Summary
Key Components of Partnership Zone Plan for Glasgow High School.

Working Draft DECEMBER REVISION COPY DECEMBER 14, 2010

	INTERVENTION MODEL AND STRATEGIES
Intervention Model (14 Del Admin Code SS 103) Component	**TRANSFORMATION**
Abstract / Stakeholder Consultation – Section 1 SIG 1003g Application	
	BUILDING MOMENTUM / REINFORCING RELATIONSHIPS/ REDEFINING RELEVANCE/ SUPPORTING STUDENT SUCCESS Starting on September 1, 2010, when Glasgow High School was named as part of the Delaware Partnership Zone, the process to develop the plan for Transformation for Glasgow High was a collaborative process including representation from major stakeholder groups including: parents, teachers, community, students, and district administration. The process started on Day 1 - September 1 - with the Superintendent visiting Glasgow High School to meet with teachers and administrators about the announcement around Glasgow being included in Delaware Department of Education's Partnership Zone. The Assistant for Administrative Services attended the first PTA meeting after the announcement to talk with parents and teachers. Within a week a PZ Design Team dedicated to Glasgow High was assembled and convened with the responsibility to review data, gather community feedback, research effective models , and ultimately develop a plan to Transform Expectations, Environment, and Outcomes for students at Glasgow. The Design Team included teaching staff from Glasgow High, GHS school administration, parents, Christina Education Association union representatives, members of the Christina Board of Education, and district administrators – Director for Secondary Curriculum and Professional Development, Manager in Accountability and Assessment, Supervisor Family and Community Engagement, Interim Director of Special Services, Human Resources, Supervisor of School Climate, Supervisor for Grants, and the Deputy Superintendent. The Design Team met weekly through September and October into November with the Draft Plan submission occurring on November 15. Once feedback began to come in on the draft, the design team continued to meet through mid-December in order to assemble the detail necessary to complete and communicate the Plan. The Design Team met with GHS staff at Glasgow on November 5th to review the plan prior to submitting the components and a draft of the Memorandum of Understanding with the Christina Education Association to the Christina Board of Education on November 9th , 2010. Most of the GHS Staff attended. The Design Team attended a day and a half session with MASS 2020 on December 2 and 3rd centered on understanding using

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	time effectively. The Team also met with the Stubbs Team in a half day session on December 7 to review the developing plans and to discuss common aspects in more detail. More than 25 team members participated in each of these sessions. The Design presented the Plan to the Glasgow Staff on December 16th . Forums for the Community were held in monthly (September 29, October 25, November 17) along with a Board of Education Workshop dedicated to this process on October 5. Over 20 Parents, several students, and many staff, attended the first forum. Fewer parents, students, and staff attended subsequent meetings but the input remained strong. Good dialog, questions and conversations were an integral part of the development of this plan. Parents were notified of meetings through a variety of means including Parent Link messages, web postings on the district website, and Christina Enews messages. The presentation made at the community forum held on November 17th is attached. Staff presented an initial recommendation for an intervention model at a four hour Board Workshop held on October 5th . Many parents, students, and staff spoke in support of the proposed recommendations. Staff then presented an Action Item for approval to the Christina Board of Education outlining components of the Plan and the associated draft Memorandum of Understanding crafted to amend the teacher's contract to support the Plan at the November 9, 2010, Board of Education meeting. The components of the Plan and the draft of the MOU were approved by the Christina Board of Education at that meeting. Throughout the process, the Public could review development of the plan at each of these meetings and provide feedback to the District, Board of Education, and the Team. A survey of students, parents, and the community was held in order to gather preferences on selections for the proposed Academies within Glasgow. The survey was given out at a Community Forum, held online, and sent home with 8th grade students. Students at Glasgow High were strongly encouraged by staff to complete the survey online. The Online Results of the survey are attached to this submission. GHS staff on the Design Team provided opportunities to share information around the plan to the teachers at regularly scheduled Friday meetings for staff. The proposed plan has developed from within the GHS community and has gathered support, enthusiasm, and buy-in. A process initially viewed as potentially damaging to Glasgow High School has developed into a sense of opportunity for positive change and that momentum continues to build. As a strategy to address poor student performance indicators – in a downward spiral since 2006, engage students to a higher degree, and create stronger relationships between and among students and staff, the Partnership Zone Design Team has proposed to create Small Learning Communities / Academies at Glasgow High. These Academies house up to 110 students per grade to 450 students total in grades 9 – 12 and will develop strong individualized culture to create environments close enough where all students are well known to all staff. Student data for each academy will be tracked and the success of each academy will be evaluated independently.

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	In order to enhance the relevance of the learning process for students the Plan will also incorporate a project-based teaching and learning methodology in the delivery of instruction in core subjects. In the first years of the Plan, professional development for staff will focus on re-implementation and expansion of the Positive Behavior Support Program to develop strong positive school climate, and mastery of the instructional delivery model- Project Based Learning to support and improve instruction. Defined strategies from the district-wide initiative – LFS – Learning Focused Strategies– will be woven into the instructional model to strengthen the delivery of core curriculum. The focused strategies will include Essential Question (what are we trying to learn?), Graphic Organizer (how are we organized to tackle it?), Concept Mapping, and Summative Distribution (check back on did we get it?). GHS will remain in the Vision network and will use the time and coaching like an overarching PLC for school leadership teams as they implement the Plan. Students will submit preferences for Academy placement and students will be placed as space allows. Teaching staff will have the opportunity to remain at Glasgow and interview for positions within the three Academies. Administrators will also have the opportunity to interview for positions as Academy Leaders and Campus Principal. Additional instructional time will be provided for all students by adding an hour to the school day. Teaching staff will have staggered starting times in order to meet the needs of the additional learning time for students while keeping the cost of the initiative down. Additional time will be provided for targeted students by adding two weeks to the school year in June in the form of an Acceleration Academy or Bridge Program. Teachers will apply to work in the positions needed for the additional time in June. Progress monitoring of the Plan and technical assistance for the leaders will be provided by a Partnership Zone Council composed of individuals who have expertise in areas of instruction, curriculum, student data evaluation, professional development and project management. Each will have a percentage of their time dedicated to working with both of Christina's Partnership Zone Schools. An outside managing partner (the Coordinating Partner) will work with the committee to coordinate all outside vendors and associated contracting, procure and schedule these services, assess the effectiveness of the services, and develop a tool to evaluate the use of the professional development in the classroom. Building capacity of staff, "jumpstarting" student achievement, and nurturing a culture for learning will be key focal points in this plan. Building leadership and the Council will use a combination of formative (early warning indicators and in future years – DCAS) and summative assessments (DCAS, College Board Reporting, and Student GPA) to review student growth and progress throughout the life of the plan. Targets for growth and achievement have been developed and are attached at the end of this plan.
Rationale for Model Selection	Glasgow High has a strong history of student involvement and community support. "Dragon Pride" can be felt in all areas around the school. Leadership at Glasgow had changed repeatedly over the course of the past five years. The graduating class of 2010 had experienced four different principals in their four years at GHS. Key indicators used to measure student success reflected this

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	lack of stability. In the three years prior to the 2010 school year, GHS had seen falling standardized test scores, increasing disciplinary referrals, low graduation rates in comparison to the District and the State, and declining enrollment trends. In response to these indicators, school leaders and teachers implemented Student Advisories in the 2009 – 2010 school year. Glasgow has a student population of 1150 – 1200 students per year and there was concern that many of these students were getting lost in the size of the school population. Indications of marginal success or warnings of imminent failure for many students were not being caught in time for redirection or intervention. Several teachers serving on the Design Team spoke with optimism about the opportunity to work with small groups of students and track their progress. They felt this practice was showing promise but that the initiative was a new one and needed time to develop. Stability was needed. As the Partnership Zone Design Team process began, teacher leaders stepped up immediately with strong ideas around building smaller learning communities where teachers and students could build stronger relationships. Much of the Plan has been developed, led and support by the GHS staff participating in the design. Parents and school leaders expressed the need for longevity and stability in school leadership to allow for some of the initiatives like the Student Advisories to take effect and grow. With this input in mind, the Superintendent made the recommendation to the Board of Education that the model selected for Glasgow High School should be Transformation. The Christina Board of Education supported this recommendation on October 5, 2010 and on November 9 , 2010 The Transformation model Plan for GHS will include components to address each aspect of the defined model: **Instructional Model**: A phased Integration of a Project Based Learning instructional model to create relevant interdisciplinary relationships. Glasgow High will also create three Academies for up to 450 students in grades 9 – 12 where students and staff are grounded in smaller learning communities to cultivate stronger relationships among all. Relevance in coursework will be reinforced with the underlying themes associated with each Academy. **Teaching and Leadership** : Review and Re-evaluation of existing Staff and new Leadership structure through a rigorously defined interview process. **Governance Structure**: Tiered Structure to support and ensure success. Academies will be led by strong Instructional leaders. The Campus will be led by a Campus Principal tasked with providing the support necessary to all the instructional leaders to focus on student achievement. The School will be supported with a Technical Assistance Committee composed of individuals with expertise in instruction, curriculum, professional development, student data evaluation, and project management. These individuals will be focused on the progress and success of the plan for the School by meeting regularly to review and analyze student performance data, participate in classroom / school walk thrus, and integrate review of student performance

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	with evaluation of the efficacy of the plan. The team will be in place to remove obstacles to success for the Glasgow Plan as well as to assist in assessment of the milestones so that corrections can be swift and focused. **Extended Learning Time**: This plan proposes a tiered methodology to ensure effective use of the classroom time, school day, and school year. Glasgow will review the current use of time within current day and within current class blocks using a Quality Time Management tool developed by MASS2020. Examples of the tools are included in the appendices of this Plan. Utilizing data generated from this study, GHS will implement an extended day designed to support individual student needs as well as supporting student engagement and access to opportunities for enrichment (internships, dual enrollment) and intervention (double dosing, online credit recovery). A Summer Acceleration Academy will offer an extended year opportunity for 9th and 10th graders identified as needing time and opportunity to transition into the Academy environment and/or "catch up" in meeting academic goals. **School Climate and Community Involvement**: The implementation of the Positive Behavior Support Project at Glasgow has not been deep and the results have not been as successful as the other two high schools in the District as well as in other schools in the state. As a part of this plan, GHS will re-implement the state supported initiative Positive Behavior Support(PBS) to support changes in the school climate and will follow through with the additional training modules available through the University of Delaware. GHS will also review and select a behavior modification program to address extreme behaviors. GHS has engaged a vendor – Learning Link to generate a plan to engage parents who are historically difficult to reach. Academy development will include generating a group of business partners cultivated and selected to create opportunities for students to integrate their academy focus with actual practices. Use of these partners will support the extended learning day and project-based learning by providing opportunities for internships, shadowing, and real-world project definition and evaluation.
Needs Assessment	**PERFORMANCE DATA** **Glasgow Student Performance data from the past three years is listed in the tables at the end of this document along with the targets set for the Plan.** **EXIT SURVEYS** **The following are excerpts from a District-wide Senior Exit Survey held last Spring. 89% of Glasgow's 220 seniors responded. A total of 758 seniors responded overall.** **<u>Perceptions of High School Preparation</u>** (N=758) Seniors were asked an assortment of questions about their experiences in their current high school. Response summaries are provided below:

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Preparation for pursuit of post-graduation work, training, or educational opportunities

- 25% of seniors felt *very well* prepared
- 61% felt *fairly well* prepared
- 11% felt *fairly poorly* prepared
- 3% felt *very poorly* prepared (5 students did not respond to this question)

Confidence that one has the necessary academic skills to succeed after graduation

- 42% of seniors were *very confident*
- 48% were *fairly confident*
- 8% were *not very confident*
- 1% were *not at all confident* (13 students did not respond to this question)

Extent of school counselor involvement across high school career

- 28% of seniors reported their school counselor was *very involved*
- 36% reported that the school counselor was *fairly involved*
- 26% reported that the school counselor was only *slightly involved*
- 8% reported *no involvement* from the school counselor (12 students did not respond)

How well the *Senior Project* helped students to focus on post-graduate career possibilities

- 29% of seniors reported that their Senior Project helped them to focus on post-graduate possibilities *very well*
- 34% reported that the Senior Project helped them focus on post-graduate options *fairly well*
- 18% reported that the Senior Project *did not help them very much* to focus post-graduate options.
- 17% reported that the Senior Project did *not help them at all*
- 2% reported that they did not do a Senior Project (7 students did not respond)

How often did students have the information they needed to make good course selections

- 22% of seniors reported that they were provided the information they needed to make good course selections *very often or all the time*
- 47% reported that they had the necessary information *most of the time*
- 25% reported that they had the necessary information *some of the time*
- 6% reported that they *hardly ever or never* had the necessary information (10 students did not respond)

How connected were high school classes to students' future

- 22% of seniors reported that their high school classes were *very connected* to their future
- 43% reported that their classes were *fairly connected* to their future
- 26% reported that their classes were only *slightly connected* to their future

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- 7% reported that their classes were *not at all connected* to their future (17 students did not respond)

<u>How many adults in the high school students felt they could trust / talk to</u>

- 25% reported they trusted and could talk to *many adults* (5 or more) in their high schools
- 59% reported they trusted and could talk to *a few adults* (2-4)
- 10% reported they trusted and could talk to *one adult*
- 4% reported they there were *no adults* in their high school that they trusted or could talk to (12 students did not respond)

<u>How much did the expectations of teachers affect high school performance</u>

- 39% reported that teacher expectations affected their high school performance *a lot*
- 44% reported that teacher expectations *somewhat* affected their performance
- 10% reported that teacher expectations affected their performance *a little*
- 4% reported that teacher expectations *did not have any affect* (20 students did not respond)

<u>What was the single greatest obstacle to success in high school</u>

- 26% reported challenges with time management
- 22% reported motivational problems
- 15% reported personal problems
- 14% reported attendance problems
- 8% reported weak academic skills / knowledge
- 3% reported feeling alone / not enough support
- 2% reported poor support from parents or other family members
- 6% reported "other" types of obstacles (not included in the survey item list)
    - Write-in "other" responses included death in the family, problems with illness, learning or sensory-based disabilities, language issues, general lack of adult support, test-taking, poor teaching, and frequent residential or school transitions (27 students did not respond)

<u>Overall high school experience rating</u>

- 40% of seniors rated their overall high school experience in the Christina School District as *very positive*
- 49% rated their experience as *somewhat positive*
- 7% rated their experience as *somewhat negative*
- Only 3% rated their experience as *very negative* (5 students did not respond)

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ROOT CAUSES RELATED TO THE PERFORMANCE CHALLENGES

An investigation into the potential root causes linked to the performance challenges faced by the district becomes a critical component to the effective development of any improvement plan. The activities attached to the Scopes of Work in the district's RTTT Plan target strategies to address many of the root causes.

The root causes surrounding student success in secondary schools are complex, yet may be loosely grouped into three general areas, as identified by the district:

Root Causes Related to Performance Patterns

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Policies and Practices
•SCHOOL BASED POLICIES AND PRACTICES
•School operations not organized for student-centered learning
•Course offerings, rigid schedules, grading systems limit student opportunities
•Discipline policies, PBS implementation inconsistent and biased
•Use of early warning indicators ineffective and uncoordinated
•DISTRICT LEVEL POLICIES AND PRACTICES
•Effective resources to address at-risk behaviors inadequate
•Transition planning for students limited and ineffective
Teaching and Learning
•Teaching and learning is not student-centered
•Differientated instruction is limited or unavailable
•Rigor, relevance and relationships is lacking in education plans
•Professional development is inadequate
•Intervention strategies do not address student needs
•Teacher andLeadership Capacity
•Dirth of qualified candidates to teach and lead
Behaviors and Beliefs
•ADULT BEHAVIORS AND BELIEFS
•Diversity and cultural competency among staff is lacking
•Belief that all students can succeed is inconsistent or sometimes absent altogether
•Prior student histories impact placement and student expectations
•STUDENT BEHAVIORS AND BELIEFS
•Parent/family engagement is limited; effective models are absent
•Student performance expectations are generally low and often biased
•Cultural dissonance and prejudice contributes to poor school climate

Intervention Model (14 Del Admin Code SS 103) Component	**TRANSFORMATION**
Instructional Model and Support Data 2009 – 2010 1149 students Student Proficiency **<u>DSTP 2008/2009</u>** **<u>MATH</u>**: 32**%** were achieving at or above proficiency levels. **<u>READING</u>**: **52%** were achieving at or above proficiency levels. **<u>DSTP 2009/2010</u>** **<u>MATH</u>**: 33**%** were achieving at or above proficiency levels. District wide proficiency was 39**%** **<u>READING</u>**: 44**%** were achieving at or above proficiency levels. District wide proficiency was 49**%** • NCLB targets for 09-10 were 67% proficient in Math and 79% proficient in Reading (58% and 67% respectively in 08-09). • Districtwide comparisons at	*Regulation: Use data to identify and implement an instructional program that is researched-based and vertically aligned from one grade to the next as well as aligned with the State standards.* *Regulation: Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.* **Create relevance, meaning, and active engagement for students at GHS. Promote strong relationships among students and between students and staff. Instill an interest in the learning process and encourage a school culture that promotes ongoing education. Create NEW classroom environments using Project Based Learning methodologies to provide engaging alignment and interdisciplinary integration for students among core and NON core content areas as well as providing a strong basis for differentiated instruction – offering opportunities for all students. MOVE from a Teacher–centric classroom where material can look and feel disconnected to an environment toward a more Student –centered model where content material is connected to real world experiences to encourage student and teacher engagement.** **DEVELOP ACADEMIES** **ACADEMIC ACADEMIES**: Create three academies of up to 450 students each offering interdisciplinary curricula and more individualized attention. Although the research on the long-term effects of small learning academies is not extensive, study of the outcomes of career academies on the lives of nearly 1500 students from nine urban high schools found that eight years after graduating, students who had gone through the career academies were earning 11 percent more (or $216 more per month) than their matched peers who had not gone through the academies. The effects were particularly pronounced for young males (approximately 85 percent of whom were minority): they were earning $312 more per month than their peers who had not attended an academy." Kemple and Wilmer (2008) *Career academies: Long-term impacts on labor market outcomes, educational attainment and transitions to adulthood.* The National Association of Secondary School Principals has endorsed the idea of "*reorganizing the nation's large schools into smaller, more manageable learning units*". One type of Smaller Learning Community is the Career Academy. Cotton (2001) defines Career Academies as a school-within-a-school that focuses on a broad occupational area. Teachers and students self-select. Career Academy curriculum directs students' attention to the application of school-based learning by including in its curriculum work-based experiences with the businesses in the community. Career Academies provide students with choice based on a career theme and an integrated sequence of courses. According to Cotton (2001) Successful models of career academies have work-based experiences and strong partnerships with business and community organizations. Cotton's research shows that a higher percentage of students, across all socioeconomic levels, are successful when they are part of smaller, more intimate learning communities. Research points out that "size had such a powerful positive effect on the

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high school level (Gr. 9-10) in 08-09 were 53.7% in Reading and 37.2% in Math. NCLB Graduation Rates at Glasgow 2008 GHS Overall 64% 2009 GHS Overall 67% 2009 Districtwide Overall 72.9% 2010 GHS Overall 57% White 69% Black 52% Hispanic 37% District-wide 9th grade Retention Rate 2010 23.6% CoHort Drop out Rate at GHS 2008 GHS	achievement of poor students that it even trumped the beneficial effects of class size". Cotton (2001) pg. 13 To this end, downsizing has become a leading reform strategy in many urban school districts. The research confirms that school climate improves and violence decreases in smaller learning units. Small size fosters increased teacher collaboration and encourages teacher innovation. Research reveals that more positive attitudes and greater satisfaction are reflected in higher grades and test scores, improved attendance rates, and lowered dropout rates in smaller learning communities. School size research also highlights the significance of "stronger feelings of affiliation and belonging" with students in smaller learning environments. Cotton (2001) pg. 14 Small learning community proponents argue that a major reason for smaller learning units is "*knowing students well*". This is built on the premise that when teachers and students are able to build relationships, both are motivated to work and be successful. Although the long term effects on smaller learning communities in not extensive, study of the outcomes of career academies on the lives of nearly 1500 students from 9 urban high schools found that eight years after graduating, students who had gone through career academies were earning 11% more ($216 per month) than their matched peers who had not gone through academies. The effects were particularly pronounced for young males (approximately 85% of whom were minorities): they were earning $312 more per month than their matched peers who had not attended an academy. Kemple and Wilmer (2008) Career Academies: Long-term Impacts on Labor Market Outcomes, educational attainment and transitions to adulthood. According to Kathleen Cotton's (2001) report: New Small Learning Communities: Findings From Recent Literature revealed the following benefits of SLCs: • **Achievement** ○ Students achieve at a higher level than those at larger high schools both on standardized achievement tests and other measures ○ Research shows that size had a powerful effect on the achievement of poor student that it even trumped the benefits effects of class size. • **Equity** ○ The fact that mostly poor and minority child have notable higher achievement in SLCs can be used as a viable strategy for narrowing the "achievement gap". • **Affiliations/Belonging** ○ Research shows that feelings of affiliation and belonging is consistently higher amongst SLCs students • **Safety and Order** ○ Violence and safety issues decrease in SLCs. There is a lower incident of drug use, assault, vandalism, victimization, suspensions and expulsions. • **Truancy and Dropouts** ○ School attendance and graduation rates are higher. "dropout rates are consistently and often significantly lower in small learning units. • **Extracurricular Participation** ○ Levels of extra-curricular activities participation is higher and students reported having more important role with great satisfaction**.**

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Overall 36%
 	
2009 GHS
Overall 30%
 	
2010 GHS
Overall 30%
 	
2010 - 2011
Students who Choice INTO GHS
50
 	
Students who Choice OUT of GHS
148
 	
Students who Choose VoTech instead of GHS
150
	• **Parent Involvement and Satisfaction**
	  ○ The levels of parent involvement and satisfaction re greater in small than in large school environments.
	• **Teacher Attitudes and Satisfaction**
	  ○ School size research finds that teachers are feel better make a difference in their students' lives. Teachers also felt more committed and higher sense of efficacy and were more likely to collaborate with their peers in smaller learning units.
	
	PROJECT BASED LEARNING
	
	Project based learning will be used as the primary pedagogical strategy at GHS because it fosters rigor and inquiry-based learning. There are many benefits to implementing PBL. PBL will shift classroom activities away from short, isolated, teacher-centered lessons and emphasize learning activities that are long-term, interdisciplinary, and student-centered and integrated with the real world practices. PBL is powerful because it will engage students in their own learning. It will provide opportunities for students to pursue their own interests. PBL will also allow many opportunities for teachers to build relationships with students. Additionally, PBL will provide increased opportunities for teachers to build relationships with each other. Project-based learning will be used to connect core academic subjects with the themes of each academy and will promote a meaningful educational experience that addresses a variety of learning styles. PBL will enable students to make real-world connections between their classroom environments and the theme that selected.
	
	In calling for a broader definition of rigor, the Southern Regional Educational Board, a nationally recognized education research think tank that includes Delaware among its 16 member states, suggests:
	• Application-based learning of academic knowledge and skills, through authentic problems, projects and task in career fields of interests
	• Project-based learning that develops students' ability to learn and use academic knowledge in the context of a problem that interests them
	• Depth-based learning that provides opportunities for students to explore certain topics of interest and gain greater depth of understanding
	
	According to the Buck Institute for Education, "*there is forty years of evidence that the instructional strategies and procedures that make up standards-focused Project Based Learning are effective in building deep content understanding, raising academic achievement and encouraging student motivation to learn".* The research studies conclude that Project Based Learning can be more effective:
	• than traditional instruction in increasing academic achievement on annual state administered assessment tests
	• than traditional instruction for teaching mathematics, economics, science, social science, clinical medical skills, and for careers in the allied health occupations and teacher
	• than traditional instruction for long-term retention, skill development and satisfaction of students and teachers

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- than traditional instruction for preparing student to integrate and explain concepts
- in improving students' mastery of 21st century skills
- especially with lower-achieving students
- an effective model of whole school reform

Buck Institute for Education describes project-based learning as an instructional approach built on *"authentic learning activities*" that engage student interest and motivation. Pivotal to project based learning is "*learning in depth*". The Buck Institute offers the following definition for Project Based Learning:
" A systematic teaching method that engages students in learning essential knowledge and life-enhancing skills through an extended, student-influenced inquiry process structured around complex, authentic questions and carefully designed products and tasks".

Project Based Learning requires students to engage in an extended process of inquiry while incorporating student voice and choice into rigorous projects that help students practice 21st Century skills (*such as collaboration, communication, and critical thinking).* The following elements are pivotal to the delivery of project based learning within the Buck Institutes model

- Organized around an open-ended driving questions/challenge
- Creates a need to know essential content and skills
- Requires inquiry to learn and create something new
- Requires critical thinking, project solving, collaboration and various forms of communication
- Allows some degree of student voice
- Incorporates feedback and opportunities for revisions
- Results in public presented product and performance

PBL will enable students to gain deeper understanding of concepts and standards. The Buck Institute model of Project Based Learning is aligned to youth development research and theory, and reflects current best practice about rigor, relevance and relationships as key factors embedded in educational reform at the secondary level. Finally, the Buck Institute for Education emphasizes the significance of "*relationship-driven classrooms*" where adults' mentors help students engage more deeply in the learning process and develop rigorous and positive outlooks towards their academic achievement.

Work Cited

Cotton, K. (2001). *New Small Learning Communities: Findings From Recent Literature.* Portland, OR: Northwest Regional Educational Laboratory.

Quint, J. (2006). *Meeting Five Critical Challenges of High School Reform.* MDRC.

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What is Project Based Learning. (n.d.). Retrieved from The Buck Institue for Education: bie.org

Additional research can be found at http://www.ncsu.edu/meridian/win2002/514/
And http://www.bie.org/research/library

SEE ATTACHED INITIAL THINKING ON ACADEMY DESIGN AT THE END OF THIS DOCUMENT.

- Survey input from students, parents, and staff was reviewed and then Academies were selected to meet needs of students based on Glasgow High's needs assessment. Root causes including lack of engagement, low expectations on the parts of both students and teachers, and a lack of rigor in many courses of study.
- Based on all of these factors, the three academies will be:
    - **Science Technology Engineering Mathematics (STEM)**
        - Selected most often by students and parents by the survey conducted in the fall of 2010.
        - Interest and support in curriculum, shadowing opportunities, etc. voiced strongly by Tech and Science development companies located within a mile of the GHS campus. (Delaware Technology Park, Delaware Bio, Airliquide)
        - The need for Science Technology Engineering Mathematics as a base for Curriculum
            - National: "The science, technology, engineering, and mathematics (STEM) fields are collectively considered core technological underpinnings of an advanced society, according to both the National Research Council and the National Science Foundation. In many forums (including political/governmental and academic) the strength of the STEM workforce is viewed as an indicator of a nation's ability to sustain itself."
    - **Business and Entrepreneurship**
        - Strengthen Glasgow's already strong Business Pathway.
        - Engage additional students with relevant real world opportunities, training, and experiences.
        - Attract local businesses to sponsor students and courses by offering internships, shadowing opportunities etc.
    - **Humanities and the Arts**
        - Offer students a broad and more traditional path to graduation
        - Focus on development of the liberal arts
- Each Academy will develop specific metrics and student performance and growth will be evaluated individually

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- Student Admission to Academies will involve students in Glasgow's current feeder filling out a request form that indicates first, second, and third choices based on interest. Students will be assigned and academies will fill based on capacity. Some students may be in second and third choices but all students will have equal access to ALL THREE academies. Students requesting GHS in the Choice Process will also fill out the selection form.
- Academies will begin with up to 110 9th graders and 110 10th graders in the first year and grow the 11th and 12th grades as students progress. ALL 9th and 10th GRADE STUDENTS WILL BE ENROLLED IN ONE OF THE ACADEMIES IN THE 2011/2012 SCHOOL YEAR.
- Academies will be supported by School Wide Department Chairs with expertise in core content knowledge. Selection of Department Chairs will be done by interview by Academy Leaders, Campus Principal, and teacher representatives from the CEA.
- Academies will each be led by an individual instructionally-focused Administrator- Academy Leader, supported by a selected teacher/counselor - Academic Dean and teaching staff who have interviewed to be part of that specific Academy.
- Timeline – 8th graders AND 9th graders will submit a preference for Academy in the spring.
    - Fall will include an Exploratory course for all 9th graders (Enables students to sample each of the academies).
    - For the YEAR ONE this would apply to all 10th graders also.
    - 9th graders will recommit to their Academy at the end of both their 9th and 10th grade years so that they can complete the Pathway / Academy work in time to graduate
    - Transfers will be handled on a case by case basis

POSSIBLE SAMPLE OF ACADEMY STRUCTURE
9TH GRADE BLOCKS

Math
Science
English
World Language
Social Science
Academic League – Enrichment/Intervention/Advisory/Team Project Work
Academy Elective
PE/Health/Academy Elective Sampler

10th GRADE BLOCKS
Math

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	Science English World Language Social Science Academic League – Enrichment/Intervention/Advisory/Team Project Work Academy Elective PE/Health/Academy Elective 11TH GRADE BLOCKS Math Science English Social Science Academic League –Advisory/Team Project Work/Internship/Dual Enrollment Academy Elective Academy / General Elective Academy Elective 12th GRADE BLOCK Math Science English Social Science Academic League –Advisory/Team Project Work/Internship/Dual Enrollment Academy / General Elective Academy Elective Academy Elective • **THE SUCCESS ACADEMY**: Create a Success Academy for rising Juniors and Seniors for the 2011/2012 school year and for Seniors only in the 2012/2013 school year. All criteria and requirements for graduation from GHS will remain in place. In the Success Academy students will not only stay on track to graduate they will also identify and receive support to achieve their post-secondary goals. The Success Academy will offer a range of opportunities from building life skills to participating in Dual Enrollment program. ○ **Guidance** – All students in the Success Academy will have the support of an Academic Dean who will work with each student to assist in course selection, securing internships, designing a senior project, and completing Community Service work. A case manager will assist students with IEP's.

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- **Program Requirements** –
  - "Building Your Future" - All students will take a course that provides instruction focused on obtaining the skills necessary to grow into college or career life. It will provide a workshop for analyzing individual Student Success Plans. Students will also learn about specific requirements for entrance into specific career and will complete applications as study. In addition, students will create items like resumes, write letters of inquiry, complete sample applications, work on college applications, and complete financial aid forms. Practice in these activities will support success in the actual college and career application process. Guest speakers from local business and colleges will participate in the course.
  - Senior Project – Students will participate and receive support in the Senior Project requirement. In addition to meeting the requirements outlined in the District guidelines, students in the Success Academy will complete a project-based component that requires them to complete an inter -disciplinary project with real world application. Students will use internships, community service hours, and employment opportunities to produce a viable project.
  - Electives – Sign Language will be offered to Success Academy students. Then Sign language will transfer into the World Languages opportunities for students.
  - Ambassadorships – All students in the Success Academy will be required to complete 20 hours over two years serving as an ambassador for GHS. Ambassadors will represent the school at community and regional functions.
  - College Field Trips –Students in the Success Academy will visit the University of Delaware for instruction in using the Library and other campus services. Students will receive counseling in admissions, etc. The list of schools where visits can be arranged will be expanded.

- **SUPPORT THE RIGOR OF ACADEMY CURRICULUM WITH OPPORTUNITIES FOR DUAL ENROLLMENT FOR 11TH AND 12TH GRADE STUDENTS**

Develop a **DUAL ENROLLMENT** Program. Excerpts from the Request for Proposal to create a partnership with a local University or College is as follows:

I. Overview

The Christina School District seeks an accredited University Partner to support Glasgow High School in the implementation of a Dual Enrollment program as a part of a School Transformation Plans associated with the Delaware Department of Education's Partnership Zone. Christina currently has two schools in the 2011/2012 Delaware Partnership Zone. Plans have been developed to "transform" these two schools and improve student achievement. Once approved by the State of

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Delaware Department of Education, Christina will receive Race to the Top and Title I School Improvement Grant (1003g) dollars to implement these Plans. The contract will run from January 31, 2011 through June 30, 2014 with a large portion of the work for the two schools currently in the Partnership Zone being conducted in 2011 and 2012. The District will have the ability to renew this contract on an annual basis after that time if the District finds that the need for services is still in place or if additional Christina schools are added to the Delaware Partnership Zone.

The University Partner will work under a contract with the Christina School District and will provide three potential services for Glasgow High:

- In person teaching support by an adjunct professor affiliated with the university or College. Teaching to take place in Glasgow High School as needed for individual Courses developed to support the Academy Model.
- Accredited Dual enrollment courses on taken by Glasgow High School students on campus in Math, Science, or foreign languages for up to 100 students per school year. Credits earned can be attributed to College OR High School requirements. Students will be in the 11th or 12 grades.
- Accredited Online Courses Credits earned can be attributed to College OR High School requirements. Students will be in the 10th, 11th ,or 12 grades.

This request for proposals ("RFP") is issued pursuant to 29 *Del. C.* §§ 6981 and 6982.

The proposed schedule of events subject to the RFP is outlined below:

Public Notice	Date:
Deadline for Receipt of Proposals	Date:
Notification of Award	Date:

Each proposal must be accompanied by a transmittal letter which briefly summarizes the proposing firm's interest in providing the required professional services. The transmittal letter must also clearly state and justify any exceptions to the requirements of the RFP which the applicant may have taken in presenting the proposal. Furthermore, the transmittal letter must attest to the fact that no activity related to this proposal contract will take place outside of the United States. The Christina School District reserves the right to deny any and all exceptions taken to the RFP requirements.

II. Scope of Services - Responsibilities and Deliverables

The successful institution will provide dual enrollment courses for up to 100 students 11th or 12th grade students from Glasgow High School per year. These courses may be taken on campus at the selected institution or online as needed to supplement the students graduation requirements, Academy thematic need, or as enrichment coursework. The successful institution will also be asked to provide teaching services for developmental courses created to meet the needs of Academy themes but may not have Christina staff available who are highly qualified to teach the content.

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III. Criteria

A. Please provide examples and detail around the following in response to this request for proposal:
- Resumes of individuals proposed to work with the Christina School District on this work.
- Prior or current dual enrollment programs in place
- Potential selection of courses for students
- Cost per service.

The following information shall be provided in each proposal in the order listed below. Failure to respond to any request for information within this proposal may result in rejection of the proposal at the sole discretion of the State.

- **ALIGN CURRICULAR REQUIREMENTS AND OFFERINGS WITH LOCAL HIGHER ED INSTITUTIONS**: Coordinate course offerings to align with the University of Delaware's Path to Prominence and its commitment to Delawareans so that students from GHS have the best chance possible to be accepted at UD if they apply.
  - Update staff and guidance counselors so that all are aware of requirements and students are advised appropriately.
  - BEGIN THIS PROCESS IN THE 9TH GRADE!

USE STUDENT DATA EFFECTIVELY
EARLY WARNING INDICATORS
In recommending that, "Districts should develop student-level indicators/tracking systems to help target support and help identify at-risk students *before* they fall too far off track in the transition to high school", Council of Great City Schools researchers Horwitz and Snipes, in their Spring 2008 Research Brief, cite findings that highlight the efficacy of knowing which students should be selected for additional support and which interventions should be offered.

Develop early warning indicators for incoming 9th grade students during the spring months of 8th grade. Track 9th graders based on indicators below quarterly during the entire 9th grade year school. Knowing that most 11th grade students who are on track to graduate actually DO graduate, similar data will be used to continue to track 10th graders.

Academic Deans will be responsible to develop and maintain a list of students who are at risk. The Deans will share this data in PLCS and strategies for both enrichment AND intervention will be identified or adjusted as needed to assure that each student's trajectory is geared toward success and graduation. IEP status will also be tracked. The Graduation Guide will work closely with the Academic Deans in assisting the 9th graders who at the highest risk of failure. With this data, interventions can be planned and extended learning time (during the day or at the end of the year) used most effectively to address the

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specific warning indicators.

The criteria that we will use to determine at-risk status are as follows:

1. Received a final grade of D, F, U, or I in any class in quarter 1.
2. Was absent 5 or more times through October 31.
3. Was suspended 1 or more times through October 31.
4. Is in 9th grade for the second or more year.
5. Is over age and a first or second time 9th grader.

A RISK_SUM variable will be as calculated based on these four criteria and based on how many of the four criteria the students meet. The Risk Sum variable ranges from 1 to 5, with 5=highest risk and 1=lowest risk (but still at risk). The file will be sorted by Risk Sum, then by student last name within each of the schools serving 9th grade. Only those students that met at least one of the five at-risk criteria will be included in the lists. Lists will be generated quarterly, sorted by Academy, and then reviewed by staff in PLC's. Data will be used to determine interventions necessary, students who need additional time in core curriculum, progress, regression etc.

As of October 31, Glasgow has the following data regarding 9th grade students at risk:

271 Total 9th grade Students meeting one of the above criteria
12 students who are repeating the 9th grade for the third time.
17 students who are high risk (level 5)
60 student at significant risk (level 3)
21 first time ninth graders at significant risk (level 3)

SEE ATTACHED EXAMPLE LIST FILTERED BY NUMBER OF TIMES IN THE 9TH GRADE AND THE RISK LEVEL. THE DATA WAS GENERATED AT THE END OF OCTOBER.

MEASURES OF SUCCESS
Academic Deans and Academy Leaders will also understand the composition of mid-range and "High Flyers" and will work together to identify opportunities for enrichment for each student. Internships, career shadowing, mentoring, dual enrollment, advancement in coursework will be among the strategies used to modify student trajectories toward the highest potential possible.

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	Academy Leaders will share status analysis of BOTH sets of student data to the PZ COUNCIL on a weekly basis.
Selecting the Teaching Staff and Providing Job Embedded Professional Development for leaders and staff and Supporting Data Teacher Retention Data • Teacher retention rate at GHS has remained fairly stable varying from 77% in 2006 to 85% in 2009/2010. • In 2009 – 2010 GHS had an 85% teacher retention rate. The district average was 79.5%.	*Regulation: Provide staff with ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with schools staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies* *Regulation: Implement new financial incentives and increase opportunities for promotion and career growth of effective teachers and provide more flexible work conditions designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.* **PROFESSIONAL DEVELOPMENT DESIGN AND IMPLEMENTATION – A COORDINATING PARTNER** **Professional development activities necessary for implementation of the Plans for BOTH STUBBS AND GLASGOW HIGH will be coordinated by a SINGLE consulting partner - the Coordinating Partner (CP) - and will be aligned with the needs of staff. These activities include Project-based Learning skills, Leadership, Curriculum aligned with the selected Academies, and Classroom Management/Cultural Competency training.** **INSTRUCTIONAL DELIVERY + CORE CURRICULUM+ THEME** **+** **SCHOOL CLIMATE** **=** **ENGAGED STUDENTS** **=** **INCREASED STUDENT PERFORMANCE** **Year One** will be focused on mastering Instructional Delivery and ensuring that the Climate is in place to deliver the instruction - Project based Learning training and AND School climate training. Test projects using Project based Learning will be implemented in Year One to ensure that teaching staff are comfortable and capable with the new methodology. Professional Learning Communities (PLC) in YEAR ONE will focus instructional method assuring that it is well understood within the teaching staff. Student data will be reviewed continuously to affirm the implementation of the training as well as the students' grasp of the core content. There will be PLC's based in Content and also Academy-based PLC's where teachers will be discussing cohort s of students associated with their Academy. **Years Two and Three** will continue to reinforce the new methodology and school climate based training but can be more focused on Academy content material. PLC's will continue to focus on student data and the demonstration of grasping core content but will also begin to include academy content . Both Content and Academy based PLC's will continue to be held. By this time 9th and 10th graders from Year One will have the opportunity to integrate significant Academy focused electives

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into their schedules.

As stated above, GHS will continue to implement specifically identified LFS strategies to reinforce the instructional delivery of Project Based Learning. The CP will assist in coordinating this work so that it is focused and complimentary. LFS Strategies will include Essential Question, Graphic Organizer, Concept Mapping, and Summative Distribution.

GHS will remain a Vision Network School. The CP will assist GHS and Vision to tailor support to Leaders at GHS to reinforce the Plan.

The Coordinating Partner will report directly to the Superintendent and to the Board of Education and will work on the PZ Technical Assistance Council (PZ COUNCIL) .
The successful provider will be selected through the Districts RFP process which includes screening and interview by an identified committee who will develop a recommendation to the Board of Education for approval.
A single Request for Proposals (RFP) will be let for this service for both schools and an excerpt from that RFP for professional services for this Coordinating Partner is as follows:
SEE ATTACHED PZ SCHOOL COHORT GOVERNANCE/ PZ COUNCIL COORDINATING PARTNER DIAGRAM

OVERVIEW
The Coordinating Partner will be expected to have proven expertise in school improvement practices and policies and will be responsible to:

1. Lead in the development and implementation of Three Academies for Glasgow High – STEM, Business and Entrepreneurship, Humanities and the Arts. These Academies will be implemented for approximately 100 students per grade and will include the 9th and 10th grades in fall 2011 with the 11th and 12th grades coming aboard in following years. Development and Implementation will include:
    - Working with School and District leadership
    - Alignment of curriculum with the Delaware State Standards
    - Development of course selections to align with the Academy themes
    - Alignment of graduation requirements with the State of Delaware requirements
    - Design of a Professional Development Plan to support the implementation of the curricular requirements for each Academy. Assist in the selection of and coordinate all external providers as required.
    - Assurance of fidelity in implementation
2. Lead in the development and implementation of a Project-based Learning instructional model + an Elementary STEM Program in Stubbs Elementary School. Development and Implementation will include:
        - Working with School and District leadership
        - Alignment of curriculum with Delaware State Standards

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- Develop and coordinate Professional Development to support the selected instructional model and integrate the theme. Assist in the selection of and coordinate all external providers
- Assurance of fidelity in implementation

3. Provide ongoing integration and coordination of District-wide professional development with "Plan specific" professional development in both schools.
4. Create and administer an assessment of "Plan-specific" professional development to determine effectiveness. Develop an Acceleration Plan for Professional Development for teachers who join GHS later than August 1, 2011.
5. Develop an integrated walk-thru tool for Administrators for use in evaluating teaching staff and provide training for Administrators to use the tool consistently and effectively across all schools using the tool. Ultimately coordinate this tool with the DPASII Evaluation for Teachers and Leaders.
6. Work with the District's Partnership Zone Technical Assistance Committee to monitor progress of each school's Partnership Zone Plan. Attend meetings (minimum of one half a day) per week and assist in the development and implementation of a Progress Monitoring tool for each school. Assist in developing reporting tools also.
7. Develop an "exit strategy" that will allow the District to sustain the key components of each plan beyond the length of the Race to the Top funding.

IV. Timeline for Development, Implementation, and Deliverables

Planning Year January 2010 – June 30, 2011

Finalize Plan for Academies in Glasgow High
Finalize Plan for STEM curriculum at Stubbs
Identify and procure services from all outside Partners
Set Professional Development schedule
Develop Coordination plan for all Partner services

Year One July 1, 2011 – June 30, 2012

Conduct Professional Development in Project-Based Learning for teaching staff in both schools (July – August 2011)
Conduct / coordinate professional development focused on School Climate (July – August)
Develop and train Administrators on Integrated walk-thru tool (July – August 2011)
Implement Plans for Academies and STEM curriculum at Stubbs
Initiate Professional Development on both "plan specific" and districtwide
Implement walk-thru tool for Administrators
Ongoing Monitoring of Plan Progress thru PZ COUNCIL
Develop assessment for Professional Development plan
Conduct First Evaluation of Professional Development Plan

Year Two July 1, 2012 – June 30, 2013

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Review Evaluation and adjust training or retrain as required (July – August 2012)
Continue "Plan Specific" professional development
Ongoing Monitoring of Plan Progress thru PZ COUNCIL
Continue Implementation of Academies at GHS
Design Exit Strategy
Conduct Second Evaluation of Professional Development Plan

Year Three July 1, 2013 – June 30, 2014

Review Evaluation and adjust training or retrain as required (July – August 2013)
Ongoing Monitoring of Plan Progress thru PZ COUNCIL
Conduct Final Evaluation of Professional Development Plan and review results with Administration and Board of Education
Implement Exit Strategy

V. Criteria

B. Please provide examples and detail around the following in response to this request for proposal:

- Resumes of individuals proposed to work with the Christina School District on this work.
- Prior experience contributing to rapid, significant, and sustained improvement in student achievement in schools, including the number of schools served and the strategies found most effective in improving student achievement in low performing schools.
- Prior models of school governance and management, instructional design, staffing plan, community engagement strategies, and student supports implemented and how effectiveness was evaluated;
- Experience serving high-poverty and/or chronically low performing schools, with evaluation reports, quantitative data, or similar past performance measures as evidence
- Model used in working with district superintendents and central office staff to improve district practices that either impede or support success at the school level;
- Firm's governance and leadership structures and financial stability;
- Firm Capacity, including the number schools and grade levels that can be served
- Conditions and decision making authority required to successfully manage school transformation.
- Demonstrated ability to work effectively with the school, the District leadership, and the Board of Education through the following:
  - Participation in required External Service Provider meetings
  - Timely completion and submission of reports
  - Responding to all requests for information in a timely manner
  - Developing an exit strategy plan wherein service and capacity are embedded in school and/or district, allowing provider to exit and school performance to be maintained

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	The following information shall be provided in each proposal in the order listed below. Failure to respond to any request for information within this proposal may result in rejection of the proposal at the sole discretion of the State. **SPECIFIC OUTSIDE VENDOR SERVICES– Specific Professional development and services through outside vendors will be coordinated through the CP. Possible providers for Plan - specific professional development needs include a provider for Project based learning strategies, STEM, Cultural Competency, etc.** **An excerpt from a possible Project Based Learning RFP that would solicit services from a vendor for at least the two Partnership Zone schools would be as follows:** **OVERVIEW** The Christina School District seeks a Partner to assist in implementation of Project Based Learning (PBL) as an Instructional Delivery Method. Christina has developed School Transformation Plans for two schools – Stubbs Elementary (320 students total in grades K – 5) and Glasgow High School (1150 students total in grades 9 – 12) in response to being included in the Delaware Department of Education's Partnership Zone. Once approved by the State of Delaware Department of Education, Christina will receive Race to the Top and Title I School Improvement Grant (1003g) dollars to implement these Plans. This contract will provide professional assistance to the Christina School District in transforming the instructional delivery model to reflect and include Project Based Learning methodology in these two schools. This contract will run from January 31, 2011 through June 30, 2014 with a large portion of the work for the three schools being conducted in 2011 and 2012. The District will have the ability to renew this contract on an annual basis after that time if the District finds that the need for services is still in place or if additional Christina schools are added to this initiative. The District will hire a Coordinating Partner to manage the changes proposed in the Plans. The Coordinating Partner will work under a contract with the Christina School District and will assist in managing the process of transforming the schools Christina currently has in the Partnership Zone. The Coordinating Partner will report directly to Christina's Superintendent of Schools. The successful candidate for this contract will work in conjunction with the Coordinating Partner to schedule Professional Development, integrate and align curriculum, evaluate the effectiveness of the implementation, revise and retrain staff as necessary, and design and implement an exit strategy to build sustainability. **VI. Scope of Services - Responsibilities and Deliverables**

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The Project Based Learning Partner will be expected to have proven expertise in school improvement practices and policies and will be responsible to:

1. Work with principal and school leaders to develop a comprehensive strategy for success through the use of Project Based Learning in PZ Schools.
2. Provide professional development for all staff focused on Project Based Learning, with tools and strategies that are differentiated to meet the needs school.
3. Work with the District identified Coordinating Partner to schedule school visits to provide consultative services, feedback and follow up on professional development.
4. Collaborate with the District's Coordinating Partner to provide guidance on the work of each school, differentiate the professional development for each school, contribute to the development of a monitoring tool for student performance, contribute to the development of a coordinated walk thru tool for administrators to evaluate teacher effectiveness.
5. Create opportunities for all Schools involved in this initiative to work with other schools nationally to share best practices, lessons learned, challenges and successes.
6. Provide all Schools in this initiative with protocols, rubrics, online database of PBL lesson plans and other tools to build a cohesive system.
7. Provide professional literature and materials supporting the program to the participating schools and central office.

VII. Timeline for Development, Implementation, and Deliverables

Planning Year January 2010 – June 30, 2011
Finalize Plan for PBL Integration in Academies at Glasgow High
Finalize Plan for PBL Integration at Stubbs
Set Professional Development schedule

Year One July 1, 2011 – June 30, 2012
Conduct Professional Development in Project-Based Learning for teaching staff in all schools (July – August 2011)
Develop and train Administrators on Integrated walk-thru tool (July – August 2011)
Ongoing Professional Development
Implement walk-thru tool for Administrators
Develop assessment for Professional Development plan
Conduct First Evaluation of Professional Development Plan

Year Two July 1, 2012 – June 30, 2013
Review Evaluation and adjust training or retrain as required (July – August 2012)

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Continue to Conduct Professional Development in Project Based Learning for teaching staff (July – August 2012)
Continue to assist Implementation of Academies at GHS
Design Exit Strategy
Conduct Second Evaluation of Professional Development Plan

Year Three July 1, 2013 – June 30, 2014
Review Evaluation and adjust training or retrain as required (July – August 2013)
Continue to Conduct Professional Development in Project Based Learning for teaching staff (July – August 2012)

Ongoing Monitoring of Plan Progress thru PZ COUNCIL
Complete Implementation of Academies at GHS
Conduct Final Evaluation of Professional Development Plan
Review Evaluation with District Personnel
Implement Exit Strategy

VIII. Criteria

C. Please provide examples and detail around the following in response to this request for proposal:
- Resumes of individuals proposed to work with the Christina School District on this work.
- Examples of successful integration of PBL in a phased-in timeframe
- Examples of materials to be proposed
- Prior experience contributing to rapid, significant, and sustained improvement in student achievement in schools, including the number of schools served and the strategies found most effective in improving student achievement in low performing schools.
- Firm's governance and leadership structures and financial stability;
- Firm Capacity, including the number schools and grade levels that can be served
- Demonstrated ability to work effectively with the school and District leadership, the following:
  - Participation in required External Service Provider meetings
  - Timely completion and submission of reports
  - Responding to all requests for information in a timely manner
  - Developing an exit strategy plan wherein service and capacity are embedded in school and/or district, allowing provider to exit and school performance to be maintained

Time and Learning - Additional Professional development, design support, and evaluation will be provided through MASS 2020 to successfully transition to a new calendar, and a more effective school day schedule. The CP will also coordinate

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	this activity. The Department of Education will engage MASS2020 / The National Institute for Time and Learning to assist in the development of a plan for Extended Learning Time tailored to meet the needs of the students at Glasgow as well as designing a more effective school day for the school. Glasgow will continue to partner with MASS2020. Glasgow and the PZ COUNCIL will meet with representatives of MASS2020 twice per year starting in Year TWO to evaluate the plan in place and to adjust the plan if necessary. **School Climate – Professional Development to support Positive School Climate will have three parts at Glasgow High .** 1. **To address encouraging positive student behavior –Glasgow will implement the PBS model supported by DE DOE and their partner University of Delaware Center for Disabilities. Structured Professional Development to ensure implementation of this program with fidelity will begin in the spring of 2011. The CP will assist in scheduling and coordinating this implementation.** 2. **The second part of training for staff in School Climate will be the implementation of a Cultural Competency Training Program. ALL staff - teachers, paraprofessionals, secretarial staff, administrators, custodial, food services, will be required to participate so that modeling will be schoolwide.** 3. **Classroom Management tools and strategies will be woven into professional development designed for PBL implementation.** **PBS School-wide Team Training** The goal of School-wide team training is to provide PBS School-wide team members with the skills necessary to develop effective School-wide systems for supporting appropriate behaviors. The important concepts of Positive Behavior Support are reviewed, and practical techniques for creating positive, proactive school programs are taught. *In training, participants:* • Expand their current school-wide programs • Learn to use data for decision-making • Develop a plan to proactively review school-wide rules throughout the school year • Are introduced to targeted interventions for supporting students at risk and those students having multiple behavior offenses The activities from this training result in schools enhancing their School-wide programs and leaving with tools that could be implemented in their own school.

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Social Emotional Learning

PBS and Classroom Management Training

PBS and Classroom Management training focuses behavior support efforts from the school-wide level to the classroom. Keeping in mind the overall goal of providing a supportive environment for the personal, social and academic growth of students and staff, the main areas to be covered throughout the day include:

- Designing Physical Space
- Developing a Functional Schedule
- Teaching Behavioral Expectations
- Establishing Classroom Routines
- Managing Consequences
- Using Pre-Correction
- Correcting Problem Behavior

TEACHER OPPORTUNITIES

In order to attract and retain strong educators and create buy-in across all staff, additional opportunities will be created for promotion and career growth for teachers at Glasgow. These positions would be termed "Coordinators" taking on additional responsibility for key aspects in the PZ Plan and supporting the overall operations of the School. These individuals would have a reduced teaching load.

Positions may include Coordinators for:

Student Affairs
Data Collection and Analysis
Mentoring
Parent Involvement
College and Career Placement and Referral
Testing
Scheduling

Criteria for Coordinators (job descriptions) will be developed by the end of January 2011 and teachers will have knowledge of them and the opportunity to apply through postings internal to GHS. Interviews will be conducted by the Campus Principal.

STAFFING

With the Transformation Model, current Staff at GHS will have the opportunity to request an Academy preference and the

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to interview for all positions in the Academies. There will be a Memorandum of Understanding (MOU) between the District and the Christina Education Association that will go into effect on July 1, 2011 and will outline the modifications that will be required to the current negotiated agreement in order to implement the PZ plan.

Proposed Timeline

January – February **All Leadership is selected and in place**

February – mid March
Teaching Staff submits Academy selection preferences and Interviews are held with Academy Leadership.
Positions are offered and teachers make the commitment to remain at GHS

Mid March – April 1 **VT Process opens and teachers across the district submit VT forms indicating preferences.**
GHS Staff who are not going to make the commitment to GHS or are not selected to be part of an academy take part in the VT process.

April 1 – April 30 **VT Process takes place and teachers are placed in open positions through the interview process throughout the district**

May – June **VT Process is closed and any remaining open position are posted district wide. Teachers apply.**
A District-wide Job Fair is held to assist in filling positions that are posted.

CRITERIA FOR TEACHER SELECTION
Teacher qualifications:
Teachers believe all children can achieve at academically high levels and who are willing to:

- Learn/master/use appropriate and diverse instructional strategies from direct instruction to project-based learning to meet the needs of every student
- Work collaboratively in interdisciplinary and content based teams to review data, student work, and plan for instruction.
- Take advantage of opportunities for continuous learning through PLC's, workshops, conferences and job-embedded
- Assume additional co/extra-curricular leadership roles in the Academy
- Maintain high home-school contact
- Assume shared responsibility for the success for a cohort of students

Once interviewed, teachers will receive a Letter of Agreement requesting their commitment to stay at GHS. If a teacher

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chooses to remain, their commitment will be for a two year period and they will abide by all of the points in the negotiated MOU. Some of the key points in the proposed MOU which if approved would go into effect on July 1, 2011 are:

- Staff will be compensated for additional time for instruction, professional development, collaboration, as well as additional time that will be needed in working with parents and families to support engagement.
- All staff member choosing to remain will be required to commit to remain at GHS for two years in order to receive and implement the additional professional development needed to implement the plan.
- All teaching staff will select an Academy they are interested in teaching in. A form similar to the VT form will be used to provide first, second, third, and fourth choice selections and will be confirmed by the academy leader.
- All Staff will interview for all positions within the academies. Interviews will be conducted by the Campus Principal, the Academy Leaders, and other teachers selected by union representatives. Questions including the following will be asked:

    - Why would you like to be a part of the _____ Academy at Glasgow High School?
    - What do you have to offer, professionally, to the _____Academy at GHS? Please describe how your education and experience has lead you to this decision?
    - How does your teaching methodology, content area knowledge, and expertise support the goals of the _____ Academy?
    - How do you plan to contribute to the success of the _____ Academy a GHS?
    - What do you feel you need from the Academy Leader and district-level administration in order to ensure student success in your classroom and beyond?
    - What changes/adjustments do you feel you will need to make, as a teacher, in order to ensure student success and performance in the _____ Academy? How can the administrative team support those changes?
    - How do you plan to maintain a school climate that is conducive to learning in your classroom?
    - How do you currently use student data to promote student success in your classroom. How would you propose to change that to increase success?

OPEN POSITIONS ONCE STAFF FROM GHS HAS BEEN INTERVIEWED

- Interviews of OUTSIDE CANDIDATES will be conducted by the Campus Principal, the Academy Instructional Leader, CEA representatives and members of the PZ COUNCIL. Open Positions filled by outside candidates will be based on the following criteria:
- Selection will be based on identifiable criteria for instructional needs and interview criteria for each theme
- All staff participating in Academies will receive professional development aligned with each of the Academy's goals and model

RECRUITING

Supplement internal recruiting methods with external methods that are being developed as part of the Department of

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	Education's Teacher and Leader Effectiveness Unit.
Leadership Structure	*Regulation: Give the school sufficient operational flexibility to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation* • The District will provide staff GHS for the 2011/2012 school year based on 95% of the State teaching units earned by the student count as it stands on April 30 , 2011 so that staffing is in place for summer training. • Flexibility in PE/Health credits – use athletic participation along with management, waiver from the state, YMCA, and participation in local athletic leagues • Teacher leader o One per academy as opposed to one per school. Use UD to lead professional development around distributed leadership and teacher leader training as outlined in the Delaware Education Plan (www.doe.k12.de.us) • Code of Conduct o Relax the policy on electronics – in classroom, no electronics at all; at lunch, ok for cells & ipods, ability & resources to offer alternative • Transportation • Technology support around the master schedule • Budget support o Autonomy in decision-making o one individual to advocate for the school o faster decision-making at the local level • Course offerings become more creative and flexible ability to offer integrated curriculum of thematic and project-based activities. • Grading Policy - 0% - 100% is unreasonable and will be revised where if work is submitted even if late, a 0 is NEVER given. *Regulation : Replace the Principal who led the School Prior to the Commencement of the transformation model* SEE ATTACHED DIAGRAM OF LEADERSHIP/ACADEMY STRUCTURE **CAMPUS PRINCIPAL** • Current Principal came to Glasgow High in the 2009/2010 school year. This position will transition into a Campus Principal responsible for all aspects of High School operations allowing the Academy Leaders to focus and drive instruction. The position will be posted and the current leader can apply. An interview will be held with the, PZ COUNCIL plus the Superintendent. This process will occur in January of 2011. Responsibilities to include:

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- Overarching responsibilities for the Management of the Glasgow Campus including Transportation, Discipline, and day to day management
- Evaluation of Academy Leaders
- Leadership of the Success Academy for Years One and Two
- Develop positive school and community relations, which include effective oral and written communications to all stakeholders groups.
- Administrative Responsibilities for all Co-Curricular/ Campus Life activities including sports, drivers education, and clubs.

ACADEMY LEADERS

- Create Academy Leaders for each of the Academies. (3 total)

  Selection Process: These three positions will be posted. Current Assistant Principals at GHS will indicate their preference for an Academy Leader position and will apply for the position. An interview will be held with the Campus Principal, PZ COUNCIL plus the Superintendent. This process will occur in January of 2011. Once completed, open position/positions for Academy Leaders will be posted and will be filled by a screening and interview process with the PZ COUNCIL, Campus Principal, and the Superintendent. Academy leaders will need to submit a portfolio demonstrating their expertise.

  Start date for Academy Leaders will be between February 1, 2011 and April 30, 2011.

  Responsibilities to include:

- Leadership in the development of the Academy Programs supported by the current Design team, an outside Coordinating Partner, and the PZ COUNCIL
- Provide leadership that will ensure continuous improvement in measurable student performance and achievement.
- Provide leadership and instructional coaching of staff in the area of student data analysis and designing and implementing interventions for low-performing students.
- Provide Leadership and support to the school administrative team in monitoring instructional practice and student achievement data.
- Supervise and monitor the accurate and timely completion of data collection and reporting requirements.
- Select, observe, and evaluate all teaching staff in the Academy. Evaluate employee performance as it relates to student learning and provides such assistance as needed.
- Attendance and coordination with all PZ COUNCIL Plan Review meetings
- Work with Coordinating Partner to implement training and professional development opportunities for instructional staff.
- Work with diverse groups of students, staff and community.
- Conduct staff meetings that involve staff in the discussion of instructional programs that focus on student achievements,

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policy changes, potential problems, and resolution of existing problems.

Criteria for Leadership Selection

In reviewing innovative principal preparation programs and practices from over a dozen organizations and districts including New Leaders for New Schools, The NYC Leadership Academy, Gwinnett County School District, The University of Virginia's Darden/Curry Partnership for Leadership in Education and the Long Beach Unified School District, the Rainwater Leadership Alliance examines standards for principal selection. There are several recurring themes that provide guidance for the selection process to be followed for the selection of both the Campus Principal and Academy Leader leadership positions.

Vision

- Ability to articulate vision for Academy/School

Commitment to equity and excellence

- Belief that every child can learn and achieve at academically high levels
- Experience in working with diverse student populations
- Sense of urgency in closing the achievement gaps

Results Orientation

- Record of improvement of student achievement
- Experience with project management, systems thinking
- Experience as change agent
- Initiative
- Resilience and perseverance
- Problem Solving Skills
- Ability to make difficult decisions
- Commitment to distributive leadership

Instructional Leadership

- Knowledge of various instructional strategies and practices to meet the needs of diverse learners
- Effective supervision of instruction
- Using data to inform instruction and improve student outcomes
- Holding staff and self accountable to high standards
- Building capacity
- Modeling continuous learning and professional growth

Interpersonal Skills

- Strong written and verbal skills

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- Successful collaboration with various stakeholders
- Ability to build relationships quickly
- Team building
- Keeping abreast of current educational research
- Personal presence

ACADEMIC DEANS

- Create Academic Deans – One for EACH Academy (3) These Positions will be posted and will require an interview
  - Academic Deans will be responsible to track and monitor student performance data for each academy.
  - Review data with Academy leader
  - Plan and propose options to provide enrichment or intervention for individual students.
  - Provide Academy Leader with data analysis weekly for PZ COUNCIL review
  - Operate as the first line of contact for students for guidance and placement.
  - Teach 21st Century skills like study skills, time management, note taking.

SCHOOL CLIMATE ADVISORS

- Create School Climate Advisors– One for EACH Academy (3) These Positions will be posted and will require an interview
  - School Climate Advisors will be responsible know and track students in the Academy Cohort.
  - Wrap around services and supports for students
  - Review discipline data with Academy leader
  - Level one and Level two disciplinary actions – Level three will be at the Campus Principal level
  - Train and implement PBS

PROFESSIONAL DEVELOPMENT

Support the Leadership team at Glasgow with ongoing Professional Development. Glasgow Leadership will work with the DDOE Development coaches to strengthen their skills in DPAS II. Glasgow Leadership will participate in a State supported Leadership program aligned with Race to the Top

- Work with the DDOE and Development Coaches to strengthen skills around the new DPAS II process.
- Integrate Data coaches with Academy Leadership AND Academy Deans to assist in supporting the use of student data by

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	teaching staff in the classroom.
Effective School Day **Extended Learning Time**	*Regulation: Establish schedules and implement strategies that provide increased learning time, which means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects; (b) instruction in other subjects and enrichment activities that contribute to a well rounded education; and (c) teachers to collaborate, plan and engage in professional development within and across grades and subjects.* **EXTENDED LEARNING TIME** **Review, rethink, and redesign the structure of the School day and the School year at Glasgow High. This plan proposes a tiered methodology to ensure effective use of the classroom time, school day, and school year. Provide a schedule that meets the instructional needs of students, the collaborative needs of staff and opportunities for students to "catch up".** **Task 1 Evaluation of the time we have** • Glasgow will review the current use of time within current day and within current class blocks using a Quality Time Management tool developed by MASS2020. This work will be completed by the end of March 2011. o The Grade level teams will start with an overall evaluation of how time is planned out in the current schools year using the Quality Time Analysis Tool developed by MASS 2020. Grade Level Teams will review the data generated and evaluate the design of the current schedule. January – February 2011. o Staff will then conduct an analysis of a representative selection of classroom environments in Core and NON Core subjects using the Classroom Time Use Tool developed by MASS 2020. Instructional Coaches will provide the observation and data input. o Results from these analysis tools will be reviewed with PLC's and will be used to redesign the schedule for the next school year. February – March 2011. **Task 2 Additional time every day** o Utilizing data generated from the Quality Time Management Study, GHS will implement an extended day BEGINNING IN AUGUST 2011 designed to support ALL students' individual academic needs. This additional time will provide opportunity for activities like Team work on projects developed in Project based learning classes, access to opportunities for enrichment (internships, dual enrollment) and opportunities for intervention (double dosing, online credit recovery). The Plan will be fully designed by May 2011 so that it can be communicated to students, parents, and staff. o The Team will develop a design for Extended Day outlined by the following:

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	▪ One Additional Hour in time in the school day for all students ▪ Creating a staggered schedule for teaching staff that will address student instruction needs, create time for collaboration, and keep the costs to a sustainable level. The design of the staggered schedule will include review of the actual start time for students. There is significant research suggesting that a later start time for high school students can greatly increase instructional engagement for students. ▪ Increasing the use of outside partners and Paraprofessionals to provide support for students during activities where the expertise of teaching staff is not necessary. ▪ As an example - The Clarence Edwards Middle School Model provides additional time for students using Academic Leagues and electives near the end of the day to add time to the schedule while providing engaging activities for students. This Model will be explored further for its ability to support the Academy Model proposed for Glasgow High **Task 3 Additional time in the School Year** • A Summer Acceleration Academy will be conducted in Summer 2011 and will offer an extended year opportunity for 9th and 10th graders identified as needing time and opportunity to transition into the Academy environment and/or "catch up" in meeting academic goals. This program will follow in the path of the Summer Bridge Academy started in 2010 and will be conducted from 8am - noon. o The Academy will be two weeks in length for each grade and will be developed to cover core content areas, social and emotional development tools, and transitional skills necessary to move from early high school years into the 11th grade with everything in place to make graduation fully attainable. **Design, Support, and Evaluation of the ELT Plan** • GHS will Partner with MASS2020/ Institute for Time and Learning to refine a design evaluate the school day/school year and develop a plan to include: o A process to identify students needing additional time for learning o Develop effective PLC schedule and integrated PD schedule for teachers o A process for identifying and providing time for enrichment as well as intervention
School Climate and Community involvement and Supporting	*Regulation : Provide ongoing mechanisms for Family and Community engagement*

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Data	Parents and Community
Average Attendance at GHS 2008/2009 91% 2009/2010 90% <u>Tardiness</u>. In 09-10, there were 16,297 registered "latenesses" at Glasgow. These were registered by 1,468 students across the year (based on cumulative enrollment). Discipline Data 2009/2010 GHS Referrals 3402 Suspensions 2601 Out of 1149 a total of students - 575 were suspended one or more times 2008/2009 GHS Referrals 3326 Suspensions 1803 2007/2008 GHS Referrals 4906 Suspensions 4338 <u>School Climate Survey</u> • 74% of students felt that	• During this month, Glasgow has created a Family and Community Liaison Position. This position has been provided through Learning Link of Delaware. • Learning Link is now providing assistance to Teachers through the PLC process to engage a target of 150 families and will also be making home visits • Work with Learning Link and the State PTA in developing a Parent Engagement Plan for GHS • Academy development will include generating a group of business partners cultivated and selected to create opportunities for students to integrate their academy focus with actual practices. Use of these partners will support the extended learning day and project-based learning by providing opportunities for internships, shadowing, and real-world project definition and evaluation. **LEARNING LINK as a partner** The Learning Link of Delaware (LLOD) is an outgrowth and expansion of the Delaware Parent Leadership Institute, a program designed to create a robust level of family engagement across the state. Recently launched as an independent non-profit, LLOD's mission is to link families, communities and schools to accelerate the educational achievement of every student in Delaware, particularly families who have had the most difficulty being engaged. Since 2005, the Delaware Parent Leadership Institute (DPLI) has trained more than 150 parents to be more effective advocates for students in Delaware public schools. DPLI is open to all parents and caregivers who have demonstrated leadership potential in their communities and an interest in improving schools and academic achievement for all students. A key element of DPLI is the commitment of its participants to design and carry out projects that involve greater numbers of parents and have a lasting positive impact on student achievement. Over 800 parents and students participated in various activities focused on student achievement sponsored by DPLI graduates. In fact, a parent-led project at Alex I. duPont High School (Students Overseeing Students) has assisted over 130 students. 80% in the first year reported improved grades in 1 – 3 subjects, 95% in year 2 reported improved grades 1 – 5 subjects and 20% improved attendance. The student tutors received volunteer credits and received the Jefferson Award for community services. Further 75% of DPLI graduates have increased their level of engagement at the school, district and state level by participating on school improvement teams, curriculum committees and advisory councils. The strategies used in this program are related to work that is in progress around the country. (California Parent Center, California and Commonwealth Institute for Parent Leadership, Kentucky) Locally, positive outcomes are associated with the U.S. Department of Education's early college awareness (Gear Up) work done with students and families who were initially identified as attending a high poverty, low achievement middle school. The work was done by the Center for Teacher Education at the University of Delaware in partnership with the Delaware Parent Leadership Institute (now Learning Link of DE). Gear Up families were engaged within an achievement-focused communications network. Of the 113+/- students followed by the University of Delaware from 2002-2009 (grades 7-13), 73% earned an Algebra 1 credit by the end of the 9th

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students did not treat one another with respect. • Only 46% of students reported that students felt safe in school. • 62% of students reported that students bully and threaten other students. • 54% of parents felt that students are threatened and bullied.	grade, 52% earned high school credits in Honors mathematics and science courses above the Algebra 1 level (compared to 22% of low income, vulnerable students with access to rigorous courses nationwide, according to the Education Trust. Additionally, 36% took one or more AP courses, and 40% completed high school with grade point averages of 2.5/>, with 80 (70%) students tracked to two-year or four-year college placements in the semester following high school graduation." In addition, LLOD has placed a Family and Community Engagement Specialist at Bayard Middle School for the past year and a half. The goal is to improve home/school relations, develop community partnerships and increase the level of engagement particularly among hard to reach families. The framework is based on two key research findings; Harvard Family Research Project (Promising Practices - Authentic Engagement) and Joyce Epstein (School, family, and community partnerships: Preparing educators and improving schools.) With the assistance from LLOD, the school has established a Parent Resource Center, developed a standard communication process, and created curriculum based family nights resulting in the following: ▪ **50% Increased Parent Participation in School Decision Making** ▪ **75% Increased Staff Support/Staff Buy-in** ▪ **20% Increased Family & Community Participation in Family Nights** ▪ **40% Increased Community Outreach** ▪ **Improved Data Collection – Responsive Planning** The Learning Link of Delaware's work provides a comprehensive school-wide approach to parent involvement and partnership building that is more likely to support a shift in school culture Learning Link of Delaware (LLOD) believes that when parents and families are involved in their childs' education, those students will have higher grades, test scores, and improved attendance consistently, regardless of socioeconomic status, ethnic/racial background, or the parent's education level. Also, when parents, families, and community members organize to help support schools that perform below academic levels, accountability is enhanced. As a result, positive changes can be realized in policy and practice, improved school leadership, and funding for after school and family support programs. (Henderson A. & Mapp K., 2002) The framework LLOD provides includes a comprehensive school-wide approach to parent involvement and partnership building that will support a positive shift in school culture. Our goal is to embed responsive planning, student and parent responsibility, and teacher accountability as core community values. Positive shifts in school culture are associated with environments that are characterized by high engagement of all partners, specifically parents. Programs that are designed to involve parents in full partnership with school personnel have documented student academic gains, specifically for disadvantaged children whose parents often experience schools as unwelcoming. The proposed work is significant because schools lack resources to connect families to school life, and few pre-service or in-service teacher education programs support teachers in developing the skills needed to effectively engage parents. Glasgow High school will partner with LLOD will provide technical assistance encompassing a five point strategy in the areas of **comprehensive planning for events and engagement, multi-faceted communication strategies , leadership development among staff and parents, capacity building so that the program has developed a culture that will sustain the successes.** In

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addition, LLOD will provide an ongoing and supportive role in **coaching** to identified staff that will create synergy which will awaken communities and schools to the power of effective engagement focused on student achievement outcomes!

Key Objective Indicators:
A. Parent participation increases each quarter, with a 50% annual increase in year one.
B. Student participation in academic support services increases 10-15% increase annually.
C. Student attendance increases by 10% each quarter, with a 40% annual increase.
D. Student suspension rates decrease by 10% each quarter, with a 40% annual decrease
E. Student performance improves, as measured by student grades and DCAS.

Sustainability
As part of LLOD's comprehensive planning, sustainability is key in ensuring that schools are able to maintain success in engaging families. Therefore, the establishment of parent and community partnerships is key in sustaining parent involvement strategies, school policy, etc. within the framework of the newly designed academies that are forthcoming. It is LLOD's desire to ensure that the above mentioned milestones are established as a regular part of the schools' culture. Therefore, parents and families will have an equal partnership in making solid contributions toward the sustainability of their role in family engagement.

Proposed Plan of Action
YEAR ONE
Preliminary Planning Activities

- Obtain School profile data
- Review student achievement data and school climate surveys
- Conduct Community Assessment

Achievement Milestones

- Establish connection between FACE Specialist and key school personnel
- Increase understanding of school climate and student data
- Identify potential community resources

Assessment

- Review student achievement data and school climate surveys
- Identify key contacts
- Conduct School based focus groups
- Evaluate current engagement activities
- Develop evaluation process that measures levels of engagement, and perceptions of school culture
- Define specific school improvement goals

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	Achievement Milestones • Identify achievement gaps • Determine student academic needs • Increase awareness of parent needs Planning • Develop standardized two-way communication processes between school and home incorporation various mediums, including Parent Link messaging, phone trees, updated website, home visits, mailings. • Identify academic areas on which to focus targeted students • Determine outreach strategies • Create events calendar for parent engagement • Work with School to develop parent Instructional support materials for parents to use in assisting students at home Achievement Milestones • Develop comprehensive engagement plan • Establish two-way communication process • Establish targeted events/activities for parents to get involved with school Professional Development (Part 1) for all staff • Discuss the impact of poverty, single parent homes, limited-English speaking homes on student outcomes. • Review practical engagement strategies • Identify district and community resources Achievement Milestones • Increase and improve school staff ability to engage parents • Build cultural and socio-economic awareness among teachers YEAR TWO Implementation • Implement Calendar activities • Disseminate student academic information and grade level expectations to parents • Conduct quarterly interactive workshops for parents

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	Achievement Milestones • Improve parents' ability to support student learning at home • Increase numbers of students accessing support services by 10 – 15% Professional Development (Part 2) • Review additional practical engagement strategies for teachers • Conduct Teachers and Parents Working Together Session Achievement Milestones • Increase and improve school staff ability to engage parents • Build cultural and socio- economic awareness among teachers Evaluation • Review survey data from professional development training, parent workshops, and climate surveys • Reconvene Focus groups • Determine corrective actions to sustain success • Refine engagement plan to reflect Achievement Measures • Increase ongoing "buy-in" of school community • Teachers, students, and parents surveys report school as a welcoming place **SCHOOL CLIMATE** **Overall school climate and classroom climate are noted as issues that need to be addressed** Student Climate • Re TRAIN and supplement the Positive Behavior Support Program through the University of Delaware with increased fidelity by training including clusters as were outlined in the Professional development section of this Plan. • Develop a Peer Mentoring and conflict resolution program as part of the PBS model • Identify a Behavior Modification Program to assist staff in changing unacceptable behaviors in the disruptive few students (less than 10%) • Track discipline data monthly and review by Academy.
Governance and Technical Assistance	*Regulation: Ensure that the school receives ongoing intensive technical assistance and related support from the district, the Department, or a designated external lead partner organization.* SEE ATTACHED PZ SCHOOL COHORT GOVERNANCE/ COORDINATING PARTNER DIAGRAM

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As part of a modified governance structure, District leadership reviewed its capacity to implement the plan for Glasgow. Based on the decision to contract with an outside partner to coordinate professional development, outside vendors, and assessment/walk through tools, leadership felt that the expertise to monitor and support the plan was in place among District staff. In order to create this support team for school change, the District will create a Partnership Zone Council. This Council will have responsibilities to provide ongoing technical assistance and support as well as progress monitoring for the two Partnership Zone schools in Christina.

In providing guidance in organizing the District Team, Learning Point Associates, now a "subsidiary" of AIR recommends:

- The team must be committed to taking new approaches when previous efforts have not worked well enough for failing students.
- Keep this working team small enough to focus on action.
- Team members should possess: A drive for results, relationship and influence skills, readiness for change and knowledge to do what works (or willingness to acquire it quickly)
- Ground norms should be established to ensure that team members participate efficiently and effectively. Standing agenda would include: updates from each member, new issues or problems, preparatory work to be identified and assigned, communication needs

The Coordinating Partner will report directly to the Superintendent and to the Board of Education and will work closely with this committee.

The committee is composed of the following members and the amount of their time that will be expected to be spent in support of the two schools will start out as heavy in YEAR ONE and taper back in ongoing years. This will require that the District shift some current responsibilities away from these positions for the first two years of implementation. All members of the Council will receive training to parallel professional development provided to teachers and leaders in the two schools. (ex. Classroom culture, student data, PBL instruction, PBS, content, LFS strategies, etc.)

A Sample of the time commitment as seen at this point for YEARS ONE and TWO for each individual is as follows:

Deputy Superintendent for Teaching and Learning 2 DAYS PER WEEK (Supporting Both Schools)
Leader and Convener of Council – agendas, reporting, analysis

Director of School Improvement 2 DAYS PER WEEK (GHS)
Liaison to two Academies, walk thrus, attendance at PLCs, Faculty meetings, data analysis. Overall coordination of School Improvement Plans (both schools)

Director of C & I and PD Elementary 2 DAYS PER WEEK (STUBBS)
Liaison to Stubbs, Walk thrus, attendance at PLCs, Faculty meetings, data analysis, PTA meetings, school climate

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	assessment Director of C&I and PD Secondary 2 DAYS PER WEEK (GHS) Liaison to two Academies, walk thrus, attendance at PLCs, Faculty meetings, data analysis, PTA meetings, School Climate assessment Educational Projects Manager 3 DAYS PER WEEK (Supporting Both Schools) Assistance to the Deputy to manage and coordinate data and documentation School Based instructional Leader(s) Coordinating Partner BOTH SCHOOLS AS NECESSARY Assures fidelity in vendor services DOE Liaison The Committee will be responsible to assist schools in: Final Schedule/calendar/ School Day Final selection of Outside Partnerships Tracking and reporting on progress each school is making determined targets. Ongoing review of the instructional practices and development of mid course corrections if necessary. Budget Management Coordination with Outside Partners All hiring/firing decisions for both schools Developing and adjusting PD plan Data Analysis and reporting including Progress monitoring and evaluation of early warning indicators Itinerant Membership who will be called on to attend as issues are identified: Supervisor of Accountability and Assessment Representatives from Human Resources Chief Financial Officer Supervisor - Grants Supervisor of School Climate Other School based Instructional team members Supervisor of Family and Community Engagement Individual Vendors as the Coordinating Partner sees fit The Council will hold Plan Review meetings for one half day per week per school, with the Directors of Elementary Education, Secondary Education and School Improvement in attendance at meetings relative to their areas of expertise. The meeting

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will be held at the school, and will be a dedicated time. PZ COUNCIL members will make no other commitments that conflict with the Plan Review meeting time. The meeting agendas will be prepared by the Deputy Superintendent, and shall consist of the following:

- An updated data review, including academic and school climate information related to both student and teachers.
- A report from the *principal*, to be formalized on a template that will be in use throughout the PZ years, of the previous week's activity and including issues affecting achievement and school climate. The report should also include requests for assistance as identified in the school community.
- A budget report on spending
- A calendar, prepared by the Coordinating Partner. The calendar will be reviewed and updated at each meeting and is to integrate building activities, professional development, and the work of other district initiatives that may influence the use of time at the school.
- A review of faculty PLC minutes, focused on examination use of the PLC to maintain appropriate, successful teaching strategies or to revise teaching strategies as needed.
- A review of the activity of the Response to Intervention team.
- A report and discussion of instructional walkthroughs, which will be conducted each week. The walkthroughs will be conducted by Directors, the instructional leaders of the school, and others as designated by the PZ COUNCIL as needed.
- An outline of tasks related to improved teaching for the upcoming week, developed and agreed upon by the PZ COUNCIL and the principal and based on the information discussed at the meeting.
- An assessment of climate and culture, with recommendations to the principal. Specific information to be reviewed includes discipline data, attendance of teachers and students, school celebrations, parent activities in the school, school communication, and other indicators as determined by the PZ COUNCIL.

The PZ COUNCIL will provide support for school leaders and will monitor progress of the PZ Plans. Indicators reviewed at the PZ COUNCIL Plan Review meetings will be analyzed by the Deputy Superintendent who will provide written report to the Superintendent. The PZ COUNCIL will also be responsible to develop midcourse corrections if analysis of the indicators reflects the need for adjustment in the design or implementation of the plan.

Documentation of all discussion and recommendations will be maintained at the school in a central location. Walkthrough records of individual teachers will be maintained as confidential records; summaries of walkthrough and recommendations will be housed in public records noted above.

Qualifications for members of Council

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	Deputy Superintendent for Teaching and Learning (Dr. Fara Zimmerman) Former Principal– high needs schools Administrator at all Levels Coached and taught Master degree program for educators in multiple school settings including high needs Expertise in using data to improve teaching and student achievement Director of School Improvement (Dr. Ellie Ludwigsen) Former Secondary Principal. Manager of School Success Plans for the District for several years Expertise in Small Learning Communities Director of C & I and PD Elementary (Heather Bordas) Former Elementary Principal – New Castle County Principal of the Year High needs school Principal Expertise in Elementary Curriculum Director of C&I and PD Secondary (Dr. Vilicia Cade) Expertise in leadership development and coaching Development of Curriculum supports Experiences in small learning communities Educational Projects Manager (Kate Huddleston) Highly effective in organizational management Expertise in data analysis and tracking
Measures	• **Improve proficiency as measured by DCAS/DSTP equivalents. PZ schools will need to use DSTP equivalents the first year to evaluate student performance on the State Assessment Reduce students who are NON PROFICIENT but 10% per year. See below for targets for subcategories.** **Other Measures of Progress** • **Reduce 9th grade retention** • **Increase post secondary success rate as measured by the Post Secondary project in partnership with the Delaware Department of Education** • **Increase graduation rate** • **Reduce Disciplinary Referrals through implementation of modules of PBS** • **Increase Attendance and reduce tardiness** • **Track early period attendance and link to achievement / performance data** • **Increase Parental Involvement as measured by survey work** • **My Perspective Survey – Add questions around the extended learning time**

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	School Climate Survey – Improve climate based on student responses .
Contract modification with the CEA	*Regulation: Implement new financial incentives and increase opportunities for promotion and career growth of effective teachers and provide more flexible work conditions designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.* *Regulation: Use Rigorous, transparent, and equitable evaluation system for teachers and leaders that take into account data on student growth as a significant factor as well as other factors such as multiple observations-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rate; and are designed and developed with teacher and principal involvements* *Regulation: Identify and reward school leaders, teachers, and other staff who in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, pursuant to the Delaware Performance Appraisal System II or any successor thereto have not done so.* *SEE ATTACHED MEMORANDUM OF UNDERSTANDING BETWEEN THE CHRISTINA EDUCATION ASSOCIATION AND THE CHRISTINA SCHOOL DISTRICT.*

Academy Models Content and Needs – Early thinking

	Key Courses Course of Study	**Teacher Qualifications**	**Facilities Needs**	**Culminating Activities** **Unique &PBL**	**Community Partnerships**
STEM	Agriscience • Plant Science • Animal Science • Environmental Science Health Science (Medical Asst/Dental Asst/ Home Health Aide)		Science Lab updates	Plan own state fair	TruGreen & Lawn Doctor State AG dept UD Longwood Gardens Habitat 4 Humanity Junior Achievement Innovation

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	Bio-technology & Bio-medical Technology & Engineering (architectural and drafting design) • Auto Tech • Electronics • Robotics Forensics/Crime Scene				Lab Delaware Foundation for Math and Science Delaware Technology Park Astra Zeneca/ DuPont
Entrepreneurship & Innovation	Communication & Media Arts Hospitality – Business focus/HRMI Administrative Services Marketing BFM Accounting Banking Business & Corporate Mgmt Retail Operations Technician Financial Mgmt Svcs			Design a school-based bank Design and market a product for the entire Glasgow community	University of Delaware College of H & R Mgmt Siemens DuPont Local Retailers ING/JP Morgan Chase
Humanities & the Arts	Visual Arts • Ceramics • Technology – Graphic Arts Drama & Dance Music Literary Arts Applied Linguistics World Languages • American Sign Language • Spanish • French			Arts Festival & Gallery Walk Design a community service program/project	Academic Connections Gacha Habitat 4 Humanity University of Delaware Christina Cultural Arts Center

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	• Latin • Chinese Early Childhood Development Culinary Human Services Community Organization & Advocacy Law Criminal Justice/Police Science				School Resource Officer ROTC
Success Academy (11th & 12th Grade)	▪ "Building Your Future" - All students will take a course that provides instruction focused on obtaining the skills necessary to grow into college or career life. ▪ Senior Project – Students will participate and receive support in the Senior Project requirement. In addition to meeting the requirements outlined in the District guidelines, students in the Success Academy will complete a project-based component that requires them to complete an inter -disciplinary project with real world application. ▪ Electives – Sign Language will be offered to Success Academy students. ▪ Ambassadorships – All students in the Success Academy will be required to complete 20 hours over two years serving as an ambassador for GHS.				

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	▪ College Field Trips –Students in the Success				

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Glasgow High School Metrics and Measures

	READING						
High School (9-10)	Measures are designed to reduce the percentage of ALL students who are not proficient by 10% per year. Reduce the achievement gap between MAJOR GROUPS by half by 2014. Groups include: White/Hispanic; White/African American; Regular Ed/Spec Ed; English Proficient/English Language Learners; Non Low Income/Low Income						
Reading Proficiency Rates	**Spring 2008**	**Spring 2009** (baseline DSTP test data)	**Spring 2010** (baseline DSTP test data)	**Spring 2011** *	**Spring 2012**	**Spring 2013**	**Spring 2014**
All Students	43%	52%	44%	50%	55%	59%	63%
African American	36%	44%	37%	43%	49%	54%	59%
Asian / Pac. Isl.	55%	55%	48%	53%	58%	62%	66%
Hispanic	29%	50%	44%	50%	55%	59%	63%
White	60%	63%	53%	58%	62%	66%	69%
Regular Education	50%	58%	50%	55%	60%	64%	67%
Special Education	11%	15%	7%	16%	25%	32%	39%
English-Proficient	45%	53%	45%	51%	55%	60%	64%
English Lang. Learners	24%	37%	12%	21%	29%	36%	42%
Non-Low Income	62%	62%	50%	55%	60%	64%	67%
Low-Income	30%	43%	38%	44%	50%	55%	59%

* It is unclear how DCAS data will correspond to DSTP scores. Baselines will need to be reset after the Spring 2011 DCAS test results are available. Additional measures may be added around growth between Fall and Spring test data.

Reading Proficiency Rates **Reduce non proficient by 15% per year**	**Spring 2008**	**Spring 2009**	**Spring 2010** (baseline DSTP test data)	**Spring 2011**	**Spring 2012**	**Spring 2013**	**Spring 2014**
All Students	43%	52%	**44%**	52%	60%	66%	71%
African American	36%	44%	**37%**	46%	54%	61%	67%
Asian / Pac. Isl.	55%	55%	**48%**	56%	62%	68%	73%
Hispanic	29%	50%	**44%**	52%	60%	66%	71%
White	60%	63%	**53%**	60%	66%	71%	75%
Regular Education	50%	58%	**50%**	58%	64%	69%	74%
Special Education	11%	15%	**7%**	21%	33%	43%	51%
English-Proficient	45%	53%	**45%**	53%	60%	66%	71%
English Lang. Learners	24%	37%	**12%**	25%	36%	46%	54%
Non-Low Income	62%	62%	**50%**	58%	64%	69%	74%
Low-Income	30%	43%	**38%**	47%	55%	62%	68%

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Math Proficiency Rates Reduce Non proficient by 15% per year.	**Spring 2008**	**Spring 2009**	**Spring 2010** (baseline DSTP data)	**Spring 2011**	**Spring 2012**	**Spring 2013**	**Spring 2014**
All Students	28%	32%	**33%**	43%	52%	59%	65%
African American	15%	20%	**19%**	31%	41%	50%	58%
Asian / Pac. Isl.	59%	65%	**42%**	51%	58%	64%	70%
Hispanic	21%	24%	**34%**	44%	52%	59%	66%
White	45%	49%	**52%**	59%	65%	71%	75%
Regular Education	32%	36%	**37%**	46%	54%	61%	67%
Special Education	5%	9%	**6%**	20%	32%	42%	51%
English-Proficient	28%	34%	**34%**	44%	52%	59%	66%
English Lang. Learners	26%	18%	**13%**	26%	37%	47%	55%
Non-Low Income	43%	45%	**40%**	49%	57%	63%	69%
Low-Income	17%	22%	**26%**	37%	47%	55%	61%

* It is unclear how DCAS data will correspond to DSTP scores. Baselines will need to be reset after the Spring 2011 DCAS test results are available. Additional measures may be added around growth between Fall and Spring test data.

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	Baseline		Annual Performance Targets			
	2008/2009	**2009/2010**	**2010/2011**	**2011/2012**	**2012/2013**	**2013/2014**
Percent of first-time 9th graders promoted to 10th grade on-time	**74%**	**75%**	80%	86%	90%	90%
Number of Students taking the SAT	139	113	140	170	200	230
Mean Scores on SAT						
Reading	442	442	455	471	475	478
Math	444	433	455	475	480	484
Writing	431	427	440	458	461	464
Graduation Rate (NGA)	66%	Not Yet Reported	75%	79%	83%	87%
Post Secondary Success Rates (% enrolled in college in first year post-HS grad)	54% (Class of 2008)	61% (Class of 2009)	65%	69%	72%	75%

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	Baseline		Annual Performance Targets			
	2008/ 2009	**2009/ 2010**	**2010/ 2011**	**2011/ 2012**	**2012/ 2013**	**2013/ 2014**
Total AP Enrollment (students taking one or more courses)	193	156	195	220	240	260
Asian	14	9	---	---	---	---
African American	60	45	---	---	---	---
Hispanic	19	12	---	---	---	---
White	99	88	---	---	---	---
Percent of final AP course grades of C or better	77%	93%	95%	95%	95%	95%
Percentage of Students enrolled in AP classes taking the AP exam	29%	35%	40%	50%	60%	75%
Percentage of AP exams passed (score of 3 or higher) *Note: many students took more than one AP exam.*	33%	31%	40%	50%	55%	60%
Overall Drop Out Rate as reported by the State of Delaware	9.3	Not yet reported	7%	6%	5%	4%

	Baseline		Annual Performance Targets			
	2008/2009	**2009/2010**	**2010/2011**	**2011/2012**	**2012/2013**	**2013/2014**
Disciplinary Referrals	3,326	3,402	2381	1667	1167	817
Suspensions *Reduce these 25% through 2012 and then 10 % per year*						
In School	954	1,795	1257	880	616	431
Out of School	849	806	564	395	276	194
% of total rolling population suspended out of school one or more times	24%	20%	14%	10%	7%	5%

	Baseline		Annual Performance Targets			
	2008/ 2009	**2009/ 2010**	**2010/2011**	**2011/2012**	**2012/2013**	**2013/2014**
Teacher Retention (from prev. yr.)	77%	85%	76%	80%	82%	84%
Teacher Professional Development Survey						
Teacher My Perspective Survey Results Principal Effectiveness. Teachers reported (*agree* or *strongly agree*) that principals provide feedback to teachers to help them improve their instruction.	50.0%	67.5%	73%	77%	82%	87%

	Baseline		Annual Performance Targets			
	2008/ 2009	**2009/ 2010**	**2010/ 2011**	**2011/ 2012**	**2012/ 2013**	**2013/ 2014**
Enrollment trends (Sept 30)	1132	1107	1145	1145	1295	1450
Student Inter-Year Mobility Rate (gr. 9-11)	24%	23%	21%	18%	15%	12%
Choice out to other public school district overall (VoTech not Included)		148	---	---	---	---
Choice out to VoTech		150	135	120	105	90

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	Baseline		Annual Performance Targets			
	2008/ 2009	**2009/ 2010**	**2010/2011**	**2011/2012**	**2012/2013**	**2013/2014**
Parent My Perspective Survey Results School Satisfaction % Parents of GHS students were (*very* or *somewhat*) satisfied with how well schools were helping their children to learn.	N/A (low response rate)	82.8%	**85%**	**88%**	**91%**	**93%**
Parent My Perspective Survey Results Communication % of GHS parents reporting (*strongly agree* or *agree*) that school administrators were available to listen to their concerns.	N/A (low response rate)	79.2%	**82%**	**85%**	**88%**	**90%**
PTA Membership	N/A	N/A	8	**12**	**20**	**25**

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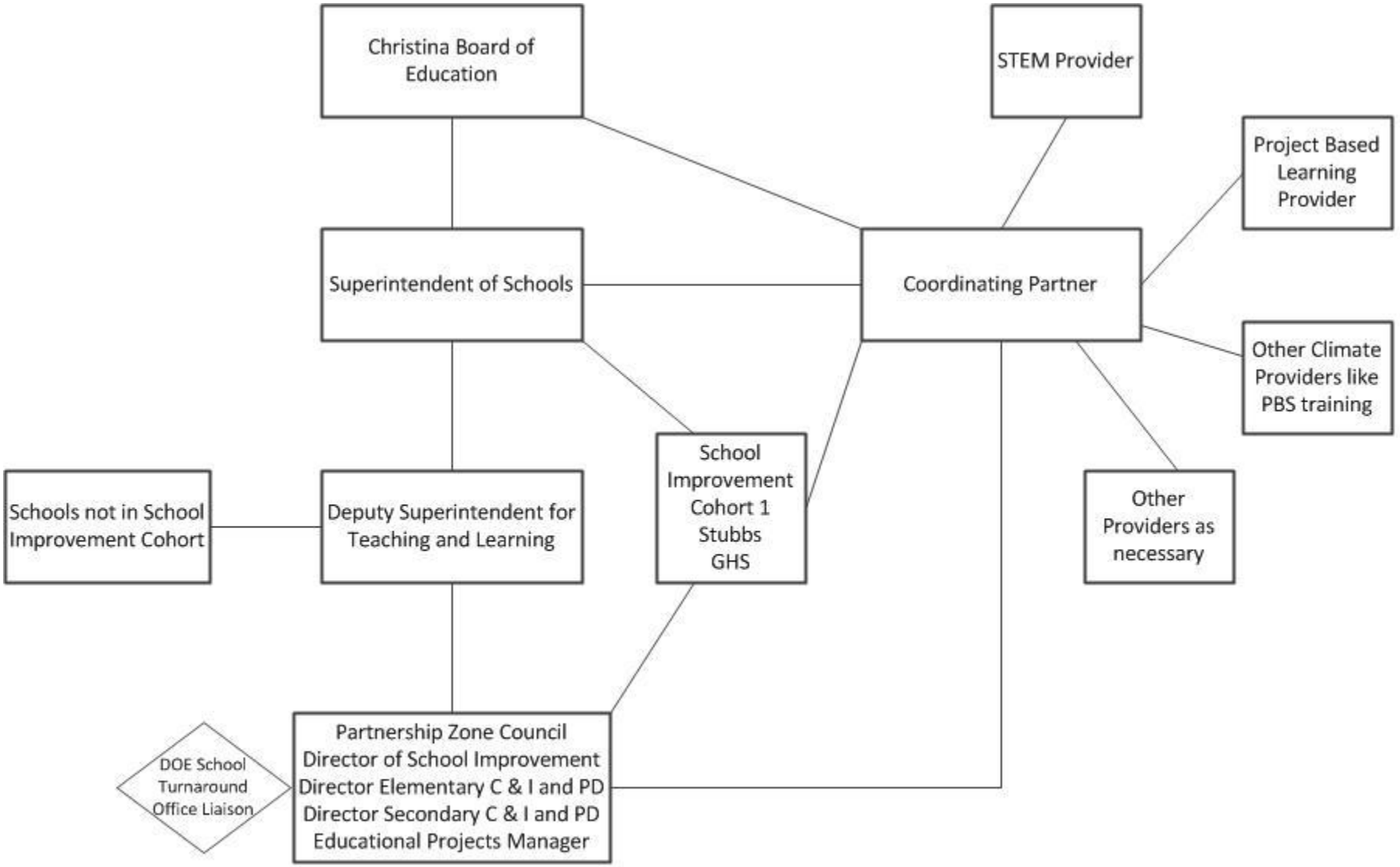
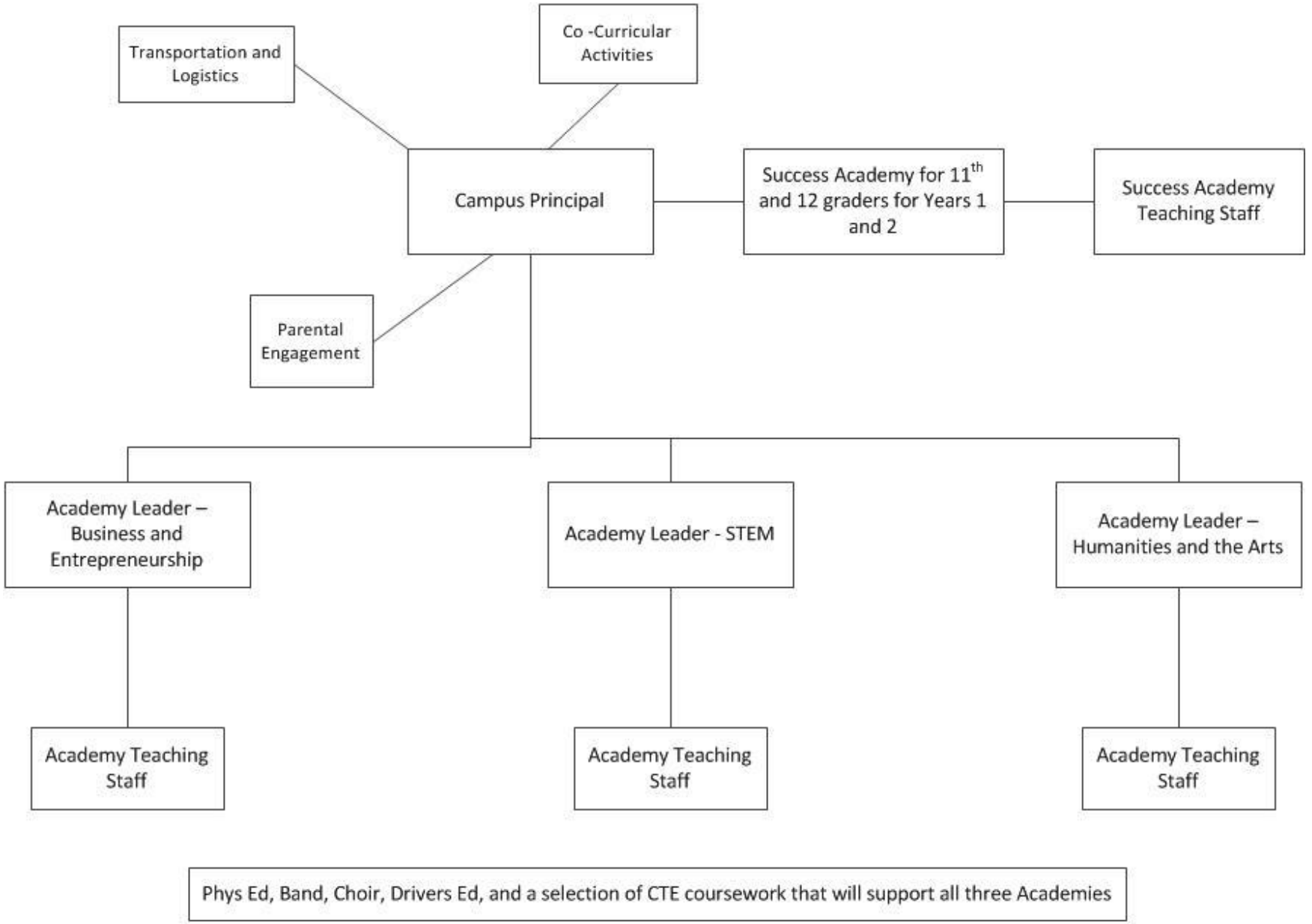
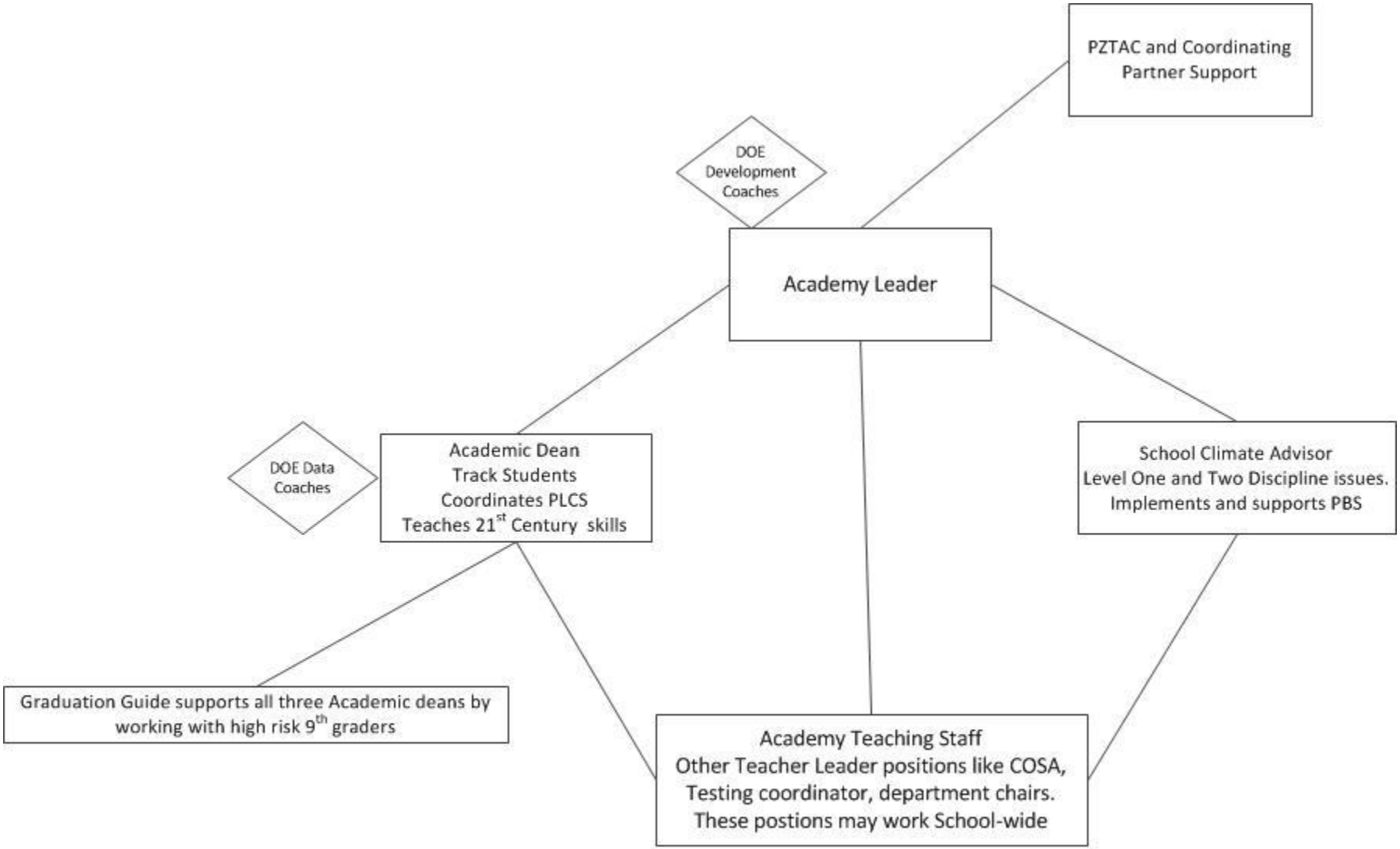


PZ School Cohort Governance
Coordinating Partner



Glasgow High School Structure



Academy Structure

CHRISTINA SCHOOL DISTRICT
GLASGOW HIGH SCHOOL STAFF ACADEMY
PREFERENCE FORM

The administration is working hard to ensure the success of the staff and students at GHS. Three academies have been selected to be implemented at GHS next school year. We would like to know your preference for teaching in the academies that have been selected as part of Glasgow's Partnership Zone Plan. Since there are only three academies, we are not able to guarantee your first or second choice, but we will take this information into consideration when making the teaching assignments for the upcoming school year. Final assignments will be confirmed by the Academy Leaders AFTER AN INTERVIEW. Please use the top portion to describe your current position (department affiliation, courses taught, and additional responsibilities, such as Department Chair or 9th Grade Advisory Coordinator). Use the bottom portion to describe the role you see yourself in next year. Indicate your preference for one or more of the academies, the courses you would like to teach (required and electives, enrichment, co-teaching), and any additional contributions you would like to make, including distributive leadership positions such as lead teacher or senior project coordinator.

Name:

Current Department(s):

2010-2011 School Year

Courses Taught:

Additional Responsibilities:

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(OVER)

2011-2012 School Year

The three academies that have been chosen are _____, _____, and _____.

Please list the academy you would like to work with in preference order below.

List Academy Preference

1. _____

2. _____

3. _____

Why did you select your top Preference?

Course/Courses I would like and am qualified to teach:

Additional responsibilities you would be interested in taking on:

Please return the completed form to the main office by February 1, 2010.

_____ _____

Name *Date*

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