

WORKING DRAFT DECEMBER REVISION COPY DECEMBER 14 , 2010

	INTERVENTION MODELS AND STRATEGIES
Intervention Model (14 Del Admin Code SS 103) Component	TRANSFORMATION
Abstract / Stakeholder Consultation – Section 1 SIG 1003g Application	<p>The process to develop the plan for Transformation for Stubbs Elementary was a collaborative process including representation from major stakeholder groups including: parents, teachers, community, students, and district administration. The process started long before Day 1 - September 1 - with the District developing a Team to assemble a Plan for the 2009 School Improvement Grant. While the District was not successful in the application for the Grant, the process allowed for deep review of student data and collaboration around strategies to increase student and parent engagement with ultimate improvement in student achievement and proficiency. During the SIG application phase, the District met with Stubbs staff, parents, and the community and discussed transformation plans for Stubbs.</p> <p>On September 2, once the announcement that Stubbs was a part of the Delaware Partnership Zone was public, the Superintendent met with the Stubbs staff to discuss the possibilities. Within a week of the announcement of the Partnership Zone Schools, a PZ Design Team dedicated to Stubbs 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, school administration, Eastside Community School representation, union representatives, members of the Christina Board of Education, and district administrators –Director for Elementary Curriculum and Professional Development, Supervisor in Accountability and Assessment, Assistant Superintendent, Interim Director of Special Services, Human Resources, 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. The Design Team met with Stubbs staff at Stubbs on November 8th 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.</p> <p>Forums for the Community were held in monthly (October 4, October 27, November 16) along with a Board of Education Workshop dedicated to this process on October 5. Public could review development of the plan at each of these meetings and provide feedback to the District, Board of Education, and the Team. The Presentation made at the Community forum held on November 16th is included in this submission.</p>

Staff presented an initial recommendation for an intervention model at a four hour Board Workshop held on October 5th . Staff and building leadership 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.

High teacher turnover, staffing of the school by largely inexperienced teachers, and teachers with little knowledge of the issues of urban education, along with high student mobility and a general lack of parent engagement, are key factors in the struggle to improve student achievement at Stubbs; collectively, these factors have significantly contributed to the difficulties of creating a wholesome school for the children in the Stubbs community. Participation at Community Forums was small at first with only three parents and several staff at the first meeting but continued to grow throughout the process with over 18 parents and their children attending the meeting on November 16th where the Draft Plan was reviewed. Parents were notified of meetings through a variety of means including direct contact by the school leadership, activities scheduled the same nights by the Community School Site Coordinator, Parent Link messages, web postings on the district website, and Christina Enews messages.

The plan itself is setting high expectations for students at Stubbs and is aligned with Middle and High School opportunities in Christina. These high expectations are greatly welcomed by parents as evidence that Christina has the future of their children in mind and that future includes academic success.

As a strategy to address poor student performance indicators, engage students and teachers to a higher degree, and to create stronger relationships between students and staff, the Partnership Zone Design Team has proposed to create an elementary STEM Academy at Stubbs. 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 interdisciplinary instruction (Mergendoller, et al.).

Leadership and Teaching staff will have the opportunity to remain at Stubbs through an interview process.

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 (Boaler, 1997). 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 (Bradshaw, C. , Mitchell, M., & Leaf, P, 2008), 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

	<p>Organizer (how are we organized to tackle it?), Concept Mapping, and Summative Distribution (check back on did we get it?).</p> <p>Additional instructional time will be provided for all students by adding additional days to the school year. The design of the calendar will explore a possibility where teaching staff will have staggered vacation schedules and “Intensives” can be taught for all students. This design may allow the plan to keep the costs down while meeting the instructional needs of all students.</p> <p>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, 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.</p>
<p>Rationale for Model Selection</p>	<p>In anticipation of SIG 1003g grant award and subsequent implementation of a Transformation Model in the 2010/2011 school year, District Administration changed the administration in Stubbs during the summer of 2010 and allowed for over 70% of the teaching staff to relocate to other schools. A new Principal and Assistant to the Principal were appointed. The new principal and the assistant to the principal were both selected because of their strong instructional backgrounds and their commitment to make the changes necessary for student success at Stubbs. The Principal interviewed and hired more than 20 new staff members during the summer before the start of the 2010 school; unfortunately, due to processes that governed teacher selection, the interviews and subsequent teacher assignments to Stubbs- allowed little time for careful consideration of the teacher skills and temperament that may be needed to implement a successful turnaround at Stubbs.</p> <p>The District was not successful in obtaining the 1003 g grant and Stubbs was placed in the Partnership Zone for 2010/2011. Christina was also fortunate to be included in a grant from a significant local corporation that created a series of Community Schools within the East side community of Wilmington. Stubbs was included in this Eastside Community School Initiative. A strong plan for student social emotional support combined with a multifaceted community and parental engagement plan was designed in the 2009/2010 school year and implemented beginning in the 2010/2011 school year.</p> <p>With new staff, a strong social/ emotional community engagement support model, and new leadership already in place, and though low – still encouraging DSTP results for the 2009/2010 school year, the Transformation model was selected as the intervention model for Stubbs Elementary.</p>

The Transformation model Plan for Stubbs will include components to address each aspect of the defined model:

Instructional Model: Lack of engagement of both Staff and Students has been identified as a KEY component in the persistently low student performance at Stubbs. Instruction was “teacher-centric” and not interconnected. Integration of a Project Based Learning (PBL) instructional model will create increased a more student-centric instructional method creating an interdisciplinary relevance in the relationship between academic instruction and real life activities. The work on projects will also foster more constructive adult- child interaction, as work on activities creates a climate more conducive to relationships. The PBL instructional model will be supported by an overarching Science Technology Engineering Math (STEM) theme – A STEM Academy at Stubbs which will shape project planning and give focus to interdisciplinary planning.

Teaching and Leadership: Review and Re-evaluation of existing all Staff – Teachers and Leaders through a rigorously defined interview process.

Governance Structure: The school will be led by the Principal, who will be selected for strength as a strong and focused Instructional leader. Other components of managing the School will be led by the Assistant Principal tasked with providing the support necessary so that *the instructional leader can focus on student achievement through direct work with teachers on instruction*. Both leaders at 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 *integrated* review of student performance with evaluation of the efficacy of the plan. The team will be in place to remove obstacles to success for the *Stubbs* 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. Stubbs will review the current use of time within current day and within current class blocks using a Quality Time Management tool developed by MASS2020. Utilizing data generated from this study, Stubbs will investigate reordering its current daily schedule to create opportunities within the day for enrichment to support the themes of the integrated instructional units, and intervention (double dosing, or short periods of standard –specific reteaching twice a day and during the extended year, organized so that children also receive enrichment experiences). In addition, an extended year will be designed to support individual student needs as well as supporting student engagement and access to opportunities.

School Climate and Community Involvement: Stubbs will supplement the state supported initiative Positive Behavior Support (PBS) that is in place to support changes in the school climate. Additional training modules that are available through the University of Delaware will be offered to assure fidelity in the implementation. Behavior management, school climate and instruction will also be enhanced through thorough grounding in the principles of child development. Stubbs is currently part of the Eastside Community School Initiative coordinated by a Site Supervisor from Children and Families First

	<p>DE . This Site Supervisor will implement strategies to engage parents who are historically difficult to reach. One strategy is to develop a Parent STEM Package – including Support for the STEM Academy development will include materials designed for engage parents, so they may assist their children in the learning activities at School. The products for parent use will be directly connected to the standards being presented to the students, and will be produced by use of an integrated software package such as Learning.com. The learning packets, made at school and individualized for the child, will be practice and enrichment activities tied to the specific standards being taught. Another strategy is generating a group of business partners cultivated and selected to create opportunities for students to come in contact with actual practices. Use of these partners will support the proposal for extended learning time and project-based learning by providing opportunities for shadowing for fifth graders and real-world project definition and evaluation.</p>
<p>Instructional Model and Supporting Data</p> <p>2009 – 2010 332 students at Stubbs</p> <p>Student Proficiency <u>DSTP 2008/2009</u> MATH: 41.1% were achieving at or above proficiency levels. NCLB target was 58%. READING: 42.6% were achieving at or above proficiency levels. NCLB target was 73%.</p> <p><u>DSTP 2009/2010</u> MATH: 52.2% were achieving at or above proficiency levels. District wide proficiency was 77% READING: 45.8% were achieving at or above proficiency levels. District wide proficiency was 76%</p> <ul style="list-style-type: none"> • NCLB targets for 09-10 were 67% proficient in Math and 	<p><i>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.</i></p> <p><i>Regulation: Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.</i></p> <p>Students at Stubbs must be able to see themselves as successful in educational and community environments beyond their neighborhood. Parents, Teachers, and administrators must be able to see the students in the same way. Expectations for success must be high. The New Instructional Model for Stubbs must support the development of a series of 21st century skills that will prepare students at Stubbs for success in middle school, high school, college, and/or career. Teachers must be prepared to challenge the existing climate and instructional culture of the school and work with community and those who support the efforts to improve the school in a manner that will create incremental, sustainable growth of a healthy, successful school for the children in the Stubbs community.</p> <p>PROJECT BASED LEARNING Create relevance, meaning, and active engagement for students at Stubbs. Use of project –based learning will foster an interest in the learning process and encourage a school culture that promotes ongoing education. Develop a classroom learning environment structured around Project Based Learning. This interdisciplinary approach will provide engaging alignment for students across all core content areas as well as providing a strong basis for differentiated instruction. Teachers will work with a PBL expert and the CSD curriculum specialists to select appropriate PBL “units” for development for school term 2011-20012, with the goal of having plans for one PBL <i>activity</i> for the period from September 2011 through January 2012, and an additional unit for January 2012 through June 2012. The emphasis on professional development for PBL, and also on PBS training, necessitates a measured introduction of project-based teaching. After the first year of implementation, two units will be in place for each semester; it is understood that as the teachers become more proficient in the use of PBL, longer and <i>more sophisticated units may be planned</i>, especially for the older children in the school. In the initial year, the PBL activities will be planned for grades 3 through 5 for both fall and spring semesters, and for grades 1 and 2 for spring only. PBL for K will consist of exploratory units only.</p>

<p>79% proficient in Reading.</p> <ul style="list-style-type: none"> Districtwide comparisons at the elementary grade level (Gr. 2-5) in 08-09 were 77.6% in Reading and 77.3% in Math. <p>Initial DCAS results are showing significant decline in the percentage of students demonstrating proficiency.</p> <p>Stubbs School Demographics and climate 2009 – 2010</p> <ul style="list-style-type: none"> 94% of the student population qualified for free and reduced lunch Over 90% students were African American 40 students were special ed students. <p>Student Mobility Data – 2009/2010 41% turnover K-4. 2008/2009 45% turnover K-4</p> <p>Conclusions:</p> <p>Stubbs feeders, staffing, and</p>	<p>The PBL units will be drawn from the Delaware Standards in Science, with math examples related to the larger project selected by the teachers with the assistance of the math curriculum specialist and interwoven into the project as appropriate and as recommend by the PBL expert. The development of the projects, or units, will be grounded in authentic problems that hold high interest for the students, and as the primary question is developed, networks of connected questions will be generated. These connected questions will be mapped by the instructional team and will create the depth of the learning in the project.</p> <p>Inasmuch as the projects <i>will</i> drive the concepts and the time of their introduction, the teachers <i>will</i> not be tied to the District pacing guide. Rather, they will of necessity plan the concepts to be introduced as a function of the project work. A resource such as Learning.Com <i>will</i> be used to order the concepts.</p> <p><i>The instructional needs of the students will drive the planning and the staff will determine when to fold in concepts as part of the comprehensive planning process for the projects. Learning .com has the capability of linking the teachers to concepts across the Delaware standards, enabling the teachers to plan introduction of concepts in concert with the project requirements.</i> When the scope and sequence of a discipline mandates introduction or mastery of concepts at a certain point, the project planning will need to account for that element. The level of planning requires that projects connect disciplines in a manner that is complementary in timing and focus. Learning. Com may also reach into a data base for extension activities for practice and reteaching, as well as provide supplemental lessons on the science concepts introduced during work on the project.</p> <p>It may not be necessary for the students at all grade levels to engage in project with the same theme. However, as the school develops its PBL skill, connected themes across grades will add richness to the implementation.</p> <p>For students, Project-Based Learning:</p> <ul style="list-style-type: none"> Is learner centered and intrinsically motivating. Encourages collaboration and cooperative learning. Requires students to produce a product, presentation, or performance. Allows students to make incremental and continual improvement in their product, presentation, or performance. Is designed so that students are actively engaged in "doing" things rather than in "learning about" something. Is challenging; focusing on higher-order skills. <ul style="list-style-type: none"> From teacher point of view, Project-Based Learning: <ul style="list-style-type: none"> Has authentic content and purpose. Uses relevant assessment. Is teacher facilitated--but the teacher is much more a "guide on the side" rather than a "sage on the stage." Has explicit educational goals. Is designed so that the teacher will also be a learner. Allows the teacher to play a major role in setting the learning goals of the project.
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grade configuration were changed in the fall of the 2008 school year to conform to a new Neighborhood Schools Plan. There were significant changes in student population and staffing.

Staff at Stubbs struggle to engage students in the education process.

There was no PTA for the past several years and tardiness is a significant problem.

Change at Stubbs needs to be radical and must be at very basic levels.

- Provides both teacher and students formative evaluation.
- Creates rubrics through a combination of teacher and student inputs. These facilitate self-evaluation, peer evaluation, evaluation by the teacher, and evaluation by outside experts.

STEM ACADEMY

Create an Early STEM ACADEMY at Stubbs to give the school identity and a unifying theme for instruction. Students need to gain stronger skills in basic literacy and math as well as 21st century skills like critical thinking, collaboration, communication, and application of technology.

Active engagement and connection with the ‘real world’ are essential elements in learning. *Children in culturally isolated environments often have had limited exposure to the wider range of experience that would allow them to conceptualize lesson references that are the basis of much classroom instruction, thus leaving them unable to make the critical connections necessary for learning. These children are often unable to relate to events and ideas in the broader world in the same manner as children who enjoy enriched environments. As a result, teachers who work with them often believe that they must be taught and retaught skills in isolation, as they are unable to make the connections presented in lessons necessary for learning. These practices introduce the children and their teachers to a cycle of practice that reinforces poor pedagogy, hostility toward the school, weak academic growth.*

Improving the educational outcome for these children is a function of the school’s ability to provide an environment and a curricular approach that extends their experiences in a way that enables them to connect to the academic concepts at hand. This is not a new idea: John Dewey’s Laboratory School at the University of Chicago was an experiential school grounded in the belief that we learn by doing, and that connection with the lived experience is necessary for cognitive growth.

The movement toward STEM as the *basis* for curriculum integration is based upon the idea as well, and is predicated on the awareness that the 21st Century children must be well-prepared in STEM areas to survive, much less compete, in this century’s culture. We know that when teachers expose students early to opportunities to learn math and science in interactive environments that develop communication and collaboration skills, students are more confident and competent in these subjects. The project approach to STEM, or “learning by doing” is grounded in practice that has demonstrated improved student achievement in higher- level cognitive tasks, such as scientific processes and mathematic problem solving (Augustine, N. R., 2007).

Effective STEM integration provides students with the opportunity to construct new knowledge and problem-solving skills through the process of designing artifacts. In the model proposed for Stubbs Elementary School, the students will accomplish this through a series of open-ended, hands-on activities related to grade-appropriate thematic topics that address important concepts related to STEM disciplines. Central to this process is involving students in defining and

optimizing a solution for a real-world, authentic problem.

Through an integrated approach to STEM education, focused on real-world, authentic problems that are evident to them in their lived experience, and that also foster interest in the world beyond their neighborhoods, students learn to reflect on the process they take in problem solving and retain the knowledge and skills they gain. *Through explanation of hypothesis and ideas, they make connections between problem-solving goals and the processes to achieve those goals. Because this is an integrated approach to curriculum, language arts and the arts will be folded in during planning and will reinforce concepts as well as tie learning to a boarder context. English/Language Arts concepts and themes will be identified and reinforced through the work on the projects, which reinforce the creation of a text-rich school. Appropriate, standards-based ELA interfaces with the projects will be developed through the online functions of Learning.com. The broadness of the interconnecting range of ideas and subject that can be mapped in STEM inquiry will lead to enriched opportunities to make connections in ELA. In addition, multiple strands of communication standards are woven into the PBL process through the exploring, researching, doing, and reporting phases. In the Stubbs implementation of PBL, teachers will plan the projects with assistance of PBL experts on site, who will also provide on-going training in use of this model. The teachers, guided by Learning.com experts, will use a software program to retrieve standards-based lessons and assignments to reinforce learning, as needed. In this manner, the teachers will not be tied to any existing framework of material, and will be able to plan projects that meet the needs of the children, confident of the standards alignment of the material they chose to use. The expectation is that the PBL provider will facilitate the project planning and the software provider will work with that provider and the teachers to locate standards-based material and lessons. The coordination partner will ensure the interaction of the two providers in the process, and the PZ COUNCIL will monitor the quality of the resulting product. There are multiple research-based approaches to integrated STEM education all of which incorporate a process of inquiry-based activities*

VERTICAL ALIGNMENT DISTRICT-WIDE

Christina will implement a STEM program at Glasgow High as part of the Partnership Zone Transformation Plan for that school. Christina will also consider a potential 6 – 12 STEM academy at Bayard in Wilmington. An early STEM program at Stubbs would create an engaging educational environment for students at Stubbs. Middle and High School programs being developed would provide strong aligned educational opportunities through the 12th grade for all students at Stubbs.


- Stubbs will consider a strong Integration of Technology in each classroom.

STUDENT MOBILITY

Christina will attempt to slow student mobility at Stubbs.

- Stability will assist in creating the academic culture this plan is designed to grow. Students at Stubbs appear to move around the City of Wilmington freely often placing students in different feeders and districts year to year as well as

	<p>during the year.</p> <ul style="list-style-type: none"> If a student is planning to be moved within the City of Wilmington and will be out of the Stubbs feeder, this plan will support the school offering to fill out the choice application and providing FREE transportation within the City limits.
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<p>Needs Assessment</p>	<p>PERFORMANCE DATA Stubbs 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.</p> <p>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.</p> <p>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:</p> <p style="text-align: center;">Root Causes Related to Performance Patterns</p>  <p>The diagram consists of a blue horizontal bar at the top containing the text 'Student Success in Secondary Schools'. Below this bar are three vertical rectangular blocks of different colors: a dark red block on the left with the text 'Policies and Operations', a green block in the middle with the text 'Teaching and Learning', and a dark brown block on the right with the text 'Behaviors and Beliefs'. A thin blue horizontal bar is positioned at the bottom of these three blocks, appearing to support them.</p>
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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
- Differentiated 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 and Leadership 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

Selecting the Teaching Staff and Providing Job Embedded Professional Development for leaders and staff and Supporting Data

Teacher Retention Data

- High Teacher turnover has been an ongoing reality for Stubbs.
- In 2009 – 2010 Stubbs had a 66% teacher retention rate. The district average was 79.5%. In years just prior the rate was as low as 56%.
- More than 70% are new to Stubbs this year 2010 – 2011 and most were interviewed by the current Principal during the summer of 21010. Extended school year and general reform were discussed during interviews.

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 (Transformation)

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.

$$\begin{array}{c}
 \text{INSTRUCTIONAL DELIVERY + CORE CURRICULUM+ THEME} \\
 + \\
 \text{SCHOOL CLIMATE} \\
 = \\
 \text{ENGAGED STUDENTS} \\
 = \\
 \text{INCREASED STUDENT PERFORMANCE}
 \end{array}$$

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.

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

Stubbs will continue to implement specific LFS strategies including Essential Question, Graphic Organizer, Concept Mapping, and Summative Distribution to reinforce instruction. The CP will assist in coordinating this work so that it is supplemental to Plan Specific Professional Development. Details of the specific role of the CP can be found in the RFP.

The Coordinating Partner will report directly to the Superintendent and to the Board of Education and will work on the PZ Technical Assistance Committee (PZ COUNCIL) .

A single Request for Proposals (RFP) will be let for this service 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
 - 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 *and Stubbes* later than August 1, 2011.
5. Develop an integrated walk-thru tool for Administrators *for use in reviewing use of teaching strategies and classroom climate*, 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.

I. 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)
Develop and train Administrators on Integrated walk-thru tool (July – August 2011)
Implement Plans for Academies and STEM curriculum at Stubbs
Ongoing Professional Development 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

Review Evaluation and adjust as required (July – August 2012)
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 as required (July – August 2013)
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

II. 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 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 District Turnaround Office 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

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.

III. Scope of Services - Responsibilities and Deliverables

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. Visit each school regularly to provide consultative services, feedback and follow up on professional development. Visit teacher collaboration meetings to provide subject specific support.
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.

IV. 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 as required (July – August 2012)
- 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 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

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.

- 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 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 and Stubbs* as well as designing a more effective school day for the school. *Glasgow and Stubbs* will continue to partner with MASS2020. *Glasgow, Stubbs* 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 STUBBS.

1. **To address encouraging positive student behavior – Stubbs will strengthen the implementation of the PBS model supported by the State of Delaware. 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.**
4. ***Training specific to child development will be provided in cooperation with the Eastside Community Schools.***

These tools can be found by retraining where necessary and expanding the modules offered to staff by the University of Delaware's Positive Behavior Support Project:

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
- Create reinforcer systems
- 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.

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

Intensive Team Training

Please note that in this content area two levels of training are offered; participant and facilitator.

What is an intensive team?

Intensive teams are based on the wraparound process, a family-centered, strength-based philosophy of care used to guide service planning for students with or at-risk of emotional and behavioral disabilities and their families (Eber, 2003).

The team works on planning for effective and positive change for students with intensive needs across the settings of home, school, and community.

What is Intensive Team Participant training?

Intensive team training elevates a PBS team to yet another level of skills acquisition by providing training in developing interventions for students with the most intensive behavioral needs. This training addresses how the wraparound concept and process can be applied effectively in schools by building collaborative teams and comprehensive plans among teachers, families and community agencies. Participants will learn strategies for effectively engaging staff, students, families, and community members in the process. Staff will be able to describe how the wraparound approaches can be integrated into existing school-based programs, IEP meetings and preventative activities.

In training, participants:

- Gain an understanding of the wraparound process and concepts
- Learn how to apply wraparound within the PBS system for students with chronic and intensive behavioral challenges
- Engage in small group activities to apply the process to students from their buildings
- Become prepared to initiate wraparound teams and plans with students with chronic and intensive needs in their schools

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. 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.

Positions may include Coordinators for:

Data Collection and Analysis

Testing

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 Stubbs . Interviews will be conducted by the Principal

STAFFING

With the Transformation Model, current Staff at Stubbs will have the opportunity to interview for all positions. 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. Interviews of ALL CANDIDATES will be conducted by the Campus Principal, the Academy Instructional Leader (at GHS), representatives from the outside partner if applicable, and members of the PZ COUNCIL.

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

process throughout the district

VT Process takes place and teachers are placed in open positions through the interview

May – June

apply.

VT Process is closed and any remaining open position are posted district wide. Teachers

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 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:

- The full value of the Wilmington wage tax will be paid for staff.
- 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 Stubbs for two years in order to receive and implement the additional professional development needed to implement the plan.
- All teaching staff will be required to interview with the Principal as a part of the commitment to remain at Stubbs.

Questions including the following will be asked:

- Why do you want to remain at Stubbs? 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 Plan for Stubbs?
- What do you feel you need from the Principal 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 at Stubbs ? 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 STUBBS HAS BEEN INTERVIEWED

- Interviews of OUTSIDE CANDIDATES will be conducted by the Principal, and representatives, CEA representatives, and

	<p>members of the PZ COUNCIL. Open Positions filled by outside candidates will be based on the following criteria:</p> <ul style="list-style-type: none"> • Selection will be based on identifiable criteria for instructional needs and interview criteria for each theme • All staff will receive professional development aligned with the Academy’s goals and model <p>RECRUITING Supplement internal recruiting methods with external methods that are being developed as part of the Department of Education’s Teacher and Leader Effectiveness Unit</p>
	<p><i>Regulation: Give the school sufficient operational flexibility to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation</i></p> <ul style="list-style-type: none"> ○ The District will provide staff Stubbs 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. <p><i>Regulation : Replace the Principal who led the School Prior to the Commencement of the transformation model(transformation)</i></p> <p><i>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</i></p> <p>PRINCIPAL <i>The leader will be selected based upon demonstrated instructional leadership, successful results for students, and commitment to turning around Stubbs.</i></p> <p>Principal Responsibilities will include :</p> <ul style="list-style-type: none"> ○ Leading the Instructional Model for positive change. ○ Instruction – Regular and Special Education ○ Evaluation of teaching staff. Select, observe, and evaluate all teaching staff. Evaluate employee performance as it relates to student learning and provides such assistance as needed. <ul style="list-style-type: none"> ○ Many of the staff are new to the profession and will need the full DPAS evaluation this year. The Principal will have assistance in the evaluation process this year. Strengths and areas for further development will

be identified and direct conversations will be conducted with all staff about the intent to return to Stubbs next year

- Attendance and coordination with all PZ COUNCIL Plan Review meetings
- 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.
- 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, policy changes, potential problems, and resolution of existing problems.

ASSISTANT PRINCIPAL

The current Assistant to the Principal came to Stubbs in August 2010. This position will transition into an Assistant Principal role responsible for all aspects of School operations allowing the Principal, as the Instructional Leader, to focus and drive instruction. The current Assistant to the Principal will interview for the Assistant Principal position. .

Responsibilities to include:

- Overarching responsibilities for the management of Stubbs including Transportation, Discipline, and day to day management
- Develop positive school and community relations, which include effective oral and written communications to all stakeholders groups.
- Administrative Responsibilities for all Co-Curricular programs, liaison with Community School.
- Responsible to track and monitor and generate student performance data.
- Review data with Principal
- Plan and propose options to provide enrichment or intervention for individual students.

The school does not earn an Assistant Principal based on the State's calculation of administrative units through student enrollment. A teacher on assignment as Assistant to the Principal is a common leadership role in many of Christina's smaller schools. This plan will propose to convert the Assistant to the Principal role at Stubbs to an Assistant Principal by fully funding the State administrative unit with Partnership Zone dollars.

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
- Successful collaboration with various stakeholders
- Ability to build relationships quickly

	<ul style="list-style-type: none"> • Team building • Keeping abreast of current educational research • Personal presence <p>Support the Leadership team at Stubbs with ongoing Professional Development. Stubbs Leadership will work with the DDOE Development coaches to strengthen their skills in DPAS II. Stubbs Leadership will participate in a State supported Leadership Training program aligned with Race to the Top.</p> <ul style="list-style-type: none"> ○ Work with the DDOE and Development Coaches to strengthen skills around the new DPAS II process. ○ Integrate Data coaches with School Leadership to assist in supporting the use of student data by teaching staff in the classroom.
<p>Effective School Day Extended Learning Time and Supporting Data</p> <ul style="list-style-type: none"> • Stubbs ES had an overall attendance rate of 93.9% in 2009-10. Tardiness is a significant issue. • In 09-10, there were 2,810 registered “latenesses” at Stubbs. These were registered by 457 students across the year (based on cumulative enrollment). 	<p><i>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. (TRANSFORMATION)</i></p> <p>EXTENDED LEARNING TIME Review, rethink, and redesign the structure of the School day and the School year at Stubbs . 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”.</p> <p>Task 1 Evaluation of the time we have</p> <ul style="list-style-type: none"> • Stubbs 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. <ul style="list-style-type: none"> ○ The Staff 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. ○ 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. ○ 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.

	<p>Task 2 Additional time every day</p> <ul style="list-style-type: none"> ○ Utilizing data generated from the Quality Time Management Study, the daily schedule at Stubbs will be refined to support ALL students’ individual academic needs. This restructured day will provide opportunity for activities like Team work on projects developed in Project based learning classes, access to opportunities for enrichment and opportunities for intervention (double dosing. The schedule will be fully designed in the Spring of 2011 so that it can be communicated to students, parents, and staff while school is still in session. ○ The Team is currently exploring the potential of creating opportunity for an extended day for targeted students through the use of partnerships or staff who apply for the additional teaching opportunity. <p>Task 3 Additional time in the School Year</p> <ul style="list-style-type: none"> ○ In order to reduce the “summer slide”, the team proposes to design an extended school year for all students. The goal for the design is to add up to 20 additional days to the school year – from 180 days to a maximum of 200 days. To achieve this goal and create a sustainable plan, the team will consider models proposed by MASS 2020 where teachers’ schedules are flexible or staggered but fall within the contracted number of work days. <p>Design, Support, and Evaluation of the ELT Plan</p> <ul style="list-style-type: none"> ● Stubbs 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: <ul style="list-style-type: none"> ○ A process to identify students needing additional time for learning ○ Develop effective PLC schedule and integrated PD schedule for teachers ○ A process for identifying and providing time for enrichment as well as intervention
<p>School Climate and Community involvement and Supporting Data <i>[must be updated]</i></p> <ul style="list-style-type: none"> • In 2009 – 2010 Stubbs ES suspended 162 students one or more times for a total of 580 suspensions. This is down significantly from the previous year where 205 students were suspended one or more times for a total of 895 total suspensions. The 	<p><i>Regulation : Provide ongoing mechanisms for Family and Community engagement(TRANSFORMATION)</i></p> <p>Stubbs is currently part of the Eastside Community School Initiative This initiative is managed by Children and Families First of Delaware and supported by strong benefactors like JP Morgan Chase and the United Way. The Community School Model has significant goals for increasing parent and educator engagement as well as contributing to improved student achievement in all participating schools through a series of strong partnerships. The Community School Model will provide many supports and services for the families and students in the schools served like Stubbs. Services and programs are tuned to each location’s particular interests and needs. This year the initiative is currently providing the following:</p> <ul style="list-style-type: none"> ○ Holistic perspective around involving families, schools, and community in educational opportunities ○ Pursuit of Grant funding opportunities that would support academic, social and emotional student programs ○ Parent Resource Center that provides students, families and the community with the resources necessary for helping to promote positive and sustainable educational experiences

District average for elementary Schools was 155 total suspensions.

- In the Delaware School Climate Survey 2008 – 2009, very few students felt that student to student relations were positive but the majority of students felt that student – teacher relations were somewhat positive. Teacher results were similar. Very poor participation by parents

In the 09-10 Delaware School Climate Survey:

- 57% of students felt that students did not treat one another with respect.
- Only 56% of students reported that students felt safe in school.
- 55% of students reported that students bully and threaten other students.
- 58% of parents felt that students are threatened and bullied.

- Family Crisis Counseling services that will assist children and their families with therapeutic on site assistance
- Innovative Enrichment activities embedded and coordinated into the school day and curriculum that will promote creativity and help provide challenging and engaging learning opportunities
- A full time Site Director for management of Community School component
- Provide classes and workshops for parents and families on high-interest topics making Stubbs a community hub where parents feel engaged and involved. Parent education classes might include relevant topics selected through a program selection and recommendation survey process (i.e. Personal Finance and Technology classes)
- Assist in developing a Parent Advisory Council that will help to promote the academic, social and emotional development of all students at Stubbs
- Assistance in cultural competency training including diversity training, First Aid/CPR instruction, Grandparents as primary care-givers

The Community School will provide strategies like the following to support the Plan for Stubbs starting as soon as possible and being in place for August 2011

- Home Learning opportunities including classes to attain a GED, Homework assistance, technology assistance, cultural diversity classes, classes emphasizing academic supports and intervention strategies, anti-bullying programs
- Early Education opportunities that will assist parents or guardians with information on how to foster academic readiness for school including *Preschool education strategies to be integrated at home, literacy and programs for use at home*
- Assistance in cultural competency training and classroom management
- Create opportunities for a group of teachers to visit an example of a currently operating successful Community School. The first trip is scheduled for December 9th and will take Leaders and staff from the Eastside Community School locations to New York City to tour two schools. 5 teachers, Principal, parent, and several Design Team members will be attending.
- *Develop standards-based, child-specific “take home” kits and updates using Learning.com software for ALL parents to assist in Math and Reading as well as engagement tools to involve parents in Project-based Learning and STEM curriculum.*
 - Kits might include
 - Cassette player and level reading materials on tape
 - Math flash cards for practice in computation
 - Simple enrichment activities that can be done at home to tie STEM and PBL to everyday learning.

<ul style="list-style-type: none"> Lack of PTA for several years running. 	<p>Overall school climate and classroom climate are noted as issues that need to be addressed</p> <p>Student Climate</p> <ul style="list-style-type: none"> Implement the Positive Behavior Support Program through the University of Delaware with increased fidelity by retraining and including additional clusters as were outlined in the Professional development section of this Plan.
<p>Governance and Technical Assistance</p>	<p><i>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.</i></p> <p>SEE ATTACHED PZ SCHOOL COHORT GOVERNANCE/ PZ COUNCIL COORDINATING PARTNER DIAGRAM</p> <p>As part of a modified governance structure, District leadership reviewed its capacity to implement the plan for Stubbs. 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.</p> <p>In providing guidance in organizing the District Team, Learning Point Associates, now a “subsidiary” of AIR recommends:</p> <ul style="list-style-type: none"> 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 <p>The Coordinating Partner will report directly to the Superintendent and to the Board of Education and will work closely with this committee.</p> <p>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.</p> <p>A Sample of the time commitment as seen at this point for YEAR ONE for each individual is as follows:</p>

	<p style="text-align: right;">YEAR ONE</p> <p>Deputy Superintendent for Teaching and Learning 2 DAYS PER WEEK (Supporting Both Schools)</p> <p>Director of School Improvement 2 DAYS PER WEEK (GHS)</p> <p>Director of C & I and PD Elementary 2 DAYS PER WEEK (STUBBS)</p> <p>Director of C&I and PD Secondary 2 DAYS PER WEEK (GHS)</p> <p>Educational Projects Manager 3 DAYS PER WEEK (Supporting Both Schools)</p> <p>School Based instructional Leader(s)</p> <p>Coordinating Partner BOTH SCHOOLS AS NECESSARY</p> <p>DOE Liaison</p> <p>The Committee will be responsible to assist schools in:</p> <ul style="list-style-type: none"> 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 <p style="text-align: center;">Itinerant Membership who will be called on to attend as issues are identified:</p> <ul style="list-style-type: none"> Supervisor of Accountability and Assessment Director of 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 <p>PZ COUNCIL will hold Plan Review meetings for one half day per week per school, with the Directors of Elementary Education and Secondary Education in attendance at the meeting relative to their area of expertise. The meeting 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 Director of School Improvement, and shall</p>
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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, prepared by the Director of School Improvement.
- A calendar, prepared by the Projects manager. 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 be responsible for monitoring progress of the PZ Plans. Indicators reviewed at the PZ COUNCIL Plan Review meetings will be analyzed by the Deputy Superintendent who will 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. The Director of School Improvement will have responsibility for maintenance of records. 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

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

	<p>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</p>		
Measures	<p>Improve proficiency as measured by DCAS/DSTP equivalents.</p> <p>Other Measures</p> <ul style="list-style-type: none"> • Reduce Disciplinary Referrals • Increase Attendance and reduce tardiness • Increase Parental Involvement as measured by survey work • My Perspective Survey – Add questions around the extended learning time • School Climate Survey – Improve climate based on student and teacher responses • Student Mobility • Long term tracking of the third grade cohort in 2011/2012 school year who remain in Christina. Measures will include 9th grade success and ultimately High School graduation rate. 		
Contract modification with the CEA	<p><i>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.</i></p> <p><i>Regulation: Identify and reward school leaders, teachers, and other staff who in implementing this model, have increased</i></p>		

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

DRAFT

Stubbs Elementary School

		Reading					
Elementary School		Measures are designed to reduce the percentage of ALL students who are not proficient by 20% 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	Spring 2010 (baseline DSTP data)	Spring 2011 *	Spring 2012	Spring 2013	Spring 2014
All Students	53%	43%	46%	57%	65%	72%	78%
Regular Education	61%	49%	51%	61%	69%	75%	80%
Special Education	16%	16%	30%	44%	55%	64%	71%
Non-Low Income	46%	N/A	57%	66%	72%	78%	82%
Low-Income	69%	42%	44%	55%	64%	71%	77%

* 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.

MATH							
Elementary School		Measures are designed to reduce the percentage of ALL students who are not proficient by 20% 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	Spring 2010 (baseline DSTP data)	Spring 2011 *	Spring 2012	Spring 2013	Spring 2014
All Students	50%	41%	52%	62%	69%	75%	80%
Regular Education	57%	46%	60%	68%	74%	80%	84%
Special Education	16%	19%	28%	42%	54%	63%	71%
Non-Low Income	66%	N/A	60%	68%	74%	80%	84%
Low-Income	44%	41%	51%	61%	69%	75%	80%

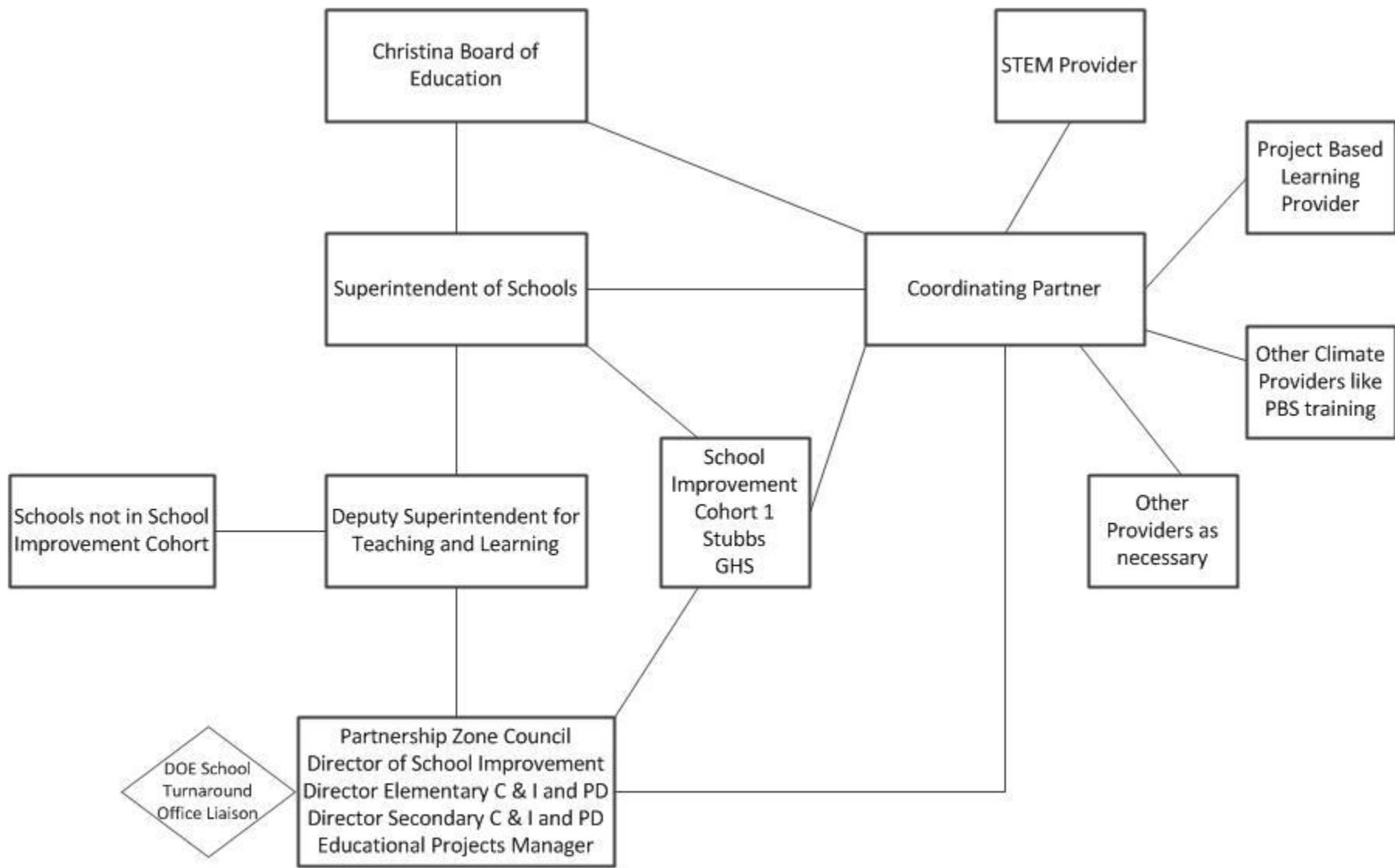
* It is unclear how DCAS data will correspond to DSTP scores. Baselines will need to be reset after the Spring 2011 DCAS test results are available. Additional measures may be added around growth between Fall and Spring test data.

	Baseline		Annual Performance Targets			
	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014
Disciplinary Referrals	917	675	473	331	232	162
Suspensions <i>Reduce these 25% through 2012 and then 10 % per year</i>						
In School	393	187	131	92	64	45
Out of School	502	393	275	193	135	94
% of total <u>rolling</u> population suspended <u>out of school</u> one or more times	36%	32%	22%	16%	11%	8%

	Baseline		Annual Performance Targets			
	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014
Teacher Retention (from prev. yr.)	74%	66%	31%	66%	85%	85%
Teacher Professional Development Survey						
Teacher My Perspective Survey Results Principal Effectiveness. Teachers reported (<i>agree</i> or <i>strongly agree</i>) that principals provide feedback to teachers to help them improve their instruction.	51.8%	87.5%	89%	91%	93%	95%

	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 Stubbs students were (<i>very</i> or <i>somewhat</i>) satisfied with how well schools were helping their children to learn.	87.0%	90.6%	92%	93%	94%	95%
Parent My Perspective Survey Results Communication % of Stubbs parents reporting that school administrators were available (agree or strongly agree) to listen to their concerns.	82.9%	84.4%	86%	88%	90%	91%
PTA Membership	N/A	N/A	8	12	18	25

DRAFT



PZ School Cohort Governance
Coordinating Partner