Which measures will this objective impact, how much, and when?*						
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**
The number of schools not meeting the 100% of highly qualified staff target	5	4	2	0	0	Efforts to enable existing staff to become HQ, and to place HQ teachers in, the lowest-performing schools will be a top priority.
The percentage of instructional and administrative staff members who leave IRSD and complete an exit survey	0%	90%	98%	99%	100%	Survey results will be used to make decisions re: such variables as salary, PD, workload, advancement opportunities, etc.
The difference in the percentage of highly effective teachers in low- versus high-performing schools	---	3%	2%	1%	0%	The percentage of DPAS II ranked “effective” staff members in low-performing schools should be greater than or equal to the percentage at high-performing schools.

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]*

Currently, the difference in the percentage of effective teachers in low- versus high-performing schools is small since few district teachers have an "unsatisfactory" rating. Once the student performance becomes an integral part of the DPAS II summative, however, the above percentages may warrant revision. Indian River's potential to equitably distribute effective educators and increase the concentration of highly effective teachers and leaders in low-performing schools will be enhanced by the activities outlined in Objective 5. The use of a central website should facilitate IRSD's Director of Personnel's efforts to fill critical needs positions. Connecting with and subsequently hiring secondary math, reading, and science teachers; K-12 special education teachers; world language teachers; and specialists, such as speech pathologists and literacy coaches, have posed challenges for Indian River in the past. Since IRSD's identified needs include special education performance and secondary reading and math scores, and since the district's secondary schools are its lowest-performing ones, the central website will be highly beneficial. Broadening access to possible hires should enable the district to offer contracts to all teachers in a timely manner, thus enabling its fifteen schools to be fully staffed when they open in September.

The semi-annual reports of possible vacancies will provide accurate data which will inform recruiting efforts and selection of candidates for the district's Administrative Development Program. For example, if the Director of Personnel forecasts two openings at the secondary level, serious attention should be paid when selecting and grooming "high potentials" that could assume those positions. Although we have casually forecast such openings in the past, we will more formally address hiring needs via Race to the Top activities. A target will be not only filling all positions before classes annually begin but also assuring that the positions are filled by highly qualified educators, which we have been unable to do in the past. The forecast should be influenced by information garnered through exit surveys of teachers and administrators who leave the district. Such surveys have never been conducted. If patterns are detected, the reason-for-leaving summaries provided to the Board of Education should enlighten the decision-makers and thus lead to changes that will both lure and retain better teachers and administrators to the district. Needless to say, the more capable the staff we employ, the more effective they will be in increasing student achievement. The exit survey should also provide insights that can translate into keeping the most effective staff members in the district long after Race to the Top funds expire, thereby ensuring that instructional improvement can be sustained. Moreover, sustainability should be promoted via the connections with colleges that graduate exceptionally well-trained educators, collaboration with other website users, and continued analysis and the subsequent addressing the reasons revealed in exit surveys for leaving the district. The funding for this objective will be done through the use of district monies. While the data on the hiring, training, and retention of highly qualified, highly effective staff and the impact of the highly qualified versus non-highly qualified teachers on individual classrooms and student groups has been done on an annual basis, the district needs to establish a more formal process for collecting and analyzing this data. The role of the Data Analysis Specialist will include the collection of this data on highly qualified staff to be shared with the district administrators on a regular basis each year. The administrative secretary who maintains DPAS II evaluation schedules and documents will chart school data regarding teacher effectiveness.

* At the request of the district's union membership, the district will not be investing Race to the Top dollars in either hiring stipends or in retention bonuses.

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: Celeste Bunting**

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**	
Conduct ongoing surveys of new teachers and their administrators about teacher pre-service preparation and its impact on teacher effectiveness	$0 Funds from other district sources	M.Lingenfelter								x				x				x	Ranked listing of effective teacher pre-service preparation programs Completion date: June 15, 2012, 2013, and 2014
Research pre-service programs of new hires during the past ten years to determine which have produced staff whose students have made the greatest academic gains	$0 Funds from other district sources	C. Bunting C. Pepper DOI members					x	x	x										List of the 5 pre-service programs that have prepared IRSD teachers whose students have made the greatest academic gains Completion date: March 2012
Recruit at institutions with prep programs that have yielded IRSD's most effective new teachers	$0 Funds from other district sources	C. Bunting							x	x			x	x			x	x	Agendas from recruiting visits to schools identified as having most effect pre-service preparation programs Board approved personnel agendas that include names of hires from these highly effective programs

																			Completion date: June 15, 2012, 2013, and 2014
Participate in the Delaware Teaching Fellows Project for high needs areas, especially math, science, and special education	R2T $45,000	C. Bunting					x	x	x		x	x	x		x	x	x		Board approved personnel agendas that include names of DTF hires Completion date: September 30, 2012, 2013, and 2014
Reassign teachers and administrators within and among buildings based on achievement data to better address students' needs	$0	Principals Superintendent Board of Ed				x				x				x				x	School schedules Board approved personnel agendas Completion date: August 2011, 2012, 2013, and 2014
Use achievement data to determine teachers' courses/ classes assignments and create sched-ules based on high needs	$0	Principals			x	x			x	x			x	x			x	x	School schedules Logs reflecting data-based course/class assignment Completion date: July 2011, 2012, 2013, and 2014
Budget total	$45,000																		

Objective 6 Measures: *Which measures will this objective impact, how much, and when?*						
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**
The percentage of first year teachers that are effective or highly effective	----	96%	97%	98%	99%	Recruitment from schools w/ most successful pre-service programs and subsequent coaching during first year should increase new teachers' effectiveness.
The number of schools with a percentage of highly qualified staff that is less than the district HQT average	94.2% HQT in IRSD 4 schools below the district average in 2010	3	2	1	0	Hiring based on the variety of initiatives listed in the activities for this objective should result in a higher percentage of highly qualified teachers in the critical areas.

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]*

In order to ensure that educators are well prepared, the district is taking a multifaceted new approach to recruiting that should enhance its ability to hire the most effectively prepared teachers for classrooms in its 15 facilities but especially in its lowest-performing ones. First, the surveying of staff members and the subsequent analysis of pre-service program impact on effectiveness should provide insight into not only which institutions most successfully prepare teachers but also which features of their programs translate into "best practice" instruction. Of particular interest, of course, will be schools that have generated teachers who can significantly impact learning in "root cause" areas including special education, and secondary math, science, and reading. Simultaneously, the district will investigate the pre-service preparation programs of the new hires during the past five years and research which teachers' students have exhibited the greatest academic gains. As the district digests the achievement data and notes from which universities the new hires have hailed, district administrators will watch for patterns. Hopefully, the Director of Personnel and her staff will be able to conclude that certain teacher preparation institutions produce teachers who are more capable of increasing learning than those from other universities and colleges. Indian River has neither surveyed its teachers about the impact of their pre-service preparation programs nor scrutinized where teachers whose students exhibit the greatest gains were trained; thus, such activities are novel ones. Once the survey is designed it can be annually administered to new hires. Similarly, after a 10-year pre-service preparation program /most effective teacher summary is compiled, annually adding new hire information will be a simpler task. Hence, once Race to the Top monies are no longer available, the practice can easily be continued. A natural outgrowth of the pre-service preparation program study is the redirection of recruiting efforts. As a result of the research initiative, the Director of Personnel can deliberately target those identified schools when planning recruiting trips, contacting potential hires, and communicating vacancies. Obviously, since the district has never had such "scientific" information, it has never concentrated its attention on institutions with proven "highly effective" status. However, the Director of Personnel will undoubtedly continue to focus on those schools long beyond R2T due to the potential impact on Common Measures and the related benefits that can be derived for IRSD's students.

Since securing well prepared teachers in the high need areas of special education and secondary math, science, and reading, Indian River has selected to participate in the newly designed Delaware Teacher Project. We have high hopes that our involvement in the initiative will enable us to secure and retain the talents of extremely well prepared teachers with specialized training in working with the subgroups that have to date not made "adequate yearly progress" and thus have constituted cells that lead to their "low performing" status.

Objective 7: Provide effective support to educators

Summary of strategies:

Required Strategies

- Adopt a coherent approach to professional development (SoW 10)
- Accelerate the development of instructional leaders (SoW 11)

Activity plan by strategy:

Strategy: Adopt a coherent approach to professional development (SoW 10)	**Owner: Sandy Smith**

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 development (including Learning Focused Strategies, Common Core Standards training/alignment sessions, SMART-board training, etc.) to specific skill and role expectations	$0 Funds from other district sources	S. Smith A. Carey Sup. of Sec. Instruction	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	Summary of learning walks verifying implementation of common core standards, Learning Focused Strategies and SMARTboard trainings, and administrative development PD initiatives Completion date: September and December 2011, 2012, and 2013; March and June, 2012, 2013, and 2014
Review existing PD to determine its effectiveness and prioritize participation in high-impact PD offerings	$0	S. Bunting S. Smith IRSD 's Curriculum Committee				x				x				x				x	Professional development action plan reflecting prioritized PD offerings by DOI Completion date: August 1, 2011, 2012, 2013, and 2014
Maximize Vision 2015 participation	R2T $150,000	S. Bunting S. Smith	x	x	x		x	x	x		x	x	x		x	x	x		"Superior" or "Commendable" accountability ratings of participating schools Learning walk summarizes as evidence of fidelity to Vision 2015 instructional focus Completion date: August 2011, 2012, 2013, and 2014
Budget total	$150,000																		

Strategy: Accelerate the development of instructional leaders (SoW 11)	**Owner: Susan Bunting**

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**	
Ensure novice and low-performing school principals participate in State instructional leader-ship training (including sub costs)	R2T DOE R2T local $37,500	S. Bunting C. Bunting	x	x			x	x	x		x	x	x		x	x	x		Certificates of completion issued by state instructional leadership program head Completion date: June 30, 2012, 2013, and 2014
Create a training schedule to develop 50 teacher leaders via LFS certification courses	R2T $74,000	S. Smith LFS staff A Carey Sup. of Sec. Instruction				x													Certificates of completion issued by LFS trainers Completion date: July 31, 2011
Create a training schedule to develop 50 teacher leaders via SMARTboard certification courses	R2T $48, 877	J.Whaley SMARTboard staff			x	x			x	x									Certificates of completion issued by SMARTboard trainers Completion date: July 31, 2011
Create and subsequently offer a cluster-like Leadership Institute for all IRSD admin-istrators	R2T $50,000 ($1000/yr stipend x 25 admins x 2 yr)	S. Bunting C. Bunting S. Smith Lead principal					x	x	x	x	x	x	x	x					Disseminated cluster plan Rubric for evaluating portfolios Rubric-evaluated portfolios Completion date: June 30, 2012, 2013, and 2014
Expand leadership preparation and enhancement opportunities via	R2T $300/yr per program for books/ materials x 3 yr =	S. Bunting C. Bunting S. Smith P. Miller G.Brittingham Administrator Leadership		x	x	x	x	x	x	x	x	x	x	x	x	x			Rubric for evaluating portfolios Rubric-evaluated portfolios of completed readings, reflections, assignments, and special projects (all three programs)

-Leadership Institute for 15 principals/yr - L.E.A.P. (Leader-ship Excellence for Assistants and Principals) for 8-10 participants/yr - Administrative Development Program (ADP) for 6-8 prospective administrators/yr	$2700 Plus $5400 for shadowing ($1800/yr x 3yr for subs)	Planning Team																	Completion date: June 2012, 2013, and 2014 Completion date: January 2012, 2013, and 2014 Completion date: September 2011, 2012, and 2013
Budget total	$218, 477																		

Objective 7 Measures: *Which measures will this objective impact, how much, and when?*						
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**
Number of Indian River teacher leaders that will become certified train-the-trainers	100 in LFS 100 in SMARTboard	100 in LFS 100 in SMARTboard	---	---	---	Early R2T funds were invested in training 100 teachers in Summer 2010.
Percentage of participants (ADP, Leadership Institute, L.E.A.P.) with a 3 or better on individual portfolios	0	85%	89%	92%	95%	The rubric will be created and used in all leadership programs as of 9/1/11.

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 Indian River School District acknowledges that instructional leadership is critical in providing support to educators and thus in increasing learning. Hence, IRSD believes a combination of training in research-based practices and building leadership, both at the teacher leader and administrative levels, to promote and monitor implementation is essential for accelerating student achievement. Therefore,

1. The Indian River School District has adopted Learning Focused Strategies as its coherent approach to professional development. By focusing on a singular research-based PD initiative, by assuring that all administrators and instructional staff members have been trained and are expected to implement LFS, by developing LFS-certified teacher leaders to act as resources to peers in each of their schools, by expecting that all DPAS II – observed lessons reflect LFS practices, and by holding administrators responsible for the pervasive and consistent use of LFS to promote increased learning for all students, IRSD provides effective support to educators.

2. By deepening the knowledge of research-based educational practices and strengthening the instructional skills of teachers and administrators, the outlined strategies and activities should impact the achievement of all students, thus addressing identified needs and promoting accomplishment of the Common Measures.

3. Since the school leader is ultimately responsible for student learning, he/she must be provided with high-quality professional development to extend his/her skills and knowledge. For the past seven years Indian River has been steadily implementing Learning Focused Strategies use in all subject areas for all students in all classrooms. The district has also been a Vision 2015 participant since its inception. However, two major differences lie between what has been previously done and what is now planned. First is the acceleration of instructional leadership development. Teacher leaders have been emerging via Vision 2015 involvement and various opportunities provided by the district. The training and subsequent official certificating of a cadre of LFS and SMARTboard teacher leaders who can serve as an in-house resource to peers in every school constitute an ardent effort to accelerate the pervasive use of both LFS and technology integration to enhance student learning. These teachers will lead PD sessions, serve as instructional models for peers to emulate, and highly contribute to PD development/delivery at each site. They will now comprise instructional leadership teams that will become major decision-makers in their respective buildings. Secondly, heightened monitoring efforts via iPAD PD 360 use during learning walks will compel intensified use of common core standards, LFS, and technology integration.

   Administrators should serve as life-long learning models for staff members to emulate. Thus, they must continuously hone their observational skills, expand their instructional knowledge, and advance their ability to provide effective support through the district's Leadership Institute and L.E.A.P. professional development sessions for current principals and assistant principals. Not only will administrators further their accomplishment of the ISLLC Standards, advance their acquaintance with best practice instruction, and hone their leadership skills through participation, but they will also learn how to strengthen PLC's within their schools, better evaluate research-based instruction in classrooms, increase their competence in analyzing assessment data, and conduct action research. A major difference in this year's Leadership Institute operation will be the emphasis on accountability for translating (and verifying) what they have learned into enhanced student achievement. Administrators will experience heightened accountability for their own professional development through pre/post surveys, rubric-evaluated portfolio verification of assignment completion, and reflections indicating impact on job assignments.

   Those who aspire to become administrators in the Indian River School District will now complete a more rigorously designed, implemented and monitored Administrative Development Program series of sessions to ensure that they gain knowledge of the working reality of administrative assignments in addition to theoretical and/or research-oriented content gained through School Leadership I courses. Although in the past the series of sessions has been created and delivered by a team of key central office administrators, building principals will join the planning team to assure that candidates are provided with the full-range of information and experiences critical to administrative success.

4. The district will rely on the train-the-trainer model to ensure sustained improvement when R2T funds are no longer available. By that time, a number of the teacher leaders will have become administrators, which will augment sustainability. Additionally, most administrative leadership training sessions have been and will continue to be conducted by the superintendent's key central office staff members free of charge. As the district focuses on developing instructional leadership capacity among administrators and teachers, the current leaders of the district are focused on a plan that will grow its own leaders so that the Race to the top initiatives will be sustained no matter how the leadership of the district changes. A well thought out communication plan is critical to implementing and sustaining the Race to the Top initiative. The district's vision and mission need to be communicated to all stakeholders. Their acquaintance with R2T details and their understanding of how all district initiatives are connected are key to sustaining accelerated student achievement.

Most curricular alignment and train-the-trainer professional development occurs during the summer months. The teacher leaders are subsequently responsible for providing peers with professional development during faculty meetings and in-service opportunities scheduled throughout the school year. Since Indian River strongly protects instructional time, every attempt is made to avoid pulling teachers out of classrooms.

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:

Required Strategies

- [If selected] Follow the process for turning around schools selected for the Partnership Zone (SoW 12)

Activity plan by strategy:

Strategy: [If selected] Follow the process for turning around schools selected for the Partnership Zone (SoW 12) | **Owner: Renee Jerns**

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**	
Ensure curriculum aligns with standards	R2T (Budgeted $66,304 in Objective 1	S. Smith Dept of Instruction (DOI) members							x	x			x	x			x	x	Action plan for summer Common Core alignment workshops for district PLC's Revised curricular maps and classroom-ready K-12 reading and math units produced

(See Objective 1 – Strategy 1)	for this activity)																		and posted on district's website Completion date: August 2011, August 2012, and August 2013
Acquaint instructional staff with aligned curricular maps during PD sessions at the beginning of the year (See Objective 1 – Strategy 1)	$0 Funds from other district sources	S. Smith DOI staff Instructional coaches					x				X				x				Action plan focused on Common Core-aligned curriculum for New Teacher Orientation for about 70 new teachers and Back-to-School PD sessions for all returning teachers Survey of staff on Common Core and available resources Completion date: August 2011, August 2012, and August 2013
Assure curriculum is implemented with fidelity (See Objective 1 – Strategy 1)	$0 Funds from other district sources	S. Smith DOI Principals					x	x	x		X	x	X		x	x	x		"Learning Walk" tool developed and shared with staff Spreadsheet indicating the "Learning Walks" conducted in all core content classrooms in each school Feedback email provided by DOI members and building administrators for each teacher through the IPAD app Observation 360 linked to videos and reflections questions Quarterly summary reports of feedback provided by DOI members for each school regarding fidelity to LFS and Common Core-linked curricular maps. Completion date: November 30, 2011, 2012, and 2013; February 28, 2012, 2013, and 2014; and May 31, 2012, 2013, and 2014
Hire 5 "highly effective" teacher leaders to be placed in the district's	R2T $600,000 Acad Exc	C. Bunting S. Smith Sup. of Sec. Instruction					x	x	x		x	x	x		x	x	x		Board of Education's Personnel Agenda bearing names of teacher leaders chosen via internal interviews

lowest performing schools to serve as instructional coaches. (Teachers will teach half a day and coach half a day, work 10 days during the summer, and participate in afterschool PD at NG, MM, GM, SC, IR) See Objective 4 - Strategy 2	$600,000 ($80,000/yr salaries + benefits x 3 yr x 5 teachers)																		Completion date: August 2011 and 2012 Master schedules confirming that teacher leaders teach only half a day Coaching schedules Logs indicating the coaching "whos" and "whats" Completion date: September 2011, 2012, and 2013
Hire a coach to work with special education teachers in schools w/lowest achieving special education students. See Objective 4 – Strategy 2	$0 Funding from other district sources	C. Bunting A. Carey Sup. of Sec. Instruction					x	x	x		x	x	X		x	x	x		Board approved Personnel Agenda Master schedules reflecting coaching assignments Completion date: August 2011, 2012, and 2013
Budget total	$0																		

Objective 8 Measures: *Which measures will this objective impact, how much, and when?*						
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**
Number of district schools annually making AYP	10/14	14/14	14/14	14/14	14/14	In order to avoid being considered "low performing" and thus being selected for Partnership Zone partici-pation, schools need to make AYP, thus earning either a Commendable or Superior rating in Delaware's accountability system.

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 lowest-achieving schools in the Indian River School District are North Georgetown Elementary (NG), Georgetown Middle (GM), Millsboro Middle (MM), Indian River High (IR), and Sussex Central High (SC) schools. The first four currently have an "Academic Review" rating in Delaware's accountability system. Sussex Central rose from "Academic Watch" to "Academic Progress" as a result of its student 2010 DSTP performance. All other district schools are rated "Superior." In order to provide deep support for the lowest achieving schools, the district will assure that the staff is fully acquainted with research-based practices as well as the Common Core Standards and subsequently intensify its efforts to monitor implementation of the curriculum that is closely aligned with the Common Core standards. The main difference between the targeted low-achieving schools and other district schools is one of intensity of effort and degree of oversight. As previously mentioned, the first step in accelerating achievement and improving outcomes for all students with rigorous standards, curriculum, and assessments is to support the development of new standards, align curriculum, and conduct assessments. Since the Common Core standards have just recently been adopted, all efforts to revise the curriculum and to subsequently infuse the revamped curricular maps into instructional practice are an improvement over past practices. Indian River will develop an action plan for Common Core alignment workshops for district PLC's during the next three summers in order to prepare revised curricular maps and classroom-ready reading and math units for teachers' use. Products will be introduced to staff during back-to-school PD sessions, posted on the district's website, and discussed throughout the year during PD, coaching, and PLC sessions. A special effort will be made to acquaint fledging staff members with the district's expectations and the Common Core standards in general during New Teachers' Orientation. Since the Common Core standards were recently adopted, all teachers and administrators will profit from the exposure to the revised maps and units. To assure that the curriculum is implemented with fidelity, "learning walks" in all core content classrooms will be frequently conducted. Using the Observation 360 tool, which the district's Department of Instruction has developed in conjunction with PD 360 representatives, administrators, specialists, and coaches will monitor use, provide feedback to teachers via email, and suggest links that address "targets for growth" when warranted. To date, this technology has not been available. "Learning walk" observations and findings have been hand-recorded and summarized; resulting tables and graphs have been created; iPAD and Observation 360 will streamline the process. A summary report for each school will be periodically compiled and forwarded to the Director of Instruction to inform future PD. The Elementary and Secondary Instruction supervisors will make the monitoring of classroom instruction via Observation 360 and of students' academic gains via i-Tracker data a high priority. Their evaluation of progress will be recapped in a quarterly report to the Director of Instruction and the Superintendent. In addition, the superintendent will enhance her oversight of the implementation of Common Core standards and an increasingly rigorous curriculum by formalizing her review of formative and summative evaluations by not only reading the documents but also charting strengths/weaknesses regarding principals' monitoring of Common Core and research-based practice implementation and comments to be included in principals' mid-year and summative evaluations.

All of the above efforts should translate into increased percentages of Indian River's students achieving "proficiency" as measured by DCAS, the percentages of IRSD students being accepted at college, and the percentage of IRSD graduates succeeding in college. Hence, the outlined work will directly impact the identified needs and the Common Measures, especially in the lowest-performing schools, in which the implementation of Common

Core Standards, the fidelity to LFS, and the consistent and pervasive use of content maps will be more intently monitoring in the lowest-performing schools. In addition the Race to the Top Specialist will meet more frequently with the instructional leaders in those schools. The most significant difference between low- and high-performing schools will be the assignment of an instructional coach at each of the lowest-performing schools, who will teach part of the day and devote the remainder of his/her time to coaching peers in the delivery of research-based, best practice Common Core reflective instruction.

By the time Race to the Top funds are exhausted, Common Core standards, revised curricular maps and DCAS should be well-engrained in a more rigorous IRSD Pre-K – 12 culture. Additionally, the "learning walk" and superintendent's review of DPAS II documents should become expected since they will no longer be novel but routine. It is further anticipated that the analysis of classroom practices via Observation 360 will have become commonplace and hence a natural formative feedback feature and will thus continue in the absence of what will then be considered "start up" funds.

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

Summary of strategies:

Required Strategies

- None

Additional LEA Strategies

- Create and support a parent center that offers families and communities a variety of services and activities that will translate into students' increased academic success.
- Host a district-wide "back-to-school" event.

Activity plan by strategy:

Additional LEA Strategy: **Owner: Audrey Carey**

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**	
Open a Parent Education Center (PEC)		W. Smith L. Jones			x														Brochure announcing PEC opening Completion date: April 2011
-Hire personnel	R2T $210,000 ($55,000 plus	C. Bunting W. Smith			x	x	x	x	x	x	x	x	x	x	x	x	x	x	Board Personnel Agenda Completion date – January 2011

	OEC's+benefits/yr)																		
-Purchase software/materials/ Furniture/equipment	$0 Funding through other sources	W. Smith				x	x	x	x	x	x	x	x	x	x	x	x	x	Annual inventory of furniture/ equipment/materials documents Completion date: August15, 2011, 2012, 2013 and 2014
-Publicize PEC opening and activities	$0 Funding through other sources	W. Smith N. Reid			x	x	x	x	x	x	x	x	x	x	x	x	x	x	Fliers and brochures Completion date: Ongoing thru August 2014
-Survey parents to determine needed programs/activities	$0 Funding through other sources	N. Reid			x		x		x		x		x		x		x		Parent needs/interest inventory Comments on evaluation forms Completion dates: April 30 and September 30, 2011, 2012, 2013, and 2014
-Provide translators if needed	$0 Funding through other sources	B. Rickwood			x	x	x	x	x	x	x	x	x	x	x	x	x		Invoiced hours of translator services Completion date: Ongoing thru August 2014
-Conduct parent activities reflecting surveyed needs and interests	$0 Funding through other sources	N. Reid			x	x	x	x	x	x	x	x	x	x	x	x	x	x	PEC participation log Quarterly activity reports Completion date: Last day of March 2012, 2013, and 2014 and June, September, and December, 2011, 2012, 2013, and 2014
Host a "back-to-school" picnic to orient parents to school year	R2T $3100	C. Toomey L. Jones					x				x				x				Itinerary for "back-to-school" event Roster of participants Evaluation of event Completion date: September 1, 2011, 2012, and 2013
Improve parent access to classroom and extra-curricular information through district portal and	$0 Funding through other sources	P. Hill S. Smith				x	x	x	x	x	x	x	x	x	x	x	x	X	District portal access reports for the number of people requesting access and the number of people using the site

Home Access																			Completion date: August 2012, 2013, 2014
Purchase space in local paper to communicate IRSD events and student/ staff achievements	R2T $2,990	D. Maull					x	x	x	x									Mini-newsletter published every other month in local paper Completion date: Every other week during the 2011-2012 school year
Budget total	$216,090																		

Objective 9 Measures: *Which measures will this objective impact, how much, and when?*						
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**
The number of "back to school" picnic attendees	---	100	200	300	400	Building a sense of community through informal means will help parents get more involved in a school/home partnership.
The number of parents participating in Parent Education Center programs	0	50	150	250	350	Parents and community members need access to information and resources through a center developed and facilitated by district staff to encourage better participation in supporting student success.
The number of parents from underrepresented communities participating in Parent Education Center programs	0	30	120	210	300	Since parents from under-Represented communities have not traditionally been highly involved in their children's education, the Parent Education Center will concentrate on increasing their participation.

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]*

In order to engage families and communities effectively in supporting students' academic success, Indian River has planned several "first time" ventures.

- Prior to the opening of the 2011-2012 school year, the district will host a "back to school" picnic. In addition to food and fun activities, district administrative and instructional staff members will interact with parents and students, share information about the upcoming school year, and provide attendees with a sheet of simple tips for supporting students' academic growth.
- The second main activity in this section involves the continued operation of a Parent Education Center (PEC), which opened on April 7, 2011, in the district's highest poverty area. Staffed by a full-time community liaison, PEC is stocked with a variety of materials that are of interest to parents and essential to students' success. PEC features 12 computers for parent use, parenting classes, and programs that reflect parents' needs and interests as indicated on the survey administered during the April 7th Open House. Hart and Risley (2003) have revealed that a five-year-old from a low-income household knows 5,000 words when he enters school as compared to a middle-income child, who knows 20,000 words. Also, the researchers revealed that parents with professional jobs speak about 2,153 words an hour to their toddlers; those in poverty speak only 616 words. Although the resulting achievement gap is extremely difficult to close, methods and materials for doing so are available via PEC connections. In addition, parent input garnered from surveys will suggest other ways in which PEC can assist parents and engage families in supporting their children's academic success. To promote the involvement of the district's Hispanic parents, translator services will be provided during sessions.
- Thirdly, the district intends to purchase space in the local newspaper to provide updates on Race to the Top activities, accent student and staff accomplishments, announce upcoming events, and share school information that will strengthen both interest in and support of school initiatives. One obvious outcome of increased community associations with district schools will be an unprecedented number of scholarships now offered graduates.
- Lastly, the district will offer a portal for parents and students through the new district website that will provide access to classroom calendars, assignments, and resources.

Following the expiration of Race to the Top funding in 2014, maintenance costs of the above activities above should be "reasonable." The "back to school picnic," for example, could be sponsored by community businesses since they will have hopefully realized the unparalleled impact of their partnering with schools and parents during the R2T experiences. In addition, during the remaining three years of Race to the Top funding, the Parent Education Center should be able to establish itself as a critical component of the district's outreach efforts to parents. After PEC opens, the community liaison's salary will be the only expense. Seen as an invaluable, irreplaceable resource, she should continue to be supported by insightful budget decision-makers' creative investment of units. The results of the purchase of newspaper space to publicize district initiatives, events, and accomplishments, especially those related to Race to the Top, will be evaluated to determine if the initiative should be indefinitely continued. If deemed essential to positive community relations, the cost will need to be included as an FY'15 IRSD budget initiative.

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

Activities to remove: *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.*

Activity	How (stop/delegate/de-emphasize)	By When	Person responsible	Support/permission needed from DDOE
Parent Education Center	Delegate oversight of program; require a monthly recap of activities and number of participants	July 2011	W. Smith N. Reid	None
Outdoor Science Education Program at Ingram Pond	Redesign program to reflect Common Core standards and current Science Coalition activities including STEM	September 2011	R. Jerns Ingram Pond lead teacher (TBA)	None
ExCEL (IRSD's programs for its gifted students)	Repurpose the program to mirror R2T goals and strategies	September 2011	A. Carey	None
Committee participation	Delegate committee involvement to other IRSD administrators, thus not only building capacity but freeing up time for R2T activity implementation and monitoring	June 2011	IRSD Administrators	None

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 people listed under each R2T strategy in the "Person Responsible" column will be accountable for Indian River's Race to the Top success. In addition to the appearance of "Race to the Top Update" on each Monday's staff meeting agenda, the "Persons Responsible" will record the status of initiatives via an electronic management plan that can be viewed by all stakeholders and monitored by the Race to the Top Specialist. During Summer 2011 all "Persons Responsible" will become acquainted with the template and learn to both enter and transmit updates. Electronically submitted updates will be required from each "Person Responsible" by the third Tuesday of each month so that progress can be shared at the monthly Combined Principals' meetings and posted on Board Docs for IRSD's Board of Education members and the public to peruse and to subsequently prepare questions and/or comments for the Board meeting each month. Moreover, the Race to the Top Specialist will be charged

with discussing data showing progress (or the lack thereof) with "Persons Responsible," brainstorming how to more successfully move toward the established targets, coaching the "Person Responsible" on using the data to modify strategies for completing his/ her assigned project, and guiding him/her in implementing the ideas for increased effectiveness.

One of the greatest risks is the development of a user-friendly management tool that can effectively capture monthly progress. The template must be available to all 'Persons Responsible" at all times and must include a visual representation of progress as well as a verbal description. Naturally, dependence upon electronically displayed information invites the danger of internet unavailability. A calendar of submission dates will be presented at the summer training session. However, the Race to the Top Specialist will send reminders to "Persons Responsible" one week prior to all required submissions since everyone's workload is significant and time and "life" present further challenges. Other risks include the unavoidable changes in personnel through attrition and reassignment, the time factor, and escalating costs. The first will be mitigated through selecting and continually training the most qualified, most directly connected staff members with project specifics, the project management tool, and promised deliverables. The time factor has been initially addressed via the hiring of a Race to the Top Specialist, who will solely devote his/her time and efforts to R2T initiative implementation and monitoring. To prepare for the continual challenge of rising costs during the course of project implementation, project managers will strictly adhere to the proposed budget limits; budget amendments will be filed to efficiently utilize "left over" funds; and other funding sources will be explored when necessary to achieve R2T targets.

The basic strategies for monitoring the plan's effectiveness have been outlined above. The Race to the Top Specialist will monthly convene "owners" to discuss accomplishments, roadblocks, unanticipated developments, etc., that have been gleaned from conversations about and observations of the initiatives listed under the objective(s) for which he/she is responsible. In addition, "Persons Responsible" will join in a group conference call to share progress updates during the first ten days of each month. Not only will the Race to the Top Specialists lead the conversation during these calls, but she will also be responsible for maintaining all records and matrices listed among the "Deliverables" and for weekly updating the Superintendent. Since areas of responsibility are connected to each administrator's goals for the year as documented on his/her balanced scorecard, the successful completion of each R2T activity is essential to "Satisfactory" performance. Hence, evidence of progress toward the targets will be required at quarterly meetings between the 'Person Responsible" and his/her immediate supervisor, who will routinely provide informal feedback regarding progress and will also include such information in formative and summative DPAS II evaluations, which may, if warranted, result in formalized improvement plans.

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: Susan Bunting**

1. Implementation efforts will involve the district's teachers, support staff, administrators, Board of Education members, parents, and community members, as well as technical support from DDOE. The Race to the Top Specialist will be charged with creating and maintaining communication lines with all stakeholder groups.
2. The district will attempt to inform about and effectively engage stakeholders in Race to the Top via the following:
    - Public R2T information meetings (i.e. April 19, 2011) and as needed each year.
    - Monthly Combined Principals' Meetings
    - Faculty briefings (an annual visit to each of the district's 15 schools)
    - Support staff meetings, such as a recent Central Office secretaries' session
    - Monthly newspaper articles
    - District quarterly newsletter features
    - The "Superintendent's Letter" to the IRSD families and community members
    - PowerPoint presentations for use during PTO meetings, focus group meetings, staff meetings, etc.
    - Semi-monthly newspaper ads spotlighting district Race to the Top initiatives
    - A "cheat sheet" listing Race to the Top-funded initiatives in "Continued," Expanded," and "New" columns that will be available in schools and at the district office for staff and the general public perusal
    - Civic group presentations (upon invitation)
    - "Back to School" orientation events
    - Periodic updates at Board meetings
    - Updates for teachers and administrators through "DOI Dialogues", IRSD's Department of Instruction's instructional newsletter
    - Regular meeting updates with IREA liaisons
3. Several key messages must be communicated. Since all stakeholders value learning and strongly support student achievement, groups must be made to realize the need to increase the rigor in American classrooms. International assessment data confirms that 21st Century American graduates are not maintaining the superior status they once held on the world stage. Accentuating the collaborative effort among Boards of Education, union members, and Chief School Officers, presenters must convey the essential elements of the district's plan to "accelerate achievement and improve outcomes for all students with rigorous standards, curriculum, and assessments; with sophisticated

data systems and practices; with highly effective teachers and leaders; and with deep support of the lowest performing schools. The various features of Indian River's Race to the Top plan will be shared with emphases on what is being continued, what is being expanded, and what is new. The key ideas will be differentiated for each audience to spotlight those initiatives that will particularly impact each stakeholder group's area of high interest. For example, parents will be most attuned to how R2T affects their children, while the district's secretaries were intent on learning how their budgetary responsibilities would be influenced.

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?*

In addition to the resources and support budgeted for the above activities, Indian River would appreciate DDOE's continued support by

- Providing facilitators/liaisons to serve as "go to people," who can furnish information/answers or connect IRSD with personnel who can.
- Keeping the lines of communication open and supportive.

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?*

By school year 2014, the district will better exemplify a high quality organization that is deeply engaged in continuous improvement efforts in planning, informed decision-making, teacher evaluation, and professional development. State-wide initiatives, such as the Delaware Comprehensive Assessment System (DCAS), the Delaware Performance Appraisal System (DPAS II), and the expanding data warehouse of student information will play key roles in making progress toward better teaching and learning. Additionally, NCCVT will reap additional benefits from its continued work in the areas of instructional focus, applied technology, partnerships (with parents, schools, and businesses), data reporting, teaching, and administrative leadership opportunities, and most importantly to dramatically improve the college and career readiness of all students.

Teachers will experience collaborative partnerships in which they meet on a regular basis to utilize the increasingly sophisticated state and district data systems. Teachers will target student needs by utilizing formative and summative assessment data in order to differentiate lessons so that all students graduate NCCVT career and college ready.

A delivery system will be created to ensure that all graduates are college and career ready:

- Focusing on teaching and learning
- Offering relevant school-to-work transition opportunities
- Understanding labor market projections of New Castle County
- Fostering meaningful professional development
- Aligning curriculum with Common Core Standards
- Supplying targeted support services
- Applying technology for improved instruction and communication
- Forming beneficial community partnerships
- Maintaining a comprehensive performance measurement system
- Using data to make decisions
- Allocating resources appropriately
- Effectively marketing its services to the community

These actions will result in improved student outcomes in academic achievement, school climate, as well as in career and technical training.

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]*

The New Castle County Vo-Tech School District faces challenges in both its academic and career and technical education (CTE) sides of the business. The district's comprehensive performance measurement and reporting system reveals relative weaknesses in math performance. DCAS math and reading scores reflect weaknesses. Special education student scores in reading and math district-wide and African American student scores in math district-wide need improvement. With regard to CTE outcomes, the district has seen a drop in both co-op participation and related work placements for graduates in recent years.

Some relevant factors affecting NCCVT performance results are not within the district's or schools' control, such as academic preparation in the grades leading up to high school, eventual choice of a high school, and the ebb and flow of the job market, which is currently very difficult as a result of the economic slowdown of recent years. Some unfavorable outcomes can be attributed in part to sources outside of the district's scope of influence. The decline in related co-op and graduate work placements is due to the weak economy. The district is challenged to become more proactive in these situations to reassess career offerings and related support.

The district can improve upon its instructional practices and operational and management processes to create better student learning experiences, achieve higher state test scores and CTE exams, and realize more favorable student outcomes (successful transition to satisfying related work and continued education upon graduation). The continuous alignment of curriculum and assessments to standards is a priority. Better teaching and learning will be the result of focused efforts to utilize data to direct instructional decisions in the classroom. Improvements are planned for the targeted applications of instructional technology and the provision of supplemental support services for special needs or low-achieving students. The provision of school based professional development opportunities for staff will be data-based. Labor market driven career opportunities for students will be part of the CTE Charter.

The district has many strengths from which to build and support its new endeavors for value added change. Among these are exceptional attendance and discipline records that offer evidence of a positive school climate in general, clean well-kept facilities, long-standing co-op employment and community partnerships, summer visits to the homes of all incoming freshman to initiate a strong parent partnership, extra-help opportunities for struggling students, numerous applications of instructional technology, and intensive vocational technical training in a career pathway.

Related Root Causes

Group Name: Students Below Reading Standard

Needs: Clear identification of the core of each student's reading skill gaps and focus on improving achievement in those areas.

Root Cause: Current structure of 9th grade courses does not provide for teacher collaboration in order to address student's academic skill gaps.

Data Sources: DSTP, Instructional Needs reports, SRI reports

Group Name: Students Below Math Standard

Needs: Math achievement level is below standard. The areas of greatest need are: determining probabilities, algebraic reasoning, and solving multi-step problems.

Root Cause: Students come to us from a variety of middle school math programs. Additionally, not all teachers effectively use formative assessments in a way that allows for mid-course corrections that focus on student needs.

Data Sources: DSTP, Instructional Needs Reports

Group Name: Special Education Students in Reading and Math

Needs: General educators to be fully trained in how to meets the needs of students with disabilities in the general classes and a master schedule that allows collaboration time between general and special educators.

Root Cause: General education teachers are not fully trained in meeting the needs of students with disabilities; master schedule does not allocate for a scheduled period in which students with disabilities receive individualized pre-teaching; and not all teachers who work together are scheduled to have collaboration time.

Data Sources: DSTP, IEP

Group Name: LEP Students

Needs: Support services to improve achievement levels in ELA (English Language Arts).

Root Cause: Parents of LEP students feel disconnected from accessing information that is school related.

Data Sources: DSTP, ESL testing, home visit survey

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?*

The NCCVT School District acknowledges career and technical training as its reason for being, its primary business, and its key differentiation from other schools of choice. As such, this distinction poses both unique challenges and unique opportunities for the advancement of teaching and learning. Delaware's Race to the Top plan is anchored in a clear vision, "Every single student in our system will graduate college and career ready, with the freedom to choose his or her life's course." NCCVT embraces this vision and it is this focus that ties together the objectives, activities, and deliverables that follow. Our district's legacy is grounded in our ability to form strong partnerships with business and industry and to effectively prepare students to enter the world of work. This reputation has yielded us applications from 34% of New Castle County's middle school students. Applied appropriately, the strategies throughout this application will serve as powerful practices to keep our programs current and in alignment with the demands of the 21st century work place.

A continuous challenge is to offer career programs that match labor market needs and can also stimulate student interests. Among the many opportunities facing the district is the potential for redefining integration of Career and Technical Education (CTE) with academic instruction in conjunction with the Common Core Standards.

Academic instruction is equally important, not only to support career area training, but also to prepare students for colleges such as Del Tech, where 40% of NCCVT graduates pursue continued education.

One priority area is to "adopt a state-identified model or another coherent approach to professional development (as approved by the state) and prioritize the highest-impact professional development". The district has provided numerous professional development experiences for its teachers over many years, and seeks to provide more intense efforts regarding integrated vocational and academic instruction, new initiatives associated with the green environment movement, and "Learning Focused Strategies" (LFS).

Another priority is to "build a culture of college and career readiness in schools by removing obstacles to, and actively supporting student engagement and achievement". Advanced placement for NCCVT graduates is likely to take the form of starting an apprenticeship program one year in advance, or earning Tech Prep credit in high school for college coursework. At the other end of the spectrum, the district strives to enable students to enter Del Tech without remedial work required, or to enter apprenticeship training with a solid background for future success.

The district has also identified to "ensure implementation of instructional improvement systems and integrate state data coaches into instruction improvement systems" as a priority. Here, the district is seeking to bolster its considerable efforts to improve instruction via the analysis of data for student diagnostics, to focus on instruction, teacher effectiveness, and definition of strengths and weaknesses. In many ways, the district has traveled down the learning curve in terms of data accumulation and reporting, and is now poised to follow through on maximizing its use for

greater student achievement.

Another priority area is to "establish new educator career paths linked to evaluation". NCCVT endeavors to create a teacher leader career path that would include prospective leadership roles as department chairs, vocational specialists and content area specialists. This would require clarification of 'highly effective' criteria, particularly among CTE instructors, close adherence to the DPAS II system, and development of differentiated compensation for teacher leaders.

The challenge we embrace with Race to the Top is to build systems and the personnel's capacity to bring all programs into the 21st century both during the course of Race to the Top and beyond. NCCVT has built this sustainability into the Race to the Top grant by design through more investment in our people (professional development, leadership, incentives) and less in products and programs.

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

When taking broad steps forward to ensure student academic success, it is necessary that all stakeholders have input into in the process. A plan of this magnitude gives the decision makers the power to make dramatic change, but also the responsibility to assure that a plan is created that rallies all of those who see this opportunity to make impactful change to benefit student academic achievement. Stakeholders, being informed with data and information, guided the district RTTT design team throughout the development of this plan.

Throughout the creation of this RTTT plan, the district design team continued to seek input from a variety of stakeholders, incorporating the stakeholder's views that were informed by data into the final design of this plan. From the start, the design team met frequently with key district administrators, faculty members, and the Department of Education's Turnaround office.

The RTTT design team, comprised of the superintendent, assistant superintendent, four other NCCVT district administrators, NCCVTEA President (and teacher representative), School Board President, and another DSEA liaison (specialist representative) met frequently with school administrative teams. School faculty heard presentations regarding RTTT in faculty meetings and forums and offered feedback in order for the design team to understand varied views. Additionally, RTTT is a regular agenda item at our monthly district administrative council meeting.

The NCCVT Board of Education played an important role in the formation of this plan. The superintendent conducted monthly 'Lunch and Learn' sessions in order to inform the Board and, in return, to hear guidance from the Board. The board president also participated regularly in county and statewide Board meetings to be as informed as possible on RTTT goals and strategies.

Additional conduits for sharing information and gaining feedback occurred with parents and community members at a presentation at Howard High

School of Technology and through a district parent forum.

As a vocational-technical school district, business partners are an important constituency. Business partners attend career program review meetings that occur for each of our 41 career areas. In these program review meetings, they analyze data and inform our decisions.

Certainly a highlight of our collaboration with stakeholders includes the partnership throughout this process with our local and state teacher's association. The planning between the district leadership and the teachers association, throughout many formal and informal negotiations, was honest, trusting, and fair.

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[1]	**LEA Baseline (cite date)**	**LEA Targets**				**Relevant State target**
		2010-11	**2011-12**	**2012-13**	**2013-14**	
% meets standard on DCAS Reading	68% (Spring 2011 DCAS)	68%	78%	88%	100%	100% by 2013-14
% meets standard on DCAS Mathematics	75% (Winter 2011 DCAS)	75%	85%	95%	100%	100% by 2013-14
% meets standard on DCAS Science	NA					100% by 2013-14
% meets standard on DCAS Social Studies	NA					100% by 2013-14
% advanced on DCAS 4th Grade Mathematics	NA					60% proficient on NAEP by 2015
% advanced on DCAS 4th Grade Reading	NA					55% proficient on NAEP by 2015
% advanced on DCAS 8th Grade Mathematics	NA					55% proficient on NAEP by 2015
% advanced on DCAS 8th Grade Reading	NA					55% proficient on NAEP by 2015
% reduction in black-white achievement gaps on DCAS (since 2008-09) Reading & Math	11% & 20%	9%&18%	8%&16%	7%&14%	6%&12%	50% reduction on NAEP by 2015
% reduction in Hispanic-white achievement gaps on DCAS (since 2008-09) Reading & Math	11% & 8%	9% & 7%	8% & 6%	7% & 5%	6% & 4%	50% reduction on NAEP by 2015
% reduction in low-income - high-income achievement gaps on DCAS (since 2008-09)						50% reduction on NAEP by 2015
NCLB graduation rate (National Student Clearinghouse Data)	98%	94%	95%	96%	98%	90% by 2013-14

[1] % meets standard = DCAS 3 or 4; % advance = DCAS 4; unless otherwise indicated % meets standards is for All Students

College enrollment rate- 4 year	23% (2010)	24%	25%	26%	27%	70% by 2013-14
College enrollment rate- 2 year *Does not include Del Tech Remedial Courses	18% (2010)	22%	26%	30%	34%	
College retention rate- 4 year	81% (2009)	82%	83%	84%	85%	85% by 2013-14
College retention rate-2 year	63% (2009)	68%	73%	79%	85%	
Additional LEA Measures	*You may also define additional measures and targets of your own. These may include measures from the Department's "pre-defined measures" list, which is available on the Success Planning website.*					
Average daily attendance rate	95.5% (2010SY)	95%+	95%+	95%+	95%+	
Serious infraction rate	.04% (2010SY)	.04%	.03%	.03%	.03%	
% seniors in related cooperative employment	54% (2010SY)	57%	60%	65%	70%	
% graduates in full-time employment	24% (class of 2010)	27%	30%	35%	40%	
% graduates in related career pursuits	46% (class of 2010)	50%	55%	60%	65%	

Part 2: Goals, objectives, strategies, and activities

Goals: *The state has defined four required goals. Please use this space to add any additional LEA goals.*

Statewide Goals:

1. Accelerate achievement and improve outcomes for all students with **rigorous standards, curriculum, and assessments**
2. Accelerate achievement and improve outcomes for all students with **sophisticated data systems and practices**
3. Accelerate achievement and improve outcomes for all students with **effective teachers and leaders**
4. Accelerate achievement and improve outcomes for all students with **deep support for the lowest-achieving schools**

Additional LEA Goals:

- Accelerate achievement and improve outcomes for all students with **a positive school climate and efficient operations**

Objectives: *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.*	
Statewide Objectives: 1. Implement college and career ready standards and assessments 2. Improve access to and use of data systems 3. Build the capacity to use data 4. Improve the effectiveness of educators based on performance 5. Ensure equitable distribution of effective educators 6. Ensure that educators are effectively prepared 7. Provide effective support to educators 8. Provide deep support to the lowest-achieving schools 9. Engage families and communities effectively in supporting students' academic success	**Alignment to Goals:** ☐ Rigorous standards, curriculum, and assessments ☐ Sophisticated data systems and practices ☐ Sophisticated data systems and practices ☐ Effective teachers and leaders ☐ Effective teachers and leaders ☐ Effective teachers and leaders ☐ Effective teachers and leaders ☐ Deep support for the lowest-achieving schools ☐ Positive school climate and efficient operations
Additional LEA Objectives: • Utilize Balanced Scorecard/Charter framework to advance CTE strategic planning • Provide safe and clean environment with effective policies and procedures	**Alignment to Goals (State or LEA):** ☐ Rigorous standards, curriculum, and assessments ☐ Positive school climate and efficient operations

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
- Build a culture of college- and career-readiness in schools

Additional LEA Strategies

- Ensure that career pathways are supported by appropriate industry standards, relevant assessments, and certifications
- Utilize Balanced Scorecard/Project Management Oversight Committee process, and Charter framework to advance CTE strategic planning

Activity plan by strategy:

Strategy 1: Support the development of new standards, align curriculum, and conduct assessments (SoW 1)	**Owner: Supervisor of Instruction**

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**	
Conduct Core Curriculum Review with emphasis on Common Core Standards in ELA, Spanish, Math, Social Studies, and Science.	District funds	Content Specialists			x	x	x	x	x	x	x	x	x	x	x	x	x	x	Report documenting findings of core curriculum review, noting areas of misalignment across standards, curriculum and teaching, and how to address deficiencies [Summer 2012 and ongoing] Ensure realignment recommendations as needed. (Fall 2012 and tri-annually)
Infuse the Common Core Standards in daily instruction.	District Tech-nology Funds	Supervisor of Instruction					x	x	x	x	x	x	x	x	x	x	x		All content teachers will be trained as standards are released. [Fall 2010 and ongoing] Walkthroughs utilizing iPad, Teachscape, and DPAS II evaluations will monitor implementation of Common Core standards in daily instruction. [Fall 2011, daily]
Administer DCAS end of course and benchmarking assessments.	0	School Test Coordinators	x	x	x		x	x	x		x	x	x		x	x	x		Participation is documented at the DCAS portal on-line reporting link. [TBD]
Administer SAT for all Juniors and PSAT to all sophomores, if funding is provided.	State funds	School Test Coordinators			x			x	x			x	x			x	x		To be conducted in April and October 2011-2012, 2012-2013, 2013-2014.
Administer Accuplacer testing for juniors interested in attending Del Tech.	$8,000 annually x 4 = $32,000	Assistant Principal (guidance)		x	x			x	x			x	x			x	x		Commenced Accuplacer testing in 2011 school year. A system of counseling, remediation, and support will be developed to ensure placement in credit-bearing courses.

Revise USAP assessments to align to common core standards.	Local funds	Content Specialists				x				x				x				x	All core USAP assessments are aligned. Review Summer 2011 and revisions occur annually each summer.
Budget total	$32,000																		

Strategy 2: Build a culture of college- and career-readiness in schools (SoW 2)	**Owner: Assistant Superintendent**

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.	$15,000 annually x 3 years = $45,000 (Plus PLTW start-up funds from $150,000 Innovation Grant)	Assistant Superintendent					x	x	x	x	x	x	x	x	x	x	x	x	The first two schools in the state to implement 'Project Lead the Way' (PLTW) Bio-Medical courses are Howard and Delcastle. PLTW will be infused in Nurse Tech programs. Professional development will be provided for four teachers to implement new PLTW curriculum (Summer 2011). Introduction of PLTW courses will be coupled with articulated academic college courses offered through post-secondary education institutions in Delaware.
Target high-need or low-achieving students for enrollment in advanced coursework.	0	Assistant Superintendent					x	x	x	x	x	x	x	x	x	x	x	x	Guidance counselors, co-op coordinators, vocational specialists, and CTE instructors meet with students to communicate opportunities and create individualized plans to receive advanced credit for career training and coursework. Through the PZ plan, an individualized graduation plan will be created for Howard students starting in the 2011-2012 SY.
Proactively support students in advanced coursework.	$3,000 annually x 3 years = $9,000	Assistant Principals			x		x	x	x		x	x	x		x	x	x		A Twilight program is piloted at Howard Spring Semester 2011 with 115 students; currently used for make-up credit; expansion of use of Twilight for

	Salaries for Twilight teachers (8)																		original and advanced credit will be examined during strategic planning sessions (Summer 2011). District will develop a matrix of indicators of student proficiency and success with APEX courses. Indicators will include: amount of log-in time, interim and end of course assessment scores, progress with lesson completion, and areas of individual need. Expansion for original credit will target 200 students in 2011-2012.
Offer online coursework (APEX) to better prepare students for college.	$28,294 Annually x 4 years = $113,176 (Also supported with district curriculum funds)	Supervisor of Technology, Assistant Principals of Guidance, Counselors	x	x	x		x	x	x		x	x	x		x	x	x		APEX courses are available including world language and senior math [2011SY]. Currently 294 APEX student licenses are being used. Others are planned for the 2012 school year, in many content areas based on student success with the summer school implementation in 2011. Data will be collected on APEX students to monitor progress and gauge impact of program. An analysis of students' transcripts, grades, and schedules will yield a targeted group of students for whom APEX courses will be offered.
Provide advanced credit opportunities with Delaware colleges (Tech Prep) and the apprenticeship programs.	0	Vocational Specialists, School Counselors	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	The district had 312 students earn 1061 tech prep credits at the end of the 2010 SY. At the same time, 219 students were eligible to start apprenticeship training at year 2 due to their successful completion of their high school career program coursework and assessments. Starting apprenticeship will be dependent to some extent on the job market. District goal: Increase % of students earning Tech Prep credits and advanced apprenticeship placement by 10% annually.

Improve student competency and career readiness through increased rates of co-op participation in related employment.	State/Local funds						x	x	x	x	x	x	x	x	x	x	x	x	Through seeking new and expanded partnerships with business and industry students will be placed in authentic, related employment opportunities to increase their career readiness while simultaneously easing their transition to post-secondary education and/or the world of work. At the close of the 2010-2011SY the district will establish a Career Review Committee to analyze and identify targeted partnerships. Targets will be established in the Fall 2011.
Conduct graduate follow-up surveys.	Local funds	Research Supervisor	x	x			x	x			x	x			x	x			Evaluation of graduate satisfaction, college/career choices and career program performance trends will be completed each year upon completion of the graduate survey. Starting with the class of 2010, a Google Docs e-mail survey has been implemented. At the close of the 2010-2011SY the district will establish a Career Review Committee to analyze graduate follow up surveys and ascertain program satisfaction. These data points are part of the tri-annual career program review of effectiveness.
Purchase, administer, and analyze the results of ASVAB (Armed Services Vocational Aptitude Battery), NOCTI, NCCER, and other commercially developed CTE performance assessments in accordance with 502 alignment.	$20,000 annually x 4 years = $80,000 This reflects 25% of total costs of test administration. (see examples on right)	Vocational Specialists	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	Report of CTE related assessments to be compiled over the summer 2011, noting participation and performance by career program. Data will be used to assess curricular strengths and weaknesses within career programs of studies and to develop improvement efforts addressing areas of weakness. <u>Examples:</u> CA NOCTI + ServSafe = $7840 annually. NT licensure exam – $8,000 annually CO state exam ($195 per student)=$12,000 annually.

Support ongoing usage of the Student Success Plan program software.	0	Assistant Principal (guidance)	x	x	x		x	x	x		x	x	x		x	x	x		Guidance counselors will monitor that all students will complete the Student Success Plan requirements on a quarterly basis in order to guide their pathway choices and future career considerations.
Budget total	$247,176																		

Additional LEA Strategy: Utilize the Balanced Scorecard/Charter framework to advance CTE strategic planning	**Owner: Assistant Superintendent**

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**	
The NCCVT Career Review Committee, a committee inclusive of varied stakeholder groups will be formed in the Fall of 2011. The committee will include representation from construction trades advisory committee and other business partners, Department of Labor, Department of Education, CTE cluster chairs, vocational and content specialists, co-op coordinators, marketing and admissions	0	Assistant Superintendent					x	x	x	x	x	x	x	x	x	x	x	x	The committee will be formed and fully functioning by November 2011. Recommendations to the School Board and Superintendent in the form of a CTE Charter Document (part of the Balanced Scorecard strategic planning system) that delineates recommendations relative to: integration of CTE and common core standards; CTE program improvement; magnetization of CTE programs; alignment between high school and adult apprenticeship. Recommendations will be presented twice annually to the Superintendent and the School Board at the December and June meetings. Committee chairs will keep the Superintendent apprised of progress via a written monthly report. Committee recommendations which are approved by the Superintendent and Board of Education will result in CTE programmatic

supervisor, research and data supervisor, principals, and other district leadership. The committee will develop operational guidelines, create a schedule, and operate both in large group and smaller ad-hoc committees for research and development.																			decisions and changes on an annual basis during the summer months and then required CTE forms will be submitted to DOE by November and March due dates annually.
Ad Hoc sub-committees will conduct research, analyze data, and formulate recommendations related to the following key areas: district and school CTE data over time, admissions data and trends, exemplary and innovative CTE programs (national and regional), cutting edge technologies and equipment, cost analysis of existing CTE programs, staff and student-teacher ratios, labor market trends.	$6K annually for four years, including visitation to model CTE programs $24K	Assistant Superintendent					x	x	x	x	x	x	x	x	x	x	x	x	Committee recommendations which are approved by the Superintendent and Board of Education will result in CTE programmatic decisions and changes on an annual basis during the summer months and then required CTE forms will be submitted to DOE by November and March due dates annually.

Increase percentage of highly effective CTE teachers.	0	Director of Personnel						x											Personnel office will develop individual profile with each CTE teacher that establishes goals and benchmarks for: attainment of college course requirements over 6 year period; preparation for and successful completion of Praxis I; identification of additional teacher certifications for advancement toward "highly effective" status [W 2012]
Budget total	$24,000																		

Objective 1 Measures: *Which measures will this objective impact, how much, and when?*						
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 seniors eligible for co-op	88% (2010 SY)	89%	90%	91%	92%	The co-op experience is the capstone for the district's goal of career readiness.
% of seniors placed in related co-op employment	54% (2010 SY)	55%	60%	65%	70%	
% of seniors who successfully meet the requirements of the end of program assessment for their CTE area	TBD by District Career and Technical Education Leadership and DOE	TBD	TBD	TBD	TBD	Per the DOE 502 requirements, an end of program assessment has been identified for each of the career areas (i.e. National Occupational Competency Testing Institute (NOCTI), National Center for Construction Education and Research (NCCER), Serv-Safe, and other commercially developed performance assessments that reflect student proficiency relative to career competencies).
% of students who graduated with an exemplary certificate*	30% (2010 SY)	32%	34%	36%	38%	The district seeks to decrease the number of students graduating with a limited credential and to increase the numbers who graduate with the highest credential for the career area they have studied for three years.
% of students who graduate with a *limited* certificate*	13% (2010 SY)	11%	9%	7%	5%	

% of students successfully completing online APEX courses	TBD (data will be available in June 2011 following Strategic Planning)	TBD	TBD	TBD	TBD	District will develop a matrix of indicators of student proficiency and success with APEX courses. Indicators will include: amount of log-in time, interim and end of course assessment scores, progress with lesson completion, and areas of individual need.
% of students who pass the Accuplacer placement test	30%	40%	50%	60%	70%	Student Accuplacer scores are documented on school-based spreadsheets. Counselors and teachers will refer to Accuplacer subtest scores to guide students to remediation services.
% graduates attending college within 6 months of high school graduation (as reported by National Student Clearinghouse)**	41% (CLASS OF 2010 NSC REPORTS)	44%	46%	48%	50%	As we focus on preparing more grads to enter Del Tech and other institutions of higher learning without remedial courses the NSC data will reflect higher percentages. Other efforts such as expanded articulation agreements will result in an increase as well
# of Students who have obtained advanced/Tech Prep credits earned (either Tech Prep or first year apprenticeship)	312 students	343 students	377 Students	415 Students	457 students	An increase in this number will reflect student academic performance and pursuits related to their high school career program of study, each associated with higher satisfaction measures among graduates.
% graduates in full-time related work within 6 months of high school graduation*	16% (CLASS OF 2010)	16%	20%	25%	30%	This measure will be contingent upon the local job market, which is expected to improve. Before the economic downturn, the measure was at 30%.
% graduates in full-time related continued education within 6 months of high school graduation*	30% (CLASS OF 2010)	30%	30%	30%	30%	As more jobs become available, and more students pursue full-time work, the % continuing their education full-time will most likely not increase.

**Student certificates are differentiated as follows: Exemplary, Standard, Limited*
***These measures do not reflect post-graduates in the military, working full time in related fields not related to their high school career program of study, working part-time and attending college (apprenticeships) part-time, and those in non-credit bearing college courses.*

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]*

NCCVT will continue to participate in standards-related professional development and strive to align its instruction with the Common Core Standards. The Core Curriculum Review (CCR) is a tri-annual process that addresses the needs in technology, curriculum alignment, assessment programs, instructional resources and professional development. This process will be used to keep our programs current with the Common Core Standards and assessments. District specialists and teacher leaders have and will continue to participate in state-wide work focused on the integration of the Common Core Standards and DCAS.

While the career and technical curriculum is dedicated to making students ready to work in a related job upon graduation, with the cooperative employment program providing additional work-based learning preparation, the district also realizes that many grads continue their education, particularly at Del Tech, and therefore, must also be ready to attend college without the support of remedial no-credit courses. Del Tech is a primary choice among NCCVT grads, and a college that is aligned with the district's career pathways. The district is committed to helping students enter Del Tech (and other institutions of higher education) without remediation courses.

The NCC Vo-Tech School District also encourages and supports a *different* kind of advanced placement than the typical high school. In the construction trades area, students have the opportunity to start their apprenticeship one year in advance upon graduation from high school. Students from many career programs can earn college credits or a 1-year apprenticeship credit through the Tech Prep program (and other affiliation agreements), for knowledge and skills attained in their career program of study.

The CTE Charter process (part of the Balanced Scorecard) will strategically link standards-based core content with CTE competencies. The implementation of the charter deliverables will facilitate district improvement of all aspects of CTE program development, delivery, and transfer to real world opportunities that demand 21st century skills.

The NCCVT Career Review Committee, a group inclusive of varied stakeholder groups, will be formed in the Fall of 2011 to guide the Charter process. The committee will include representation from construction trades advisory committee and other business partners, Department of Labor, Department of Education, CTE cluster chairs, vocational and content specialists, co-op coordinators, marketing and admissions supervisor, research and data supervisor, principals, and other district leadership.

The NCCVT Career Review Committee will develop operational guidelines, establish roles/responsibilities, create a meeting schedule, and establish meeting protocols. The Chairs of the NCCVT Career Review Committee will develop large group agendas and formulate ad-hoc committees for research and development focused on (but not limited to) the following key areas: district and school CTE data over time, admissions data and trends, exemplary and innovative CTE programs (national and regional), cutting edge technologies and equipment, cost analysis of existing CTE programs, staff and student-teacher ratios, labor market trends.

An initial investment of $24k for research of cutting-edge CTE programs and outreach to business and community partners will serve as a foundation as we build the infrastructure and strategic plan of the Career Review Committee beyond the life of this initial investment.

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:

Required Strategies

- Implement and support improvement of the state longitudinal data system

Additional LEA Strategies

- Implement Unified Summative Assessment Program with comparative exams and standards-based proficiency reports
- Monitor all key performance indicators (academic, CTE, school climate, graduate placement) and evaluate trends and relative success

Activity plan by strategy:

Strategy: Implement and support improvement of the state longitudinal data system (SoW 3) | **Owner: Research Supervisor**

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**	
Participate in data warehousing pilot studies and "dashboard" development.	0	Research supervisor	x	x	x	x													Data included in performance reporting (CTE, DSTP/DCAS, HQT, P-20) and informal feedback provided to DOE personnel.

Manage the transition from DSTP to DCAS.	0	School and district test coordinators	x	x	x	x	x	x	x	x									Comparative data analysis and presentation of findings at the conclusion of each window of testing.
Continue development of Cognos reporting system in concert with eSchoolPlus data.	0	Research supervisor	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	A multitude of reports and student lists are available for admissions, discipline, attendance, grades, test scores, exits, special ed., etc. Additional reports are developed in response to staff requests.
Budget total	0																		

Additional LEA Strategy: **Empower all administrators and teachers to access, analyze, and adjust instruction utilizing multiple data systems, including iTracker, and district data.**	**Owner: Supervisor of Instruction**

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**	
Implement USAP with comparative exams and standards based proficiency reports.	0	Supervisor of Instruction								x									The USAP assessments will be aligned with common core standards during the summer of 2012.
Analyze data generated from the Unified Summative Assessment Program (USAP) in each of the core content areas.	State funds	Content Specialists, Department Chairs, and State Data Coach Research Supervisor	x	x	x		x	x	x		x	x	x		x	x	X		Item analysis and standards-based proficiency reports from both end of course and unit assessments are provided by school, course and teacher at the end of each semester. The 8-Step Data Talk protocol (attached) will take place during each semester upon the completion of related unit tests.
Continue development of Cognos reporting system in concert with eSchoolPlus data to provide snapshot of student assessment results.	0	Research Supervisor		x		x		x		x		x		x		x		x	Reports available showing assessment results by school, teacher, course, grade and student segment to improve student success.

District will contract with the Data Service Center to customize tools and train NCCVT staff on the I-Tracker data system.	$50,000 annually x 3 years = $150,000 plus State funds	Assistant Superintendent				x	x	x	x	x	x	x	x	x	x	x	x	x	100% of staff will be trained to utilize I-Tracker data systems.
Comprehensive Professional Development plan will include data driven instructional decision making.							x	x	x	x	x	x	x	x					Teachers will effectively monitor and adjust instruction to yield higher student achievement.
Utilize the Parent Coordinator to initiate small group and individual discussions related to student achievement data.																			Parent Coordinator will schedule meetings with Howard parents beginning with Summer Home Visits. [ongoing communications] Beginning with the Parent Advisory Committee, Spanish-Speaking Families/ELL Parent Group, school-based PTAs, the Howard Parent Coordinator will provide a DCAS training/orientation and USAP data overview to be introduced in Fall 2011.
Budget total	$150,000																		

Additional LEA Strategy: **Monitor all key performance indicators (academic, CTE, school climate, graduate placements) and evaluate trends and relative success**	**Owner: Research Supervisor**

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**	
Utilize District Performance	0	Research Supervisor	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	School and district marking period and annual performance reports with identified trends

Reporting System, revising to accommodate changes such as DSTP to DCAS.																			and performance relative to standards of acceptance and excellence. Utilize 'Dashboard'-like summaries to prioritize areas of need on a semi-annual basis.
Budget total	0																		

Objective 2 Measures: *Which measures will this objective impact, how much, and when?*

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**
Teachers utilizing I-Tracker Reporting System	BASELINE 10-11	11-12	12-13	13-14	100%	All teachers will access I-Tracker and use of data to support their instruction.
% passing USAP exams for each of the 4 core content areas	89% (English) 77% (math) 65% (science) 85% (social studies)	90% 80% 68% 86%	92% 82% 72% 87%	94% 84% 77% 88%	99% 85% 83% 90%	Standard of Excellence = 90%, Standard of acceptance = 80%

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]*

NCCVT uses a performance indicator system, utilizing the on-line reports site, as well as other DOE data warehousing sites, including P-20 project data. Cognos reporting is also used extensively in the district, pulling data from eSchoolPlus with many reports easily accessible and representing a variety of student lists and student performance data by school, teacher, and department. The district has been and will continue to be a willing participant in the testing of new and improved data collection and reporting systems developed by the state, and providing feedback in the process. A key endeavor and enhancement will be to incorporate I-Tracker in order to develop a comprehensive data system.

Many key performance indicators are monitored by the district to identify trends and ascertain results relative to standards of acceptance and excellence, as well as predetermined targets. Marking period reports, posted on the district's intranet site at the end of each marking period, show marking period and year-to-date results for attendance, discipline, academic and vocational grades, cooperative employment, enrollment retention, final exam marks by subject, staff attendance and most recent state assessment results. The annual report provides more detailed data breakdowns over the last 5 years in school climate, academic learning, vocational/technical learning, support services, application share and enrollments, graduate survey and career cluster data results for the district and each of its four high schools. This comprehensive performance tracking system enables the district to prioritize improvement efforts in areas that are in most need of improvement, such as those not meeting targets, under the standard of

acceptance, or trending downward.

As much as the district has invested in developing a strong data system, an ongoing challenge exists to get the right data in the hands of teachers in a timely manner. The district intends to form a grading and assessment committee to review current practices and conditions and to make recommendations for the path forward. It is likely that the Data Service Center's I-Tracker Pro tool will be utilized starting in Fall 2011. This tool will marry well with our district assessment program, the USAP, and other measures such as Scholastic Reading Inventory (SRI), DCAS scores, and student grades and attendance. Managing our data with this tool has promise to allow staff to review student progress more efficiently and more deeply. More importantly, this tool in conjunction with our common planning period and Data Talk efforts will assist teams of teachers in responding to student learning needs.

Beginning in the Fall 2011, the Parent Advisory Committee, Spanish-Speaking Families/ELL Parent Group, and school-based PTSAs, the Howard Parent Coordinator will provide a DCAS training/orientation and a Unified Summative Assessment Program (USAP) data overview.

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: Assistant Superintendent**

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 90 minutes of weekly collaborative time.	0	Principals			x	x	x	x	x	x	x	x	x	x					Schedule accommodates common planning time. School and district administration, as well as teacher leaders, will monitor and provide instructional feedback, and weekly records of agendas and minutes will be maintained.

Implement and enhance an instructional improvement system.	$224,000 (Pilot 2011 - $32,000 Years 2,3,4 - $192,000)	Principals	x	x	x	x	x	x	x	x	x	x	x	x					Data will be gathered to gauge fidelity of implementation related to the school's instructional focus as determined through Vision 2015. In spring 2011, Howard and Delcastle will pilot use of Teachscape Walkthrough tool (using iPads); during the 2011-2012 school year the schools will pilot the panoramic camera. Teachscape Pilot at Howard and Delcastle Spring, 2011 Year One Pilot - $32,000 Years 2,3,4 – all 4 schools - $192,000
Use State data coaches to facilitate collaborative time.	$34,663 (mandatory set-aside)	Principals of HHST & DTHS, and Research Supervisor			x	x	x	x	x	x	x	x	x	x					Data coach will start on 3/7/11, meeting with district personnel to learn NCCVT data, before serving in HHST and DTHS to work with classroom teachers regarding DCAS info. Principals will monitor agendas and minutes of collaborative time with data coach. Research Supervisor will be highly visible in district schools to engage in Data Talks led by data coaches thus monitoring and supporting the value of the initiative. In addition, Research Supervisor will review 'Wireless Generation' monthly reports and provide feedback.
Engage teachers in 'data talks' focused on end-or-course assessments and student work from common unit assessments.	0	Content specialists and department chairs		x		x		x		x		x		x		x		x	Cognos reports and USAP proficiency reports will be provided at the end of each semester, and utilized in department meetings to ascertain standards in which the students are not meeting standard. [See attachment for detailed data protocol.]
Monitor and evaluate the effects of each school's inclusion plan.	$20,000	Supervisor of Special Education	x	x	x	x	x	x	x	x									Contract extended with UD inclusion consultants, who will maintain log of activities and provide feedback. Evaluation of effects to be reported at the end of each school year starting in 2011.
Monitor and evaluate the effects	$12,000	ELA Specialist	x	x	x	x	x	x	x	x									Contract extended with UD literacy expert, who will maintain log of activities and

of Read 180 and the PALS courses.																			provide feedback. Evaluation of effects to be reported at the end of each school year starting in 2011.
Budget total	$290,663																		

Additional LEA Strategy: Build the capacity of school-based administrators and their SAMs to generate Cognos reports via eSchoolPlus data. **Owner: Supervisor of Data and Research**

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**	
Conduct monthly presentations at principals' meetings.	0	Supervisor of Data & Research					x	x	x	x	x	x	x	x					Supervisor of Data & Research will demonstrate and provide information on data tools, including I-Tracker, and ongoing enhancements in Cognos reporting capabilities.
Building administrative teams will be trained on the generation of Cognos reports.	0	Supervisor of Data & Research				x	x	x	x	x	x	x	x	x					Use of Cognos and iTracker provide additional tools for gathering and analyzing student trends in a timely manner, thus fortifying administrative decision-making and purposeful instructional impact. Supervisor of Data and Research will meet with administrative teams bi-monthly to introduce them to new tools within Cognos and I-Tracker. A training plan will be developed each August and updated as needed throughout the 2011-2012 and 2012-2013 SY.
Train school SAMs to generate reports using Cognos and iTracker.	P.D. funds	Supervisor of Data & Research				x	x	x	x	x	x	x	x	x					Partner SAMs with Principals and Assistant Principals. SAMS will assume this management responsibility so that administrators can spend more time focused on matters of instruction. Supervisor of Data and Research will meet with building SAMs bi-monthly to introduce them to new tools within Cognos and I-Tracker. A training plan will be developed each August and updated as needed throughout the 2011-2012 and 2012-2013 SY.
Develop a Cognos tutorial link on the Research website.	0	Supervisor of Data & Research/ Supervisor of Technology				x	x												Make access to data and data management tools readily available to SAMs and other instructional leaders. Tutorial provides follow up support to meet individual needs. This project will commence during the Summer 2011 and be available to building administrators and SAMs starting in September 2011.
Budget total	0																		

Objective 3 Measures: *Which measures will this objective impact, how much, and when?*						
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**
Mean scaled score gains and increased % of students meeting math standard		BASELINE	10% GROWTH	10% GROWTH	10% GROWTH	Baseline measures will be available upon completion of the Spring Assessment 2011. At that time targets will be determined for future years.
Mean scaled score gains and increased % of students meeting reading standard		BASELINE	10% GROWTH	10% GROWTH	10% GROWTH	Baseline measures will be available upon completion of the Spring Assessment 2011. At that time targets will be determined for future years.
Pre and post data usage surveys administered to teachers by the Data Coach will measure growth in teachers' ability to access data and their facility with the use of data to adjust instruction.		PILOT SCHOOLS	BASELINE	BASELINE + 10% GROWTH	10% GROWTH	Pre and post data usage surveys administered to teachers by the Data Coach will measure growth in teachers' ability to access data and their facility with the use of data to adjust instruction.

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]*

The instructional improvement system will consist of core curriculum reviews (a tri-annual curriculum review process that utilizes district leaders and outside experts in the field), administrative and department/cluster chair walkthroughs with an instructional focus, a district-wide literacy project, teacher mentoring and development programs, and an array of diagnostic, formative and summative testing (supported by I-Tracker, Cognos reports, Scholastic Reading Inventory (SRI) reports, DataLink proficiency reports, and DOE on-line reports). NCCVT has developed a Unified Summative Assessment Program (USAP) of final exams in all core content areas and periodic unit tests to evaluate student performance, as well as to identify opportunities for instructional improvement by standard proficiencies across schools and teachers. NCCVT will continue existing partnerships with the UD who will provide highly trained consultant assistance in the areas of literacy and inclusion.

The district will schedule four 45 minute data/instructional strategy sessions each month for Core Content teachers to participate in PLC sessions led by the Data Coach and school instructional leaders. These planned sessions will be scheduled by departments, subjects taught, and/or small teams of instructors who share common students. Additionally, a minimum number of four 45 minute collaborative planning sessions are scheduled monthly in

each core content area in each high school. New Castle County Vo Tech content teachers receive a generous planning time allocation of 90 minutes daily. The district far exceeds the "90 minutes of collaborative planning time weekly" requirement.

Currently the direct facilitation model of data coaching is being piloted at Howard and Delcastle (March 2011 through June 2011). The district determined that the best utilization of 1.2 data coaches in the 2011-12 school year will be to utilize the coach-the-coach model. It is anticipated that the following allocations will be designated: Howard – 0.2 data coaches, Delcastle – 0.4 data coaches, Hodgson – 0.3 data coaches, St. Georges – 0.3 data coaches. The data coach will work collaboratively with district content specialists in planning and delivering data coach sessions as well as fulfilling other responsibilities delineated in the MOU. The exact school by school schedules will be determined upon completion of master schedules in summer 2011.

Each school schedules additional 45 minutes/week of collaborative time relative to school-based needs. Configurations include but are not limited to vertical and horizontal teams, course-alike groups, etc. Teacher teams provide documentation of intended goals and outcomes of these meetings. Additionally, school wide Early Release Days (1 p.m. dismissals) will be planned to expand the opportunity for all faculty to collaborate around data using the adopted 8-Step Data Talk Protocol (attached). Early Release Days have been Board Approved for several years as part of our school calendar. These days provide an excellent format for embedded professional learning and whole school collaboration.

In order to improve teaching strategies of those state standards that exhibit low student achievement, the district will engage teachers in regularly scheduled Data Talks focused on the end of course assessments and student work from common unit assessments, fueled by new proficiency reports to better identify state standards with greatest need of improvement. Phase I: roll out new proficiency reports with SY2010 common assessment results, and focusing improvement efforts on those state standards with the lowest proficiency scores under the direction of content specialists. Phase II: deploy one data coach to accelerate the use of data-informed decisions among teachers beginning in March 2011. A survey will be initiated by the State Data coach to all Core Content teachers to assess proficiency with using multiple data sources to guide instructional decisions. The Pre and Post survey will reflect levels of growth and areas where individual teacher support is necessary.

Prescriptive professional development is one theme that follows through each strategy. Through the adoption of tools such as Teachscape, building administrators will not only provide timely, specific feedback, but also have the ability to connect teachers with electronic resources that support areas for continued growth. Prescriptive feedback will be available through the Teachscape email feature and their reflection tool, a panoramic camera that captures classroom footage and stores it in a school data base for use in collaborative time and/or for self-reflection.

All four high schools are in the Vision 2015 Network and participate in yearlong training with the Focus on Results consulting group. Each group has its Instructional Focus relative to the district Literacy Charter and higher order thinking skills.

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
- Establish new educator career paths linked to evaluation

Additional LEA Strategies

- Adapt evaluation and career path approaches accordingly for CTE teachers

Activity plan by strategy:

Strategy: Use evaluations as a primary factor in educator development, promotion, advancement, retention, and removal | **Owner: Assistant Superintendent**

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 DPAS II evaluation process.	$6,407 annually x 3 years = $19,221	Assistant Superintendent				x	x	x	x	x	x	x	x						Development Coaches will partner with District Senior Leadership to review all DPAS II Lesson Analyses and provide feedback to school administrators. Based on analyses of DPAS II Lesson Analyses and Evaluations, the Senior Leadership and Development Coach will construct a work plan designed to support novice administrators, in particular. Additionally, the work plan of the Development Coach will prioritize time at Howard High School of Technology, a Partnership Zone School, and Delcastle Technical High School, a Title I High School in Corrective Action. [W 2012]
Deliver professional development offerings that are	$40,000, per year Focus on	Supervisor of Instruction					x	x	x	x	x	x	x	x	x	x	x	x	Working with the school leadership at Howard and St. Georges, along with the Supervisor of Title I, the Supervisor of

aligned with improvement plans.	Results x 3 years = $120,000 (Vision 2015 Consulting Group)																		Instruction will continue to implement the Learning Focused Strategies Professional Development Plan, as well as other customized instructionally-focused offerings based on data-based identified needs. Instructional Specialists will be utilized to deliver professional development, provide coaching to departments and individuals, and teach demonstration lessons. Provide Improvement Plan training for administrators through DASL. (ongoing)
Align walkthroughs with DPAS II measures	District Funds	Assistant Superintendent				x	x	x	x										Adopt the Teachscape Classroom Walkthrough Data Collection Tool to refine and align walkthrough data to school's data based needs, along with 360 degree recording station to enhance teacher/ practitioner reflection. (Pilot: April 1, 2011)
Budget total	$139,221																		

Strategy: Establish new educator career paths linked to evaluation (SoW 6)	**Owner: Assistant Superintendent**

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**	
Define the career ladders already in place.		Assistant Superintendent					x	x											Rewrite job descriptions and develop communication plan about expectations related to teacher leaderships.
Establish and staff a teacher leader position in the high-need school.	Budgeted in Partnership Zone Budget and S.I.G.	Assistant Superintendent			x	x	x	x	x	x	x	x	x	x	x	x	x	x	Teacher leader position is established and staffed at HHST. (Fall 2011) (SAM)
Create a mentor support program for new Teacher	$10,000 annually x 4 years =	Supervisor of Instruction					x	x	x	x									Mentor support program established (Fall 2011). The comprehensive mentor program will be aligned to the

Leaders.	$40,000																		components of the DPAS II process (i.e. classroom management, instructional strategies, basic procedures, etc.). The program will be evaluated and revised based on data to meet the needs of the new teachers.
Exemplary teachers will be hired at HHST to meet identified core content needs, prioritizing math and ELA grades 9 & 10.	All budgeted in P.Z. budget and S.I.G	Principal, Howard High School			x	x	x	x	x	x	x	x							Internal Talent Transfer Initiative AND External Talent Recruitment Initiative will yield exemplary teachers employed at Howard as a priority (6-10 new hires). [Spring 2011]
Create a new compensation plan for teacher leaders who will serve on the HHST Leadership Team.	All budgeted in P.Z. budget and S.I.G.	Leadership Team			x	x	x												Howard Leadership Team to be identified May, 2011 (5-10 teacher leaders to receive incentive awards).
Facilitate ongoing meetings with teacher union representatives.	NA	Superintendent	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	Monthly Superintendent-Teacher Liaison Meetings. [ongoing]
Budget total	$40,000																		

Additional LEA Strategy: Adapt evaluation and career path approaches accordingly for CTE teachers	**Owner: Assistant Superintendent**

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**	
Develop DPAS II Component 5 evaluation indicators to include measures from the	0	Assistant Superintendent								x	x	x	x	x	x	x	x	x	Evaluation criteria adapted for CTE teachers. (Summer 2012) Recommendations to be developed on balance of direct theory instruction and lab learning. (Summer 2012)

annual career program data report, such as student career program certificates, co-op placements, post-graduate data.																			
Budget total	0																		

Objective 4 Measures: *Which measures will this objective impact, how much, and when?*

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**
% teachers receiving 'satisfactory' rating on the student growth component of DPAS II	NA		BASELINE	10% GROWTH	10% GROWTH	Indicative of the proportion of teachers with acceptable performance in terms of student achievement
Of those teachers who are not 'highly effective', the % realizing improved DPAS ratings	NA		50%	55%	60%	Recognizes progress among those teachers who are not 'highly effective'
Mean scaled score gains and % students meeting DCAS math standard		BASELINE	10% GROWTH	10% GROWTH	10% GROWTH	Baseline measures will be available upon completion of the Spring Assessment 2011. At that time targets will be determined for future years.
Mean scaled score gains and % students meeting DCAS reading standard		BASELINE	10% GROWTH	10% GROWTH	10% GROWTH	Baseline measures will be available upon completion of the Spring Assessment 2011. At that time targets will be determined for future years.

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]*

Until now, most district efforts around building instructional leadership capacity have occurred in isolated pockets. The activities articulated in this section all aim at one goal—to build instructional leadership capacity at the teacher and administrative levels *systemically*. In the Wallace Foundation report, *Education Leadership: A Bridge to School Reform* (Wallace Foundation, 2007), excellence in instructional leadership is defined as:

1. Set direction, by developing a consensus around vision, goals, and direction;

2. Help individual teachers, through support, modeling, and supervision, and develop collective teacher capacity, through collaborative planning and professional development that creates shared norms of practice;
3. Redesign the organization to enable this learning and collaboration among staff (and personalization/support for students), as well as to engage families and community; and
4. Manage the organization by strategically allocating resources and support.

Prescriptive professional development is one theme that follows through each strategy. Through the adoption of tools such as Teachscape, building administrators will not only provide timely, specific feedback, but also have the ability to connect teachers with electronic resources that support areas for continued growth. Prescriptive feedback will be available through the Teachscape email feature and their reflection tool, a panoramic camera that captures classroom footage and stores it in a school data base for use in collaborative time and/or for self-reflection.

NCCVT will also focus on further refining our evaluative practices using the Delaware Performance Appraisal System (DPAS II) with focus on establishing goals and evaluating student achievement associated with component five of the formal process. Teachers and administrators will be guided and coached to make appropriate connections to available data and suggested professional development opportunities related to performance evaluations. In preparation for DPAS II, the district utilized a "development coach" to train building administrators to write effective evaluations. The focus of this training was primarily on components 1-3. The new RTTT development coaches will be asked to help us maximize the intent of Components 4 (professional responsibilities) and 5 (Student Improvement) to meet the goals of RTTT.

The district will redefine the roles of department and career cluster chairs to include instructional leadership attributes and 'teacher leader' responsibilities during the 2011-2012 school year. Other NCCVT teacher leader paths include vocational and content area specialists. The district's Partnership Zone School, Howard High School of Technology (HHST), is a priority when creating teacher leader positions. The successful implementation of this strategy will be contingent on consistent application of 'highly effective' criteria and management of evaluation data. A NCCVT Leadership Academy has been implemented to build a pool of highly qualified leaders at both the administrative and teacher levels. The Leadership Academy is affiliated with the Delaware Academy for School Leadership with a goal of encouraging teacher leaders to expand their instructional focus and influence at the school, department, and individual teacher levels.

NCCVT, through the Partnership Zone, implemented experimental paths toward instructional leadership: Category 1 SAM; Small Learning Communities leaders; enhanced instructional leadership team (ILT); and talent transfer initiative. Further study, district-wide, will reveal the potential for these practices to transfer to our other three high schools.

During the 2010-2011 school year, vocational specialists in collaboration with DOE led professional development sessions with all CTE instructors aimed

at defining Component 5 teacher growth measures. Measures from annual career program data reports as well as student career program data (level of career certificate earned, number of specialty career certifications, co-op placements, and post-graduate data) will be analyzed and considered in the evolution of DPAS II, Component 5, specifically for CTE instructors.

The district will sustain these efforts beyond the RTTT grant period by using Success Plan funds and other professional development funding sources.

Objective 5: Ensure equitable distribution of effective educators

Summary of strategies:

Required Strategies

- Increase the concentration of highly-effective teachers and leaders in high need schools (SoW 7 req.)

Additional LEA Strategies

- Utilize various data sources to determine levels of teacher effectiveness across schools in academic and CTE courses

Activity plan by strategy:

Strategy: Increase the concentration of highly-effective teachers and leaders in high need schools (SoW 7 req.) | **Owner: Personnel Director**

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.	TBD	Personnel Director									x	x	x	x	x	x	x	x	All vacant positions will be filed with the state via the central website. Potential employees will apply via the website and the website will archive all activities annually. Activation will be determined by the state's timeline.
Forecast hiring needs and use succession planning.	District funds	Personnel Director									x	x	x	x	x	x	x	x	Hiring needs for SY2012 (Spring 2011) will be updated annually (July) as part of the recruitment and retention effort for quality leaders and teachers. NCCVT will prioritize the critical area needs of math and science. Participate in state and regional job fairs.
Employ two 'Teach	$20,000	HHST Principal	x	x	x	x	x	x	x	x									Employ two Teach for America instructors.

for America' instructors in SY 2010-2012 (science and ELA) at Howard and continue initiative through 2014.	each (2 teachers) per year $40,000 annually x 4 years = $160,000																		Based on effectiveness data, consider expanding the model in critical need areas. Individuals will be identified and employed by August 2010-June 2012.
Partner with the University of Delaware to implement a Teacher Center Fellows Program modeled after the Yale National Initiative.	$12,000 per year (3 years) $36,000	Assistant Superintendent					x	x	x	x	x	x	x	x					Identify potential candidates based on teacher effectiveness (DPAS) by July. Candidates will apply to the University of Delaware Teacher Leadership Project (Yale). Teacher Fellows participate in professional development and will develop a model unit. Exemplary units will be shared across the state and throughout the Yale Institute Program nationally. Twelve teachers per year for the New Castle County institute, and four teachers per year for the Yale National Institute.
Provide a three-pronged incentive plan to attract and retain highly-effective instructors to teach at Howard.	Budgeted in Partnership Zone Plan and S.I.G.	Superintendent					x	x	x	x	x	x	x	x	x	x	x	x	5-10 teacher leaders for incentive awards. 5-10 transfer or new hires for incentive awards. See Partnership Zone plan.
Budget total	$196,000																		

Additional LEA Strategy: Utilize various data sources to determine levels of teacher effectiveness across schools in academic and CTE courses	**Owner:** **Assistant Superintendent**

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**	
Utilize USAP (end of course) data to compare teachers'	District funds	Content Specialists		x		x		x		x		x		x		x		x	Align standards to questions on exams for the district's Unified Summative Assessment Program (USAP), science

effectiveness across schools in academic areas.																			(w2011), math completed, English (Summer 2011), and US History (Fall 2011)
Review career program data to evaluate effective career programs/CTE teachers across schools, incorporating end-of-program assessment results as it becomes established and benchmarked.	0	Vocational Specialists					x	x	x	x	x	x	x	x	x	x	x	x	Career Program Data Review compiled and updated annually to include weighted average results for the last 5 years on related co-op employment, level of vocational-technical CTE certification, student demand, retention rate, graduate related work and educational pursuits, graduate satisfaction and projected DE labor market demand.
NCCVT will utilize a management and tracking system of DPAS II evaluation results for comparison purposes. District leadership and Development Coach will read and review all lesson analysis, provide feedback, and recommend improvements.	0	Assistant Superintendent Director of Personnel					x	x	x	x	x	x	x	x	x	x	x	x	Analysis of the aggregate data will be used to determine professional development needs for staff. Data will be used as a baseline to determine highly effective status and a recruitment tool for the Talent Transfer Initiative. Data will be reviewed per semester.
Conduct parent, student and faculty satisfaction surveys annually to ascertain level of satisfaction and support in all aspects of school programs and	0	Supervisor of Research, Public Information Officer						x	x	x	x				x	x	x	x	Key questions relative to teacher effectiveness will be disaggregated from survey results. Analysis of satisfaction survey results will occur annually.

services.																			
Budget total	0																		

Objective 5 Measures: *Which measures will this objective impact, how much, and when?*

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**
Range of % 'highly effective' teachers across schools	NA	BASELINE	10% or less	8% or less	<5% points	Each school will have the same percentage of 'highly effective' teachers.
Retention of % 'highly effective' teachers at HHST Other Possibility: % of Talent Transfer Candidates remain at Howard after 2012-2013 SY.	NA				100%	Given the unique aspects of HHST, recruiting and reducing teacher turnover will be a challenge.
Mean scaled score gains and increased % of students meeting DCAS math standard		BASELINE	10% Growth	10% Growth	10% Growth	Baseline measures will be available upon completion of the Spring Assessment 2011. At that time targets will be determined for future years.
Mean scaled score gains and increased % of students meeting DCAS reading standard		BASELINE	10% Growth	10% Growth	10% Growth	Baseline measures will be available upon completion of the Spring Assessment 2011. At that time targets will be determined for future years.

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]*

Identifying effective teachers and principals is the first step toward ensuring an equitable distribution across schools and need levels. This will require the development of a system to track aggregate DPAS II evaluation results by school and subject area. In so doing, the district can then identify those teachers who could help in the areas with the greatest need for improvement, as well as identify those who could benefit from targeted professional development efforts.

Howard High School of Technology (HHST) has been identified as a high need school based on poverty figures and selected as a Partnership Zone school. As such, the district will recruit and assign highly effective teachers to HHST according to need. NCCVT will contract with Teach for America in SY 2010-2011 and 2011-2012 at HHST, potentially continuing its affiliation with Teach for America through 2014.

In addition to school-level discrepancies in teacher effectiveness, they may also be present between academic and career program areas and grade

levels within and between schools. In general, emphasis in grades 9 and 10 will be to prepare students to meet state standards of knowledge and bolster their academic foundation for life-long learning, including strong remediation efforts as necessary for low-achieving students. For grades 11 and 12, emphasis will shift to preparing students for work and/or continued education upon graduation, related to their high school program of study.

The effectiveness of individual teachers is important. Furthermore, the effectiveness of the team of teachers, support staff and administration working together is vitally important for successful student outcomes. Interactions among the team members and students over four years can impact the effectiveness of individual teachers and students to both teach and learn.

While the initial focus has been on Howard High School, our Partnership Zone school, efforts to expand the other schools to additional learning opportunities has occurred throughout the school year as evident in the Time Study with the National Center for Time and Learning, and the Leadership and Learning Institute. With this stated the district will continue to do comparisons across all four of our schools.

The district examines USAP results to compare teacher effectiveness across schools in core content areas. Content specialists provide one-on-one coaching relative to standards-based areas of weakness as revealed through USAP data. The district examines comprehensive CTE program data to compare teacher effective across career areas of study and schools. Vocational specialists provide one-on-one coaching as well as small group professional growth experiences relative to career program trends and teacher efficacy. Additionally, satisfaction survey data and parent survey data are analyzed relative to responses on questions pertaining to teacher effectiveness.

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

Summary of strategies:

Required Strategies

- Target recruiting and hiring to the most effective preparation programs

Additional LEA Strategies

- Facilitate transition from industry to education for CTE teachers

Activity plan by strategy:

Strategy: Target recruiting and hiring to the most effective preparation programs | **Owner: Personnel Director**

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**	
DDOE will link	TBD	DDOE									x	x	x	x	x	x	x	x	Personnel Director will utilize program

teacher and principal effectiveness data to educators' preparation and certification programs and provide reports on the effectiveness of educators from different routes.		Personnel Director																	effectiveness data to direct recruiting efforts and hiring decisions.
Provide input into feedback for preparation and certification programs.	0	Personnel Director									x	x	x	x	x	x	x	x	Utilize a systems management and tracking process that will 1.) identify certification, 2) highly qualified status, and 3) pre and post certification programs. This system will be updated annually and will provide critical teacher recruitment information.
Participate in 'STEM Teacher Residency Program pilot with University of Delaware (2010-2013).	0	Assistant Superintendent	x	x	x	x	x	x	x	x	x	x	x	X	X	X	X	X	Assign ten residents in math and science to Delcastle Technical High School and Howard High School of Technology for the purpose of securing and retaining talented residents with significant field-based experiences and degrees in math and science. Continue involvement in STEM Residency Program in subsequent years.
Budget total	0																		

Additional LEA Strategy: Facilitate transition from industry to education for CTE teachers																		**Owner: Assistant Superintendent**
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 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**	
Develop/enhance specialized induction program, especially for CTE	Local funds	Director of Personnel Assistant					x	x	x		x	x	x		x	x	x		Provide comprehensive induction program for CTE teachers aligned to components of the DPAS II process (i.e. classroom management, instructional strategies, basic

teachers.		Superintendent Vocational Specialists																	procedures). Evaluation data will be kept to revise program annually based on the needs of the individuals. The specialized induction program will include components of the state required Mentoring Program.
Budget total	0																		

Objective 6 Measures: *Which measures will this objective impact, how much, and when?*						
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**
% 'highly effective' academic teachers	NA	BASELINE	10% Growth	10% Growth	10% Growth	Pending clarification of 'highly effective', based on some combination of DCAS, USAP and other evaluation criteria included in DPAS II.
% 'highly effective' CTE teachers	NA	BASELINE	10% Growth	10% Growth	10% Growth	Pending clarification of 'highly effective', based on some combination of DCAS, career assessment, certification/licensure, career program data and other evaluation criteria included in DPAS II.
Mean scaled score gains and increased % of students meeting DCAS math standard		BASELINE	10% Growth	10% Growth	10% Growth	Baseline measures will be available upon completion of the Spring Assessment 2011. At that time targets will be determined for future years.
Mean scaled score gains and increased % of students meeting DCAS reading standard		BASELINE	10% Growth	10% Growth	10% Growth	Baseline measures will be available upon completion of the Spring Assessment 2011. At that time targets will be determined for future years.

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]*
Currently, NCCVT's primary experience with alternative routes to education is with the transition of those who enter the teaching profession directly

from industry. The district will support the state's efforts to link teacher and principal effectiveness to sources of preparation and certification. Teacher and principal performance will be assessed utilizing the DPAS II framework, incorporating Cognos reports of USAP final exam results, the on-line DCAS data portal, consistent walkthrough evaluation instruments, annual and marking period performance reports, and career program review data. Working with DOE, the district will provide feedback to and receive information from DOE that will ultimately guide recruiting efforts and hiring decisions of academic teachers. Career teachers are usually recruited directly from industry and are required to meet skills and technical science (STS) certification over a six-year period. As part of this plan we will support those CTE teachers in the transition to full certification and highly effective teaching status.

Because our district has forged strong relationships with local teaching universities by welcoming future teachers into our classrooms to observe during their methods courses, many student teachers seek placements in our district. We value these relationships with local teaching universities and seek opportunities to bring teaching candidates into our system prior to student teaching placement. This approach will orient teaching candidates to our district culture and allow the early identification of teachers in high needs areas such as mathematics and science. Furthermore this early pipeline provides the district the advantage of building a more diverse faculty that mirrors our student population. For the student teacher this will serve as a authentic learning experience.

As the pioneer in the state for the STEM residency program the district currently hosts eight STEM residents in math and science at Howard and Delcastle. The district's partnership with the University of Delaware will continue in earnest during the 2011-2012 school year with the placement of 14 STEM residents in all four district high schools. Residents will be placed strategically with highly effective cooperating teachers who possess certifications aligned to the STEM resident's employment history. It is anticipated that the STEM residents will be placed in schools in a small cohort structure that will foster cross-classroom coaching and visitation. The NCCVT School District is extremely proud to continue our exclusive relationship with the University of Delaware's STEM Residency Program.

The district currently employs two Teach for America (TFA) teachers at Howard High School in the areas of English and science. The 2011-2012 school year represents Year 2 of our two year contract with TFA. The effectiveness of the program and individual teacher's impact on student learning will be closely monitored and considered in terms of program expansion.

The SAM project has been fully implemented with 100% participation of school administrators utilizing a Category 2 SAM since 2008-2009 school year. The district will continue to study the program effectiveness.

Rigorous, nationally-developed curriculum, such as project Lead the Way (PLTW) will be infused in career area programs and will be accompanied by extensive 2 week residential professional development. The PLTW initiative complements the district's vision of increased professional development

targeted to specific needs of career area instructors.

Following comprehensive strategic planning during summer 2011, the district will examine the following aspects of insuring the hiring of highly effective instructors:

- Pre-service partnerships with institutions of higher education
- Utilizing newly formed teacher pipelines
- Improving district interview and selection practices
- Provision of advance contract offers
- National exemplars of hiring incentives
- New online application system

Each of aforementioned areas of focus relative to ensuring that educators are "effectively prepared" represents a significant and strategic improvement over the inherited practices that existed.

Objective 7: Provide effective support to educators

Summary of strategies:

Required Strategies

- Adopt a coherent approach to professional development
- Accelerate the development of instructional leaders

Activity plan by strategy:

Strategy: Adopt a coherent approach to professional development	**Owner: Assistant Superintendent**

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 comple*
			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 development to specific skill and role expectations.	0	Supervisor of Instruction	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	Professional development plan will clarify the utilization of summative and formative assessment tools. These quarterly analyses will identify areas of academic challenge. Based on identified

																			needs, professional development will occur during PLC time, and may be differentiated based on skill and or role. (October, January, April, June).
Review existing professional development to determine if it is high-impact and prioritize participation in high-impact professional development offerings.	0	Supervisor of Instruction					x	x	x	x	x	x	x	x	x	x	x	x	Utilize the Data Service Center Professional Development evaluation tool for district-wide professional development as one source of professional development evaluation. A needs assessment administered in each building will serve as a second source to guide district professional development decisions. DPAS II needs will serve as a third source. [Fall 2011 and semi-annually] The Development of Planning, Formative, and Summative program evaluation tools will take place starting with the 2011-2012SY and will be piloted with the LFS initiatives at Howard and St. Georges.
Training in Learning Focus Strategies (LFS).	$25,000 annually x 4 years = $100,000 Additionally funding through Title II, State professional development funds, S.I.G.	Supervisor of Instruction	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	Train and provide ongoing coaching and monitoring support to Howard and St. Georges faculty in the Learning Focused (LFS) framework, Days 1-3 during the 2010-2011 SY. (Phases I and II) Host summer training for new teaching staff (St. Georges and Howard, NCC schools) to be introduced to the LFS framework. Develop a plan for introducing Vocabulary and re-training on Extended Thinking LFS training during the 2011-2012 SY. (Phase III) Learning Focused Strategies (LFS) provides a unified approach to lesson planning and delivery throughout the district, with supports in place for SY2011 and ongoing training provided in SY2012

																			and beyond as needed.
Align weekly school specific professional development with the school's Vision 2015 instructional focus.	0	Principal and Assistant Principals responsible for professional development					x	x	x	x	x	x	x	x	x	x	x	x	Work with each building Principal and Assistant Principal for professional development to support the development of a comprehensive professional development/learning plan inclusive of both formal training and informal collaboration time. [annually each summer beginning with Summer 2011]
Utilize University of Delaware for expert consultant support. Consultants will work with school administrative teams and district office personnel to inform planning related to Inclusion and Literacy.	Funded through IDEA, District Success Plan, ARRA	Supervisor Instruction Supervisor Special Education Assistant Superintendent	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	Each consultant will provide a detailed scope of work with a timeline including needs assessment and outcomes. For example, the consultant will use multiple data sources to determine needs, assist in the creation of professional development activities based on their area of expertise; and will assist and monitor implementation of stated professional development. Review of data to determine impact on student growth will be conducted in November, January, March, and June. Continuation of services will be determined based on outcome data.
Budget total	$100,000																		

Strategy: Accelerate the development of instructional leaders	**Owner: Supervisor of Instruction**

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**	
Ensure novice and high-need school principals	$2,500 annually x 3 years =	Assistant Superintendent					x	x	x	x	x	x	x	x	x	x	x	x	Each designated principal will receive release time to participate in all required

participate in State instructional leadership training.	$7,500																		state-district training modules.
Distribute leadership in schools through the integrated use of time studies and coaching.	$10,000 annually x 4 years = $40,000 Additionally funded through Partnership Zone Plan, S.I.G., Success Plan, State and Local funds	Assistant Superintendent			x	x	x	x	x	x	x	x	x	x	x	x	x	x	Supervisor of Instruction and the NCCVT President of Delaware Association of Educational Office Professionals (DAEOP) work in collaboration to develop a series of professional development modules aimed at addressing the professional development needs of SAMs and their supervisors. Supervisor of Instruction will also work with the DOE Teacher Leader Effectiveness Unit to further define the role of a SAM and to create a professional development series aligned to this job description. *Time Tracker* software to track time spent on instructional versus management and will be reviewed monthly to sustain the SAM initiative. DASL SAM Partner coaches meet with administrators monthly.
Develop and enhance the NCCVT Leadership Academy.	$3,000 per year x 3 years = $9,000 to support summer internship stipends	Supervisor of Instruction				x	x	x	x	x	x	x	x	x	x	x	x	x	Provide training to aspiring administrators and teacher leaders with select cohort each year. Provide internship experiences to cohort members.
Participate in Vision 2015 / Focus on Results programs.	Funded through S.I.G. and Success Plan	Supervisor of Instruction	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	All four schools participate in Vision 2015 during the 2010-2011 SY. Ongoing evaluation of each school's progress toward the tenets of Focus on Results.
Participate in DASL 'Advanced Prinicipal Training' and 'Aspiring Leaders' programs.	0	Assistant Superintendent					x	x	x	x	x	x	x	x	x	x	x	x	Expand involvement in 'Advanced Principal Training' program through 2014.

Budget total	$56,5000	

Additional LEA Strategy: Initiate CTE Program growth and integrated instruction	**Owner: Assistant Superintendent**

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**	
Partner with the SREB, High Schools that Work (HSTW) training in order to Initiate CTE and academic integration that is aligned with the Common Core.	$10,000 per year for 3 years of membership in DE network = $30,000	Assistant Superintendent					x	x	x	x	x	x	x	x	x	x	x	x	2011-2012: Investigate integration exemplars from the region and nation. 2012-2013: Initiate CTE curriculum revision with infusion of Common Core Standards; pilot innovative integrated (CTE/Common Core) units of study. 2013-2014: Continue CTE curriculum revision with infusion of Common Core Standards; pilot innovative integrated (CTE/Common Core) units of study. Deliverables will be further delineated in the Career and Technical Charter.
Facilitate instruction and related coursework associated with the 'green environment' movement for CTE teachers and students.	0	Adult Education Delcastle Principal	x	x	x	x	x	x	x	x									Develop a work plan for the Outdoor Classroom integration project at Delcastle (collaboration between science department and the CTE construction cluster). Pilot "Green" courses beginning in construction trades 2010-2013.
Budget total	$30,000																		

Objective 7 Measures: *Which measures will this objective impact, how much, and when?*						
Measures	**LEA Baseline**	**2010-11**	**2011-12**	**2012-13**	**2013-14**	**Rationale**

	(If applicable)	(End of SY)	(End of SY)	(End of SY)	(End of SY)	
Mean scaled score gains and increased % of students meeting DCAS math standard		BASELINE	10% growth	10% growth	10% growth	Baseline measures will be available upon completion of the Spring Assessment 2011. At that time targets will be determined for future years.
Mean scaled score gains and increased % of students meeting DCAS reading standard		BASELINE	10% growth	10% growth	10% growth	Baseline measures will be available upon completion of the Spring Assessment 2011. At that time targets will be determined for future years.

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 LEA will evaluate participation in, and design professional development according to Learning Forward's (*formerly known as the National Staff Development Council*) Professional Development Standards. While all professional development is accompanied by an "event evaluation," the district is moving toward "program evaluations" starting in the Fall 2011. The addition of planning, formative, and summative evaluations will be a marked enhancement to the current professional development program. The newly developed tools will be piloted using Howard and St. Georges' Learning Focused whole-faculty initiative, started during the 2010-2011 school year. Since both programs are well under way, initial evaluation tools will focus on formative evaluation (those that assess whether the program is working as designed). A summative evaluation tool will be developed to assess the program's overall merit and worth. The development of a planning evaluation tool will provide a systematic way to assess needs, determine target populations, and then select appropriate professional development aligned with those findings.

Furthermore, NCCVT will review existing professional development to determine if it is high-quality and high-impact according to State standards. Guidelines of relevance, integrated practice, and timely feedback will help to ensure that professional development efforts are having a direct impact on teaching and learning. NCCVT will make decisions for professional development based on:

- *Relevance* – based on needs assessments and critical needs/goals of schools; options taking in varied levels of expertise; variety of data (causal relationships between practices and student results) to ensure program is improving teacher practice and student learning; changes made to program as needed.

- *Long Term and Integrated into Daily Practice* – long term, ongoing, embedded in school day (through morning meetings, PLC time, collaborative time during common planning, and Early Release Days); time and support to apply new learning in the classroom;

participation is expected of all teachers; build culture of support for risk-taking; build opportunities for "instructional rounds" where teachers can *see* a new technique in a Teacher Leader's classroom.

- *Provides Feedback* – a newly developed system of frequent, multi-source, multi-modal, and timely feedback to teachers; collaborative activities (i.e. lesson analysis, student work analysis); administrative and chair walkthroughs are focused on identified areas of priority; student results and professional practices are monitored.

NCCVT continues to be involved in a number of initiatives associated with leadership and management principles, from the use of a Balanced Scorecard approach to performance monitoring, to an emphasis on data-based decision making, to instructional time management using the SAMS Model. In addition, the district has recently developed its own NCCVT Leadership Academy to prepare candidates from within the organization for future leadership positions.

In order to develop and implement a coherent model of professional development we operate in accordance with the National Staff Development Council (NSDC) standards. Decisions for professional development are based on: 1) *Relevance, 2) Integration into Daily Practice through Support and Feedback, and 3) Accountability.*

The challenge we embrace with Race to the Top is to build systems and the personnel's capacity to bring our professional development in line with national standards both during the course of Race to the Top and beyond. NCCVT has built this sustainability into the Race to the Top grant by design through more investment in our people (professional development, leadership, incentives) and much less in products and programs.

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:

Required Strategies

- Follow the process for turning around schools selected for the Partnership Zone

Activity plan by strategy:

Strategy: [If selected] Follow the process for turning around schools selected for the Partnership Zone (SoW 12)																		**Owner: Tim Capone**
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 additional instructional time.	PZ Plan (attached)	Superintendent Principal					X	X	X	X	X	X	X	x					Extended day, Saturday school, extended year programs, and voluntary and mandatory extra-help tutoring are to be provided.
Offer three-pronged Incentives program for 'highly effective' teachers that includes in-district transfer bonus and existing Howard teacher leader bonus.	PZ Plan (attached)	Superintendent Principal					X	X	X	X	X	X	X	x					Offer in-district transfer bonus to 5-10 teachers, identify HHST teacher leaders by summer 2011, and offer signing bonuses for 5-10 new hires.
Intensify marketing promotion of Howard High School, a high-need school, in order to improve community perceptions and bolster enrollment.	PZ Plan (attached)	Superintendent Principal		X	X	x	X	X	X	X	X	X	X	X					Admissions change implemented in 2011 student assignment process. Parent and community outreach coordinator hired in 2011.
Budget total	PZ PLAN																		

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]*

Two of the district's four high schools are in "corrective action" as a result of not making AYP in 2010. Delcastle Technical High School (DTHS) and Howard High School of Technology (HHST) receive school improvement grant funds and are also identified as Title One schools. Howard High School of Technology (HHST) has been identified as a high-need school based on poverty measures, and was selected as a Partnership Zone school.

An extensive review of student achievement, CTE offerings, school climate, facilities, technology, and marketing (including the admissions process) was completed in 2010 and became the basis upon which a transformation plan was devised. The approved Partnership Zone plan guides the district to work closely with DOE liaisons in carrying out the plan's details, including a 'small learning community' framework, a revised schedule, and an early identification and support system.

Goal 5: Accelerate achievement and improve outcomes for all students with a positive school climate and efficient operations

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

Summary of strategies:

Required Strategies

- None

Additional LEA Strategies

- Establish and develop strong parent partnerships

Activity plan by strategy:

Additional LEA Strategy: Establish and develop strong parent partnerships | **Owner: Community Relations and Public Relations Officer**

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**	
Enhance the Summer Home visitation program with individual student data.	0	Supervisor of Community Relations			X	X			X	X			X	X			X	X	Visit the homes of all incoming grade 9 students to collect and provide information, discuss student learning data, and welcome the parent partnership. Addition of data discussion: Howard 2011, all schools 2012.
Facilitate opportunities for greater collaboration with and involvement from parents.	0	Supervisor of Community Relations Howard Parent Coordinator	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Parent participation in parent advisory committee, title one parent groups, parent resource center (HHST), financial oversight committee, open house, PTSA, special education group, and Spanish speaking families group.
Maintain timely and relevant	0	All Staff	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Utilize Alert Now message system, Home Access Center, school

communication with parents.																			newsletters, and personal phone calls to keep parents informed.
Integrate the Parent-Community Involvement Coordinator into the district Parent Advisory Committee. Use multiple forms of technology to garner parental input.	0	Supervisor of Community Relations			X		X	X	X		X	X	X		X	X	X		Howard Parent Coordinator serves on NCCVT Parent Advisory Committee. Debriefs group at each meeting on Partnership Zone accomplishments. Utilize E-newsletters, district external website, Email, survey, etc. to seek parental input.
Develop a flexible schedule for each school's Wellness Center in order to stay open one evening per week for families.	TBD	Principal					X	X	X	X	X	X	X	X	X	X	X	X	Families will be able to take advantage of health and wellness educational opportunities such as: one on one advisory with the child and health care professionals, parenting tips, seminars on drugs and alcohol, stress management, diet and nutrition, etc.
Introduce 9th grade coursework, expectations, and procedures as well as related websites through home visits.	0	Visitation Teams									X	X	X	X	X	X	X	X	Expand home visit agenda to personalize the recommended summer activities for each student.
Pilot student-led, portfolio conferences for the purpose of encouraging parental involvement in student work.	0	Supervisor of Special Education Principals									X	X	X	X	X	X	X	X	During the 2011-2012 school year a study of the best practices in using student led-conferences will take place. The findings will determine the use of this strategy in 2012 – 2013.
Develop a schedule for parent and student Focus	0	Supervisor of Community Relations					X	X	X	X	X	X	X	X	X	X	X	X	Parent and community engagement at each of the high schools will be tailored to the needs identified

Group interviews at each school.		Superintendent Principal																	through Focus Group meetings.
Budget total	0																		

Objective 9 Measures: *Which measures will this objective impact, how much, and when?*

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 9th grade Summer Home Visits conducted	85%	88%	93%	95%	100%	The summer home visits program is a unique aspect of the NCCVT experience. It will serve an added purpose during the Summer 2011 of addressing student learning needs when DCAS results are added to the conversation between NCCVT staff, parents, and student. (Howard – 2011, All schools – 2012)
# of parents involved in quarterly Parent Advisory Committee meetings	22	+25% of previous year	+25% of previous year	+25% of previous year	+25% of previous year	Greater parent and community involvement leads to school and district improvement.
% of parents utilizing HAC at least once per marking period	35% (data gathered by semester in 10-11 SY)	50%	75%	90%	90%	In order to increase the number of parents who access HAC each marking period, we plan to communicate with parents yearly to provide them their login and password.

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]*

Engaging family and community members as partners with the school is a key component in improving student achievement and sustaining high expectations. Our district utilizes the traditional methods of communicating with parents and community members such as mailings, newsletters, meetings, Home Access Center (HAC), websites, and Alert Now automated calls. In addition, the district utilizes some unique outreach techniques to interact with parents, as described below.

With all developmental mileposts, people progress at different speeds. Transitioning into high school is one such milepost. Our district's data show that the grade in which the most academic failures occur is in 9th grade. The district created a summer home visitation program so that the transition into 9th grade begins as smoothly as possible. Each rising freshman student and his/her parent receive a visit to assist in the transition process. Planning for summer home visits begins the previous spring so that the correct message about how to prepare all freshmen for strong academic accomplishments is imparted. The planning team decides what information to present to parents of rising freshmen so that they will be best positioned for success at the beginning of 9th grade. Families receive information on their child's schedule, free and reduced meal forms, and other school information.

New this summer, home visitors will provide students with a preview of what they will learn in 9th grade. School visitors will also provide parents with websites to utilize which will help prepare them both academically and socially for 9th grade. Another new feature of the summer visits is that Students with Disabilities will be visited by a special education teacher staff member who has the knowledge of the student's I.E.P. and sensitivity to special needs.

The Howard Parent Information Coordinator has been hired through the Partnership Zone Plan to facilitate the important connection between school and home. As a district, we intend to utilize the information of improved parent communication methods gained by our new coordinator and through Focus Group feedback in order to enhance parent engagement at all schools.

In addition to general outreach to all parents, we also target communication with the parents of our students who have language barriers or are in underperforming groups, such as Students with Disabilities or Title 1. Our population of students of Hispanic origin is growing in the district; at Delcastle the population of students of Hispanic origin comprises 20% of the student body and has been trending higher for the past 4 years. Registration forms ascertain whether parents would like to receive information in Spanish. Additionally, we invite these parents in for a twice-yearly presentation in Spanish that focuses on how to effectively monitor their child's academic progress and how to effectively communicate with their child's teachers and school. We created and manned a Spanish speaking phone line in which a native speaker returns calls and generates action steps within one day. For students with disabilities, parents are invited to the schools for quarterly meetings throughout the school year. The purpose of these quarterly meetings is to emphasize academic success and school-to-work or secondary-to-post secondary school pathways. We invite parents of Title 1 students at Delcastle and Howard, our two Title 1 schools, to a meeting on academic programs twice annually. We recognize that many of our students find

themselves in more than one of our neediest groups and we emphasize the services that crossover and link.

In our Parent Advisory Committee we provide an opportunity for parents to examine school performance data and district policy. This committee meets quarterly and informs us on school improvement planning and examines our individual school data found in its twice-annually Balanced Scorecards reports.

Objective 10: Provide safe and clean environment with effective policies and procedures

Summary of strategies:

Activity plan by strategy:

Strategy:	**Owner: Superintendent**

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 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**	
Implement Acceptable Use Policy (AUP).	District funds	Assistant Superintendent All Staff	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Rules and guidelines for staff and students ensure safety and use of technology for intended uses.
Implement Nemours health and prevention policies and practices.	District funds	All Staff	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Nemours Partnership is a strong affiliation and support for District Wellness Policy.
Plan and conduct safety, energy and facility improvement audits.	District funds	Supervisor of Facilities	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Periodic audits used as a monitoring tool for potential safety issues, necessary facility improvements, and efficient energy use.
Budget total																			

Objective 10 Measures: *Which measures will this objective impact, how much, and when?*						
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**
Average daily student attendance	95.5% (2010 SY)	95.5%	95.5%	95.5%	95.5%	Close monitoring of the district's excellent attendance rate is a district priority.
Adherence to District Wellness Policy provisions	# of documented infractions decrease annually					Physical, emotional, and psychological well-being of students is a district priority.
Findings of safety, energy, and facility audits shared with Superintendent and Principals	100% corrections made	100% corrections made	100% corrections made	100% corrections made	100% corrections made	Safe and clean facilities are a district priority. Cost savings is a priority.

Objective 10 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 district is actively engaged with the Nemours Foundation. District and Nemours representatives meet quarterly in order to provide opportunities for better nutritional choices in the cafeteria and to positively impact our health curriculum. Nemours helps our district focus on health and wellness. Nemours generally coordinates with middle schools; NCCVT District is one of the few high school districts with which they collaborate.

Social networking sites and access to an exhaustive list of websites provides our students and staff great opportunities, but also challenges them to use each appropriately in a manner that is safe. Our district created an Acceptable Use Policy which includes an educational component that encourages strong communication between parents and their children. The policy gives multiple examples that are intended to educate parents about the potential risks of internet use and helps them to engage in conversation that promotes a safe use of internet sites. The AVP policy also includes strict guidelines for staff, including disciplinary action steps.

Parent and Community Engagement is and will continue to be a district priority as we increase the number of business and industry partners, increase the size and advisory functions of the District Parent Advisory Council, and tailor parent outreach to the needs of each school.

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

Activities to remove: *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.*

Activity to remove	How (stop/delegate/de-emphasize)	By When	Person responsible	Support/permission needed from DDOE
It is expected that the NCCVT School District will undergo a comprehensive Strategic Planning Process during the summer of 2011 with the new Superintendent and Senior Leadership Team. (Examples include but are not limited to: Career Review Process, Professional Development, Balanced Scorecard processes, and roles and responsibilities of administrators at all levels of the organization.)	All district initiatives will be analyzed relative to their impact on student achievement. Those with limited impact on acceleration of student achievement will be eliminated.	July 2011	Newly hired Superintendent	It is recognized that the school district is involved in many RTTT endorsed initiatives. Examples include: SAM Project (year 4 of total district implementation), Vision 2015 (all 4 high schools), STEM residency program with UD (2011-12 all 4 high schools), Data Coach pilot at Howard and Delcastle, Balanced Scorecard strategic planning system throughout all levels of the organization, PMOC (Project Management Oversight Committee fully implemented), and the Partnership Zone.

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?*

Continued collaboration with community stakeholders, strong relations between district administrators and teachers' union, PMOC project monitoring, ongoing monitoring with DOE partners, building and district collaboration, and the enhancement of our district data analysis processes will contribute to the success of the plan. Collaborative affiliations and professional learning between school and district administration further fosters the plan's impact. The district has shown evidence of our willingness to take risks through such pioneering efforts as the SAM project, the STEM initiative, full-district involvement in Vision 2015, Project Lead the Way, and the systemic use of the Balanced Scorecard.

Impending budget cuts and the state and federal levels continue to stay on the radar. The aggressive timeline of the Race to the Top effort produces high expectations relative to early gains and dramatic and rapid changes. A related risk factor is that state initiatives are fully operational in order for local efforts to come to fruition. Keeping lines of communication open in order to maintain school board commitment and continued impact on

cooperative work experiences relative to economic downturn are other risk factors.

Success will be contingent upon timely communication, thoughtful collaboration, targeted consolidation of efforts, better prepared, evaluated and informed teachers and administrators, and a unified quality management planning process. The letters **NCCVTSD** can serve as a reminder for specific success factors: starting with the **N**eeds of customers (parents, students, colleges, employers), followed by key attributes of **C**ontinuous improvement and **C**ustomer satisfaction, **V**aluing people throughout the organization, **T**eamwork, **S**ystems thinking, and **D**ata-driven decision making.

Teacher retention rates and staff turnover at high needs schools may be impacted by the implementation of more definitive measures for teacher evaluations and rising school accountability demands. The district's flagship attributes of extensive career training and positive school climate must be enhanced and maintained, while new efforts to accelerate academic achievement are moved forward.

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**

The district will continue to communicate with its wide array of stakeholders:

- School Board through Board Strategic Planning "Lunch and Learn" sessions, monthly board meetings and annual Board/Administrative retreats; key messages include: progress updates, budget considerations, media events and student achievement gains.
- Administrative leadership through monthly Administrative Council meetings, weekly e-news letter, strategic planning sessions with individual building administrative teams; key messages include: roles and responsibilities to RTTT priorities, scheduling implications, program changes, timeline updates, student achievement data.
- Teachers association through school liaison meetings and superintendent liaison meetings; key messages include: Component 5 status, Partnership Zone responsibilities, Talent Transfer initiative, achievement incentives, and professional development requirements.
- Teachers through e-news, principal weekly newsletter, faculty meetings, data coach sessions; key messages include: student achievement data and trends, movement to common core standards, district curriculum and assessment revisions, professional development.
- Parent committees through quarterly meetings of Parent Advisory Group, Spanish-speaking families group, and Title 1 parents' group; key messages: district goals and priorities, RTTT, Partnership Zone updates, student achievement trends, student services, ways that parents can support their student's success.
- Parents through Howard Parent Coordinator, newsletter, Home Access Center, summer home visits, Back to School night, Open House; key messages: student achievement trends, student services, ways that parents can support their student's success, Supplemental Educational Services, CHOICE, career and technical programmatic information.

- Community and Business Partners through career and technical advisory groups, cooperative employment arrangements; key messages: cooperative employment data and trends, career area equipment input, industry trends, employability qualities, 21st century technology advancements in curriculum .
- IHE through STEM residency partnership, core curriculum review process, contractual consulting arrangements with national experts, student teaching, ARTC, articulation arrangements; key messages: college and career readiness, undergraduate teacher education training, dual enrollment.
- DOE through frequent meetings pertaining to Partnership Zone oversight and RTTT initiatives, timelines, and budgets.

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 continued support of the STU, TLEU, the Secretary and Deputy of Educations' departmental staff will continue to provide technical assistance on a regularly scheduled and as needed basis at the district level.

Brandywine School District / DDoE ***"Customized"*** RttT Annual Performance Evaluation Dashboard
2012

RttT Performance Categories	2012 Goal Attainment	BSD Spring (SY '12)	State Spring (SY '12)	Δ in Spring (SY '11 to SY '12)	Fall to Spring Growth (SY '12)	Δ in Fall to Spring Growth (SY '11 to SY '12)	Goal for Spring 2012	Distance from 2012 Goal	Goal for Spring 2015
Reading Proficiency - Grades 3-5	Y	75	76	12	27	6	68	**7**	82
Reading Proficiency - Grades 6-8	Y	74	73	11	26	8	68	**7**	82
Reading Proficiency - Grades 9-10	Y	65	69	7	17	4	63	**2**	79
Math Proficiency - Grades 3-5	Y	75	75	10	39	7	69	**6**	82
Math Proficiency - Grades 6-8	Y	68	70	9	33	13	64	**3**	80
Math Proficiency - Grades 9-10	Y	62	71	8	20	3	60	**2**	77
Social Studies Proficiency - Grade 4	N*	68	68	3			69	**(-1)**	83
Social Studies Proficiency - Grade 7	N*	63	57	4			64	**(-1)**	79
Science Proficiency - Grade 5	N	45	52	-3			54	**(-9)**	74
Science Proficiency - Grade 8	N	49	51	2			53	**(-5)**	73
Science Proficiency - Grade 10	N	38	42	0			46	**(-8)**	69
Reading Advanced - Grade 4	N**	39	41	3	18	2	41	**(-2)**	58
Math Advanced - Grade 4	N**	30	27	4	20	2	35	**(-5)**	63
Reading Advanced - Grade 8	N**	42	42	3	15	-1	44	**(-2)**	57
Math Advanced - Grade 8	N**	27	32	0	21	9	35	**(-8)**	57
Reading Advanced - Grades 3-10	N**	40	41	3	17	2	42	**(-1)**	56
Math Advanced - Grades 3-10	N**	29	29	5	17	4	30	**(-1)**	47

Brandywine School District / DDoE ***"Customized"*** RttT Annual Performance Evaluation Dashboard
2012

RttT Performance Categories	2012 Goal Attainment	Spring (SY '12)	State Spring (SY '12)	Δ in Spring (SY '11 to SY '12)	Fall to Spring Growth (SY '12)	Δ in Fall to Spring Growth (SY '11 to SY '12)	Goal for Spring 2012	Distance from 2012 Goal	Goal for Spring 2015
African-American Student Reading Proficiency – Grades 3-5	Y	59	64	15	32	9	51	**8**	72
African-American Student Reading Proficiency – Grades 6-8	Y	58	59	13	30	8	52	**7**	72
African-American Student Reading Proficiency – Grades 9-10	N*	47	53	5	19	3	48	**(-2)**	71
African-American Student Math Proficiency – Grades 3-5	Y	55	62	14	41	11	49	**7**	71
African-American Student Math Proficiency – Grades 6-8	Y*	48	54	8	33	12	47	**0**	70
African-American Student Math Proficiency – Grades 9-10	Y*	42	56	9	18	3	41	**1**	66
Hispanic Student Reading Proficiency – Grades 3-5	Y	64	64	11	34	7	59	**5**	77
Hispanic Student Reading Proficiency – Grades 6-8	Y	66	63	16	27	6	56	**10**	75
Hispanic Student Reading Proficiency – Grades 9-10	N	45	59	-3	8	-3	54	**(-9)**	74
Hispanic Student Math Proficiency – Grades 3-5	Y	68	67	10	48	9	63	**5**	79
Hispanic Student Math Proficiency – Grades 6-8	Y*	57	63	10	32	7	54	**3**	74
Hispanic Student Math Proficiency – Grades 9-10 School	Y	57	65	13	20	4	51	**6**	72
Non-Hispanic White Student Reading Proficiency – Grades 3-5	Y	86	85	9	23	5	81	**6**	89
Non-Hispanic White Student Reading Proficiency – Grades 6-8	Y	87	83	11	23	10	79	**8**	88
Non-Hispanic White Student Reading Proficiency – Grades 9-10	Y	79	80	9	16	5	74	**5**	85
Non-Hispanic White Student Math Proficiency – Grades 3-5	Y	87	85	6	38	5	83	**4**	90
Non-Hispanic White Student Math Proficiency – Grades 6-8	Y	83	81	9	33	15	77	**6**	87
Non-Hispanic White Student Math Proficiency – Grades 9-10 School	Y	76	81	7	21	5	73	**4**	84

Brandywine School District / DDoE ***"Customized"*** RttT Annual Performance Evaluation Dashboard
2012

RttT Performance Categories	2012 Goal Attainment	Spring (SY '12)	State Spring (SY '12)	Δ in Spring (SY '11 to SY '12)	Fall to Spring Growth (SY '12)	Δ in Fall to Spring Growth (SY '11 to SY '12)	Goal for Spring 2012	Distance from 2012 Goal	Goal for Spring 2015
Low-SES Student Reading Proficiency – Grades 3-5	Y	63	67	16	33	10	53	**9**	73
Low-SES Student Reading Proficiency – Grades 6-8	Y	60	63	13	29	8	54	**6**	74
Low-SES Student Reading Proficiency – Grades 9-10	Y*	49	56	9	21	8	48	**2**	70
Low-SES Student Math Proficiency – Grades 3-5	Y	61	67	14	44	11	53	**8**	73
Low-SES Student Math Proficiency – Grades 6-8	Y*	51	59	8	34	11	50	**1**	71
Low-SES Student Math Proficiency – Grades 9-10	Y*	45	59	8	19	2	45	**0**	68
Non-Low-SES Student Reading Proficiency – Grades 3-5	Y	87	88	8	22	4	82	**5**	90
Non-Low-SES Student Reading Proficiency – Grades 6-8	Y	88	86	11	24	11	80	**8**	88
Non-Low-SES Student Reading Proficiency – Grades 9-10	Y*	76	81	7	13	2	74	**3**	85
Non-Low-SES Student Math Proficiency – Grades 3-5	Y*	87	87	5	35	4	84	**3**	91
Non-Low-SES Student Math Proficiency – Grades 6-8	Y	84	84	10	33	16	77	**7**	87
Non-Low-SES Student Math Proficiency – Grades 9-10	Y	75	82	8	20	5	71	**4**	83

Brandywine School District / DDoE ***"Customized"*** RttT Annual Performance Evaluation Dashboard
2012

RttT Performance Categories	2012 Goal Attainment	Spring (SY '12)	State Spring (SY '12)	Δ in Spring (SY '11 to SY '12)	Fall to Spring Growth (SY '12)	Δ in Fall to Spring Growth (SY '11 to SY '12)	Goal for Spring 2012	Distance from 2012 Goal	Goal for Spring 2015
Students with Disabilities (SWD) Reading Proficiency – Grades 3-5	Y	36	40	16	26	13	30	**6**	60
Students with Disabilities (SWD) Reading Proficiency – Grades 6-8	Y*	23	28	12	16	10	23	**1**	56
Students with Disabilities (SWD) Reading Proficiency – Grades 9-10	N	19	23	4	10	3	25	**(-7)**	57
Students with Disabilities (SWD) Math Proficiency – Grades 3-5	Y	38	40	15	30	11	32	**6**	61
Students with Disabilities (SWD) Math Proficiency – Grades 6-8	N	13	26	3	10	3	22	**(-8)**	55
Students with Disabilities (SWD) Math Proficiency – Grades 9-10	N	17	29	6	7	1	22	**(-5)**	56
Students without Disabilities Reading Proficiency – Grades 3-5	Y	82	81	12	28	6	73	**8**	85
Students without Disabilities Reading Proficiency – Grades 6-8	Y	81	80	11	27	8	74	**7**	85
Students without Disabilities Reading Proficiency – Grades 9-10	Y*	70	75	8	17	4	67	**3**	81
Students without Disabilities Math Proficiency – Grades 3-5	Y	81	81	10	41	7	75	**6**	86
Students without Disabilities Math Proficiency – Grades 6-8	Y	74	77	9	35	14	70	**4**	83
Students without Disabilities Math Proficiency – Grades 9-10	Y*	67	77	8	21	4	64	**3**	79

DCAS Measures: Page 1	Spring (SY '12)	Δ in Spring (SY '11 to SY '12)	Fall to Spring Growth (SY '12)	Δ in Fall to Spring Growth (SY '11 to SY '12)	Goal for Spring 2012	Distance from 2012 Goal	Goal for Spring 2015
Reading Proficiency - Grades 3-5	70	↑4	40	↑8	70	0	83
Reading Proficiency - Grades 6-8	65	↑12	31	↑14	59	6	77
Reading Proficiency - Grades 9-10	59	⇨2	21	⇨-2	62	-3	78
Math Proficiency - Grades 3-5	74	⇨2	56	↑8	76	-2	86
Math Proficiency - Grades 6-8	64	↑11	38	↑12	58	6	76
Math Proficiency - Grades 9-10	62	↑10	30	↑3	58	4	76
Social Studies Proficiency - Grade 4	71	⇨-1			76	-5	86
Social Studies Proficiency - Grade 7	52	⇨-2			59	-8	77
Science Proficiency - Grade 5	38	↓-9			54	-16	74
Science Proficiency - Grade 8	53	↑9			51	2	72
Science Proficiency - Grade 10	29	⇨0			38	-9	65
Reading Advanced - Grade 4	40	↑5	30	↑6	41	-1	58
Math Advanced - Grade 4	26	↑3	25	↑4	32	-7	61
Reading Advanced - Grade 8	32	↑5	17	↑5	33	-1	49
Math Advanced - Grade 8	19	⇨2	15	⇨3	25	-6	50
Reading Advanced - Grades 3-10	36	↑6	25	↑7	35	1	51
Math Advanced - Grades 3-10	23	⇨2	20	⇨3	26	-4	44

These dashboards are classified as Final. The data is summative and does not reflect ESEA business rules. Minor changes to Spring 2012 data may occur subsequent to the release of this report.

Colonial: Page 2	Spring (SY '12)	Δ in Spring (SY '11 to SY '12)	Fall to Spring Growth (SY '12)	Δ in Fall to Spring Growth (SY '11 to SY '12)	Goal for Spring 2012	Distance from 2012 Goal	Goal for Spring 2015
African-American Student Reading Proficiency – Grades 3-5	68	↑6	43	↑11	66	1	81
African-American Student Reading Proficiency – Grades 6-8	61	↑10	30	↑10	57	4	75
African-American Student Reading Proficiency – Grades 9-10	53	⇨3	20	⇨-1	56	-4	75
African-American Student Math Proficiency – Grades 3-5	68	↑4	55	↑7	69	-1	82
African-American Student Math Proficiency – Grades 6-8	56	↑9	35	↑10	54	2	73
African-American Student Math Proficiency – Grades 9-10	55	↑8	28	⇨2	54	1	74
Hispanic Student Reading Proficiency – Grades 3-5	64	⇨-1	42	↑6	70	-6	83
Hispanic Student Reading Proficiency – Grades 6-8	57	↑10	32	↑14	54	4	74
Hispanic Student Reading Proficiency – Grades 9-10	56	↑7	25	⇨-1	55	1	74
Hispanic Student Math Proficiency – Grades 3-5	72	↓-4	59	⇨1	79	-7	88
Hispanic Student Math Proficiency – Grades 6-8	62	↑12	40	↑11	56	6	75
Hispanic Student Math Proficiency – Grades 9-10 School	63	↑15	35	↑10	54	9	74
Non-Hispanic White Student Reading Proficiency – Grades 3-5	76	↑4	35	↑7	75	1	86
Non-Hispanic White Student Reading Proficiency – Grades 6-8	74	↑16	31	↑18	63	11	79
Non-Hispanic White Student Reading Proficiency – Grades 9-10	70	⇨-2	21	⇨-3	75	-5	86
Non-Hispanic White Student Math Proficiency – Grades 3-5	82	↑4	56	↑12	81	1	89
Non-Hispanic White Student Math Proficiency – Grades 6-8	73	↑13	39	↑14	64	8	80
Non-Hispanic White Student Math Proficiency – Grades 9-10 School	70	↑8	29	⇨0	67	3	81

These dashboards are classified as Final. The data is summative and does not reflect ESEA business rules. Minor changes to Spring 2012 data may occur subsequent to the release of this report.

Colonial: Page 3	Spring (SY '12)	Δ in Spring (SY '11 to SY '12)	Fall to Spring Growth (SY '12)	Δ in Fall to Spring Growth (SY '11 to SY '12)	Goal for Spring 2012	Distance from 2012 Goal	Goal for Spring 2015
Low-SES Student Reading Proficiency – Grades 3-5	66	⇧3	40	⇧6	67	-1	81
Low-SES Student Reading Proficiency – Grades 6-8	60	⇧13	30	⇧14	54	6	73
Low-SES Student Reading Proficiency – Grades 9-10	52	⇧3	21	⇨-2	55	-3	75
Low-SES Student Math Proficiency – Grades 3-5	70	⇨2	56	⇧6	72	-2	84
Low-SES Student Math Proficiency – Grades 6-8	58	⇧12	37	⇧12	53	5	73
Low-SES Student Math Proficiency – Grades 9-10	56	⇧9	29	⇨2	54	2	73
Non-Low-SES Student Reading Proficiency – Grades 3-5	80	⇧6	40	⇧14	77	3	87
Non-Low-SES Student Reading Proficiency – Grades 6-8	74	⇧11	32	⇧16	68	6	82
Non-Low-SES Student Reading Proficiency – Grades 9-10	72	⇧3	23	⇨1	72	-1	84
Non-Low-SES Student Math Proficiency – Grades 3-5	82	⇨1	56	⇧12	83	-1	90
Non-Low-SES Student Math Proficiency – Grades 6-8	73	⇧10	30	⇧14	68	5	82
Non-Low-SES Student Math Proficiency – Grades 9-10	76	⇧13	33	⇧8	67	9	81

These dashboards are classified as Final. The data is summative and does not reflect ESEA business rules. Minor changes to Spring 2012 data may occur subsequent to the release of this report.

Colonial: Page 4	Spring (SY '12)	Δ in Spring (SY '11 to SY '12)	Fall to Spring Growth (SY '12)	Δ in Fall to Spring Growth (SY '11 to SY '12)	Goal for Spring 2012	Distance from 2012 Goal	Goal for Spring 2015
Students with Disabilities (SWD) Reading Proficiency – Grades 3-5	26	⇨2	21	⇨2	33	-7	62
Students with Disabilities (SWD) Reading Proficiency – Grades 6-8	18	⇧6	14	⇧6	23	-5	56
Students with Disabilities (SWD) Reading Proficiency – Grades 9-10	15	⇨2	9	⇨1	24	-9	57
Students with Disabilities (SWD) Math Proficiency – Grades 3-5	35	⇧4	32	⇧5	39	-4	65
Students with Disabilities (SWD) Math Proficiency – Grades 6-8	19	⇧5	13	⇨1	25	-6	57
Students with Disabilities (SWD) Math Proficiency – Grades 9-10	24	⇧5	18	⇨2	29	-5	59
Students without Disabilities Reading Proficiency – Grades 3-5	76	⇧4	43	⇧9	76	1	86
Students without Disabilities Reading Proficiency – Grades 6-8	73	⇧13	33	⇧15	65	8	80
Students without Disabilities Reading Proficiency – Grades 9-10	66	⇨3	23	⇨-2	68	-2	82
Students without Disabilities Math Proficiency – Grades 3-5	79	⇨1	59	⇧8	81	-2	89
Students without Disabilities Math Proficiency – Grades 6-8	71	⇧13	42	⇧13	64	7	79
Students without Disabilities Math Proficiency – Grades 9-10	69	⇧10	32	⇧4	63	5	79

These dashboards are classified as Final. The data is summative and does not reflect ESEA business rules. Minor changes to Spring 2012 data may occur subsequent to the release of this report.

DCAS Measures: Page 1	Spring (SY '12)	Δ in Spring (SY '11 to SY '12)	Fall to Spring Growth (SY '12)	Δ in Fall to Spring Growth (SY '11 to SY '12)	Goal for Spring 2012	Distance from 2012 Goal	Goal for Spring 2015
Reading Proficiency - Grades 3-5	85	↑12	38	↑8	76	9	86
Reading Proficiency - Grades 6-8	80	↑7	27	⇨1	76	3	86
Reading Proficiency - Grades 9-10	74	↑5	24	⇨1	73	2	84
Math Proficiency - Grades 3-5	88	↑8	49	⇨3	83	5	90
Math Proficiency - Grades 6-8	82	↑6	36	↑3	79	3	88
Math Proficiency - Grades 9-10	79	↑11	29	↑4	72	7	84
Social Studies Proficiency - Grade 4	81	↑4			80	1	88
Social Studies Proficiency - Grade 7	68	⇨0			72	-4	84
Science Proficiency - Grade 5	70	↑5			69	0	83
Science Proficiency - Grade 8	60	⇨-3			67	-7	81
Science Proficiency - Grade 10	41	↓-5			53	-11	73
Reading Advanced - Grade 4	43	⇨2	27	↑22	46	-3	61
Math Advanced - Grade 4	38	↑7	36	↑28	40	-1	66
Reading Advanced - Grade 8	45	⇨2	17	↑7	47	-2	60
Math Advanced - Grade 8	37	⇨0	27	↑17	44	-6	62
Reading Advanced - Grades 3-10	44	⇨3	22	↑13	46	-2	59
Math Advanced - Grades 3-10	38	↑7	31	↑21	36	2	52

DRAFT/FOR INTERNAL USE ONLY: The dashboards are designed for DDOE and district leadership use. Please see the "Performance Evaluation Overview" for a full disclaimer regarding the status of this dashboard.

Indian River: Page 2	Spring (SY '12)	Δ in Spring (SY '11 to SY '12)	Fall to Spring Growth (SY '12)	Δ in Fall to Spring Growth (SY '11 to SY '12)	Goal for Spring 2012	Distance from 2012 Goal	Goal for Spring 2015
African-American Student Reading Proficiency – Grades 3-5	75	↑16	47	↑13	64	11	80
African-American Student Reading Proficiency – Grades 6-8	54	⇨-2	22	↓-5	61	-7	78
African-American Student Reading Proficiency – Grades 9-10	57	↑12	27	↑10	52	5	72
African-American Student Math Proficiency – Grades 3-5	79	↑16	58	↑12	68	11	82
African-American Student Math Proficiency – Grades 6-8	62	↑7	36	↑7	60	2	77
African-American Student Math Proficiency – Grades 9-10	66	↑20	38	↑16	52	13	73
Hispanic Student Reading Proficiency – Grades 3-5	75	↑14	44	↑11	66	9	80
Hispanic Student Reading Proficiency – Grades 6-8	77	↑12	35	⇨2	69	8	82
Hispanic Student Reading Proficiency – Grades 9-10	59	⇨0	24	↓-5	64	-5	79
Hispanic Student Math Proficiency – Grades 3-5	83	↑8	57	⇨1	78	4	88
Hispanic Student Math Proficiency – Grades 6-8	85	↑11	46	↑7	77	8	87
Hispanic Student Math Proficiency – Grades 9-10 School	72	↑7	29	⇨0	70	2	83
Non-Hispanic White Student Reading Proficiency – Grades 3-5	92	↑11	32	↑5	83	8	90
Non-Hispanic White Student Reading Proficiency – Grades 6-8	86	↑7	23	⇨1	82	4	90
Non-Hispanic White Student Reading Proficiency – Grades 9-10	83	↑7	23	⇨1	79	4	88
Non-Hispanic White Student Math Proficiency – Grades 3-5	93	↑6	42	⇨1	88	5	93
Non-Hispanic White Student Math Proficiency – Grades 6-8	86	↑4	32	⇨0	84	2	91
Non-Hispanic White Student Math Proficiency – Grades 9-10 School	85	↑10	27	⇨1	77	7	87

DRAFT/FOR INTERNAL USE ONLY: The dashboards are designed for DDOE and district leadership use. Please see the "Performance Evaluation Overview" for a full disclaimer regarding the status of this dashboard.

Indian River: Page 3	Spring (SY '12)	Δ in Spring (SY '11 to SY '12)	Fall to Spring Growth (SY '12)	Δ in Fall to Spring Growth (SY '11 to SY '12)	Goal for Spring 2012	Distance from 2012 Goal	Goal for Spring 2015
Low-SES Student Reading Proficiency – Grades 3-5	82	↑15	44	↑11	71	11	83
Low-SES Student Reading Proficiency – Grades 6-8	73	↑7	31	⇨2	71	3	83
Low-SES Student Reading Proficiency – Grades 9-10	67	↑8	26	⇨2	64	3	79
Low-SES Student Math Proficiency – Grades 3-5	86	↑9	55	↑4	80	6	88
Low-SES Student Math Proficiency – Grades 6-8	78	↑8	40	↑4	74	4	85
Low-SES Student Math Proficiency – Grades 9-10	74	↑13	32	↑4	66	8	80
Non-Low-SES Student Reading Proficiency – Grades 3-5	92	↑8	27	↑3	86	6	92
Non-Low-SES Student Reading Proficiency – Grades 6-8	91	↑7	20	⇨2	86	5	92
Non-Low-SES Student Reading Proficiency – Grades 9-10	88	↑4	21	⇨0	86	2	92
Non-Low-SES Student Math Proficiency – Grades 3-5	93	↑6	37	⇨2	89	4	94
Non-Low-SES Student Math Proficiency – Grades 6-8	90	↑4	30	⇨2	88	2	93
Non-Low-SES Student Math Proficiency – Grades 9-10	89	↑10	26	↑4	82	7	90

DRAFT/FOR INTERNAL USE ONLY: The dashboards are designed for DDOE and district leadership use. Please see the "Performance Evaluation Overview" for a full disclaimer regarding the status of this dashboard.

Indian River: Page 4	Spring (SY '12)	Δ in Spring (SY '11 to SY '12)	Fall to Spring Growth (SY '12)	Δ in Fall to Spring Growth (SY '11 to SY '12)	Goal for Spring 2012	Distance from 2012 Goal	Goal for Spring 2015
Students with Disabilities (SWD) Reading Proficiency – Grades 3-5	59	↑20	47	↑20	47	12	70
Students with Disabilities (SWD) Reading Proficiency – Grades 6-8	41	⇨2	27	↓-5	47	-6	70
Students with Disabilities (SWD) Reading Proficiency – Grades 9-10	39	↑11	27	↑14	37	2	64
Students with Disabilities (SWD) Math Proficiency – Grades 3-5	63	↑14	52	↑12	56	7	75
Students with Disabilities (SWD) Math Proficiency – Grades 6-8	48	↑7	35	⇨3	48	0	70
Students with Disabilities (SWD) Math Proficiency – Grades 9-10	47	↑14	33	↑11	41	6	66
Students without Disabilities Reading Proficiency – Grades 3-5	89	↑12	37	↑7	80	9	88
Students without Disabilities Reading Proficiency – Grades 6-8	86	↑8	26	⇨2	81	5	89
Students without Disabilities Reading Proficiency – Grades 9-10	81	↑5	22	⇨-2	79	2	88
Students without Disabilities Math Proficiency – Grades 3-5	91	↑6	49	⇨2	87	5	92
Students without Disabilities Math Proficiency – Grades 6-8	88	↑6	37	↑3	84	4	91
Students without Disabilities Math Proficiency – Grades 9-10	85	↑10	28	⇨2	78	7	87

DRAFT/FOR INTERNAL USE ONLY: The dashboards are designed for DDOE and district leadership use. Please see the "Performance Evaluation Overview" for a full disclaimer regarding the status of this dashboard.

DCAS Measures: Page 1	Spring (SY '12)	Δ in Spring (SY '11 to SY '12)	Fall to Spring Growth (SY '12)	Δ in Fall to Spring Growth (SY '11 to SY '12)	Goal for Spring 2012	Distance from 2012 Goal	Goal for Spring 2015
Reading Proficiency - Grades 3-5							
Reading Proficiency - Grades 6-8							
Reading Proficiency - Grades 9-10	73	↑ 6	26	↑ 4	71	2	83
Math Proficiency - Grades 3-5							
Math Proficiency - Grades 6-8							
Math Proficiency - Grades 9-10	82	↑ 7	35	↑ 7	78	4	88
Social Studies Proficiency - Grade 4							
Social Studies Proficiency - Grade 7							
Science Proficiency - Grade 5							
Science Proficiency - Grade 8							
Science Proficiency - Grade 10	44	⇨ 1			51	-7	72
Reading Advanced - Grade 4							
Math Advanced - Grade 4							
Reading Advanced - Grade 8							
Math Advanced - Grade 8							
Reading Advanced - Grades 3-10							
Math Advanced - Grades 3-10							

DRAFT/FOR INTERNAL USE ONLY: The dashboards are designed for DDOE and district leadership use. Please see the "Performance Evaluation Overview" for a full disclaimer regarding the status of this dashboard.

NCCVT: Page 2	Spring (SY '12)	Δ in Spring (SY '11 to SY '12)	Fall to Spring Growth (SY '12)	Δ in Fall to Spring Growth (SY '11 to SY '12)	Goal for Spring 2012	Distance from 2012 Goal	Goal for Spring 2015
African-American Student Reading Proficiency – Grades 3-5							
African-American Student Reading Proficiency – Grades 6-8							
African-American Student Reading Proficiency – Grades 9-10	69	↑8	28	↑7	66	3	80
African-American Student Math Proficiency – Grades 3-5							
African-American Student Math Proficiency – Grades 6-8							
African-American Student Math Proficiency – Grades 9-10	79	↑10	41	↑9	73	6	84
Hispanic Student Reading Proficiency – Grades 3-5							
Hispanic Student Reading Proficiency – Grades 6-8							
Hispanic Student Reading Proficiency – Grades 9-10	69	↑4	26	↑4	69	0	82
Hispanic Student Math Proficiency – Grades 3-5							
Hispanic Student Math Proficiency – Grades 6-8							
Hispanic Student Math Proficiency – Grades 9-10 School	83	↑3	40	↑10	82	1	90
Non-Hispanic White Student Reading Proficiency – Grades 3-5							
Non-Hispanic White Student Reading Proficiency – Grades 6-8							
Non-Hispanic White Student Reading Proficiency – Grades 9-10	78	↑5	24	=0	77	2	87
Non-Hispanic White Student Math Proficiency – Grades 3-5							
Non-Hispanic White Student Math Proficiency – Grades 6-8							
Non-Hispanic White Student Math Proficiency – Grades 9-10 School	84	↑5	29	↑4	82	2	90

DRAFT/FOR INTERNAL USE ONLY: The dashboards are designed for DDOE and district leadership use. Please see the "Performance Evaluation Overview" for a full disclaimer regarding the status of this dashboard.

NCCVT: Page 3	Spring (SY '12)	Δ in Spring (SY '11 to SY '12)	Fall to Spring Growth (SY '12)	Δ in Fall to Spring Growth (SY '11 to SY '12)	Goal for Spring 2012	Distance from 2012 Goal	Goal for Spring 2015
Low-SES Student Reading Proficiency – Grades 3-5							
Low-SES Student Reading Proficiency – Grades 6-8							
Low-SES Student Reading Proficiency – Grades 9-10	67	↑6	25	⇒3	66	1	81
Low-SES Student Math Proficiency – Grades 3-5							
Low-SES Student Math Proficiency – Grades 6-8							
Low-SES Student Math Proficiency – Grades 9-10	79	↑9	39	↑9	74	5	85
Non-Low-SES Student Reading Proficiency – Grades 3-5							
Non-Low-SES Student Reading Proficiency – Grades 6-8							
Non-Low-SES Student Reading Proficiency – Grades 9-10	79	↑7	27	↑5	76	3	86
Non-Low-SES Student Math Proficiency – Grades 3-5							
Non-Low-SES Student Math Proficiency – Grades 6-8							
Non-Low-SES Student Math Proficiency – Grades 9-10	86	↑6	32	↑5	83	3	90

DRAFT/FOR INTERNAL USE ONLY: The dashboards are designed for DDOE and district leadership use. Please see the "Performance Evaluation Overview" for a full disclaimer regarding the status of this dashboard.

NCCVT: Page 4	Spring (SY '12)	Δ in Spring (SY '11 to SY '12)	Fall to Spring Growth (SY '12)	Δ in Fall to Spring Growth (SY '11 to SY '12)	Goal for Spring 2012	Distance from 2012 Goal	Goal for Spring 2015
Students with Disabilities (SWD) Reading Proficiency – Grades 3-5							
Students with Disabilities (SWD) Reading Proficiency – Grades 6-8							
Students with Disabilities (SWD) Reading Proficiency – Grades 9-10	36	↑ 3	22	⇨ 2	41	-5	66
Students with Disabilities (SWD) Math Proficiency – Grades 3-5							
Students with Disabilities (SWD) Math Proficiency – Grades 6-8							
Students with Disabilities (SWD) Math Proficiency – Grades 9-10	55	↑ 13	38	↑ 13	49	6	71
Students without Disabilities Reading Proficiency – Grades 3-5							
Students without Disabilities Reading Proficiency – Grades 6-8							
Students without Disabilities Reading Proficiency – Grades 9-10	78	↑ 6	26	↑ 4	75	3	86
Students without Disabilities Math Proficiency – Grades 3-5							
Students without Disabilities Math Proficiency – Grades 6-8							
Students without Disabilities Math Proficiency – Grades 9-10	86	↑ 6	35	↑ 6	82	4	90

DRAFT/FOR INTERNAL USE ONLY: The dashboards are designed for DDOE and district leadership use. Please see the "Performance Evaluation Overview" for a full disclaimer regarding the status of this dashboard.

Delaware Department of Education

Welcome lincoln.hohler

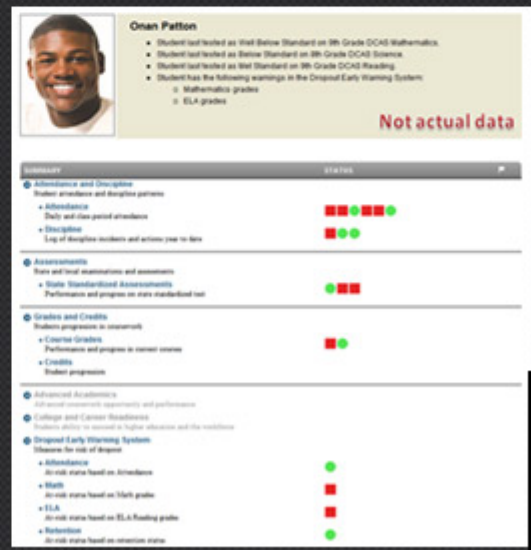
Identity Management System

Request Applications | Application Contacts | Change Password

Search for your application here

Cohort Management	Correlates V3	DCAS Accommodations	DCAS IEA	Accountability Ratings	DCAS	DEEDS	Delaware School Profiles	DSTPOR9	DELSIS 2.0
DPAS II Evaluations	DWPR for K-12 Users Versi	EdInsight Dashboard	ESPES 3	eSchoolPLUS	PDMS	School Trips	SciKitAdmin	Student Growth Tables	Unit Count Plus

EdInsight Dashboard now available



The Education Insight Dashboard is now available free of charge to all Delaware Public and Charter School Educators. Find out how your students are doing today by selecting on your 'EdInsight Dashboard' Icon.

Blended Learning Implementation Timeline

District	2013 Spring & Summer	2013-2014	2014-2015		2015-2016		2016-2017
	Train on blended learning & **develop digital content** for aligned curriculum	**Implement with support** on blended learning & **develop digital content** for aligned curriculum	**Implement digital content** in a blended learning environment and **revise** as needed	**Train** on blended learning & **develop digital content** for aligned curriculum	**Implement digital content** in a blended learning environment and revise as needed	**Train on** blended learning & **develop digital content** for aligned curriculum	**Full Implementation Year**
Brandywine	Math 6-8 Science	Math 6-8 Science	Math 6-8 Science	Math 9-12 ELA	Math 6-8 Math 9-12 ELA Science Soc. St.	Other Content Areas	Math 6-8 Math 9-12 ELA Science Soc. St. Other Content Areas
Indian River	Math 6-8 ELA	Math 6-8 ELA	Math 6-8 ELA	Math 9-12 Science Soc. St.	Math 6-8 Math 9-12 ELA Science Soc. St.	Other Content Areas	Math 6-8 Math 9-12 ELA Science Soc. St. Other Content Areas
NCCVT	Math 9-12	Math 9-12	Math 9-12	ELA Science Soc. St.	Math 6-8 Math 9-12 ELA Science Soc. St.	Other Content Areas	Math 6-8 Math 9-12 ELA Science Soc. St. Other Content Areas
Colonial	Math 6-8 Soc. St.	Math 6-8 Soc. St.	Math 6-8 Soc. St.	Math 9-12 Science ELA	Math 6-8 Math 9-12 ELA Science Soc. St.	Other Content Areas	Math 6-8 Math 9-12 ELA Science Soc. St. Other Content Areas

STATE OF DELAWARE
OFFICE OF THE GOVERNOR
TATNALL BUILDING, SECOND FLOOR
WILLIAM PENN STREET, DOVER, DE 19901

JACK A. MARKELL
GOVERNOR

PHONE: 302-744-4101
FAX: 302-739-2775

November 1, 2012

Dr. Dorothy A. Linn
Superintendent
Colonial School District
318 E. Basin Road
New Castle, Delaware, 19720

Dear Superintendent Linn:

I submit my full support for the ambitious education plan submitted by the BRINC consortium of districts (Brandywine, Indian River, New Castle County Vo Tech, and Colonial) in their application for Race to the Top District grant funds.

These districts are leaders in the implementation of state Race to the Top initiatives, in a state leading the nation on issues such as rigorous standards, adaptive assessments, advanced data systems, educator evaluations and job-embedded professional development. The BRINC plan will build on the strong foundation in place in Delaware and enable these state leaders to bring personalized, student-focused approaches to teaching and learning.

In addition, BRINC's plan reinforces a number of initiatives driven by my administration. For example, BRINC's expansion of online and dual enrollment coursework will support the world language immersion program launched last year. And the college planning, support, and acceleration planned by BRINC will complement our statewide, school-day SAT initiative.

The BRINC consortium represents a microcosm of the state's demographics, geographics, and school models. The consortium represents over a fifth of both districts and students, geographically spread across the state in urban and rural areas, with approximately the same or greater diversity than the state. In a small state like Delaware, we all benefit from others' successes and are eager to learn from what's working, especially from groups like this.

These districts will pave the way for other schools and districts in our state, and already have others expressing great interest in joining and learning from them. Delawareans have a history of partnership and learning from each other, and we have a number of vehicles in place to enable this scaling up: professional learning communities of all Superintendents, the Vision Network of district and charter schools, and initiatives led by the state such as central data systems and hiring portals.

We will continue to work collaboratively with the leaders of our General Assembly, State Board, associations, local education agencies, philanthropic and community organizations, as we have in

developing and implementing Race to the Top as a state. And as we seek to continuously improve, "on-the-ground" expertise from pioneers such as the BRINC districts will be critical to informing decisions on education policy.

The consortium districts have already worked within the flexibility of the regulations to implement the systems and practices that they believe will provide the most benefit to their students. And their plan commits to further pioneering policy issues that we anticipate exploring in the coming years, such as student advancement based on content mastery (rather than time in a course) and increased online and dual enrollment opportunities.

Fully implementing these initiatives could, in some instances, require greater flexibilities in state funding. We will continue to consider suggestions from districts for how to create more conducive funding conditions to enable personalized learning. We look forward to learning from these districts and developing policy improvements with them.

Support across the state is strong, and we are committed to continued progress. I am excited to partner with the BRINC consortium to take advantage of this opportunity as it leads the way in pushing our entire state system to the next level, ensuring that all of our students are part of one of the finest education systems in the state.

Sincerely,

Jack Markell

Jack A. Markell
Governor of Delaware

cc: Dr. Mark Holodick, Superintendent, Brandywine School District
Dr. Susan Bunting, Superintendent, Indian River School District
Dr. Victoria C. Gehrt, Superintendent, New Castle County Vocational Technical School District

Congress of the United States
Washington, DC 20515

October 19, 2012

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue, Southwest
Washington, DC 20202

Dear Secretary Duncan:

We are writing to express our strong support for the education plan submitted by the BRINC (Brandywine, Indian River, New Castle County Vo-Tech, and Colonial) consortium of districts in their application for a Race to the Top District grant. Thank you for your past support of Delaware's education initiatives and for your consideration of the BRINC consortium's application.

For more than a decade, Delaware has led the way to improve struggling schools and raise student achievement. While school districts across Delaware worked diligently to implement meaningful education reform, the BRINC school districts have been particularly instrumental to Delaware's success. The BRINC school districts have taken an active leadership role in the state as Delaware implements Race to the Top initiatives. The BRINC consortium's strong foundation is an ideal platform to implement the strategies, structures, and systems needed to bring personalized, student-focused approaches to teaching and learning. It is no exaggeration to say that BRINC school districts' leadership in Race to the Top has redesigned the way our state approaches education. We support the consortium's plan to build on this past success.

The BRINC consortium will pave the way for other schools and districts in our state to join the exciting initiatives articulated in its plan. The consortium represents over a fifth of both districts and students, geographically spread across the state in urban and rural areas, with approximately the same or greater diversity than the state as a whole. In a small state like Delaware, we all benefit from others' successes and are eager to learn what's working, especially from groups like this.

We are particularly excited about the development of personalized learning teams for students that include parents and community mentors. When we give critical figures in students' lives the tools they need to help, this kind of comprehensive approach to education can achieve real results. By providing in-depth and real-time data for parents, focusing on college and career readiness, involving community leaders in student internships and off-site learning experiences, and implementing a blended learning methodology, we enable our community to build a learning environment tailored to students. This approach also teaches students self-reliance, critical thinking and fosters an appreciation for learning so that students enter college and their careers

fully prepared. We commend the consortium's commitment to advance education policy, support teachers, and share their successes with other districts across the state and nation.

We appreciate your timely consideration of this request. Should you have any questions, we can be reached through our respective staff members: Josh Magarik from Senator Carper's office (302) 573-6291, Latisha Bracy from Senator Coons' office (302) 573-6345, or Gail Seitz from Congressman Carney's office (302) 691-7333.

Sincerely,

Thomas R. Carper United States Senator	Christopher A. Coons United States Senator	John C. Carney, Jr. Member of Congress

cc: Dr. Mark Holodick, Superintendent, Brandywine School District
Dr. Susan Bunting, Superintendent, Indian River School District
Dr. Victoria C. Gehrt, Superintendent, New Castle County Vocational Technical School District

DELAWARE GENERAL ASSEMBLY
STATE OF DELAWARE
LEGISLATIVE HALL
DOVER, DELAWARE 19901

October 17, 2012

Dr. Dorothy A. Linn
Superintendent
Colonial School District
318 E. Basin Road
New Castle, Delaware, 19720

Dear Superintendent Linn:

On behalf of the Education Committees of the Delaware House of Representatives and State Senate, we submit our full support for the ambitious education plan submitted by the BRINC (Brandywine, Indian River, New Castle County VoTech, and Colonial) consortium of districts in their application for Race to the Top District grant funds.

Delaware has been an education reform leader for over a decade, and these districts are leading the way in the implementation of the state Race to the Top initiatives. The consortium has a strong foundation upon which to implement the strategies, structures, and systems needed to bring personalized, student-focused approaches to teaching and learning, redesigning the way our state approaches public education and ensuring our students have the opportunity and ability to surpass the high expectations we have.

The Delaware state legislature has long supported innovation in education as we strive to make Delaware's education system the best in the country. We have been partners with the education system as the state has led the nation on issues such as rigorous standards, sophisticated systems to enable data-driven instruction, teacher evaluation, alternative certification of teachers, P-20 alignment, and adaptive assessments for decades, and most recently in the Race to the Top—State competition. As we strive to continuously improve, we look to those "on the ground"— in the challenging roles of educating our state's children—for suggestions for improvements and solutions.

The BRINC consortium represents strong leaders in our state that are paving the way for other schools and districts, and they are pioneering a number of practices and policies from which we will seek to learn. For example, we have been partners as the state has built one of the most sophisticated data systems in the country, which longitudinally tracks students from early childhood to higher education to inform policymaking, and which provides teachers robust, real-time data to inform their instruction. BRINC districts will implement enhancements to the state data system to ensure their work is increasingly data-driven and to put in place best practices to bring together data to empower students to be leaders in their learning and to provide even greater support to educators.

The consortium districts are working within the flexibility of the regulations to implement systems and practices they believe will provide the most benefit to their students. And their plan commits to further pioneering policy issues in which we anticipate engaging in the coming years, such as student advancement based on their mastery of the content (rather than time in a course) and increased online and dual enrollment opportunities, including early college experiences and required online coursework. Fully implementing these initiatives may require greater flexibilities in state funding, including relief from some requirements at the state level and expanding higher education scholarships to more students, which have been under consideration for some time. We will strongly consider proposals from districts to create more conducive funding conditions to enable personalized learning.

As the consortium represents over a fifth of both districts and students, geographically spread across the state in urban and rural areas, with approximately the same or greater diversity than the state, the lessons learned from their efforts will be broadly applicable. In a small state like Delaware, we all benefit from others' successes and are eager to learn from what's working, especially from groups like this.

We are excited to support the BRINC consortium as they take advantage of this opportunity to lead the way in pushing our entire state system to the next level, ensuring all of our students are part of one of the finest education systems in the state.

Sincerely,

Teresa L. Schooley
House Education Committee, Chair

David P. Sokola
Senate Education Committee, Chair

cc: Dr. Mark Holodick, Superintendent, Brandywine School District
Dr. Susan Bunting, Superintendent, Indian River School District
Dr. Victoria Gehrt, Superintendent, New Castle County Vocational Technical School District

STATE BOARD OF EDUCATION
THE TOWNSEND BUILDING
401 FEDERAL STREET, SUITE 2
DOVER, DE 19901

TERI QUINN GRAY, PH.D.
PRESIDENT

October 26, 2012

Dr. Dorothy A. Linn
Superintendent
Colonial School District
318 E. Basin Road
New Castle, Delaware, 19720

Dear Superintendent Linn:

On behalf of the Delaware State Board of Education, I submit our full support of the collaboration between Brandywine, Indian River, New Castle County Vocational Technical, and Colonial School Districts (BRINC) in developing the ambitious education plan submitted in their application for Race to the Top District grant funds.

Delaware has been an education reform leader for over a decade, and these districts are leading the way in the implementation of many of our state Race to the Top initiatives. This consortium has a strong foundation upon which to implement the strategies, structures, and systems needed to bring personalized, student-focused approaches to teaching and learning. These initiatives have the potential to redesign the way our state approaches public education and focuses on ensuring our students have the opportunity and ability to surpass the high expectations the state has set forth.

The BRINC consortium will pave the way for other schools and districts in our state, illustrating how collaborations between districts can thrive state-wide. It will encourage other districts and charter schools to join the exciting initiatives articulated in the plan, as well as provide data and resources from on the ground experience to inform policy changes. The consortium represents over a fifth of both districts and students, geographically spread across the state in urban and rural areas, with approximately the same or greater diversity than the state. In a small state like Delaware, we all benefit from others' successes and are eager to learn from what's working, especially from collaborative district initiatives like this.

The State Board of Education has long supported innovation in education as we strive to make Delaware's education system the best in the country. We have been a strong partner

as the state has led the nation on issues such as rigorous standards, teacher evaluation, alternative certification of teachers, state-wide longitudinal data systems, and adaptive assessments and most recently we partnered to endorse Delaware's Race to the Top proposal, the Early Learning Challenge Grant, and the Longitudinal Data System Grant.

The BRINC consortium represents strong leaders in our state. They are pioneering a number of practices from which we will seek to learn information to further inform policy decisions. The consortium districts have already worked within the flexibility of existing regulations to implement systems and practices they believe will provide the most benefit to their students. This plan commits to further pioneering policy issues in which we anticipate being agenda items in the coming years, such as student advancement based on their mastery of the content (rather than time in a course, i.e. Carnegie Units) and increased online and dual enrollment opportunities, including early college experiences and required online coursework. We look forward to learning from these districts and developing policy improvements with them.

We recognize that the entire country is at a critical turning point in education and that many policies and systems need to be re-examined in order to best prepare our students; Delaware's system is no different. We are excited to work with the consortium as it seeks to implement a set of policies that will support rigorous personalized learning that prepares students for colleges and careers. We are eager to see their results and use that information to inform our thinking as we go through the process for the rest of the state in the coming years.

Support across the state is strong, and the conditions are ripe for continued progress. The Delaware State Board of Education is excited about the BRINC consortium partnership and the opportunities that will unfurl as it leads our state system to the next level, ensuring all of our students are part of one of the finest education systems in the country.

Sincerely,

Dr. Teri Quinn Gray
President, Delaware State Board of Education

cc: Dr. Mark Holodick, Superintendent, Brandywine School District
Dr. Susan Bunting, Superintendent, Indian River School District
Dr. Victoria C. Gehrt, Superintendent, New Castle County Vocational Technical School District

SINCE 1889

(302) 539-9797
FAX (302) 537-5306
townmgrtov@oceanviewde.com
www.oceanviewde.com

TOWN OF OCEAN VIEW

201 CENTRAL AVENUE
OCEAN VIEW, DE 19970

October 19, 2012

Dr. Dorothy A. Linn
Superintendent
Colonial School District
318 E. Basin Road
New Castle, Delaware, 19720

Dear Superintendent Linn:

On behalf of the Town of Ocean View, I submit our full support for the ambitious education plan submitted by the BRINC (Brandywine, Indian River, New Castle County Vo Tech, and Colonial) consortium of districts in their application for Race to the Top District grant funds.

Delaware has been an education reform leader for over a decade, and these districts are leading the way in the implementation of the state Race to the Top initiatives. The consortium has a strong foundation upon which to implement the strategies, structures, and systems needed to bring personalized, student-focused approaches to teaching and learning, redesigning the way our state approaches public education and ensuring our students have the opportunity and ability to surpass the high expectations we have.

The BRINC consortium will pave the way for other schools and districts in our state, which will join the exciting initiatives articulated in the plan, as well as for policy changes that will be informed by educators on the ground. The consortium represents over a fifth of both districts and students, geographically spread across the state in urban and rural areas, with approximately the same or greater diversity than the state. In a small state like Delaware, we all benefit from others' successes and are eager to learn from what's working, especially from groups like this.

I am happy to support the BRINC consortium as you lead the way in pushing our entire state system to the next level, ensuring all of our students are part of one of the finest education systems in the country.

Sincerely,

Gordon Wood
Mayor, Town of Ocean View

cc: Dr. Mark Holodick, Superintendent, Brandywine School District
Dr. Susan Bunting, Superintendent, Indian River School District
Dr. Victoria C. Gehrt, Superintendent, New Castle County Vocational Technical School District

Delaware Comprehensive Assessment System Family Reports Interpretive Guide

Understanding Your Child's Test Scores

Spring 2012

Table of Contents

Disclaimer: The data in the Family Report sample are for display purposes only and do not represent actual results. The student's name on the sample is fictitious, and any similarity to an actual student name is purely coincidental.

What Is DCAS?

The Delaware Comprehensive Assessment System (DCAS) is a statewide standardized testing program aligned to the Delaware content standards, which define the knowledge and skills required for our children to succeed beyond high school. DCAS is designed to

- help schools and districts determine whether children are making progress on meeting standards;
- help the state learn how schools and districts are ensuring that children are being taught the standards.

In the 2011–2012 school year, DCAS Reading and Mathematics tests in grades 3-10 were administered to provide a measure of how well our children are progressing toward achieving Delaware's content standards.

Also in the spring, a Science test in grades 5, 8, and 10 and a Social Studies test in grades 4 and 7 were administered to assess student achievement of the Delaware Content Standards in these subject areas.

	Fall	Midyear	Spring
2	-	-	Mathematics & Reading
3	Mathematics & Reading	Mathematics & Reading	Mathematics & Reading
4	Mathematics & Reading	Mathematics & Reading	Mathematics, Reading, & Social Studies
5	Mathematics & Reading	Mathematics & Reading	Mathematics, Reading, & Science
6	Mathematics & Reading	Mathematics & Reading	Mathematics & Reading
7	Mathematics & Reading	Mathematics & Reading	Mathematics, Reading, & Social Studies
8	Mathematics & Reading	Mathematics & Reading	Mathematics, Reading, & Science
9	Mathematics & Reading	Mathematics & Reading	Mathematics & Reading
10	Mathematics & Reading	Mathematics & Reading	Mathematics, Reading, & Science

Cover Letter The front page of your child's score report includes an important letter from the Delaware Secretary of Education summarizing the contents of the report and encouraging you to be an active participant in your child's education.

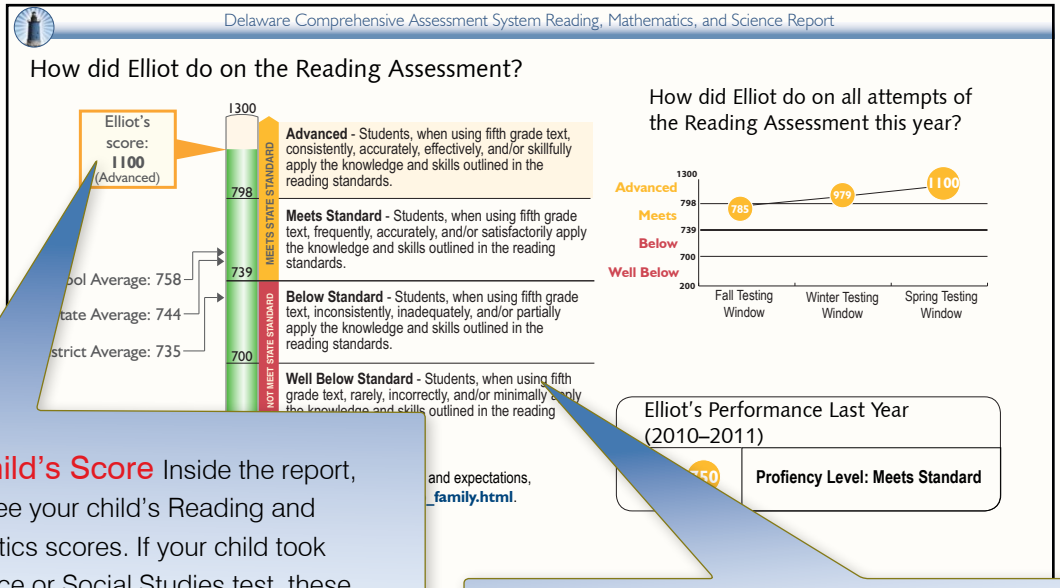
Dear Parent/Guardian,

This document summarizes Elliot's performances on the Delaware Comprehensive Assessment System (DCAS) Reading, Mathematics, and Social Studies scores tests during the 2011–2012 school year. The DCAS continues to be a major improvement in our state assessment program, offering computer-based testing, immediate reporting for educators, and monitoring of student progress over the course of the year.

This document also represents one of the enhancements our department has made in our continuous effort to improve reporting for families. The 2011–2012 report provides more information describing the test content, more ideas for activities that parents can do with their children to help maintain or improve performance, and answers to some frequently asked questions. I invite you to actively participate in Elliot's education through a review of this report and ongoing contact with your child's school.

Sincerely,

Mark Murphy
Secretary of Education

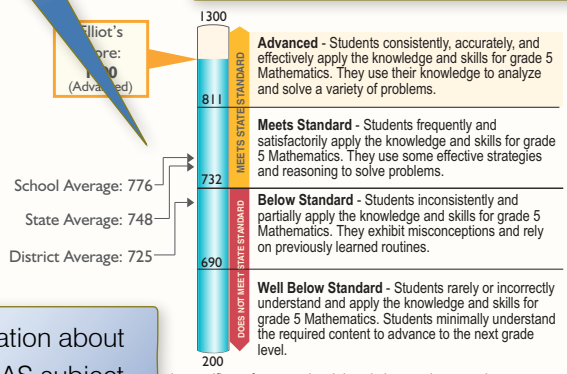


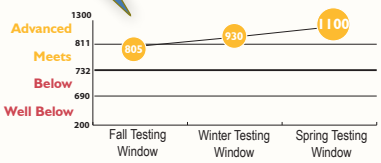
Your Child's Score Inside the report, you will see your child's Reading and Mathematics scores. If your child took the Science or Social Studies test, these scores will also be included in the report. If your child took multiple Reading and Mathematics tests, the most recent scores will be shown. For most children, the highest of the Spring Administration Reading and Mathematics scores are shown.

Performance Levels If your child's score is in the Advanced or Meets Standard score range in a subject, then your child has met Delaware's proficiency standards for that subject. If your child's score is in the Below Standard or Well Below Standard range, then your child did not meet Delaware's proficiency standards for that subject in this administration of DCAS.

Comparison Scores Your child's score is compared with the average score for your child's school, the school district, and the state of Delaware.

Trend Chart This chart shows how your child's Reading or Mathematics score changed from the start of the year through the end of the year. Some children may have tested twice in the spring. In those cases, the higher spring score is reported. Science and Social Studies tests are administered to certain grades only in the spring, so a trend chart is not available for these subjects.





Elliot's Performance Last Year (2010–2011)	
Score: 750	Proficiency Level: Meets Standard

Score Information Information about the administration of each DCAS subject test is provided.

Performance Last Year If your child took a Reading or Mathematics test last year (2010–2011), the final score and performance level from that grade and subject are shown in this table. Note that cut scores for performance levels differ by grade and subject.

Mathematics Score Information

Students took DCAS Mathematics one time in fall, one time in winter, and up t
spring score is used for final reporting.

Mathematics Categories Being Assessed in Grade Five

Numeric Reasoning
Numeric Reasoning skills focus on number sense (whole number place value, fractions, decimals, multiples, factors) and four basic operations, including estimation.

Algebraic Reasoning
Algebraic Reasoning skills focus on using patterns and change; modeling situations with representations such as a graph, table, or equation; and using the distributive property for solving problems.

Geometric Reasoning
Geometric Reasoning skills focus on classification of shapes, predicting the results of transformations, and measurement (e.g., angles, length, area, volume, telling time).

Quantitative Reasoning
Quantitative Reasoning skills focus on systematic collection, organization, and interpretation of data; construction of displays; and defending arguments related to data.

Next Steps f Performance

The following activiti

- Ask your child t into an equivale
- Ask him to use the scale of a map to find the actual distance between two locations using proportional reasoning skills.
- Have him pick a single stock from the newspaper and track the daily value changes of the stock in a table over the course of a week. Ask him to convert the table values into a line graph. Ask him to describe the trend or pattern of the graph in terms of increases and decreases in the stock's value.
- Have him create a table and a pie graph to show the different ages represented on a sports team as frequencies and as percentages (e.g., 9 of the 12 players [75%] are 10-year-olds, and 3 players [25%] are 11-year-olds).

Reporting Categories The report provides descriptions of the skills assessed in each Reporting Category (content subset). These skills and Reporting Categories vary by grade and subject.

Next Steps The Next Steps recommendations are based on your child's overall performance level in each subject. The Next Steps are activities chosen to cover the content assessed in each subject. Parents are encouraged to use these recommended activities to help improve and maintain their child's knowledge and skills in the subject area.

Glossary of Terms/Definitions

Performance level: A proficiency level that corresponds to a score range determined by groups of Delaware educators and parents. Cut scores for performance levels differ by grade and subject

Performance level descriptors: Identify and define what a student knows and can do in a specific content at a specific grade

Reporting category: A content subset within a subject. Further descriptions of each reporting category can be found on the DCAS portal referenced below.

Score: A numerical value that is on a common scale so that children's scores can be compared over multiple test administrations

Standards: Performance expectations for Delaware children

Subject: Grade-level content (Reading, Mathematics, Science, and Social Studies) that is assessed

Frequently Asked Questions

Are my child's scores good enough?

While it is the goal of the school to have your child achieve at the highest level possible, at a minimum, children are expected to perform at the Meets Standard level in each subject at each grade level.

Can the scores be compared?

Reading and Mathematics scores can be compared within a subject over time. For example, you can compare a fall Reading score to a spring Reading score. Scores cannot be compared between different subjects.

Why do my child's scores change over time?

Children's scores generally change over the course of the year as a result of their classroom learning of the grade-level material. Slight variation is expected in all test scores, and outside factors in a child's life may sometimes affect test performance. If you have questions or concerns about your child's performance, please contact your child's school.

How are students prepared for online testing?

A practice test is available for families to try out the online testing system at http://de.portal.airast.org. To use the practice test, you will need to install a free Mozilla Firefox browser on your home computer. The latest version of Adobe Flash must also be installed on the computer. A link to download the browser can be found on the website with the practice test.

What about families that do not have home computers?

Delaware State Parent Advisory Council respects the fact that in order for families to be able to provide optimum support to their children, they will need a home-based computer and Internet access. The advisory council may be able to provide these valuable resources to low-income families. Please contact the Delaware State Parent Advisory Council, P.O. Box 643, New Castle, DE 19720, (302) 722-7206.

How are accommodations provided for students with disabilities and English language learners?

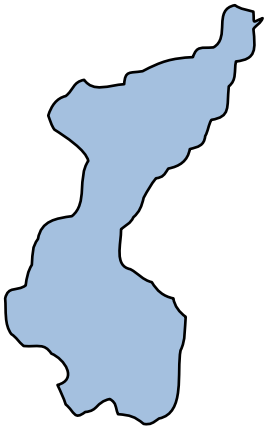
Most accommodations that are provided to students with disabilities and English language learners in classes are also available for the Delaware Comprehensive Assessment System (DCAS). Therefore, decisions for your child concerning accommodations that were chosen by ELL, 504, and IEP teams during the school year will continue to be used for the administration of the DCAS. For more information, please contact your child's school.

Additional Resources

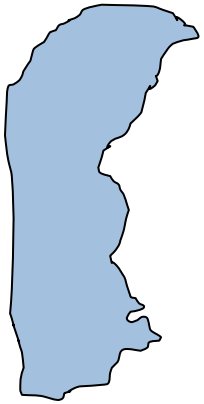
DCAS Information and Parent Resources

http://de.portal.airast.org

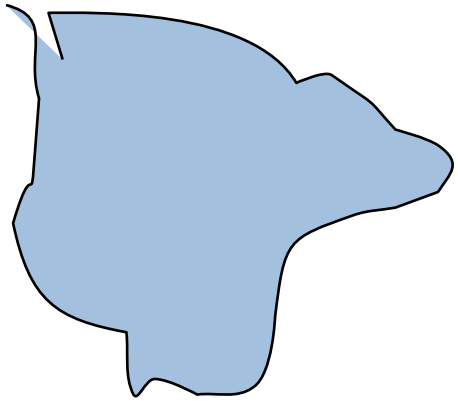
Colonial School District



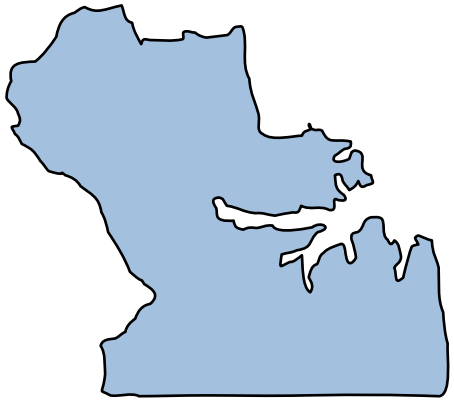
Brandywine School District



BRINC Districts: Record of Success



New Castle County Vocational Technical School District



Indian River School District

Indian River School District

Fast Facts

Superintendent:
Dr. Susan S. Bunting

School Board Members:
Charles M. Bireley (President)
Rodney M. Layfield (VP)
Nina Lou Bunting
W. Scott Collins
James E. Fritz
Dr. Donald G. Hattier
Douglas M. Hudson
James E. Hudson
Leolga T. Wright

Public Enrollment (2011-12)
Total: 8,670
White: 55.2%
African-American: 15.4%
Hispanic: 23.7%
Low-Income: 61.3%
English Learner: 9.8%
Special Education: 14.5%

*Years based on most recent and complete data available.; charter students not included in district enrollment counts.

Source: Delaware Dept. of Ed.

		Indian River	*Delaware*
Enrollment *(2010-2011)**	Total number of students (public and private)	9,181	158,870
	Traditional public school attendees	94.9%	86.9%
	Non-public school attendees	5.1%	13.1%
Performance *(2011-2012)**	3rd graders proficient (reading | math)	88% | 90%	76% | 77%
	5th graders proficient (reading | math)	86% | 85%	78% | 74%
	8th graders proficient (reading | math)	80% | 85%	74% | 74%
	10th graders proficient (reading | math)	78% | 76%	71% | 71%
Finance *(2010-2011)**	Revenue per pupil	$12,259	$14,240
	State revenue per pupil	$7,034	$8,340
	Local revenue per pupil	$3,916	$4,011
College Readiness *(2010-2011)**	Graduation rate (ESEA)	84.4%	78.1%
	Dropout rate	1.9%	3.7%
	2011-12 Average SAT score (out of 2,400)	1203	1282

Indian River School District

1. East Millsboro Elementary
2. Ennis School (Alternative Program)
3. Georgetown Elementary
4. Georgetown Middle
5. Indian River High
6. John Clayton Elementary
7. Long Neck Elementary
8. Lord Baltimore Elementary
9. Millsboro Middle
10. N. Georgetown Elem.
11. Selbyville Middle
12. Showell Elementary
13. S. DE School of Arts *(magnet)*
14. Sussex Central High
15. G.W. Carver

Recognitions:

ESEA "Reward" School

Long Neck Elementary

Blue Ribbon Schools

2011 - Long Neck Elementary
2008 – E. Millsboro, Sussex Tech
2006 – N. Georgetown Elem.
2005 – Long Neck Elementary
2004 – Clayton (fmrly Frankford)
2003 – Showell Elementary

Title I Distinguished

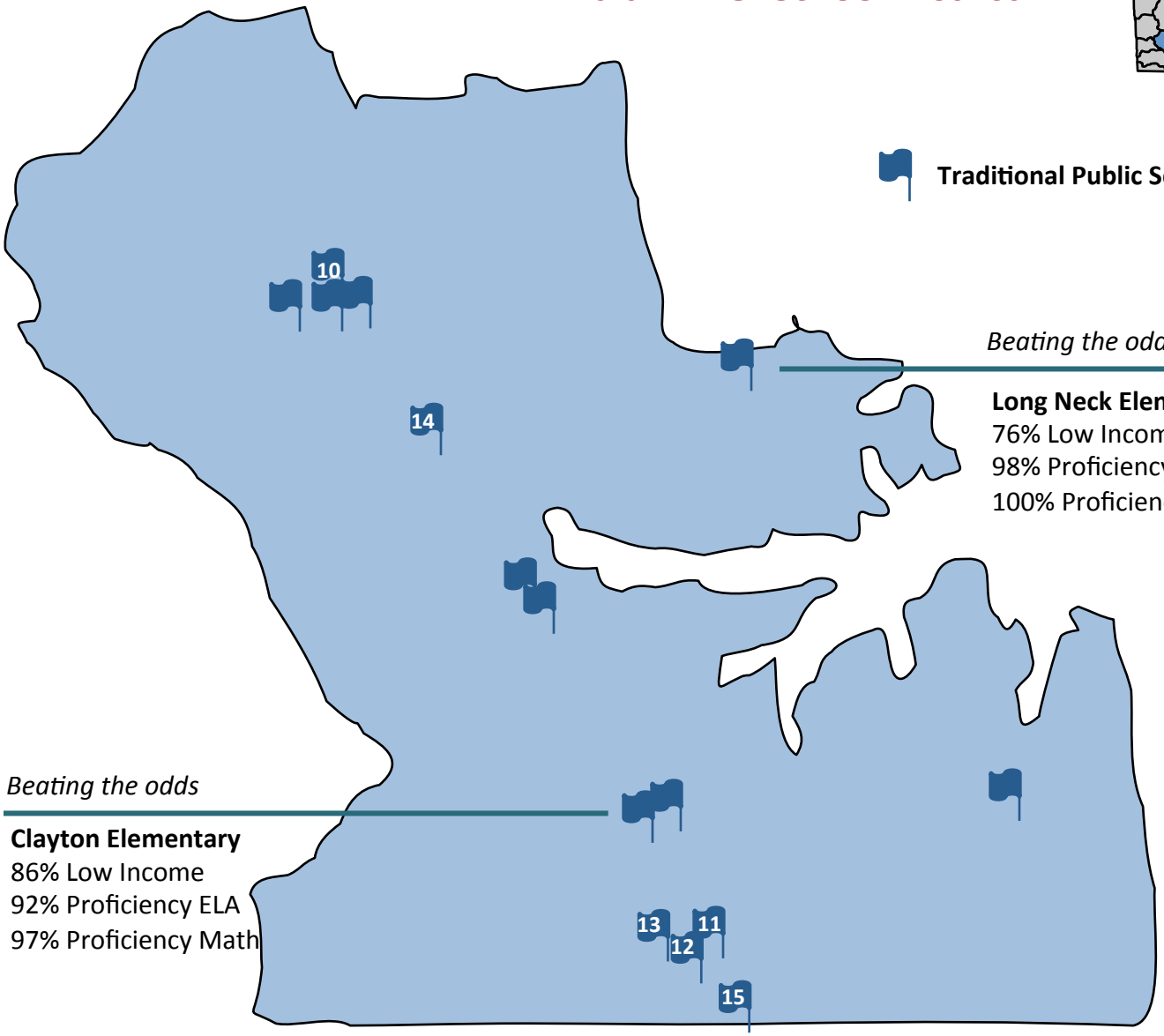
2010 – N. Georgetown Elem.
2009 – Clayton (fmrly Frankford)
2008 – E. Millsboro, Long Neck

Dispelling the Myth Award

2006 – East Millsboro Elem.

Academic Achievement Award

2011 – Millsboro Middle
2010 – Long Neck Elementary



Beating the odds

Long Neck Elementary
76% Low Income
98% Proficiency ELA
100% Proficiency Math

Beating the odds

Clayton Elementary
86% Low Income
92% Proficiency ELA
97% Proficiency Math

Colonial School District

Fast Facts

Superintendent:
Dr. Dorothy Linn

School Board Members:
Joseph T. Laws, III (Pres.)
Richard W. Schiller, Jr. (VP)
Bobby Benjamin
Gary P. Bennett
Leo B. Magee, Sr.
Ronald P. Pierce
Melodie Spotts

Public Enrollment (2011-12)
Total: 9,855
White: 33.0%
African-American: 43.5%
Hispanic: 18.8%
Low-Income: 56.8%
English Learner: 9.1%
Special Education: 14.0%

*Years based on most recent and complete data available; charter students not included in district enrollment counts.

Source: Delaware Dept. of Ed.

		Colonial	*Delaware*
Enrollment *(2010-2011)**	Total number of students (public and private)	11,585	158,870
	Traditional public school attendees	85.1%	86.9%
	Non-public school attendees	14.9%	13.1%
Performance *(2011-2012)**	3rd graders proficient (reading | math)	68% | 71%	76% | 77%
	5th graders proficient (reading | math)	75% | 78%	78% | 74%
	8th graders proficient (reading | math)	64% | 62%	74% | 74%
	10th graders proficient (reading | math)	59% | 61%	71% | 71%
Finance *(2010-2011)**	Revenue per pupil	$11,763	$14,240
	State revenue per pupil	$6,707	$8,340
	Local revenue per pupil	$3,698	$4,011
College Readiness *(2010-2011)**	Graduation rate (ESEA)	64.8%	78.1%
	Dropout rate	6.6%	3.7%
	2011-12 Average SAT score (out of 2,400)	1128	1282

Colonial School District

1. McCullough Middle
2. Eisenberg Elementary
3. Colwyck Elementary
4. Leach Alternative School
5. Castle Hills Elementary
6. Wilmington Manor Elem.
7. George Read Middle
8. New Castle Intensive Learning Center
9. Carrie Downie Elementary
10. William Penn High
11. Pleasantville Elementary
12. Kathleen Wilbur Elem.
13. Southern Elementary
14. Gunning Bedford Middle

Recognitions:

Academic Achievement

2011 – McCullough Middle

Blue Ribbon Schools

2012- Eisenberg Elementary

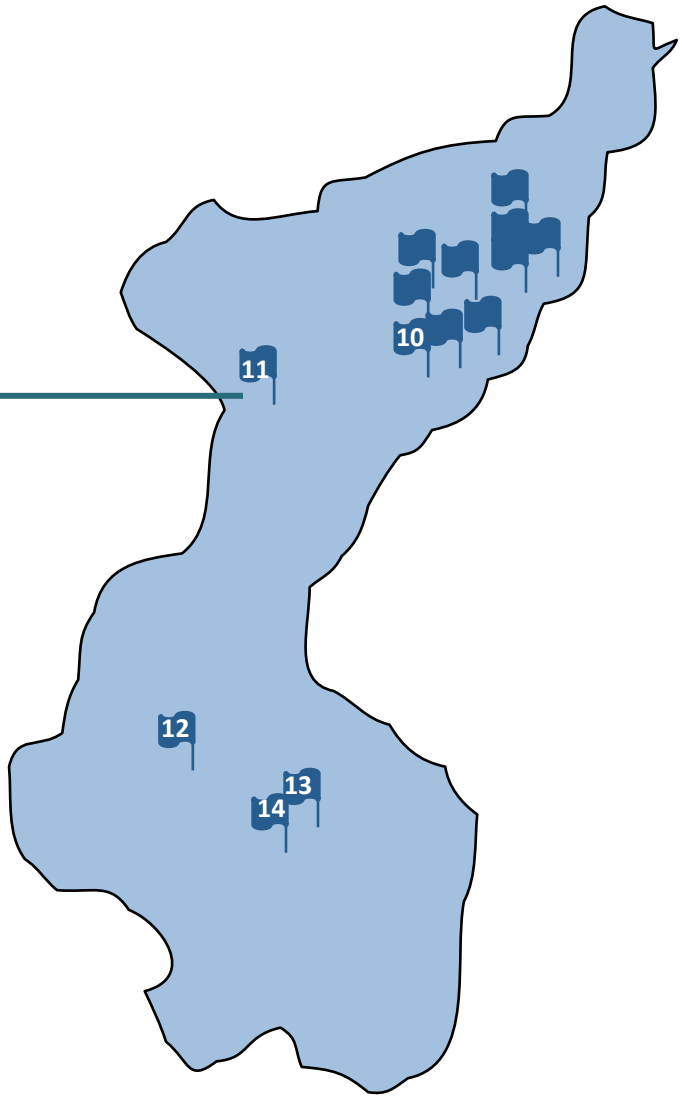
Beating the odds

Pleasantville Elementary

80% Low Income

71% Proficiency ELA

79% Proficiency Math



Brandywine School District

Fast Facts

Superintendent:
Dr. Mark A. Holodick

School Board Members:
Olivia Johnson-Harris (Pres.)
Ralph Ackerman (VP)
Joseph Brumskill
Cheryl Siskin
John Skrobot
Michael Falstad

Public Enrollment (2011-12)
Total: 10,801
White: 50.9%
African-American: 36.9%
Hispanic: 4.8%
Low-Income: 41..0%
English Learner: 3.4%
Special Education: 12.0%

*Years based on most recent and complete data available; charter students not included in district enrollment counts.

Source: Delaware Dept. of Ed.

		Brandywine	*Delaware*
Enrollment *(2010-2011)**	Total number of students (public and private)	13,597	158,870
	Traditional public school attendees	77.5%	86.9%
	Non-public school attendees	22.5%	13.1%
Performance *(2010-2011)**	3rd graders proficient (reading | math)	73% | 76%	76% | 77%
	5th graders proficient (reading | math)	80% | 71%	78% | 74%
	8th graders proficient (reading | math)	74% | 69%	74% | 74%
	10th graders proficient (reading | math)	71% | 63%	71% | 71%
Finance *(2010-2011)**	Revenue per pupil	$14,281	$14,240
	State revenue per pupil	$7,266	$8,340
	Local revenue per pupil	$5,768	$4,011
College Readiness *(2010-2011)**	Graduation rate (ESEA)	80.7%	78.1%
	Dropout rate	2.0%	3.7%
	2011-12 Average SAT score (out of 2,400)	1319	1282

Brandywine School District

1. Mt. Pleasant Elementary
2. Mt. Pleasant High
3. Claymont Elementary
4. Maple Lane Elementary
5. Talley Middle
6. Lancashire Elementary
7. Forwood Elementary
8. Carrcroft Elementary
9. Brandywine High
10. Concord High
11. Hanby Elementary
12. Springer Middle
13. Lombardy Elementary
14. Lancashire Elementary
15.Harlan Elementary
16. duPont Middle School

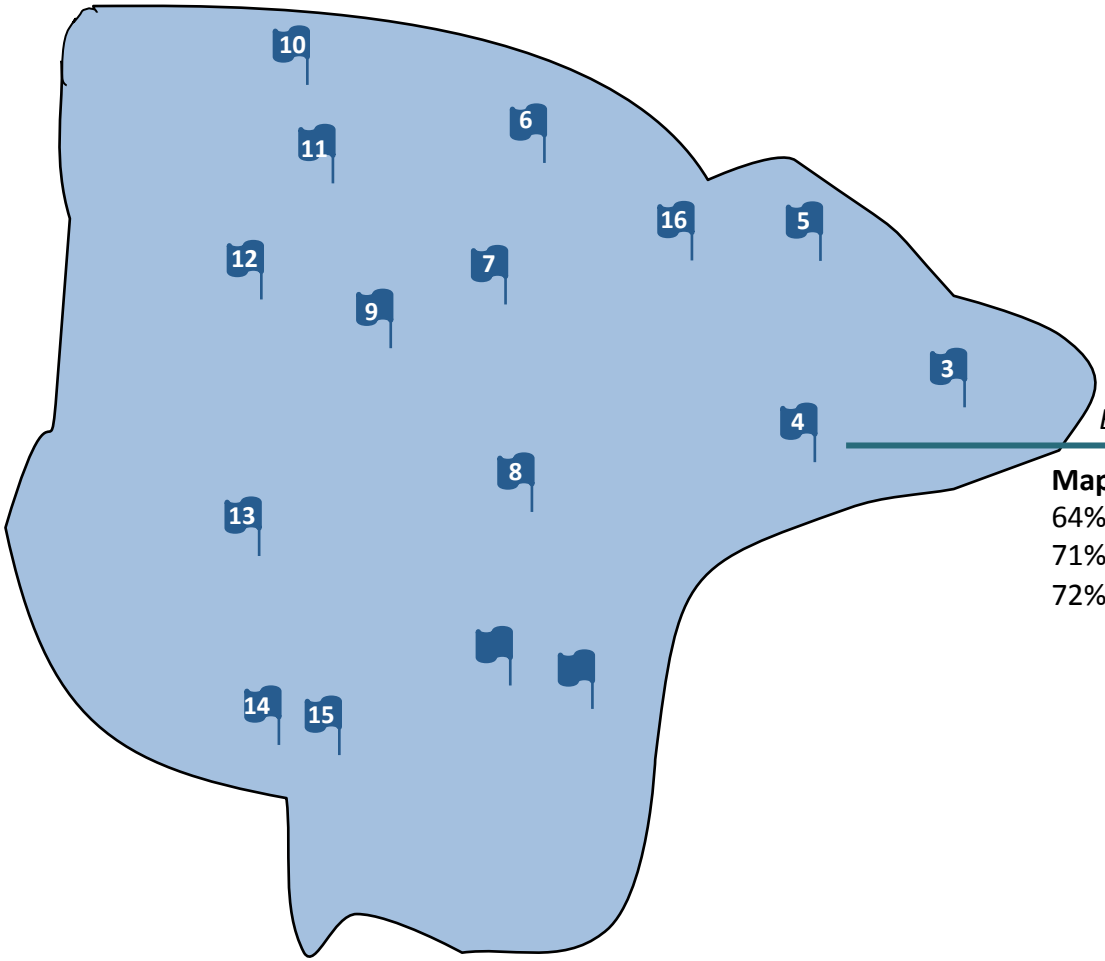
Recognitions:

Blue Ribbon Schools

2007 – Lancashire Elementary

Academic Achievement Award

2011 – Edison Charter



Beating the odds

Maple Lane Elementary
64% Low Income
71% Proficiency ELA
72% Proficiency Math

New Castle County Vo-Tech School District

Fast Facts

Superintendent:
Victoria Gehrt

School Board Members:
John Lynch (Pres)
Yvette Santiago (VP)
Renee Taschner
John McMahon
Mark Stellini
Madeline Johnson

Public Enrollment (2011-12)
Total: 10,801
White: 50.9%
African-American: 36.9%
Hispanic: 4.8%
Low-Income: 41..0%
English Learner: 3.4%
Special Education: 12.0%

*Years based on most recent and complete data available; charter students not included in district enrollment counts.

Source: Delaware Dept. of Ed.

		NCC Vo-Tech	Delaware
Enrollment *(2010-2011)**	Total number of students	4759	158,870
Performance *(2010-2011)**	9th graders proficient (reading | math)	68%| 81%	67%| 72%
	10th graders proficient (reading | math)	77% | 82%	71% | 71%
Finance *(2010-2011)**	Revenue per pupil	$16,974	$14,240
	State revenue per pupil	$5,521	$8,340
	Local revenue per pupil	$1,093	$4,011
College Readiness *(2010-2011)**	Graduation rate (ESEA)	84.9%	78.1%
	Dropout rate	0.8%	3.7%
	2011-12 Average SAT score (out of 2,400)	1186	1282

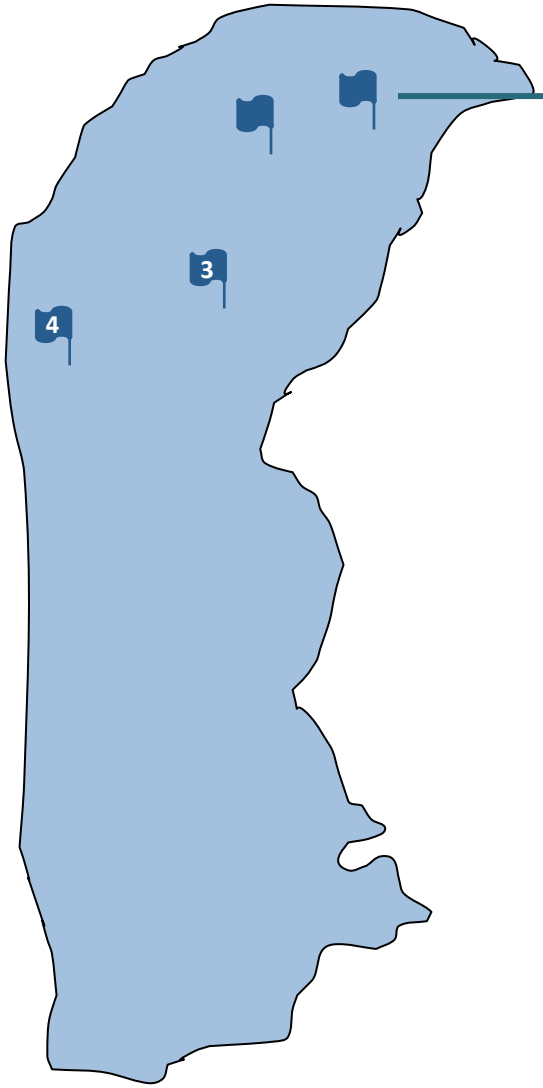
New Castle County Vo-Tech School District

1. Delcastle Tech High
2. Howard High School
3. Hodgson Vo-Tech
4. St. Georges Technical High School

Recognitions:

Parental Engagement Award

2012– Howard HS



Beating the odds

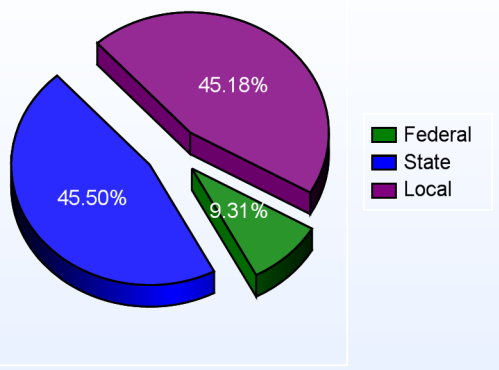
Howard High School
74% Low Income
75% Proficiency ELA
78% Proficiency Math

Traditional Public School

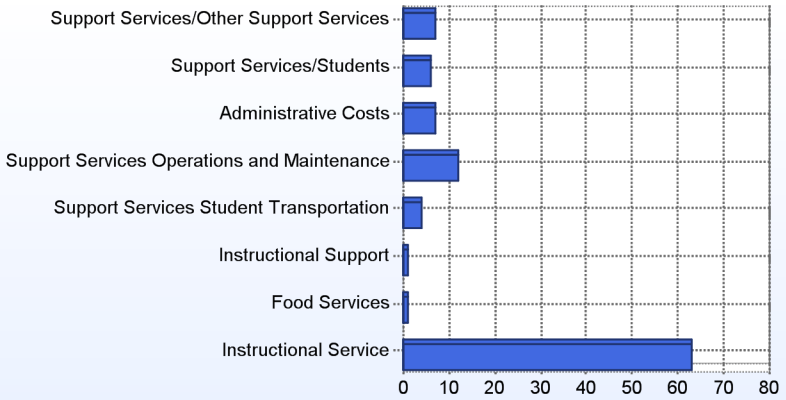
School Finances

District Expenditure per Pupil: $13,571

District Sources of Revenue



Percent District Allocation of Current Expenses by Category



District Salary Allocation

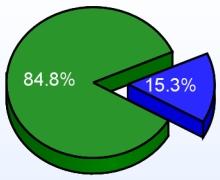
Instructional Service

	2011
Teachers	72.0%
Librarians	1.6%
Instructional Support	2.9%
Pupil Support	8.3%
Total	84.8%

Instructional Support

	2011
Administration	5.6%
Secretaries	2.2%
Food Services	2.1%
Maintenance	5.2%
Not Classified	0.2%
Total	15.3%

Instructional Vs Support



Scheduled Teacher Salaries

	Bachelor			Master			Doctorate	
	4 years or Less	15-19 Years	30 Years or More	4 years or Less	15-19 Years	30 Years or More	15-19 Years	30 Years or More
Scheduled Teacher Salaries	$43,809	$61,979	$66,244	$49,429	$76,654	$77,775	$85,331	$87,273

For further information and detailed reports, visit

http://profiles.doe.k12.de.us

or contact your local school district office.

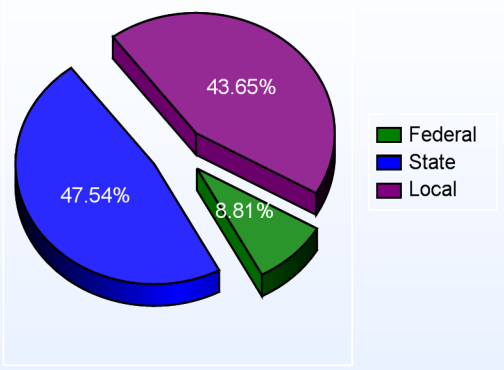
Glossary: http://profiles.doe.k12.de.us/glossary.aspx

Delaware Department of Education
John G. Townsend Building
401 Federal Street, Suite #2
Dover, Delaware, 19901 - 3639
Phone: (302) 735-4000

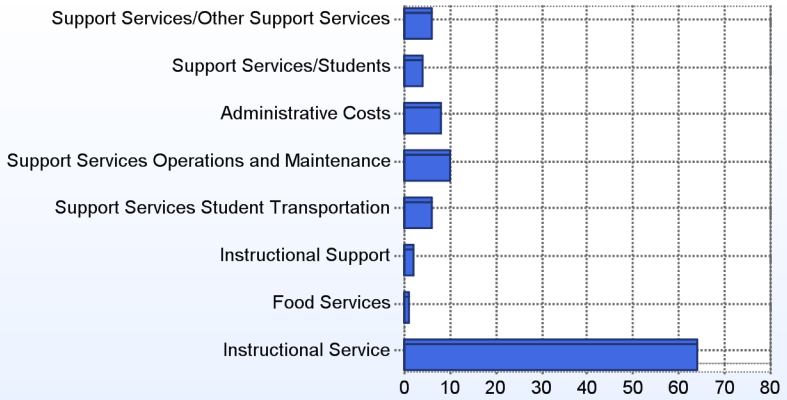
School Finances

District Expenditure per Pupil: $10,148

District Sources of Revenue



Percent District Allocation of Current Expenses by Category



District Salary Allocation

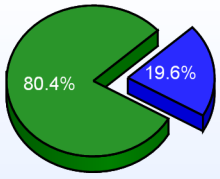
Instructional Service

	2011
Teachers	64.0%
Librarians	1.2%
Instructional Support	5.0%
Pupil Support	10.2%
Total	80.4%

Instructional Support

	2011
Administration	7.3%
Secretaries	2.4%
Food Services	3.1%
Maintenance	6.5%
Not Classified	0.3%
Total	19.6%

Instructional Vs Support



Scheduled Teacher Salaries

	Bachelor			Master			Doctorate
	4 years or Less	15-19 Years	30 Years or More	4 years or Less	15-19 Years	30 Years or More	30 Years or More
Scheduled Teacher Salaries	$38,246	$59,750	$64,175	$45,249	$72,465	$76,536	$84,144

For further information and detailed reports, visit

http://profiles.doe.k12.de.us

or contact your local school district office.

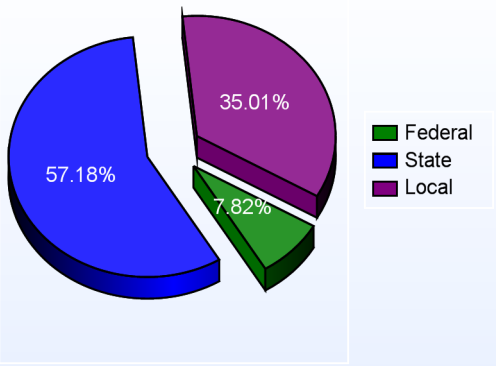
Glossary: http://profiles.doe.k12.de.us/glossary.aspx

Delaware Department of Education
John G. Townsend Building
401 Federal Street, Suite #2
Dover, Delaware, 19901 - 3639
Phone: (302) 735-4000

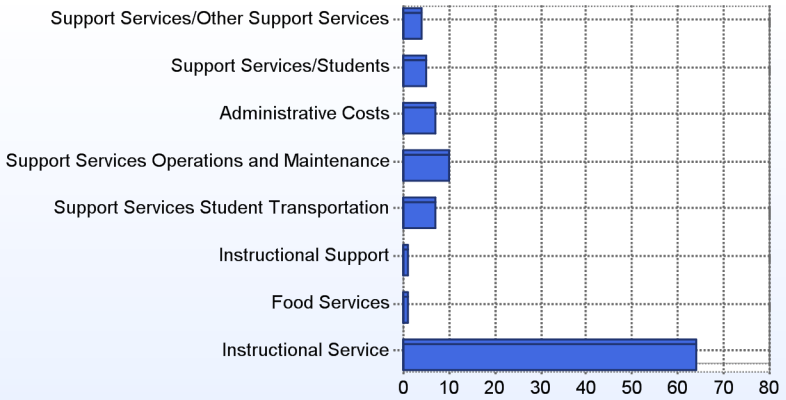
School Finances

District Expenditure per Pupil: $10,106

District Sources of Revenue



Percent District Allocation of Current Expenses by Category



District Salary Allocation

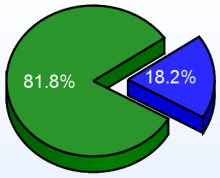
Instructional Service

	2011
Teachers	68.6%
Librarians	0.9%
Instructional Support	6.0%
Pupil Support	6.3%
Total	81.8%

Instructional Support

	2011
Administration	5.8%
Secretaries	3.0%
Food Services	2.8%
Maintenance	6.1%
Not Classified	0.5%
Total	18.2%

Instructional Vs Support



Scheduled Teacher Salaries

	Bachelor			Master			Doctorate	
	4 years or Less	15-19 Years	30 Years or More	4 years or Less	15-19 Years	30 Years or More	15-19 Years	30 Years or More
Scheduled Teacher Salaries	$38,897	$46,490	$52,601	$45,200	$63,608	$67,219	$74,005	$78,372

For further information and detailed reports, visit

http://profiles.doe.k12.de.us

or contact your local school district office.

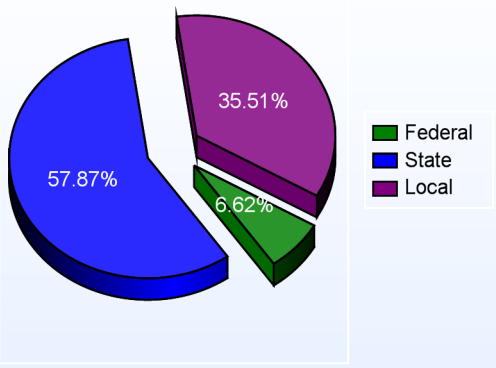
Glossary: http://profiles.doe.k12.de.us/glossary.aspx

Delaware Department of Education
John G. Townsend Building
401 Federal Street, Suite #2
Dover, Delaware, 19901 - 3639
Phone: (302) 735-4000

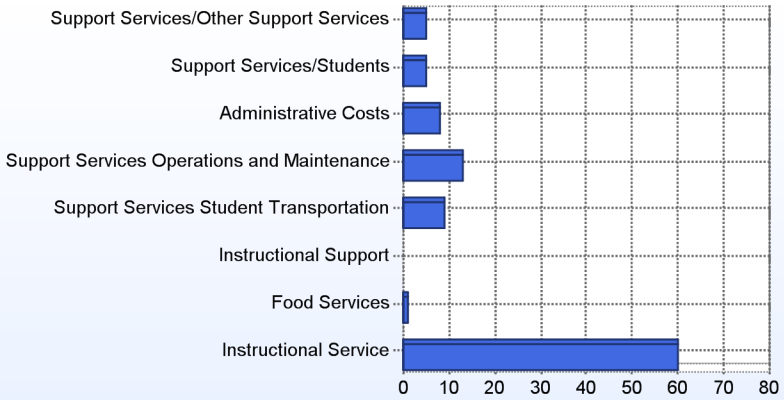
School Finances

District Expenditure per Pupil: $16,531

District Sources of Revenue



Percent District Allocation of Current Expenses by Category



District Salary Allocation

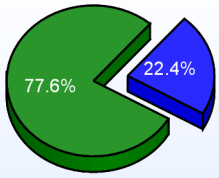
Instructional Service

	2011
Teachers	67.2%
Librarians	1.0%
Instructional Support	4.0%
Pupil Support	5.4%
Total	77.6%

Instructional Support

	2011
Administration	8.0%
Secretaries	3.9%
Food Services	1.6%
Maintenance	8.9%
Total	22.4%

Instructional Vs Support



Instructional Service
Instructional Support

Scheduled Teacher Salaries

	Bachelor			Master			Doctorate
	4 years or Less	15-19 Years	30 Years or More	4 years or Less	15-19 Years	30 Years or More	15-19 Years
Scheduled Teacher Salaries	$41,897	$67,570	$68,599	$50,185	$74,760	$83,772	$86,419

For further information and detailed reports, visit

http://profiles.doe.k12.de.us

or contact your local school district office.

Glossary: http://profiles.doe.k12.de.us/glossary.aspx

Delaware Department of Education
John G. Townsend Building
401 Federal Street, Suite #2
Dover, Delaware, 19901 - 3639
Phone: (302) 735-4000

500 Curriculum and Instruction

505 High School Graduation Requirements and Diplomas

1.0 Definitions:

"Career Pathway" means the three (3) credits of pre planned and sequential courses required for graduation designed to develop knowledge and skills in a particular career or academic area. The Career Pathway shall be included in the Student Success Plan.

"Core Course Credit" means a credit in an English Language Arts, Mathematics, Science or Social Studies course.

"Credit" means the acquisition of skills and knowledge at a satisfactory level as determined by the district and charter school boards through 135 hours (a Carnegie Unit) of actual classroom instruction or through locally approved options contained in Section 8.0.

"Credit for Computer Literacy" means credit granted toward graduation at any point when the student can demonstrate competency in the required skill areas either through an integrated approach, a specific course, or a demonstration of accumulated knowledge over the student's educational career.

"Department" means the Delaware Department of Education.

"English Language Arts" means those components of reading, writing and oral communication that are included in the State Content Standards for high school English Language Arts as required in 14 **DE Admin. Code** 501.

"Health Education" means those components that are included in the State Content Standards for high school health education as required in 14 **DE Admin. Code** 501.

"High School" means grades 9 through 12.

"Mathematics" means those components of number sense, algebra, geometry, statistics and probability combined with problem solving, reasoning, communicating, and making connections that are included in the State Content Standards for high school mathematics as required in 14 **DE Admin. Code** 501 either through integrated courses or in courses titles such as Algebra I, Algebra II, Geometry, Trigonometry. Pre-Calculus, Calculus, Discrete Mathematics, Statistics, and Probability.

"Novice-high proficiency level" means the novice-high level of proficiency of certain skills and knowledge as defined by the American Council for the Teaching of Foreign Languages (ACTFL).

"Physical Education" means those components that are included in the State Content Standards for high school physical education as required in 14 **DE Admin. Code** 501.

"Science" means those components of the nature of science which include inquiry, materials and their properties, energy and its effects, Earth in space, Earth's dynamic systems, life processes, diversity and continuity of living things, and ecology that are included in the State Content Standards for high school science as required in 14 **DE Admin. Code** 501 either through integrated courses or in course titles such as Earth Science, Biology, Chemistry and Physics.

"Social Studies" means those components of civics, economics, geography, and history that are included the State Content Standards for high school social studies as required in 14 **DE Admin. Code** 501 either through integrated courses or in course titles such as United States History, World History, Geography, Economics, and Civics.

"Student Success Plan (SSP)" means a plan encompassing a minimum of five years including one year beyond high school developed and updated at least annually by the student, the student's advisor, at least one other staff member and the student's parent(s) guardian(s) or relative caregiver. The student's plan includes courses needed in preparation for immediate entry into the work force or opportunities in post secondary education. The plan also includes the support services necessary for the student to graduate from high school. An additional year of high school may be an option for inclusion in the Student Success Plan.

"Support Services" means those educational interventions such as tutoring; extra time before school, in school, or after school; summer school, an extra year(s) of high school or any other strategy to provide student educational assistance.

"World Languages" means any language other than English that is used by peoples around the world for communicating information and ideas and transmitting its culture(s), including American Sign Language (ASL), Latin and Ancient Greek.

10 DE Reg. 1802 (06/01/07)
12 DE Reg. 934 (01/01/09)
14 DE Reg. 555 (12/01/10)

2.0 Credit Requirements for the Graduation Class of 2011 (Freshman Class of 2007-2008) through the Graduation Class of 2014 (Freshman Class of 2010-2011)

2.1 For the graduating class of 2011, a public school student shall be granted a State of Delaware Diploma when such student has successfully completed a minimum of twenty two (22) credits in order to graduate including: four (4) credits in English Language Arts, four (4) credits in Mathematics; three (3) credits in Science, three (3) credits in Social Studies, one (1) credit in physical education, one half (1/2) credit in health education, three (3) credits in a Career Pathway, and three and one half (3 ½) credits in elective courses.

2.1.1 Students shall complete mathematics course work that includes no less than the equivalent of the traditional requirements of Geometry, Algebra I and Algebra II courses.

2.1.2 Scientific investigations related to the State Science Standards shall be included in all three science course requirements.

2.1.3 During the senior year students shall maintain a credit load each semester that earns them at least a majority of credits that could be taken that semester. A credit in Mathematics shall be earned during the senior year.

2.1.3.1 Senior year credits shall include regular high school course offerings, the options available in 8.0, or a combination of both.

10 DE Reg. 1802 (06/01/07)
15 DE Reg. 62 (07/01/11)

3.0 Credit Requirements Beginning with the Graduation Class of 2015 (Freshman Class of 2011-2012)

3.1 For the graduating class of 2015, a public school student shall be granted a State of Delaware Diploma when such student has successfully completed a minimum of twenty four (24) credits in order to graduate including: four (4) credits in English Language Arts, four (4) credits in Mathematics, three (3) credits in Science, three (3) credits in Social Studies, two (2) credits in a World Language, one (1) credit in physical education, one half (1/2) credit in health education, three (3) credits in a Career Pathway, and three and one half (3 ½) credits in elective courses.

3.1.1 The student shall complete mathematics course work that includes no less than the equivalent of the traditional requirements of Geometry, Algebra I and Algebra II courses.

3.1.2 Scientific investigations related to the State Science Standards shall be included in all three science course requirements.

3.1.3 During the senior year the student shall maintain a credit load each semester that earns the student at least a majority of credits that could be taken that semester. A credit in Mathematics shall be earned during the senior year.

3.1.3.1 Senior year credits shall include regular high school course offerings, the options available in 8.0, or a combination of both.

3.2 World Language: Students may fulfill the two (2) credit World language requirement by either:

3.2.1 Earning a minimum of two (2) World Language credits in the same language or,

3.2.2 Demonstrating Novice-high or higher proficiency level on a nationally recognized assessment of language proficiency, except English, in the skill areas of oral or signed expressive and receptive communication, reading and writing, that uses the levels of proficiency as identified by the American Council for the Teaching of Foreign Language, or as approved for use by the Delaware Department of Education.

10 DE Reg. 1802 (06/01/07)
12 DE Reg. 934 (01/01/09)
15 DE Reg. 62 (07/01/11)

4.0 Credit Requirements Beginning with the Graduation Class of 2016 (Freshman Class of 2012-2013)

4.1 Beginning with the graduating class of 2016, a public school student shall be granted a State of Delaware Diploma when such student has successfully completed a minimum of twenty four (24) credits in order to

graduate including: four (4) credits in English Language Arts, four (4) credits in Mathematics, three (3) credits in Science, three (3) credits in Social Studies, two (2) credits in a World Language, one (1) credit in physical education, one half (1/2) credit in health education, three (3) credits in a Career Pathway, and three and one half (3 ½) credits in elective courses.

4.1.1 The student shall complete mathematics course work that includes no less than the equivalent of the traditional requirements of Geometry, Algebra I and Algebra II courses. The student shall complete an Algebra II or Integrated Mathematics III course as one of the Mathematics credits.

4.1.2 Scientific investigations related to the State Science Standards shall be included in all three science course requirements. The student shall complete a Biology course as one of the Science credits.

4.1.3 The student shall complete an English II course as one of the English Language Arts credits.

4.1.4 The student shall complete a U. S. History course as one of the Social Studies credits.

4.1.5 During the senior year the student shall maintain a credit load each semester that earns the student at least a majority of credits that could be taken that semester. A credit in Mathematics shall be earned during the senior year.

4.1.5.1 Senior year credits shall include regular high school course offerings, the options available in 8.0, or a combination of both.

4.2 World Language: Students may fulfill the two (2) credit World language requirement by either:

4.2.1 Earning a minimum of two (2) World Language credits in the same language or,

4.2.2 Demonstrating Novice-high or higher proficiency level on a nationally recognized assessment of language proficiency, except English, in the skill areas of oral or signed expressive and receptive communication, reading and writing, that uses the levels of proficiency as identified by the American Council for the Teaching of Foreign Language, or as approved for use by the Delaware Department of Education.

15 DE Reg. 62 (07/01/11)

5.0 Monitoring Student Progress (Personalizing the High School Experience)

5.1 Beginning with the 2007-2008 school year, every eighth and ninth grade student shall have a Student Success Plan (SSP) developed by the student, the student's advisor, at least one other school staff member and the student's parent(s), guardian(s) or relative caregiver. Each school year thereafter a grade shall be added so that by the 2011-2012 school year, every student in grades 8 through 12 shall have a Student Success Plan. [For a student with an Individualized Education Program (IEP) the Student Success Plan (SSP) shall also incorporate the other aspects of the transition plan required by 14 **DE Admin. Code** 925.

5.2 Each local school district and charter school shall establish a process for developing Student Success Plans that includes:

5.2.1 Actively monitoring student progress, on an ongoing basis and, at a minimum, by the end of each marking period in those courses required for graduation,

5.2.2 Providing support services if a student is failing or in danger of failing courses required for graduation, and

5.2.3 Annual updating of the Student Success Plan by the student, the student's advisor, at least one other staff member and the student's parent(s) guardian(s) or relative caregiver] and others as appropriate.

5.2.4 Following the guidelines for Career and Technical Education (CTE) programs of study outlined in the CTE State Plan.

5.2.5 Reviewing each student's transcript at the end of the first and second year of high school to determine if the student is on track to graduate based on the following criteria:

5.2.5.1 At the end of the first year of high school the student has earned at least three (3) core course credits and two (2) other course credits for a total of five (5) course credits; and

5.2.5.2 At the end of the second year of high school the student has earned at least six (6) core course credits and four (4) other course credits for a total of ten (10) course credits.

5.2.5.3 For a student with an Individualized Education Program (IEP), on track to graduate shall be consistent with 5.2.5.1 and 5.2.5.2 unless otherwise determined by the student's IEP Team.

10 DE Reg. 1802 (06/01/07)

12 DE Reg. 934 (01/01/09)

15 DE Reg. 62 (07/01/11)

6.0 Career Pathway

6.1 Local school districts and charter school boards shall establish policies concerning the purpose, content, development, and approval of Career Pathways.

10 DE Reg. 1802 (06/01/07)

7.0 Additional Credit Requirements

7.1 District and charter school boards may establish additional credit requirements for graduation above the minimum number of credits required by the Department.

10 DE Reg. 1802 (06/01/07)

8.0 Options for Awarding Credit Toward High School Graduation

8.1 District and charter school boards are authorized to award credit toward high school graduation for the following activities, on the condition that the activities incorporate any applicable state content standards. Before awarding credit for any of the following activities, the districts and charter school boards shall have adopted a policy approving the activity for credit and establishing any specific conditions for the award of credit for the activity. Such policy shall be applicable to each school within the district or each charter high school.

8.1.1 Courses taken at or through an accredited community college, two or four year college.

8.1.2 Voluntary community service as defined in 14 **Del.C.** §§8901A and 8902A.

8.1.3 Supervised work experience in the school and the community which meets the educational objectives or special career interest of the individual student.

8.1.4 Independent study.

8.1.5 Correspondence Courses.

8.1.6 Distance learning courses. These courses may be delivered by the teacher to the learner in real time, online or by video.

8.1.7 High school courses taken while in the middle school in conjunction with an articulated agreement between the district middle school and the district high school(s). Such credit shall also transfer to a high school in another district or to a charter school.

8.1.8 Course credit transferred from another high school.

8.1.9 Course credit earned through summer or evening school classes, as a member of the military service or as part of the James H. Groves Adult High School.

8.1.10 Tutoring programs taught by a teacher certified in the subject being taught.

8.1.11 Course credit awarded by agencies or instrumentalities of the state other than public schools which provide educational services to students. A description of the program provided to the student, grades given, and the number of clock hours of instruction or a demonstration of competency must be provided to the school district or charter school prior to receipt of credit.

9.0 High School Diplomas and the Certificate of Performance

9.1 A State sanctioned diploma shall be granted to students who meet the state and local district or charter school requirements for graduation pursuant to 14 **Del.C.** §152.

9.2 A State sanctioned Certificate of Performance shall be granted to students who meet the requirements of 14 **Del.C.** §152.

9.3 Diplomas from one school year shall not be issued after December 31 of the next school year.

9.4 Duplicate diplomas or certificates of performance will not be issued, but legitimate requests for validation of the diploma or the certificate of performance will be satisfied through a letter of certification. Requests for diploma information from graduates of Delaware high schools should be directed to the high school the student was attending at the time of graduation. If the school does not have the records then the student should contact the Department in Dover for a notarized letter of certification that contains the name of the applicant, the name of the school, the date of graduation, and the diploma registry number (if available).

9.5 State High School Diploma for World War II Veterans Pursuant to 14 **Del.C.** §159

9.5.1 “World War II Veteran” means any veteran who performed wartime service between December 7, 1941 and December 31, 1946. If the veteran was in the service on December 31, 1946, continuous service before July 16, 1947 is considered World War II.

9.5.2 The Department shall provide a high school diploma to any World War II veteran who:

9.5.2.1 Left a Delaware high school prior to graduation in order to serve in the armed forces of the United States.

9.5.2.2 Did not receive a high school diploma, or received a G.E.D., as a consequence of such service and,

9.5.2.3 Was discharged from the armed forces under honorable circumstances.

9.5.3 The diploma may also be awarded posthumously if the deceased veteran meets the qualifications in 9.5.2.1 through 9.5.2.3.

9.5.4 Applications for this high school diploma shall be made on forms designated by the Department and the Delaware Commission of Veterans Affairs and shall have a copy of the candidate's honorable discharge papers attached to the application.

4 DE Reg. 995 (12/01/00)

5 DE Reg. 625 (09/01/01)

7 DE Reg. 1344 (04/01/04)

10 DE Reg. 547 (09/01/06)

12 DE Reg. 934 (01/01/09)

15 DE Reg. 62 (07/01/11)

MEMORANDUM OF UNDERSTANDING

For

Race to the Top - District Grant

BRINC - Delaware Consortium

I. Parties

This Memorandum of Understanding ("MOU") is made and effective as of this 1st day of October, 2012, by and between the Colonial School District and all other member LEAs of BRINC - Delaware Consortium that have also executed this MOU.

Brandywine School District has elected to participate in the BRINC - Delaware Consortium as (check one):

_____ Lead LEA

__X__ Member LEA

II. Scope of MOU

This MOU constitutes an understanding between the Consortium member LEAs to participate in the Consortium. This document describes the purpose and goals of the Consortium, explains its organizational and governance structure, and defines the terms and responsibilities of participation in the Consortium.

III. Binding Commitments and Assurances

To support these goals, each signatory LEA that signs this MOU assures, certifies, and represents that the signatory LEA:

a. Has all requisite power and authority to execute this MOU;
b. Is familiar with all the contents of the Consortium application;
c. At a minimum, will implement no later than the 2014-15 school year—
    i. a teacher evaluation system (as defined in this notice)[1];
    ii. a principal evaluation system (as defined in this notice); and
    iii. a superintendent evaluation (as defined in this notice);
d. Is committed to preparing students for college or career, as demonstrated by:
    i. Being located in a State that has adopted college- and career- ready standards (as defined in this notice); or
    ii. Measuring all student progress and performance against college- and career-ready graduation requirements (as defined in this notice);
e. Has a robust data system that has, at a minimum—
    i. An individual teacher identifier with a teacher-student match; and
    ii. The capability to provide timely data back to educators and their supervisors on student growth;
f. Has the capability to receive or match student-level preschool-through-grade-12 and higher education data;

[1] The term "as defined in this notice" is used throughout the model memorandum of understanding. "This notice" refers to the Notice Inviting Applications (NIA) for the Race to the Top—District competition.

g. Ensures that any disclosure of or access to personally identifiable information in students' education records complies with the Family Educational Rights and Privacy Act (FERPA);
h. Will comply with all of the terms of the Grant, and all applicable Federal, State, and local laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99) and 2 CFR part 3485;
i. Meets all the eligibility requirements described in the application and notice;
j. Will bind itself to and comply with all elements of the Consortium governance structure described in this MOU and the individual LEA's role in the structure as described in this MOU;
k. Will bind itself to every statement and assurance made in the Consortium's application, including but not limited to programs, plans, policies, strategies, and requirements that the Consortium plans to implement;
l. Will work collaboratively by conferring in good faith with the local teacher union to develop and implement the scope of work necessary to satisfy the terms of the Grant;
m. Agrees that it is critical to allow teachers time to receive training on and begin to implement elements of blended learning to deliver instruction. Teachers will have one year that includes training, practice, and coaching with blended learning strategies prior to its inclusion on the evaluation of teacher performance;
n. Will develop and provide ongoing, high quality professional development; and
o. Will provide teachers with PLC time within the teacher work day devoted to the planning and preparation needed to use blended learning strategies to deliver instruction.

IV. Consortium Membership

a. Each member LEA and the lead LEA will sign on to only one application for a Race to the Top – District grant.
b. Each LEA in the Consortium is legally responsible for:
    1. Carrying out the activities it has agreed to perform; and
    2. Using the funds that it receives under the MOU in accordance with the Federal requirements that apply to the Race to the Top – District grant.
c. Each LEA in the Consortium will support the activities of the Consortium as follows:
    1. Participate in all activities and projects that the Consortium board approves in support of the Consortium's application;
    2. Participate in the management of all those activities and projects;

V. Lead LEA

a. The lead LEA, Colonial School District will serve as the "Applicant" LEA for purposes of the grant application, applying as the member of the Consortium on behalf of the Consortium, pursuant to the Application Requirements of the Notice and 34 C.F.R. 75.127-129.
b. The lead LEA is legally responsible for:
    i. The use of all grant funds;
    ii. Ensuring that the project is carried out by the Consortium in accordance with Federal requirements; and
    iii. Ensuring that the indirect cost funds are determined as required under 34 C.F.R. 75.564(e).

c. The member LEA, Indian River School District participating in the consortium will act as the fiscal agent on behalf of the Consortium.
d. The LEA acting as fiscal agent will comply with Delaware's statutes regarding procurement, accounting practices, and all other relevant areas of law, including but not limited to the following Chapters of the Delaware Code: Chapter 69 of Title 29; Chapter 15 of Title 14; Chapter 17 of Title 14; and Chapter 18 of Title 14.

VI. **Consortium Governance:**

a. The organizational structure of BRINC - Delaware Consortium
    i. Member LEA – **Br**andywine School District
    ii. Member LEA – **I**ndian River School District
    iii. Member LEA – **N**ew Castle County Vocational-Technical School District
    iv. Lead LEA – **C**olonial School District
b. The BRINC - Delaware Consortium rights and responsibilities related to adopting and implementing the consortium's grant proposal:
    i. Each consortium LEA Superintendent will assign one lead person with the responsibility to work collaboratively with the other LEAs and consulting firm in the development of the grant proposal, within the grant timeline.
    ii. Each consortium lead person will facilitate the necessary district resources to complete the grant proposal.
    iii. Each consortium LEA Superintendent will adopt the grant proposal by way of signature prior to submission on Oct. 30, 2012.
    iv. Each consortium LEA Superintendent will assign one District Coordinator to work directly with the Consortium's Project Manager to develop, monitor and support the implementation of the Consortium's comprehensive performance plan.
        1. The performance plan will be used to monitor both programmatic outcomes and the use of funding to achieve the stated outcomes.
    v. Each consortium District Coordinator will expedite both human and financial resources necessary for the successful implementation of the performance plan.
c. The protocols by which the BRINC - Delaware Consortium will operate:
    i. Each LEA Superintendent, District Coordinator, and Local Union President will serve on the Governing Board.
        1. The Governing Board will meet monthly during the first year and quarterly thereafter.
        2. The consortium Project Manager will serve as the Executive to the Board.
        3. The four LEA Superintendents will have voting power
            a. Majority Rule will be the method and process for making different types of decisions (e.g., policy and operational).
    ii. If the Lead District Superintendent is no longer in the role of superintendent during the period of this grant, Brandywine School District will become the lead district.
    iii. If a district so chooses to leave the consortium, loss of earned funds will occur. Funds will be prorated based upon the effective date of agreed upon termination.

d. The Indian River School District shall act as the fiscal agent for the Consortium. More specifically, this means that that the Indian River School District will meet the requirements of the Clearinghouse, prepare draws from the federal grant system, disseminate funds to the district members of the consortium, prepare required reports and oversee bidding and purchasing as necessary.
e. The Consortium's plan for managing the procurement process shall adhere to the requirements of Chapter 69 of Title 29 of the Delaware Code. The Consortium shall identify and implement purchasing opportunities that will increase cost savings, improve efficiencies and maximize flexibility. To these ends, the Consortium will prepare any necessary bids or request for proposals through the Section of Government Support Services in the Office of Management and Budget. All procurement and expenditure transactions will be recorded in the Delaware First State Financials (FSF) system.

VII. Collective Bargaining Responsibilities

Nothing in the Memorandum of Understanding shall be construed to alter or otherwise alter the rights, remedies, and procedures afforded LEA employees under Federal, State or local laws (including applicable regulations or court orders) or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements.

VIII. Modification

This MOU may be amended only by written agreement signed by each of the parties involved, and in consultation with the U.S. Department of Education.

IX. Duration/Termination

This MOU shall be effective, beginning with the date of the last signature hereon, and if the grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

X. Points of Contact

Communications with the LEA regarding this MOU should be directed to:

Name: Dorothy Linn

Mailing Address: Colonial School District
318 E. Basin Road
New Castle, DE 19720

Telephone: (302) 323-2710

Fax: (302) 323-2748

E-mail: dlinn@colonial.k12.de.us

Or hereinafter to another individual that may be designated by the LEA in writing transmitted to the LEA Superintendents of the Consortium.

XI. Signatures

Brandywine School District hereby joins the Consortium as a member, and agrees to be bound by all the assurances and commitments associated with member classification. Further, the LEA agrees to perform the duties and carry out the responsibilities associated with the member classification as described in this MOU.

Superintendent of the LEA (Printed Name): Mark A. Holodick	Telephone: (302) 793-5001
Signature of Superintendent of the LEA: Mark A. Holodick	Date: 10/26/12
Local School Board President (Printed Name): Olivia Johnson-Harris	Telephone: 10.26.12
Signature of Local School Board President: Olivia Johnson-Harris	Date: 302. 475-8802
President of the Local Teacher's Union or Association (Printed Name): Steven E Rulon III	Telephone: 302 229 7175
Signature of the President of the Local Teacher's Union or Association: Ste E Rulon III	Date: 10/27/12

MEMORANDUM OF UNDERSTANDING

For

Race to the Top - District Grant

BRINC - Delaware Consortium

I. Parties

This Memorandum of Understanding ("MOU") is made and effective as of this 1st day of October, 2012, by and between the Colonial School District and all other member LEAs of BRINC - Delaware Consortium that have also executed this MOU.

Colonial School District has elected to participate in the BRINC - Delaware Consortium as (check one):

__X__ Lead LEA

_____ Member LEA

II. Scope of MOU

This MOU constitutes an understanding between the Consortium member LEAs to participate in the Consortium. This document describes the purpose and goals of the Consortium, explains its organizational and governance structure, and defines the terms and responsibilities of participation in the Consortium.

III. Binding Commitments and Assurances

To support these goals, each signatory LEA that signs this MOU assures, certifies, and represents that the signatory LEA:

a. Has all requisite power and authority to execute this MOU;
b. Is familiar with all the contents of the Consortium application;
c. At a minimum, will implement no later than the 2014-15 school year—
    i. a teacher evaluation system (as defined in this notice)[1];
    ii. a principal evaluation system (as defined in this notice); and
    iii. a superintendent evaluation (as defined in this notice);
d. Is committed to preparing students for college or career, as demonstrated by:
    i. Being located in a State that has adopted college- and career- ready standards (as defined in this notice); or
    ii. Measuring all student progress and performance against college- and career-ready graduation requirements (as defined in this notice);
e. Has a robust data system that has, at a minimum—
    i. An individual teacher identifier with a teacher-student match; and
    ii. The capability to provide timely data back to educators and their supervisors on student growth;

[1] The term "as defined in this notice" is used throughout the model memorandum of understanding. "This notice" refers to the Notice Inviting Applications (NIA) for the Race to the Top—District competition.

f. Has the capability to receive or match student-level preschool-through-grade-12 and higher education data;
g. Ensures that any disclosure of or access to personally identifiable information in students' education records complies with the Family Educational Rights and Privacy Act (FERPA);
h. Will comply with all of the terms of the Grant, and all applicable Federal, State, and local laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99) and 2 CFR part 3485;
i. Meets all the eligibility requirements described in the application and notice;
j. Will bind itself to and comply with all elements of the Consortium governance structure described in this MOU and the individual LEA's role in the structure as described in this MOU;
k. Will bind itself to every statement and assurance made in the Consortium's application, including but not limited to programs, plans, policies, strategies, and requirements that the Consortium plans to implement;
l. Will work collaboratively by conferring in good faith with the local teacher union to develop and implement the scope of work necessary to satisfy the terms of the Grant;
m. Agrees that it is critical to allow teachers time to receive training on and begin to implement elements of blended learning to deliver instruction. Teachers will have one year that includes training, practice, and coaching with blended learning strategies prior to its inclusion on the evaluation of teacher performance;
n. Will develop and provide ongoing, high quality professional development; and
o. Will provide teachers with PLC time within the teacher work day devoted to the planning and preparation needed to use blended learning strategies to deliver instruction.

IV. Consortium Membership

a. Each member LEA and the lead LEA will sign on to only one application for a Race to the Top – District grant.
b. Each LEA in the Consortium is legally responsible for:
    1. Carrying out the activities it has agreed to perform; and
    2. Using the funds that it receives under the MOU in accordance with the Federal requirements that apply to the Race to the Top – District grant.
c. Each LEA in the Consortium will support the activities of the Consortium as follows:
    1. Participate in all activities and projects that the Consortium board approves in support of the Consortium's application;
    2. Participate in the management of all those activities and projects;

V. Lead LEA

a. The lead LEA, Colonial School District will serve as the "Applicant" LEA for purposes of the grant application, applying as the member of the Consortium on behalf of the Consortium, pursuant to the Application Requirements of the Notice and 34 C.F.R. 75.127-129.
b. The lead LEA is legally responsible for:
    i. The use of all grant funds;
    ii. Ensuring that the project is carried out by the Consortium in accordance with Federal requirements; and

iii. Ensuring that the indirect cost funds are determined as required under 34 C.F.R. 75.564(e).

c. The member LEA, Indian River School District participating in the consortium will act as the fiscal agent on behalf of the Consortium.

d. The LEA acting as fiscal agent will comply with Delaware's statutes regarding procurement, accounting practices, and all other relevant areas of law, including but not limited to the following Chapters of the Delaware Code: Chapter 69 of Title 29; Chapter 15 of Title 14; Chapter 17 of Title 14; and Chapter 18 of Title 14.

VI. **Consortium Governance:**

a. The organizational structure of BRINC - Delaware Consortium
   i. Member LEA – **Br**andywine School District
   ii. Member LEA – **I**ndian River School District
   iii. Member LEA – **N**ew Castle County Vocational-Technical School District
   iv. Lead LEA – **C**olonial School District

b. The BRINC - Delaware Consortium rights and responsibilities related to adopting and implementing the consortium's grant proposal:
   i. Each consortium LEA Superintendent will assign one lead person with the responsibility to work collaboratively with the other LEAs and consulting firm in the development of the grant proposal, within the grant timeline.
   ii. Each consortium lead person will facilitate the necessary district resources to complete the grant proposal.
   iii. Each consortium LEA Superintendent will adopt the grant proposal by way of signature prior to submission on Oct. 30, 2012.
   iv. Each consortium LEA Superintendent will assign one District Coordinator to work directly with the Consortium's Project Manager to develop, monitor and support the implementation of the Consortium's comprehensive performance plan.
      1. The performance plan will be used to monitor both programmatic outcomes and the use of funding to achieve the stated outcomes.
   v. Each consortium District Coordinator will expedite both human and financial resources necessary for the successful implementation of the performance plan.

c. The protocols by which the BRINC - Delaware Consortium will operate:
   i. Each LEA Superintendent, District Coordinator, and Local Union President will serve on the Governing Board.
      1. The Governing Board will meet monthly during the first year and quarterly thereafter.
      2. The consortium Project Manager will serve as the Executive to the Board.
      3. The four LEA Superintendents will have voting power
         a. Majority Rule will be the method and process for making different types of decisions (e.g., policy and operational).
   ii. If the Lead District Superintendent is no longer in the role of superintendent during the period of this grant, Brandywine School District will become the lead district.

iii. If a district so chooses to leave the consortium, loss of earned funds will occur. Funds will be prorated based upon the effective date of agreed upon termination.

d. The Indian River School District shall act as the fiscal agent for the Consortium. More specifically, this means that that the Indian River School District will meet the requirements of the Clearinghouse, prepare draws from the federal grant system, disseminate funds to the district members of the consortium, prepare required reports and oversee bidding and purchasing as necessary.

e. The Consortium's plan for managing the procurement process shall adhere to the requirements of Chapter 69 of Title 29 of the Delaware Code. The Consortium shall identify and implement purchasing opportunities that will increase cost savings, improve efficiencies and maximize flexibility. To these ends, the Consortium will prepare any necessary bids or request for proposals through the Section of Government Support Services in the Office of Management and Budget. All procurement and expenditure transactions will be recorded in the Delaware First State Financials (FSF) system.

VII. Collective Bargaining Responsibilities

Nothing in the Memorandum of Understanding shall be construed to alter or otherwise alter the rights, remedies, and procedures afforded LEA employees under Federal, State or local laws (including applicable regulations or court orders) or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements.

VIII. Modification

This MOU may be amended only by written agreement signed by each of the parties involved, and in consultation with the U.S. Department of Education.

IX. Duration/Termination

This MOU shall be effective, beginning with the date of the last signature hereon, and if the grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

X. Points of Contact

Communications with the LEA regarding this MOU should be directed to:

Name: Dorothy Linn

Mailing Address: Colonial School District
318 E. Basin Road
New Castle, DE 19720

Telephone: (302) 323-2710

Fax: (302) 323-2748

E-mail: dlinn@colonial.k12.de.us

Or hereinafter to another individual that may be designated by the LEA in writing transmitted to the LEA Superintendents of the Consortium.

XI. Signatures

Colonial School District hereby joins the Consortium as a member, and agrees to be bound by all the assurances and commitments associated with lead classification. Further, the LEA agrees to perform the duties and carry out the responsibilities associated with the lead classification as described in this MOU.

Superintendent of the LEA (Printed Name): Dorothy A Linn	Telephone: 302-323-2710
Signature of Superintendent of the LEA: Dorothy A Linn	Date: 10/26/12
Local School Board President (Printed Name): Joseph T Lawson III	Telephone: 302-834-8687
Signature of Local School Board President:	Date: 10/26/12
President of the Local Teacher's Union or Association (Printed Name): Nicole Markey	Telephone: 10/27/12
Signature of the President of the Local Teacher's Union or Association: Nicole Markey	Date: 10/27/12

MEMORANDUM OF UNDERSTANDING

For

Race to the Top - District Grant

BRINC - Delaware Consortium

I. Parties

This Memorandum of Understanding ("MOU") is made and effective as of this 1st day of October, 2012, by and between the Colonial School District and all other member LEAs of BRINC - Delaware Consortium that have also executed this MOU.

Indian River School District has elected to participate in the BRINC - Delaware Consortium as (check one):

_____ Lead LEA

__X__ Member LEA

II. Scope of MOU

This MOU constitutes an understanding between the Consortium member LEAs to participate in the Consortium. This document describes the purpose and goals of the Consortium, explains its organizational and governance structure, and defines the terms and responsibilities of participation in the Consortium.

III. Binding Commitments and Assurances

To support these goals, each signatory LEA that signs this MOU assures, certifies, and represents that the signatory LEA:

a. Has all requisite power and authority to execute this MOU;
b. Is familiar with all the contents of the Consortium application;
c. At a minimum, will implement no later than the 2014-15 school year—
    i. a teacher evaluation system (as defined in this notice)[1];
    ii. a principal evaluation system (as defined in this notice); and
    iii. a superintendent evaluation (as defined in this notice);
d. Is committed to preparing students for college or career, as demonstrated by:
    i. Being located in a State that has adopted college- and career- ready standards (as defined in this notice); or
    ii. Measuring all student progress and performance against college- and career-ready graduation requirements (as defined in this notice);
e. Has a robust data system that has, at a minimum—
    i. An individual teacher identifier with a teacher-student match; and
    ii. The capability to provide timely data back to educators and their supervisors on student growth;

[1] The term "as defined in this notice" is used throughout the model memorandum of understanding. "This notice" refers to the Notice Inviting Applications (NIA) for the Race to the Top—District competition.

iii. Ensuring that the indirect cost funds are determined as required under 34 C.F.R. 75.564(e).

c. The member LEA, Indian River School District participating in the consortium will act as the fiscal agent on behalf of the Consortium.

d. The LEA acting as fiscal agent will comply with Delaware's statutes regarding procurement, accounting practices, and all other relevant areas of law, including but not limited to the following Chapters of the Delaware Code: Chapter 69 of Title 29; Chapter 15 of Title 14; Chapter 17 of Title 14; and Chapter 18 of Title 14.

VI. **Consortium Governance:**

a. The organizational structure of BRINC - Delaware Consortium
   i. Member LEA – Brandywine School District
   ii. Member LEA – Indian River School District
   iii. Member LEA – New Castle County Vocational-Technical School District
   iv. Lead LEA – Colonial School District

b. The BRINC - Delaware Consortium rights and responsibilities related to adopting and implementing the consortium's grant proposal:
   i. Each consortium LEA Superintendent will assign one lead person with the responsibility to work collaboratively with the other LEAs and consulting firm in the development of the grant proposal, within the grant timeline.
   ii. Each consortium lead person will facilitate the necessary district resources to complete the grant proposal.
   iii. Each consortium LEA Superintendent will adopt the grant proposal by way of signature prior to submission on Oct. 30, 2012.
   iv. Each consortium LEA Superintendent will assign one District Coordinator to work directly with the Consortium's Project Manager to develop, monitor and support the implementation of the Consortium's comprehensive performance plan.
      1. The performance plan will be used to monitor both programmatic outcomes and the use of funding to achieve the stated outcomes.
   v. Each consortium District Coordinator will expedite both human and financial resources necessary for the successful implementation of the performance plan.

c. The protocols by which the BRINC - Delaware Consortium will operate:
   i. Each LEA Superintendent, District Coordinator, and Local Union President will serve on the Governing Board.
      1. The Governing Board will meet monthly during the first year and quarterly thereafter.
      2. The consortium Project Manager will serve as the Executive to the Board.
      3. The four LEA Superintendents will have voting power
         a. Majority Rule will be the method and process for making different types of decisions (e.g., policy and operational).
   ii. If the Lead District Superintendent is no longer in the role of superintendent during the period of this grant, Brandywine School District will become the lead district.

f. Has the capability to receive or match student-level preschool-through-grade-12 and higher education data;
g. Ensures that any disclosure of or access to personally identifiable information in students' education records complies with the Family Educational Rights and Privacy Act (FERPA);
h. Will comply with all of the terms of the Grant, and all applicable Federal, State, and local laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99) and 2 CFR part 3485;
i. Meets all the eligibility requirements described in the application and notice;
j. Will bind itself to and comply with all elements of the Consortium governance structure described in this MOU and the individual LEA's role in the structure as described in this MOU;
k. Will bind itself to every statement and assurance made in the Consortium's application, including but not limited to programs, plans, policies, strategies, and requirements that the Consortium plans to implement;
l. Will work collaboratively by conferring in good faith with the local teacher union to develop and implement the scope of work necessary to satisfy the terms of the Grant;
m. Agrees that it is critical to allow teachers time to receive training on and begin to implement elements of blended learning to deliver instruction. Teachers will have one year that includes training, practice, and coaching with blended learning strategies prior to its inclusion on the evaluation of teacher performance;
n. Will develop and provide ongoing, high quality professional development; and
o. Will provide teachers with PLC time within the teacher work day devoted to the planning and preparation needed to use blended learning strategies to deliver instruction.

IV. Consortium Membership

a. Each member LEA and the lead LEA will sign on to only one application for a Race to the Top – District grant.
b. Each LEA in the Consortium is legally responsible for:
    1. Carrying out the activities it has agreed to perform; and
    2. Using the funds that it receives under the MOU in accordance with the Federal requirements that apply to the Race to the Top – District grant.
c. Each LEA in the Consortium will support the activities of the Consortium as follows:
    1. Participate in all activities and projects that the Consortium board approves in support of the Consortium's application;
    2. Participate in the management of all those activities and projects;

V. Lead LEA

a. The lead LEA, Colonial School District will serve as the "Applicant" LEA for purposes of the grant application, applying as the member of the Consortium on behalf of the Consortium, pursuant to the Application Requirements of the Notice and 34 C.F.R. 75.127-129.
b. The lead LEA is legally responsible for:
    i. The use of all grant funds;
    ii. Ensuring that the project is carried out by the Consortium in accordance with Federal requirements; and

iii. If a district so chooses to leave the consortium, loss of earned funds will occur. Funds will be prorated based upon the effective date of agreed upon termination.

d. The Indian River School District shall act as the fiscal agent for the Consortium. More specifically, this means that that the Indian River School District will meet the requirements of the Clearinghouse, prepare draws from the federal grant system, disseminate funds to the district members of the consortium, prepare required reports and oversee bidding and purchasing as necessary.

e. The Consortium's plan for managing the procurement process shall adhere to the requirements of Chapter 69 of Title 29 of the Delaware Code. The Consortium shall identify and implement purchasing opportunities that will increase cost savings, improve efficiencies and maximize flexibility. To these ends, the Consortium will prepare any necessary bids or request for proposals through the Section of Government Support Services in the Office of Management and Budget. All procurement and expenditure transactions will be recorded in the Delaware First State Financials (FSF) system.

VII. Collective Bargaining Responsibilities

Nothing in the Memorandum of Understanding shall be construed to alter or otherwise alter the rights, remedies, and procedures afforded LEA employees under Federal, State or local laws (including applicable regulations or court orders) or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements.

VIII. Modification

This MOU may be amended only by written agreement signed by each of the parties involved, and in consultation with the U.S. Department of Education.

IX. Duration/Termination

This MOU shall be effective, beginning with the date of the last signature hereon, and if the grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

X. Points of Contact

Communications with the LEA regarding this MOU should be directed to:

Name: Dorothy Linn

Mailing Address: Colonial School District
318 E. Basin Road
New Castle, DE 19720

Telephone: (302) 323-2710

Fax: (302) 323-2748

E-mail: dlinn@colonial.k12.de.us

Or hereinafter to another individual that may be designated by the LEA in writing transmitted to the LEA Superintendents of the Consortium.

XI. Signatures

Indian River School District hereby joins the Consortium as a member, and agrees to be bound by all the assurances and commitments associated with member and fiscal agent classification. Further, the LEA agrees to perform the duties and carry out the responsibilities associated with the member and fiscal agent classification as described in this MOU.

Superintendent of the LEA (Printed Name): Susan S. Bunting, Ed.D.	Telephone: 302-436-1019
Signature of Superintendent of the LEA:	Date: October 22, 2012
Local School Board President (Printed Name): Charles M. Bireley	Telephone: 302-539-9043
Signature of Local School Board President:	Date: 10/28/12
President of the Local Teacher's Union or Association (Printed Name): J. R. Emanuele	Telephone: 302-436-1040
Signature of the President of the Local Teacher's Union or Association:	Date: 10-28-12

MEMORANDUM OF UNDERSTANDING

For

Race to the Top - District Grant

BRINC - Delaware Consortium

I. Parties

This Memorandum of Understanding ("MOU") is made and effective as of this 1st day of October, 2012, by and between the Colonial School District and all other member LEAs of BRINC - Delaware Consortium that have also executed this MOU.

New Castle County Vocational & Technical School District has elected to participate in the BRINC - Delaware Consortium as (check one):

_____ Lead LEA

__X__ Member LEA

II. Scope of MOU

This MOU constitutes an understanding between the Consortium member LEAs to participate in the Consortium. This document describes the purpose and goals of the Consortium, explains its organizational and governance structure, and defines the terms and responsibilities of participation in the Consortium.

III. Binding Commitments and Assurances

To support these goals, each signatory LEA that signs this MOU assures, certifies, and represents that the signatory LEA:

a. Has all requisite power and authority to execute this MOU;
b. Is familiar with all the contents of the Consortium application;
c. At a minimum, will implement no later than the 2014-15 school year—
    i. a teacher evaluation system (as defined in this notice)[1];
    ii. a principal evaluation system (as defined in this notice); and
    iii. a superintendent evaluation (as defined in this notice);
d. Is committed to preparing students for college or career, as demonstrated by:
    i. Being located in a State that has adopted college- and career- ready standards (as defined in this notice); or
    ii. Measuring all student progress and performance against college- and career-ready graduation requirements (as defined in this notice);
e. Has a robust data system that has, at a minimum—
    i. An individual teacher identifier with a teacher-student match; and
    ii. The capability to provide timely data back to educators and their supervisors on student growth;

[1] The term "as defined in this notice" is used throughout the model memorandum of understanding. "This notice" refers to the Notice Inviting Applications (NIA) for the Race to the Top—District competition.

f. Has the capability to receive or match student-level preschool-through-grade-12 and higher education data;
g. Ensures that any disclosure of or access to personally identifiable information in students' education records complies with the Family Educational Rights and Privacy Act (FERPA);
h. Will comply with all of the terms of the Grant, and all applicable Federal, State, and local laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99) and 2 CFR part 3485;
i. Meets all the eligibility requirements described in the application and notice;
j. Will bind itself to and comply with all elements of the Consortium governance structure described in this MOU and the individual LEA's role in the structure as described in this MOU;
k. Will bind itself to every statement and assurance made in the Consortium's application, including but not limited to programs, plans, policies, strategies, and requirements that the Consortium plans to implement;
l. Will work collaboratively by conferring in good faith with the local teacher union to develop and implement the scope of work necessary to satisfy the terms of the Grant;
m. Agrees that it is critical to allow teachers time to receive training on and begin to implement elements of blended learning to deliver instruction. Teachers will have one year that includes training, practice, and coaching with blended learning strategies prior to its inclusion on the evaluation of teacher performance;
n. Will develop and provide ongoing, high quality professional development; and
o. Will provide teachers with PLC time within the teacher work day devoted to the planning and preparation needed to use blended learning strategies to deliver instruction.

IV. Consortium Membership

a. Each member LEA and the lead LEA will sign on to only one application for a Race to the Top – District grant.
b. Each LEA in the Consortium is legally responsible for:
    1. Carrying out the activities it has agreed to perform; and
    2. Using the funds that it receives under the MOU in accordance with the Federal requirements that apply to the Race to the Top – District grant.
c. Each LEA in the Consortium will support the activities of the Consortium as follows:
    1. Participate in all activities and projects that the Consortium board approves in support of the Consortium's application;
    2. Participate in the management of all those activities and projects;

V. Lead LEA

a. The lead LEA, Colonial School District will serve as the "Applicant" LEA for purposes of the grant application, applying as the member of the Consortium on behalf of the Consortium, pursuant to the Application Requirements of the Notice and 34 C.F.R. 75.127-129.
b. The lead LEA is legally responsible for:
    i. The use of all grant funds;
    ii. Ensuring that the project is carried out by the Consortium in accordance with Federal requirements; and

iii. Ensuring that the indirect cost funds are determined as required under 34 C.F.R. 75.564(e).

c. The member LEA, Indian River School District participating in the consortium will act as the fiscal agent on behalf of the Consortium.

d. The LEA acting as fiscal agent will comply with Delaware's statutes regarding procurement, accounting practices, and all other relevant areas of law, including but not limited to the following Chapters of the Delaware Code: Chapter 69 of Title 29; Chapter 15 of Title 14; Chapter 17 of Title 14; and Chapter 18 of Title 14.

VI. **Consortium Governance:**

a. The organizational structure of BRINC - Delaware Consortium
   i. Member LEA – **Br**andywine School District
   ii. Member LEA – **I**ndian River School District
   iii. Member LEA – **N**ew Castle County Vocational-Technical School District
   iv. Lead LEA – **C**olonial School District

b. The BRINC - Delaware Consortium rights and responsibilities related to adopting and implementing the consortium's grant proposal:
   i. Each consortium LEA Superintendent will assign one lead person with the responsibility to work collaboratively with the other LEAs and consulting firm in the development of the grant proposal, within the grant timeline.
   ii. Each consortium lead person will facilitate the necessary district resources to complete the grant proposal.
   iii. Each consortium LEA Superintendent will adopt the grant proposal by way of signature prior to submission on Oct. 30, 2012.
   iv. Each consortium LEA Superintendent will assign one District Coordinator to work directly with the Consortium's Project Manager to develop, monitor and support the implementation of the Consortium's comprehensive performance plan.
      1. The performance plan will be used to monitor both programmatic outcomes and the use of funding to achieve the stated outcomes.
   v. Each consortium District Coordinator will expedite both human and financial resources necessary for the successful implementation of the performance plan.

c. The protocols by which the BRINC - Delaware Consortium will operate:
   i. Each LEA Superintendent, District Coordinator, and Local Union President will serve on the Governing Board.
      1. The Governing Board will meet monthly during the first year and quarterly thereafter.
      2. The consortium Project Manager will serve as the Executive to the Board.
      3. The four LEA Superintendents will have voting power
         a. Majority Rule will be the method and process for making different types of decisions (e.g., policy and operational).
   ii. If the Lead District Superintendent is no longer in the role of superintendent during the period of this grant, Brandywine School District will become the lead district.

iii. If a district so chooses to leave the consortium, loss of earned funds will occur. Funds will be prorated based upon the effective date of agreed upon termination.

d. The Indian River School District shall act as the fiscal agent for the Consortium. More specifically, this means that that the Indian River School District will meet the requirements of the Clearinghouse, prepare draws from the federal grant system, disseminate funds to the district members of the consortium, prepare required reports and oversee bidding and purchasing as necessary.

e. The Consortium's plan for managing the procurement process shall adhere to the requirements of Chapter 69 of Title 29 of the Delaware Code. The Consortium shall identify and implement purchasing opportunities that will increase cost savings, improve efficiencies and maximize flexibility. To these ends, the Consortium will prepare any necessary bids or request for proposals through the Section of Government Support Services in the Office of Management and Budget. All procurement and expenditure transactions will be recorded in the Delaware First State Financials (FSF) system.

VII. Collective Bargaining Responsibilities

Nothing in the Memorandum of Understanding shall be construed to alter or otherwise alter the rights, remedies, and procedures afforded LEA employees under Federal, State or local laws (including applicable regulations or court orders) or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements.

VIII. Modification

This MOU may be amended only by written agreement signed by each of the parties involved, and in consultation with the U.S. Department of Education.

IX. Duration/Termination

This MOU shall be effective, beginning with the date of the last signature hereon, and if the grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

X. Points of Contact

Communications with the LEA regarding this MOU should be directed to:

Name: Dorothy Linn

Mailing Address: Colonial School District
318 E. Basin Road
New Castle, DE 19720

Telephone: (302) 323-2710

Fax: (302) 323-2748

E-mail: dlinn@colonial.k12.de.us

Or hereinafter to another individual that may be designated by the LEA in writing transmitted to the LEA Superintendents of the Consortium.

XI. Signatures

New Castle County Vocational and Technical School District hereby joins the Consortium as a member, and agrees to be bound by all the assurances and commitments associated with member classification. Further, the LEA agrees to perform the duties and carry out the responsibilities associated with the member classification as described in this MOU.

Superintendent of the LEA (Printed Name): Victoria C. Gehrt, Ed.D.	Telephone: 302-995-8051
Signature of Superintendent of the LEA: Victoria C. Gehrt	Date: 10/26/12
Local School Board President (Printed Name): John F. Lynch, Jr.	Telephone: 302-738-9071
Signature of Local School Board President: John F. Lynch Jr	Date: 10/26/12
President of the Local Teacher's Union or Association (Printed Name): Maureen Keeney	Telephone: 302-571-5400
Signature of the President of the Local Teacher's Union or Association: Maureen Keeney	Date: 10/26/12

TITLE 14

Education

Free Public Schools

CHAPTER 12. EDUCATOR LICENSURE, CERTIFICATION, EVALUATION, AND PROFESSIONAL DEVELOPMENT

Subchapter VI. Alternative Routes For Teacher Licensure and Certification

§ 1260. Requirements for the participation in alternative routes for teacher licensure and certification program [Effective until Apr. 20, 2015]

(a) Subject to § 1217 of this title and notwithstanding any other provision in this chapter to the contrary, candidates seeking participation in the alternative routes for teacher licensure and certification program shall be issued an initial license of no more than 3 years duration conditioned on continued enrollment in the Alternative Routes for Teacher Licensure and Certification Program and an emergency certificate or certificates provided they:

(1) Either:

a. Hold a bachelor's degree from a regionally accredited college or university in a coherent major or its equivalent, which shall be no less than 30 credit hours appropriate to the instructional field; or

b. Hold a bachelor's degree from a regionally accredited college or university and are enrolled in the Teach For America program or a teacher residency program and have completed all preservice requirements for such program and, where applicable and available, have achieved a passing score on an examination of content knowledge, such as Praxis II, for the area in which such individual will be teaching;

(2) Pass the state basic skills test and a state test of subject matter knowledge for fields of teaching specialization, if applicable and available. Candidates must pass the State Basic Skills Test and a state test of subject matter knowledge, if applicable and available, within the period of time from the date of hire to the end of the next consecutive fiscal year. Notwithstanding the foregoing sentence, candidates enrolled in the Teach For America Program or a teacher residency program shall, where applicable and available, have achieved a passing score on an examination of content knowledge, such as Praxis II, for the area in which such candidate will be teaching prior to taking full responsibility for teaching a classroom;

(3) Obtain an acceptable health clearance as per Department of Education regulations and an acceptable criminal background check clearance; and

(4) Obtain and accept an offer of employment in a position that requires instructional certification.

(b) Rules and regulations to implement this subchapter shall be promulgated and adopted pursuant to § 1203 of this title.

70 Del. Laws, c. 459, § 1; *71 Del. Laws, c. 180, § 62A*; *72 Del. Laws, c. 294, §§ 12, 13*;

75 Del. Laws, c. 77, §§ 21-25; *77 Del. Laws, c. 15, §§ 1, 2*; *78 Del. Laws, c. 214, § 1.*;

§ 1260. Requirements for the participation in alternative routes for teacher licensure and certification program [Effective Apr. 20, 2015]

(a) Subject to § 1217 of this title and notwithstanding any other provision in this chapter to the contrary, candidates seeking participation in the alternative routes for teacher licensure and certification program shall be issued an initial license of no more than 3 years duration conditioned on continued enrollment in the Alternative Routes for Teacher Licensure and Certification Program and an emergency certificate or certificates provided they:

(1) Hold a bachelor's degree from a regionally accredited college or university in a coherent major or its equivalent, which shall be no less than 30 credit hours appropriate to the instructional field;

(2) Pass the state basic skills test and a state test of subject matter knowledge for fields of teaching specialization, if applicable and available. Candidates must pass the State Basic Skills Test and a state test of subject matter knowledge, if applicable and available, within the period of time from the date of hire to the end of the next consecutive fiscal year;

(3) Obtain an acceptable health clearance as per Department of Education regulations and an acceptable criminal background check clearance; and

(4) Obtain and accept an offer of employment in a position that requires instructional certification.

(b) Rules and regulations to implement this subchapter shall be promulgated and adopted pursuant to § 1203 of this title.

70 Del. Laws, c. 459, § 1; *71 Del. Laws, c. 180, § 62A*; *72 Del. Laws, c. 294, §§ 12, 13*; *75 Del. Laws, c. 77, §§ 21-25*; *77 Del. Laws, c. 15, §§ 1, 2, 5*; *78 Del. Laws, c. 214, § 1.*;

§ 1261. Requirements for the alternative routes for teacher licensure and certification program [Effective until Apr. 20, 2015]

(a) Each school district or charter school seeking to hire a candidate for the alternative routes program must:

(1) Participate in the alternative routes for teacher licensure and certification program as established pursuant to subsection (b) or (d) of this section; and

(2) Assign a mentor to each teacher participating in the alternative routes program.

(b) There is hereby established an alternative routes for teacher licensure and certification program which is intended to provide essential knowledge and skills to teachers participating in the alternative routes for teacher licensure and certification program through the following phases of training:

(1) A seminar/practicum of no less than 120 hours' duration which takes place prior to the time at which the teacher participating in the alternative routes for teacher licensure and certification program takes full responsibility for a classroom. This seminar/practicum shall provide such formal instruction or equivalent professional development as shall be required by an alternative routes for teacher licensure and certification program established by regulation of the Standards Board and the State Board of Education under § 1203 of this title or established by law, in the essential areas for professional study listed in subsection (c) of this section. It shall introduce basic teaching skills through supervised teaching experiences with students. The seminar and practicum components of the experience shall be integrated and shall include an

orientation to the policies, organization and curriculum of the employing district or charter school. A teacher entering a Delaware school through the Teach For America or a teacher residency program shall be considered in compliance with this requirement if such teacher has completed the 200-hour preservice training provided by Teach For America or the preservice training requirements provided by the teacher residency program.

(2) A period of intensive on-the-job supervision beginning the 1st day on which the teacher participating in the alternative routes for teacher licensure and certification program assumes full responsibility for a classroom and continuing for a period of at least 10 weeks. During this time, the teacher participating in the alternative routes for teacher licensure and certification program shall participate in the State-approved mentoring program, and shall be observed and formally evaluated at the end of 10 weeks by certified evaluators. At the end of the 10-week period, the teacher participating in the alternative routes for teacher licensure and certification program shall receive a formal written progress report from the certified evaluators.

(3) An additional period of continued supervision and evaluation of no less than 20 weeks duration. During this period, the teacher participating in the alternative routes for teacher licensure and certification program shall participate in the State-approved mentoring program, and shall be observed formally and evaluated by the school administration at least twice. No more than 2 months shall pass without a formal observation. Opportunities shall be provided for the teacher participating in the alternative routes for teacher licensure and certification program to observe the teaching of experienced colleagues.

(c) Approximately 200 hours of such formal instruction or equivalent professional development, as shall be required by an alternative routes for teacher licensure and certification program established by regulation of the Standards Board and the State Board of Education under § 1203 of this title or established by law, in the following topics shall be provided in all 3 phases of the program combined so as to ensure that National

Council for Accreditation of Teacher Education (NCATE) teacher training standards are maintained. Credit shall be granted to a participant in any approved alternative routes to teacher licensure and certification program for hours of formal instruction or equivalent professional development successfully completed prior to entry into such program, or during the seminar/practicum prescribed in paragraph (b)(1) of this section, which courses meet the requirements of this subsection.

(1) Curriculum. -- Studies designed to foster an understanding of the curriculum taught and the assessment of teaching, including topics such as the following: The organization and presentation of subject matter, the development and use of tests and other forms of assessment, the evaluation and selection of instructional materials and the appropriate use of textbooks and teacher's guides, the use and interpretation of standardized tests and teacher-developed instruments, the reading process and other language arts skill development appropriate to the field of specialization and grade level, and a knowledge of techniques and materials for fostering the development of reading and language arts skills.

(2) Student development and learning at all levels. -- Studies designed to foster an understanding of students, their characteristics as individuals, and the ways in which they learn, including topics such as: Student interests, motivation, preventing classroom disruption, creating a healthy learning climate, individual and group learning, language development, individual differences, and the role of technology learning.

(3) The classroom and the school. -- Studies designed to foster an understanding of the school as a social unit and classroom management, including such topics as: The organizational/social structure of public education, the making of teaching decisions, allocation of instructional time, setting of priorities, pacing of instruction, setting of goals, questioning techniques, student practice and independent work.

(d) Notwithstanding the foregoing, the Secretary, pursuant to rules and regulations

promulgated and adopted pursuant to § 1203 of this title, may implement other alternative routes to teacher licensure and certification programs, provided the programs meet the minimum criteria set forth in subsection (b) of this section.

(e) Notwithstanding any other provision in this title to the contrary, candidates enrolled in the Teach For America or a teacher residency program shall not be limited to teaching in areas identified as critical curricular areas.

70 Del. Laws, c. 459, § 1; *71 Del. Laws, c. 180, § 62B*; *72 Del. Laws, c. 294, §§ 14, 15*; *75 Del. Laws, c. 77, §§ 26-30*; *77 Del. Laws, c. 15, §§ 3, 4*; *78 Del. Laws, c. 214, § 1.*;

§ 1261. Requirements for the alternative routes for teacher licensure and certification program [Effective Apr. 20, 2015]

(a) Each school district or charter school seeking to hire a candidate for the alternative routes program must:

(1) Participate in the alternative routes for teacher licensure and certification program as established pursuant to subsection (b) or (d) of this section; and

(2) Assign a mentor to each teacher participating in the alternative routes program.

(b) There is hereby established an alternative routes for teacher licensure and certification program which is intended to provide essential knowledge and skills to teachers participating in the alternative routes for teacher licensure and certification program through the following phases of training:

(1) A seminar/practicum of no less than 120 hours' duration which takes place prior to the time at which the teacher participating in the alternative routes for teacher licensure and certification program takes full responsibility for a classroom. This

seminar/practicum shall provide such formal instruction or equivalent professional development as shall be required by an alternative routes for teacher licensure and certification program established by regulation of the Standards Board and the State Board of Education under § 1203 of this title or established by law, in the essential areas for professional study listed in subsection (c) of this section. It shall introduce basic teaching skills through supervised teaching experiences with students. The seminar and practicum components of the experience shall be integrated and shall include an orientation to the policies, organization and curriculum of the employing district or charter school.

(2) A period of intensive on-the-job supervision beginning the 1st day on which the teacher participating in the alternative routes for teacher licensure and certification program assumes full responsibility for a classroom and continuing for a period of at least 10 weeks. During this time, the teacher participating in the alternative routes for teacher licensure and certification program shall participate in the State-approved mentoring program, and shall be observed and formally evaluated at the end of 10 weeks by certified evaluators. At the end of the 10-week period, the teacher participating in the alternative routes for teacher licensure and certification program shall receive a formal written progress report from the certified evaluators.

(3) An additional period of continued supervision and evaluation of no less than 20 weeks duration. During this period, the teacher participating in the alternative routes for teacher licensure and certification program shall participate in the State-approved mentoring program, and shall be observed formally and evaluated by the school administration at least twice. No more than 2 months shall pass without a formal observation. Opportunities shall be provided for the teacher participating in the alternative routes for teacher licensure and certification program to observe the teaching of experienced colleagues.

(c) Approximately 200 hours of such formal instruction or equivalent professional

development, as shall be required by an alternative routes for teacher licensure and certification program established by regulation of the Standards Board and the State Board of Education under § 1203 of this title or established by law, in the following topics shall be provided in all 3 phases of the program combined so as to ensure that National Council for Accreditation of Teacher Education (NCATE) teacher training standards are maintained. Credit shall be granted to a participant in any approved alternative routes to teacher licensure and certification program for hours of formal instruction or equivalent professional development successfully completed prior to entry into such program, or during the seminar/practicum prescribed in paragraph (b)(1) of this section, which courses meet the requirements of this subsection.

(1) Curriculum. -- Studies designed to foster an understanding of the curriculum taught and the assessment of teaching, including topics such as the following: The organization and presentation of subject matter, the development and use of tests and other forms of assessment, the evaluation and selection of instructional materials and the appropriate use of textbooks and teacher's guides, the use and interpretation of standardized tests and teacher-developed instruments, the reading process and other language arts skill development appropriate to the field of specialization and grade level, and a knowledge of techniques and materials for fostering the development of reading and language arts skills.

(2) Student development and learning at all levels. -- Studies designed to foster an understanding of students, their characteristics as individuals, and the ways in which they learn, including topics such as: Student interests, motivation, preventing classroom disruption, creating a healthy learning climate, individual and group learning, language development, individual differences, and the role of technology learning.

(3) The classroom and the school. -- Studies designed to foster an understanding of the school as a social unit and classroom management, including such topics as: The organizational/social structure of public education, the making of teaching decisions,

allocation of instructional time, setting of priorities, pacing of instruction, setting of goals, questioning techniques, student practice and independent work.

(d) Notwithstanding the foregoing, the Secretary, pursuant to rules and regulations promulgated and adopted pursuant to § 1203 of this title, may implement other alternative routes to teacher licensure and certification programs, provided the programs meet the minimum criteria set forth in subsection (b) of this section.

(e) [Repealed.]

70 Del. Laws, c. 459, § 1; 71 Del. Laws, c. 180, § 62B; 72 Del. Laws, c. 294, §§ 14, 15; 75 Del. Laws, c. 77, §§ 26-30; 77 Del. Laws, c. 15, §§ 3, 4, 5; 78 Del. Laws, c. 214, § 1.;

§ 1262. Requirements for the evaluation of teachers participating in the alternative routes for teacher licensure and certification program.

(a) Teachers participating in the alternative routes for teacher licensure and certification program shall be observed by the assigned mentor teacher and evaluated by certified evaluators as per § 1261 of this title.

(b) Mentor teachers shall not participate in any way in decisions which might have a bearing on the licensure, certification or employment of teachers. They shall not assess or evaluate the performance of teachers unless they are appropriately certified evaluators. Interactions between teachers and experienced mentor teachers are formative in nature and considered a matter of professional privilege. Mentor teachers shall not be compelled to offer testimony on the performance of teachers.

70 Del. Laws, c. 459, § 1; 72 Del. Laws, c. 294, §§ 16, 17.;

§ 1263. Recommendation for initial licensure and certification of teacher participating in the alternative routes for teacher licensure and certification

program.

(a) At the conclusion of the alternative routes for teacher licensure and certification training program, the certified evaluators shall prepare a comprehensive evaluation report on the performance of the teacher participating in the alternative routes for teacher licensure and certification program. This report shall be submitted by the certified evaluators directly to the Department of Education and shall contain a recommendation as to whether or not a license should be issued to the teacher participating in the alternative routes for teacher licensure and certification program. Such license shall be an initial license valid for the balance of the 3-year term, if the participant has completed the program in less than 3 years, or a continuing license, if the 3-year term of the initial license has expired.

(b) The final comprehensive evaluation report on each teacher participating in the alternative routes for teacher licensure and certification program shall be made on standard forms developed by the Department of Education.

(c) The final evaluation report on each teacher participating in the alternative routes for teacher licensure and certification program shall include 1 of the following recommendations:

(1) Approved. -- Recommends issuance of the appropriate license and standard certificate or certificates; or

(2) Disapproved. -- Recommends that a license and standard certificate not be issued and that the candidate not be allowed to continue in the alternative routes for teacher licensure and certification program.

(d) The certified evaluators shall provide the teacher participating in the alternative routes for teacher licensure and licensure and certification program with a copy of the

teacher's written evaluation report and licensure and certification recommendation 20 days before submitting it to the Department of Education.

(e) If the teacher participating in the alternative routes for teacher licensure and certification program disagrees with the certified evaluators' recommendation, the teacher may, within 15 days of receipt of the evaluation report and licensure and certification recommendation, submit to the certified evaluators written materials documenting the reasons that the teacher participating in the alternative routes for teacher licensure and certification program believes a license should be awarded. The certified evaluators shall forward all such documentation to the Department of Education along with the evaluation report and recommendation concerning licensure and certification. The Secretary or the Secretary's designee shall review the evaluation report, the licensure and certification recommendation, and any documentation supplied by the teacher and make a determination as to whether the teacher qualifies for licensure and certification.

(f) Teachers participating in the alternative routes for teacher licensure and certification program who receive a recommendation of "disapproved" may petition the Department for approval of additional opportunities to participate in the alternative routes for teacher licensure and certification program.

70 Del. Laws, c. 459, § 1; 70 Del. Laws, c. 186, § 1; 71 Del. Laws, c. 180, § 62C; 72 Del. Laws, c. 294, §§ 18-20; 75 Del. Laws, c. 77, §§ 31-36, 44.;

§ 1264. Procedure for teachers participating in the alternative routes for teacher licensure and certification program to contest certification recommendations.

A teacher participating in the alternative routes for teacher licensure and certification program is entitled to a full and fair hearing before the Standards Board to challenge the Secretary's or the Secretary's designee's licensure and certification decision.

70 Del. Laws, c. 459, § 1; *70 Del. Laws, c. 186, § 1*; *71 Del. Laws, c. 180, § 62D*; *72 Del. Laws, c. 294, §§ 21, 22*; *75 Del. Laws, c. 77, § 37.*;

§ 1265. Report to General Assembly on alternative routes to certification, including the Teach for America program [Expires Jan. 20, 2015]

(a) On or before January 20, 2015, the Department of Education shall provide a report to the General Assembly on the effectiveness of the Teach for America Program and all Delaware alternative route for teacher licensure and certification programs under this subchapter. Such report shall be conducted by an independent entity pursuant to a request for proposal (RFP) that shall be issued by the Department of Education. The RFP committee shall be comprised of representatives of the Department of Education and from the State's local educational agencies. The committee shall determine which vendors meet the minimum requirements pursuant to selection criteria of the RFP and procedures established in §§ 6981 and 6982 of Title 29. The committee may negotiate with 1 or more vendors during the same period and may, at its discretion, terminate negotiations with any or all vendors. The committee shall make a recommendation regarding the award to the Delaware Secretary of Education, who shall have final authority, subject to the provisions of such RFP and § 6982 of Title 29, to determine the evaluator or evaluators in the best interests of the State.

(b) The report shall include, but not be limited to, a comparative analysis of student performance in statewide assessment tested subject areas in all alternative route for teacher licensure and certification programs, including Teach for America. Student performance in alternative route for teacher licensure and certification program participant classrooms in Delaware shall be compared to student performance in similar classrooms in Delaware taught by both alternative route participants and nonalternative route program educators. The report shall include overall program participant retention rates, including a report on participants who remain in original placement schools, participants who remain inside the teaching profession, and participants who remain in the education field in

general to assist in the determination of programmatic efficacy. The report shall be inclusive of the academic years August 1, 2010, through July 1, 2014, as well as any other academic periods deemed relevant by program evaluators pursuant to the RFP.

78 Del. Laws, c. 259, § 1.;

100 Accountability

106A Teacher Appraisal Process Delaware Performance Appraisal System (DPAS II) Revised

1.0 Effective Date

The Teacher Appraisal Process, Delaware Performance Appraisal System (DPAS II) Revised shall be effective for all school districts and charter schools beginning with the 2011-12 school year, and shall, at such time, replace the current 14 **DE Admin. Code** 106 Teacher Appraisal Process Delaware Performance Appraisal System (DPAS II).

15 DE Reg. 833 (12/01/11)

2.0 Definitions

The following definitions shall be apply for purposes of this regulation:

"**Announced Observation**" shall consist of the Pre-observation Form and conference with the evaluator, an observation by the evaluator at an agreed upon date and time, using the associated formative conferences and reports. The observation shall be of sufficient length, at least thirty (30) minutes, to analyze the lesson and assess teacher performance.

"**Board**" shall mean a local board of education or charter school board of directors.

"**Credentialed Evaluator**" shall mean the individual, usually the supervisor of the teacher, who has successfully completed the evaluation training in accordance with 10.0. The Credentialed Evaluator may also be referred to as "Evaluator".

"**DASA**" shall mean the Delaware Association of School Administrators.

"**DCAS Teacher**" shall mean any Novice Teacher or Experienced Teacher providing instruction in reading and/ or mathematics to a student that meets the following criteria;

(a) The student is enrolled in any grade three (3) through ten(10) for either reading and/or mathematics instruction as verified by the state's pupil accounting system; and

(b) The student has valid Delaware Comprehensive Assessment System (DCAS) score(s) and the student was not subject to an invalidation or special exemption as provided in 14 **DE Admin. Code** 103.

"**DPAS II Revised Guide for Teachers**" shall mean the manual that contains the prescribed forms, detailed procedures, specific details about the five (5) components of evaluation and other relevant documents that are used to implement the appraisal process.

"**DSEA**" shall mean the Delaware State Education Association.

"**Experienced Teacher**" shall mean a teacher who holds a valid and current Continuing or Advanced License, issued pursuant to Chapter 12 of Title 14 of the **Delaware Code**; or Standard or Professional Status Certificate issued prior to August 1, 2003.

"**Improvement Plan**" shall be the plan that a teacher and evaluator mutually develop in accordance with 8.0.

"**Interim assessment**" shall mean an assessment given at regular and specified intervals throughout the school year, and designed to evaluate students' knowledge and skills relative to a specific set of academic standards, and the results of which can be aggregated (e.g., by course, grade level, school, or school district) in order to inform teachers and administrators at the student, classroom, school, and district levels.

"**Non-DCAS Teacher**" shall mean any Novice Teacher or Experienced Teacher that does not meet the definition of DCAS Teacher as defined herein.

"**Novice Teacher**" shall mean a teacher who holds a valid and current Initial License issued pursuant to Chapter 12 of Title 14 of the **Delaware Code**.

"**Satisfactory Component Rating**" shall mean the teacher's performance demonstrates an understanding of the concepts of the component under Chapter 12 of Title 14 of the **Delaware Code**.

"**Satisfactory Evaluation**" shall be equivalent to the overall "Highly Effective", "Effective" or "Needs Improvement" rating on the Summative Evaluation and shall be used to qualify for a continuing license.

"**State Assessment**" shall mean the Delaware Comprehensive Assessment System (DCAS).

"**Student Achievement**" shall mean

(a) For tested grades and subjects:

(1) A student's score on the DCAS; and, as appropriate,

(2) Other measures of student learning, such as those described in paragraph (b) of this definition, provided they are rigorous and comparable across classrooms.

(b) For non-tested grades and subjects: Alternative measures of student learning and performance such as student scores on pre-tests and end-of-course tests; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across classrooms. Such alternative measures must be approved by the Department and developed in partnership with the local collective bargaining representatives.

"**Student Growth**" shall mean the change in achievement data for an individual student between two points in time. Growth may also include other measures that are rigorous and comparable across classrooms.

"**Summative Evaluation**" shall be the final evaluation at the conclusion of the appraisal cycle.

"**Unannounced Observation**" shall consist of an observation by the evaluator at a date and time that has not been previously arranged using the associated formative conferences and reports. The observation shall be of sufficient length, at least thirty (30) minutes, to analyze the lesson and assess teacher performance.

"**Unsatisfactory Component Rating**" shall mean the teacher's performance does not demonstrate an understanding of the concepts of the component.

"**Unsatisfactory Evaluation**" shall be the equivalent to the overall "Ineffective" rating on the Summative Evaluation.

"**Working Day**" shall mean a day when the employee would normally be working in that district or charter school.

15 DE Reg. 833 (12/01/11)

15 DE Reg. 1586 (05/01/12)

3.0 Appraisal Cycles

3.1 Experienced teachers who have earned a rating of "Highly Effective" on their most recent Summative Evaluation shall receive a minimum of one (1) Announced Observation each year with a Summative Evaluation at least once every two (2) years. The Student Improvement component for Highly Effective teachers shall be evaluated each year, regardless of whether or not a Summative Evaluation is conducted. If a Highly Effective teacher does not achieve a Satisfactory rating on the Student Improvement Component, the teacher shall receive a Summative Evaluation the following year, regardless of whether the teacher would otherwise be due for a Summative Evaluation pursuant to this section.

3.2 Experienced teachers who have earned a rating of "Effective" and have earned "Satisfactory" ratings on at least four (4) of the components found in 5.0, including Student Improvement, on his or her most recent Summative Evaluation shall receive a minimum of one (1) Announced Observation each year with a Summative Evaluation at least once every two (2) years. The Student Improvement component for Effective teachers shall be evaluated each year, regardless of whether or not a Summative Evaluation is conducted. If an Effective teacher does not achieve a Satisfactory rating on the Student Improvement Component, the teacher shall receive a Summative Evaluation the following year, regardless of whether the teacher would otherwise be due for a Summative Evaluation pursuant to this section.

3.3 Experienced teachers who are not otherwise included in 3.1 or 3.2 shall receive a minimum of one (1) Announced Observation and one (1) Unannounced Observation with a Summative Evaluation at the end of the one (1) year period. These teachers shall have an Improvement Plan which may require additional observations and other types of monitoring as outlined in the DPAS II Revised Guide for Teachers.

3.4 Novice teachers shall receive a minimum of two (2) Announced Observations and one (1) Unannounced Observation with a Summative Evaluation every year. Novice teachers who have earned a rating of "Needs Improvement" or "Ineffective" on their most recent Summative Evaluation shall have an Improvement Plan which may require additional observations or other types of monitoring as outlined in the DPAS II Revised Guide for Teachers.

15 DE Reg. 833 (12/01/11)

4.0 DPAS II Guide for Teachers

4.1 All school districts and charter schools shall use the manual entitled DPAS II Guide Revised for Teachers as developed and as may be amended by the Department of Education in collaboration with DASA and DSEA to implement the appraisal system.

4.2 The manual shall contain, at a minimum, the following:

4.2.1 Specific details about each of the five (5) components listed in 5.1.

4.2.2 All forms or documents needed to complete the requirements of the appraisal process.

4.2.3 Specific procedures to implement the appraisal system.

5.0 Appraisal Components and Appraisal Criteria

5.1 The following five (5) Appraisal Components, including any Appraisal Criteria specified for each, shall be the basis upon which the performance of a teacher shall be evaluated by a credentialed evaluator:

5.1.1 Planning and Preparation

5.1.1.1 Selecting Instructional Goals: Teacher selects instructional goals that are aligned with the DE content standards and the district or charter school's curricula. Goals are appropriate for the learners and reflect high expectations for all students, consistent with State Assessment levels of performance where applicable.

5.1.1.2 Designing Coherent Instruction: Teacher plans for learning activities that align with the instructional goals and support student learning. Instructional planning shows a structure and selection of materials and activities that support student learning relative to the district or charter school's curricula.

5.1.1.3 Demonstrating Knowledge of Content and Pedagogy: Teacher shows his or her knowledge of content and how to teach it to a variety of learners. The teacher's plans include natural connections among content areas that deepen student learning. The content that he or she teaches is aligned to the district or charter school's curricula.

5.1.1.4 Demonstrating Knowledge of Students: Teacher shows his or her knowledge of student developmental characteristics; approaches to learning, knowledge, and skills; interests; cultural heritage; and, where applicable, State Assessment performance levels.

5.1.1.5 Designing Student Assessments: Teacher creates and or selects assessments that are congruent with instructional goals, criteria and standards. The teacher plans for the use of formative and summative assessments of the teacher's students.

5.1.2 Classroom Environment

5.1.2.1 Managing Classroom Procedures: Teacher has clearly defined procedures for managing learning time, transitions between learning events, and routines that maximize learning time.

5.1.2.2 Managing Student Behavior: Teacher establishes behavioral expectations and consequences and monitors student conduct. Teacher responds to student behavior in appropriate and effective ways to minimize disruptions.

5.1.2.3 Creating an Environment to Support Learning: Teacher creates an atmosphere in which learning is valued. Teacher-to-student and student-to-student interactions show rapport that is grounded in mutual respect.

5.1.2.4 Organizing Physical Space: Teacher organizes, allocates, and manages physical space to create a safe learning environment. Teacher uses physical resources to contribute to effective instruction and makes resources accessible to all students.

5.1.3 Instruction

5.1.3.1 Engaging Students in Learning: Content is appropriate, clear, and linked to student knowledge and experience. Content is aligned with the district or charter school's curricula. Activities and assignments engage all students. Instructional materials are suitable to the instructional goals. The instruction is coherent and paced appropriately for all students.

5.1.3.2 Demonstrating Flexibility and Responsiveness: Teacher has a repertoire of instructional strategies and makes use of them to make modifications to lessons as needed. Teacher differentiates instruction based on learner characteristics and achievement data.

5.1.3.3 Communicating Clearly and Accurately: Verbal and written communication is clear and appropriate to students' ages, backgrounds, and levels of understanding.

5.1.3.4 Using Questioning and Discussion Techniques: Questions are appropriate to the content and level of students' understanding. Teacher encourages students to pose their own questions and is responsive to student questions. Teacher facilitates student led discussions.

5.1.3.5 Using Assessment in Instruction: Teacher makes the criteria of the assessment known to the students, monitors the students' progress, provides descriptive feedback, and promotes student self-assessment and uses data to plan future instruction.

5.1.4 Professional Responsibilities

5.1.4.1 Communicating with Families: Teacher shares information about the school's educational program and expectations for student performance. Teacher develops a mechanism for two way communication with families about student progress, behavior, and personal needs or concerns.

5.1.4.2 Recording student data in a Student Record System: Teacher keeps records of attendance, disciplinary actions, emergency contact information, and personal information. Teacher shares relevant information with appropriate school personnel.

5.1.4.3 Growing and Developing Professionally: Teacher chooses and participates in professional development that is aligned with his or her professional needs and aligned with the needs of the school, district or charter school, or students.

5.1.4.4 Reflecting on Professional Practice: Teacher engages in reflective thinking as an individual, as a team participant, or as a school community member with the goal of improving instruction and learning for all students.

5.1.5 Student Improvement

5.1.5.1 Measuring Student Improvement: Students collectively demonstrate appropriate levels of Student Growth as benchmarked against standards to be set by the Secretary based on input from stakeholder groups.

5.2 Notwithstanding 5.1, for the 2011-2012 school year the first four (4) Appraisal Components, including any Appraisal Criteria specified for each, shall be the basis upon which the performance of a teacher shall be evaluated by a credentialed evaluator. Appraisal Component 5.1.5 may, however, be used to determine whether a DCAS Teacher shall receive a "Highly Effective" rating.

15 DE Reg. 833 (12/01/11)

15 DE Reg. 1586 (05/01/12)

6.0 Summative Evaluation Ratings

6.1 Each Appraisal Component shall be assigned a rating of Satisfactory or Unsatisfactory on the Summative Evaluation.

6.1.1 A satisfactory rating for each of the first four Appraisal Components shall mean the teacher has no more than one unacceptable rating on the Appraisal Criteria specified in each of the components.

6.1.2 A satisfactory rating for the Student Improvement component shall mean that the teacher has demonstrated acceptable performance by meeting the standards set by the Secretary pursuant to 5.1.5.1.

6.2 The Summative Evaluation shall also include one of four overall ratings: "Highly Effective", "Effective", "Needs Improvement", or "Ineffective".

6.2.1 "Highly Effective" shall mean that the teacher has earned a Satisfactory Component rating in <u>at least</u> four (4) of the five (5) Appraisal Components in accordance with 5.0, including an Exceeds rating in the Student Improvement Component meaning that the students collectively demonstrate high rates of student growth as defined in the *DPAS II Revised Guide for Teachers*, as the same may be amended from time to time, developed pursuant to 4.0 of this regulation.

6.2.1.1 Notwithstanding 6.2.1, for the 2011-2012 school year, for a Non-DCAS Teacher the Summative Evaluation Rating "Highly Effective" shall not be applicable.

6.2.1.2 Notwithstanding 6.2.1, for the 2011-2012 school year, for a DCAS Teacher "Highly Effective" shall mean that the teacher has earned a Satisfactory Component rating in at least four (4) of the five (5) Appraisal Components in accordance with 5.0, including an Exceeds rating in the Student Improvement Component meaning that the students collectively demonstrate high rates of student growth as defined in the DPAS II Revised Guide for Teachers, as the same may be amended from time to time, developed pursuant to 4.0 of this regulation.

6.2.1.2.1 For the 2011-2012 school year, once the Student Improvement Component calculation for DCAS teachers is complete, the summative rating for DCAS teachers who earn an "Effective" rating and who earn an "Exceeds" rating on the Student Improvement Component shall indicate that the teacher earned an “Effective” summative rating based on the first four

Appraisal Components and a “Highly Effective” summative rating based on all five Appraisal Components. The rating for a teacher earning the “Highly Effective” rating as noted herein shall also include the following language: “The Component V rating is based on student performance on DCAS only, during this pilot year. Note that only DCAS subject teachers are eligible for the Highly Effective summative rating during the 2011-12 school year.”

6.2.2 "**Effective**" shall mean that:

6.2.2.1 The teacher has earned a Satisfactory Component Rating in at least three (3) Appraisal Components, including a Satisfactory rating in the Student Improvement Component, and

6.2.2.2 The teacher does not meet the requirements for a "Highly Effective" rating found in 6.2.1.

6.2.2.3 Notwithstanding 6.2.2.1 and 6.2.2.2, for the 2011-2012 school year, for a Non-DCAS teacher "Effective" shall mean the teacher has earned a Satisfactory Component Rating in three (3) or four (4) of the first four (4) Appraisal Components.

6.2.2.4 Notwithstanding 6.2.2.1 and 6.2.2.2, for the 2011-2012 school year, for a DCAS Teacher "Effective" shall mean that the teacher has earned a Satisfactory Component Rating in three (3) or four (4) of the first four (4) Appraisal Components, and

6.2.2.5 The DCAS Teacher does not meet the requirements for a "Highly Effective" rating found in 6.2.1.2.

6.2.3 "**Needs Improvement**" shall mean that:

6.2.3.1 The teacher has earned one (1) or two (2) Satisfactory Component Ratings out of the five (5) Appraisal Components in accordance with 5.0, including a Satisfactory rating in the Student Improvement Component, or

6.2.3.2 The teacher has earned three (3) or four (4) Satisfactory Component Ratings out of the five (5) Appraisal Components in accordance with 5.0, and the teacher has earned an Unsatisfactory rating in the Student Improvement Component.

6.2.3.3 Notwithstanding 6.2.3.1 and 6.2.3.2, for the 2011-2012 school year, "Needs Improvement" shall mean the teacher has earned a Satisfactory Component Rating in two (2) of the first four (4) Appraisal Components.

6.2.4 "**Ineffective**" shall mean that:

6.2.4.1 The teacher has earned zero (0), one (1), or two (2) Satisfactory Component Ratings out of the five (5) Appraisal Components in accordance with 5.0, and

6.2.4.2 The teacher earned an Unsatisfactory Component Rating in the Student Improvement Component.

6.2.4.3 Notwithstanding 6.2.4.1 and 6.2.4.1, for the 2011-2012 school year, "Ineffective" shall mean the teacher has earned a Satisfactory Component Rating in zero (0) or one (1) of the first four (4) Appraisal Components.

6.2.5 If a teacher's overall Summative Evaluation rating is determined to be "Needs Improvement" for the third consecutive year, the teacher's rating shall be re-categorized as "Ineffective."

6.3 For the 2011-2012 school year, DCAS teachers shall be given a summative rating based on the first four Appraisal Components prior to completion of the Student Improvement Component calculation. In those instances, the summative rating for teachers earning an "Effective" summative rating based on the first four Appraisal Components shall also indicate that the teacher's summative rating may be expanded to include the outcome of the Student Improvement Component calculation.

15 DE Reg. 833 (12/01/11)

15 DE Reg. 1586 (05/01/12)

7.0 Pattern of Ineffective Teaching Defined

7.1 A pattern of ineffective teaching shall be based on the most recent Summative Evaluation ratings of a teacher using the DPAS II process. Two consecutive ratings of "Ineffective" shall be deemed as a pattern of ineffective teaching. The following chart shows the consecutive Summative Evaluation ratings that shall be determined to be a pattern of ineffective teaching:

Year 1	Year 2	Year 3
Ineffective	Ineffective	

Needs Improvement	Ineffective	Needs Improvement
Needs Improvement	Needs Improvement	Ineffective
Ineffective	Needs Improvement	Ineffective
Ineffective	Needs Improvement	Needs Improvement
Needs Improvement	Ineffective	Ineffective

15 DE Reg. 833 (12/01/11)
15 DE Reg. 1586 (05/01/12)

8.0 Improvement Plan

8.1 An Improvement Plan shall be developed for a teacher who receives an overall rating of "Needs Improvement" or "Ineffective" on the Summative Evaluation or a rating of Unsatisfactory on any Appraisal Component in 5.0 on the Summative Evaluation regardless of the overall rating.

8.1.1 An Improvement Plan shall also be developed if a teacher's overall performance during an observed lesson is unsatisfactory. This unsatisfactory performance shall be noted by the evaluator on the Formative Feedback form by noting "PERFORMANCE IS UNSATISFACTORY" and initialing the statement.

8.2 Notwithstanding 8.1, for the 2011-2012 school year, an Improvement Plan shall not be developed related to Appraisal Component 5.1.5.

8.3 The Improvement Plan shall contain the following:

8.3.1 Identification of the specific deficiencies and recommended area(s) for growth;

8.3.2 Measurable goals for improving the deficiencies to satisfactory levels;

8.3.3 Specific professional development or activities to accomplish the goals;

8.3.4 Specific resources necessary to implement the plan, including but not limited to, opportunities for the teacher to work with curriculum specialist(s), subject area specialist(s), instructional specialist(s) or others with relevant expertise;

8.3.5 Procedures and evidence that must be collected to determine that the goals of the plan were met;

8.3.6 Timeline for the plan, including intermediate check points to determine progress;

8.3.7 Procedures for determining satisfactory improvement;

8.3.8 Multiple observations and opportunity for feedback provided by a trained evaluator, a mentor, a lead teacher, or an instructional coach.

8.4 Any state or federally funded professional development that is completed during the time that the Improvement Plan is in effect must be certified by the Department and must directly relate to areas identified as needing improvement.

8.5 The Improvement Plan shall be developed cooperatively by the teacher and evaluator. If the plan cannot be cooperatively developed, the evaluator shall have the authority and responsibility to determine the plan as specified in 8.2 above.

8.6 The teacher shall be held accountable for the implementation and completion of the Improvement Plan.

8.7 Upon completion of the Improvement Plan, the teacher and evaluator shall sign the documentation that determines the satisfactory or unsatisfactory performance of the plan.

15 DE Reg. 833 (12/01/11)
15 DE Reg. 1586 (05/01/12)

9.0 Challenge Process

9.1 A teacher may challenge any rating on the Summative Evaluation, either a Component Rating or the Overall Rating, or a teacher may challenge the conclusions of a lesson observation if the statement "PERFORMANCE IS UNSATISFACTORY" has been included on the Formative Feedback form. To initiate a challenge, a teacher shall submit additional information specific to the point of disagreement in writing within fifteen (15) working days of the date of the teacher's receipt of the Summative Evaluation. Such written response shall become part of the appraisal record and shall be attached to the Summative Evaluation. All challenges together with the record shall be forwarded to the supervisor of the evaluator unless the supervisor of the evaluator is also in the same building as the teacher. In this situation, the challenge together with the record shall be forwarded to a designated district or charter school level credentialed evaluator.

9.1.1 Within fifteen (15) working days of receiving the written challenge, the supervisor of the evaluator or the designated district or charter school level credentialed evaluator shall review the record which consists of all documents used in the appraisal process and the written challenge, meet with the teacher, and issue a written decision.

9.1.2 If the challenge is denied, the written decision shall state the reasons for denial.

9.1.3 The decision of the supervisor of the evaluator or the designated district or charter school's level credentialed evaluator shall be final.

15 DE Reg. 833 (12/01/11)

10.0 Evaluator Credentials

10.1 Evaluators shall have successfully completed the DPAS II training as developed by the Department of Education. Evaluators shall receive a certificate of completion which is valid for five (5) years and is renewable upon completion of professional development focused on DPAS II as specified by the Department of Education.

10.1.1 The Department of Education shall annually monitor evaluation implementation.

10.2 The training shall occur no less than once every three (3) years and shall include techniques of observation and conferencing, content and relationships of frameworks for teaching, and a thorough review of the DPAS II Revised Guide for Teachers. Activities in which participants practice implementation of DPAS II procedures shall be included in the training.

10.3 The credentialing process shall be conducted by the Department of Education.

15 DE Reg. 833 (12/01/11)

11.0 Evaluation of Process

The Department of Education shall conduct an annual evaluation of the teacher appraisal process. The evaluation shall, at a minimum, include a survey of teachers and evaluators and interviews with a sampling of teachers and evaluators. Data from the evaluation and proposed changes to the DPAS II Revised Guide for Teachers shall be presented to the State Board of Education for review on an annual basis.

13 DE Reg. 1067 (02/01/10)

12.0 Procedures for the Termination of Services of Professional Employees

For purposes of 14 **Del.C.**, Chapter 14 Procedures for the Termination of Services of Professional Employees only, the Appraisal Component 5.1.5 Student Improvement shall be considered "Satisfactory" for a teacher for the 2011-2012 school year.

15 DE Reg. 1586 (05/01/12)

DPAS II Revised Guides for Teachers, Specialists, and Administrators

BRINC—DELAWARE CONSORTIUM
Brandywine School District
Indian River School District
New Castle County Vo-Tech School District
Colonial School District

Your signature below acknowledges receipt of the RTTT—District Grant.

Print Name: Olivia Johnson-Harris

Signature: Olivia Johnson-Harris

Date Received: 10·18·12

phone: 302.323.2700 | fax: 302.323.2748 | 318 E. Basin Road, New Castle, DE 19720 |

BRINC—DELAWARE CONSORTIUM
Brandywine School District
Indian River School District
New Castle County Vo-Tech School District
Colonial School District

Your signature below acknowledges receipt of the RTTT—District Grant.

Print Name: Ralph Ackerman

Signature:

Date Received: 10/22/12

phone: 302.323.2700 | fax: 302.323.2748 | 318 E. Basin Road, New Castle, DE 19720 |

BRINC—DELAWARE CONSORTIUM
Brandywine School District
Indian River School District
New Castle County Vo-Tech School District
Colonial School District

Your signature below acknowledges receipt of the RTTT—District Grant.

Print Name: Michael Falstad

Signature: Michael Falstad

Date Received: 10-22-12

phone: 302.323.2700 | fax: 302.323.2748 | 318 E. Basin Road, New Castle, DE 19720 |

BRINC—DELAWARE CONSORTIUM
Brandywine School District
Indian River School District
New Castle County Vo-Tech School District
Colonial School District

Your signature below acknowledges receipt of the RTTT—District Grant.

Print Name: Cheryl Sloan

Signature:

Date Received: 10/22/12

phone: 302.323.2700 | fax: 302.323.2748 | 318 E. Basin Road, New Castle, DE 19720 |

BRINC—DELAWARE CONSORTIUM
Brandywine School District
Indian River School District
New Castle County Vo-Tech School District
Colonial School District

Your signature below acknowledges receipt of the RTTT—District Grant.

Print Name: JOHN A. SKROBOT JR.

Signature:

Date Received: 10/22/2012

phone: 302.323.2700 | fax: 302.323.2748 | 318 E. Basin Road, New Castle, DE 19720 |

BRINC—DELAWARE CONSORTIUM
Brandywine School District
Indian River School District
New Castle County Vo-Tech School District
Colonial School District

Your signature below acknowledges receipt of the RTTT—District Grant.

Print Name: Cara Stanard

Signature: Cara Stanard

Date Received: 10/22/12

phone: 302.323.2700 | fax: 302.323.2748 | 318 E. Basin Road, New Castle, DE 19720 |

BRINC—DELAWARE CONSORTIUM
Brandywine School District
Indian River School District
New Castle County Vo-Tech School District
Colonial School District

Your signature below acknowledges receipt of the RTTT—District Grant.

Print Name: Steven E Rulon III

Signature: [illegible]

Date Received: 10/15/12

phone: 302.323.2700 | fax: 302.323.2748 | 318 E. Basin Road, New Castle, DE 19720 |

BRINC—DELAWARE CONSORTIUM
Brandywine School District
Indian River School District
New Castle County Vo-Tech School District
Colonial School District

Your signature below acknowledges receipt of the RTTT—District Grant.

Print Name: Karen P. Gordon

Signature: Karen P. Gordon

Date Received: 10/15/2012

phone: 302.323.2700 | fax: 302.323.2748 | 318 E. Basin Road, New Castle, DE 19720 |

BRINC—DELAWARE CONSORTIUM
Brandywine School District
Indian River School District
New Castle County Vo-Tech School District
Colonial School District

Your signature below acknowledges receipt of the RTTT—District Grant.

Print Name: Brian Horne

Signature:

Date Received: 10/15/2012

phone: 302.323.2700 | fax: 302.323.2748 | 318 E. Basin Road, New Castle, DE 19720 |

BRINC—DELAWARE CONSORTIUM
Brandywine School District
Indian River School District
New Castle County Vo-Tech School District
Colonial School District

Your signature below acknowledges receipt of the RTTT—District Grant.

Print Name: Ronald P. Pierce

Signature: Ronald P. Pierce

Date Received: October 15, 2012

phone: 302.323.2700 | fax: 302.323.2748 | 318 E. Basin Road, New Castle, DE 19720 |

BRINC—DELAWARE CONSORTIUM
Brandywine School District
Indian River School District
New Castle County Vo-Tech School District
Colonial School District

Your signature below acknowledges receipt of the RTTT—District Grant.

Print Name: Joseph T Laws III

Signature:

Date Received: 10/15/12

phone: 302.323.2700 | fax: 302.323.2748 | 318 E. Basin Road, New Castle, DE 19720 |

BRINC—DELAWARE CONSORTIUM
Brandywine School District
Indian River School District
New Castle County Vo-Tech School District
Colonial School District

Your signature below acknowledges receipt of the RTTT—District Grant.

Print Name: Melodie A. Spotts

Signature: Melodie A. Spotts

Date Received: October 15, 2012

phone: 302.323.2700 | fax: 302.323.2748 | 318 E. Basin Road, New Castle, DE 19720 |

BRINC—DELAWARE CONSORTIUM
Brandywine School District
Indian River School District
New Castle County Vo-Tech School District
Colonial School District

Your signature below acknowledges receipt of the RTTT—District Grant.

Print Name: Bobby Benjamin

Signature: Bobby Benjamin

Date Received: October 15, 2012

phone: 302.323.2700 | fax: 302.323.2748 | 318 E. Basin Road, New Castle, DE 19720 |

BRINC—DELAWARE CONSORTIUM
Brandywine School District
Indian River School District
New Castle County Vo-Tech School District
Colonial School District

Your signature below acknowledges receipt of the RTTT—District Grant.

Print Name: Richard W Schiller

Signature: Richard W Schiller

Date Received: 10-15-12.

phone: 302.323.2700 | fax: 302.323.2748 | 318 E. Basin Road, New Castle, DE 19720 |

Gary Bennett

BRINC—DELAWARE CONSORTIUM
Brandywine School District
Indian River School District
New Castle County Vo-Tech School District
Colonial School District

Your signature below acknowledges receipt of the RTTT—District Grant.

Print Name: Jane M. Bennett

Signature: JBennett

Date Received: 10-15-12.

phone: 302.323.2700 | fax: 302.323.2748 | 318 E. Basin Road, New Castle, DE 19720 |

BRINC—DELAWARE CONSORTIUM
Brandywine School District
Indian River School District
New Castle County Vo-Tech School District
Colonial School District

Your signature below acknowledges receipt of the RTTT—District Grant.

Print Name: Leo B. Magee Sr

Signature:

Date Received: 10/15/12

phone: 302.323.2700 | fax: 302.323.2748 | 318 E. Basin Road, New Castle, DE 19720 |

BRINC—DELAWARE CONSORTIUM

Brandywine School District
Indian River School District
New Castle County Vo-Tech School District
Colonial School District

Your signature below acknowledges receipt of the RTTT—District Grant.

Print Name: Nicole Markey

Signature: Nicole Markey

Date Received: 10/15/12

BRINC—DELAWARE CONSORTIUM

Brandywine School District
Indian River School District
New Castle County Vo-Tech School District
Colonial School District

Your signature below acknowledges receipt of the RTTT—District Grant.

Print Name: Rebecca Taber, Governor's Education Policy Advisor

Signature: _____

Date Received: 10/15/2012

phone: 302.323.2700 | fax: 302.323.2748 | 318 E. Basin Road, New Castle, DE 19720 |

IREA Union President

BRINC—DELAWARE CONSORTIUM
Brandywine School District
Indian River School District
New Castle County Vo-Tech School District
Colonial School District

Your signature below acknowledges receipt of the RTTT—District Grant.

Print Name: JR Emanuele

Signature: JR Emanuel

Date Received: 10-15-12.

phone: 302.323.2700 | fax: 302.323.2748 | 318 E. Basin Road, New Castle, DE 19720 |

Millville

BRINC—DELAWARE CONSORTIUM
Brandywine School District
Indian River School District
New Castle County Vo-Tech School District
Colonial School District

Your signature below acknowledges receipt of the RTTT—District Grant.

Print Name: DONNA SCHWARTZ

Signature: Donna Schwartz

Date Received: 10.15.2012.

phone: 302.323.2700 | fax: 302.323.2748 | 318 E. Basin Road, New Castle, DE 19720 |

Ocean View

BRINC—DELAWARE CONSORTIUM
Brandywine School District
Indian River School District
New Castle County Vo-Tech School District
Colonial School District

Your signature below acknowledges receipt of the RTTT—District Grant.

Print Name: DIANNE VOGEL

Signature: Dianne L. Vogel

Date Received: 10/18/12.

phone: 302.323.2700 | fax: 302.323.2748 | 318 E. Basin Road, New Castle, DE 19720 |

Bethany Beach

BRINC—DELAWARE CONSORTIUM

Brandywine School District
Indian River School District
New Castle County Vo-Tech School District
Colonial School District

Your signature below acknowledges receipt of the RTTT—District Grant.

Print Name: LISA Tusick

Signature: Lisa S. Tusick

Date Received: 10-15-12.

phone: 302.323.2700 | fax: 302.323.2748 | 318 E. Basin Road, New Castle, DE 19720 |

BRINC—DELAWARE CONSORTIUM
Brandywine School District
Indian River School District
New Castle County Vo-Tech School District
Colonial School District

South Bethany

Your signature below acknowledges receipt of the RTTT—District Grant.

Print Name: Dee Burbage

Signature: Dee Burbage

Date Received: 10-15-12.

phone: 302.323.2700 | fax: 302.323.2748 | 318 E. Basin Road, New Castle, DE 19720 |

Fenwick Island

BRINC—DELAWARE CONSORTIUM
Brandywine School District
Indian River School District
New Castle County Vo-Tech School District
Colonial School District

Your signature below acknowledges receipt of the RTTT—District Grant.

Print Name: Lynn Massey

Signature: Lynn Massey

Date Received: 10/15/12.

phone: 302.323.2700 | fax: 302.323.2748 | 318 E. Basin Road, New Castle, DE 19720 |

Selbyville

BRINC—DELAWARE CONSORTIUM

Brandywine School District
Indian River School District
New Castle County Vo-Tech School District
Colonial School District

Your signature below acknowledges receipt of the RTTT—District Grant.

Print Name: Robert E Dickerson

Signature: Robert E Dickerson

Date Received: 10-15-12.

phone: 302.323.2700 | fax: 302.323.2748 | 318 E. Basin Road, New Castle, DE 19720 |

BRINC—DELAWARE CONSORTIUM
Brandywine School District
Indian River School District
New Castle County Vo-Tech School District
Colonial School District

Frankford

Your signature below acknowledges receipt of the RTTT—District Grant.

Print Name: Terry H. Truitt

Signature: Terry H. Truitt

Date Received: 10/15/12

phone: 302.323.2700 | fax: 302.323.2748 | 318 E. Basin Road, New Castle, DE 19720 |

BRINC—DELAWARE CONSORTIUM
Brandywine School District
Indian River School District
New Castle County Vo-Tech School District
Colonial School District

Georgetown

Your signature below acknowledges receipt of the RTTT—District Grant.

Print Name: Olga A. Holm

Signature: Olga Holm

Date Received: 10/15/12.

phone: 302.323.2700 | fax: 302.323.2748 | 318 E. Basin Road, New Castle, DE 19720 |

Millsboro

BRINC—DELAWARE CONSORTIUM

Brandywine School District
Indian River School District
New Castle County Vo-Tech School District
Colonial School District

Your signature below acknowledges receipt of the RTTT—District Grant.

Print Name: MARY A FULTON

Signature: Mary A Fulton

Date Received: 10/15/12.

phone: 302.323.2700 | fax: 302.323.2748 | 318 E. Basin Road, New Castle, DE 19720 |

BRINC—DELAWARE CONSORTIUM
Brandywine School District
Indian River School District
New Castle County Vo-Tech School District
Colonial School District

Dagsboro

Your signature below acknowledges receipt of the RTTT—District Grant.

Print Name: Patti Adams

Signature: Patti Adams

Date Received: 10/16/2012.

Note: Packet was delivered to Dagsboro on October 15, 2012. The mayor signed off on the form the next day.

phone: 302.323.2700 | fax: 302.323.2748 | 318 E. Basin Road, New Castle, DE 19720 |

BRINC—DELAWARE CONSORTIUM
Brandywine School District
Indian River School District
New Castle County Vo-Tech School District
Colonial School District

Your signature below acknowledges receipt of the RTTT—District Grant.

Print Name: Charles M. Bireley

Signature: Charles M. Bireley

Date Received: October 15, 2012

phone: 302.323.2700 | fax: 302.323.2748 | 318 E. Basin Road, New Castle, DE 19720 |

BRINC—DELAWARE CONSORTIUM
Brandywine School District
Indian River School District
New Castle County Vo-Tech School District
Colonial School District

Your signature below acknowledges receipt of the RTTT—District Grant.

Print Name: Donald A Reese

Signature: Donald A Reese

Date Received: 10/15/12

phone: 302.323.2700 | fax: 302.323.2748 | 318 E. Basin Road, New Castle, DE 19720 |

BRINC—DELAWARE CONSORTIUM
Brandywine School District
Indian River School District
New Castle County Vo-Tech School District
Colonial School District

Your signature below acknowledges receipt of the RTTT—District Grant.

Print Name: Gail P. Pratcher

Signature: Gail P. Pratcher

Date Received: 10/15/12

Mayor Baker's Office
City of Wilmington, DE

phone: 302.323.2700 | fax: 302.323.2748 | 318 E. Basin Road, New Castle, DE 19720 |

BRINC—DELAWARE CONSORTIUM
Brandywine School District
Indian River School District
New Castle County Vo-Tech School District
Colonial School District

Your signature below acknowledges receipt of the RTTT—District Grant.

Print Name: John F. Lynch Jr
BOARD PRESIDENT

Signature: John F Lynch Jr

Date Received: Oct 26, 2012

phone: 302.323.2700 | fax: 302.323.2748 | 318 E. Basin Road, New Castle, DE 19720 |

BRINC—DELAWARE CONSORTIUM
Brandywine School District
Indian River School District
New Castle County Vo-Tech School District
Colonial School District

Your signature below acknowledges receipt of the RTTT—District Grant.

Print Name: Maureen Keeney

Signature: Maureen Keeney

Date Received: 10-15-12

Union President

phone: 302.323.2700 | fax: 302.323.2748 | 318 E. Basin Road, New Castle, DE 19720 |

BRINC—DELAWARE CONSORTIUM
Brandywine School District
Indian River School District
New Castle County Vo-Tech School District
Colonial School District

Your signature below acknowledges receipt of the RTTT—District Grant.

Print Name: Lynne T. Phifer

Signature: Lynne T. Phifer

Date Received: 10/15/12.

County Executive Office

phone: 302.323.2700 | fax: 302.323.2748 | 318 E. Basin Road, New Castle, DE 19720 |

BRINC—DELAWARE CONSORTIUM
Brandywine School District
Indian River School District
New Castle County Vo-Tech School District
Colonial School District

Your signature below acknowledges receipt of the RTTT—District Grant.

Print Name: KATHLEEN R. HARRIS

Signature: Kathleen R. Harris

Date Received: 10/15/12.

NCC Council President's office

phone: 302.323.2700 | fax: 302.323.2748 | 318 E. Basin Road, New Castle, DE 19720 |

BRINC—DELAWARE CONSORTIUM

Brandywine School District
Indian River School District
New Castle County Vo-Tech School District
Colonial School District

Your signature below acknowledges receipt of the RTTT—District Grant.

Print Name: Marjorie Collier

Signature: Marjorie D Collier

Date Received: 10/15/12

phone: 302.323.2700 | fax: 302.323.2748 | 318 E. Basin Road, New Castle, DE 19720 |

DE RTTT CONSORTIUM

CHART OF STAKEHOLDER ENGAGEMENT STRATEGIES

DISTRICT: Colonial

Group	Strategies to engage group in the development of the proposal (including date and description of outreach activity, and audience reached)	Feedback Received	Relevant Documentation

Students	• Facilitated a student focus group at all three middle schools, the special school and the high school
	  ○ Oct 10 GR
	  ○ Oct 3 MC
	  ○ Oct 3 NC
	  ○ Oct 3 GB
	  ○ Oct 2 WP
	Focus groups conducted by Consortium Lead, Technology Manager, and Instructional Technology Coach.
		Students came to life when they found out our topic for discussion was technology, as a support to better achievement.
		
		How teachers are using technology now:
		• Some teachers have their own websites – add assignments and ppts, reminders for assignments and tests;
		• Some teachers use Edmodo in a hybrid approach – content added, students can communicate with the teacher and classmates for support, upload assignments; some teachers provide content in video; offer live
			Interview Questions, notes, and sign-in sheets

		discussion board at night for extra support; • One school offers iPad labs for projects or as way to deliver instruction in class; • Some teachers use emails to communicate with students and parents – reminders for tests, announcing phone number and times available for homework support in the evening; • More teachers allow low tech opportunities– research, photo ops of student learning, dictionary; and • All schools use online interventions. **Student ideas for using technology for learning**: • allow students to bring laptops – would rather type class notes than write; • provide the application that allows students to talk and it types notes for the student; • would be great to have video like uTube to learn	

		how to do things (it's hard to stay focused on what the teacher is saying and then you can rewind if you miss something or review later if you forget it and you can go at your own pace – students get mad at you if you take longer to take notes); • video would help parents know what students are learning and if parents understood they could help; • would like to have teachers help them in class with work; • want more projects and teamwork - collaboration; • discussion board would be good for those that are shy in class because they are use to communicating through facebook but won't talk in class; • would love to be able to work on group papers and projects virtually because it's hard to get	

		together after school and working online will show the teacher who is doing all the work - because there's always one student that never pulls their weight – couldn't get away with it so everyone would be accountable; • would love to have an apps; • most, not all students thinks it would be a good idea if teachers communicate more with their parents; • most were okay if parents could view their grades in real time; • most students indicated they go into eSchool to view their grades on a pretty regular basis – they would love to have something that gave them more information and data; • majority of students have at least one device and 100% were sure their parents would allow them to bring to school ;	

		• they assured that if they took school devices home they would be responsible ; • want digital textbooks – can highlight and make notes; • they want to go paperless; • many described they learn by doing – they don't want to read about how to do things they like to explore; • want to know if we can offer devices cheaper to parents or if they can arrange for loaner devices; • would like to take an online course; • one student made a profound statement – he said he likes the way things are – the more traditional classroom – he is not interested in technology for school – he has a smartphone and communicates with his friends, he uses the internet and listens to music – but he likes teacher lectures and	

		taking notes by hand, and knowing the teacher is there to answer his questions	

Parents/Community	• Facilitated two community meetings – presentation and open forum Q&A
	  ○ Oct 10 GR
	  ○ Oct 17 GB
	
	Meetings conducted by Superintendent , Consortium Lead, Curriculum Director, Director of Schools, Technology Manager, and Instructional Technology Coach.
	
	• Facilitated a discussion at the School Board meeting
	  ○ Oct 9
	Presented by Consortium Lead.
		Community Meetings:
		Parents liked the idea that they would have access to their child's data in real time and will be able to communicate with teachers anytime. However, they want to be sure we are offering training. Teachers expressed they were excited with the direction we are taking.
		
		Board Meeting: Board members had two questions – How was it decided which districts were coming together and How will the money be divided. Otherwise, pleased we were pursuing the grant.
			PowerPoint, notes

Teachers	• Participated in a meeting with the union president to lay the groundwork for further exploration of personalized learning. This goal of this meeting was to determine how to involve the union members in this grant	Union president was positive and thinks most teachers will be as well.	PowerPoint presentations, RTTT at a Glance, notes, sign-in sheets

	development process. o Oct 1 Facilitated by Superintendent and Consortium Lead.		
	• Facilitated a discussion at the Union Rep Meeting – representatives from all schools to provide input into the key features teachers would like to see as part of the personalized learning plans. o Oct 10 Facilitated by Superintendent and Consortium Lead.	CEA school representatives meeting: largely positive. Agreed with online course as grad requirement. Liked the idea of online courses in general and offered ideas of how to provide them during school. Many were interested in idea of managing an online course outside contract for pay. One question – will dual enrollment compete with AP? After the discussion, the teacher seemed satisfied that there is room for both in the high school.	
	• Facilitated a focus group with the district Teachers of the Year Group to provide input into the key features teachers would like to see as part of the personalized learning plans. o Oct 17 Facilitated by Consortium Lead.	Teachers of the Year: Teachers were positive. Understood the connection between creating blended learning environments to prepare students for college and career. They came to understand that this new way of teaching and learning will help prepare students for the Smarter Balanced assessments.	

	• CEA teacher membership meeting. Teachers from all schools to provide input into the key features teachers would like to see as part of the personalized learning plans. ○ Oct 22 Facilitated by Superintendent and Consortium Lead.	Teachers were largely positive: Great opportunity for students, Additional professional development, and Helping teachers prep for CCSS. Concerns with bandwidth and need for greater access with the greater number of students accessing digital content, internet, and online tools. The number one concern is increased workload for teachers – time to learn and be effective with the number of other initiatives from first State RTTT. Requests to explain what Smarter Balanced assessments are like and how this grant will help teachers prepare students.	

Principals	• Facilitated interviews with secondary principals
	  ○ Oct 2 WP
	  ○ Oct 3 MC
	  ○ Oct 3 NC
	  ○ Oct 3 GR
	  ○ Oct 10 GB
	Facilitated by Consortium Lead.
		Principal Interviews: All were very supportive and excited about the possibilities. Each principal was able to identify a number of teachers integrating technology to some degree, except there are few opportunities for students in comparison to the number of teachers. Especially excited that we will develop a new and improved SSP. All for the student learning management system. They value instructional	PowerPoint, notes, What is RTTT one page?

		coach approach. Positive about online courses but MS concerned about who would monitor – high class sizes is not conducive to monitor online while teaching the rest of the class and there is no additional staff to assign. Can there be a budget item to support a facilitator (contract retired teachers to monitor online)? Mastery learning – no one thought it was going to be a problem and each had examples how some teachers are moving toward that in their classes. On board with philosophy but curious about how the "test out" option will work. All schools are moving to some degree to allowing students to bring their devices to school (some in class and one school allows as privilege at lunch). Questions: What tools or software are we going to make available so teachers can provide multiple learning options.	
	• Facilitated a discussion with all district administrators ○ Oct 9 Facilitated by Superintendent	Principals meeting: Supportive.	

	and Consortium Lead.		

Stakeholders were involved in the design and implementation of Colonial's original Race to the Top (RTTT) plan, and has now been involved in the development of the current proposal for the RTTT-District plan. Colonial had not engaged the community in a strategic planning process in over 20 years prior to the new Superintendent assignment in July 2010. The community participated in a year long process while the (second) RTTT plan was being developed. Over the past few years, stakeholders have been kept informed of the district's original RTTT plan through community meetings, board meetings and PR on specific activities of the plan. The plan has been well received.

Colonial Stakeholder Engagement 2011-12

As part of the RTTT plan, a deliverable to develop an instructional tech plan was indicated for 2011-12. Stakeholders indicated that technology integration was a priority.

1. District Office Organizational Changes
    a. Two divisions formed – tech support and instructional tech
    b. Tech support division reorganized – techs now located in schools
    c. Instructional tech coach hired
    d. IT extra contract positions (teachers w/extra duties) role and responsibilities changed. No longer need tech support since tech support are located in buildings. Position posted with new responsibilities. One per building. New role is as instructional coach – support to classroom teachers as they integrate technology into teaching.
    e. Instructional tech coach upgraded to a specialist – 10 month position to 12 month
2. New website – allows for social media – more interactive
3. District-wide Technology Committee formed September 2011
    a. Teachers, Administrators, Superintendent, and Board member
    b. Developed plan for creating a personalized learning environment
    c. Committee trained and supported by consultant
        i. Fall 2011 kick off with training
        ii. Committee met every 2 months
    d. 5 subcommittees formed– vision, policy, devices, curriculum and assessment, PD
        i. Meet every 3-4 weeks

        ii. District vision brochure developed tying tech plans – interactive web version and paper version
        iii. Policies developed to support acceptable use staff and students, internet safety, bring your own devise.
    e. Committee Decisions
        i. School Tech Teams (3-5 teachers per school) trained with 10 day plan for blended learning environments with consultant - kick off in May
            1. Training scheduled over 1.5 years with virtual sessions between face-to-face sessions
        ii. 1:1 initiative with BYOB policy
        iii. Teacher personalized tech PD plans based on tech assessment
        iv. 6 hours of personalized PD based on individual teacher needs
        v. Saturday Teacher Tech training day planned to expose possibilities to all teachers
4. Family Tech Night
    a. 300+ family and community members attended a tech night
    b. District teachers (approx 20) introduced parents on new instructional technology strategies (each session focused on a different tool/strategy)
    c. Individual school Parent Tech nights planned
5. Regular updates at Board meetings

DE RTTT CONSORTIUM

CHART OF STAKEHOLDER ENGAGEMENT STRATEGIES

DISTRICT: Brandywine

Group	Strategies to engage group in the development of the proposal (including date and description of outreach activity, and audience reached)	Feedback Received	Relevant Documentation
Students	<u>Student Focus Groups</u> Student Focus Groups were conducted with randomly selected students in small groups ranging from 5-8 students. District Resource Team Members facilitated the discussions using a pre-determined set of questions that were to be woven into the student/facilitator conversation. Focus Group Summary Charts in appendix. 10/8-10/19.12 - 2 cohort groups: MPHS - 2 cohort groups: BHS - 2 cohort groups: CHS - 1 cohort group: PSDMS - 1 cohort group: TMS - 1 cohort group: SMS	Student feedback summary charts (appendix) Students responded favorably regarding having access to more technology in the classroom, and the possibility of expanding the definition and use of instructional technology to "outside the classroom" use.	Focus Group Guiding Questions document Focus Group Summary documents for each group (appendix)

Parents/Community	Annual "BSD Measures Up" State of the District Meeting 10.5.12 – Dr. Mark Holodick, Superintendent DRttT Presentation at Maple Lane Elementary PTA Meeting 10.10.12 – Dr. Mark Holodick, Superintendent DRttT Presentation to PTA Rep Council 10.16.12 – Dr. Mark Holodick, Superintendent DRttT Parent/Community Presentation and Forum 10.23.12 – Lincoln Hohler, Assistant Superintendent	Verbal comments received during Question and Answer sessions. Attendees encouraged to send additional follow-up questions to: Dr. Mark Holodick, Superintendent Lincoln Hohler, Assistant Superintendent No written comments received to date (10.26.12) Parents and Community members in favor of greater access to technology and infusion of technology into lesson. Parents expressed concern over the lack of student availability to tech resources currently. Parents also expressed concern over the move to SMARTERBalance – both directly related to initiatives contained in the grant.	PowerPoint Presentations (appendix) - BSD Measures Up ppt. - DRttT Parent/Community ppt.
Teachers	Teacher Focus Group	District Resource Team Members	Teacher Focus Group Guiding

	Discussions: 10/8-10/19.12 - Math: MPHS - ELA: CHS - Science: CHS - Social Studies: BHS - World Language: BHS - CTE: CHS - General Cohort: SMS - General Cohort: TMS - General Cohort: PSDMS	facilitated the discussions using a pre-determined set of questions that were to be woven into the teacher/facilitator conversation. Focus Group Summary Charts in appendix.	Questions (appendix) Teacher Focus Group Summary documents (appendix)
Brandywine Education Association	District/BEA Liaison Meeting 9.12.12 – Dr. Mark Holodick, Superintendent District/BEA Reps Follow-Up Meeting 9.20.12 – Dr. Mark Holodick, Superintendent District/BEA DRttT Dinner Meeting 9.27.12 – Dr. Mark Holodick, Superintendent DRttT Presentation to BEA Executive Team 10.4.12 – Lincoln Hohler, Assistant Superintendent District/BEA Liaison Meeting Update	Verbal comments received during Question and Answer sessions. No written comments received to date (10.26.12) Leadership expressed support for increasing teacher and student access to technology and for the professional development and real-time support offered in the grant. Leadership stated the need for teacher representation in key planning sessions as policy, procedures, and implementation plans are designed and carried out. Consortium Lead agreed and made verbal commitment to	Grant Draft Overview Document (appendix) SMARTERBalanced Assessment ppt (appendix)

	10.10.12 – Dr. Mark Holodick, Superintendent BEA Draft Copy for Review 10.15.12 – Lincoln Hohler, Assistant Superintendent BEA Team of 5 Full Day Release Time Grant Overview and Q&A with District Lead 10.23.12 – Lincoln Hohler, Assistant Superintendent	include teachers in such planning.	
Delaware State Education Association	DSEA/EA/District Leads Meeting and Discussion I 10.17.12 – Lincoln Hohler, Assistant Superintendent DSEA/EA/District Leads Meeting and Discussion II 10.25.12 – Lincoln Hohler, Assistant Superintendent	Verbal comments received during Question and Answer sessions. Many of the items discussed between the groups were related to specifics around No written comments received to date (10.26.12)	Grant Draft
Principals	Sept. Principals Meeting Agenda Item 9/12/12 – Dr. Mark Holodick, Superintendent Oct. Principals' Meeting Agenda Item 10/3/12 – Dr. Mark Holodick, Superintendent	Verbal comments received during Question and Answer sessions. Attendees encouraged to send additional follow-up questions to: Dr. Mark Holodick, Superintendent	Overview Document (appendix)

		Lincoln Hohler, Assistant Superintendent No written comments received to date (10.26.12)	
Brandywine School District Board of Education	DRttT Overview document sent to Board of Education 9.14.12 – Dr. Mark Holodick, Superintendent DRttT Overview Presentation and Q&A at September Board of Education Meeting 9.24.12 – Dr. Mark Holodick, Superintendent DRttT Review Copies to all Board of Education Members 10.15.12 – Dr. Mark Holodick, Superintendent DRttT Presentation and Q&A Presentation at October Board of Education Meeting 10.22.12 – Lincoln Hohler, Assistant Superintendent	Verbal comments received during Question and Answer sessions. Attendees encouraged to send additional follow-up questions to: Dr. Mark Holodick, Superintendent Lincoln Hohler, Assistant Superintendent No written comments received to date (10.26.12)	Overview Document (appendix) Follow Up Document (appendix) PowerPoint (appendix)

DE RTTT CONSORTIUM

CHART OF STAKEHOLDER ENGAGEMENT STRATEGIES

DISTRICT: Indian River

Group	Strategies to engage group in the development of the proposal (including date and description of outreach activity, and audience reached)	Feedback Received	Relevant Documentation
Students	• Facilitated a workshop with focus groups at both high schools with students representing all subgroups throughout the high schools, (Sept 26, IRHS and Sept 28 SCHS)	IRHS students were very supportive of pursuing the grant to offer additional opportunities for students. They were especially interested in one-to-one computing, mandatory online (or blended) courses, online textbooks and resources, and SAT Prep and college readiness skills supports. Student were not familiar with much of the terminology of blended, flipped, and online learning. SCHS students … were also very excited about the opportunities to have input… and really wanted to see the dual credit, online, and mastery learning happen. They also wanted to see eTextbooks become common place in the schools. Many students shared that they would like to be able to have stronger access to technology in school since the school needs more bandwidth and access points and the hardware. Much of the hardware available in the school is needed for state testing.	Agendas For students this was an activity-based format so there was only an agenda, not additional materials
Parents/ Community	• Facilitated a Community Partnership workshop with the district's minority	• The community partnership team was interested in the opportunities this provides for alternate routes to graduation for students who have difficulty for a variety of reasons in the regular school setting. The opportunities for students to track their own progress	Agendas, one page RTTT-D information sheet, two page At-A Glance document, and a variety of PowerPoints were

	leaders (October 8, IREC)	and choose some courses based on interests were also very appealing to these stakeholders. The concern was expressed that many of the families are very poor and do not have any access to technology.	used for each of the following sessions
	• Facilitated a discussion at the School Board Curriculum committee meeting about key elements of the RTTT-D grant with representatives of the following groups: Board members, district leaders, principals, parents, and the press (October 8, IREC)	• School board and community members were interested in the number of people being hired, the amount of technology being put in place, and the "extra" work that would be placed on staff and administrators. They were very positive about being able to provide additional supports for all students, especially at the secondary level which is where our greatest need is!	
	• Facilitated a community open forum to present the RTTT-D plans and answer questions for local leaders and community members (October 11, Millsboro Middle)	• Feedback included questions about the amount of time that teachers will have to devote to this new personalized learning system. There were also extensive questions about the increase in technology and the severe need for additional bandwidth and technicians for support. We also had a reporter at this session who is writing an article about the grant. The reporter has checked in on a regular basis for any additional information.	

Teachers	• Participated in a meeting with the union president to lay the groundwork for further exploration of personalized learning. This meeting will determine how to involve the union members in this grant development process. (October 3, SMS)	• Gave an overview of the grant ideas and process and that we are looking for union support. He wants us to meet with the liaison group on October 10th to get more feedback from union members. He also was very interested in us packaging the professional development into themes (like the former clusters) used in Delaware to have teachers get a coordinated approach to PD that is also differentiated for teachers. Working across a consortium will provide a lot of leverage for the teachers.	
	• Facilitated a focus group with the current 15 Teachers of the Year to provide input into the key features teachers would like to see as part of the personalized learning plans. (October 3, IREC)	• The Teachers of the Year were very interested in the opportunities and also concerned about what needs to be done at the elementary level yet. There is great concern about the transition to the CCSS and Smarter Balanced assessments. One teacher sent an email about the following items: podcasting, biometric applications, stipends for Ed tech training, tech upgrades including tech support staff and bandwidth, computerized placement tests, web-based home-schooling opportunities.	
	• Supported the principals in their presentations about the RTTT-D to all staff	• Met with principals twice about the grant and gave them materials and talking points to make sure they were able to explain the information to staff. Concerns are about having their top teachers coming out of the	

	at each school. It is critical that each staff member in the school is aware of the scope of the plan and have the opportunity for input. IRSD is the biggest employer in the district and our employees are our community. (October dates determined by each school; the special meetings for the union were added to these regular faculty meetings and were done on October 18 and 19) Met with the union liaison members to review the grant and respond to questions. (October 10, 2012, IRHS) Met with the union leadership and building representatives to give an overview of the grant and answer	classroom to train others, and concerned about making sure that CCSS and SBA are interwoven through everything that we do with the grant. They do not want to move away from LFS and the strength of their PLCs. • Principals are sharing the comments and responses from their school community as they get them. All of the 15 schools held a faculty meeting where the building representative for the union was able to explain the basics of the grant application, use the PowerPoints and information sheets for guidance and have each teacher complete a 3-2-1 document that shared 3 positives about the grant, 2 concerns, and 1 question about the grant. The building representatives were able to review the 3-2-1 documents and summarize the questions to determine the additional information needed. • Union members had lots of questions about: how this would impact teacher jobs, time for teachers to have more responsibilities placed on them, how teachers would be evaluated, if teachers would have time to practice, if the other districts in the Consortium would write the materials using the LFS format • Building representatives wanted to have some more specific information about the grant to share with their buildings. They also asked that the superintendent ask all principals to have a meeting with their staff on Thursday, October 18th to review information about the grant and get feedback from each teacher through the	

	questions and concerns (October 17, 2012, MMS) Had one last session with teachers in an open forum format (October 23, MMS)	3-2-1; 3 positives about the grant, 2 concerns, and 1 question about the grant • Since so many people continued to have questions, we held on more session for the educators in the district, and had one additional PowerPoint to explain the current status of the grant application and tried to anticipate the concerns that were still not resolved.	
Principals	• Facilitated a brainstorming and planning session about the RTTT-D grant with principals (October 2, IREC October 11, IREC) • Held a meeting with principals to review some of the concerns that teachers have about the grant, and shared additional specifics about the grant (October 22, IREC)	• Principals have shared their ideas for what they would like the school of the future to look like and feel like. The timing of the grant is difficult because of the difficulties with Component V, student growth measure. Except for some reservations, the principals are pleased that we might have the opportunity to continue some of the great things that happened with the first Race to the Top. They had specific concerns about bringing "outsiders" in who do not know Delaware! • Principals had conducted faculty meetings in their schools and felt there were still questions and concerns that needed to be addressed to make teachers feel more comfortable with the plan. The biggest concerns still remain the time for training and implementation, the need for tech support, and all of the extra demands on teachers.	

Stakeholders were involved in the design and implementation of Indian River's original Race to the Top (RTTT) plan, and have now been involved in the development of the current proposal for the RTTT-District plan. Over the past few years, stakeholders have

been kept informed of the district's original RTTT plan and have been supportive of the opportunities that the district has been able to provide through the RTTT funding. Since the first days of implementing the RTTT plan, the superintendent and Director of Instruction have sought input and relayed developments during weekly meetings of IRSD's directors and supervisors. Moreover, RTTT routinely appeared as a topic for discussion during monthly principals' meetings. During monthly meetings with Community School Partnership Committee members and frequent meetings with minority spokespersons, district leaders have engaged representatives from these communities in staying abreast of the opportunities that the plan has provided for district students. Articles in the district's newsletter, which is "stuffed" into local newspapers and subsequently reaches a reading audience of approximately 20,000, have kept the general public abreast of IRSD's Race to the Top plans. PowerPoint presentations featuring RTTT's goals and strategies, as well as district activities planned under each have been produced, shown to at all during faculty meetings, and have been concluded with the invitation to contact members of the RTTT leadership team with suggestions and questions. RTTT presentations have been made on a regular basis at the monthly School Board meetings to keep both the Board members and the community updated on all aspects of the RTTT plan. In essence, Indian River has employed a networking strategy for consistently engaging stakeholders in the process of developing both its original and revised Race to the Top plans.

As a result of these communications strategies, stakeholders have had a positive experience with the RTTT plan, which makes them want to remain involved in this new opportunity for district students. Since the district is now working with a consortium in pursuing this new grant opportunity, each district has representatives on the development and writing team. The chart above provides a description of all of the stakeholder sessions that the district has held to make certain that all stakeholders in IRSD have the opportunity for input and involvement. As a member of the consortium, the district also realizes that the grant has stakeholders that are statewide members who are interested in following how the lessons learned by a consortium can impact the learning opportunities for all students in Delaware.

DE RTTT CONSORTIUM

CHART OF STAKEHOLDER ENGAGEMENT STRATEGIES

DISTRICT: New Castle County Vocational Technical District

Group	Strategies to engage group in the development of the proposal (including date and description of outreach activity, and audience reached)	Feedback Received	Relevant Documentation
Students	Dr. Gehrt met with student focus groups in each high school on 10/1. She visited each high school and spoke with a variety of students in each high school.	Students in all four high schools expressed high interest in experiencing online courses and participation in dual enrollment. Students were eager to earn credits for both high school and college. In addition, students were happy to hear that if the grant was received they could use electronic devices to access information and to collaborate on projects inside and outside of class. They did recognize that there would need to be a change in the student-parent handbook.	Summary: Word document
Parents/Community	Terri Villa gave a presentation to our District Parent Focus group on 10/2.	Parents were eager to hear more about the information on dual enrollment and online courses. They expressed that students participating in online courses would allow them to get ahead and engage in curriculum that	Summary: word document

		would challenge their learning. Dual enrollment was of high interest to parents not only for academic reasons but especially for financial reasons. Parents, recognized a need for policy change when it came to allowing students to bring their own devices. Parents are supportive of the change and also supportive of increased access to their child's grades and performance.	
Teachers & Principals	Email of overview with a link to a survey : 10/2 Presentation at a district administrative meeting was provided which outlined the components of the grant and an overview of the strengths of the consortium, 10/10	Administrators and teachers saw a need to include dual enrollment and online courses in order to have students engage in curriculum that is not offered at the high school . A concern that was mentioned was scheduling and transportation. School building administrators are excited to give students more offerings, but want to be sure that students have the support to be successful with online courses. Counselors were supportive of Future Links and are eager to see this cloud based system in action.	Survey monkey
School Board	Weekly memo updates: 9/16, 9/23, 9/30, 10/7, 10/21 School Board presentation was held on 10/22 with a Q&A	The school board was presented with updates on the Brinc Consortium and the goals of the grant. Members were	Superintendent's weekly memo

	session that followed.	supportive of the access to online courses, dual enrollment and the ease in which students, parents and teachers could see the progress fo students on Future Links. Questions were raised around unit count and teacher leader career ladder after the funds of the granat are exhausted. Members were made aware that the positions created from the grant would need to be carried by each district in concert with the existing funding structures around student enrollment and unit count.	

Delaware Association of School Administrators
Treadway Towers, 9 E. Loockerman Street, Suite 2B, Dover,DE 19901
Phone (302) 674-0630 / Fax (302) 674-8305
www.edasa.org

October 23, 2012

Dr. Dorothy A. Linn, Superintendent
Colonial School District
318 E. Basin Road
New Castle, Delaware, 19720

Dear Superintendent Linn:

On behalf of the Delaware Association of School Administrators, I submit our full support for the ambitious education plan submitted by the BRINC (Brandywine, Indian River, New Castle County Vo Tech, and Colonial) consortium of districts in their application for Race to the Top District grant funds.

Delaware has been an education reform leader for over a decade. As a result, the consortium has a strong foundation upon which to implement the strategies, structures, and systems needed to bring personalized, student-focused approaches to teaching and learning, redesigning the way our state approaches public education and ensuring our students have the opportunity and ability to surpass our high expectations.

The BRINC consortium represents strong leaders in our state that are paving the way for other schools and districts. The Delaware Association of School Administrators is an ideal venue for the consortium principals, as well as all administrators to share the exciting initiatives articulated in the plan. The consortium districts have already worked within the flexibility of the regulations to implement systems and practices they believe will provide the most benefit to their students. And their plan commits to further pioneering policy issues in which we anticipate engaging in the coming years, such as student advancement based on their mastery of the content (rather than time in a course) and increased online and dual enrollment opportunities, including early college experiences and required online coursework. We look forward to learning from these districts and developing policy improvements with them.

The Delaware Association of School Administrators recognizes that the entire country is at a critical turning point in education and that the system needs to be reexamined and redesigned in order to better support our students; Delaware's system is no different. We are excited to work with the consortium as it seeks to implement a set of policies that will support rigorous personalized learning that prepares students for colleges and careers. We are eager to see their results and use that information to inform our thinking as we go through the process for the rest of the state in the coming years.

Sincerely,

G. Scott Reihm, Executive Director
Delaware Association of School Administrators

cc: Dr. Mark Holodick, Superintendent, Brandywine School District
Dr. Susan Bunting, Superintendent, Indian River School District
Dr. Victoria C. Gehrt, Superintendent, New Castle County Voc. Tech. School District

Delaware PTA®

every child. *one* voice.

October 23, 2012

Dr. Dorothy A. Linn
Superintendent
Colonial School District
318 E. Basin Road
New Castle, Delaware, 19720

Dear Superintendent Linn:

On behalf of the Delaware State PTA and particularly the local PTA leadership in Brandywine, Colonial, and Indian River, we submit our full support for the ambitious education plan submitted by the BRINC (Brandywine, Indian River, New Castle County Vo Tech, and Colonial) consortium of districts in their application for Race to the Top District grant funds.

Delaware has been an education reform leader for over a decade, and these districts are leading the way in the implementation of the state Race to the Top initiatives. The consortium has a strong foundation upon which to implement the strategies, structures, and systems needed to bring personalized, student-focused approaches to teaching and learning, redesigning the way our state approaches public education and ensuring our students have the opportunity and ability to surpass the high expectations we have.

The BRINC consortium will pave the way for other schools and districts in our state, which will join the exciting initiatives articulated in the plan, as well as for policy changes that will be informed by educators on the ground. The consortium represents over a fifth of both districts and students, geographically spread across the state in urban and rural areas, with approximately the same or greater diversity than the state. In a small state like Delaware, we all benefit from others' successes and are eager to learn from what's working, especially from groups like this.

We are particularly excited about the BRINC consortium's focus on personalized learning, as well as the plan's overall emphasis on including parents in the planning for our students' educational careers. Personalized learning teams that include parents will better allow learning to continue before and after school, and the *Future Link* data system will keep all parties better informed about a student's progress, which will have the added benefit of helping parents and teachers be on the same page, facilitating a more cooperative and beneficial relationship.

The Delaware State PTA has long been a partner with districts and schools across the state. In addition to supporting schools and facilitating parent, teacher, and administrator interactions, the PTA has recently focused additional resources towards educating parents on the new initiatives happening across the state, including Race to the Top, the Early Learning Challenge, and Delaware's adoption of the Common Core. As a statewide network that has gotten praise from both leaders within the state as well as across the country (including Secretary Arne

925 Bear-Corbitt Road
Room 101
Bear, DE 19701

de_office@pta.org
www.delawarepta.org
www.pta.org

(302) 838-8770 Phone

Duncan himself), the Delaware State PTA is ideally suited to support the BRINC consortium's efforts to educate parents on these initiatives and garner buy-in. As part of our work with the Common Core, we have already developed an infrastructure that is aimed at training parents and parent leaders. The foundation we've built around the Common Core (which will help parents better understand the instructional materials and assessments) and this infrastructure we've developed will greatly improve the effectiveness of the implementation of the consortium's education plan. Educated and engaged parents supporting teachers, schools, and districts are a powerful force that can radically improve student achievement, and the Delaware PTA commits to supporting the consortium districts in educating and training these parents.

Furthermore, we appreciate the consortium's stated aim of leading the way for the rest of the state. As a statewide network with representatives in most districts and schools across the state, one of our own stated goals is to facilitate better communication and the sharing of best practices between schools and districts. Not only do these efforts align, but we believe there will be a strong synergy between the two goals that will be beneficial to both parties.

Support across the state is strong, and the conditions are ripe for continued progress. All of us are excited to partner with the BRINC consortium to take advantage of this opportunity as it leads the way in pushing our entire state system to the next level, ensuring all of our students are part of one of the finest education systems in the state.

Sincerely,

Yvonne Johnson, President, Delaware State PTA

Yvonne Johnson President DPTA

Ashley Dalzell-Gray, Vice President, Region I (Brandywine)

Ashley Dalzell-Gray

Carlos Reyes, Vice President, Region IV (Colonial)

Carlos E. Reyes, Vice President, Region IV (Colonial)

Terri Hodges, Vice President, Region VI, VII, & VIII (All Kent & Sussex County School Districts)

Terri Hodges

cc: Dr. Mark Holodick, Superintendent, Brandywine School District
Dr. Susan Bunting, Superintendent, Indian River School District
Dr. Victoria C. Gehrt, Superintendent, New Castle County Vocational Technical School District

925 Bear-Corbitt Road
Room 101
Bear, DE 19701

de_office@pta.org
www.delawarepta.org
www.pta.org

(302) 838-8770 Phone

THE COMMITTEE OF 100

704 North King Street, Suite 512 Wilmington, Delaware 19801-3535
Telephone 302.654.6115 · Fax 302.654.1556 · www.thecommitteeof100.com

October 19, 2012

To Whom It May Concern:

The Committee of 100 is an association of business leaders in Delaware that is dedicated to promoting responsible economic development in the state. An important part of that mission is to foster a well-educated and skilled workforce for current and prospective employers. To that end, we are actively involved with public schools in piloting a STEM education model that brings middle and high school students together on a regular basis with engineers and scientists from Delaware companies to work on real life projects in a way that builds collaborative and problem solving skills.

I am writing on behalf of the members of The Committee of 100 to strongly support the application for Race to The Top funds submitted by the Brandywine, Colonial, New Castle County Vocational Technical, and Indian River School Districts. We believe their proposal to use technology to create personalized learning experiences for students will create new opportunities for collaboration between schools and businesses.

The innovative use of technology to expand the traditional school day through distance learning frees up valuable workday hours for internships and real life learning experiences, but also gives businesses new tools to make the expertise of their employees available to students in a cost-effective way.

In Delaware, the business community is a full partner in the effort to further improve our schools. We understand the direct connection between the quality of education our children receive, their career opportunities, and the economic vitality of our state.

The activities proposed in the grant application will support and help expand our efforts in collaborative STEM education in Delaware and we hope you will give favorable consideration to the joint application.

Kind regards,

Paul H. Morrill, Jr.
Executive Director

"Promoting Responsible Economic Development"

Delaware Association of School Administrators
Treadway Towers, 9 E. Loockerman Street, Suite 2B, Dover,DE 19901
Phone (302) 674-0630 / Fax (302) 674-8305
www.edasa.org

October 23, 2012

Dr. Dorothy A. Linn, Superintendent
Colonial School District
318 E. Basin Road
New Castle, Delaware, 19720

Dear Superintendent Linn:

On behalf of the Delaware Association of School Administrators, I submit our full support for the ambitious education plan submitted by the BRINC (Brandywine, Indian River, New Castle County Vo Tech, and Colonial) consortium of districts in their application for Race to the Top District grant funds.

Delaware has been an education reform leader for over a decade. As a result, the consortium has a strong foundation upon which to implement the strategies, structures, and systems needed to bring personalized, student-focused approaches to teaching and learning, redesigning the way our state approaches public education and ensuring our students have the opportunity and ability to surpass our high expectations.

The BRINC consortium represents strong leaders in our state that are paving the way for other schools and districts. The Delaware Association of School Administrators is an ideal venue for the consortium principals, as well as all administrators to share the exciting initiatives articulated in the plan. The consortium districts have already worked within the flexibility of the regulations to implement systems and practices they believe will provide the most benefit to their students. And their plan commits to further pioneering policy issues in which we anticipate engaging in the coming years, such as student advancement based on their mastery of the content (rather than time in a course) and increased online and dual enrollment opportunities, including early college experiences and required online coursework. We look forward to learning from these districts and developing policy improvements with them.

The Delaware Association of School Administrators recognizes that the entire country is at a critical turning point in education and that the system needs to be reexamined and redesigned in order to better support our students; Delaware's system is no different. We are excited to work with the consortium as it seeks to implement a set of policies that will support rigorous personalized learning that prepares students for colleges and careers. We are eager to see their results and use that information to inform our thinking as we go through the process for the rest of the state in the coming years.

Sincerely,

G. Scott Reihm, Executive Director
Delaware Association of School Administrators

cc: Dr. Mark Holodick, Superintendent, Brandywine School District
Dr. Susan Bunting, Superintendent, Indian River School District
Dr. Victoria C. Gehrt, Superintendent, New Castle County Voc. Tech. School District

UNIVERSITY OF DELAWARE
College of Education
& Human Development
DELAWARE ACADEMY FOR
SCHOOL LEADERSHIP

Newark, DE 19716-2976
Phone: 302-831-4074
Fax: 302-831-4438

October 18, 2012

Dr. Dorothy A. Linn, Superintendent
Colonial School District
318 E. Basin Road
New Castle, DE 19720

Dear Superintendent Linn:

On behalf of the Delaware Academy for School Leadership, a professional development and policy center in the College of Education and Human Development at the University of Delaware, I submit our full support for the ambitious education plan submitted by the BRINC (Brandywine, Indian River, New Castle County Vo Tech, and Colonial) consortium of districts in their application for Race to the Top District grant funds.

Delaware has been an education reform leader for over a decade, and these districts are leading the way in the implementation of the state Race to the Top initiatives. The consortium has a strong foundation upon which to implement the strategies, structures, and systems needed to bring personalized, student-focused approaches to teaching and learning, redesigning the way our state approaches public education and ensuring our students have the opportunity and ability to surpass the high expectations we have.

The BRINC consortium will pave the way for other schools and districts in our state, which will join the exciting initiatives articulated in the plan, as well as for policy changes that will be informed by educators on the ground. The consortium represents over a fifth of both districts and students, geographically spread across the state in urban and rural areas, with approximately the same or greater diversity than the state. In a small state like Delaware, we all benefit from others' successes and are eager to learn from what's working, especially from groups like this.

The Delaware Academy for School Leadership has long been a partner with Delaware school districts. We believe this partnership will only be strengthened by the consortium's commitment to personalized learning environments. We are particularly excited about the development of personalized learning teams for all students that include parents and community mentors, both of whom are critical figures in a student's life. The ability to provide in-depth and real-time data for parents, focus on college and career readiness, commitment to internships and off-site learning experience, and proposed blended

learning methodology will be tremendous contributions to our community. The focus on teaching students to be self-reliant learners who are able to think critically and have ownership of their own learning will ensure students enter college or their careers fully prepared. The consortium's commitment to working together and pushing state policy so that all students can benefit from their work is truly commendable, and we are also glad to see that a major focus of the work will be in supporting teachers, a critical part in ensuring all of these commitments are not only met, but executed effectively.

Support across the state is strong, and the conditions are ripe for continued progress. The Delaware Academy for School Leadership is excited to partner with the BRINC consortium to take advantage of this opportunity as it leads the way in pushing our entire state system to the next level, ensuring all of our students are part of one of the finest education systems in the country.

Sincerely,

Jacquelyn O. Wilson

Jacquelyn O. Wilson, Director
Delaware Academy for School Leadership

cc: Dr. Mark Holodick, Superintendent, Brandywine School District
Dr. Susan Bunting, Superintendent, Indian River School District
Dr. Victoria C. Gehrt, Superintendent, New Castle County Vocational Technical School District

The Delaware Business Roundtable Education Committee

1201 Orange Street, Suite 1010 • Wilmington, Delaware 19801
(302) 655-2673 • Fax (302) 655-4374

October 18, 2012

Dr. Dorothy A. Linn
Superintendent
Colonial School District
318 E. Basin Road
New Castle, Delaware, 19720

Dear Superintendent Linn:

On behalf of the Delaware Business Roundtable Education Committee (DBREC), I submit our full support for the ambitious education plan submitted by the BRINC (Brandywine, Indian River, New Castle County Vo Tech, and Colonial) consortium of districts in their application for Race to the Top District grant funds.

Delaware has been an education reform leader for over a decade, and these districts are leading the way in the implementation of the state Race to the Top initiatives. The consortium has a strong foundation upon which to implement the strategies, structures, and systems needed to bring personalized, student-focused approaches to teaching and learning, redesigning the way our state approaches public education and ensuring our students have the opportunity and ability to surpass the high expectations we have.

The BRINC consortium will pave the way for other schools and districts in our state, which will join the exciting initiatives articulated in the plan, as well as for policy changes that will be informed by educators on the ground. The consortium represents over a fifth of both districts and students, geographically spread across the state in urban and rural areas, with approximately the same or greater diversity than the state. In a small state like Delaware, we all benefit from others' successes and are eager to learn from what's working, especially from groups like this.

The DBREC has been a long-time supporter of Vision 2015, specifically initiatives that have supported increased rigor, higher standards, and greater supports for teachers and leaders. The Committee was a lead investor in the Vision Network when it launched in 2007, and have been excitedly tracking its expansion and successes with its now 28 participating schools. We believe these investments will only be strengthened by the consortium's commitments, and are eager to explore partnerships related to personalizing learning for <u>all</u> students. In particular, we can envision providing support to the expansion of infrastructure to enable personalization, building partnerships to increase access to technology, and supporting educators in moving to personalized learning environments.

Support across the state is strong, and the conditions are ripe for continued progress. The DBREC is excited to partner with the BRINC consortium to take advantage of this opportunity

as it leads the way in pushing our entire state system to the next level, ensuring all of our students are part of one of the finest education systems in the state.

Sincerely,

Ernest Dianastasis
Chair, Delaware Business Roundtable Education Committee

cc: Dr. Mark Holodick, Superintendent, Brandywine School District
Dr. Susan Bunting, Superintendent, Indian River School District
Dr. Victoria C. Gehrt, Superintendent, New Castle County Vocational Technical School District

STATE OF DELAWARE
DELAWARE CENTER FOR EDUCATIONAL TECHNOLOGY
JOHN W. COLLETTE EDUCATION RESOURCE CENTER
WAYNE HARTSCHUH, PH.D.
EXECUTIVE DIRECTOR
35 COMMERCE WAY
DOVER, DE 19904
STATE MAIL N510
VOICE: (302) 857-3305
FAX: (302) 739-1775

October 12, 2012

Dr. Dorothy A. Linn
Superintendent
Colonial School District
318 E. Basin Road
New Castle, Delaware, 19720

Dear Superintendent Linn:

On behalf of the Delaware Center for Educational Technology, I submit our full support for the ambitious education plan submitted by the BRINC (Brandywine, Indian River, New Castle County VoTech, and Colonial) consortium of districts in their application for Race to the Top District grant funds.

Delaware has been an education reform leader for over a decade, and these districts are leading the way in the implementation of the state Race to the Top initiatives. The consortium has a strong foundation upon which to implement the strategies, structures, and systems needed to bring personalized, student-focused approaches to teaching and learning, redesigning the way our state approaches public education and ensuring our students have the opportunity and ability to surpass the high expectations we have.

The BRINC consortium will pave the way for other schools and districts in our state, which will join the exciting initiatives articulated in the plan, as well as for policy changes that will be informed by educators on the ground. The consortium represents over a fifth of both districts and students, geographically spread across the state in urban and rural areas, with approximately the same or greater diversity than the state. In a small state like Delaware, we all benefit from others' successes and are eager to learn from what's working, especially from groups like this.

The Delaware Center for Educational Technology (DCET) has been a partner with all districts and schools in Delaware implementing, partnering with, and supporting a variety of initiatives including, but not limited to, the wiring project in the mid-90s where DCET 'wired' all Delaware schools to bring Internet access into every classroom, providing online professional development through eLearning Delaware, placing re-furbished computers in the classrooms, the Digital Learning Cadre, conducting the Delaware Virtual School pilot, and overseeing infrastructure and innovation grants to our schools. We were very pleased to see the success that the Indian River School District had with our infrastructure grant to improve the wireless infrastructure for instruction and assessment, and

providing professional development to create a district core of SMART Certified Trainers for SMARTboards and SMART Responders. In addition, the Brandywine School District successfully implemented an innovation grant for their STEM initiative that utilized tablet computers. We believe this partnership will only be strengthened by the consortium's commitments to technology-oriented approaches, such as, providing technology coaches to train teachers, an emphasis on teachers using the blended learning model, exposing students to online instruction, and developing a set of model classrooms. We are particularly excited about the development of personalized learning teams for all students that include parents and community mentors, both of whom are critical figures in a student's life. The ability to provide in-depth and real-time data for parents, focus on college and career readiness, commitment to internships and off-site learning experience, and proposed blended learning methodology will be tremendous contributions to our community. The focus on teaching students to be self-reliant learners who are able to think critically and have ownership of their own learning will ensure students enter college or their careers fully prepared. The consortium's commitment to working together and pushing state policy so that all students can benefit from their work is truly commendable, and we are also glad to see that a major focus of the work will be in supporting teachers, a critical part in ensuring all of these commitments are not only met, but executed effectively.

As stated earlier, DCET operates the eLearning Delaware program that provides online professional development to our Delaware educators. We have trained online course facilitators/instructors and developers in all of the Consortium's districts and look forward to assisting in the expansion of their capacity to deliver blended and online learning experiences. We are also excited to see the inclusion of technology coaches. We feel these technology coaches would be an excellent addition to our Digital Learning Cadre.

Support across the State of Delaware is strong, and the conditions are ripe for continued progress. The Delaware Center for Educational Technology is excited to partner with the BRINC consortium to take advantage of this opportunity as it leads the way in pushing our entire state system to the next level, ensuring all of our students are part of one of the finest education systems in the country.

Sincerely,

Wayne Hartschuh

Wayne Hartschuh, Ph.D.
Executive Director

cc: Dr. Mark Holodick, Superintendent, Brandywine School District
Dr. Susan Bunting, Superintendent, Indian River School District
Dr. Victoria C. Gehrt, Superintendent, New Castle County Vocational Technical School District

DCSN

Delaware Charter Schools Network

Vision ...
To provide quality public education for all students in Delaware.

Mission ...
To promote autonomy and choice in public education.

October 19, 2012

Dr. Dorothy A. Linn
Superintendent
Colonial School District
318 E. Basin Road
New Castle, Delaware, 19720

Dear Superintendent Linn:

On behalf of the Delaware Charter Schools Network (DCSN), I submit our full support for the ambitious education plan submitted by the BRINC (Brandywine, Indian River, New Castle County Vo Tech, and Colonial) consortium of districts in their application for Race to the Top District grant funds.

Delaware has been an education reform leader for over a decade, and these districts are leading the way in the implementation of the state Race to the Top initiatives. The consortium has a strong foundation upon which to implement the strategies, structures, and systems needed to bring personalized, student-focused approaches to teaching and learning, redesigning the way our state approaches public education and ensuring our students have the opportunity and ability to surpass the high expectations we have.

The BRINC consortium has the opportunity to pave the way for other schools and districts in our state, which will join the exciting initiatives articulated in the plan, as well as for policy changes that will be informed by educators on the ground. The consortium represents over a fifth of both districts and students, geographically spread across the state in urban and rural areas, with approximately the same or greater diversity than the state. In a small state like Delaware, we all benefit from others' successes and are eager to learn from what's working, especially from groups like this.

The DCSN looks forward to collaborating to replicate the best practices of both the consortium and our high performing charter schools so that all of the children in Delaware can benefit from the great work that this kind of collaboration can bring. Support across the state is strong, and the conditions are ripe for continued progress. The DCSN is excited to partner with the BRINC consortium to take advantage of this opportunity as we push our entire state system to the next level, ensuring all of our students are part of one of the finest education systems in the nation.

Sincerely,

Kendall Massett

Kendall Massett
Executive Director

cc: Dr. Mark Holodick, Superintendent, Brandywine School District
Dr. Susan Bunting, Superintendent, Indian River School District
Dr. Victoria C. Gehrt, Superintendent, New Castle County Vocational Technical School District

100 West 10th Street, Suite 1012 · Wilmington, Delaware 19801
www.DECharterNetwork.org · Voice 302.778.5999 · Fax 302.778.5998

President
Michael D. Thomas
(302) 857-4201
michael.thomas@capital.k12.de.us

Vice President
Mervin B. Daugherty
(302) 552-3710
mervin.daugherty@redclay.k12.de.us

Delaware Chief School Officers Association

Secretary
A. J. (Allen) Lathbury
(302)856-2542
alathbury@sussexvt.k12.de.us

Treasurer
Deborah D. Wicks
(302) 653-8585
deborah.wicks@smyrna.k12.de.us

October 24, 2012

Dr. Dorothy A. Linn
Superintendent
Colonial School District
318 E. Basin Road
New Castle, Delaware, 19720

Dear Superintendent Linn:

On behalf of the Chief School Officers Association, I submit our full support for the ambitious education plan submitted by the BRINC (Brandywine, Indian River, New Castle County Vo Tech, and Colonial) consortium of districts in their application for Race to the Top District grant funds.

Delaware has been an education reform leader for over a decade. As a result, the consortium has a strong foundation upon which to implement the strategies, structures, and systems needed to bring personalized, student-focused approaches to teaching and learning, redesigning the way our state approaches public education and ensuring our students have the opportunity and ability to surpass our high expectations.

The BRINC consortium represents strong leaders in our state that are paving the way for other schools and districts. The Chief School Officers Association is an ideal venue for the superintendents to share the exciting initiatives articulated in the plan. The consortium districts have already worked within the flexibility of the regulations to implement systems and practices they believe will provide the most benefit to their students. And their plan commits to further pioneering policy issues in which we anticipate engaging in the coming years, such as student advancement based on their mastery of the content (rather than time in a course) and increased online and dual enrollment opportunities, including early college experiences and required online coursework. We look forward to learning from these districts and developing policy improvements with them.

The Chief School Officers Association recognizes that the entire country is at a critical turning point in education and that the system needs to be reexamined and redesigned in order to better support our students; Delaware's system is no different. We are excited to work with the consortium as it seeks to implement a set of policies that will support rigorous personalized learning that prepares students for colleges and careers. We are eager to see their results and use that information to inform our thinking as we go through the process for the rest of the state in the coming years.

Sincerely,

Michael D. Thomas

Michael D. Thomas, Ed. D.
President, Delaware Chief School Officers Association

cc: Dr. Mark Holodick, Superintendent, Brandywine School District
Dr. Susan Bunting, Superintendent, Indian River School District
Dr. Victoria C. Gehrt, Superintendent, New Castle County Vocational Technical School District

Mission: The mission of the DCSOA is to build the capacity of all public schools to meet the needs of all students, deliver quality teaching and learning experiences, provide relevant curriculum, assure effective use of resources, and maintain safe, health learning environments.

Approach: DCSOA is a coalition of top leaders working collaboratively with our constituents and key business, government, civic, philanthropic leaders to identify and remove roadblocks to achieving healthy communities and top performing students and schools.

Delaware
Department of Education

DEPARTMENT OF EDUCATION

The Townsend Building
401 Federal Street Suite 2
Dover, Delaware 19901-3639
DOE WEBSITE: http://www.doe.k12.de.us

Mark T. Murphy
Secretary of Education
Voice: (302) 735-4000
FAX: (302) 739-4654

October 24, 2012

Dr. Dorothy A. Linn
Superintendent
Colonial School District
318 E. Basin Road
New Castle, Delaware, 19720

Dear Superintendent Linn:

On behalf of the Delaware Department of Education, I submit our full support for the ambitious education plan submitted by the BRINC (Brandywine, Indian River, New Castle County Vo-Tech, and Colonial) Consortium of districts in their application for Race to the Top District grant funds.

Delaware has been an education reform leader for over a decade, and these districts are leading the way in the implementation of the state Race to the Top initiatives. Through this collaboration, the consortium has strengthened the foundation upon which to implement the strategies, structures, and systems needed to bring personalized, student-focused approaches to teaching and learning, redesigning the way our state approaches public education and ensuring our students have the opportunity and ability to surpass the high expectations to which we have committed and in which we deeply believe.

I am particularly pleased to support the Consortium's commitment to supporting its educators in the delivery of non-traditional instructional models that emphasize differentiation, collaboration, and the use of technology to deliver a truly personalized learning environment for our students – one that insists upon the development of critical 21st Century skills we know our students need in order to succeed in college and the workforce.

The consortium represents over a fifth of our districts and student population, is geographically spread across the state in both urban and rural areas, and has approximately the same or greater diversity than the state. In a small state like Delaware, we all benefit from others' successes and are eager to learn from effective educational practices, especially from groups like this.

I am happy to support the BRINC Consortium as it leads the way in pushing our entire state system to the next level, ensuring all of our students are part of one of the finest education systems in the country.

Sincerely,

Mark T. Murphy
Secretary of Education

cc: Dr. Mark Holodick, Superintendent, Brandywine School District
Dr. Susan Bunting, Superintendent, Indian River School District
Dr. Victoria C. Gehrt, Superintendent, New Castle County Vo-Tech School District

STATE OF DELAWARE
DEPARTMENT OF TECHNOLOGY AND INFORMATION
WILLIAM PENN BUILDING
801 SILVER LAKE BOULEVARD
DOVER, DELAWARE 19904

THE HONORABLE JAMES H. SILLS, III
SECRETARY/CIO

PHONE: 302-739-9629

October 15, 2012

Dr. Dorothy A. Linn
Superintendent
Colonial School District
318 E. Basin Road
New Castle, Delaware, 19720

Dear Superintendent Linn:

On behalf of the Delaware Department of Technology and Information, I submit our full support for the ambitious education plan submitted by the BRINC (Brandywine, Indian River, New Castle County Vo-Tech, and Colonial) consortium of districts in their application for Race to the Top District grant funds.

Delaware has been an education reform leader for over a decade, and these districts are leading the way in the implementation of the State Race to the Top initiatives. The consortium has a strong foundation upon which to implement the strategies, structures, and systems needed to bring personalized, student-focused approaches to teaching and learning, redesigning the way our state approaches public education and ensuring our students have the opportunity and ability to surpass the high expectations we have.

The BRINC consortium will pave the way for other schools and districts in our state, which will join the exciting initiatives articulated in the plan, as well as for policy changes that will be informed by educators on the ground. The consortium represents over a fifth of both districts and students, geographically spread across the state in urban and rural areas, with approximately the same or greater diversity than the state. In a small state like Delaware, we all benefit from others' successes and are eager to learn from what's working, especially from groups like this.

The Delaware Department of Technology and Information has been a partner with Indian River School District, Brandywine School District, Colonial School District and new Castle County Vocational School District in multiple initiatives/partnerships, and we believe this partnership will only be strengthened by the consortium's commitment to utilizing technology to enhance student instruction and learning. We are particularly excited about the development of personalized learning teams for all students that include parents and community mentors, both of whom are critical figures in a student's life. The ability to provide in-depth and real-time data for parents, focus on college and career readiness, commitment to internships and off-site learning experience, and proposed blended learning methodology will be tremendous contributions to our community. The focus on teaching students to be self-reliant learners who are able to think critically and have ownership of their own learning will ensure students enter

tremendous contributions to our community. The focus on teaching students to be self-reliant learners who are able to think critically and have ownership of their own learning will ensure students enter college or their careers fully prepared. The consortium's commitment to working together and pushing state policy so that all students can benefit from their work is truly commendable, and we are also glad to see that a major focus of the work will be in supporting teachers, a critical part in ensuring all of these commitments are not only met, but executed effectively. The Delaware Department of Technology stands ready to assist these districts in reviewing the selected technologies and ensuring that the Districts are aware of the technological resources needed to support these initiatives.

Support across the state is strong, and the conditions are ripe for continued progress. The Delaware Department of Technology and Information is excited to partner with the BRINC consortium to take advantage of this opportunity as it leads the way in pushing our entire state system to the next level, ensuring all of our students are part of one of the finest education systems in the state.

Sincerely,

James Sills III
Secretary/Chief Information Officer
State of Delaware

cc: Dr. Mark Holodick, Superintendent, Brandywine School District
Dr. Susan Bunting, Superintendent, Indian River School District
Dr. Victoria C. Gehrt, Superintendent, New Castle County Vocational Technical School District

FOR SCIENCE AND MATHEMATICS EDUCATION
"Encouraging excellence in science and math education"

October 24, 2012

Mr. Lincoln Hohler,

The Delaware Foundation for Science and Mathematics Education (DFSME) is pleased to support the consortium of Delaware districts, including Brandywine District, in its grant application for Race to the Top District competition.

DFSME is a business-education-community-government partnership dedicated to catalyzing Delaware's preparation of a globally competitive workforce with mathematics and science skills second to none. The Foundation advocates for adoption of world-class standards; enables the exploration, evaluation, adaptation, and implementation of innovative and effective mathematics and science programs in Delaware public schools; and focuses on improving the performance of all Delaware students so that they all finish high school ready for college, careers, and success in the global economy.

DFSME has participated broadly in the district's current Race to the Top initiative to make a step-change in student mathematics proficiency. We have procured and supported mathematics training events over the last two years that reached over 300 district teachers. We believe the district's chosen approach to be a major positive step toward providing students the deep understanding of mathematics for students that aligns with the mission of our organization .

We are familiar with each of the partners in the coalition. Brandywine has continually looked for and adopted innovative educational practices. Indian River District has also been a leader, bravely demonstrating new pedagogical tools that have spread throughout the state. Colonial School District's spirited new leadership has already begun major change on behalf of its students. We have gladly supported programs in the Vocational-Technical School District that challenged students to solve real-world problems, coupling deep classroom learning with hands-on engineering to create new practical technologies that work! This group of districts, working together, clearly has the power to bring their suggested outcomes to fruition.

DFSME is pleased that the U.S. Department of Education is offering opportunities for districts to conceive of and address opportunities to make major steps forward for education in this country. As we are all aware, a strong education system will be the backbone of our nation's economic success on the world stage.

Sincerely,

Dr. F. M. Ross Armbrecht, Jr.
Executive Director 10/24/2012

100 W. 10th St., Ste. 612 . Wilmington, DE 19801 ▪ Phone: 302-397-0034 Fax: 302-397-0036
Email: apdeo@dca.net ▪ Website: http://www.dfsme.net

DELAWARE GENERAL ASSEMBLY
STATE OF DELAWARE
LEGISLATIVE HALL
DOVER, DELAWARE 19901

October 17, 2012

Dr. Dorothy A. Linn
Superintendent
Colonial School District
318 E. Basin Road
New Castle, Delaware, 19720

Dear Superintendent Linn:

On behalf of the Education Committees of the Delaware House of Representatives and State Senate, we submit our full support for the ambitious education plan submitted by the BRINC (Brandywine, Indian River, New Castle County VoTech, and Colonial) consortium of districts in their application for Race to the Top District grant funds.

Delaware has been an education reform leader for over a decade, and these districts are leading the way in the implementation of the state Race to the Top initiatives. The consortium has a strong foundation upon which to implement the strategies, structures, and systems needed to bring personalized, student-focused approaches to teaching and learning, redesigning the way our state approaches public education and ensuring our students have the opportunity and ability to surpass the high expectations we have.

The Delaware state legislature has long supported innovation in education as we strive to make Delaware's education system the best in the country. We have been partners with the education system as the state has led the nation on issues such as rigorous standards, sophisticated systems to enable data-driven instruction, teacher evaluation, alternative certification of teachers, P-20 alignment, and adaptive assessments for decades, and most recently in the Race to the Top—State competition. As we strive to continuously improve, we look to those "on the ground"— in the challenging roles of educating our state's children—for suggestions for improvements and solutions.

The BRINC consortium represents strong leaders in our state that are paving the way for other schools and districts, and they are pioneering a number of practices and policies from which we will seek to learn. For example, we have been partners as the state has built one of the most sophisticated data systems in the country, which longitudinally tracks students from early childhood to higher education to inform policymaking, and which provides teachers robust, real-time data to inform their instruction. BRINC districts will implement enhancements to the state data system to ensure their work is increasingly data-driven and to put in place best practices to bring together data to empower students to be leaders in their learning and to provide even greater support to educators.

The consortium districts are working within the flexibility of the regulations to implement systems and practices they believe will provide the most benefit to their students. And their plan commits to further pioneering policy issues in which we anticipate engaging in the coming years, such as student advancement based on their mastery of the content (rather than time in a course) and increased online and dual enrollment opportunities, including early college experiences and required online coursework. Fully implementing these initiatives may require greater flexibilities in state funding, including relief from some requirements at the state level and expanding higher education scholarships to more students, which have been under consideration for some time. We will strongly consider proposals from districts to create more conducive funding conditions to enable personalized learning.

As the consortium represents over a fifth of both districts and students, geographically spread across the state in urban and rural areas, with approximately the same or greater diversity than the state, the lessons learned from their efforts will be broadly applicable. In a small state like Delaware, we all benefit from others' successes and are eager to learn from what's working, especially from groups like this.

We are excited to support the BRINC consortium as they take advantage of this opportunity to lead the way in pushing our entire state system to the next level, ensuring all of our students are part of one of the finest education systems in the state.

Sincerely,

Teresa L. Schooley
House Education Committee, Chair

David P. Sokola
Senate Education Committee, Chair

cc: Dr. Mark Holodick, Superintendent, Brandywine School District
Dr. Susan Bunting, Superintendent, Indian River School District
Dr. Victoria Gehrt, Superintendent, New Castle County Vocational Technical School District

STATE BOARD OF EDUCATION
THE TOWNSEND BUILDING
401 FEDERAL STREET, SUITE 2
DOVER, DE 19901

TERI QUINN GRAY, PH.D.
PRESIDENT

October 26, 2012

Dr. Dorothy A. Linn
Superintendent
Colonial School District
318 E. Basin Road
New Castle, Delaware, 19720

Dear Superintendent Linn:

On behalf of the Delaware P-20 Council, we submit our full support of the collaboration between Brandywine, Indian River, New Castle County Vocational Technical, and Colonial School Districts (BRINC) in developing the ambitious education plan submitted in their application for Race to the Top District grant funds.

The Delaware P-20 Council is an inclusive organization designed to align Delaware's education efforts across all grade levels. Its main goal is to establish a logical progression of learning from early childhood thru post-secondary education. With its focus on college and career readiness and cooperation from state leaders, higher education institutions, school administrators, the business community, and parents, the P-20 Council hopes to be able to open more doors for Delaware's children and prepare them to become self-sufficient, contributing members of society who will continue to learn throughout their lives.

Delaware has been an education reform leader for over a decade, and these districts are leading the way in the implementation of many of our state Race to the Top initiatives. This consortium has a strong foundation upon which to implement the strategies, structures, and systems needed to bring personalized, student-focused approaches to teaching and learning. These initiatives have the potential to redesign the way our state approaches public education and focuses on ensuring our students have the opportunity and ability to surpass the high expectations the state has set forth.

The BRINC consortium will illustrate how collaborations between districts can thrive state-wide. It will encourage other districts and charter schools to join the progressive initiatives articulated in the plan, as well as provide data and resources from on the

ground experience to inform policy changes. The consortium represents over a fifth of both districts and students, geographically spread across the state in urban and rural areas, with approximately the same or greater diversity than the state. In a small state like Delaware, we all benefit from others' successes and are eager to learn from what's working, especially from collaborative district initiatives like this.

It is becoming increasingly clear that more work needs to be done to ensure our students are college and career ready when they graduate. Today's workplace is placing an ever-increasing value on critical thinking, collaboration, and self-reliance. We are particularly excited about the focus the consortium is placing on these skills, teaching students to be self-reliant learners who are prepared for a 21st century in which the accumulation of knowledge is not only faster than it has ever been before, but continuing to accelerate.

Furthermore, the personalized learning teams that the consortium plans to implement in many ways reflects the very philosophy of the P-20 council, which in many ways is itself a personalized learning team for the entire state. The strategies in the plan to scale up dual enrollment, online learning, and enhanced data systems are highly aligned with P-20 Council initiatives, and educating and training parents and community members and involving them in student learning is key to a student's success.

Our students deserve to have the best preparation we can give them, and the consortium's work is an exciting step forward. We are glad that they are committed to working together and commend them for their eagerness to provide on the ground experience and research to inform state policy initiatives so that the impact of their work extends beyond just the consortium.

Support across the state is strong, and the conditions are ripe for continued progress. The Delaware P-20 Council is excited about the BRINC consortium partnership and the opportunities that will develop as it leads our state system to the next level, ensuring all of our students are part of one of the finest education systems in the country

Sincerely,

Teri Quinn Gray

Mark Murphy

Dr. Teri Quinn Gray
President, State Board of Education
Co-Chair

Mark Murphy
Secretary of Education
Co-Chair

cc: Dr. Mark Holodick, Superintendent, Brandywine School District
Dr. Susan Bunting, Superintendent, Indian River School District
Dr. Victoria C. Gehrt, Superintendent, New Castle County Vocational Technical School District

STATE BOARD OF EDUCATION
THE TOWNSEND BUILDING
401 FEDERAL STREET, SUITE 2
DOVER, DE 19901

TERI QUINN GRAY, PH.D.
PRESIDENT

October 26, 2012

Dr. Dorothy A. Linn
Superintendent
Colonial School District
318 E. Basin Road
New Castle, Delaware, 19720

Dear Superintendent Linn:

On behalf of the Delaware State Board of Education, I submit our full support of the collaboration between Brandywine, Indian River, New Castle County Vocational Technical, and Colonial School Districts (BRINC) in developing the ambitious education plan submitted in their application for Race to the Top District grant funds.

Delaware has been an education reform leader for over a decade, and these districts are leading the way in the implementation of many of our state Race to the Top initiatives. This consortium has a strong foundation upon which to implement the strategies, structures, and systems needed to bring personalized, student-focused approaches to teaching and learning. These initiatives have the potential to redesign the way our state approaches public education and focuses on ensuring our students have the opportunity and ability to surpass the high expectations the state has set forth.

The BRINC consortium will pave the way for other schools and districts in our state, illustrating how collaborations between districts can thrive state-wide. It will encourage other districts and charter schools to join the exciting initiatives articulated in the plan, as well as provide data and resources from on the ground experience to inform policy changes. The consortium represents over a fifth of both districts and students, geographically spread across the state in urban and rural areas, with approximately the same or greater diversity than the state. In a small state like Delaware, we all benefit from others' successes and are eager to learn from what's working, especially from collaborative district initiatives like this.

The State Board of Education has long supported innovation in education as we strive to make Delaware's education system the best in the country. We have been a strong partner

as the state has led the nation on issues such as rigorous standards, teacher evaluation, alternative certification of teachers, state-wide longitudinal data systems, and adaptive assessments and most recently we partnered to endorse Delaware's Race to the Top proposal, the Early Learning Challenge Grant, and the Longitudinal Data System Grant.

The BRINC consortium represents strong leaders in our state. They are pioneering a number of practices from which we will seek to learn information to further inform policy decisions. The consortium districts have already worked within the flexibility of existing regulations to implement systems and practices they believe will provide the most benefit to their students. This plan commits to further pioneering policy issues in which we anticipate being agenda items in the coming years, such as student advancement based on their mastery of the content (rather than time in a course, i.e. Carnegie Units) and increased online and dual enrollment opportunities, including early college experiences and required online coursework. We look forward to learning from these districts and developing policy improvements with them.

We recognize that the entire country is at a critical turning point in education and that many policies and systems need to be re-examined in order to best prepare our students; Delaware's system is no different. We are excited to work with the consortium as it seeks to implement a set of policies that will support rigorous personalized learning that prepares students for colleges and careers. We are eager to see their results and use that information to inform our thinking as we go through the process for the rest of the state in the coming years.

Support across the state is strong, and the conditions are ripe for continued progress. The Delaware State Board of Education is excited about the BRINC consortium partnership and the opportunities that will unfurl as it leads our state system to the next level, ensuring all of our students are part of one of the finest education systems in the country.

Sincerely,

Dr. Teri Quinn Gray
President, Delaware State Board of Education

cc: Dr. Mark Holodick, Superintendent, Brandywine School District
Dr. Susan Bunting, Superintendent, Indian River School District
Dr. Victoria C. Gehrt, Superintendent, New Castle County Vocational Technical School District

DELAWARE STATE
CHAMBER OF COMMERCE

William R. Allan, Chairman
Richard Heffron, President

October 23, 2012

Dr. Dorothy A. Linn
Superintendent
Colonial School District
318 E. Basin Road
New Castle, Delaware, 19720

Dear Superintendent Linn:

On behalf of the Delaware State Chamber of Commerce (DSCC), I submit our full support for the ambitious education plan submitted by the BRINC (Brandywine, Indian River, New Castle County Vo Tech, and Colonial) consortium of districts in their application for Race to the Top District grant funds.

Delaware has been an education reform leader for over a decade, and these districts are leading the way in the implementation of the state Race to the Top initiatives. The consortium has a strong foundation upon which to implement the strategies, structures, and systems needed to bring personalized, student-focused approaches to teaching and learning, redesigning the way our state approaches public education and ensuring our students have the opportunity and ability to surpass the high expectations we have.

The BRINC consortium will pave the way for other schools and districts in our state, which will join the exciting initiatives articulated in the plan, as well as for policy changes that will be informed by educators on the ground. The consortium represents over a fifth of both districts and students, geographically spread across the state in urban and rural areas, with approximately the same or greater diversity than the state. In a small state like Delaware, we all benefit from others' successes and are eager to learn from what's working, especially from groups like this.

The DSCC has been a partner with schools and districts throughout the state, through initiatives such as Principal for a Day and Superstars in Education. We are committed to supporting those in our state that are building world-class schools, by recognizing their efforts, facilitating opportunities to share best practices, and connecting them with opportunities to expand their great work. We believe this work will only be strengthened by the consortium's commitments to setting a high bar and ensuring future success for Delaware students though college and career readiness initiatives and creating personalized learning opportunities for all. Additionally, our partnerships will be strengthened by the consortium's commitments to engaging community organizations and businesses in non-traditional outreach activities.

Support across the state is strong, and the conditions are ripe for continued progress. The DSCC is excited to partner with the BRINC consortium to take advantage of this opportunity as it leads the way in pushing our entire state system to the next level, ensuring all of our students are part of one of the finest education systems in the state.

Sincerely,

A. Richard Heffron

cc: Dr. Mark Holodick, Superintendent, Brandywine School District
Dr. Susan Bunting, Superintendent, Indian River School District
Dr. Victoria C. Gehrt, Superintendent, New Castle County Vocational Technical School District

1201 N. Orange Street, Suite 200, P.O. Box 671, Wilmington, Delaware 19899-0671 • (302) 655-7221
Kent and Sussex (800) 292-9507 • Fax (302) 654-0691
www.dscc.com

October 28, 2012

Dr. Dorothy A. Linn, Superintendent
Colonial School District
318 E. Basin Road
New Castle, Delaware, 19720

Dear Superintendent Linn:

On behalf of the Delaware State Education Association (DSEA), I offer our letter of support for the education plan submitted by the BRINC (Brandywine, Indian River, New Castle County VoTech, and Colonial) consortium of districts in their application for Race to the Top District grant funds.

Delaware has been a leader in school improvement for over a decade. The consortium has a strong foundation upon which to implement the strategies, structures, and systems they have identified to bring personalized, student-focused approaches to teaching and learning, and to take the lead in redesigning the way our state approaches public education in order to ensure that students have the opportunity and ability to surpass the high expectations held by all.

DSEA believes this partnership of districts and local associations will be strengthened by the BRINC consortium's commitments to educator and community involvement in both the design and implementation process. The consortium's dedication to working together and pushing state policy so that all students can benefit from their initiatives is truly commendable. We are also glad to see that a major focus of the work will be in supporting teachers. We see this as a critical part in ensuring all of these commitments are not only met, but executed effectively.

DSEA endorses the BRINC consortium's efforts to take advantage of this opportunity as it leads the way in moving district school improvement efforts to the next level, ensuring that all of their students are part of one of the finest education systems in the state.

Sincerely,

Frederika S. Jenner

Frederika Jenner, President

Cc: Dr. Mark Holodick, Superintendent, Brandywine School District
Dr. Susan Bunting, Superintendent, Indian River School District
Dr. Victoria C. Gehrt, Superintendent, New Castle County Vocational Tech. School District

DELAWARE STATE EDUCATION ASSOCIATION
Headquarters | 136 East Water Street | Dover, Delaware 19901 | P • 302.734.5834 | F • 674.8499 | TF • 866.734.5834
Branch Office | 4135 Ogletown-Stanton Road | Suite 101 | Newark, Delaware 19713 | P • 302.366.8440 | F • 302.366.0287
www.dsea.org

Delaware PTA®

every child. *one* voice.

October 23, 2012

Dr. Dorothy A. Linn
Superintendent
Colonial School District
318 E. Basin Road
New Castle, Delaware, 19720

Dear Superintendent Linn:

On behalf of the Delaware State PTA and particularly the local PTA leadership in Brandywine, Colonial, and Indian River, we submit our full support for the ambitious education plan submitted by the BRINC (Brandywine, Indian River, New Castle County Vo Tech, and Colonial) consortium of districts in their application for Race to the Top District grant funds.

Delaware has been an education reform leader for over a decade, and these districts are leading the way in the implementation of the state Race to the Top initiatives. The consortium has a strong foundation upon which to implement the strategies, structures, and systems needed to bring personalized, student-focused approaches to teaching and learning, redesigning the way our state approaches public education and ensuring our students have the opportunity and ability to surpass the high expectations we have.

The BRINC consortium will pave the way for other schools and districts in our state, which will join the exciting initiatives articulated in the plan, as well as for policy changes that will be informed by educators on the ground. The consortium represents over a fifth of both districts and students, geographically spread across the state in urban and rural areas, with approximately the same or greater diversity than the state. In a small state like Delaware, we all benefit from others' successes and are eager to learn from what's working, especially from groups like this.

We are particularly excited about the BRINC consortium's focus on personalized learning, as well as the plan's overall emphasis on including parents in the planning for our students' educational careers. Personalized learning teams that include parents will better allow learning to continue before and after school, and the *Future Link* data system will keep all parties better informed about a student's progress, which will have the added benefit of helping parents and teachers be on the same page, facilitating a more cooperative and beneficial relationship.

The Delaware State PTA has long been a partner with districts and schools across the state. In addition to supporting schools and facilitating parent, teacher, and administrator interactions, the PTA has recently focused additional resources towards educating parents on the new initiatives happening across the state, including Race to the Top, the Early Learning Challenge, and Delaware's adoption of the Common Core. As a statewide network that has gotten praise from both leaders within the state as well as across the country (including Secretary Arne

925 Bear-Corbitt Road
Room 101
Bear, DE 19701

de_office@pta.org
www.delawarepta.org
www.pta.org

(302) 838-8770 Phone

Duncan himself), the Delaware State PTA is ideally suited to support the BRINC consortium's efforts to educate parents on these initiatives and garner buy-in. As part of our work with the Common Core, we have already developed an infrastructure that is aimed at training parents and parent leaders. The foundation we've built around the Common Core (which will help parents better understand the instructional materials and assessments) and this infrastructure we've developed will greatly improve the effectiveness of the implementation of the consortium's education plan. Educated and engaged parents supporting teachers, schools, and districts are a powerful force that can radically improve student achievement, and the Delaware PTA commits to supporting the consortium districts in educating and training these parents.

Furthermore, we appreciate the consortium's stated aim of leading the way for the rest of the state. As a statewide network with representatives in most districts and schools across the state, one of our own stated goals is to facilitate better communication and the sharing of best practices between schools and districts. Not only do these efforts align, but we believe there will be a strong synergy between the two goals that will be beneficial to both parties.

Support across the state is strong, and the conditions are ripe for continued progress. All of us are excited to partner with the BRINC consortium to take advantage of this opportunity as it leads the way in pushing our entire state system to the next level, ensuring all of our students are part of one of the finest education systems in the state.

Sincerely,

Yvonne Johnson, President, Delaware State PTA

Yvonne Johnson President DPTA

Ashley Dalzell-Gray, Vice President, Region I (Brandywine)

Ashley Dalzell-Gray

Carlos Reyes, Vice President, Region IV (Colonial)

Carlos E. Reyes, Vice President, Region IV (Colonial)

Terri Hodges, Vice President, Region VI, VII, & VIII (All Kent & Sussex County School Districts)

Terri Hodges

cc: Dr. Mark Holodick, Superintendent, Brandywine School District
Dr. Susan Bunting, Superintendent, Indian River School District
Dr. Victoria C. Gehrt, Superintendent, New Castle County Vocational Technical School District

925 Bear-Corbitt Road
Room 101
Bear, DE 19701

de_office@pta.org
www.delawarepta.org
www.pta.org

(302) 838-8770 Phone

DELAWARE STATE UNIVERSITY

Office of the President

October 22, 2012

Dr. Dorothy A. Linn
Superintendent
Colonial School District
318 E. Basin Road
New Castle, Delaware, 19720

Dear Superintendent Linn:

On behalf of the Delaware State University, I submit our full support for the ambitious education plan submitted by the BRINC (Brandywine, Indian River, New Castle County Vo Tech, and Colonial) consortium of districts in their application for Race to the Top District grant funds.

Delaware has been an education reform leader for over a decade, and these districts are leading the way in the implementation of the state Race to the Top initiatives. The consortium has a strong foundation upon which to implement the strategies, structures, and systems needed to bring personalized, student-focused approaches to teaching and learning, redesigning the way our state approaches public education and ensuring our students have the opportunity and ability to surpass the high expectations we have.

The BRINC consortium will pave the way for other schools and districts in our state, which will join the exciting initiatives articulated in the plan, as well as for policy changes that will be informed by educators on the ground. The consortium represents over a fifth of both districts and students, geographically spread across the state in urban and rural areas, with approximately the same or greater diversity than the state. In a small state like Delaware, we all benefit from others' successes and are eager to learn from what's working, especially from groups like this.

The Delaware State University has long been a partner with districts and schools across the state, educating teacher candidates, supporting leadership and teacher development, and providing students with dual enrollment opportunities.

We have a vested interest in ensuring Delaware's students graduate college and career ready, and fully support the consortium's efforts to better prepare their students. In addition to subsidizing high school dual enrollment coursework, this Race to the Top District competition provides an opportunity to continue to strengthen this work by allowing us to work together with four of the highest performing districts in the state to develop increased on-campus and online coursework opportunities, targeting traditionally underserved students. We also will look at other ways to expand these opportunities, such as certifying more teachers to teach college credit-granting coursework on the high school campuses.

Our Education Department within the College of Education, Health, and Public Policy will continue to support teachers to be prepared to teach in 21st century classrooms, included blended learning and personalized learning environments. Candidates for teacher certification currently have opportunities to develop their skills in these areas, and student teachers are placed in a variety of classroom environments. Partnering with BRINC, the University will explore methods to provide more blended

1200 North DuPont Highway • Dover, DE 19901 • 302.857-7001 (office) • 302.857-6003 (fax) • www.desu.edu

learning training opportunities through coursework and student teacher placements in BRINC blended learning classrooms.

These efforts are not new; they build upon a strong foundation that has been in the past between Delaware State University and Delaware's public schools. We are excited that the BRINC consortium is leading the way for the rest of the state and we look forward to continuing our partnership to make Delaware's education system the finest in the country.

Sincerely,

Dr. Harry L. Williams,
President

cc: Dr. Mark Holodick, Superintendent, Brandywine School District
Dr. Susan Bunting, Superintendent, Indian River School District
Dr. Victoria C. Gehrt, Superintendent, New Castle County Vocational Technical School District

September 29, 2012

To Whom It May Concern:

It is my pleasure to write a letter on behalf of the Delaware STEM Council in support of the Race to the Top District competition (RTT-D) being submitted to the US Department of Education by Delaware's consortium of Local Education Agencies.

Delaware's own Race to the Top grant was the catalyst for the creation of the Delaware STEM Council, which shares an understanding for the need for innovative, bold and comprehensive education reform.

The Delaware STEM Council's vision states "Delaware will be a leader in STEM education where students are prepared and inspired to use innovation and creative problem solving to excel in the global society." This is a vision that resonates strongly with the RTT-D's first core educational assurance area to "prepare students to succeed in college and the workplace and to compete in the global economy."

The Delaware STEM Council has identified the need to develop strong ties between Delaware's pre-Kindergarten to 12th Grade system, Delaware's Institutes of Higher Education, and Delaware's Business Community. These ties would be significantly strengthened as Delaware's LEA consortium establishes "student centered learning environments that are designed to significantly improve teaching and learning through the personalization of strategies, tools, and supports for teachers and students that are aligned with college- and career-ready standards."

In conclusion, the Delaware STEM Council fully supports the efforts of Delaware's consortium of LEAs as they seek additional funding to expand their Race to the Top initiatives, in particular those tied to STEM education, and the development of personalized learning systems that connect students to colleges and careers.

Sincerely,

Judson Wagner

Co-Chair of the Delaware STEM Council

DELAWARE
TECHNICAL COMMUNITY
COLLEGE

October 17, 2012

Dr. Dorothy A. Linn
Superintendent
Colonial School District
318 E. Basin Road
New Castle, Delaware, 19720

Dear Superintendent Linn:

I'm pleased to provide this letter of support for the BRINC (Brandywine, Indian River, New Castle County Vo-Tech, and Colonial) consortium of districts in their application for Race to the Top District grant funds. Delaware Tech has a demonstrated commitment to student support and learning strategies that engage students and promote their success. The major components of this grant proposal reflect the consortium's commitment to student success as well.

Specifically, the grant funding will enable the consortium partners to develop individualized learning environments that focus on students' learning styles and areas of academic interest and, at the same time, ensure that they master objectives critical to college and career readiness. This will involve the utilization of a blended learning approach comprised of direct instruction; use of technology; and student collaboration on presentations, research projects, Podcasts, etc. Other grant components that will improve students' preparation for college-level work include the implementation of learning management software that enables students to be self-reliant learners and analytical thinkers, online instruction, internships, and dual enrollment opportunities at local colleges.

In addition, Delaware Tech supports the consortium's collaborative approach to the grant proposal. Because it represents over a fifth of both districts and students geographically spread across the state in urban and rural areas, with approximately the same or greater diversity within the state, all of Delaware's school districts, teachers, and students will benefit from the implementation of the grant initiatives. This lessons learned from this pilot group will inform innovative district policies and practices that may ultimately impact state regulation and legislation in support of student achievement and educator effectiveness.

Delaware Tech has clearly defined guidelines and procedures that support dual enrollment opportunities for high school juniors and seniors at all of its campus locations. This fall, in partnership with the New Castle County Vo-Tech school district, approximately 90 students from that district are dually enrolled in introductory-level credit courses at the Stanton campus. The College looks forward to the additional partnership opportunities with the BRINC consortium that Race to the Top district grant funding will support to ensure that all students are career and college ready.

Sincerely,

Orlando J. George, Jr.
President

Congress of the United States
Washington, DC 20515

October 19, 2012

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue, Southwest
Washington, DC 20202

Dear Secretary Duncan:

We are writing to express our strong support for the education plan submitted by the BRINC (Brandywine, Indian River, New Castle County Vo-Tech, and Colonial) consortium of districts in their application for a Race to the Top District grant. Thank you for your past support of Delaware's education initiatives and for your consideration of the BRINC consortium's application.

For more than a decade, Delaware has led the way to improve struggling schools and raise student achievement. While school districts across Delaware worked diligently to implement meaningful education reform, the BRINC school districts have been particularly instrumental to Delaware's success. The BRINC school districts have taken an active leadership role in the state as Delaware implements Race to the Top initiatives. The BRINC consortium's strong foundation is an ideal platform to implement the strategies, structures, and systems needed to bring personalized, student-focused approaches to teaching and learning. It is no exaggeration to say that BRINC school districts' leadership in Race to the Top has redesigned the way our state approaches education. We support the consortium's plan to build on this past success.

The BRINC consortium will pave the way for other schools and districts in our state to join the exciting initiatives articulated in its plan. The consortium represents over a fifth of both districts and students, geographically spread across the state in urban and rural areas, with approximately the same or greater diversity than the state as a whole. In a small state like Delaware, we all benefit from others' successes and are eager to learn what's working, especially from groups like this.

We are particularly excited about the development of personalized learning teams for students that include parents and community mentors. When we give critical figures in students' lives the tools they need to help, this kind of comprehensive approach to education can achieve real results. By providing in-depth and real-time data for parents, focusing on college and career readiness, involving community leaders in student internships and off-site learning experiences, and implementing a blended learning methodology, we enable our community to build a learning environment tailored to students. This approach also teaches students self-reliance, critical thinking and fosters an appreciation for learning so that students enter college and their careers

fully prepared. We commend the consortium's commitment to advance education policy, support teachers, and share their successes with other districts across the state and nation.

We appreciate your timely consideration of this request. Should you have any questions, we can be reached through our respective staff members: Josh Magarik from Senator Carper's office (302) 573-6291, Latisha Bracy from Senator Coons' office (302) 573-6345, or Gail Seitz from Congressman Carney's office (302) 691-7333.

Sincerely,

Thomas R. Carper United States Senator	Christopher A. Coons United States Senator	John C. Carney, Jr. Member of Congress

cc: Dr. Mark Holodick, Superintendent, Brandywine School District
Dr. Susan Bunting, Superintendent, Indian River School District
Dr. Victoria C. Gehrt, Superintendent, New Castle County Vocational Technical School District

STATE OF DELAWARE
OFFICE OF THE GOVERNOR
TATNALL BUILDING, SECOND FLOOR
WILLIAM PENN STREET, DOVER, DE 19901

JACK A. MARKELL
GOVERNOR

PHONE: 302-744-4101
FAX: 302-739-2775

November 1, 2012

Dr. Dorothy A. Linn
Superintendent
Colonial School District
318 E. Basin Road
New Castle, Delaware, 19720

Dear Superintendent Linn:

I submit my full support for the ambitious education plan submitted by the BRINC consortium of districts (Brandywine, Indian River, New Castle County Vo Tech, and Colonial) in their application for Race to the Top District grant funds.

These districts are leaders in the implementation of state Race to the Top initiatives, in a state leading the nation on issues such as rigorous standards, adaptive assessments, advanced data systems, educator evaluations and job-embedded professional development. The BRINC plan will build on the strong foundation in place in Delaware and enable these state leaders to bring personalized, student-focused approaches to teaching and learning.

In addition, BRINC's plan reinforces a number of initiatives driven by my administration. For example, BRINC's expansion of online and dual enrollment coursework will support the world language immersion program launched last year. And the college planning, support, and acceleration planned by BRINC will complement our statewide, school-day SAT initiative.

The BRINC consortium represents a microcosm of the state's demographics, geographics, and school models. The consortium represents over a fifth of both districts and students, geographically spread across the state in urban and rural areas, with approximately the same or greater diversity than the state. In a small state like Delaware, we all benefit from others' successes and are eager to learn from what's working, especially from groups like this.

These districts will pave the way for other schools and districts in our state, and already have others expressing great interest in joining and learning from them. Delawareans have a history of partnership and learning from each other, and we have a number of vehicles in place to enable this scaling up: professional learning communities of all Superintendents, the Vision Network of district and charter schools, and initiatives led by the state such as central data systems and hiring portals.

We will continue to work collaboratively with the leaders of our General Assembly, State Board, associations, local education agencies, philanthropic and community organizations, as we have in

developing and implementing Race to the Top as a state. And as we seek to continuously improve, "on-the-ground" expertise from pioneers such as the BRINC districts will be critical to informing decisions on education policy.

The consortium districts have already worked within the flexibility of the regulations to implement the systems and practices that they believe will provide the most benefit to their students. And their plan commits to further pioneering policy issues that we anticipate exploring in the coming years, such as student advancement based on content mastery (rather than time in a course) and increased online and dual enrollment opportunities.

Fully implementing these initiatives could, in some instances, require greater flexibilities in state funding. We will continue to consider suggestions from districts for how to create more conducive funding conditions to enable personalized learning. We look forward to learning from these districts and developing policy improvements with them.

Support across the state is strong, and we are committed to continued progress. I am excited to partner with the BRINC consortium to take advantage of this opportunity as it leads the way in pushing our entire state system to the next level, ensuring that all of our students are part of one of the finest education systems in the state.

Sincerely,

Jack Markell

Jack A. Markell
Governor of Delaware

cc: Dr. Mark Holodick, Superintendent, Brandywine School District
Dr. Susan Bunting, Superintendent, Indian River School District
Dr. Victoria C. Gehrt, Superintendent, New Castle County Vocational Technical School District

SINCE 1889

(302) 539-9797
FAX (302) 537-5306
townmgrtov@oceanviewde.com
www.oceanviewde.com

TOWN OF OCEAN VIEW

201 CENTRAL AVENUE
OCEAN VIEW, DE 19970

October 19, 2012

Dr. Dorothy A. Linn
Superintendent
Colonial School District
318 E. Basin Road
New Castle, Delaware, 19720

Dear Superintendent Linn:

On behalf of the Town of Ocean View, I submit our full support for the ambitious education plan submitted by the BRINC (Brandywine, Indian River, New Castle County Vo Tech, and Colonial) consortium of districts in their application for Race to the Top District grant funds.

Delaware has been an education reform leader for over a decade, and these districts are leading the way in the implementation of the state Race to the Top initiatives. The consortium has a strong foundation upon which to implement the strategies, structures, and systems needed to bring personalized, student-focused approaches to teaching and learning, redesigning the way our state approaches public education and ensuring our students have the opportunity and ability to surpass the high expectations we have.

The BRINC consortium will pave the way for other schools and districts in our state, which will join the exciting initiatives articulated in the plan, as well as for policy changes that will be informed by educators on the ground. The consortium represents over a fifth of both districts and students, geographically spread across the state in urban and rural areas, with approximately the same or greater diversity than the state. In a small state like Delaware, we all benefit from others' successes and are eager to learn from what's working, especially from groups like this.

I am happy to support the BRINC consortium as you lead the way in pushing our entire state system to the next level, ensuring all of our students are part of one of the finest education systems in the country.

Sincerely,

Gordon Wood
Mayor, Town of Ocean View

cc: Dr. Mark Holodick, Superintendent, Brandywine School District
Dr. Susan Bunting, Superintendent, Indian River School District
Dr. Victoria C. Gehrt, Superintendent, New Castle County Vocational Technical School District

Metropolitan Wilmington
Urban League

100 West 10th Street
Suite 710
Wilmington, DE 19801

302-622-4300
302-622-4303 fax

www.mwul.org

Empowering Communities
Changing Lives

October 19, 2012

Dr. Dorothy A. Linn
Superintendent
Colonial School District
318 E. Basin Road
New Castle, Delaware, 19720

Dear Superintendent Linn:

On behalf of the Metropolitan Wilmington Urban League (MWUL), I submit our full support for the ambitious education plan submitted by the BRINC (Brandywine, Indian River, New Castle County Vo Tech, and Colonial) consortium of districts in their application for Race to the Top District grant funds.

Delaware has been an education reform leader for over a decade, and these districts are leading the way in the implementation of the state Race to the Top initiatives. The consortium has a strong foundation upon which to implement the strategies, structures, and systems needed to bring personalized, student-focused approaches to teaching and learning, redesigning the way our state approaches public education and ensuring our students have the opportunity and ability to surpass the high expectations we have.

The BRINC consortium will pave the way for other schools and districts in our state, which will join the exciting initiatives articulated in the plan, as well as for policy changes that will be informed by educators on the ground. The consortium represents over a fifth of both districts and students, geographically spread across the state in urban and rural areas, with approximately the same or greater diversity than the state. In a small state like Delaware, we all benefit from others' successes and are eager to learn from what's working, especially from groups like this.

Support across the state is strong, and the conditions are ripe for continued progress. The MWUL is excited to partner with the BRINC consortium to take advantage of this opportunity as it leads the way in pushing our entire state system to the next level, ensuring all of our students are part of one of the finest education systems in the state.

Sincerely,

Deborah T. Wilson
President and CEO

cc: Dr. Mark Holodick, Superintendent, Brandywine School District
Dr. Susan Bunting, Superintendent, Indian River School District
Dr. Victoria C. Gehrt, Superintendent, New Castle County Vocational Technical School District

THOMAS H. KOVACH
PRESIDENT
NEW CASTLE COUNTY COUNCIL
www.nccde.org
Grant Firestone, Legislative Aide
gfirestone@nccde.org - 302-395-8360

LOUIS L. REDDING
CITY COUNTY BUILDING
800 N. French Street
Wilmington, DE 19899
Office: (302) 395-8360
Fax: (302) 395-8385

October 15, 2012

Dr. Dorothy A. Linn
Superintendent
Colonial School District
318 E. Basin Road
New Castle, Delaware, 19720

Dear Superintendent Linn:

On behalf of the majority of New Castle County Council, I submit our full support for the ambitious education plan submitted by the BRINC (Brandywine, Indian River, New Castle County Vo-Tech, and Colonial) consortium of districts in their application for Race to the Top District grant funds.

Delaware has been an education reform leader for over a decade, and these districts are leading the way in the implementation of the state Race to the Top initiatives. The consortium has a strong foundation upon which to implement the strategies, structures, and systems needed to bring personalized, student-focused approaches to teaching and learning, redesigning the way our state approaches public education and ensuring our students have the opportunity and ability to surpass the high expectations we have.

The BRINC consortium will pave the way for other schools and districts in our state, which will join the exciting initiatives articulated in the plan, as well as for policy changes that will be informed by educators on the ground. The consortium represents over a fifth of both districts and students, geographically spread across the state in urban and rural areas, with approximately the same or greater diversity than the state. In a small state like Delaware, we all benefit from others' successes and are eager to learn from what's working, especially from groups like this.

New Castle County Council has supported the work of the Brandywine, Colonial, and NCC Vo-Tech School Districts in their quest to provide quality educational programs and services to our constituents. We are most happy to see these school districts working together as a consortium on behalf of New Castle County students. We are particularly excited about the development of personalized learning teams for all students that include parents and community mentors, both of whom are critical figures in a student's life. The ability to provide in-depth and real-time data for parents, focus on college and career readiness, commitment to internships and

off-site learning experience, and proposed blended learning methodology will be tremendous contributions to our community. The focus on teaching students to be self-reliant learners who are able to think critically and have ownership of their own learning will ensure students enter college or their careers fully prepared. The consortium's commitment to working together and pushing state policy so that all students can benefit from their work is truly commendable, and we are also glad to see that a major focus of the work will be in supporting teachers, a critical part in ensuring all of these commitments are not only met, but executed effectively.

Support across the state is strong, and the conditions are ripe for continued progress. The New Castle County Council is excited to partner with the BRINC consortium to take advantage of this opportunity as it leads the way in pushing our entire state system to the next level, ensuring all of our students are part of one of the finest education systems in the state.

Sincerely,

Thomas H. Kovach, President
New Castle County Council

PAUL G. CLARK
COUNTY EXECUTIVE

87 READS WAY
NEW CASTLE, DE 19720

October 22, 2012

Dr. Dorothy A. Linn
Superintendent
Colonial School District
318 E. Basin Road
New Castle, Delaware, 19720

Dear Superintendent Linn:

On behalf of New Castle County Government, I submit our full support for the ambitious education plan submitted by the BRINC (Brandywine, Indian River, New Castle County Vo Tech, and Colonial) consortium of districts in their application for Race to the Top District grant funds.

Delaware has been an education reform leader for over a decade, and these districts are leading the way in the implementation of the state Race to the Top initiatives. The consortium has a strong foundation upon which to implement the strategies, structures, and systems needed to bring personalized, student-focused approaches to teaching and learning, redesigning the way our state approaches public education and ensuring our students have the opportunity and ability to surpass the high expectations we have.

The BRINC consortium will pave the way for other schools and districts in our state, which will join the exciting initiatives articulated in the plan, as well as for policy changes that will be informed by educators on the ground. The consortium represents over a fifth of both districts and students, geographically spread across the state in urban and rural areas, with approximately the same or greater diversity than the state. In a small state like Delaware, we all benefit from others' successes and are eager to learn from what's working, especially from groups like this.

I am happy to support the BRINC consortium as you lead the way in pushing our entire state system to the next level, ensuring all of our students are part of one of the finest education systems in the country.

Sincerely,

Paul G. Clark

Paul G. Clark
New Castle County Executive

cc: Dr. Mark Holodick, Superintendent, Brandywine School District
Dr. Susan Bunting, Superintendent, Indian River School District
Dr. Victoria C. Gehrt, Superintendent, New Castle County Vocational Technical School District

PHONE: 302-395-5102 FAX: 302-395-5268 Email: pgclark@nccde.org

NEW CASTLE COUNTY VOCATIONAL TECHNICAL SCHOOL DISTRICT

1417 NEWPORT ROAD, WILMINGTON, DELAWARE 19804
(302) 995-8000

JOHN F. LYNCH JR.
President
Board of Education

VICTORIA C. GEHRT, Ed.D.
Superintendent

YVETTE SANTIAGO
Vice President
Board of Education

October 15, 2012

Dr. Dorothy A. Linn
Superintendent
Colonial School District
318 E. Basin Road
New Castle, Delaware, 19720

Dear Superintendent Linn:

On behalf of the New Castle County Vo-Tech School District Parents Advisory Committee, we give our support for the ambitious education plan submitted by the BRINC (Brandywine, Indian River, New Castle County Vo-Tech, and Colonial) consortium of districts in their application for Race to the Top district grant funds.

Delaware has been an education reform leader for over a decade, and we are proud to be one of the districts leading the way in implementing the state's Race to the Top initiatives. The consortium has a strong foundation upon which to implement the strategies, structures, and systems needed to bring personalized, student-focused approaches to teaching and learning. It redesigns the way our state approaches public education and ensures our students have the opportunities and abilities to surpass our high expectations.

The BRINC consortium will pave the way for other schools and districts in our state, which will join the exciting initiatives articulated in the plan, as well as for policy changes that will be informed by educators on the ground. The consortium represents over one fifth of both districts and students in Delaware, geographically spread across urban and rural areas. Consequently, the consortium encompasses the state's diverse population. In a small state like Delaware, we all benefit from others' successes and are eager to learn approaches that create the greatest impact, especially from groups such as this.

The Parent Advisory Committee is particularly excited about the BRINC consortium's focus on personalized learning, as well as the plan's overall emphasis on including parents in the planning for our students' educational careers. Personalized learning teams that include parents will foster continued educational growth before and after school. Furthermore, the *Future Link* data system will keep all parties better informed about a student's progress, offering the benefit of helping parents and teachers facilitate a more cooperative and mutually beneficial relationship.

Our school district is especially concerned with the critical role of parents as full partners in supporting their child's education at the secondary level. We were the first school district in the state to employ a Parent and Community Engagement specialist to work directly with parents. Educated and engaged parents, supporting teachers, schools, and districts, are a powerful force that can radically improve student achievement. We therefore whole-heartedly support this collaborative effort among the four school districts.

Sincerely,

Dan Cordova, Parent, Hodgson Vo-Tech
Kenneth Gladney, Parent, Howard High School of Technology
Tom McMullen, Parent, Hodgson Vo-Tech
Karen Melvin, Parent, Hodgson Vo-Tech
Bernadette Mills, Parent, Delcastle/St. Georges Vo-Tech

RODEL
FOUNDATION
OF DELAWARE

October 19, 2012

Dr. Dorothy A. Linn
Superintendent
Colonial School District
318 E. Basin Road
New Castle, Delaware, 19720

Dear Superintendent Linn:

On behalf of the Rodel Foundation of Delaware, I submit our full support for the ambitious education plan submitted by the BRINC (Brandywine, Indian River, New Castle County Vo Tech, and Colonial) consortium of districts in their application for Race to the Top District grant funds.

Delaware has been an education reform leader for over a decade, and these districts are leading the way in the implementation of the state Race to the Top initiatives. The consortium has a strong foundation upon which to implement the strategies, structures, and systems needed to bring personalized, student-focused approaches to teaching and learning, redesigning the way our state approaches public education and ensuring our students have the opportunity and ability to surpass the high expectations we have.

The BRINC consortium will pave the way for other schools and districts in our state, which will join the exciting initiatives articulated in the plan, as well as for policy changes that will be informed by educators on the ground. The consortium represents over a fifth of both districts and students, geographically spread across the state in urban and rural areas, with approximately the same or greater diversity than the state. In a small state like Delaware, we all benefit from others' successes and are eager to learn from what's working, especially from groups like this.

The Rodel Foundation of Delaware has supported the consortium school districts in our efforts to make Delaware public education world-class. Through our focus on improving public policy, supporting best practices, and engaging the public, we believe this partnership will only be strengthened by the consortiums commitments to deepening individual student learning and the use of data to frequently track learning and inform instruction.

Support across the state is strong, and the conditions are ripe for continued progress. The Rodel Foundation of Delaware is excited to partner with the BRINC consortium to take advantage of this opportunity as it leads the way in pushing our entire state system to the next level, ensuring all of our students are part of one of the finest education systems in the state.

Sincerely,

Paul A. Herdman, Ed.D.
President & CEO

cc: Dr. Mark Holodick, Superintendent, Brandywine School District
Dr. Susan Bunting, Superintendent, Indian River School District
Dr. Victoria C. Gehrt, Superintendent, New Castle County Vocational Technical School District

100 West 10th Street, Suite 704
Wilmington, Delaware 19801
Telephone: 302-571-1536
Facsimile: 302-571-1538
www.rodelfoundationde.org

UNIVERSITY OF DELAWARE | Office of the Provost

116 Hullihen Hall
Newark, DE 19716-1001
Phone: 302-831-2101
Fax: 302-831-2020

October 15, 2012

Dr. Dorothy A. Linn
Superintendent
Colonial School District
318 E. Basin Road
New Castle, Delaware, 19720

Dear Superintendent Linn:

On behalf of the University of Delaware, I submit our full support for the ambitious education plan submitted by the BRINC (Brandywine, Indian River, New Castle County Vo Tech, and Colonial) consortium of districts in their application for Race to the Top District grant funds.

Delaware has been an education reform leader for over a decade, and these districts are leading the way in the implementation of the state Race to the Top initiatives. The consortium has a strong foundation upon which to implement the strategies, structures, and systems needed to bring personalized, student-focused approaches to teaching and learning, redesigning the way our state approaches public education and ensuring our students have the opportunity and ability to surpass the high expectations we have.

The BRINC consortium will pave the way for other schools and districts in our state, which will join the exciting initiatives articulated in the plan, as well as for policy changes that will be informed by educators on the ground. The consortium represents over a fifth of both districts and students, geographically spread across the state in urban and rural areas, with approximately the same or greater diversity than the state. In a small state like Delaware, we all benefit from others' successes and are eager to learn from what's working, especially from groups like this.

The University of Delaware has long been a partner with districts and schools across the state, educating teacher candidates, supporting leadership and teacher development, and providing students with dual enrollment opportunities, as the flagship university in the state. We have been a central partner in implementing state RTTT strategies, including support for school leaders and teacher evaluation. In recent years, we have bolstered this partnership through initiatives by formally making a Commitment to Delawareans to provide affordable education, expanding dual enrollment, and improving our teacher preparation programs and training.

1. One of the ways we have done this is through the development of the Delaware Teacher Institute (DTI), a partnership of 5 districts, including Colonial and New Castle County Vo-tech. Based on a professional development model refined at Yale University (an affiliated partner), DTI engages teachers—especially those with high need student populations—in seminars to develop rigorous and effective curriculum units. Teachers participating in DTI are empowered to become curriculum leaders at their school, furthering DTI's impact.

   Research studies have shown that DTI has a positive effect on quality instruction, and we are excited about the opportunity this plan provides to broaden our impact, not only by increasing

the number of teachers participating, but also by welcoming two new districts. Furthermore, personalized learning is already central to our training, and we are eager to work with the consortium to align our efforts and ensure that not only will the teachers participating in DTI are better prepared to implement these environments, but that they will be able to share this benefit with their peers as curriculum leaders in their schools. As we expand this initiative statewide, the power of personalized learning for teachers and students and support of the implementation of Common Core will enable other districts—which have expressed interest—to join.

2. In addition, as one of the premier universities in the country, we have a vested interest in ensuring Delaware's students graduate college and career ready, and fully support the consortium's efforts to better prepare their students. In addition to deeply subsidizing high school dual enrollment coursework, the University has worked with both legislators and other higher education partners to ensure students have a variety of opportunities available to them. The Race to the Top District competition provides an opportunity to continue and strengthen this work by allowing us to work together with four of the highest performing districts in the state to develop increased on-campus and online coursework opportunities, targeting traditionally underserved students. We also will look at other ways to expand these opportunities, such as certifying more teachers to teach college credit-granting coursework.

3. Our School of Education will continue to support teachers to be prepared to teach in 21st century classrooms, included blended learning and personalized learning environments. Candidates for teacher certification currently have opportunities to develop their skills in these areas, and student teachers are placed in a variety of classroom environments. Partnering with BRINC, the University will explore how to provide more blended learning training opportunities through coursework and through student teacher placements in BRINC blended learning classrooms.

These efforts are not new; they build upon a strong foundation that has been in the past between the University and Delaware's public schools. We are excited that the BRINC consortium is leading the way for the rest of the state and we look forward to continuing our partnership to make Delaware's education system the finest in the country.

Sincerely,

Nancy Brickhouse
Interim Provost

cc: Dr. Mark Holodick, Superintendent, Brandywine School District
Dr. Susan Bunting, Superintendent, Indian River School District
Dr. Victoria C. Gehrt, Superintendent, New Castle County Vocational Technical School District
Dr. Joseph Pika, James R. Soles Professor, Interim Associate Dean for Social Sciences, College of Arts and Sciences, University of Delaware
Dr. Carol Vukelich, Sandra Hammonds Professor, School of Education, University of Delaware; Director, Delaware Center for Teacher Education
Dr. Dan Rich, University Professor of Public Policy, School of Public Policy & Administration
Dr. Lynn Okagaki, Dean and Professor, College of Education and Human Development

United Way

United Way of Delaware

www.uwde.org

October 19, 2012

Dr. Dorothy A. Linn
Superintendent
Colonial School District
318 E. Basin Road
New Castle, Delaware, 19720

Dear Superintendent Linn:

On behalf of the United Way of Delaware, I commit our full support for the ambitious education plan submitted by the BRINC (Brandywine, Indian River, New Castle County Vo Tech, and Colonial) consortium of districts in their application for Race to the Top District grant funds.

Delaware has been an education reform leader for over a decade with very promising results and these districts are leading the way in the implementation of the state Race to the Top initiatives. The consortium has a strong foundation upon which to implement the strategies, structures, and systems needed to bring individualized, student-focused approaches to teaching and learning, reinventing and reinvigorating innovative approaches to public education and ensuring our students have the opportunity and ability to meet or exceed the high expectations we have.

The BRINC consortium will pave the way for other school districts in our state, which will join the exciting initiatives articulated in the plan, as well as for policy changes that will be informed by educators on the ground. The consortium represents more than one-fith of both districts and students in Delaware geographically spread across the state in urban and rural areas. Collectively, it represents approximately the same or greater diversity than the entire state population. In a small state like Delaware, we all benefit from others' successes and are eager to learn from what's working, especially from groups like this.

The United Way of Delaware has been a partner with each of the school districts and our organizational efforts are focused on these school communities, communities that we have identified as the highest need in the state. We believe this partnership will only be strengthened by the consortium's commitments to engaging families and community organizations in non-traditional outreach activities, aligning both of our efforts to maximize the positive community impact.

OUR MISSION: TO MAXIMIZE THE COMMUNITY'S RESOURCES TO IMPROVE THE QUALITY OF LIFE FOR ALL DELAWAREANS.

Delaware 2-1-1 Get Connected. Get Answers.

We are in the middle of a great journey, and our work in the community is far reaching and determined. Our community impact programs in the area of education focus on school readiness and help shape our future by supporting programs that prepare children to succeed. From early care and education to after-school and mentoring programs, United Way of Delaware's Education strategies helps prepare the next generation of scholars and leaders to assume productive roles in an increasingly global economy.

As the result of our community impact work throughout the state, in which our partner programs have participated, tens of thousands of youth have successfully been promoted from grade to grade and are demonstrating improvement in report card grades in 2 or more subjects. However, our work is only just the beginning of our story.

Support across the state is strong, and the conditions are ripe for continued progress. The United Way of Delaware is excited to partner with the BRINC consortium to take advantage of this opportunity as it leads the way in propelling our entire state system to the next level, ensuring all of our students are part of one of the finest education systems anywhere.

Sincerely,

Michelle A. Taylor

Michelle A. Taylor
President and Chief Executive Officer

cc:
Dr. Mark Holodick, Superintendent, Brandywine School District
Dr. Susan Bunting, Superintendent, Indian River School District
Dr. Victoria C. Gehrt, Superintendent, New Castle County Vocational Technical School District

VISION Network | AN INITIATIVE OF VISION 2015

October 18, 2012

Dr. Dorothy A. Linn, Superintendent
Colonial School District
318 E. Basin Road
New Castle, Delaware, 19720

Dear Superintendent Linn:

On behalf of the Delaware Vision Network, I submit our full support for the ambitious education plan submitted by the BRINC (Brandywine, Indian River, New Castle County Vo Tech, and Colonial) consortium of districts in their application for Race to the Top District grant funds.

Delaware has been an education reform leader for over a decade, and these districts are leading the way in the implementation of the state's Race to the Top initiatives. The consortium has a strong foundation upon which to implement the strategies, structures, and systems needed to bring personalized, student-focused approaches to teaching and learning, redesigning the way our state approaches public education and ensuring our students have the opportunity and ability to surpass the high expectations we have.

The BRINC consortium includes two districts that have played leadership roles since the founding of the Network in 2007: Indian River and New Castle County Vo Tech. Their instructional leadership teams have been critical in building a network of schools across districts and in developing activities to meet educators' needs.

BRINC districts will continue to pave the way for other schools and districts in our state, which will join the exciting initiatives articulated in the plan, as well as for policy changes that will be informed by educators on the ground. The consortium represents over a fifth of both districts and students, geographically spread across the state in urban and rural areas, with approximately the same or greater diversity than the state. In a small state like Delaware, we all benefit from others' successes and are eager to learn from what's working, especially from groups like this.

The Vision Network is a network of districts and schools across the state that are committed to improving student achievement. The Network focuses in three areas: building instructional leadership teams, developing robust instructional feedback cycles, and establishing a culture of student efficacy.

Our work on student efficacy already includes training around goal setting, action planning, and building student resiliency, which are central components of the *Future Links* platform the consortium is planning to develop. And our work in supporting school leaders in the design and delivery of instructional feedback practices supports the instructional improvement component of the education plan, providing a backbone for implementing the significant instructional changes that this education plan will require.

100 W. 10th Street, Suite 4 | Wilmington, Delaware 19801 | T 302.504.5240 | F 302.571.1538 | Info@Vision2015Delaware.org

www.Vision2015Delaware.org

Support across the state is strong, and the conditions are ripe for continued progress. We are excited for this opportunity to expand our network and reach, as well as the chance to align and improve our own training. We have seen the incredible synergy that is produced when schools and districts work together, and we are eager to partner with the BRINC consortium to take advantage of this opportunity as it leads the way in pushing our entire state system to the next level, ensuring all of our students are part of one of the finest education systems in the country.

Sincerely,

Paul A. Herdman, Ed.D
Chair, Board of Directors
Vision Network

cc: Dr. Mark Holodick, Superintendent, Brandywine School District
Dr. Susan Bunting, Superintendent, Indian River School District
Dr. Victoria Gehrt, Superintendent, New Castle County Vocational Technical School District

WILMINGTON
UNIVERSITY

320 N. DuPont Highway
New Castle, Delaware 19720-6491
(302) 356-6990
Fax (302) 328-1568

Office of the President
Dr. Jack P. Varsalona

October 15, 2012

Dr. Dorothy A. Linn
Superintendent
Colonial School District
318 E. Basin Road
New Castle, DE 19720

Dear Superintendent Linn:

I submit the full support of Wilmington University for the ambitious education plan submitted by the BRINC (Brandywine, Indian River, New Castle County Vo Tech, and Colonial) consortium of districts in their application for Race to the Top District grant funds.

Delaware has been an education reform leader for over a decade, and these districts are leading the way in the implementation of the state Race to the Top initiatives. The consortium has a strong foundation upon which to implement the strategies, structures, and systems needed to bring personalized, student-focused approaches to teaching and learning, redesigning the way our state approaches public education and ensuring our students have the opportunity and ability to surpass the high expectations we have.

The BRINC consortium will pave the way for other schools and districts in our state, which will join the exciting initiatives articulated in the plan, as well as for policy changes that will be informed by educators on the ground. The consortium represents over a fifth of both districts and students, geographically spread across the state in urban and rural areas, with approximately the same or greater diversity than the state. In a small state like Delaware, we all benefit from others' successes and are eager to learn from what's working, especially from groups like this.

Wilmington University has long been a partner with districts and schools across the state, educating teacher candidates, supporting leadership and teacher development, and providing students with dual enrollment opportunities.

We have a vested interest in ensuring Delaware's students graduate college and are career ready, and fully support the consortium's efforts to better prepare their students. In addition to subsidizing high school dual enrollment coursework, this Race to the Top District competition provides an opportunity to continue to strengthen this work by allowing us to work together with four of the highest performing districts in the state to develop increased on-campus and online coursework opportunities, targeting traditionally underserved students. We also will look at other ways to expand these opportunities, such as certifying more teachers to teach college credit-granting coursework on the high school campus.

Our School of Education will continue to support teachers to be prepared to teach in 21st century classrooms, included blended learning and personalized learning environments. Candidates for teacher certification currently have opportunities to develop their skills in these areas, and student teachers are placed in a variety of classroom environments. Partnering with BRINC, the University will explore how to provide more blended learning training opportunities through coursework and through student teacher placements in BRINC blended learning classrooms.

In addition, Wilmington University is committed to supporting current consortium teachers in the development of online coursework and blended learning content to provide students with more opportunities to personalize their learning while meeting the individual needs of the students. These efforts are not new; they build upon a strong foundation that has been in the past between Wilmington University and Delaware's public schools. We are excited that the BRINC consortium is leading the way for the rest of the state and we look forward to continuing our partnership to make Delaware's education system the finest in the country.

Sincerely,

Jack P. Varsalona

Dr. Jack P. Varsalona
President

cc: Dr. Mark Holodick, Superintendent, Brandywine School District
Dr. Susan Bunting, Superintendent, Indian River School District
Dr. Victoria C. Gehrt, Superintendent, New Castle County Vocational Technical School District

DE CONSORTIUM RTTT-D READINESS/NEEDS ASSESSMENT RUBRIC

Name of School District: Brandywine School District

Date: 10/1/12

Technology and Infrastructure			
0	1	2	Notes*
There is insufficient bandwidth, power, and Ethernet or wireless access points (either physical or virtual) to implement blended learning in any classroom at this time. The school/district does not have the resources to expand access.	There adequate bandwidth, power, and Ethernet or wireless access points (either physical or virtual) to implement blended learning in some classrooms in the school. The school/district could expand access to all classrooms, but would likely require additional resources to do so.	There adequate bandwidth, power, and Ethernet or wireless access points (either physical or virtual) to implement blended learning in all classrooms (or it would not require a great deal of effort to expand access to all classrooms).	**1.0** Currently **1.5** by Sept. 2013 Projects this year: - Installation of WAPs to make Secondary buildings wireless - Increase bandwidth from 10 to 100 megabytes (completed)
The network cannot accommodate one device per student while still maintaining fast connectivity.	The network can accommodate one or two devices per student while still maintaining fast connectivity.	The network can accommodate three or more devices per student while still maintaining fast connectivity.	**0.0**
The school lacks the necessary hardware to implement blended learning in any classroom and it would require substantial additional resources for the school to obtain the necessary hardware.	The school has the hardware necessary to implement blended learning in some classrooms, but would require additional resources to obtain all of the necessary hardware.	The school has or requires relatively little additional resources to buy the necessary hardware to implement blended learning in some or all of its classrooms.	**1.0** Each school has several laptop carts designed to allow teachers to use internet resources for project-based learning; however, carts are off-line the majority of the year for DCAS, RtI, Component V, and other assessment usage.
The school's furniture cannot be re-purposed for use in a rotational	Some furniture could be repurposed for blended learning	The school's furniture could be flexibly re-purposed for use in a	**1.0**

* Where relevant, please note the extent to which the school's strengths and weakness benefit low-income students in particular.

model. Those classrooms implementing blended learning would require new classroom furniture.	classrooms. The school would have to purchase some furniture, however, in order to implement blended learning classrooms.	rotational model. The school would not require any additional furniture.	District believes that the majority of the available furniture will meet the required needs outlined in grant. There may be the need for some specialized furniture in some schools.
Use of time for students and teachers			
There is no common planning time for teachers.	There is common planning time for teachers, but it is not sufficient to allow for the implementation of blended learning.	There is sufficient common planning time for teachers to implement blended learning.	**1.0** For non-Core Content teachers **1.5** For Core Content teachers when PLC time can be used for data-driven instructional planning on a weekly basis (instead of Wireless Gen framework mini-lessons)
Teachers do not have access to a coach and or a professional learning community with time to collaborate.	Teachers have access to a coach and or a professional learning community with time to collaborate, but they would require substantial training to make use of these resources to support blended learning.	Teachers have access to a coach and or a professional learning community with time to collaborate. It would require relatively little time and effort to train teachers to use these resources to support blended learning.	**1.0** Core Content teachers have PLC time, but have never had access to an Instructional Technology Coach, nor professional development on effectively using technology to engage learners, provide relevancy to learning, pacing instruction, or using technology for formative and summative data at the classroom level.
Teachers, for the most part, have no experience with project-based learning stations or other forms of	Some teachers have experience with project-based learning stations or other forms of	Many teachers at the school are experienced in implementing project-based learning stations	**1.0** Substantiated by LoTi data

* Where relevant, please note the extent to which the school's strengths and weakness benefit low-income students in particular.

student-centered learning.	student-centered learning, but these skills are not widespread.	or other forms of student-centered learning.	previously submitted.
The school has insufficient resources to provide teachers and leaders the training they need to implement blended learning in its classrooms.	The school has some but would likely require additional resources to provide teachers and leaders the training they need to implement blended learning classrooms.	The school has the resources to provide teachers and leaders the training they need to implement blended learning classrooms.	**0.0** Of the four Consortium districts, Brandywine is the furthest behind in terms of providing access to technology for teachers, as well as in providing the professional development required for teachers to use technology to enhance (as an integral part) of classroom instruction
Digital content usage			
The school currently uses very little or no digital content.	The school currently uses digital content to a limited degree.	The use of digital content is widespread within the school.	**1.0** With the lack of access to technology and the limited bandwidth, Brandywine teachers have not had the same advantage that other teachers across the state have had to capitalize on digital content.
Teachers and leaders have had difficulty using digital content and/or tech tools in their classrooms.	Teachers and leaders have had mixed experiences using digital content and/or tech tools in their classrooms.	Teachers and leaders for the most part have had positive experiences using digital content and/or tech tools in their classrooms.	**1.0** Again, mixed experiences doesn't adequately describe Brandywine's status, staff have not had access to said resources.
Use of data			
Teachers, for the most part, are unaccustomed to using data to make instructional decisions.	Teachers use data to make instructional decisions, but could benefit from additional training	Teachers are accustomed to, and skilled in using data to make instructional decisions.	**1.0** Teachers have been working with State-provided Data

* Where relevant, please note the extent to which the school's strengths and weakness benefit low-income students in particular.

	and/or support.		Coaches during the 2011.12 and 2012.13 school years. Data Coaches are using Wireless Generation's Data Framework as they train staff on the use of data in real time with teachers' actual student achievement data
The school does not follow any data review cycle.	Data review cycles are in place, but not strictly observed.	Data review cycles are in place, and strictly observed.	**1.0** Data review cycles are in place, but are in the state of flux as additional data systems are unveiled and accessible to teachers. District is working with teachers to identify which components of each system are most informative and will focus on a few, to reduce data overload.
Assessments and instruction standards are not aligned.	There is some alignment between assessments and instruction standards, but that alignment could be stronger.	Assessments and instruction standards are strongly aligned.	**1.0** Curricula alignment work underway in all core content areas. Staff are in the process of developing common formative assessments between teachers within the same building, as well as common cross-district formative assessments.
Leadership and culture			
The principal cannot (or will not) dedicate any time to blended learning.	The principal can (and will) dedicate time to blended learning, but will require additional supports from the district to do so.	The principal can dedicate time to blended learning, and is willing to do so.	**1.0** PLC time has been used by State Data Coaches over the last two school years. As coach involvement in PLCs ends in the 2012.13 school year, principals

* Where relevant, please note the extent to which the school's strengths and weakness benefit low-income students in particular.

			are committed to allowing teachers to use data to design lessons and instruction that incorporate the key components of blended learning: direct instruction, use of technology to enhance and as a critical component to the lesson, allow student to collaborate and problem-solve through project-based learning activities and assessments.
The principal is reluctant to implement blended learning.	The principal interested in learning more about blended learning.	The principal is excited about blended learning.	**1.5** Principals are well informed about the pedagogical shift that needs to occur at our secondary level, as well as the need to align student assessment throughout the year with that of SMARTERBalanced.
Teachers have relatively weak classroom management practices.	Teachers have relatively average classroom management practices.	Teachers have relatively strong and consistent classroom management practices.	**1.5** Opportunity exists to decrease classroom management issues as the rigor and engagement of students increases through the use of blending learning elements.
The school does not wish to expand upon the opportunities it currently offers students in terms of personalized learning.	The school is interested in learning more about the costs and benefits of expanding personalized learning opportunities.	The school is interested in expanding upon the personalized learning opportunities it currently offers students.	**2.0** District has not made "personalized learning" a focus, but is committed to making it a priority
Teachers and leaders are generally	Some teachers and leaders	Teachers and leaders are very	**1.0**

* Where relevant, please note the extent to which the school's strengths and weakness benefit low-income students in particular.

unfamiliar with the concept of personalized learning.	familiar with the concept of personalized learning but they have had no formal discussions about it.	familiar with the concept of personalized learning, and have had discussions about it during staff meetings.	As it has not been a priority in the District, most do not have a working definition of personalized learning.
The school has no plans or desire to provide training to teachers and leaders in the area of personalized learning.	The school is willing to provide training to those who know how to use digital learning tools and have expressed an interest in personalized or blended learning.	The school already has begun to increase the capacity of those individuals who know how to use digital learning tools and have expressed an interest in personalized or blended learning.	**1.0** In isolated cases, the District has provided some training on the use of digital learning tools, but this was typically done by individual principals, and not the District. School anxiously await the opportunity to have greater access to and command of digital learning tools.
Need			
0	10	15	
Less than 40% of the students at the school qualify for free and reduced lunch.	40-60% of the students at the school qualify for free and reduced lunch.	Over 60% of the students at the school qualify for free and reduced lunch.	**10**
Track Record of Success			
0	2	4	
Students at the school have demonstrated less than typical growth on the DCAS over the past year.	Students at the school have demonstrated typical growth on the DCAS over the past year.	Students at the school have demonstrated greater than typical growth on the DCAS over the past year.	**2.0** Currently, Brandywine only has one school in School Improvement as a result of DCAS scores, Mt. Pleasant High School. However, MPHS made AYP for the first time last school year, and shows great promise in making it again this year. Should this happen, MPHS will no longer be in School Improvement.
The graduation rate at the school is less than the State average	The graduation rate at the school is about average for the State.	The graduation rate at the school is higher than the State average.	**2.0**
College enrollment is lower than the	College enrollment is about	College enrollment is higher than	**2.0**

* Where relevant, please note the extent to which the school's strengths and weakness benefit low-income students in particular.

State average.	average for the State	the State average.	
TOTAL			

* Where relevant, please note the extent to which the school's strengths and weakness benefit low-income students in particular.

DE CONSORTIUM RTTT-D READINESS ASSESSMENT RUBRIC

Name of School District: Colonial School District

Date: October 3, 2012

Technology and Infrastructure			
0	1	2	Notes*
There is insufficient bandwidth, power, and Ethernet or wireless access points (either physical or virtual) to implement blended learning in any classroom at this time. The school/district does not have the resources to expand access.	There adequate bandwidth, power, and Ethernet or wireless access points (either physical or virtual) to implement blended learning in some classrooms in the school. The school/district could expand access to all classrooms, but would likely require additional resources to do so.	There adequate bandwidth, power, and Ethernet or wireless access points (either physical or virtual) to implement blended learning in all classrooms (or it would not require a great deal of effort to expand access to all classrooms).	1 – We have upgraded the lines at all of our secondary schools and have wireless access throughout the buildings. There is a need to add more wireless access points to support a one-to-one initiative.
The network cannot accommodate one device per student while still maintaining fast connectivity.	The network can accommodate one or two devices per student while still maintaining fast connectivity.	The network can accommodate three or more devices per student while still maintaining fast connectivity.	1 – We do not see the need for more than 1 to 2 devices per student.
The school lacks the necessary hardware to implement blended learning in any classroom and it would require substantial additional resources for the school to obtain the necessary hardware.	The school has the hardware necessary to implement blended learning in some classrooms, but would require additional resources to obtain all of the necessary hardware.	The school has or requires relatively little additional resources to buy the necessary hardware to implement blended learning in some or all of its classrooms.	2 – Hardware is in place, we do need to turn over the inventory every 3-5 years.
The school's furniture cannot be re-purposed for use in a rotational model. Those classrooms implementing blended learning would require new classroom	Some furniture could be repurposed for blended learning classrooms. The school would have to purchase some furniture, however, in order to implement	The school's furniture could be flexibly re-purposed for use in a rotational model. The school would not require any additional furniture.	2 – Furniture can be repurposed as needed.

* Where relevant, please note the extent to which the school's strengths and weakness benefit low-income students in particular.

furniture.	blended learning classrooms.		
Use of time for students and teachers			
There is no common planning time for teachers.	There is common planning time for teachers, but it is not sufficient to allow for the implementation of blended learning.	There is sufficient common planning time for teachers to implement blended learning.	1.5 - Teachers currently have common planning time. Blended learning requires the development of content to be accessed in an online environment; teachers will need additional time to develop this online content.
Teachers do not have access to a coach and or a professional learning community with time to collaborate.	Teachers have access to a coach and or a professional learning community with time to collaborate, but they would require substantial training to make use of these resources to support blended learning.	Teachers have access to a coach and or a professional learning community with time to collaborate. It would require relatively little time and effort to train teachers to use these resources to support blended learning.	1.5 - Teachers have access to both instructional coaches and a professional learning community with time to collaborate. A goal of our professional learning community is to improve professional practice by demonstrating effective use of technologies that support student learning with a standards-based curriculum. Specifically, teachers are using Share Point for storing grade specific resources for sharing within and across grade levels. It is not a dynamic system, just a repository.
Teachers, for the most part, have no experience with project-based learning stations or other forms of student-centered learning.	Some teachers have experience with project-based learning stations or other forms of student-centered learning, but these skills are not widespread.	Many teachers at the school are experienced in implementing project-based learning stations or other forms of student-centered learning.	1 – A cohort at the high school has been trained and is sharing the information. The middle schools need to develop these skills. The high school needs to scale up practices.

* Where relevant, please note the extent to which the school's strengths and weakness benefit low-income students in particular.

The school has insufficient resources to provide teachers and leaders the training they need to implement blended learning in its classrooms.	The school has some but would likely require additional resources to provide teachers and leaders the training they need to implement blended learning classrooms.	The school has the resources to provide teachers and leaders the training they need to implement blended learning classrooms.	1 – The district's professional development budget will not meet all the needs of the implementation
Digital content usage			
The school currently uses very little or no digital content.	The school currently uses digital content to a limited degree.	The use of digital content is widespread within the school.	1 – Digital content is being access by a few teachers. Practice is not pervasive in any school. Professional development activities include: • Developing lessons for interactive whiteboards aligned to curriculum/states standards • Training on different features of the interactive whiteboards for using digital content • Development of websites for storing digital content.
Teachers and leaders have had difficulty using digital content and/or tech tools in their classrooms.	Teachers and leaders have had mixed experiences using digital content and/or tech tools in their classrooms.	Teachers and leaders for the most part have had positive experiences using digital content and/or tech tools in their	2 – Teachers and leaders are mostly positive and promising. A focus of our professional

* Where relevant, please note the extent to which the school's strengths and weakness benefit low-income students in particular.

		classrooms.	learning community is to (1) explore interactive technologies that have shown to have an impact upon student learning, (2) acquire skills needed to be proficient in using technologies in the classroom, and (3) analyze student work and one's personal professional practice along with reflecting upon newly improved skills to determine the impact upon student learning.
Use of data			
Teachers, for the most part, are unaccustomed to using data to make instructional decisions.	Teachers use data to make instructional decisions, but could benefit from additional training and/or support.	Teachers are accustomed to, and skilled in using data to make instructional decisions.	1 - Staff identifies instructional needs based upon student achievement data and areas in which to improve their professional practices then collaboratively plan ways to integrate current technologies into standard-based curriculum.
The school does not follow any data review cycle.	Data review cycles are in place, but not strictly observed.	Data review cycles are in place, and strictly observed.	2 – Regularly scheduled data summits. The professional learning community data review cycles are in place and observed.
Assessments and instruction standards are not aligned.	There is some alignment between assessments and instruction standards, but that alignment could be stronger.	Assessments and instruction standards are strongly aligned.	1 – we are in transition to common core State Standards and also need to strengthen the tie between district assessments and instructional standards.
Leadership and culture			
The principal cannot (or will not)	The principal can (and will)	The principal can dedicate time	1 – The principals support

* Where relevant, please note the extent to which the school's strengths and weakness benefit low-income students in particular.

dedicate any time to blended learning.	dedicate time to blended learning, but will require additional supports from the district to do so.	to blended learning, and is willing to do so.	blended learning professional development and implementation. They will require professional development in blended learning and how to provide teachers feedback for continued growth.
The principal is reluctant to implement blended learning.	The principal interested in learning more about blended learning.	The principal is excited about blended learning.	1 – Need to disseminate more information to generate excitement.
Teachers have relatively weak classroom management practices.	Teachers have relatively average classroom management practices.	Teachers have relatively strong and consistent classroom management practices.	1 – Mixed.
The school does not wish to expand upon the opportunities it currently offers students in terms of personalized learning.	The school is interested in learning more about the costs and benefits of expanding personalized learning opportunities.	The school is interested in expanding upon the personalized learning opportunities it currently offers students.	1 – The schools seem interested and supportive. There is a need to provide more information.
Teachers and leaders are generally unfamiliar with the concept of personalized learning.	Some teachers and leaders familiar with the concept of personalized learning but they have had no formal discussions about it.	Teachers and leaders are very familiar with the concept of personalized learning, and have had discussions about it during staff meetings.	1 – More information and discussion is needed.
The school has no plans or desire to provide training to teachers and leaders in the area of personalized learning.	The school is willing to provide training to those who know how to use digital learning tools and have expressed an interest in personalized or blended learning.	The school already has begun to increase the capacity of those individuals who know how to use digital learning tools and have expressed an interest in personalized or blended learning.	1.5 – The district has a technology initiative underway that addresses increasing capacity.
Need			
0	10	15	
Less than 40% of the students at the school qualify for free and reduced lunch.	40-60% of the students at the school qualify for free and reduced lunch.	Over 60% of the students at the school qualify for free and reduced lunch.	15 - Low income students will benefit from the initiatives being planned as our schools are

* Where relevant, please note the extent to which the school's strengths and weakness benefit low-income students in particular.

			predominantly free and reduced lunch or in poverty.
Track Record of Success			
0	2	4	
Students at the school have demonstrated less than typical growth on the DCAS over the past year.	Students at the school have demonstrated typical growth on the DCAS over the past year.	Students at the school have demonstrated greater than typical growth on the DCAS over the past year.	2 – Good growth in math but work to do in reading at the high school. Good growth at the middle schools.
The graduation rate at the school is less than the State average	The graduation rate at the school is about average for the State.	The graduation rate at the school is higher than the State average.	0 – Less than the state average.
College enrollment is lower than the State average.	College enrollment is about average for the State	College enrollment is higher than the State average.	1 – If we include military and 2 year college we are about at the state average
TOTAL			

* Where relevant, please note the extent to which the school's strengths and weakness benefit low-income students in particular.

DE CONSORTIUM RTTT-D READINESS/NEEDS ASSESSMENT RUBRIC

Name of School District: Indian River School District

Date: October 10, 2012

Technology and Infrastructure			
0	1	2	Notes*
There is insufficient bandwidth, power, and Ethernet or wireless access points (either physical or virtual) to implement blended learning in any classroom at this time. The school/district does not have the resources to expand access.	There adequate bandwidth, power, and Ethernet or wireless access points (either physical or virtual) to implement blended learning in some classrooms in the school. The school/district could expand access to all classrooms, but would likely require additional resources to do so.	There adequate bandwidth, power, and Ethernet or wireless access points (either physical or virtual) to implement blended learning in all classrooms (or it would not require a great deal of effort to expand access to all classrooms).	1 -The most of the buildings are wireless, but the schools will need to have additional bandwidth to be able to have the majority of students able to use the technology at one time. We have been working with the state to try to get some financial support for our schools. We will also need to have additional access points within each building.
The network cannot accommodate one device per student while still maintaining fast connectivity.	The network can accommodate one or two devices per student while still maintaining fast connectivity.	The network can accommodate three or more devices per student while still maintaining fast connectivity.	0 - The network can accommodate some classrooms with one device per student, but not the majority of classrooms with one device per student at the same time. We are working with the state to improve bandwidth.
The school lacks the necessary hardware to implement blended learning in any classroom and it	The school has the hardware necessary to implement blended learning in some classrooms, but	The school has or requires relatively little additional resources to buy the necessary	1 - The schools have increased technology in most of the classrooms, especially with

* Where relevant, please note the extent to which the school's strengths and weakness benefit low-income students in particular.

would require substantial additional resources for the school to obtain the necessary hardware.	would require additional resources to obtain all of the necessary hardware.	hardware to implement blended learning in some or all of its classrooms.	SMARTBoards. But very few classrooms have computers available in them. Schools do have a few laptop carts, but they get extensive use through the online testing program.
The school's furniture cannot be re-purposed for use in a rotational model. Those classrooms implementing blended learning would require new classroom furniture.	Some furniture could be repurposed for blended learning classrooms. The school would have to purchase some furniture, however, in order to implement blended learning classrooms.	The school's furniture could be flexibly re-purposed for use in a rotational model. The school would not require any additional furniture.	1 - The high schools are set up in very traditional style classrooms, and furniture would be needed to create classrooms up for a blended learning environment. The middle schools are set up in a much better manner for blended learning.
Use of time for students and teachers			
There is no common planning time for teachers.	There is common planning time for teachers, but it is not sufficient to allow for the implementation of blended learning.	There is sufficient common planning time for teachers to implement blended learning.	1 - With the first Race to the Top grant, a 90 minute PLC time was set up for each core content teacher during the school day in grades PreK through grade 12. The schools through training have been able to develop highly functioning PLC teams that analyze data, determine interventions and acceleration strategies, and make adjustments in instruction to improve student achievement. The PLC framework is essential for teachers, but the limitation is that the demands on the PLCs continue to increase with the transition to the Common Core, the new assessments, and the

* Where relevant, please note the extent to which the school's strengths and weakness benefit low-income students in particular.

			new evaluation system.
Teachers do not have access to a coach and or a professional learning community with time to collaborate.	Teachers have access to a coach and or a professional learning community with time to collaborate, but they would require substantial training to make use of these resources to support blended learning.	Teachers have access to a coach and or a professional learning community with time to collaborate. It would require relatively little time and effort to train teachers to use these resources to support blended learning.	2 - One of the strengths that IRSDS brings to the consortium is that we have some instructional coaches at the secondary level, and strong PLCs. Unfortunately when the current RTTT grant is finished, the district will have to make difficult decisions about staffing to continue this initiative.
Teachers, for the most part, have no experience with project-based learning stations or other forms of student-centered learning.	Some teachers have experience with project-based learning stations or other forms of student-centered learning, but these skills are not widespread.	Many teachers at the school are experienced in implementing project-based learning stations or other forms of student-centered learning.	1 - We do have some teachers with training and have a focus on student centered learning in the secondary schools, and plan to focus on those early adapters for the model classrooms.
The school has insufficient resources to provide teachers and leaders the training they need to implement blended learning in its classrooms.	The school has some but would likely require additional resources to provide teachers and leaders the training they need to implement blended learning classrooms.	The school has the resources to provide teachers and leaders the training they need to implement blended learning classrooms.	2 - If other factors listed above are taken care of through the grant, the district would be able to provide the training for blended learning.
Digital content usage			
The school currently uses very little or no digital content.	The school currently uses digital content to a limited degree.	The use of digital content is widespread within the school.	2 - The use of digital content is used throughout the classrooms in the district. The concern is the level of rigor in the use of this content. The need for strategies to use digital content in ways that increase student engagement and interest.
Teachers and leaders have had difficulty using digital content and/or	Teachers and leaders have had mixed experiences using digital	Teachers and leaders for the most part have had positive	1 - Primarily the mixed experiences come from the need

* Where relevant, please note the extent to which the school's strengths and weakness benefit low-income students in particular.

tech tools in their classrooms.	content and/or tech tools in their classrooms.	experiences using digital content and/or tech tools in their classrooms.	for increased bandwidth and for access points. Teachers do have the training and the interest in supporting student growth.
Use of data			
Teachers, for the most part, are unaccustomed to using data to make instructional decisions.	Teachers use data to make instructional decisions, but could benefit from additional training and/or support.	Teachers are accustomed to, and skilled in using data to make instructional decisions.	2 - IRSD teachers, administrators, and students are known around the state for their use of data to set goals and determine ways to improve instruction. This is a strength that IRSD brings to the consortium.
The school does not follow any data review cycle.	Data review cycles are in place, but not strictly observed.	Data review cycles are in place, and strictly observed.	2 - Administrators work with their Instructional Leadership Teams to review the data, set goals, and determine activities that will improve student learning. Administrators meet quarterly with the superintendent to review data and adjust targets as needed. Data is also shared with the Board and the community on a quarterly basis.
Assessments and instruction standards are not aligned.	There is some alignment between assessments and instruction standards, but that alignment could be stronger.	Assessments and instruction standards are strongly aligned.	1 - We are currently involved in the transition to the CCSS and the Smarter Balanced Assessments and are having to redo all of the alignment documents.

* Where relevant, please note the extent to which the school's strengths and weakness benefit low-income students in particular.

Leadership and culture			
The principal cannot (or will not) dedicate any time to blended learning.	The principal can (and will) dedicate time to blended learning, but will require additional supports from the district to do so.	The principal can dedicate time to blended learning, and is willing to do so.	2 - District principals are willing to do the training and will dedicate time to blended learning.
The principal is reluctant to implement blended learning.	The principal interested in learning more about blended learning.	The principal is excited about blended learning.	1 - Principals are interested in learning more to provide new opportunities for their students.
Teachers have relatively weak classroom management practices.	Teachers have relatively average classroom management practices.	Teachers have relatively strong and consistent classroom management practices.	2 - A strength of the district is that the classrooms are well managed and dedicated to learning. Most classrooms are consistently using Learning Focused Strategies that provide pre-teaching, previewing, and vocabulary development that have helped students to become more engaged in their learning.
The school does not wish to expand upon the opportunities it currently offers students in terms of personalized learning.	The school is interested in learning more about the costs and benefits of expanding personalized learning opportunities.	The school is interested in expanding upon the personalized learning opportunities it currently offers students.	2 - The district is interested in expanding personalized learning opportunities for students especially through the dual enrollment, the blended and online opportunities, and mastery learning.
Teachers and leaders are generally unfamiliar with the concept of personalized learning.	Some teachers and leaders familiar with the concept of personalized learning but they have had no formal discussions about it.	Teachers and leaders are very familiar with the concept of personalized learning, and have had discussions about it during staff meetings.	1 - The schools have some familiarity with personalized learning… especially in goal setting and through the use of data to monitor progress. The use of iTracker has really helped to bring supports to individual students.

* Where relevant, please note the extent to which the school's strengths and weakness benefit low-income students in particular.

The school has no plans or desire to provide training to teachers and leaders in the area of personalized learning.	The school is willing to provide training to those who know how to use digital learning tools and have expressed an interest in personalized or blended learning.	The school already has begun to increase the capacity of those individuals who know how to use digital learning tools and have expressed an interest in personalized or blended learning.	2 - The district has provided professional development for approximately 150 teachers to become certified SMARTBoard trainers. The district has done this in a strategic manner so that each school has 4 to 8 trainers in each building. Most teachers have had extensive training in the use of data tools to support student learning.
Need			
0	10	15	
Less than 40% of the students at the school qualify for free and reduced lunch.	40-60% of the students at the school qualify for free and reduced lunch.	Over 60% of the students at the school qualify for free and reduced lunch.	15 - The district poverty rate was 59.4% during the 2011-2012 school year, and is predicted to increase to well over 60% poverty during the current year. The changes in the economy has dramatically impacted this district, and we now have 12 out of 13 of the regular schools as Title I schools.
Track Record of Success			
0	2	4	
Students at the school have demonstrated less than typical growth on the DCAS over the past year.	Students at the school have demonstrated typical growth on the DCAS over the past year.	Students at the school have demonstrated greater than typical growth on the DCAS over the past year.	4- District schools have been able to make positive growth on DCAS over the past year. All schools in the district have made AYP for the past two years.
The graduation rate at the school is less than the State average	The graduation rate at the school is about average for the State.	The graduation rate at the school is higher than the State average.	4 - The district has an 86% graduation rate which is above the state average. The high schools have made significant

* Where relevant, please note the extent to which the school's strengths and weakness benefit low-income students in particular.

			gains in the past few years. One strategy that has helped is the online Credit Recovery program that we have now used for four years, providing students with greater opportunities.
College enrollment is lower than the State average.	College enrollment is about average for the State	College enrollment is higher than the State average.	2
TOTAL 0	**10**	**41**	**51**

* Where relevant, please note the extent to which the school's strengths and weakness benefit low-income students in particular.

DE CONSORTIUM RTTT-D READINESS ASSESSMENT RUBRIC

Name of School District: NCCVT

Date: October 3, 2012

Technology and Infrastructure			
0	1	2	Notes*
There is insufficient bandwidth, power, and Ethernet or wireless access points (either physical or virtual) to implement blended learning in any classroom at this time. The school/district does not have the resources to expand access.	There adequate bandwidth, power, and Ethernet or wireless access points (either physical or virtual) to implement blended learning in some classrooms in the school. The school/district could expand access to all classrooms, but would likely require additional resources to do so.	There adequate bandwidth, power, and Ethernet or wireless access points (either physical or virtual) to implement blended learning in all classrooms (or it would not require a great deal of effort to expand access to all classrooms).	0: The district recognizes the need to expand bandwidth and wireless access points. They are developing a plan to provide faster access to more classrooms.
The network cannot accommodate one device per student while still maintaining fast connectivity.	The network can accommodate one or two devices per student while still maintaining fast connectivity.	The network can accommodate three or more devices per student while still maintaining fast connectivity.	Unknown. Howard High is beginning their 1:1 iPad initiative this year. Devices have not been distributed yet, therefore it is unknown if the connectivity will be fast and without issue.
The school lacks the necessary hardware to implement blended learning in any classroom and it would require substantial additional resources for the school to obtain the necessary hardware.	The school has the hardware necessary to implement blended learning in some classrooms, but would require additional resources to obtain all of the necessary hardware.	The school has or requires relatively little additional resources to buy the necessary hardware to implement blended learning in some or all of its classrooms.	1
The school's furniture cannot be re-purposed for use in a rotational model. Those classrooms	Some furniture could be repurposed for blended learning classrooms. The school would	The school's furniture could be flexibly re-purposed for use in a rotational model. The school	1

* Where relevant, please note the extent to which the school's strengths and weakness benefit low-income students in particular.

implementing blended learning would require new classroom furniture.	have to purchase some furniture, however, in order to implement blended learning classrooms.	would not require any additional furniture.	
Use of time for students and teachers			
There is no common planning time for teachers.	There is common planning time for teachers, but it is not sufficient to allow for the implementation of blended learning.	There is sufficient common planning time for teachers to implement blended learning.	1 – Teachers have common planning time, however at the high school level it is challenging to get all staff from each discipline to have planning at the same time during the instructional day.
Teachers do not have access to a coach and or a professional learning community with time to collaborate.	Teachers have access to a coach and or a professional learning community with time to collaborate, but they would require substantial training to make use of these resources to support blended learning.	Teachers have access to a coach and or a professional learning community with time to collaborate. It would require relatively little time and effort to train teachers to use these resources to support blended learning.	1
Teachers, for the most part, have no experience with project-based learning stations or other forms of student-centered learning.	Some teachers have experience with project-based learning stations or other forms of student-centered learning, but these skills are not widespread.	Many teachers at the school are experienced in implementing project-based learning stations or other forms of student-centered learning.	2
The school has insufficient resources to provide teachers and leaders the training they need to implement blended learning in its classrooms.	The school has some but would likely require additional resources to provide teachers and leaders the training they need to implement blended learning classrooms.	The school has the resources to provide teachers and leaders the training they need to implement blended learning classrooms.	1
Digital content usage			
The school currently uses very little or no digital content.	The school currently uses digital content to a limited degree.	The use of digital content is widespread within the school.	1
Teachers and leaders have had	Teachers and leaders have had	Teachers and leaders for the	2

* Where relevant, please note the extent to which the school's strengths and weakness benefit low-income students in particular.

difficulty using digital content and/or tech tools in their classrooms.	mixed experiences using digital content and/or tech tools in their classrooms.	most part have had positive experiences using digital content and/or tech tools in their classrooms.	
Use of data			
Teachers, for the most part, are unaccustomed to using data to make instructional decisions.	Teachers use data to make instructional decisions, but could benefit from additional training and/or support.	Teachers are accustomed to, and skilled in using data to make instructional decisions.	2
The school does not follow any data review cycle.	Data review cycles are in place, but not strictly observed.	Data review cycles are in place, and strictly observed.	1
Assessments and instruction standards are not aligned.	There is some alignment between assessments and instruction standards, but that alignment could be stronger.	Assessments and instruction standards are strongly aligned.	2
Leadership and culture			
The principal cannot (or will not) dedicate any time to blended learning.	The principal can (and will) dedicate time to blended learning, but will require additional supports from the district to do so.	The principal can dedicate time to blended learning, and is willing to do so.	1
The principal is reluctant to implement blended learning.	The principal interested in learning more about blended learning.	The principal is excited about blended learning.	1
Teachers have relatively weak classroom management practices.	Teachers have relatively average classroom management practices.	Teachers have relatively strong and consistent classroom management practices.	2
The school does not wish to expand upon the opportunities it currently offers students in terms of personalized learning.	The school is interested in learning more about the costs and benefits of expanding personalized learning opportunities.	The school is interested in expanding upon the personalized learning opportunities it currently offers students.	2
Teachers and leaders are generally unfamiliar with the concept of	Some teachers and leaders familiar with the concept of	Teachers and leaders are very familiar with the concept of	1

* Where relevant, please note the extent to which the school's strengths and weakness benefit low-income students in particular.

personalized learning.	personalized learning but they have had no formal discussions about it.	personalized learning, and have had discussions about it during staff meetings.	
The school has no plans or desire to provide training to teachers and leaders in the area of personalized learning.	The school is willing to provide training to those who know how to use digital learning tools and have expressed an interest in personalized or blended learning.	The school already has begun to increase the capacity of those individuals who know how to use digital learning tools and have expressed an interest in personalized or blended learning.	2
Need			
0	10	15	
Less than 40% of the students at the school qualify for free and reduced lunch.	40-60% of the students at the school qualify for free and reduced lunch.	Over 60% of the students at the school qualify for free and reduced lunch.	40-60% - FRL
Track Record of Success			
0	2	4	
Students at the school have demonstrated less than typical growth on the DCAS over the past year.	Students at the school have demonstrated typical growth on the DCAS over the past year.	Students at the school have demonstrated greater than typical growth on the DCAS over the past year.	4
The graduation rate at the school is less than the State average	The graduation rate at the school is about average for the State.	The graduation rate at the school is higher than the State average.	4
College enrollment is lower than the State average.	College enrollment is about average for the State	College enrollment is higher than the State average.	0
TOTAL			

* Where relevant, please note the extent to which the school's strengths and weakness benefit low-income students in particular.

PROJECT: ORGANIZATIONAL MANAGEMENT	**YEAR 1** 12/31/2012-12/30/2013				**YEAR 2** 12/31/2013-12/30/2014				**YEAR 3** 12/31/2014-12/30/2015				**YEAR 4** 12/31/2015-12/30/2016			
Tasks:	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**
Regular Steering Committee Meetings	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Formalize Organizational Framework	●															
Establish Procurement Procedures	●															
Establish PMO Office/Procedures for Project Review	●															
Develop Job Descriptions for Each Role and Hire Staff	●															
Hire Staff	●	●														

PROJECT: FUTURE LINK	**YEAR 1** 12/31/2012-12/30/2013				**YEAR 2** 12/31/2013-12/30/2014				**YEAR 3** 12/31/2014-12/30/2015				**YEAR 4** 12/31/2015-12/30/2016			
Tasks:	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**
Review Existing Requirements	●															
System Inventory Across Districts	●															

PROJECT: FUTURE LINK	**YEAR 1** 12/31/2012-12/30/2013				**YEAR 2** 12/31/2013-12/30/2014				**YEAR 3** 12/31/2014-12/30/2015				**YEAR 4** 12/31/2015-12/30/2016			
Tasks:	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**
System Integration Documentation	●															
Process Review and Match to Technical Requirements	●															
Student Interest Assessment and Inventory • Modality • Student Portfolios • Learning Interests and Styles Inventory	●															
Gather Requirements from Parent Perspective	●															
Final Requirements Documentation for System	●	●														
Determine Need for Additional System Procurement and/or Procurement for Integration	●															
Procurement Process/Sole Source Process for System Functions Needed	●															
Design System Rollout and Training Plan Including Pilot Project	●	●														
Develop Communications Plan	●	●														

PROJECT: FUTURE LINK	**YEAR 1** 12/31/2012-12/30/2013				**YEAR 2** 12/31/2013-12/30/2014				**YEAR 3** 12/31/2014-12/30/2015				**YEAR 4** 12/31/2015-12/30/2016			
Tasks:	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**
Develop Helpdesk / User Support	●	●														
Develop Reporting Requirements		●	●													
Develop Sustainability Plan/Partnerships & Funding Model			●													
System Development		●	●													
Data Integration		●	●													
User Testing		●	●													
System Update Based on User Testing		●	●													
Pilot System with Select Group Across Districts			●													
Pilot Training			●													
Update System Based on Pilot Feedback			●	●												
System Roll Out				●	●											

PROJECT: FUTURE LINK	**YEAR 1** 12/31/2012-12/30/2013				**YEAR 2** 12/31/2013-12/30/2014				**YEAR 3** 12/31/2014-12/30/2015				**YEAR 4** 12/31/2015-12/30/2016			
Tasks:	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**
System Training (All User Groups)					●											
Monitor System Usage						●	●	●	●	●	●	●	●	●	●	●
Report Development and Review						●	●	●	●	●	●	●	●	●	●	●
System Adjustments/Integrations (On-Versioning Cycle)						●		●		●		●		●		●
Requirement Gathering and Design for Mobile Application								●	●							
Develop Scale-up Plan for all Districts															●	●
Implement System in Phases Across Districts															●	●

PROJECT: ON-LINE STUDENT EXPERIENCE	**YEAR 1** 12/31/2012-12/30/2013				**YEAR 2** 12/31/2013-12/30/2014				**YEAR 3** 12/31/2014-12/30/2015				**YEAR 4** 12/31/2015-12/30/2016			
Tasks:	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**
Assess Student Needs and Interests, and Determine Curriculum and Course Offering	●															

PROJECT: ON-LINE STUDENT EXPERIENCE	**YEAR 1** 12/31/2012-12/30/2013				**YEAR 2** 12/31/2013-12/30/2014				**YEAR 3** 12/31/2014-12/30/2015				**YEAR 4** 12/31/2015-12/30/2016			
Tasks:	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**
Maintain Priority List of Courses to Develop	●															
Explore Consortium Policies Regarding Online Courses and Suggest Changes	●															
Determine Criteria for, and Approval of, Online Courses Developed by Teachers		●														
Inventory Exiting Systems in Use		●														
User Feedback on On-Line Delivery and Usage		●	●													
Develop Requirements for On-Line System: System and User Interface			●													
Determine On-Line Portal/System to be Used			●													
Procure System			●													
System Development or Customization as Required				●	●											
System Testing					●											

PROJECT: ON-LINE STUDENT EXPERIENCE	**YEAR 1** 12/31/2012-12/30/2013				**YEAR 2** 12/31/2013-12/30/2014				**YEAR 3** 12/31/2014-12/30/2015				**YEAR 4** 12/31/2015-12/30/2016			
Tasks:	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**
Design Training Plan (Various Audiences)				●												
Design Communication Plan (Various Audiences)				●	●											
Inventory/Review School Capacity to Use System	●	●														
Develop Infrastructure Plan (Bandwidth)		●	●													
Procure Necessary Hardware for Implementation			●	●												
Analysis of Online Course Options			●	●												
Develop and/or Purchase Online Course Content		●	●													
Create Process for Working With PLT's About Online Courses		●	●	●												
Provide PD on Online Course Development (Ensuring Effective Pedagogical Approaches and Best Practices)		●	●	●												
Train Teachers and Facilitators to Monitor Students Through Online Course Following Protocol for Student Success			●	●	●	●	●	●	●	●	●	●	●	●		

PROJECT: ON-LINE STUDENT EXPERIENCE	**YEAR 1** 12/31/2012-12/30/2013				**YEAR 2** 12/31/2013-12/30/2014				**YEAR 3** 12/31/2014-12/30/2015				**YEAR 4** 12/31/2015-12/30/2016			
Tasks:	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**
Determine Criteria for Students to Take Online Courses		●	●													
Develop Protocols for Student Support and Monitoring of Their Learning During Online Learning Experiences			●	●	●											
Create and Own Training and Documentation for Instructional Tech Coaches and eCurriculum Coaches About Consortium Use and Policies for Online Courses			●	●	●	●	●	●	●	●	●	●	●	●		
Develop "Support Mechanisms" and Protocols for Student Support During the Online Learning Experience		●	●	●												
Support/ Guide Students Through Selection Process					●	●	●	●	●	●	●	●	●	●	●	
Monitor Usage Including Enrollment, Assessments, Pathways; Adjust Course Content to Meet Student Needs					●	●	●	●	●	●	●	●	●	●	●	
Facilitate the Transfer of Policies and Processes Learned During The RTTT – D Grant to Other Districts and the State												●	●	●	●	

PROJECT: BLENDED LEARNING	**YEAR 1** 12/31/2012-12/30/2013				**YEAR 2** 12/31/2013-12/30/2014				**YEAR 3** 12/31/2014-12/30/2015				**YEAR 4** 12/31/2015-12/30/2016			
Tasks:	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**
Blended Learning Consultation for Steering Committee	●															
Review and Develop Policies and Processes to Implement Blended Learning	●															
Design Blended Learning Framework with Educators	●	●														
Procure Digital Learning Platform (May be Part of Other Proposed Systems or Integration)	●															
Use Technical Assessment From Other Projects to Determine Hardware Needs	●	●														
Procure Necessary Hardware		●	●													
Ensure Wireless Access Point Improved		●	●													
Technology for Classrooms (e.g. Audio-Visual, Interactive, Whiteboard, Document Camera, Etc.)		●	●													
Develop Technology Training Plans		●	●													
Develop Communications Plans	●	●														

PROJECT: BLENDED LEARNING	**YEAR 1** 12/31/2012-12/30/2013				**YEAR 2** 12/31/2013-12/30/2014				**YEAR 3** 12/31/2014-12/30/2015				**YEAR 4** 12/31/2015-12/30/2016			
Tasks:	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**
Purchase Control Software to Limit Student Access to Inappropriate Sites		●														
Establish Criteria for the Identification of "Early Adaptor" Model Classrooms	●	●														
Blended Learning Overview for Consortium Administrators		●	●	●												
Train Consortium Personnel to Become Project-Based Learning Trainers			●	●	●	●	●	●	●	●	●	●	●	●		
Design and Implement PD for Teachers and Administrators	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Training Teachers and Facilitators to Monitor Students			●	●	●	●	●	●	●	●	●	●	●	●	●	
Developing Protocols for Student Support and Monitoring of their Learning During Online Learning Experiences		●	●	●												
Blended Learning Course Development and Content		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Deliver PD on Best Practices for Blended Learning Course Design		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Professional Development for Admins to Perform Blended Learning Evaluations					●	●	●	●	●	●	●	●	●	●	●	●

PROJECT: BLENDED LEARNING	**YEAR 1** 12/31/2012-12/30/2013				**YEAR 2** 12/31/2013-12/30/2014				**YEAR 3** 12/31/2014-12/30/2015				**YEAR 4** 12/31/2015-12/30/2016			
Tasks:	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**
Instructional Technology Coaches and eCurriculum Coaches will be Reabsorbed into Schools													●	●		
Transfer Processes, Policies and Knowledge Gained to Other Districts and the State															●	●

PROJECT: DUAL ENROLLMENT	**YEAR 1** 12/31/2012-12/30/2013				**YEAR 2** 12/31/2013-12/30/2014				**YEAR 3** 12/31/2014-12/30/2015				**YEAR 4** 12/31/2015-12/30/2016			
Tasks:	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**
Best Practices Research on Other Dual Enrollment Programs Throughout the Country	●	●														
Conduct Series of Focus Groups to Support Design of Program	●	●														
Design Dual Enrollment Program with Four Universities (e.g. Selected Courses)	●	●														
Create “Articulation Agreements” between Partners	●	●														
Develops MOU with IHEs	●	●														

PROJECT: DUAL ENROLLMENT	**YEAR 1** 12/31/2012-12/30/2013				**YEAR 2** 12/31/2013-12/30/2014				**YEAR 3** 12/31/2014-12/30/2015				**YEAR 4** 12/31/2015-12/30/2016			
Tasks:	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**
Design Program for Recruiting Teachers for Training in Program to Teach at Both Levels		●	●	●												
Earned Accreditation of District Staff to Instruct College Level Courses On-Site		●	●	●												
Teachers Participate in College PD (To Teach College Courses in HS)		●	●	●												
Develop Communication/Awareness Plan for all Constituents		●	●	●												
Leverage Internal PR Resources to Develop Campaign		●	●	●												
Test Communications/Marketing Materials		●	●	●												
Research Potential Transportation Issues/ Logistics that may Need to Occur Based on Projected Potential Enrollment Across Districts			●													
Develop Transit Plan and Costing Models				●												
Training to Educators (Counselors, Leadership) on Finding Students for the Program					●	●	●	●	●	●	●	●	●	●	●	●
Coordinate Logistics for Student Dual Enrollment; Provide Guidance/Support to Student Participants					●	●	●	●	●	●	●	●	●	●	●	●

PROJECT: DUAL ENROLLMENT	**YEAR 1** 12/31/2012-12/30/2013				**YEAR 2** 12/31/2013-12/30/2014				**YEAR 3** 12/31/2014-12/30/2015				**YEAR 4** 12/31/2015-12/30/2016			
Tasks:	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**
Parent Training on How to Support Your Child Through the Process					●	●	●	●	●	●	●	●	●	●	●	●
Monitoring of Enrollment, Assessment and Course Completion Data					●	●	●	●	●	●	●	●	●	●	●	●
On-Going Evaluation of Course Selection					●	●	●	●	●	●	●	●	●	●	●	●
Updating of Communications/Marketing as Necessary based on Enrollment and Program Completion				●	●	●	●	●	●	●	●	●	●	●	●	●

PROJECT: DUAL ENROLLMENT	**YEAR 1** 12/31/2012-12/30/2013				**YEAR 2** 12/31/2013-12/30/2014				**YEAR 3** 12/31/2014-12/30/2015				**YEAR 4** 12/31/2015-12/30/2016			
Tasks:	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**
Potential Enrollment Across Districts			●													
Develop Transit Plan and Costing Models				●												
Training to Educators (Counselors, Leadership) on Finding Students for the Program					●	●	●	●	●	●	●	●	●	●	●	●

PROJECT: DUAL ENROLLMENT	**YEAR 1** 12/31/2012-12/30/2013				**YEAR 2** 12/31/2013-12/30/2014				**YEAR 3** 12/31/2014-12/30/2015				**YEAR 4** 12/31/2015-12/30/2016			
Tasks:	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**
Coordinate Logistics for Student Dual Enrollment; Provide Guidance/Support to Student Participants					●	●	●	●	●	●	●	●	●	●	●	●
Parent Training on how to Support Your Child Through the Process					●	●	●	●	●	●	●	●	●	●	●	●
Monitoring of Enrollment, Assessment and Course Completion Data					●	●	●	●	●	●	●	●	●	●	●	●
On-Going Evaluation of Course Selection					●	●	●	●	●	●	●	●	●	●	●	●
Updating of Communications/Marketing as Necessary Based on Enrollment and Program Completion				●	●	●	●	●	●	●	●	●	●	●	●	●

PROJECT: MASTERY LEARNING	**YEAR 1** 12/31/2012-12/30/2013				**YEAR 2** 12/31/2013-12/30/2014				**YEAR 3** 12/31/2014-12/30/2015				**YEAR 4** 12/31/2015-12/30/2016			
Tasks:	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**
Design Mastery Learning Program with Specific Criteria	●	●														
Written Policy Accepting Competencies as Course Competition	●	●														

PROJECT: MASTERY LEARNING	**YEAR 1** 12/31/2012-12/30/2013				**YEAR 2** 12/31/2013-12/30/2014				**YEAR 3** 12/31/2014-12/30/2015				**YEAR 4** 12/31/2015-12/30/2016			
Tasks:	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**
Creating/Identifying Competency Assessments	●	●														
Determine Process for Assessing Which Students Should be in the Program	●	●														
Develop Process for Students to Show Mastery/ How Teachers Evaluate	●	●														
Design Pilot Program Including Assessments		●														
Select Schools or Subject Areas/Courses for Pilot; Develop Communication Plan Around Program to Educated Teachers, Parents, and Students		●														
Communication with Teachers on the Pilot Program		●														
Communication with Parents and Teachers on the Pilot Program		●														
Implement Mastery Program in Pilot		●	●	●												
Gather Feedback from Pilot			●	●												

PROJECT: MASTERY LEARNING	**YEAR 1** 12/31/2012-12/30/2013				**YEAR 2** 12/31/2013-12/30/2014				**YEAR 3** 12/31/2014-12/30/2015				**YEAR 4** 12/31/2015-12/30/2016			
Tasks:	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**
Adjust Program as Necessary			●	●												
Determine Launch Date for Full Program			●	●												
Identify Students that Require Acceleration				●												
Launch Full Program					●											
Monitoring of Enrollment, Assessment and Course Completion Data					●	●	●	●	●	●	●	●	●	●	●	●
On-Going Evaluation of Course Selection						●	●	●	●	●	●	●	●	●	●	●
Consortium will Transfer Processes, Policies, and Knowledge Gained to Other Districts and the State															●	●

High Impact Response Strategies

This chart is from a presentation by Max Thompson of Learning Focused Strategies. He is demonstrating how the work of Dr. Robert Marzano began a major study of those strategies that have the greatest impact on student achievement.

Strategies That Most Impact Achievement

Rank	Strategy	Effect Size	Percentile Gain
1	Extending Thinking Skills	1.61	45
2	Summarizing	1.00	34
3	Vocabulary In Context	.85	33
4	Advance Organizers	.73	28
5	Non-Verbal Representations	.65	25

(Marzano, 2001;
US Department of Education: 2002)

This information is from the same presentation by Max Thompson on the strategies that he refers to as High Impact-Rapid Response Strategies that schools should focus on to have the greatest impact on student achievement.

High Impact … Rapid Response Strategies

Scaffolding Grade-Level Content is the
Single Most Critical Component in Meeting AYP (USDOE, 2006)

1. Vocabulary
2. Reading comprehension
3. Summarizing
4. Writing to raise achievement
   -- Summary Point Writing
   -- Writing To Inform
5. Additional organizational / instructional focus with previewing for students with disabilities

Dr. Max Thompson, Learning Focused Strategies

Governor's World Language Expansion Initiative: Preparing a Globally-Competitive Delaware Workforce

DISTRICT APPLICATIONS (COHORT ONE—DUE 12/22/11)

APPLICATION INSTRUCTIONS FOR DELAWARE SCHOOL DISTRICTS AND CHARTER SCHOOLS TO ESTABLISH COMPREHENSIVE K-12 WORLD LANGUAGE LEARNING SYSTEMS BEGINNING WITH ELEMENTARY SCHOOL IMMERSION PROGRAMS

INITIATIVE OVERVIEW

World language capacity is crucial to Delaware in order for the state to maintain and strengthen its domestic economy. Governor Markell has spoken publicly about the importance of young Delawareans learning a world language, saying that Delaware graduates who enter the job market without the ability to speak a world language other than English are at a significant disadvantage.

Currently, most students in Delaware public schools do not begin learning another language until they reach high school. A few students have the opportunity to begin in middle school, while an even few number have a language learning experience of any kind in elementary school. Compared to their Asian and European peers who begin learning additional languages as early as five years old, Delaware students lag considerably behind.

The *Governor's World Language Expansion Initiative* addresses these issues by proposing an aggressive world language education plan that prepares generations of Delaware students with the language skills to compete in an ever-changing global economy at home and around the world. In essence, Delaware will begin to graduate globally-competitive students with advanced-level proficiency in languages, giving them an economic edge in the multilingual and multicultural workforce of the 21st century.

Delaware students will begin their study of either Mandarin Chinese or Spanish in an elementary immersion program in kindergarten or first grade and continue language study into middle school. These students will be able to achieve Advanced Placement credit by the ninth grade and will be encouraged to begin study of an additional world language such as Arabic that could also culminate in additional Advanced Placement credit by graduation. Delaware students may also be able to participate in dual-credit options with Delaware institutions of higher education to further their language abilities and enter college with a number of world language credits that could easily count toward a minor or major in the language.

A robust world language performance-based assessment system is at the core of this aggressive plan. This system will assess program effectiveness and monitor the progress of student language growth against established proficiency targets. This also ensures students exit their K-12 experience with the needed advanced-level language skills.

Achieving these goals requires a shared recognition of Delaware's place in the world and the world's place in Delaware. As Delaware strives to redesign world language learning for all students, it is imperative that all citizens understand that learning another language is a crucial skill that gives Delaware an economic advantage in the global marketplace.

GOALS

The Governor's aggressive and innovative world language education plan prepares Delaware's current and future students to communicate effectively with the rest of the world to ensure our state's position as an economic leader. Delaware students will exit their K-12 experience with high levels of language proficiency in a recognized critical needs language. World language study begins in elementary language immersion programs and continues through to college-level course work while still in high school. Students learn strategic languages that give them an academic edge.

By 2020,

(1) At least 20 elementary schools (20% of Delaware's elementary schools) will have an immersion program in either Mandarin Chinese or Spanish.
(2) At least 12 middle schools (33% of Delaware's middle schools) will offer two or more world languages that articulate with the district's elementary immersion program and the feeder high schools. These languages must provide students with language skills to be competitive in the global marketplace. See Bloomberg's list of most important languages for commerce.

Implementation of a world-class, high-proficiency-oriented, world language program for Delaware students requires strategic coordination by Delaware's state and local educational leadership. The Governor's Office, the Delaware Department of Education and Delaware's school districts will work cooperatively to ensure an effectively designed and implemented system of K-12 world language learning experiences that will prepare and serve the current and future generations of professionals in Delaware. **This world-class system is defined by a clearly articulated, sustainable, long sequence of language study that begins with elementary immersion programs and continues through middle and high school to assure students graduate with advanced levels of language skills.** Delaware districts are the leading force in creating substantial and meaningful systems for world language learning. Significant change cannot be realized by a school-by-school approach.

Delaware's success as an economic leader depends on the keen ability of Delaware's education system to redesign world language learning for all students and for every citizen to realize that speaking another language is a crucial skill that gives Delaware an economic advantage in the global marketplace.

OVERARCHING STRUCTURES

The goals of the Governor's World Language Expansion Initiative capitalize on the following structures:

- Articulate a K-16 system. Working with Delaware's institutions of higher education will ensure longer, more sustained sequences of language learning that will ultimately produce professional-level speakers of languages critical to economic competitiveness. A plan to work with Delaware institutions of higher education is included in this action plan and proposal.

- Begin language learning in an immersion program starting in kindergarten or first grade.
- Engage in collaborative learning projects with peers in partner schools in target-Language countries.
- Continue immersion experiences of content and language integration in the middle school years via innovative technology-driven approaches.
- Provide opportunities for a student to learn an additional world language in the middle school years
- Provide World Language AP Exams in 9th Grade.
- Provide opportunities to learn a 3rd World Language in high school with the ability to take an additional World Language AP Exam as a senior.
- Provide a capstone experience by working in a Dual-Credit Environment with Delaware Institutions of Higher Education to further language abilities and study-abroad options.

Overview of the Delaware World Language Expansion Initiative
K-12 Articulation

K/1-5th
- Partial Immersion Program (Mandarin Chinese or Spanish)
- Targeted Proficiency Level: Intermediate Low/Intermediate Mid

6th
- Integrated Immersion World Language Level 2 (Mandarin Chinese or Spanish)
- Targeted Proficiency Level: Intermediate Mid
- Offering a Second World Language

7th
- Integrated Immersion World Language Level 3 (Mandarin Chinese or Spanish)
- Targeted Proficiency Level: Intermediate Mid/Intermediate High
- Offering a Second World Language

8th
- Integrated Immersion World Language Level 4 (Mandarin Chinese or Spanish)
- Targeted Proficiency Level: Intermediate High/Pre-Advanced
- Offering a Second World Language

9th
- AP World Language Course (Mandarin Chinese or Spanish)
- Targeted Proficiency Level: Advanced Low
- Continuation of a 2nd or 3rd World Language

10th
- Dual-Credit or University-Level Courses (Mandarin Chinese or Spanish)
- Targeted Proficiency Level: Advanced Low/Advanced Mid
- Continuation of a 2nd or 3rd World Language

11th
- Dual-Credit or University-Level Courses (Mandarin Chinese or Spanish)
- Targeted Proficiency Level: Advanced Mid
- Continuation of a 2nd or 3rd World Language

12th
- Dual-Credit or University-Level Courses (Mandarin Chinese or Spanish)
- Targeted Proficiency Level: Advanced Mid/Advanced High
- Continuation of a 2nd or 3rd World Language, with additional AP World Language Courses

ELEMENTARY IMMERSION MODELS

What is immersion?

An immersion program is an education program where there is a distinctive 50/50 curriculum in English and an identified second language that is integrates academic content and is aligned to the Common Core State Standards for English Language Arts and mathematics and the Delaware Recommended Curriculum for all other content areas. The Delaware immersion model calls for a student to spend 50% or more of his or her day learning in a target language and the rest of the day learning in English.

There is no other type of instruction, short of living in a second-language environment, that is as successful as a partial immersion program to help students attain high levels of second language proficiency and well-developed cultural skills. The cognitive, socio-cultural, and economic benefits are great. Young children especially thrive in this type of instructional environment. Economically, the partial immersion model is also the least expensive and most sustainable way to deliver second language instruction. The reason is simple: partial immersion teachers are hired by schools as regular elementary teachers who also happen to speak and teach the target language, and at no additional personnel cost to the school. They are permanent and critical members of the school's faculty, just like their English-speaking partner teachers. Together, this powerful team offers a high quality education to Chinese or Spanish dual immersion students. Global Citizenship Video

What are the proven benefits to Immersion?

Second Language Communication Skills

By enrolling in a partial or dual-language immersion program, students achieve high proficiency in the immersion language. Partial immersion students are on a pathway to read, write, speak and listen in Chinese or Spanish at a high intermediate proficiency level by the ninth grade when they take Advanced Placement Chinese or Spanish. If they continue to study in high school, they can achieve advanced language proficiency skills and possibly earn credit towards a Chinese or Spanish minor at Delaware institutions of higher education.

Improved Performance on Standardized Tests

Immersion students perform as well as or better than non-immersion students on standardized tests of English and math that are all **administered in English**. In Utah, a state with an equally aggressive elementary immersion initiative, year-end tests given to their students to judge performance in English language skills, and quarterly tests given in math have shown that students in their partial immersion programs regularly test at least as well as or better than their non-immersion peer students. It is remarkable to see how well the students can understand core content instruction delivered in Chinese and Spanish, and the proof is in their standardized scores. Chinese Math Video

Enhanced Cognitive Skills

Immersion students typically develop greater cognitive flexibility, demonstrating increased attention control, better memory, and superior problem solving skills as well as an enhanced understanding of their primary language. Current research shows that being bilingual boosts brainpower. Cognitive Video

Increased Cultural Sensitivity

Immersion students are more aware of and show more positive attitudes towards other cultures and an appreciation of other people. A survey of top international business executives done by the Center for Applied Second Language Studies at the University of Oregon in 2007 showed that multinational businesses are looking for potential high-level employees with cultural sensitivities and the skill to perform in a foreign environment. "What really counts for multinational businesses is employees' ability to effectively communicate in a variety of cultures and contexts. Bilingual employees are valuable, not only for their language skills, but also for their ability to interact effectively with people around the world in either their first or second language."

Long Term Benefits

Immersion students are better prepared for the global community and job markets where a second language is an asset. China has both the world's quickest growing economy and the largest population. More people speak Mandarin Chinese than any other language on the earth. It is difficult to see an American future isolated from Chinese influence. Spanish is the United States' second most spoken language and with it brings opportunity to communicate with an ever growing population and market share. Speaking in Tongues Video

Delaware's Elementary Immersion Model

From kindergarten/first grade to the fifth grade, students have two teachers per grade level. One high-qualified teacher will help students learn for at least half the day in Chinese or Spanish instruction with and the other fifty percent of the day is spent with their English-speaking teacher. To ensure that the students understand the core content subjects, a strong collaborative effort exists between the two teachers to reinforce the students' learning. In grades 1-3, mathematics, science, target-language arts and some social studies will be taught in the target-language.

Although the amount of time spent in each classroom doesn't change, the curriculum model shifts when students enter grades four through five as a greater sharing of content area responsibility is developed between the two teachers. For example, some areas of math, social studies, and science will shift to the English half-day with an increased concentration on Chinese or Spanish literacy during the Chinese or Spanish half-day to help improve the students' proficiency. In grades 4-5, students will continue to learn mathematics in the target language, science may continue in the target language, but social studies will be the new focus. This will ensure transition into a social-studies-focused middle school hybrid immersion program.

Students entering immersion programs in kindergarten or the first grade will become part of an immersion strand of study that culminates in Advanced Placement Chinese or Spanish by the 9th grade and college-level coursework from grades ten to twelve as they work to achieve advanced level proficiency on graduation from high school. It is anticipated that many students who stay with Chinese or Spanish through high school will also graduate with significant progress toward an undergraduate minor in Chinese or Spanish at Delaware institutions of higher education.

DELAWARE MIDDLE SCHOOL HYBRID WORLD LANGUAGE IMMERSION MODELS

Currently, very few Delaware middle schools offer a world language at all. It is the intent of this funding to foster a culture and structure for learning languages during the middle years that will articulate with the elementary school immersion programs and transition students into advanced-level language study in the high schools. To do this, the DOE is proposing the Delaware Middle School Hybrid World Language Immersion Model. This model is a hybrid approach to language learning that successfully integrates face-to-face time with a live teacher and online learning experiences that are content-based. Using a full-immersion methodology combined with the efficiency of online technology to deliver new innovations in world languages, this model will allow students the choice of learning languages while still providing middle school students the teacher interaction they need to develop interpersonal communication skills. The curriculum for this hybrid immersion experience is being created by an international team of highly qualified language experts and instructors. Hybrid models such as these allow teachers to be more readily available to a greater number of students.

FINDING QUALIFIED TEACHERS

Although it will be a challenge to recruit and retain highly-qualified bilingual elementary certified teachers, Delaware is well positioned to do so because of its collaborations with Delaware universities and international educational agencies:

- Robust Memoranda of Understanding with China and Spain to bring certified elementary and middle school teachers to Delaware
- University of Delaware Alternative Routes to Certification Pipeline
- Other Alternative Routes (Teach for America; Delaware Teaching Fellows)

If requested, the State will assist participating schools in locating the teachers they need for their immersion or middle school hybrid projects. Districts may take full advantage of the DOE's Memoranda of Understanding to find the qualified teachers they need. Funding to assist districts in recruiting, hiring and retaining bilingual staff is included in the Governor's World Language Expansion Initiative.

STATE COMMITMENT

District Applications must provide a clearly articulated, sustainable, 12-year sequence of language study that begins with elementary immersion programs and continues through middle and high school to assure students graduate with advanced levels of language skills.

The Governor's World Language Expansion Initiative will provide funding and support for a cohort of **five** programs to begin in the school of 2012-2013 and continue until the students who begin in immersion finish their K-12 learning experience.

Elementary School (K/1-5)	Middle School (6-8)	High School (9-12)
• Year 1—Start-Up Resources ($10,000 per program)	• Year 1—7th grade online language program (at least	• Year 9—Professional development for staff to

• Years 2-6—Program Resources as the program adds an immersion grade each year ($10,000 per program/year) • State-level Immersion Specialists to help with curriculum, instruction and professional development needs • Study Mission for School Administrators • Administrator Professional Development and Support • Parent/Student/Community Outreach Support • Teacher Recruitment and Retention Support (up to $10,000 per program/year) • Formative language proficiency assessments • Partner school in target-language country • Outside Program Reporting • State recognition of program • Student recognition ceremony and awards	two language options) for up to 100 students/program) • Year 2-6—7th and 8th grade online language program (at least two languages) for up to 200 students • Year 7—6th Grade Immersion Program Begins; second language option for immersion students (50 students) • Year 8—7th Grade Immersion Program Begins; second language option for immersion students (100 students) • Year 9—8th Grade Immersion Program Begins ; second language study for immersion students (100 students) • Professional development for middle school educators • Administrator Professional Development and Support • State-level Immersion Specialists to help with curriculum, instruction and professional development needs (beginning in year 6) • Formative language proficiency assessments • 8th grade summative proficiency assessments • State recognition of program • Student recognition ceremony and awards	teach AP Spanish or Mandarin Chinese • Years 10—Dual-credit enrollment support for promising students • Professional development for high school educators • Formative language proficiency assessments • State recognition of program • Student recognition ceremony and awards

APPLICATION PROCESS

Interested districts must develop a 12-year world language plan by responding to a series of guided questions. The plan should include the following:

(1) A cover sheet with the following information: title of proposal with the language selected, name of requesting district, participating schools, plan supervisor(s), contact information and date.
(2) A one-page description the current landscape of world language learning in your district.
(3) A one-page explanation of how the goals of the Governor's World Language Expansion Initiative impact the goals, objectives and activities your district has outlined in its Educational Success Plan. Describe the administrative commitment at both the district and school levels to supporting the immersion program. Explain how the immersion target language was selected and why other languages will be promoted at the middle and high school levels.
(4) A graphic overview of what an aggressive 12-year world language plan that meets the minimum requirements below would look like in your district.
(5) A narrative that addresses the critical questions outlined below for language learning at elementary, middle and high school that will ensure that the students exit their K-12 learning experience with language skills that will make them **globally-competitive in the workforce**.

Elementary School Immersion Program

- Identify one or more schools who wish to participate.
- Identify how many K/1 or 1 classrooms will be involved in each school in Year 1. [A minimum of two classrooms must be proposed to allow for the two-teacher model]
- State the targeted number of students to be involved in each school's program.
- Identify the preferred language: Mandarin Chinese or Spanish for each school.
- State whether you would like to take advantage of the DOE's MOUs with partnering countries to find qualified teachers or if you have your own pool of candidates.
- Describe what the immersion program would look like in terms of the daily schedule, yearly implementation of additional grades, before and after-school activities, etc.
- Describe how you would attract students and parents and involve them in advocating for the importance of immersion education.
- Describe how your enrollment procedures.

Middle School Program

- Identify one middle school that wishes to participate.
- Identify how many students in 7th grade would benefit in Year 1 and how many 7th and 8th in Years 2-5.
- Identify which languages you wish to offer. [Minimum two. Choice: Arabic, Chinese, French, German, Italian, Japanese, Spanish—Rank your preferences 1-7 and address how your choices reflect the Bloomberg Rankings of the Languages of Business in Appendix A]
- Describe how the online language learning opportunities would look like in the middle school (number of minutes/week and frequency) based on the school's current configuration.

- Describe the technology supports your district will put in place to ensure that the online courses are successfully implemented.
- Describe how students will be selected to participate in the online language learning opportunities.
- Describe your district's policy for awarding high school credit for high-school equivalent courses taken in the middle school.
- Describe how the immersion students who enter the sixth grade in Year 7 will be able to participate in the online hybrid language/content course in the immersion language and begin to study a second language if they choose.
- Describe how the 8th grade nationally recognized assessment of student proficiency would be used for awarding high school credit or placement purposes in your district.
- Describe strategies for increasing parental involvement at the secondary level in students' world language learning. Describe how you would engage parents in understanding the importance of learning additional world languages beyond the one started in the elementary immersion program.

High School Program

- Identify at least one high school in your district willing to provide advanced-level language courses for the immersion students.
- Describe the school's ability to offer either AP Spanish or Mandarin Chinese in the 9th grade for the immersion students in Year 9.
- Describe how this school's language offerings will allow immersion students to continue the study of their second language chosen in middle school or provide them with new opportunities for other languages. Will AP courses in those languages be available as well?
- Describe policies that are in place that would allow and encourage students to enroll in dual-credit or dual-enrollment world language courses with local universities.
- Describe any study-abroad opportunities the school will promote with partner schools or other institutions.

Due Date

Applications must not exceed 15 pages and are due by **noon (12 pm)** on **Thursday, December 22**. All applications must be submitted electronically to Dr. Gregory Fulkerson, Education Associate for World Languages and International Education at gfulkerson@doe.k12.de.us.

Award Notification

All applicants will be notified of their acceptance status by **Friday, January 13**. Each winning school district or charter school will be required to report annually to the Delaware Department of Education regarding the progress in reaching the objectives and targets described in their proposal. An external report will also be conducted by the DEDOE. Further information regarding reporting requirements will be forthcoming.

A Model for District Implementation of Professional Learning Communities at Work™

"DuFour Model of PLC Implementation"

Laying a Broad Foundation
Phase I - This is gaining a shared common language of the school transformation effort.

Outcomes:
1. Understand the three big ideas of PLC:
    - An understanding that all students can learn
    - A commitment to collaboration
    - A focus on results

DISTRICTS	Delaware DOE Training w/DuFour Associates	DuFour & Associates 3-day Conference	On-site Training with DuFour Associates	Other
Brandywine	120 staff	All secondary schools – teams of five and all administrators		
Indian River			All Schools – School Leadership Teams, including administrators and teachers	
NCCVT				Four content area specialists were coached using the model from SAS "Creating a Data Driven Culture: Eight steps to prepare a school district for accessing and integrating data to make informed, proactive decisions." The district participated in a train the trainer

				model.
Colonial		All district and school administrators and 2 teachers from every school	All district teachers – 1 day training	300 teachers – Rick and Becky virtual technical assistance tailored for Colonial specific concerns

2. Understand and discuss the four major questions of the PLC model:
    - What do we want/need our students to learn? (specific learning targets)
    - How will we know if our students have learned? (assessment)
    - How do we respond if they have not learned? (intervention)
    - How do we respond if they already know? (differentiation)

DISTRICTS	**All schools Require 90 minutes/week During the School Day**	**Four Major Questions as Guide for Discussion are Established in All PLCs**	**Administrators Regularly Monitor PLC Discussions**
Brandywine	X	X	X
Indian River	X	X	X
NCCVT	X	X	X
Colonial	X	X	X

Creating Leaders at Every Level

Phase II - This is the capacity-building work, and it occurs at each level – district, building, and classroom. Phase II focuses on the roles of each level in a PLC, and transfer the skills and knowledge to key participants so they can lead their PLCs.

Outcomes:

1. Learn role as leaders within a PLC, including Essentials of a PLC:
    - Change in culture of schools
    - Common understanding of PLC's from a leadership perspective
    - Role of the principal established in leading the building PLC teams
    - Principal monitors the products created by PLC teams to make sure the "right" work is taking place in team meetings
    - Principal assist teams who are off track
    - Norms established
    - Principals and teachers utilize Learning by Doing as their guide to move teams forward
    - Leadership strategies are developed to support an effective PLC culture

DISTRICTS	PLCs adopted as a Whole District Initiative – Expectations Communicated	All Principals are Required to Participate in PLCs	District and School Resource Teachers and Coaches Attend PLCs Regularly	PLCs Collect Artifacts - binder or virtual	Norms Adopted - All PLCs	On-going Professional Development on Strengthening the PLC
Brandywine	X	X	X	X	X	
Indian River	X	X	X	X	X	Leadership Institutes – all administrators - book studies on DuFour's work and practices shared
NCCVT	X	X	X	X	X	
Colonial	X	X	X	X	X	District Teacher Leader and Principal PLCs – book studies on DuFour's work and practices shared

Embedding the Practices

Phase III: This phase is where the district and each building experience the culture shift through deliberate implementation of the PLC concepts. During this stage, concepts transform into consistent practices.

Outcomes:

1. Learn to work collaboratively and form teams that focus on the instructional needs of students.

DISTRICTS	Collaborative Planning – All PLCs	Collaboratively Develop Common Assessments – All PLCs	Collaboratively Review Student Data & Determine Student Needs – All PLCs	Teachers Adjust Instruction based on Student Needs
Brandywine	X	X	X	X
Indian River	X	X	X	X

NCCVT	X	X		X
Colonial	X	X	X	X

Phase IV – This phase continues the work of Phase III. Educators create SMART goals and develop common assessments in order to monitor student performance and use data to inform their instructional practices.

Outcomes:

1. Create SMART Goals:
    - What are they?
    - Why do we need them?
    - How do they relate to student achievement?
    - How do we write effective ones?
2. Understand the power of using collaborative processes for focused, data-driven learning and improvement.
3. Learn how to create goals that produce measurable results.
4. Learn how to translate district goals into school goals and school goals into goals that drive the work of collaborative teams.
5. Learn how to prioritize by focusing on the "vital few" elements and actions that promote better instruction.

6. Learn a specific way of looking at data so that goals are based on the students' Greatest Areas of Need (GAN).
7. Learn how areas of greatest need data can guide your RTI processes.

DISTRICTS	**All PLCs have Smart Goals Established**	**All PLCs participate in the State Data Coach Project**	**Data Coach Project Reporting (last reported Winter 2012)**
Brandywine		X	PLCs rated Green – 92% PLCs rated Yellow – 0% PLCs rated Orange – 0% PLCs rated Red – 8%
Indian River		X	PLCs rated Green – 75% PLCs rated Yellow – 11% PLCs rated Orange – 11% PLCs rated Red – 3%
NCCVT		X	PLCs rated Green – 100% PLCs rated Yellow –0% PLCs rated Orange – 0% PLCs rated Red - 0%
Colonial	X	X	PLCs rated Green - 83% PLCs rated Yellow - 17% PLCs rated Orange - 0% PLCs rated Red – 0%

Phase V – Educators learn to consider the instructional needs of all students and develop a school-wide intervention program that allows for additional time for instruction and support.

Outcomes:
1. Gain a deeper understanding of the systematic approach to providing additional time and support to struggling students.
2. Understand the strong connections between Response to Intervention and the Pyramid of Interventions.
3. Examine the current realities of each school.
4. Begin the assembly of a Pyramid of Interventions that can be implemented in each school.
5. Identify key strategies to advance PLC efforts in each school.

DISTRICTS	**RTI on-going Professional Development for All Schools**	**District has Developed an Implementation Plan**	**Secondary Schools implementing components of RTI RTI Time**	**Allocated in Master Schedule for all Schools**	**Secondary Schools Fully Implementing RTI in 2012-13 SY**	**Secondary Schools on track to Fully Implement RTI by 2013-14 SY**
Brandywine	X	X	X			
Indian River	X	X	X	6/8	4/8	6/8
NCCVT			X	X		
Colonial	X	X	X	X	3/6	6/6

Sustainability
Phase VI: In this phase, a district is able to say "Functioning as a PLC is just the way we do business. It's the lens through which we judge our initiatives, efforts, and actions.

Outcomes:
1. Review schools on current PLC status.
2. Measure current practices and policies against the standard of a Professional Learning Community.
3. Collection and analysis of student achievement data from the school and a perception survey of the administration and staff.
4. Develop an action plan for continued growth.

DISTRICTS	Analysis of Student Achievement Data	Teacher Survey - using the DuFour Survey – Conducted Annually	Action Plan for Continued Growth	Current Practices and Policies measured against Standard of Professional Learning Community	Schools Reviewed Annually on Current Status
Brandywine	X		X		X
Indian River	X				
NCCVT	X		X	X	X
Colonial	X	X			

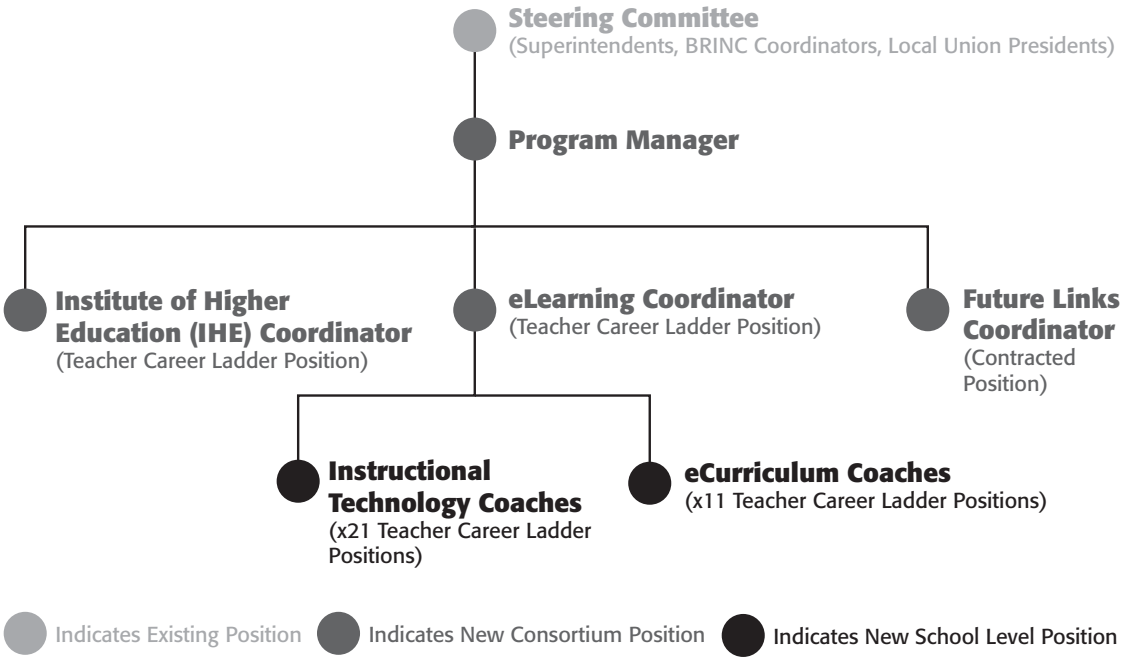
Phase of Implementation:

DISTRICTS	Phase I	Phase II	Phase III	Phase IV	Phase V	Phase VI
Brandywine			X	X		
Indian River					X	
NCCVT	X	X				
Colonial					X	

CHANGES EACH DISTRICT HAS MADE THAT WILL SUPPORT THE IMPLEMENTATION OF PERSONALIZED LEARNING ENVIRONMENTS

Colonial	Colonial has reorganized its technology department and established a district-wide instructional technology lead whose function is to support the integration of technology into the district's curriculum. The district also hired instructional technology coaches (teachers with extra responsibilities as part of the career ladder initiative created out of the State RTTT reform) and created instructional technology teams at every school. These teams consist of the instructional technology coach, those teachers who have an interest in expanding upon their use of technology in the classroom, and the principal. The instructional technology coaches meet monthly with the district lead to expand their instructional technology knowledge and skills and increase their ability to coach other teachers in their school. The instructional technology school teams are undergoing 10 days of face-to-face training and 10 virtual training sessions in instructional technology over the next 18 months. This reorganization has provided all schools with more real-time direct support. Colonial also established a district-wide instructional technology committee that includes union members, teachers, administrators, board members, the Director of Technology and Business, the Superintendent, and other stakeholders. This committee has created a district vision, developed policies, researched infrastructure and assessed needs for devices, and created curriculum development and professional development plans. As further evidence of the commitment of the district leadership to personalized learning, all members of this committee, including leadership, are participating in the 10-day training in instructional technology that the district provides to its school-level tech teams.
NCCVT	NCCVT has increased its support for schools by hiring a Supervisor of Technology with six direct reports. In addition, NCCVT established an online help desk at the beginning of the 2012–13 school year. The help desk provides immediate support to schools and frees up resources in the technology department to provide greater support in the area of instructional technology. NCCVT also has unofficial tech leaders in every building, and with the implementation of the Consortium's plan, the district will formalize these positions. In addition, NCCVT will hire an instructional technology lead at the district level.
Indian River	For the past 10 years, the Indian River District has had a successful Leadership Institute that provides support to school-

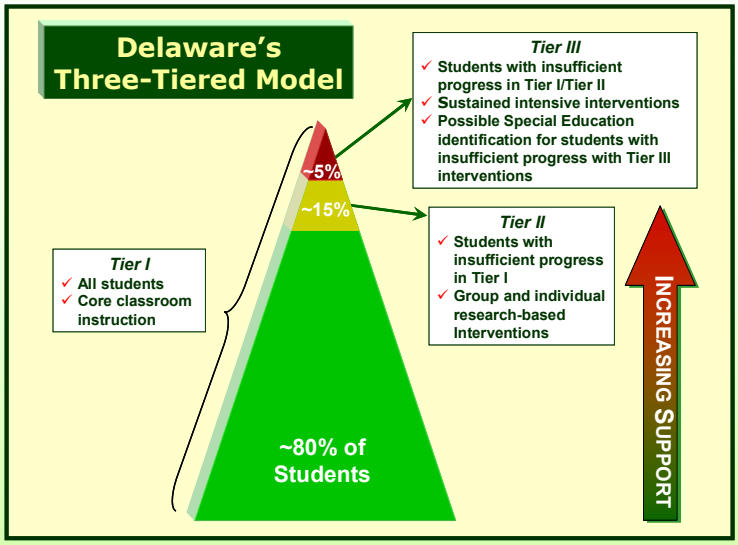
	level administrators and will serve as a model for all member districts. Member districts will use these leadership institutes to provide professional development to school-level leaders on developing, fostering, and supporting PLEs. Where possible, member districts intend to provide shared professional development to teachers and leaders. Indian River has also added more in-service days to its school calendar so that teachers can come together by grade level, subject, and content and, with the support of teacher leaders, administrators, and district-level experts, develop curriculum maps, teaching strategies, and collaborate in a multitude of other ways. [Note: the Colonial District is also following this model.]
Brandywine	Brandywine School District's Technology Department is comprised of a Director of Technology, 20 support specialists and 9 on-site technology specialists. The Department employs an online Help Ticket technology assistance request system, as well as a live technology Help Desk that is accessible by phone during the school day. To date, the Technology Department's focus has been on infrastructure and infrastructure support. Beginning in Nov. 2012, two members of the Technology Department will be re-assigned and responsible for managing Instructional Technology for the District. Brandywine also just passed a referendum to obtain funding to: • Hire an Instructional Technology Specialist to facilitate professional development and training; • Provide an "instructional technology toolbox" for each teacher unique to grade level and content; • Establish a student/guest network in addition to the teacher/administrator network; and • Provide additional resources to move toward a one-to-one environment.


Steering Committee
(Superintendents, BRINC Coordinators, Local Union Presidents)
Program Manager
Institute of Higher Education (IHE) Coordinator
(Teacher Career Ladder Position)
eLearning Coordinator
(Teacher Career Ladder Position)
Future Links Coordinator
(Contracted Position)
Instructional Technology Coaches
(x21 Teacher Career Ladder Positions)
eCurriculum Coaches
(x11 Teacher Career Ladder Positions)
Indicates Existing Position
Indicates New Consortium Position
Indicates New School Level Position

Delaware Response to Intervention

Response to Intervention (RTI) is a process which utilizes components of good instruction that have been around for many years. Federal law drew attention to these practices as an approach to identify and provide early intervention to struggling students. While these procedures have been used in some schools across Delaware, regulating RTI embeds the process systemically across all schools. Delaware regulates the use of RTI for all students as part of general education. RTI is a means to incorporate best practices and a data-driven system that informs instruction for closing the achievement gap in Delaware's classrooms.

RTI ensures that scientifically research-based instructional practices, matched to individual student instructional and behavioral needs, occur in general education. RTI requires teachers to replace practices that do not generate student improvement with those that do.



Key Principles of RTI

1. Effective administrative leadership to include support, prioritization of resources, and active participation.
2. Evidence-based instructional practices occur across multiple tiers using a scientifically research-based core curriculum aligned to Delaware Content Standards and are available to all students, all staff, in all settings all year.
3. High-quality instruction matched to individual needs is accessible to all students across all tiers.
4. Formative assessment data is collected to document student progress and analyzed to inform instruction.
5. Data-based decision making within a team problem-solving model provides the foundation that guides instruction, interventions, and transitions between tiers.

Some successful, systemic, data-informed practices that support RTI implementation and yield results in Delaware:

- ✓ Reading First
- ✓ Instructional Support Teams (IST)
- ✓ Positive Behavior Support (PBS)
- ✓ Schoolwide Title I

Advantages of Delaware's Multi-Tiered Approach

- Provides instructional assistance in a timely fashion.
- Helps ensure a student's poor academic performance is not due to poor instruction or inappropriate curriculum.
- Informs teacher(s) of adequacy of student progress and improves instruction because assessment data are collected and closely linked to instruction/interventions.
- Provides early intervention for students at risk for not meeting grade-level expectations.
- Serves students who require little intervention as well as students who require long-term intervention.

RTI is the practice of:

- Providing high-quality, research-based instruction and interventions matched to student needs to produce higher learning rates for all students.
- Differentiating instruction for students through a multi-tiered system of support that addresses need and intensity.
  - *All students participate in Tier I, the core curriculum.*
  - *Tier II and Tier III interventions are in addition to the core curriculum for students not making adequate progress in the core.*
  - *Tier III is more intensive than Tier II.*
- Assessing students' response to instruction/interventions early and frequently to inform student instruction and adjustment to intervention(s).
- Recording data to document progress or lack of progress toward end-of-year benchmarks and inform instructional decisions.
- Measuring interventions objectively and frequently in visual representation showing teacher, student, and parent the effects of an intervention and informing educational decisions.
- Collaborating with colleagues on instructional practices and data analysis to improve student achievement.
- Using a problem-solving process to choose and evaluate interventions.
- Intervening early—reducing the chance of academic failure.

Italics indicate regulatory language

Key Components of RTI

Curriculum

- ❒ Scientifically research-based
- ❒ Aligned to Delaware Content Standards
- ❒ Implemented with fidelity

Instruction

- ❒ Differentiated to meet individual student needs
- ❒ Incorporated and strategic use of grouping to maximize learning
- ❒ Protected, consistent, and sufficient time for student learning

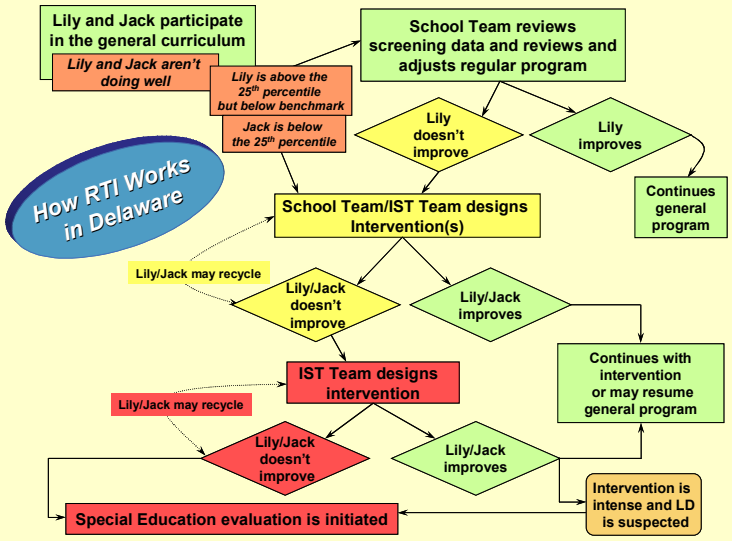
Assessment

- ❒ Frequent and regular
- ❒ Multiple sources including:
  - Universal screening – *3 times a year at the elementary level and for at-risk students at the secondary level*
  - Progress monitoring – *every 2 weeks at Tier I for students not meeting benchmark and every week at Tier II and Tier III*
- ❒ Regular analysis to inform instructional decisions and evaluate benefits for students, classroom, and school

Professional Development is key for all educators in implementing programs with integrity, identifying student need, and matching appropriate instruction.

Italics indicate regulatory language

RTI IS A PROCESS—NOT A PROGRAM



RTI is the process of:

1. Providing high-quality instruction.
2. Assessing student progress toward end-of-year grade-level benchmarks.
3. Applying a problem-solving model for informing instructional decisions matched to student needs.
4. Collaborating with leadership, general educators, special educators, and support staff within an instructional support team.
5. Identifying students in need of intervention.
6. Developing an intervention plan.
7. Providing intervention and monitoring for progress.

Progress Monitoring – curriculum-based measurements administered systematically and frequently to determine whether students are making adequate progress with a set of targeted skills.

Interventions provide students the additional instruction necessary to become proficient in the general curriculum.

Intervention Plans include:

- A description of the scientifically research-based intervention.
- The length of time an intervention occurs.
- The number of minutes an intervention occurs:
  - Tier II – *minimum 90 minutes per week.*
  - Tier III – *minimum 150 minutes per week.*
- The person(s) responsible for delivering the intervention(s).
- The setting in which the intervention is provided (*general classroom whenever possible*).
- A baseline level of performance and the rate of learning over time necessary to meet end-of-year benchmark in graphic depiction.
- The criteria to determine student progress.
- A progress monitoring schedule (*minimum weekly at Tier II and Tier III*).

Italics indicate regulatory language.

The instructional support team should use research on strategy/ program and student response data to guide the amount of time a student engages in an intervention. Regulations reflect minimum requirements only.

Instructional intensity is addressed through duration, frequency and time of interventions, group size, and matched instructor expertise to student need.

Benefits of Progress Monitoring

- Provides ongoing formative information.
- Informs educational decisions.
- Targets instruction matched to student need.
- Provides rate of progress needed for students to meet end-of-year benchmarks.
- Accelerates learning due to more appropriate instruction.
- Documents progress for accountability.
- Provides more efficient communication with families and other professionals.
- Promotes higher expectations for all students.

Student Supports vs. Interventions

Supports are:

- Adjusting the number of questions or complexity of an assignment.
- Providing extended time to complete an assignment.
- Reading or scribing material for the student.
- Providing cognitive organizers, visual aids, or assistive technology.
- Peer tutoring.

An intervention is:

- Providing a scientifically researched-based program or strategy to help students reach proficiency.

Recognition and Response (R&R)

R&R is the early childhood equivalent to RTI. Attention is given to ensuring that children are having opportunities to participate in engaging learning experiences that facilitate their developmental growth. R&R uses annual health and developmental growth and performance information as an essential recognition (prevention) strategy.

- Focuses on ensuring fidelity to the early childhood curriculum.
- Aligns curriculum with the Delaware Early Learning Foundations.
- Directs curriculum toward all domains of learning and development and guides by observation and assessment.
- Recognizes children's strengths and needs through systematic screening, ongoing progress monitoring, and annual developmental assessment.

Delaware Department of Education
401 Federal Street, Suite 2
Dover, DE 19901
For more information go to: http://www.doe.k12.de.us/programs/profdev/rti_docs.shtml

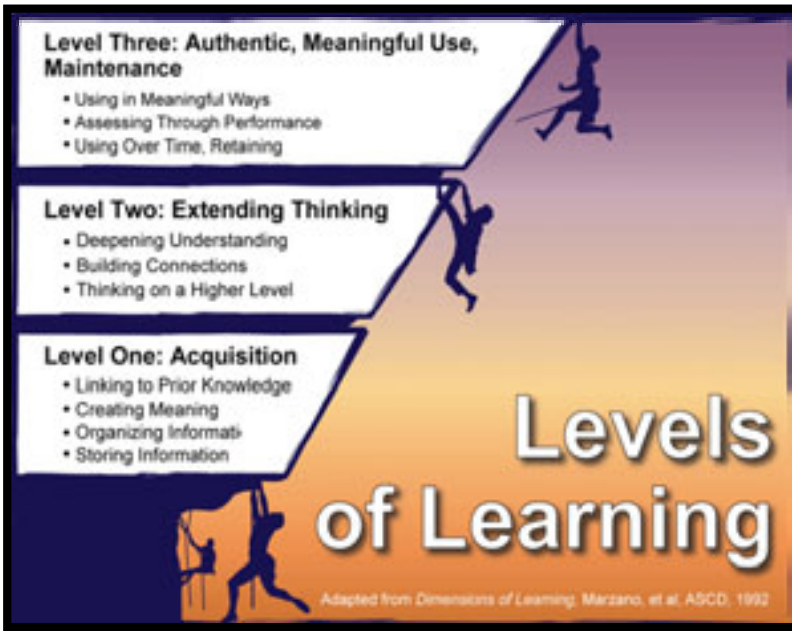
Doc. Control # 95-01/08/04/03

Delaware Department of Education

Why LEARNING-FOCUSED?

LEARNING-FOCUSED:

- Is a framework that ***connects*** the most effective strategies and practices – some of which your school may already be doing.
- Is a model where all students progress through all three levels of learning –
  1. Acquisition
  2. Extending Thinking
  3. Authentic and Meaningful Learning
- Enables districts to have one district-approved instructional model for all subjects. Consistent and pervasive implementation *moves* schools.
- Is a continuous school improvement model for using exemplary practices to increase learning and achievement.
- Is a planning model that provides frameworks and tools for organizing, planning, assessing and designing instruction – all driven by national, state, and local standards.
- Will make you very successful when embraced, adapted, and used with high quality implementation.



Our school district is an "A" this year with 7 out of 9 of our schools making A's. We rank 16th in the state out of 67 districts and rank 2nd since 2001 for gains made in reading and math. LEARNING-FOCUSED is working!!!

- Sumter County Schools, Florida

LEARNING-FOCUSED helps all students access an intellectually demanding curriculum, instruction, assignments, and assessments — all prerequisites for a productive and successful life.

LEARNING-FOCUSED helps you focus on what you *can* do, not what you (or your students) can't.

LEARNING-FOCUSED helps teachers develop and deliver Exemplary Lessons for your school's success!

- Standards Driven - All of Your Lessons
- Activating Thinking within Your Lessons
- Accelerating Learning Lessons
- Scaffolding Learning within Your Lessons
- Acquiring New Knowledge Lessons
- Extending Thinking to Higher Level Lessons
- Vocabulary Development within Your Lessons
- Reading Comprehension Lessons
- Reading in the Content Area within Your Lessons
- Learning to Read Lessons
- Math Lessons
- Differentiated Assignments within Your Lessons
- Writing in the Content Area within Your Lessons
- Learning to Write Lessons
- Units for Learning – a Collection of Lessons!

Address increases in cut points (the level where students are considered proficient in the subject area) on assessments with LEARNING-FOCUSED.

The LEARNING-FOCUSED Strategies Model was developed in response to national, state, and local efforts to increase achievement for all students and to reduce achievement gaps. The Model provides comprehensive school reform strategies and solutions for K-12 schools based on Exemplary Practices and Research-Based strategies.

Only LEARNING-FOCUSED has a model that allows all teachers and education leaders to implement Exemplary Practices effectively, no matter the culture, resources, environment, or socio-economic conditions of a school. LEARNING-FOCUSED is not a scripted program or set of computer-based instructional modules, but rather a model that provides a framework for teaching and leading that is adapted to meet each school's specific needs using their current resources.

LEARNING-FOCUSED provides schools and districts with highly effective professional development that is focused on delivering the highest quality classroom instruction driven by standards and customized to the learning needs of each student.

LEARNING-FOCUSED Helps All Teachers:

- Plan and use exemplary instructional practices consistently and pervasively.
- Provide challenging and engaging instruction using their current resources.
- Implement instructional practices that have the most evidence for increasing student achievement.
- Provide students with access to highly rigorous instruction.

LEARNING-FOCUSED Helps School and District Leaders:

- Provide support, effective monitoring, and accountability measures with a clear focus on student and teacher success.

"The implementation of LEARNING-FOCUSED instructional strategies, curriculum alignment, and by the extending thinking activities within each acquisition lesson has led to positive results (12-14% increases).
LEARNING-FOCUSED offers the whole package: research based, implementation, framework, instructional strategies, resources, trainings, and materials.
Thank you kindly for providing a product that had helped raise student achievement and providing a framework that connects students to the lesson."

- Indian River School District, Delaware

For over twenty years, the LEARNING-FOCUSED model has continued to improve with the latest educational, brain, learning style, and instructional practices research. It connects the research on what influences learning with the research on specific strategies that increase student achievement.

LEARNING-FOCUSED is the premier advocate for providing schools with models and frameworks that allow all teachers and school leaders to implement Exemplary Practices to increase student achievement. LEARNING-FOCUSED is *the* partner for schools to put into practice what research says works.

These practices and strategies focus on six areas: Leadership, Curriculum, Research-Based Instruction, Integrated Literacy K-12, Catching Kids Up, and Assessment. The LEARNING-FOCUSED Strategies Model has provided state of the art professional development and innovative instructional resources, products, and technology to over 3000 schools, districts, and educational agencies across the nation.

LEARNING-FOCUSED empowers you to:

- Choose the *most* effective research-based strategies to include in a lesson.
- Decide when the research-based strategies are most effective in lessons.
- Connect research-based strategies in their instruction to magnify their effectiveness.
- Plan, support, and monitor Exemplary Practices.

Schools choose LEARNING-FOCUSED because it is more effective to *learn by doing* with a framework than to implement a program. LEARNING-FOCUSED isn't a program. It is a model that guides you through *enlightened trial and error* to learn and become more effective.

Through state-of-the-Art Professional Development and Innovative products, LEARNING-FOCUSED:

- Develops teacher and leader effectiveness
- Uses data to determine student instructional needs
- Is **driven** by *your* State Standards, Common Core Standards, and Assessments (far more effective than simple alignment, includes built-in prioritized and mapped curriculum model that is reviewed/revised for *rigor* and *fidelity* quarterly).
- Builds school-based support systems to *sustain growth* and build upon successes
- Implements a consistent and pervasive system for implementing, supporting, monitoring, and evaluating instruction and student data learned in professional development.
- Meets your staff's learning styles, scale, and needs (large and small groups, individual, on-site, off-site, on-line, school-based coaches, training of trainers, administrators as instructional leaders, school-based facilitators, etc.)
- *Exceeds* **federal, state, and local** school-wide RTI goals for **Tier 1** and **Tier 2** students.
- Provides strategic acceleration frameworks for **catching students up** that are 1 or more years below grade level including **ELL**, at-risk, and other struggling students with learning disabilities.
- *Increases* graduation rates, decreases student behavior cases, and decreases student and teacher transfers due to focus and culture of learning and respect.
- Implements effective use of current resources (no need to purchase more programs!) and staff.
- Organizes for learning - double dose structures and supports for struggling students through schedules, labs, resource times, before/after school, summer school, etc.

Because the LEARNING-FOCUSED Model is research-based, it is able to integrate with your current and future goals and initiatives. LEARNING-FOCUSED is your framework for connecting everything for the single purpose of increasing student achievement

Draft

Colonial School District
2011-2012

Acknowledgement Form

My child and I are responsible for reading, understanding, and abiding by the Colonial School District Secondary Student Handbook which includes the Student Code of Conduct, Transportation Guidelines, and Internet Acceptable User Policy and Consent.

I also understand and agree that my child will be held accountable for the behavior and consequences outlined in the Student Code of Conduct section of this handbook, at school, at school-sponsored and school-related activities, including school-sponsored travel, and for any school-related misconduct, regardless of time or location.

Student's Name (Please Print) _____ Grade Level_____

Student Address School

_____

_____

Parent/Guardian Name_____Date_____

Student Internet Consent Policy
Colonial School District policy allows students to have access to the Internet for educational purposes. If a parent/guardian does not wish his/her student to have access to the Internet the parent/guardian must notify the principal in writing within 10 days of receipt of the Student Handbook.

Your signature on the acknowledgement form of this handbook indicates that you have read and agree to all rules governing the usage of Colonial School District computer facilities.

I, _____, have read and agree to all rules and regulations
(Print Parent/Guardian's Name)
contained in the handbook which includes the Student Code of Conduct.

_____ _____
Parent/Guardian's Signature Date

I, _____, have read and agree to abide by all rules and
(Student's Name)
regulations contained in this handbook which includes the Student Code of Conduct.

_____ _____
Student's Signature Date

Bring Your Own Device (BYOD) means students and staff may bring personal wireless devices to school for educational purposes. Changes in Board Policy and Acceptable Usage Policy have made this possible.

TYPES OF DEVICES ALLOWED:

- Smartphones (i.e. iPhone, Android, Blackberry, etc.)
- Tablet computers (i.e. iPad, Playbook Galaxy Pad)
- Portable media devices (i.e. iPod Touch)
- Laptop/Netbook

WHAT YOU NEED TO KNOW:

- Personally-owned devices are never to be plugged into the wired network.
- Devices can use the Colonial-Guest wireless network
- Depending on the number of people using the Colonial-Guest wireless network, wireless coverage may run slower than wired computers.
- Device usage is solely for educational purposes as noted in the AUP and board policy
- When using Colonial-Guest wireless, you must accept the AUP in order to connect and use the internet
- Students MUST get approval from a teacher BEFORE using personal devices on specific school assignments.

Draft

COLONIAL SCHOOL DISTRICT AGREEMENT FOR ACCEPTABLE USE OF THE ELECTRONIC COMMUNICATIONS SYSTEM BY MEMBER OF THE PUBLIC

You are being given access to the District's electronic communications system. Through this system, you will be able to communicate with other schools, colleges, organizations, and people around the world through the Internet and other electronic information systems/networks. You will have access to hundreds of databases, libraries, and computer services all over the world. With this opportunity comes responsibility. It is important that you read the Colonial School District's Acceptable Use of Technology Policy and Administrative regulations for Electronic Communications and Data Management, and the agreement form.

Inappropriate system use will result in the loss of the privilege to use this educational and administrative tool. Please note that the Internet is a network of many types of communication and information networks. It is possible that you may run across some material that you find objectionable. While the District will use filtering technology to restrict access to such material, it is not possible to absolutely prevent such access. It will be your responsibility to follow the rules for appropriate use.

RULES FOR APPROPRIATE USE:

- The account is to be used only for educational purposes
- You will be held responsible at all times for the proper use of your account, and the District may suspend or revoke your access if you violate the rules.

INAPPROPRIATE USES, included but not limited to**:**

- Using the system for any illegal purpose
- Using the system for advertising or selling any item, product or service (whether personal or for a business)
- Disabling or attempting to disable any Internet filtering device
- Encrypting communications to avoid security review
- Using another user's login name and password
- Downloading or using copyrighted information without permission from the copyright holder
- Intentionally introducing a virus to the computer system
- Posting messages or accessing materials that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal
- Wasting school resources through the improper use of the computer system
- Gaining unauthorized access to restricted information or resources

CONSEQUENCES FOR INAPPROPRIATE USE:

- Suspension of access to the system
- Revocation of the computer system account; or
  - Other disciplinary or legal action, in accordance with the District policies and applicable laws, based on the seriousness of the violation.

AGREEMENT:

I understand that my computer use is not private and that the District will monitor my activity on the computer system. I have read the Colonial School District Acceptable use of Technology form and agree to abide by their provisions. In consideration for the use of the District's electronic communications system and in consideration for having access to the public networks, I hereby release the District, its operators, and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my use of, or inability to use, the system, including, without limitation, the type of damages identified in the District's policy and administrative regulations.

Name(Print)	Signature
I will immediately report any violations of Colonial School District policy or regulations to my activity sponsor or school administrator.	

Home address	Home phone number

Date	Name of Activity or Event Requiring Computer Use

This space reserved for system administrator
Date Processed _____
By Department: _____
Please file for duration of sponsored activity

Detailed Description of BRINC Performance Measures

Measure *(Application Criteria)*	Description
1.) Number and % of students with highly effective teachers or principals *(All Applicants – a)* **2.) Number and % of students with effective teachers or principals** *(All Applicants – b)*	Rationale: Teachers and principals are the first and second most important in-school factor that determine student learning, respectively; therefore, students with access to a highly effective teacher and/or principal will make significant academic gains that will push them further and faster than their peers. Rigorous, Timely, and Formative Learning Information: DPAS II is the rigorous statewide educator evaluation system that applies to teachers, principals, and specialists. All teachers are evaluated at least every two years, and they cannot receive an effective or highly effective rating without demonstrating student growth on multiple measures. The process is timely and formative because the online system captures observations during at least two points throughout the year, with targeted professional development and support plans as needed. Building on Brandywine's RTTT (State) proposal to use online tools to link educators with the most appropriate professional development opportunities to meet their needs, BRINC will ensure that timely, formative information is provided—in coordination with the frequent assessments of program initiatives. Process for Review and Improvement: District and school teams will continue to review this data to ensure effective educators are distributed and assigned to highest-need students. BRINC will engage in strategies—such as alternative recruitment pipelines, incentives for attraction of effective educators, and strategic staffing
3.) DCAS Student Performance *(Grades 4-8 – a)*	Rationale: DCAS is a computer adaptive assessment that gauges current student performance, provides rich data on instructional needs, and measures student learning progress multiple times a year. These snapshots enable educators to target instruction, students to track their progress, and all other stakeholders to better understand how classrooms and schools are performing. Rigorous, Timely, and Formative Learning Information: Personalized learning teams will have a rich array of student learning information to help students plan for academic success and track progress toward reaching these goals. Tools include iTracker, the State's Education Insight Portal, and eSchool. Future Links will strengthen these tools significantly. Student profiles will travel with students from year to year, giving subsequent teachers a more in-depth understanding of what is required to ensure their success. Process for Review and Improvement: Personalized learning teams will regularly analyze student learning results and use information to update individual student learning plans, adjust programmatic offerings, and adjust instructional practices.

Measure *(Application Criteria)*	Description
4.) Number and % of students who are "high-risk" according to their Academic Index *(Grades 4-8 - b* *Grades 9-12 – c)*	Rationale: Delaware's Academic Index (AI) (*For Academic Index, see Appendix E (3) -1*) provides stakeholders relevant, timely information regarding the continued development of all students to ensure they are on track for graduation. The AI takes into account academic factors that may affect students' success, including absences, discipline, and grades. Rigorous, Timely, and Formative Learning Information: The AI will be updated daily and provide each teacher, principal, and district stakeholder information regarding students' progress to act upon potential problems. In addition, information will carry over from year to year; therefore, successive teachers will have a greater understanding of their students' past experiences and be better equipped to respond to their present needs. Process for Review and Improvement: Personalized learning teams will regularly assess the progress of students identified as at risk to ensure that supports are provided in a timely manner. The Consortium will update the AI with additional metrics to ensure it provides an accurate picture of those at risk of not completing high school.
5.) Average Daily Attendance *(Grades 4-8- c)*	Rationale: Attendance is a significant factor in student success. The development of rich, personalized learning opportunities that engage and inspire all students, particularly those most at risk, will encourage students to attend school. Rigorous, Timely, and Formative Learning Information: The measure is updated daily and will help educators identify potential at-risk students, who can be addressed by their personalized learning teams. Process for Review and Improvement: Average daily attendance will be continually evaluated by personalized learning teams to ensure we engage students and take appropriate steps to ensure their continued progress toward completion of their individual goals.
6.) Dropout Rate *(Grades 9-12 - e)*	Rationale: The impact of dropping out of school is significant—both for the student and for society as a whole and the Consortium will provide opportunities and supports for all students to graduate from high school on time. Decreasing dropout rates will result from offering more engaging, personalized learning opportunities. Rigorous, Timely, and Formative Learning Information: The measure will provide opportunities for greater understanding around the reasons students leave school and enable personalized learning teams to act upon this information to encourage more students to continue working toward a diploma. Process for Review and Improvement: The Consortium will annually review dropout rates and compare to

Measure *(Application Criteria)*	Description
	other measures, such as AI and online course enrollment, to ensure programmatic offerings are rigorous and relevant. The information will be used to adjust and enhance the planning process and course offerings to ensure that students have personalized instructional opportunities that are engaging and inspiring.
7.) Graduation Rate *(Grades 9-12 - d)*	Rationale: It is the Consortium's responsibility to ensure that all students graduate from high school; therefore, BRINC must ensure all students leave with a diploma that signifies they are ready for success in college and/or career. Rigorous, Timely, and Formative Learning Information: The measure will enable us to track the success of students in reaching their academic goals and provide information on how to continually improve the goal-setting process throughout their academic careers. Process for Review and Improvement: Graduation rates will be analyzed annually to assess program offerings. The Consortium will expand opportunities that demonstrate greater potential to graduate all students from high school.
8.) College Enrollment	Rationale: It is the Consortium's goal to not only graduate but also to enroll their students in higher education. This is particularly important when weighing the social and economic benefits associated with receiving a degree. Rigorous, Timely, and Formative Learning Information: Through students' college enrollment data, the Consortium will be able to ascertain whether they achieved their goals and equip personalized learning teams with the information necessary to ensure students accurately understand and prepare for the necessary steps to pursue a higher education degree. Process for Review and Improvement: The Consortium will analyze college enrollment annually and use information with personalized learning teams to assess and improve the individual student planning process.
9.) Number and % of students scoring 1550 or above on the SAT *(Grades 9-12 - b)*	Rationale: Students who score a 1550 or above on the SAT have a significantly higher chance of graduating high school not needing remedial college coursework and actually obtaining a college degree. Rigorous, Timely, and Formative Learning Information: Student PSAT scores and the AP Potential data will provide formative data for school teams. Eleventh-grade SAT scores will enable schools to measure the success of academic programs and make necessary adjustments. In addition, the Consortium will use the information to target supports for those not yet college- and/or career-ready. Process for Review and Improvement: Student SAT scores will be analyzed annually by personalized learning teams to update

Measure *(Application Criteria)*	Description
	student learning plans and provide rich data on the success of various offerings. The Consortium will use information to expand access to those demonstrating greatest potential for ensuring students are ready for college and/or career.
10.) Number and % of students who complete the Free Application for Federal Student Aid (FAFSA) *(Grades 9-12 - a)*	Rationale: Building a culture of "college going" is critical for student success beyond high school, particularly for first-generation college-goers. Ensuring that students complete the FAFSA application heightens their potential interest in attending college and confirms their awareness of financing options. Rigorous, Timely, and Formative Learning Information: The measure will provide rich information on the needs of the communities as well as offer additional opportunities for improving college knowledge among our high school students. the Consortium will continually use the information to improve the student planning process and to coordinate efforts with students and their families to preparing for enrollment in higher education. Process for Review and Improvement: Personalized learning teams will continually monitor progress toward completion of FAFSA applications and adjust practices, as necessary, to ensure a greater number and percentage of students complete the application. The FASFA is essential to a successful application for the Delaware SEEDS scholarships available to all students.
11.) Number and % of students completing online courses	Rationale: The Consortium's online courses will provide differentiated and diverse learning opportunities for students. In addition, many students will encounter online courses in higher education and in careers; therefore, it is necessary to prepare students for this type of learning. Rigorous, Timely, and Formative Learning Information: Enrollment and success in online coursework will provide all students access to a personalized education, particularly among our high-need students. In addition, student success in online learning will provide real-time feedback on the success of course offerings. Process for Review and Improvement: Personalized learning teams will regularly monitor progress of students enrolled in online courses to ensure they are on track. In addition, the Consortium will annually assess which programs demonstrate the greatest potential for student success and expand those opportunities to a greater number of students.
12.) Number and % of students participating in dual enrollment	Rationale: Dual enrollment coursework ensures students receive rigorous instructional opportunities tailored to their abilities and interests. In addition, it provides first-generation college-goers an opportunity to experience college culture firsthand, enhancing their potential for enrollment and persistence beyond high school.

Measure *(Application Criteria)*	**Description**
	Rigorous, Timely, and Formative Learning Information: Enrollment and success in dual enrollment coursework will enable Consortium schools to continually evaluate program offerings, adjust current course offerings, and expand opportunities based upon students' interest and success. Process for Review and Improvement: Personalized learning teams will regularly monitor progress of students enrolled in dual enrollment courses to ensure they are on track. In addition, the Consortium will annually assess which courses and partnerships demonstrate the greatest potential for student success.

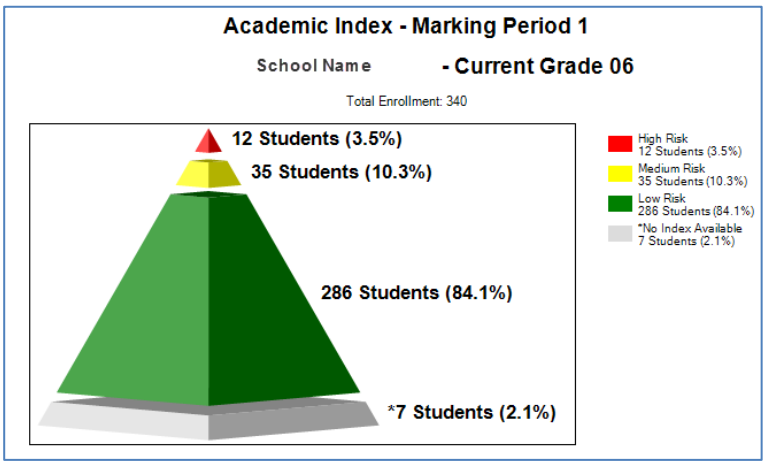
Academic Index

The Academic Index brings into account academic factors that may impact a student's success in school such as Absences, Discipline and Grades. Particularly at the secondary level, this report can be used as an early warning tool for students at-risk of dropping out. The Academic Index is calculated based on grade cluster cutpoints for Attendance, Discipline and Grading as defined below. Student with 4 or more points are displayed in **Red**, those with 2-3 points are displayed in **Yellow** and students with 0-1 points are displayed in **Green**.

Attendance for school year

Calculate on Attendance Rate. Member days – Absences (AU and AE)/Member days = Attendance Rate

Area	Grades	Criteria	Points
Excused and Unexcused Absences	KN-05	86%-91%	1
		Less than 86%	2
Excused and Unexcused Absences	06-08	80%-87%	1
		Less than 80%	2
Excused and Unexcused Absences	09-12	72%-82%	1
		Less than 72%	2



Suspensions for school year

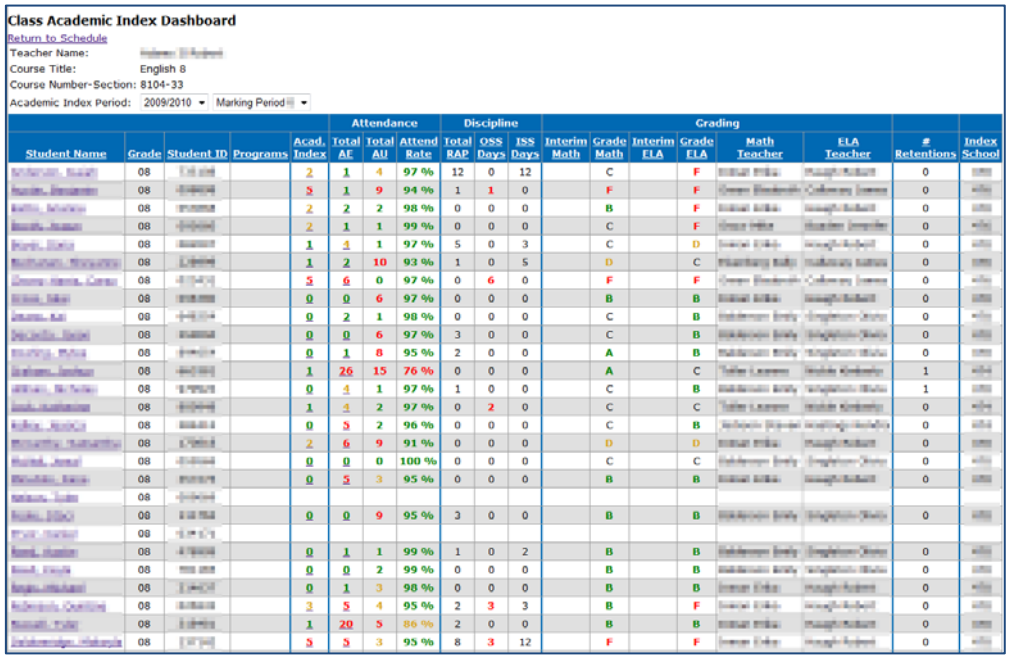
rea	Criteria	Points
Out of School Suspensions	1+ Days	1

Grades for marking period

Area	Criteria	Points
Math Grade	D or NP	1
	F or BP	2
ELA Grade	D or NP	1
	F or BP	2

Dashboards

Teachers and Administrators can view the Academic Index and the associated data via the Academic Dashboard which can be generated for the following groups of student: grade, homerooms, classes, intervention groups and cohort groups.



Class Academic Index Dashboard

Return to Schedule
Teacher Name:
Course Title: English 8
Course Number-Section: 8104-33
Academic Index Period: 2009/2010 Marking Period

					Attendance			Discipline			Grading								
Student Name	Grade	Student ID	Programs	Acad. Index	Total AE	Total AU	Attend Rate	Total RAP	OSS Days	ISS Days	Interim Math	Grade Math	Interim ELA	Grade ELA	Math Teacher	ELA Teacher	# Retentions	Index School
[illegible]	08	[illegible]		2	1	4	97 %	12	0	12		C		F	[illegible]	[illegible]	0	[illegible]
[illegible]	08	[illegible]		5	1	9	94 %	1	1	0		F		F	[illegible]	[illegible]	0	[illegible]
[illegible]	08	[illegible]		2	2	2	98 %	0	0	0		B		F	[illegible]	[illegible]	0	[illegible]
[illegible]	08	[illegible]		2	1	1	99 %	0	0	0		C		F	[illegible]	[illegible]	0	[illegible]
[illegible]	08	[illegible]		1	4	1	97 %	5	0	3		C		D	[illegible]	[illegible]	0	[illegible]
[illegible]	08	[illegible]		1	2	10	93 %	1	0	5		D		C	[illegible]	[illegible]	0	[illegible]
[illegible]	08	[illegible]		5	6	0	97 %	0	6	0		F		F	[illegible]	[illegible]	0	[illegible]
[illegible]	08	[illegible]		0	0	6	97 %	0	0	0		B		B	[illegible]	[illegible]	0	[illegible]
[illegible]	08	[illegible]		0	2	1	98 %	0	0	0		C		B	[illegible]	[illegible]	0	[illegible]
[illegible]	08	[illegible]		0	0	6	97 %	3	0	0		C		B	[illegible]	[illegible]	0	[illegible]
[illegible]	08	[illegible]		0	1	8	95 %	2	0	0		A		B	[illegible]	[illegible]	0	[illegible]
[illegible]	08	[illegible]		1	26	15	76 %	0	0	0		A		C	[illegible]	[illegible]	1	[illegible]
[illegible]	08	[illegible]		0	4	1	97 %	1	0	0		C		B	[illegible]	[illegible]	1	[illegible]
[illegible]	08	[illegible]		1	4	2	97 %	0	2	0		C		C	[illegible]	[illegible]	0	[illegible]
[illegible]	08	[illegible]		0	5	2	96 %	0	0	0		C		B	[illegible]	[illegible]	0	[illegible]
[illegible]	08	[illegible]		2	6	9	91 %	0	0	0		D		D	[illegible]	[illegible]	0	[illegible]
[illegible]	08	[illegible]		0	0	0	100 %	0	0	0		C		C	[illegible]	[illegible]	0	[illegible]
[illegible]	08	[illegible]		0	5	3	95 %	0	0	0		B		B	[illegible]	[illegible]	0	[illegible]
[illegible]	08	[illegible]																
[illegible]	08	[illegible]		0	0	9	95 %	3	0	0		B		B	[illegible]	[illegible]	0	[illegible]
[illegible]	08	[illegible]																
[illegible]	08	[illegible]		0	1	1	99 %	1	0	2		B		B	[illegible]	[illegible]	0	[illegible]
[illegible]	08	[illegible]		0	0	2	99 %	0	0	0		B		B	[illegible]	[illegible]	0	[illegible]
[illegible]	08	[illegible]		0	1	3	98 %	0	0	0		B		B	[illegible]	[illegible]	0	[illegible]
[illegible]	08	[illegible]		3	5	4	95 %	2	3	3		B		F	[illegible]	[illegible]	0	[illegible]
[illegible]	08	[illegible]		1	20	5	86 %	2	0	0		B		B	[illegible]	[illegible]	0	[illegible]
[illegible]	08	[illegible]		5	5	3	95 %	8	3	12		F		F	[illegible]	[illegible]	0	[illegible]

How it Works

The Academic Index is calculated on a marking period basis so students have an opportunity to improve their index if interventions are implemented. For Instance, if a student has poor grades due to attendance issues. The school could implement an intervention where the goal is to improve the student's attendance. If the intervention is successful, and the attendance improves, in theory the student's academic performance should improve as well.

Student Detail

In addition to the Dashboards, Teachers and Administrators can view Historical Academic Index information at the student detail level.

Academic Index History

Marking Period	Index School	HmRm	Acad. Index	Total AE	Total AU	Attend Rate	Total RAP	OSS Days	ISS Days	Interim Math	Grade Math	Interim ELA	Grade ELA	Math Teacher	ELA Teacher	# Retentions
2012/2013																
1	[illegible]	104	0	0	1	96 %	0	0	0	BP		S		[illegible]	[illegible]	0
2011/2012																
4	[illegible]	709	2	5	4	95 %	2	0	3		C		F	[illegible]	[illegible]	0
3	[illegible]	709	3	5	0	96 %	2	0	3	DF	D	F	F	[illegible]	[illegible]	0
2	[illegible]	709	1	0	0	100 %	1	0	1	F	C	F	D	[illegible]	[illegible]	0
1	[illegible]	709	2	0	0	100 %	0	0	0	BP	D	DF	D	[illegible]	[illegible]	0

One-Time Expenses vs. Ongoing Expenses

Item	Project	Cost Category	Year	Cost	Funding	Funding Duration
Guidance Counselors' Professional Development Travel	1	Travel	1	$ 4,800	Grant	One-Time
Software Development	1	Contractual	1	$ 1,000,000	Grant	One-Time
Software Development	1	Contractual	1	$ 500,000	Local	One-Time
Software Development	1	Contractual	2	$ 250,000	Grant	One-Time
Software Development	1	Contractual	3	$ 125,000	Grant	Duration of grant
Software Development	1	Contractual	4	$ 125,000	Grant	Perpetual
eLearning Coordinator (.5 of 1.0 Consortium-wide)	2	Personnel	1	$ 35,000	Grant	Duration of grant
eLearning Coordinator (.5 of 1.0 Consortium-wide)	2	Personnel	2	$ 35,000	Grant	Duration of grant
eLearning Coordinator (.5 of 1.0 Consortium-wide)	2	Personnel	3	$ 35,000	Grant	Duration of grant
eLearning Coordinator (.5 of 1.0 Consortium-wide)	2	Personnel	4	$ 35,000	Grant	Perpetual
eCurriculum Coaches	2	Personnel	1	$ 385,000	Grant	Duration of grant
eCurriculum Coaches	2	Personnel	2	$ 385,000	Grant	Duration of grant
eCurriculum Coaches	2	Personnel	3	$ 385,000	Grant	Duration of grant
Instructional Technology Coaches	2	Personnel	1	$ 367,500	Grant	Duration of grant
Instructional Technology Coaches	2	Personnel	2	$ 367,500	Grant	Duration of grant
Instructional Technology Coaches	2	Personnel	3	$ 367,500	Grant	Duration of grant
Teacher stipends for online course development	2	Personnel	1	$ 100,800	Grant	Duration of grant
Teacher stipends for online course development	2	Personnel	2	$ 84,000	Grant	Duration of grant
Teacher stipends for online course development	2	Personnel	3	$ 84,000	Grant	Duration of grant
Teacher stipends for online course development	2	Personnel	4	$ 67,200	Grant	Perpetual
High School On-line Facilitators (EPER)	2	Personnel	1	$ 99,000	Grant	Duration of grant
High School On-line Facilitators (EPER)	2	Personnel	2	$ 99,000	Grant	Duration of grant
High School On-line Facilitators (EPER)	2	Personnel	3	$ 99,000	Grant	Duration of grant
High School On-line Facilitators (EPER)	2	Personnel	4	$ 99,000	Grant	Perpetual
Teacher of Record for Consortium Offered Online Original Credit Courses (EPER)	2	Personnel	2	$ 22,000	Grant	Duration of grant
Teacher of Record for Consortium Offered Online Original Credit Courses (EPER)	2	Personnel	3	$ 32,000	Grant	Duration of grant
Teacher of Record for Consortium Offered Online Original Credit Courses (EPER)	2	Personnel	4	$ 40,000	Grant	Perpetual
Teacher stipends for teaching onsite or offsite Summer Virtual Learning Course	2	Personnel	1	$ 14,400	Grant	Duration of grant
Teacher stipends for teaching onsite or offsite Summer Virtual Learning Course	2	Personnel	2	$ 36,000	Grant	Duration of grant
Teacher stipends for teaching onsite or offsite Summer Virtual Learning Course	2	Personnel	3	$ 50,400	Grant	Duration of grant
Teacher stipends for teaching onsite or offsite Summer Virtual Learning Course	2	Personnel	4	$ 72,000	Grant	Perpetual
Special education teacher on-site for virtual summer learning	2	Personnel	1	$ 7,200	Grant	Duration of grant
Special education teacher on-site for virtual summer learning	2	Personnel	2	$ 7,200	Grant	Duration of grant
Special education teacher on-site for virtual summer learning	2	Personnel	3	$ 14,400	Grant	Duration of grant
Special education teacher on-site for virtual summer learning	2	Personnel	4	$ 14,400	Grant	Perpetual
Middle School Online Learning Facilitators (retired teachers) will be responsible for monitoring and supporting stude	2	Personnel	1	$ 113,400	Grant	Duration of grant
Middle School Online Learning Facilitators (retired teachers) will be responsible for monitoring and supporting stude	2	Personnel	2	$ 113,400	Grant	Duration of grant
Middle School Online Learning Facilitators (retired teachers) will be responsible for monitoring and supporting stude	2	Personnel	3	$ 113,400	Grant	Perpetual
OECs for eLearning Coordinator	2	Fringe Benefits	1	$ 10,500	Grant	Duration of grant
OECs for eLearning Coordinator	2	Fringe Benefits	2	$ 10,500	Grant	Duration of grant
OECs for eLearning Coordinator	2	Fringe Benefits	3	$ 10,500	Grant	Duration of grant
OECs for eLearning Coordinator	2	Fringe Benefits	4	$ 10,500	Grant	Duration of grant
eLearning Coordinator Health Insurance	2	Fringe Benefits	1	$ 7,500	Grant	Duration of grant

One-Time Expenses vs. Ongoing Expenses						
Item	Project	Cost Category	Year	Cost	Funding	Funding Duration
eLearning Coordinator Health Insurance	2	Fringe Benefits	2	$ 7,500	Grant	Duration of grant
eLearning Coordinator Health Insurance	2	Fringe Benefits	3	$ 7,500	Grant	Duration of grant
eLearning Coordinator Health Insurance	2	Fringe Benefits	4	$ 7,500	Grant	Perpetual
OECs HS Online Learning Facilitators (After school support)	2	Fringe Benefits	1	$ 29,700	Grant	Duration of grant
OECs HS Online Learning Facilitators (After school support)	2	Fringe Benefits	2	$ 29,700	Grant	Duration of grant
OECs HS Online Learning Facilitators (After school support)	2	Fringe Benefits	3	$ 29,700	Grant	Duration of grant
OECs HS Online Learning Facilitators (After school support)	2	Fringe Benefits	4	$ 29,700	Grant	Perpetual
OECs Teacher Stipends for Online Course development	2	Fringe Benefits	1	$ 30,240	Grant	Duration of grant
OECs Teacher Stipends for Online Course development	2	Fringe Benefits	2	$ 25,200	Grant	Duration of grant
OECs Teacher Stipends for Online Course development	2	Fringe Benefits	3	$ 25,200	Grant	Duration of grant
OECs Teacher Stipends for Online Course development	2	Fringe Benefits	4	$ 20,160	Grant	Perpetual
OECs Teacher of Record for Consortium Developed & Offered Online Courses	2	Fringe Benefits	2	$ 6,600	Grant	Duration of grant
OECs Teacher of Record for Consortium Developed & Offered Online Courses	2	Fringe Benefits	3	$ 9,600	Grant	Duration of grant
OECs Teacher of Record for Consortium Developed & Offered Online Courses	2	Fringe Benefits	4	$ 12,000	Grant	Perpetual
OECs Reg Ed Teacher stipends for teaching onsite or offsite Summer Virtual Learning Course.	2	Fringe Benefits	1	$ 4,320	Grant	Duration of grant
OECs Reg Ed Teacher stipends for teaching onsite or offsite Summer Virtual Learning Course.	2	Fringe Benefits	2	$ 10,800	Grant	Duration of grant
OECs Reg Ed Teacher stipends for teaching onsite or offsite Summer Virtual Learning Course.	2	Fringe Benefits	3	$ 15,120	Grant	Duration of grant
OECs Reg Ed Teacher stipends for teaching onsite or offsite Summer Virtual Learning Course.	2	Fringe Benefits	4	$ 21,600	Grant	Perpetual
OECs Spec. Ed eacher stipends for teaching onsite or offsite Summer Virtual Learning Course.	2	Fringe Benefits	1	$ 2,160	Grant	Duration of grant
OECs Spec. Ed eacher stipends for teaching onsite or offsite Summer Virtual Learning Course.	2	Fringe Benefits	2	$ 2,160	Grant	Duration of grant
OECs Spec. Ed eacher stipends for teaching onsite or offsite Summer Virtual Learning Course.	2	Fringe Benefits	3	$ 4,320	Grant	Duration of grant
OECs Spec. Ed eacher stipends for teaching onsite or offsite Summer Virtual Learning Course.	2	Fringe Benefits	4	$ 4,320	Grant	Perpetual
OECs of eCurriculum Coaches	2	Fringe Benefits	1	$ 115,500	Grant	Duration of grant
OECs of eCurriculum Coaches	2	Fringe Benefits	2	$ 115,500	Grant	Duration of grant
OECs of eCurriculum Coaches	2	Fringe Benefits	3	$ 115,500	Grant	Duration of grant
Health Insurance eCurriculum Coaches	2	Fringe Benefits	1	$ 82,500	Grant	Duration of grant
Health Insurance eCurriculum Coaches	2	Fringe Benefits	2	$ 82,500	Grant	Duration of grant
Health Insurance eCurriculum Coaches	2	Fringe Benefits	3	$ 82,500	Grant	Duration of grant
OECs of Instructional Technology Coaches	2	Fringe Benefits	1	$ 110,250	Grant	Duration of grant
OECs of Instructional Technology Coaches	2	Fringe Benefits	2	$ 110,250	Grant	Duration of grant
OECs of Instructional Technology Coaches	2	Fringe Benefits	3	$ 110,250	Grant	Duration of grant
Health Insurance for Instructional Technology Coaches	2	Fringe Benefits	1	$ 78,750	Grant	Duration of grant
Health Insurance for Instructional Technology Coaches	2	Fringe Benefits	2	$ 78,750	Grant	Duration of grant
Health Insurance for Instructional Technology Coaches	2	Fringe Benefits	3	$ 78,750	Grant	Duration of grant
OEC @ 10% Middle School Online Learning Facilitators	2	Fringe Benefits	1	$ 11,340	Grant	Duration of grant
OEC @ 10% Middle School Online Learning Facilitators	2	Fringe Benefits	2	$ 11,340	Grant	Duration of grant
OEC @ 10% Middle School Online Learning Facilitators	2	Fringe Benefits	3	$ 11,340	Grant	Perpetual
eLearning Coordinator Travel	2	Travel	1	$ 1,025	Grant	Duration of grant
eLearning Coordinator Travel	2	Travel	2	$ 1,025	Grant	Duration of grant
eLearning Coordinator Travel	2	Travel	3	$ 1,025	Grant	Duration of grant
eLearning Coordinator Travel	2	Travel	4	$ 1,025	Grant	Perpetual
Acquisition of on-line courses	2	Equipment	1	$ 220,000	Grant	One-Time
Acquisition of on-line courses	2	Equipment	2	$ 110,000	Grant	Perpetual

One-Time Expenses vs. Ongoing Expenses						
Item	Project	Cost Category	Year	Cost	Funding	Funding Duration
Digital learning platform	2	Equipment	1	$ 100,000	Grant	One-Time
Increase Bandwidth (16 schools)	2	Equipment	1	$ 960,000	Grant	One-Time
eLearning Coordinator Laptop	2	Equipment	1	$ 600	Grant	One-Time
eCurriculum Coaches Laptops	2	Equipment	1	$ 6,600	Grant	One-Time
Instructional Technology Coaches Laptops	2	Equipment	1	$ 6,300	Grant	One-Time
Virtual Lab Component	2	Other	1	$ 10,000	Grant	Duration of grant
Virtual Lab Component	2	Other	2	$ 10,000	Grant	Duration of grant
Virtual Lab Component	2	Other	3	$ 10,000	Grant	Duration of grant
Virtual Lab Component	2	Other	4	$ 10,000	Grant	Perpetual
Online Course Cost for teachers (to be trained in how to incorporate virtual lab into coursework)	2	Other	1	$ 4,000	Grant	One-Time
eLearning Coordinator (.5 of 1.0 Consortium-wide)	3	Personnel	1	$ 35,000	Grant	Duration of grant
eLearning Coordinator (.5 of 1.0 Consortium-wide)	3	Personnel	2	$ 35,000	Grant	Duration of grant
eLearning Coordinator (.5 of 1.0 Consortium-wide)	3	Personnel	3	$ 35,000	Grant	Duration of grant
eLearning Coordinator (.5 of 1.0 Consortium-wide)	3	Personnel	4	$ 35,000	Grant	Perpetual
eCurriculum Coaches	3	Personnel	1	$ 385,000	Grant	Duration of grant
eCurriculum Coaches	3	Personnel	2	$ 385,000	Grant	Duration of grant
eCurriculum Coaches	3	Personnel	3	$ 385,000	Grant	Duration of grant
Instructional Technology Coaches	3	Personnel	1	$ 1,102,500	Grant	Duration of grant
Instructional Technology Coaches	3	Personnel	2	$ 1,102,500	Grant	Duration of grant
Instructional Technology Coaches	3	Personnel	3	$ 1,102,500	Grant	Duration of grant
Blended Learning Course PD (summer) - EPER	3	Personnel	1	$ 52,920	Grant	Duration of grant
Blended Learning Course PD (summer) - EPER	3	Personnel	2	$ 158,760	Grant	Duration of grant
Blended Learning Course PD (summer) - EPER	3	Personnel	3	$ 60,480	Grant	Duration of grant
Blended Learning Course Development (EPER)	3	Personnel	1	$ 88,200	Grant	Duration of grant
Blended Learning Course Development (EPER)	3	Personnel	2	$ 105,840	Grant	Duration of grant
Blended Learning Course Development (EPER)	3	Personnel	3	$ 80,640	Grant	Duration of grant
OECs eLearning Coordinator	3	Fringe Benefits	1	$ 10,500	Grant	Duration of grant
OECs eLearning Coordinator	3	Fringe Benefits	2	$ 10,500	Grant	Duration of grant
OECs eLearning Coordinator	3	Fringe Benefits	3	$ 10,500	Grant	Duration of grant
OECs eLearning Coordinator	3	Fringe Benefits	4	$ 10,500	Grant	Perpetual
Health Insurance eLearning Coordinator	3	Fringe Benefits	1	$ 7,500	Grant	Duration of grant
Health Insurance eLearning Coordinator	3	Fringe Benefits	2	$ 7,500	Grant	Duration of grant
Health Insurance eLearning Coordinator	3	Fringe Benefits	3	$ 7,500	Grant	Duration of grant
Health Insurance eLearning Coordinator	3	Fringe Benefits	4	$ 7,500	Grant	Perpetual
OECs Blended Learning Course PD (summer) - EPER	3	Fringe Benefits	1	$ 15,876	Grant	Duration of grant
OECs Blended Learning Course PD (summer) - EPER	3	Fringe Benefits	2	$ 47,628	Grant	Duration of grant
OECs Blended Learning Course PD (summer) - EPER	3	Fringe Benefits	3	$ 18,144	Grant	Duration of grant
OECs Blended Learning Course Development (EPER)	3	Fringe Benefits	2	$ 26,460	Grant	Duration of grant
OECs Blended Learning Course Development (EPER)	3	Fringe Benefits	3	$ 31,752	Grant	Duration of grant
OECs Blended Learning Course Development (EPER)	3	Fringe Benefits	4	$ 24,192	Grant	Duration of grant
OECs of eCurriculum Coaches	3	Fringe Benefits	1	$ 115,500	Grant	Duration of grant
OECs of eCurriculum Coaches	3	Fringe Benefits	2	$ 115,500	Grant	Duration of grant
OECs of eCurriculum Coaches	3	Fringe Benefits	3	$ 115,500	Grant	Duration of grant

One-Time Expenses vs. Ongoing Expenses						
Item	Project	Cost Category	Year	Cost	Funding	Funding Duration
Health Insurance of eCurriculum Coaches	3	Fringe Benefits	1	$ 82,500	Grant	Duration of grant
Health Insurance of eCurriculum Coaches	3	Fringe Benefits	2	$ 82,500	Grant	Duration of grant
Health Insurance of eCurriculum Coaches	3	Fringe Benefits	3	$ 82,500	Grant	Duration of grant
OECs of Instructional Technology Coaches	3	Fringe Benefits	1	$ 330,750	Grant	Duration of grant
OECs of Instructional Technology Coaches	3	Fringe Benefits	2	$ 330,750	Grant	Duration of grant
OECs of Instructional Technology Coaches	3	Fringe Benefits	3	$ 330,750	Grant	Duration of grant
Health Insurance for Instructional Technology Coaches	3	Fringe Benefits	1	$ 236,250	Grant	Duration of grant
Health Insurance for Instructional Technology Coaches	3	Fringe Benefits	2	$ 236,250	Grant	Duration of grant
Health Insurance for Instructional Technology Coaches	3	Fringe Benefits	3	$ 236,250	Grant	Duration of grant
eLearning Coordinator	3	Travel	1	$ 1,025	Grant	Duration of grant
eLearning Coordinator	3	Travel	2	$ 1,025	Grant	Duration of grant
eLearning Coordinator	3	Travel	3	$ 1,025	Grant	Duration of grant
eLearning Coordinator	3	Travel	4	$ 1,025	Grant	Perpetual
Travel associated with Project Based Learning training	3	Travel	1	$ 1,230	Grant	One-Time
Travel associated with Overview of Blended Learning for Admins	3	Travel	1	$ 1,640	Grant	One-Time
Travel associated with PD for Admins – Evaluating Blended Learning Instruction	3	Travel	1	$ 1,230	Grant	One-Time
Travel associated with PD for Admins – Evaluating Blended Learning Instruction	3	Travel	2	$ 3,690	Grant	One-Time
Long distance learning equipment (for distance learning capability)	3	Equipment	1	$ 462,000	Grant	One-Time
eLearning Coordinator Laptop	3	Equipment	1	$ 600	Grant	One-Time
Instructional Technology Coaches Laptops	3	Equipment	1	$ 18,900	Grant	One-Time
eCurriculum Coaches Laptops	3	Equipment	1	$ 6,600	Grant	One-Time
Control Software – Software that prevents students from accessing inappropriate sites	3	Equipment	1	$ 500,786	Grant	One-Time
Hardware for students to access digital course content	3	Equipment	1	$ 5,238,720	Grant	One-Time
Wireless Access Points (technology)	3	Equipment	1	$ 1,074,000	Grant	One-Time
Teacher Technology to use for Blended Instruction	3	Equipment	1	$ 100,000	Grant	One-Time
Blended Learning Consultation for Consortium Steering Committee	3	Contractual	1	$ 16,000	Grant	One-Time
Blended Learning Professional Development for teachers	3	Contractual	1	$ 60,000	Grant	One-Time
Overview of Blended Learning for Admins	3	Contractual	1	$ 16,000	Grant	One-Time
PD for Admins – Evaluating Blended Learning Instruction	3	Contractual	1	$ 12,000	Grant	One-Time
PD for Admins – Evaluating Blended Learning Instruction	3	Contractual	2	$ 36,000	Grant	One-Time
Project Based Learning	3	Contractual	1	$ 150,000	Grant	One-Time
Substitute teachers for Blended Learning Training	3	Other	1	$ 34,020	Grant	Duration of grant
Substitute teachers for Blended Learning Training	3	Other	2	$ 102,060	Grant	Duration of grant
Substitute teachers for Blended Learning Training	3	Other	3	$ 38,880	Grant	Duration of grant
IHE Coordinator (Consortium-wide)	4	Personnel	1	$ 70,000	Grant	Duration of grant
IHE Coordinator (Consortium-wide)	4	Personnel	2	$ 70,000	Grant	Duration of grant
IHE Coordinator (Consortium-wide)	4	Personnel	3	$ 70,000	Grant	Duration of grant
IHE Coordinator (Consortium-wide)	4	Personnel	4	$ 70,000	Grant	Perpetual
Teachers to 1) become adjunct and 2) map/align curriculum	4	Personnel	1	$ 2,000	Grant	One-Time
Teachers to 1) become adjunct and 2) map/align curriculum	4	Personnel	2	$ 2,000	Grant	One-Time
Teachers to 1) become adjunct and 2) map/align curriculum	4	Personnel	3	$ 2,000	Grant	One-Time
Teachers to 1) become adjunct and 2) map/align curriculum	4	Personnel	4	$ 2,000	Grant	Perpetual
Teachers participate in College PD	4	Personnel	1	$ 44,000	Grant	Duration of grant

One-Time Expenses vs. Ongoing Expenses						
Item	Project	Cost Category	Year	Cost	Funding	Funding Duration
Teachers participate in College PD	4	Personnel	2	$ 88,000	Grant	Duration of grant
Teachers participate in College PD	4	Personnel	3	$ 132,000	Grant	Duration of grant
Teachers participate in College PD	4	Personnel	4	$ 176,000	Grant	Perpetual
University Partnership	4	Personnel	1	$ 500,000	Grant	One-Time
OECs IHE Coordinator (Consortium-wide)	4	Fringe Benefits	1	$ 21,000	Grant	Duration of grant
OECs IHE Coordinator (Consortium-wide)	4	Fringe Benefits	2	$ 21,000	Grant	Duration of grant
OECs IHE Coordinator (Consortium-wide)	4	Fringe Benefits	3	$ 21,000	Grant	Duration of grant
OECs IHE Coordinator (Consortium-wide)	4	Fringe Benefits	4	$ 21,000	Grant	Perpetual
Health Insurance of IHE Coodinator	4	Fringe Benefits	1	$ 15,000	Grant	Duration of grant
Health Insurance of IHE Coodinator	4	Fringe Benefits	2	$ 15,000	Grant	Duration of grant
Health Insurance of IHE Coodinator	4	Fringe Benefits	3	$ 15,000	Grant	Duration of grant
Health Insurance of IHE Coodinator	4	Fringe Benefits	4	$ 15,000	Grant	Perpetual
OECs Teacher course mapping	4	Fringe Benefits	1	$ 600	Grant	Duration of grant
OECs Teacher course mapping	4	Fringe Benefits	2	$ 600	Grant	Duration of grant
OECs Teacher course mapping	4	Fringe Benefits	3	$ 600	Grant	Duration of grant
OECs Teacher course mapping	4	Fringe Benefits	4	$ 600	Grant	Perpetual
OECs Teacher College PD	4	Fringe Benefits	1	$ 13,200	Grant	Duration of grant
OECs Teacher College PD	4	Fringe Benefits	2	$ 26,400	Grant	Duration of grant
OECs Teacher College PD	4	Fringe Benefits	3	$ 39,600	Grant	Duration of grant
OECs Teacher College PD	4	Fringe Benefits	4	$ 52,800	Grant	Perpetual
IHE Coordinator	4	Travel	1	$ 2,050	Grant	Duration of grant
IHE Coordinator	4	Travel	2	$ 2,050	Grant	Duration of grant
IHE Coordinator	4	Travel	3	$ 2,050	Grant	Duration of grant
IHE Coordinator	4	Travel	4	$ 2,050	Grant	Perpetual
IHE Coordinator Laptop	4	Equipment	1	$ 1,200	Grant	One-Time
PR materials, training materials/guidance documents for parents	4	Supplies	1	$ 5,000	Grant	Perpetual
Books	4	Supplies	1	$ 41,250	Grant	Duration of grant
Books	4	Supplies	2	$ 46,250	Grant	Duration of grant
Books	4	Supplies	3	$ 51,250	Grant	Duration of grant
Books	4	Supplies	4	$ 56,250	Grant	Perpetual
IHE On-site, off-site and on-line dual enrollment courses	4	Contractual	2	$ 48,000	Grant	Duration of grant
IHE On-site, off-site and on-line dual enrollment courses	4	Contractual	3	$ 96,000	Grant	Duration of grant
IHE On-site, off-site and on-line dual enrollment courses	4	Contractual	4	$ 144,000	Grant	Perpetual
Transportation costs	4	Other	1	$ 107,520	Grant	Duration of grant
Transportation costs	4	Other	2	$ 107,520	Grant	Duration of grant
Transportation costs	4	Other	3	$ 107,520	Grant	Duration of grant
Transportation costs	4	Other	4	$ 107,520	Grant	Perpetual
District staff to develop : Yr1 – Mastery Learning Framework,Yrs 2-4 – Development of Competency Assessments	5	Personnel	1	$ 12,000	Grant	Duration of grant
District staff to develop : Yr1 – Mastery Learning Framework,Yrs 2-4 – Development of Competency Assessments	5	Personnel	2	$ 24,000	Grant	Duration of grant
District staff to develop : Yr1 – Mastery Learning Framework,Yrs 2-4 – Development of Competency Assessments	5	Personnel	3	$ 24,000	Grant	Duration of grant
District staff to develop : Yr1 – Mastery Learning Framework,Yrs 2-4 – Development of Competency Assessments	5	Personnel	4	$ 24,000	Grant	Perpetual
OECs of District Staff Mastery Leaning work	5	Fringe Benefits	1	$ 3,600	Grant	Duration of grant
OECs of District Staff Mastery Leaning work	5	Fringe Benefits	2	$ 7,200	Grant	Duration of grant

One-Time Expenses vs. Ongoing Expenses						
Item	Project	Cost Category	Year	Cost	Funding	Funding Duration
OECs of District Staff Mastery Leaning work	5	Fringe Benefits	3	$ 7,200	Grant	Duration of grant
OECs of District Staff Mastery Leaning work	5	Fringe Benefits	4	$ 7,200	Grant	Perpetual
Travel for Consortium Leads	5	Travel	1	$ 2,050	Grant	Duration of grant
Travel for Consortium Leads	5	Travel	2	$ 2,050	Grant	Duration of grant
Travel for Consortium Leads	5	Travel	3	$ 2,050	Grant	Duration of grant
Travel for Consortium Leads	5	Travel	4	$ 2,050	Grant	Perpetual
Conferences and site visits	5	Travel	1	$ 6,000	Grant	Duration of grant
Conferences and site visits	5	Travel	2	$ 6,000	Grant	Duration of grant
Conferences and site visits	5	Travel	3	$ 6,000	Grant	Duration of grant
Conferences and site visits	5	Travel	4	$ 6,000	Grant	Duration of grant
Design of end of course assessments	5	Contractual	2	$ 1,950	Grant	Duration of grant
Design of end of course assessments	5	Contractual	3	$ 2,400	Grant	Duration of grant
Design of end of course assessments	5	Contractual	4	$ 3,000	Grant	Duration of grant
Program Manager	6	Personnel	1	$ 120,000	Grant	Duration of grant
Program Manager	6	Personnel	2	$ 120,000	Grant	Duration of grant
Program Manager	6	Personnel	3	$ 120,000	Grant	Duration of grant
Program Manager	6	Personnel	4	$ 120,000	Grant	Duration of grant
Administrative Support	6	Personnel	1	$ 45,000	Grant	Duration of grant
Administrative Support	6	Personnel	2	$ 45,000	Grant	Duration of grant
Administrative Support	6	Personnel	3	$ 45,000	Grant	Duration of grant
Administrative Support	6	Personnel	4	$ 45,000	Grant	Duration of grant
BRINC District Leads (existing staff)	6	Personnel	1	$ 40,000	Grant	Duration of grant
BRINC District Leads (existing staff)	6	Personnel	2	$ 40,000	Grant	Duration of grant
BRINC District Leads (existing staff)	6	Personnel	3	$ 40,000	Grant	Duration of grant
BRINC District Leads (existing staff)	6	Personnel	4	$ 40,000	Grant	Perpetual
OECs for Project Manager	6	Fringe Benefits	1	$ 36,000	Grant	Duration of grant
OECs for Project Manager	6	Fringe Benefits	2	$ 36,000	Grant	Duration of grant
OECs for Project Manager	6	Fringe Benefits	3	$ 36,000	Grant	Duration of grant
OECs for Project Manager	6	Fringe Benefits	4	$ 36,000	Grant	Duration of grant
Health Insurance Project Manager	6	Fringe Benefits	1	$ 15,000	Grant	Duration of grant
Health Insurance Project Manager	6	Fringe Benefits	2	$ 15,000	Grant	Duration of grant
Health Insurance Project Manager	6	Fringe Benefits	3	$ 15,000	Grant	Duration of grant
Health Insurance Project Manager	6	Fringe Benefits	4	$ 15,000	Grant	Duration of grant
OECs for Administrative Support	6	Fringe Benefits	1	$ 13,500	Grant	Duration of grant
OECs for Administrative Support	6	Fringe Benefits	2	$ 13,500	Grant	Duration of grant
OECs for Administrative Support	6	Fringe Benefits	3	$ 13,500	Grant	Duration of grant
OECs for Administrative Support	6	Fringe Benefits	4	$ 13,500	Grant	Duration of grant
Health Insurance Administrative Assistant	6	Fringe Benefits	1	$ 15,000	Grant	Duration of grant
Health Insurance Administrative Assistant	6	Fringe Benefits	2	$ 15,000	Grant	Duration of grant
Health Insurance Administrative Assistant	6	Fringe Benefits	3	$ 15,000	Grant	Duration of grant
Health Insurance Administrative Assistant	6	Fringe Benefits	4	$ 15,000	Grant	Duration of grant
OECs BRINC Leads	6	Fringe Benefits	1	$ 12,000	Grant	Duration of grant
OECs BRINC Leads	6	Fringe Benefits	2	$ 12,000	Grant	Duration of grant

One-Time Expenses vs. Ongoing Expenses						
Item	Project	Cost Category	Year	Cost	Funding	Funding Duration
OECs BRINC Leads	6	Fringe Benefits	3	$ 12,000	Grant	Duration of grant
OECs BRINC Leads	6	Fringe Benefits	4	$ 12,000	Grant	Perpetual
Health Insurance BRINC Leads	6	Fringe Benefits	1	$ 6,000	Grant	Duration of grant
Health Insurance BRINC Leads	6	Fringe Benefits	2	$ 6,000	Grant	Duration of grant
Health Insurance BRINC Leads	6	Fringe Benefits	3	$ 6,000	Grant	Duration of grant
Health Insurance BRINC Leads	6	Fringe Benefits	4	$ 6,000	Grant	Perpetual
Project Manager Travel	6	Travel	1	$ 2,050	Grant	Duration of grant
Project Manager Travel	6	Travel	2	$ 2,050	Grant	Duration of grant
Project Manager Travel	6	Travel	3	$ 2,050	Grant	Duration of grant
Project Manager Travel	6	Travel	4	$ 2,050	Grant	Duration of grant
Conferences and site visits	6	Travel	1	$ 6,000	Grant	Duration of grant
Conferences and site visits	6	Travel	2	$ 6,000	Grant	Duration of grant
Conferences and site visits	6	Travel	3	$ 6,000	Grant	Duration of grant
Conferences and site visits	6	Travel	4	$ 6,000	Grant	Perpetual
General Travel for teachers	6	Travel	1	$ 62,500	Grant	Duration of grant
General Travel for teachers	6	Travel	2	$ 62,500	Grant	Duration of grant
General Travel for teachers	6	Travel	3	$ 62,500	Grant	Duration of grant
General Travel for teachers	6	Travel	4	$ 62,500	Grant	Perpetual
PM laptop	6	Equipment	1	$ 1,200	Grant	One-Time
Vision Network	6	Contractual	1	$ 1,040,000	Grant	One-Time
Identify and apply the indirect cost rate 3% indirect	6	Indirect Costs	1	$ 225,000	Grant	Duration of grant
Identify and apply the indirect cost rate 3% indirect	6	Indirect Costs	2	$ 225,000	Grant	Duration of grant
Identify and apply the indirect cost rate 3% indirect	6	Indirect Costs	3	$ 225,000	Grant	Duration of grant
Identify and apply the indirect cost rate 3% indirect	6	Indirect Costs	4	$ 225,000	Grant	Duration of grant
Servers & Network Deployment & Maintenance	3	Personnel	1	$ 63,000	Local	Duration of grant
Servers & Network Deployment & Maintenance	3	Personnel	2	$ 63,000	Local	Duration of grant
Servers & Network Deployment & Maintenance	3	Personnel	3	$ 63,000	Local	Duration of grant
Servers & Network Deployment & Maintenance	3	Personnel	4	$ 63,000	Local	Perpetual
Professional Development in Foundational Technology Skills	3	Personnel	1	$ 140,000	Local	Duration of grant
Professional Development in Foundational Technology Skills	3	Personnel	2	$ 140,000	Local	Duration of grant
Professional Development in Foundational Technology Skills	3	Personnel	3	$ 140,000	Local	Duration of grant
Professional Development in Foundational Technology Skills	3	Personnel	4	$ 140,000	Local	Duration of grant
Professional Development in Foundational Technology Skills	3	Personnel	5	$ 140,000	Local	Duration of grant
Professional Development in Foundational Technology Skills	3	Personnel	6	$ 140,000	Local	Perpetual
Instructional Technology	3	Equipment	1	$ 84,000	Local	Duration of grant
Instructional Technology	3	Equipment	2	$ 84,000	Local	Duration of grant
Instructional Technology	3	Equipment	3	$ 84,000	Local	Duration of grant
Instructional Technology	3	Equipment	4	$ 84,000	Local	Duration of grant
Instructional Technology	3	Equipment	5	$ 84,000	Local	Duration of grant
Instructional Technology	3	Equipment	6	$ 84,000	Local	Perpetual
Bandwidth	3	Equipment	1		Local	One-Time
Bandwidth	3	Equipment	2		Local	One-Time
Bandwidth	3	Equipment	3		Local	One-Time

One-Time Expenses vs. Ongoing Expenses						
Item	Project	Cost Category	Year	Cost	Funding	Funding Duration
Bandwidth	3	Equipment	4		Local	Perpetual
One-on-One Computing	3	Equipment	1		Local	Duration of grant
One-on-One Computing	3	Equipment	2		Local	Duration of grant
One-on-One Computing	3	Equipment	3		Local	Duration of grant
One-on-One Computing	3	Equipment	4		Local	Perpetual
Collaborative Learning	3	Equipment	1		Local	Duration of grant
Collaborative Learning	3	Equipment	2		Local	Duration of grant
Collaborative Learning	3	Equipment	3		Local	Duration of grant
Collaborative Learning	3	Equipment	4		Local	Perpetual
K-12 Universal Wireless Deployment	3	Equipment	1		Local	One-Time
K-12 Universal Wireless Deployment	3	Equipment	2		Local	One-Time
K-12 Universal Wireless Deployment	3	Equipment	3		Local	One-Time
K-12 Universal Wireless Deployment	3	Equipment	4		Local	One-Time
K-12 Universal Wireless Deployment	3	Equipment	5	$ 35,000	Local	Perpetual
Basic Technology Support	3	Personnel	1	$ 171,500	Local	Duration of grant
Basic Technology Support	3	Personnel	2	$ 171,500	Local	Duration of grant
Basic Technology Support	3	Personnel	3	$ 171,500	Local	Duration of grant
Basic Technology Support	3	Personnel	4	$ 171,500	Local	Duration of grant
Basic Technology Support	3	Personnel	5	$ 171,500	Local	Duration of grant
Basic Technology Support	3	Personnel	6	$ 171,500	Local	Perpetual
General Professional Development	3	Personnel	1	$ 70,000	Local	Duration of grant
General Professional Development	3	Personnel	2	$ 70,000	Local	Duration of grant
General Professional Development	3	Personnel	3	$ 70,000	Local	Duration of grant
General Professional Development	3	Personnel	4	$ 70,000	Local	Duration of grant
General Professional Development	3	Personnel	5	$ 70,000	Local	Duration of grant
General Professional Development	3	Personnel	6	$ 70,000	Local	Perpetual
General Professional Development	4	Personnel	1	$ 65,000	Local	Duration of grant
General Professional Development	4	Personnel	2	$ 65,000	Local	Duration of grant
General Professional Development	4	Personnel	3	$ 65,000	Local	Duration of grant
General Professional Development	4	Personnel	4	$ 65,000	Local	Duration of grant
General Professional Development	4	Personnel	5	$ 65,000	Local	Duration of grant
General Professional Development	4	Personnel	6	$ 65,000	Local	Perpetual
Network Support	2	Equipment	1	$ 39,000	Local	Duration of grant
Network Support	2	Equipment	2	$ 39,000	Local	Duration of grant
Network Support	2	Equipment	3	$ 39,000	Local	Duration of grant
Network Support	2	Equipment	4	$ 39,000	Local	Duration of grant
Network Support	2	Equipment	5	$ 39,000	Local	Duration of grant
Network Support	2	Equipment	6	$ 39,000	Local	Perpetual
Devices: Computers, laptops, tablet	2	Equipment	1	$ 325,000	Local	One-Time
Devices: Computers, laptops, tablet	2	Equipment	2	$ 325,000	Local	One-Time
Devices: Computers, laptops, tablet	2	Equipment	3	$ 325,000	Local	One-Time
Devices: Computers, laptops, tablet	2	Equipment	4	$ 325,000	Local	One-Time
Devices: Computers, laptops, tablet	2	Equipment	5	$ 325,000	Local	One-Time

One-Time Expenses vs. Ongoing Expenses						
Item	Project	Cost Category	Year	Cost	Funding	Funding Duration
Devices: Computers, laptops, tablet	2	Equipment	6	$ 325,000	Local	Perpetual
Increase wireless & Network capacity	3	Equipment	1	$ 65,000	Local	One-Time
Increase wireless & Network capacity	3	Equipment	2	$ 65,000	Local	One-Time
Increase wireless & Network capacity	3	Equipment	3	$ 65,000	Local	One-Time
Increase wireless & Network capacity	3	Equipment	4	$ 65,000	Local	One-Time
Increase wireless & Network capacity	3	Equipment	5	$ 65,000	Local	One-Time
Increase wireless & Network capacity	3	Equipment	6	$ 65,000	Local	Perpetual
Technology Support	3	Personnel	1	$ 130,000	Local	Duration of grant
Technology Support	3	Personnel	2	$ 130,000	Local	Duration of grant
Technology Support	3	Personnel	3	$ 130,000	Local	Duration of grant
Technology Support	3	Personnel	4	$ 130,000	Local	Duration of grant
Technology Support	3	Personnel	5	$ 130,000	Local	Duration of grant
Technology Support	3	Personnel	6	$ 130,000	Local	Perpetual
Basic Technology Support	3	Personnel	1	$ 130,000	Local	Duration of grant
Basic Technology Support	3	Personnel	2	$ 130,000	Local	Duration of grant
Basic Technology Support	3	Personnel	3	$ 130,000	Local	Duration of grant
Basic Technology Support	3	Personnel	4	$ 130,000	Local	Duration of grant
Basic Technology Support	3	Personnel	5	$ 130,000	Local	Duration of grant
Basic Technology Support	3	Personnel	6	$ 130,000	Local	Perpetual
General Staff Technology Professional Development	3	Personnel	1		Local	Duration of grant
General Staff Technology Professional Development	3	Personnel	2		Local	Duration of grant
General Staff Technology Professional Development	3	Personnel	3		Local	Duration of grant
General Staff Technology Professional Development	3	Personnel	4		Local	Duration of grant
General Staff Technology Professional Development	3	Personnel	5		Local	Duration of grant
General Staff Technology Professional Development	3	Personnel	6		Local	Perpetual
Technology for Teachers	3	Equipment	1	$ 14,000	Local	Duration of grant
Technology for Teachers	3	Equipment	2	$ 14,000	Local	Duration of grant
Technology for Teachers	3	Equipment	3	$ 14,000	Local	Duration of grant
Technology for Teachers	3	Equipment	4	$ 14,000	Local	Duration of grant
Technology for Teachers	3	Equipment	5	$ 14,000	Local	Duration of grant
Technology for Teachers	3	Equipment	6	$ 14,000	Local	Perpetual
General Staff Technology Professional Development	3	Personnel	1		Local	Duration of grant
General Staff Technology Professional Development	3	Personnel	2		Local	Duration of grant
General Staff Technology Professional Development	3	Personnel	3		Local	Duration of grant
General Staff Technology Professional Development	3	Personnel	4		Local	Duration of grant
General Staff Technology Professional Development	3	Personnel	5		Local	Duration of grant
General Staff Technology Professional Development	3	Personnel	6		Local	Perpetual
Technology for Teachers	3	Equipment	1	$ 21,000	Local	Duration of grant
Technology for Teachers	3	Equipment	2	$ 21,000	Local	Duration of grant
Technology for Teachers	3	Equipment	3	$ 21,000	Local	Duration of grant
Technology for Teachers	3	Equipment	4	$ 21,000	Local	Duration of grant
Technology for Teachers	3	Equipment	5	$ 21,000	Local	Duration of grant
Technology for Teachers	3	Equipment	6	$ 21,000	Local	Perpetual

One-Time Expenses vs. Ongoing Expenses						
Item	Project	Cost Category	Year	Cost	Funding	Funding Duration
Technology for Teachers	3	Equipment	1	$ 140,000	Local	Duration of grant
Technology for Teachers	3	Equipment	2	$ 140,000	Local	Duration of grant
Technology for Teachers	3	Equipment	3	$ 140,000	Local	Duration of grant
Technology for Teachers	3	Equipment	4	$ 140,000	Local	Duration of grant
Technology for Teachers	3	Equipment	5	$ 140,000	Local	Duration of grant
Technology for Teachers	3	Equipment	6	$ 140,000	Local	Perpetual
Technology for Students	3	Equipment	1	$ 140,000	Local	Duration of grant
Technology for Students	3	Equipment	2	$ 140,000	Local	Duration of grant
Technology for Students	3	Equipment	3	$ 140,000	Local	Duration of grant
Technology for Students	3	Equipment	4	$ 140,000	Local	Duration of grant
Technology for Students	3	Equipment	5	$ 140,000	Local	Duration of grant
Technology for Students	3	Equipment	6	$ 140,000	Local	Perpetual
General Professional Development	3	Equipment	1		Local	Duration of grant
General Professional Development	3	Equipment	2		Local	Duration of grant
General Professional Development	3	Equipment	3		Local	Duration of grant
General Professional Development	3	Equipment	4		Local	Duration of grant
General Professional Development	3	Equipment	5	$ 21,000	Local	Duration of grant
General Professional Development	3	Equipment	6	$ 21,000	Local	Perpetual
Project management contracted support	6	Contractual	1	$ 100,000	Local	Duration of grant
Project management contracted support	6	Contractual	2	$ 100,000	Local	Duration of grant
Project management contracted support	6	Contractual	3	$ 50,000	Local	Duration of grant
Project management contracted support	6	Contractual	4	$ 50,000	Local	Duration of grant
Consortium website development & maintenance	6	Contractual	1	$ 35,000	Local	One-Time
Consortium website development & maintenance	6	Contractual	2	$ 5,000	Local	Duration of grant
Consortium website development & maintenance	6	Contractual	3	$ 5,000	Local	Duration of grant
Consortium website development & maintenance	6	Contractual	4	$ 5,000	Local	Perpetual
Cross district committee supports	6	Supplies	1	$ 5,000	Local	Duration of grant
Cross district committee supports	6	Supplies	2	$ 5,000	Local	Duration of grant
Cross district committee supports	6	Supplies	3	$ 5,000	Local	Duration of grant
Cross district committee supports	6	Supplies	4	$ 5,000	Local	Perpetual
Master teachers to review all new digital content	6	Personnel	1	$ 33,600	Local	Duration of grant
Master teachers to review all new digital content	6	Personnel	2	$ 33,600	Local	Duration of grant
Master teachers to review all new digital content	6	Personnel	3	$ 33,600	Local	Duration of grant
Master teachers to review all new digital content	6	Personnel	4	$ 33,600	Local	Perpetual
Master teachers to review all new digital content	6	Fringe Benefits	1	$ 10,080	Local	Duration of grant
Master teachers to review all new digital content	6	Fringe Benefits	2	$ 10,080	Local	Duration of grant
Master teachers to review all new digital content	6	Fringe Benefits	3	$ 10,080	Local	Duration of grant
Master teachers to review all new digital content	6	Fringe Benefits	4	$ 10,080	Local	Perpetual
Professional Development for Coaches	3	Contractual	1	$ 75,000	Local	One-Time
Professional Development for Coaches	3	Contractual	1	$ 75,000	Local	One-Time
Stipends or substitutes for teachers to participate in development of scope of work for projects	3	Personnel	1	$ 75,000	Local	One-Time
Stipends or substitutes for teachers to participate in development of scope of work for projects	3	Personnel	1	$ 75,000	Local	One-Time
Stipends or substitutes for make-up training	3	Personnel	1	$ 25,000	Local	One-Time

One-Time Expenses vs. Ongoing Expenses						
Item	Project	Cost Category	Year	Cost	Funding	Funding Duration
Stipends or substitutes for make-up training	3	Personnel	1	$ 25,000	Local	One-Time
Substitutes for teachers to work together to develop blended learning content and strategies	3	Personnel	1	$ 75,000	Local	One-Time
Substitutes for teachers to work together to develop blended learning content and strategies	3	Personnel	1	$ 75,000	Local	One-Time
Educator Evaluator Program	6	Contractual	1	$ 50,000	Local	Duration of grant
Educator Evaluator Program	6	Contractual	2	$ 50,000	Local	Duration of grant
Educator Evaluator Program	6	Contractual	3	$ 50,000	Local	Duration of grant
Educator Evaluator Program	6	Contractual	4	$ 50,000	Local	Perpetual

RTTT-D Grant Funding and Alternate Funding Sources for the Proposal

Funding Duration	(All)
Project	(All)
Item	(All)

Sum of Cost	Column Labels				
Row Labels	**1**	**2**	**3**	**4**	**Grand Total**
Grant					
Contractual	$ 2,294,000	$ 335,950	$ 223,400	$ 272,000	$ 3,125,350
Equipment	$ 8,697,506	$ 110,000			$ 8,807,506
Fringe Benefits	$ 1,432,536	$ 1,515,588	$ 1,514,076	$ 342,072	$ 4,804,272
Indirect Costs	$ 225,000	$ 225,000	$ 225,000	$ 225,000	$ 900,000
Other	$ 155,540	$ 219,580	$ 156,400	$ 117,520	$ 649,040
Personnel	$ 3,618,920	$ 3,325,200	$ 3,277,320	$ 839,600	$ 11,061,040
Supplies	$ 46,250	$ 46,250	$ 51,250	$ 56,250	$ 200,000
Travel	$ 91,600	$ 86,390	$ 82,700	$ 82,700	$ 343,390
Grant Total	**$ 16,561,352**	**$ 5,863,958**	**$ 5,530,146**	**$ 1,935,142**	**$ 29,890,598**
Local					
Contractual	$ 835,000	$ 155,000	$ 105,000	$ 105,000	$ 1,200,000
Equipment	$ 828,000	$ 828,000	$ 828,000	$ 828,000	$ 3,312,000
Fringe Benefits	$ 10,080	$ 10,080	$ 10,080	$ 10,080	$ 40,320
Personnel	$ 1,153,100	$ 803,100	$ 803,100	$ 803,100	$ 3,562,400
Supplies	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 20,000
Local Total	**$ 2,831,180**	**$ 1,801,180**	**$ 1,751,180**	**$ 1,751,180**	**$ 8,134,720**
Grand Total	**$ 19,392,532**	**$ 7,665,138**	**$ 7,281,326**	**$ 3,686,322**	**$ 38,025,318**

Restricted Certification

I certify as the responsible official of the Indian River School District
(Legal name of the local education agency)

that the information contained herein has been prepared in accordance with the instructions issued by the Delaware Department of Education, conforms with U.S. OMB Circular A-87 and is correct to the best of my knowledge and belief.

No costs other than those incurred by the Indian River School District
(Legal name of the local education agency)

have been included in the restricted indirect cost rate application. The same costs that have been treated as indirect costs have not been and will not be claimed as direct costs, and similar types of costs have been accorded consistent treatment. All expenditures detailed on the application form have been made, and records supporting them have been maintained and are available for audit.

A restricted indirect cost rate of 3.51 percent is proposed for use during fiscal year **2013**. I further certify that all data on this form are referenced to the State of Delaware Annual Financial Statement for the year ending June 30, 2011 and is in conformance with Handbook 2R2 - Financial Accounting for Local and State School Systems.

Signature of Authorized Official	31 Hosier Street Street Address or P.O. Box
Gary W. Brittingham Name of Authorized Official	Selbyville, DE 19975 City & Zip Code
Assistant Superintendent Title	28 September, 2012 Date Signed

---

Accepted and approved by the Delaware Department of Education by:

Signature of Authorized Official	Associate Secretary Title
Karen Field Rogers Name of Authorized Official	10/28/12 Date Approved

Restricted Indirect Cost Allocation Plan

Due Date: August 8, 2012
Return to: Eulinda DiPietro

Department of Education
401 Federal Street, Suite 2
Dover, DE 19901
edipietro@doe.k12.de.us
fax: (302) 739-7768

Amount reported in the Annual Financial Statement for the year ending June 30, 2011

	Class of Expenditure (a)	Federal Line # (b)	Capital Outlay (c)	Unallowed Costs (d)	Indirect Costs	Direct Costs	Total (e)
1000	Instruction (f)	0170	$ 58,720			67,171,678	$ 67,230,398
2100	Support Services/Students	0270	94,144			4,684,786	4,778,931
2200	Support Services/Staff	0370	0			656,582	656,582
2300	Support Services/General Administration	0470	0	532,717	271,340		804,057
2400	Support Services/School Administration	0570	31,425			5,846,619	5,878,045
2600	Support Services/Operations and Plant Maintenance	0670	48,212			9,555,281	9,603,493
2700	Support Services/Student Transportation	0770	0			6,685,403	6,685,403
2800	Support Services/Other	0870	0		3,627,557	3,627,557	3,627,557
3100	Non Instructional Services/Food Services (g)	0970	0			1,140,955	1,140,955
3300	Community Services (h)	1270	0			0	0
	Total		$ 232,501	$ 532,717	$ 3,898,897	$ 99,368,861	$ 100,405,420
			(A)	(B)	(C)	(D)	(E)

$3,898,897 / (B) $532,717 (D) $99,368,861 = $3,898,897 / $99,901,578 = 3.51 — 3.51 Percent (To nearest hundredth of a percent)

End result includes additional 10% decrease

a. The class of expenditures listed on this form conforms with Handbook 2R2, Financial Accounting for Local and State School Systems, 1990. The class of expenditures are also used for the National Public Education Finance Survey.
b. The FL# is located in the third column of the Annual Financial Statement.
c. Refer to the Class of Expenditure and Federal Line # in the Annual Financial Statement.
d. Determine unallowable costs per instructions attached.
e. Enter total for the Class of Expenditure per the Annual Financial Statement.
f. Exclude within State tuitition.
g. Only include state and local fund expenditures for Food Service.
h. Exclude costs for Adult Education.

Complete Restricted Certificate on the next tab

Restricted Certification

I certify as the responsible official of the Indian River School District
(Legal name of the local education agency)

that the information contained herein has been prepared in accordance with the instructions issued by the Delaware Department of Education, conforms with U.S. OMB Circular A-87 and is correct to the best of my knowledge and belief.

No costs other than those incurred by the Indian River School District
(Legal name of the local education agency)

have been included in the restricted indirect cost rate application. The same costs that have been treated as indirect costs have not been and will not be claimed as direct costs, and similar types of costs have been accorded consistent treatment. All expenditures detailed on the application form have been made, and records supporting them have been maintained and are available for audit.

A restricted indirect cost rate of 13.96 percent is proposed for use during fiscal year **2013**. I further certify that all data on this form are referenced to the State of Delaware Annual Financial Statement for the year ending June 30, 2011 and is in conformance with Handbook 2R2 - Financial Accounting for Local and State School Systems.

Signature of Authorized Official	31 Hosier Street Street Address or P.O. Box
Gary W. Brittingham Name of Authorized Official	Selbyville, DE 19975 City & Zip Code
Assistant Superintendent Title	28 September, 2012 Date Signed

---

Accepted and approved by the Delaware Department of Education by:

Signature of Authorized Official	Associate Secretary Title
Karen Field Rogers Name of Authorized Official	10/28/12 Date Approved

FF-46A-280
Side 2 of 2

Non-Restricted Indirect Cost Allocation Plan

Due Date: August 8, 2012
Return to: Eulinda DiPietro
Department of Education
401 Federal Street, Suite 2
Dover, DE 19901
edipietro@doe.k12.de.us
fax: (302) 739-7768

0

Amount reported in the Annual Financial Statement for the year ending June 30, 2011

	Class of Expenditure (a)	Federal Line # (b)	Capital Outlay (c)	Unallowed Costs (d)	Indirect Costs	Direct Costs	Total (e)
1000	Instruction	0170	$ 58,720			67,171,678	$ 67,230,398
2100	Support Services/Students	0270	94,144			4,684,786	4,778,931
2200	Support Services/Staff	0370	0			656,582	656,582
2300	Support Services/General Administration	0470	0	532,717	271,340		804,057
2400	Support Services/School Administration	0570	31,425			5,846,619	5,878,045
2600	Support Service/Operations and Plant Maintenance	0670	48,212		9,555,281		9,603,493
2700	Support Services/Student Transportation	0770	0			6,685,403	6,685,403
2800	Support Services/Other	0870	0		3,627,557		3,627,557
3100	Non Instructional Services/Food Services (g)	0970	0			1,140,955	1,140,955
3300	Community Services (h)	1270	0			0	0
	Total		$ 232,501	$ 532,717	$ 13,454,178	$ 86,186,023	$ 100,405,420
			(A)	(B)	(C)	(D)	(E)

$13,454,178
(B) $532,717 (D) $86,186,023

= $13,454,178 / $86,718,740 = 13.96 13.96 Percent
(To nearest hundredth of a percent)

End result includes additional 10% decrease

This form automatically populates once the Restricted Indirect Cost Plan spreadsheet is filled out.