



DISTRICT UPDATE

Red Clay Consolidated School District / 2017-18





Preparing Today for Tomorrow

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Red Clay is on a mission to prepare today's learners to thrive tomorrow's world. Our 2017–2022 Strategic Plan presents an exciting opportunity to embark on an ambitious journey together. Titled *Preparing Today for Tomorrow*, our plan builds on the tremendous success we saw with our last strategic plan—one which positioned Red Clay as Delaware's leader in college and career readiness.

This update offers a look at the work we've done in 2017-18 to reach our long-term goals of academic excellence, future readiness, and success for all.

Strategic Goal 1

Academic Excellence

Opportunity

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Increase achievement through a foundation of high-quality elementary instruction that enables students to meet or exceed national performance standards.



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“Standards-based grading helps me to align instruction and assessments. This means that the progress I am reporting as a teacher is a direct reflection of the grade-level curriculum and standards.”

Aliza Sawdon, Teacher
William Cooke Jr. Elementary School

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Shift grading practices to reflect proficiency toward standards

Strategic Goal 1 / Academic Excellence

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Red Clay elementary schools are shifting to a standards-based grading approach, with full implementation in grades 1–3 in 2018-19 and in kindergarten in 2019-20.

Standards-based grading communicates how students are performing on a set of clearly defined learning targets called standards. This system has been successfully piloted at six Red Clay schools so far: in grades 2–3 at Austin D. Baltz Elementary School, Heritage Elementary School and North Star Elementary School, and in grades 1–3 at Forest Oak Elementary School, Richey Elementary School, and William Cooke Elementary School.

Curriculum supervisors and teacher leaders in the pilot schools have been instrumental in the successful launch of this initiative and will continue to have a leadership role in our expansion to other Red Clay elementary schools. Red Clay’s Elementary Grading Work Group inclusive of

parents, teachers, union representation, administrators and Data Service Center personnel has been deeply involved in shaping this plan.

In 2018-19, implementation is occurring at all Red Clay elementary schools in grades 1-3. Standards-based grading is being piloted at the kindergarten level in the six original pilot schools to shape the rubrics and assessments that will be used districtwide in 2019-20.

In the 2019-20 school year, all Red Clay elementary schools will utilize the standards-based report card in grades K-3. Students will transition to the traditional grading scale in 4th grade, with enhanced protocols in place to ensure fair grading practices through 12th grade.

Communication with families around this initiative has been key to our success thus far. In April 2018, we created

[Standards-Based Grading: An Introduction for Red Clay Parents & Educators](#), a handy guide that features a list of the benefits of

standards-based grading for students, parents and educators; a detailed explanation of the new report card and its 3-point grading scale and other key components; a chart comparing the differences between standards-based grading and traditional grading; and answers to common questions such as “Will my child still receive comments on his/her report card?” and “How are my child’s marks determined?” Principals presented this guide to their staff and their PTA in spring 2018. Schools shared an overview with parents at Back to School Night in fall 2018, and Parent-Teacher Conferences will provide the perfect forum to better understand the new report card.

Ongoing professional development will be provided to support teachers in the shift to standards-based grading. Training began in June 2018, continued in August 2018 and will occur throughout the 2018-19 school year to support implementation across elementary schools.



Create meaningful professional learning activities for elementary administrators

Strategic Goal 1 / Academic Excellence

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At our Monthly Principal Meetings and Quarterly Assistant Principal Meetings, we are focused on increasing the capacity of Red Clay administrators to be learning-centered leaders.

Throughout the 2017-18 school year, we unpacked five key practices and engaged in professional learning in each area:

- Creating a vision of academic success for all students
- Shaping and supporting a culture and climate that is hospitable to learning
- Managing people, data and processes
- Improving instruction
- Cultivating leadership in others

We dedicate time at every meeting for administrators to collaborate; sharing best practices and problem-solving around timely issues and concerns in their schools.

During the 2017-18 school year, we completed a series of School Progress Assessment Visits, with every Red Clay elementary school being visited by a team of district personnel from across departments. The purpose of the visit was two-fold: to provide school leaders with feedback given through the lenses of learning-centered leadership, identifying both strengths and opportunities for improvement in alignment with each school's Framework for Success; to inform district leaders of patterns across elementary schools thus allowing for enhanced district supports.



Our Principal Development Network is a differentiated support that we launched to support principals of Priority and Focus Schools. Recognizing the unique context in which these administrators work, the sessions are focused on leading urban schools.

Instructional Rounds is another meaningful learning activity for Red Clay school leaders. Principals and assistant principals have joined cohorts of administrators from across the state of Delaware who received training in a protocol called Instructional Rounds (Richard Elmore). These sessions increase capacity to capture evidence related to a problem of practice in an effort to address the challenge—for example, increasing student engagement, using technology to enhance teaching and learning, and having students ask and answer high-level questions.



Increase language opportunities for young learners

Strategic Goal 1 / Academic Excellence

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Red Clay is growing its immersion programs to offer more language opportunities to young students. William C. Lewis Dual Language Elementary School continues to offer a

schoolwide dual language model. Anna P. Mote Elementary School and Marbrook Elementary School completed their first year of implementation of a Spanish strand. A cohort of kindergarten students began the program in 2017-18, and are now in first grade. A new cohort of kindergarten students began this year. Linden Hill Elementary School implemented a Mandarin strand program following the same model. Expansion to other elementary schools will be explored in the 2019-20 school year.

Maximize resources to meet the needs of students across the learning spectrum

Strategic Goal 1 / Academic Excellence

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At each staffing meeting, the district team engages in conversations around the level of support necessary for students (e.g., English Learners, Special Education, TAG). Time is dedicated at principal meetings to share scheduling practices that allow for tiered supports and interventions. Meeting class size in grades K-3 is a top priority.



Strategic Goal 2

Future Ready

Opportunity

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Increase achievement through a high-quality secondary instructional program that enables students to thrive in school and beyond.

Support high-rigor coursework with the expansion of the AVID college readiness program

Strategic Goal 2 / Future Ready

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In 2017-18 we expanded the AVID college readiness program to reach even more Red Clay students. AVID is now offered at seven Red Clay schools: Alexis I. du Pont High School, Alexis I. du Pont Middle School, Henry B. du Pont Middle School, John Dickinson High School, Skyline Middle School, Stanton Middle School, and Thomas McKean High School.

Below are some of our accomplishments from 2017-18:

- Thomas McKean High School's AVID initiative was recognized as a Superstars in Education winner by the Delaware Chamber of Commerce.

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- Thomas McKean High School AVID seniors earned more than \$1 million in scholarship money.
 - Henry B. du Pont Middle School became an AVID school and received AVID library resources.
 - Thomas McKean High School received a highly certified evaluation by AVID Northeast program managers. This will allow Thomas McKean High School to be an AVID showcase school.
 - For the Red Clay College and Career Fair in March 2018, city transportation was provided for AVID students and families.
 - Superintendent Mervin B. Daugherty, Ed.D. and the AVID leadership team were invited to speak at the 2018 AVID National Conference, where they shared insights from Red Clay's experience as a highly successful AVID school district.
 - Tamara Gilliam, Northeast regional program manager, facilitated Coaching & Certification Instrument (CCI) professional development. Gilliam visited all AVID schools. During the three-day walk-through activities, coordinators participated. Administrative teams had an opportunity to summarize site team progress and challenges. At the end of the walk-throughs, observers shared strengths and recommendations.
 - At the school level, AVID site teams and coordinators completed data requirements, which will lead to certification.
 - The number of AVID-trained staff increased from 16% (2016) to 19% (2017), and the number of AVID elective sections increased from 13 (2016) to 24 (2017).
 - Ten percent of AVID students enrolled in a college course during high school, which allowed them to earn transferable college credit.
 - Of seniors enrolled in an AVID elective, the percentage of students planning to attend a four-year college increased from 48% (2016) to 71% (2017).
 - Of 2016-17 AVID seniors, 98% graduated high school on time, 98% completed four-year college entrance requirements, 85% were accepted to a four-year college/university, 68% took at least one advanced placement course and 40% took dual-enrollment classes in high school.



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“Because of #FutureReady and other efforts, Red Clay says it has seen its dropout rate dip to less than 1 percent. The district’s graduation rate has risen to about 91 percent, there are fewer out-of-school suspensions and more Red Clay graduates are enrolling in four-year colleges and universities.”

The News Journal

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Explore and pilot immersion programming at the secondary level

Strategic Goal 2 / Future Ready

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Skyline Middle School will be piloting a middle school immersion program starting in 2018-19. The first cohort of students has been selected and Skyline's administrative team is working on hiring a staff member. Students in the initial year of the program will take two courses (Spanish and Social Studies) completely in Spanish while taking their other courses in English.

Secure grants to enhance Career and Technical Education programming

Strategic Goal 2 / Future Ready

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The Delaware Department of Education approved Red Clay to implement several new State Model Programs of Study in 2017-18 and 2018-19. Each program of study is mapped to a demand-driven occupation and includes a defined course sequence and instructional outline, opportunities for students to earn college credit and an industry-recognized credential, support for school administrators and counselors, and course-specific professional learning opportunities for teachers. Further, these programs of study are developed in conjunction with representatives from business and industry, secondary and post-secondary educators, and community stakeholders.

Red Clay implemented six programs of study in 2017-18, with Perkins funds awarded through the Delaware Department of Education's competitive grant process:

- Academy of Finance at Alexis I. du Pont High School (\$11,000)
- Computer Science (Middle School Level) at Conrad School of Science
- Environmental and Natural Resources at Thomas McKean High School (\$11,638)
- K-12 Teacher Academy at Thomas McKean High School (\$12,225)
- Manufacturing Engineering Technology at Thomas McKean High School (\$10,000)
- Nurse Assisting at Conrad Schools of Science (\$19,665)

Red Clay plans to implement five more programs in 2018-19, also with support from the Delaware Department of Education's Perkins funds:

- Academy of Business Information Management at Alexis I. du Pont High School (\$12,000)
- Computer Science (High School Level) at Conrad Schools of Science (\$5,000)
- Early Childhood Education at Thomas McKean High School (\$11,000)
- K-12 Teacher Academy at Alexis I. du Pont High School (\$5,000)
- Project Lead the Way at the John Dickinson High School IB Middle Years Programme

Increase access to work-study programs

Strategic Goal 2 / Future Ready

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Red Clay continues to offer a number of opportunities for students to gain experience managing school-based enterprises.



- At Alexis I. du Pont High School, students in the Business Pathway can work for the Franklin Mint Credit Union or the school store.
- At Thomas McKean High School, students in the Plant & Horticulture Science Pathway run the school's Annual Plant Sale; students in the Culinary Arts & Hospitality Pathway work in an event catering business; and students in the Marketing Pathway manage the School Store.
- At John Dickinson High School, students in the Print Production Pathway run an Event Printing business.
- At all three schools, students in the Renovation & Construction Pathway can participate in the Red Clay Maintenance & Construction work-study program.

Research and collaborate with certification affiliates to increase students' credentials to enter the workforce

Strategic Goal 2 / Future Ready

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Red Clay's Career & Technical Education programs of study offer students the opportunity to earn a number of industry-recognized certifications during high school.

At Alexis I. du Pont High School, students may earn the following certifications:

- CAD Autodesk, Drafting & Design
- NAF Track, Academy of Finance
- NAF Track, Academy of Business Information Management
- National Lead Safety, Renovation & Construction
- National OSHA, Renovation & Construction
- NCCER, Drafting & Design
- Para Pro, K-12 Teacher Academy

At Conrad Schools of Science, students may earn the following certifications:

- ACSM Personal Trainer, Physical Therapy
- CNA, Nursing
- CPR/First Aid/AED, Nursing & Physical Therapy

At John Dickinson High School, students may earn the following certifications:

- National Lead Safety, Renovation & Construction
- National OSHA, Renovation & Construction

At Thomas McKean High School, students may earn the following certifications:

- Adobe, Marketing
- American Society for Horticulture Science, Plant & Horticulture Science
- Autodesk Inventor, Manufacturing & Engineering
- Child Development Associate, Early Childhood Education
- National Lead Safety, Renovation & Construction
- National OSHA, Renovation & Construction
- NCCER, Manufacturing & Engineering
- Nutrient Management, Plant & Horticulture Science
- Para Pro, K-12 Teacher Academy
- Pesticide Application & Management, Plant & Horticulture Science
- Pork Quality Assurance, Animal Science
- Serv-Safe, Culinary Arts & Hospitality
- Student ASE, Automotive Technology
- Veterinary Assistant, Animal Science

Enhance secondary transition services through Red Clay's Office of Special Services

Strategic Goal 2 / Future Ready

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The Office of Special Services is collaborating with partner agencies such as the Division for Vocational Rehabilitation and the Division for Developmental Disabilities Services to increase the number of students with disabilities participating in pre-employment training programs including internships, vocational training, and post-secondary planning programs. Program opportunities include:

- Start on Success: Spring and summer paid internship program in which students receive vocational training and job development assistance upon graduation (expanded the number of training sites in 2017 and 2018)
- Project Search: Year-long internship program based at Christiana Care to provide workforce development through worksite rotations and direct instruction of vocational skills (expanded work site options and number of interns accepted)
- Hospitality Group: Partnership to provide culinary training opportunities to students at high schools without culinary programs (started in spring 2017)
- Summer EDGE and CLSC Programs: Students attend summer programming at the University of Delaware to earn college credit (EDGE) and/or gain self-determination skills (CLSC) while participating in person-centered transition planning

In addition to expanded opportunities for pre-employment training, the Office of Special Services provided professional development for middle and high school staff regarding secondary transition and pre-employment planning. Professional development included training workshops, an internal audit process to provide school-level feedback and targeted technical assistance related to the improvement of transition plans.

Build a profile of the Red Clay graduate

Strategic Goal 2 / Future Ready

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The Red Clay Consolidated School District is on a mission to prepare today's learners to thrive in tomorrow's world. Red Clay students will graduate on time and will strive to reach the following future-ready benchmarks:

- Complete Algebra 2 with a C or better
- Earn a mathematics credit during senior year
- Pass at least one college or career level course
- Complete a graduation pathway
- Complete three years of a World Language, with proficiency
- Achieve SAT College and Career Ready benchmarks (Evidence based reading and writing: 480, Math: 530)
- Graduate as empathetic, engaged individuals with hope about how they will impact the world and be informed citizens



Related

[Red Clay named Grand Prize Winner of the 2018 Magna Award for Equity](#)

["Red Clay increases access to advanced placement and dual-enrollment classes"](#)

[A Quick Guide to Red Clay High Schools | Red Clay Consolidated School District](#)

[2018-19 Course Catalog | Red Clay Consolidated School District](#)

Strategic Goal 3

Success for All

Opportunity

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Prepare students to reach the highest level of academic achievement by strengthening supports and interventions for academic and social-emotional growth.

Foster an inclusive culture through professional development on culturally responsive practices, trauma-informed systems and strategies to support students of all needs and backgrounds

Strategic Goal 3 / Success for All

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Within Red Clay, all members of our community will demonstrate the belief and expectation that every student be given equal opportunity and equal access to a high-quality inclusive education. To foster inclusive practices, the district has provided professional development related to culturally responsive practices and trauma-informed systems.

- Red Clay Consolidated School District has created the Equity Officer role to promote a culture of diversity and inclusion embracing differences as a strategic opportunity towards leading the District's efforts to build a culture of equality and embodiment for all students. Beginning in the 2018-2019 school year the Equity Officer will guide efforts to conceptualize, define, assess, foster and cultivate diversity as an educational and institutional resource.
- Culturally Responsive Practices training for School Administrators, August 2017

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- Equity in Education Regional Conference, January 2018. Red Clay hosted the conference with over 200 in attendance. Professional development topics included creating culturally responsive classrooms, helping students become self-regulated learners, restorative practices for young men of color and understanding cultural competency.
 - National Conversation on Childhood Poverty, January 2018. Red Clay's Manager of Federal Programs and the District McKinney-Vento (MV) Liaison attended and learned strategies including understanding the culture of poverty and disrupting generational homelessness, creating community partnerships for systemic change, nurturing resilience in the elementary years, and creating initiatives that support our most vulnerable students.
 - Development of professional development focused upon education stability for both children in foster care and children experiencing homelessness. Due to the complexity of these supports, the MV liaison presented Addressing Student Homelessness: A School District's Perspective at the Mid-Atlantic Equity Consortium professional learning series.
 - Compassionate Connections (trauma-informed practices) in collaboration with the DE Department of Education, August 2017 and December 2017 training with additional support scheduled.
 - Opportunity Grant at Richardson Park ES related to trauma screening and group intervention in collaboration with the University of Delaware, started fall 2017.
 - John Dickinson High School collaboration with Salisbury State University related to trauma-informed practices.

Additionally, Red Clay continues to invest in training related to the strategies to support English learners. In the 2017-18 school year, we provided a series of professional development sessions on the instruction of English learners.

- Anna P. Mote Elementary School, Austin D. Baltz Elementary School, and Forest Oak Elementary School completed two days of intensive SIOP Schoolwide Training from June 2017 to March 2018. SIOP facilitators conducted two days of walkthroughs and feedback sessions at the school in the fall and spring. Additional days of training will be scheduled.

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- Three Red Clay teachers traveled to Tampa for the WIDA National Conference in October 2017.
 - We held our first Red Clay English Learner Conference in October 2017, with over 100 attendees and an agenda that covered effective instruction for elementary and secondary students, migrant education, language differences versus disabilities, immigrant rights, and effective writing instruction.
 - EL teachers attend after-school English Learner Professional Learning Meetings every month, where they dive into topics like ACCESS data review, Can Do Reports, Imagine Learning, newcomers, lesson planning, writing, co-teaching and go-to strategies. They also completed a book study on *Differentiating Instruction and Assessment for English Language Learners*.
 - Two EL Coaches and three Technology Coaches attended Google Apps for English Learners, a one-day training in February 2018.
 - The EL Supervisor will attend the annual MELLFIN Conference (Maryland ELL Family Involvement Network) in May 2018, to learn new ideas for improving EL family engagement.
 - We are developing professional development sessions for June 2018, with a focus on strategies, scaffolds, and differentiation to meet the needs of our English learners across content areas.



Increase academic intervention options through Response to Intervention, English Language Development instruction and specially designed instruction for students with disabilities

Strategic Goal 3 / Success for All

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Expansion of academic intervention options occurs through work on several initiatives across the district including development and expansion of Multi-Tiered Systems of Support (MTSS), Academic for students struggling in reading and/or math, English Language Development (ELD) Instruction opportunities, and Specially Designed Instruction (SDI) for students with disabilities.

Red Clay established a District Leadership Team focused on MTSS for Academic Support in September 2017. This team has developed a districtwide vision for MTSS which was discussed with school administrators in October 2017. Red Clay has also partnered with the Delaware Department of Education to facilitate an expansion of MTSS to address academic needs. This work will start in fall 2018 and will focus on increasing the capacity of the district leadership team and providing technical assistance and coaching at 2-3 targeted schools. Red Clay has added intervention programs for our middle schools and will dedicate time in the master schedule in the 2018-19 school year for middle school RTI. Additionally, formal mathematics RTI was added to the elementary schedule in 2017-18 with professional development and dedicated resources.

To facilitate English Language Development (ELD) Instruction, the Office for English Learners (ELs) has focused efforts on increasing EL staffing and support through the following activities:

- In 2017-18, six more full-time EL teachers were added at Anna P. Mote Elementary School, Austin D. Baltz Elementary School, Forest Oak Elementary School, Richardson Park Elementary School, Stanton Middle School and John Dickinson High School.
- Twenty Red Clay schools now have bilingual office staff to support Spanish-speaking families. We will review data to determine additional needs for 2018-19.
- The Office for ELs implemented an EL/SWD Discussion Form, with a new process to determine the most appropriate supports for students.

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- EL paraprofessionals began tracking service delivery more efficiently via a Google Doc on their ipads.
 - An EL Family Night was held in November 2017 to welcome EL families who are new to Red Clay schools.
 - A summer EL program will be offered in 2018 at Forest Oak Elementary School, William C. Lewis Dual Language Elementary School and Henry B. du Pont Middle School.

The Office of Special Services focused on providing support to schools to increase delivery of Specially Designed Instruction (SDI) to address students' individual needs in reading, writing, mathematics and related areas like executive functioning.

- Professional development on IEP development included development of individualized goals based on diagnostic testing information to design individualized services. PD was targeted in 7 schools and included training and follow-up coaching to improve IEP development and SDI.
- The Office of Special Services also conducted training on Reading Horizons, a targeted reading intervention for students with decoding, fluency and comprehension needs.
- Additionally, Special Services coaches worked with selected schools to expand service delivery options in order to provide dedicated intervention time for reading, math and executive functioning. This work will continue through summer 2018 and the 2018-19 school year.

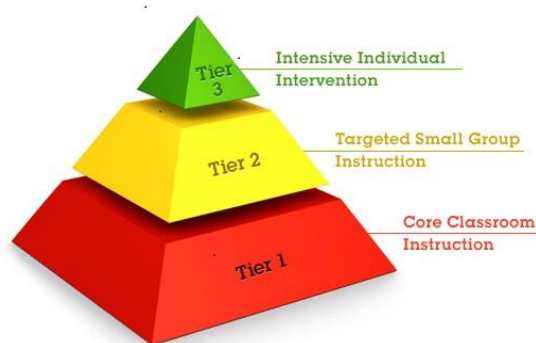
Develop supports and services to address students' social-emotional growth including schoolwide Multi-tiered Systems of Behavioral Support (MTSS) and expanded mental health supports

Strategic Goal 3 / Success for All

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The Office of Special Services has prioritized coaching and support to assist all Red Clay schools in development of Multi-tiered Systems of Support (MTSS) to address students' behavioral and social-emotional needs. This work started in the 2017-18 school year with the establishment of a district leadership team (January 2017) and the introduction of a district-level Behavior Support Team including two Behavior

Coaches to assist schools with development of their systems and/or classroom management, and two Behavior Analysts/Consultants to assist schools with students with the highest level of behavior and/or mental health needs. Baseline data was collected in spring 2017 to assess school-level MTSS systems using a Tiered Fidelity Inventory.



To increase the capacity of our infrastructure, the district developed a new application with the Data Service Center, called iTracker Teams, to allow school Problem Solving Teams to track student interventions electronically. Additionally, the Behavior Support Team provided training and individual/small group coaching at faculty meetings, Professional Learning Communities and specialist meetings on topics such as classroom management, de-escalation techniques, Tier 2 behavioral interventions, emotional disabilities, self-care and ramping up behavioral supports.

To support schools with individual student cases, the Behavior Analysts/Consultants work with school teams on students with the most intensive needs. They work with approximately 25-30 student teams at a given time on supports such as Behavior Support Plan development, data collection, staffing training/modeling of behavioral supports, crisis intervention and coordination

with outside agencies. They have also provided monthly professional development on Functional Behavioral Assessment and Behavior Support Plan development to all school psychologists and provided Safety Training and Personal Emergency Intervention training for over 200 staff in 2017-18.

The Behavior Support Team is currently collaborating with the Delaware Department of Education, the University of Delaware and the University of South Florida on a Tier 3 Redesign Action Plan to increase the continuum of support options available for students with Tier 3 social-emotional needs. This includes development of a district guidance document on MTSS for Behavior & Social-Emotional needs which will be finalized in fall 2018. The team is also collaborating across disciplines to establish a District Leadership Team on Crisis Response including risk assessment and procedures for building-level and district-level crises, which will kick-off in summer 2018.



Expand services for students with autism and complex support needs by developing autism support classrooms and increasing autism itinerant services

Strategic Goal 3 / Success for All

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The Office of Special Services is working collaboratively with all schools to expand the array of service delivery options for students with autism and complex communication needs. Service delivery models include a specialized program (Richardson Park Learning Center & Early Years Program), building-based autism support classrooms (currently available at 6 schools), and itinerant teachers (cross-district). Due to the number of students with autism and other social/communication needs entering Red Clay or returning from out-of-district placements, the number of students receiving services has increased to 223 as of May 9, 2018.

At Richardson Park Learning Center and the Early Years Program, over 60 students with autism receive services in preschool through fifth grade. Preschool autism classrooms have increased each year with the addition of two classrooms in 2017-18 and two anticipated for 2018-19. Building-based autism classrooms are currently located in seven schools and support over 50 students. Five building-based classrooms were added in 2017-18 and three additional classrooms are anticipated for 2018-19.

Itinerant supports are currently provided by six full-time teachers and one part-time teacher through District Autism Services. These teachers have caseloads of students across schools and provide a combination of direct instruction for students and consultative services for staff. In addition to teachers, Autism Services includes three psychologists who provide evaluation, counseling and behavioral support services in schools, and speech language pathologists who provide direct service in schools.

In addition to direct services and consultation, Autism Services provides training to teachers and paraprofessionals throughout the district including topics such as systematic instruction, direct and incidental teaching, visual supports, motivational strategies and classroom design elements. The focus of the training is to provide all staff with the strategies needed to support students with autism and complex communication needs in an inclusive environment.

Empower families as partners in the education process through family education opportunities and staff professional development on IEP facilitation and collaborative teaming

Strategic Goal 3 / Success for All

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Empowering families to be partners in the educational process is a core value for the Office of Special Services. In the 2016-17 school year, the Special Services Parent Council was initiated to give families an opportunity to meet with each other, provide feedback to district leadership and learn about various special education topics of interest. The Council originally met every other month but expanded meetings to monthly for the 2017-18 school year. The Council currently meets the fourth Wednesday of the month with guest speakers based on family survey results. Topics for 2017-18 included IEP development, Behavioral Supports, Autism Services, Child Find Screening/Early Intervention, Secondary Transition Planning and Strategic Plan/Policy Updates. In addition to the Parent Council, the Office of Special Services co-sponsored the New Castle County Secondary Transition Fair on March 15, 2018, where over 200 students with disabilities and their families learned more about post-secondary supports.

To assist our staff in facilitating family engagement, the Office of Special Services has partnered with the Special Education Partnership for the Amicable Resolution of Conflict (SPARC) at the University of Delaware to provide training for school-based special education coordinators on IEP facilitation and family collaboration. Staff participated in training workshops in October 2017 and April 2018. Additionally, district-level special education coordinators participated in the Delaware Department of Education's training on IEP facilitation in November 2017. The Office of Special Services is currently in the process of developing additional training opportunities for the 2018-19 school year.

Focus Area 1

High-Quality Educators

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Professional Growth / School & District Leaders /
Teachers & Instructional Specialists / Paraprofessionals

Optimizing Professional Learning Communities to drive student achievement

At the start of the 2017-18 school year, schools reinvigorated their PLCs based on what a team of teachers and administrators learned at the June 2017 professional development. For three days, educators attended a local event with experts providing training via a streamed Solution Tree conference. Over 150 educators attended at least one day of the event. Participants rated the event "Excellent" (4.5 or higher on 5-point scale) in 5 categories (overall, content, materials, presenters, experience) and 97% said they would recommend the event to a colleague. Sessions included When All Means All (M. Mattos), Raising the Bar and Closing the Gap (M. Mattos, R. DuFour), Kid by Kid, Skill by Skill (R. Eaker), and Collaboration is a Lifestyle, Not a Meeting (A. Muhammad). Throughout the year, PLCs continued to document their work in agendas and meeting minutes which they shared with administration.

The Manager of Research and Evaluation, Gerri Marshall, held six meetings in 2017-18 with PLC Lead Administrators focused on supporting and improving their schools' PLCs. Topics included team development, managing organizational change, setting and using SMART goals, use of a video PD series, use of various reports for data analyses, and instructional strategies to support learning for all. These meetings also provided an opportunity for the building administrators to support each other with monitoring expectations, developing their teams, and elevating focus on student results. Elementary PLC Lead Admins dedicated substantial time to utilizing Interim Assessment Blocks. Secondary PLC Lead Admins received six coaching sessions from Solution

Tree. These sessions focused on school leadership, shaping school culture, use of common assessments, and characteristics of a strong learning team.

Dr. Marshall conducted 31 PLC visits and provided feedback to the school PLC Lead Admins. The district implemented a mandatory mid-year reflection for each PLC, based on suggestions from the June 2017 professional development. Schools chose several mid-year reflection tool formats to provide to their PLCs. Dr. Marshall met with each school PLC Lead Admin separately to review the mid-year reflections and provided school-specific suggestions for follow-up. The PLCs used the same format they used mid-year for end-of-year reflections.

Fostering continuous improvement through individualized professional development offerings

Data Systems

Dr. Marshall facilitated professional learning for administrators around data systems and use of these systems with teachers. Specifically in 2017-2018 groups of administrators received training on College Board K-12 reports, Smarter Analytics, and AirWays. In addition, Dr. Marshall conducted train the trainer sessions around AirWays for Smarter Interim Assessment blocks.

Delaware Performance Appraisal System II (DPAS II)

As a way to foster continuous improvement through individualized professional development, the Delaware Performance Appraisal System II (DPAS II) workshops were provided to school-level administrative teams. Each administrative team had the opportunity to request specific professional development topics. For example, data, completion rates, strategies for documenting observation evidence, and conferencing best practice were professional development topics.

All new teachers and specialists receive DPAS II professional development. During the professional development, some participants requested individualized and personal assistance. Professional development opportunities were developed based on the requests. For example, mentors visited classrooms to observe teachers. This was followed by a conference to discuss what was observed and improvement opportunities. In addition, when mentoring teachers identify teachers who needed additional assistance, requests were made to district-level team members. They provided additional feedback and support.

New Administrators

New administrators were provided an opportunity to request individualized professional development. During the school year, agenda items included clarifying roles and responsibilities and time management. The administrator mentoring program provided opportunities for new administrators to gain additional skills and become familiar with Red Clay Consolidated School District expectations.



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Eighty percent of staff reporting that professional learning had a positive impact on student academic achievement.

RCCSD Professional Development Follow-Up Survey

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Refining the structure of school leadership teams and the supports we provide them at the district level

Advancement Via Individual Determination (AVID)

Advancement Via Individual Determination (AVID) has elective classes in seven secondary schools. Each of the Avid school teams recruit site team leadership. Site teams received critical feedback and were supported by school-level coordinators. During the 2017/18 school year, the district – level director provided time for coordinators to develop clear leadership responsibilities:

- Is a strong student advocate who is committed to the philosophy of AVID, including support for equity and access for all students to advanced classes.
- Leads the building of an active, participatory AVID Site Team.
- Provides the leadership for the development and maintenance of an active Site Team.
- Acts as the liaison between the Site Team, principal, and AVID District Director.
- Acts as the liaison with the principal, AVID counselor, and AVID teachers.
- Oversees and is responsible for certification and data collection, including engaging the members of the Site Team in the collection of evidence and providing data.
- Collaborates with different sites and grade levels to articulate the curriculum and activities of AVID.
- Advocates and provides professional learning regarding AVID methodologies for other staff members of the school and district.

District – level leadership supported school – level leaders. AVID activities to support student academic achievement were documented using a certification tool. The district-level director met with the coordinators quarterly. In those meetings, coordinators received monthly support and feedback in reference to certification requirements. Because of actions taken by school leadership teams, all of the seven AVID schools received certification at the end of the school year.

Continuing to build the district's teacher-leader and school-leader networks

Building the pipeline of the next school administrators through a pathway for aspiring principals and assistant principals

At the start of the 2017-18 school year, a new aspiring administrator cohort was developed. There were 18 participants in the cohort. It was a successful learning opportunity. Final project presentations were evaluated during the May 2018 final session.

The aspiring principal cohort finished the year-two professional development in January 2018. There were 15 assistant principals in the cohort. Participants received certification in the Four Imperatives of Great Leaders and the Seven Habits of Highly Effective People Signature Program.

Implementing a consistent training schedule for the district leadership team with learning walks and monthly themes

During the 2017-18 school year, district leadership engaged in professional learning and calibration activities through the Differentiated Support Council and through School Progress Assessment visits. Comprised of representation from School Operations, Human Resources, Federal Programs, Special Services, and Curriculum and Instruction; the Differentiated Support Council met monthly with a focus on supporting the individual needs of priority and focus schools. Council meetings were held on school grounds (6 in total) allowing the building principal to introduce building level initiatives to district staff members as well as review the status of district level initiatives.

In addition to building level initiative review, district staff engaged in learning walks to deepen their understanding of district curriculum and support building principals in monitoring implementation.

In addition to school visits through the Differentiated Support Council, district leadership also engaged in School Progress Assessment (SPA) visits. These visits (15 in total) utilized staff focus groups, student focus groups, and learning walks to gain insight through the lens of the following key practices:

- Creating a vision of academic success for all students
- Shaping and supporting a culture and climate that is hospitable to learning
- Managing people, data and processes

-
- Improving instruction
 - Cultivating leadership in others

Following each SPA visits building administrators were provided with provided with feedback in each key practice area including opportunities for growth.

Finally, members of the district leadership team participated in the University of Virginia's School Turnaround Program. In the the third and final year of the partnership, district and Priority school staff engaged in a professional learning activities designed to sustain the momentum of turnaround efforts, as well as identify barriers that have not yet been overcome.

Defining what highly effective teaching looks like in Red Clay schools

The Red Clay Consolidated School District expert evaluator team is a team of district administrators. They provide feedback to school-level administrators about the DPAS II process. Written feedback and conversations communicate "what highly effective teaching looks like." Each school – level administrator receives written feedback on DPAS II effectiveness. Expectations are shared at the beginning of the school year and monitored throughout the school year. For administrators who need additional assistance in the evaluation process, personal meetings are scheduled, which allow for discussions about best practice in the evaluation process. Through the efforts of the expert evaluator team, there is data which shows 96% of evaluations reviewed were satisfactory. The expert evaluator team will continue to define what highly effective teaching looks like in the Red Clay Consolidated School District.

Broadening the district's menu of individualized professional development options

District-level administrators are sensitive to the specific professional development needs of educators and administrators. Follow-up professional development opportunities are encouraged. For example, during aspiring principals workshops, a request for additional training was submitted. Time management was a topic requested. Following the individualized workshop, cohort members communicated that the time management professional development was of value and could be applied during daily administrative duties. In the follow-up professional development survey, 100% of the participants communicated that their job performance would improve because of the strategies and content learned. It is the goal of the district administrative team to continue to provide and broaden the district menu of individualized professional development options.

Engaging industry experts to guide performance evaluations

The DPAS II lead administrator had the opportunity to work on various Delaware Department of Education (DDOE) committees and worked directly with educator evaluation experts. During the school year, the DPAS II lead participated in full-day professional development workshops, which provided feedback in reference to the student growth documentation process, documentation of student engagement, and analysis of creating an environment to support learning. This professional development was taken back to school teams so that they could utilize what was learned during DDOE workshops. For example, conferencing techniques were shared. It is our goal to continue to use and engage experts from DDOE to guide performance evaluations.

Growing teacher-leaders through School Leadership Teams

As a way to develop teacher – leaders, AVID teachers were provided an opportunity to participate in AVID Summer Institute in Philadelphia. There were 34 educators that participated. The 3-day summer institute was an excellent way for these educators to grow professionally. Sessions explored topics such as empowering students, engaging students, and creating equitable learning environments.

Following the summer institute professional development, all of the participants were encouraged to lead and bring information learned back to their school. We were encouraged to see these school leaders following through in providing professional development, which we believe will improve student academic achievement and decrease academic achievement gaps.

Developing a comprehensive training program for all new paraprofessionals

The Office of Special Services worked closely with the Red Clay Paraprofessional Association (RCPA) to develop a training/orientation session for all new paraprofessionals hired during SY18-19. This training occurred during the in-service week (August 23, 2018) and facilitated by the RCPA leadership cohort. Key features of this training included providing information to new employees in the following areas:

- Accessing Systems
 - ◆ Email & Help Desk
 - ◆ Data Service Center
 - ◆ Substitute Service
 - ◆ Schoology
 - ◆ PDMS

-
- Compensation & Benefits
 - ◆ EPER-DSC Entry
 - ◆ Pay Periods
 - ◆ PHRST & EPAY
 - Staff Directory (important contacts)
 - Union Participation & Dues
 - ◆ RCPA Building representatives
 - ◆ RCPA Events Calendar
 - Board Policy
 - ◆ 4003 Staff Conduct
 - ADMIN MEMO: 4003.1 Employee Dress Code
 - ◆ 4006 Smoking
 - ADMIN MEMO: 4006.1 Smoking on District Property
 - ◆ 4004 Drug and Alcohol Free Workplace
 - ◆ 4021 Staff Conduct Electronic Communication and Social Media

Exploring a Paraprofessional Training Protocol to clearly define expectations around what all paraprofessionals must know and be able to do in Red Clay

In an effort to respond to the interests and needs expressed collectively by the RCCSD paraprofessionals, a range of after-school professional development options were developed for SY16-17 and SY17-18. Opportunities for continued growth was available through two service delivery models; a cohort group (ongoing team based learning) and traditional (one-time) offerings.

The first service delivery model is designed to develop a cohort of paraprofessionals who share common experience and interests to engage in ongoing learning while establishing a strong professional community. Each group is scheduled to meet monthly to engage in comprehensive training on a central topic. Based upon the surveyed interest of educational content, two strands of cohort based PD have been created: Meaningful Learning and Behavior & Classroom Management, both containing multiple focus areas within each strand. The targeted focus areas offered to paraprofessionals in each cohort area are listed below:

Meaningful Learning Cohort

Session 1: Cognitive Development

Session 2: Learning Styles

Session 3: Multi-Sensory Learning

Session 4: Student Engagement, Motivation, & Achievement

Session 5: Differentiated Instruction

Session 6: Meaningful Classroom Environments

Behavior & Classroom Management Cohort

Session 1: Establishing Expectations & Procedures

Session 2: BSP: Reading & Implementing Behavior Support Plans

Session 3: Natural & Logical Consequences

Session 4: Behavior Specific Praise & Other Positive Interventions

Session 5: Responding to Students in Crisis

Session 6: Embedding Social Skills

The second service delivery model is designed to offer a variety of singular workshops that encompass an extremely broad range of topics and formats. Based upon the surveyed interest of educational content, two strands of traditional PD offerings have been created: Executive Functioning and Exceptional Children, both containing multiple focus areas within each strand. The targeted focus areas offered to paraprofessionals participating in traditional sessions are listed below:

Executive Functioning (Traditional)

Session 1: Impulse Control

Session 2: Emotional Control

Session 3: Flexible Thinking

Session 4: Working Memory

Session 5: Organization, Planning, & Prioritizing

Session 6: Self-Monitoring

Session 7: Task Initiation

Exceptional Children (Traditional)

Session 1: Specific Disability: Hearing Impairments

Session 2: Specific Disability: Emotional Control

Session 3: Specific Disability: Autism

Session 4: Specific Disability: Traumatic Brain Injury

Session 5: Specific Disability: Intellectual Disabilities

Session 6: Specific Disability: ADHD

For SY18-19 the Office of Special Services will continue to work closely with the paraprofessional leadership group to determine priority areas for continued professional growth. This school year, paraprofessionals have engaged in development opportunities focusing on Understanding Adverse Childhood Experience (ACEs) & Trauma Informed Practices, De-Escalation & Power Struggles, Data Collection Methods & Strategies, and Promoting Student Independence. Planning for additional workshops beyond the school day is currently taking place. Once professional development options are prioritized, the workshop schedule and other important information will be shared with all paraprofessional staff.

Examining the role of teacher-leaders and empowering them to deliver high-quality professional development and on-the-ground support at the school level

AVID school leaders were provided with opportunities to engage in professional development using professional learning module libraries. AVID learning modules are developed as 90-minute sessions, which focus on best practice strategies for writing, inquiry, cooperation, organization, and reading resources. Teacher-leaders were empowered and provided professional development to support student academic achievement.

Focus Area 2

Operational Effectiveness

Maintenance & Facilities / Nutrition Services / Safety & Security /
Student Transportation / Technology & Information Systems

Our strategic goals have the greatest potential when they are supported by operational systems that embrace our core values. Our core values of High Expectations for All, Continuous Improvement, Meaningful Collaboration, and Rich Diversity apply not just to classrooms but also to our district operations. Over the past year, each department has taken steps to document performance believing that what gets measured, gets done!

Each District Operations Department worked to identify key performance indicators to gauge how effectively they are supporting the strategic plan.

These performance indicators will be tracked and shared with stakeholders. This transparency adds accountability to support continuous improvement efforts. These performance indicators will be supplemented with a 360 degree evaluation process. This process will ensure that operations efforts are consistent with field observations.



Maintenance & Facilities

Our Maintenance & Facilities department fine tuned a work order process focussed on accountability and transparency. All facility needs are entered in a work order system. These requests are prioritized based on student impact. This prioritization is critical to ensure the most efficient use of resources. In addition, estimates for completion are assigned so that end users understand when a need will be addressed. This will enable monthly reporting on key performance indicators to provide stakeholders insight to workloads and priorities.

This framework will be utilized to define Service Level Agreements (SLAs). These SLAs will establish published timelines so that the department's efficiency can be tracked and improved. The baseline data collected this year will inform the SLAs for next year.

<i>Craft</i>	<i>Count of No.</i>	<i>Average Age</i>
<i>Air Conditioning</i>	184	16
<i>Delivery</i>	369	11
<i>Doors and Hardware</i>	313	29
<i>Electrical</i>	708	28
<i>General Maintenance</i>	592	13
<i>HVAC</i>	648	25
<i>Key and Lock</i>	283	16
<i>Moving</i>	91	9
<i>Plumbing</i>	953	12
<i>Roof</i>	265	34
<i>Grand Total</i>	4406	19

Table 1: Work Orders and the average number of days from submission to completion for the 2017-2018 school year.

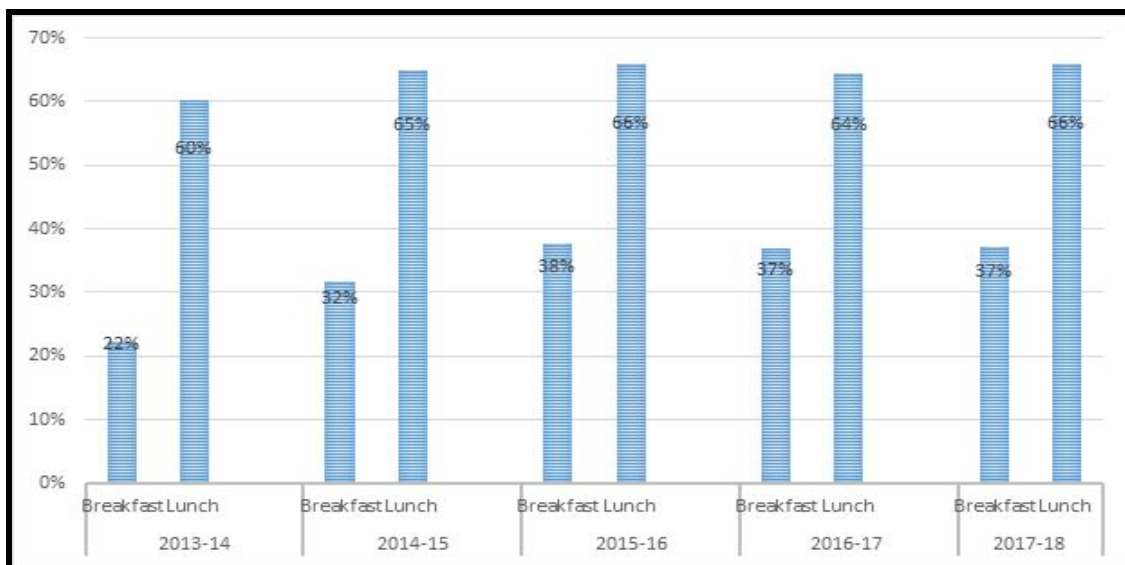
Additionally, the department has implemented regular building inspections to identify opportunities for improvement and reviews these on a monthly basis with building administrators. The custodial staff is critical to this process and benefits from regular discussions with department staff and building leadership.

Nutrition Services

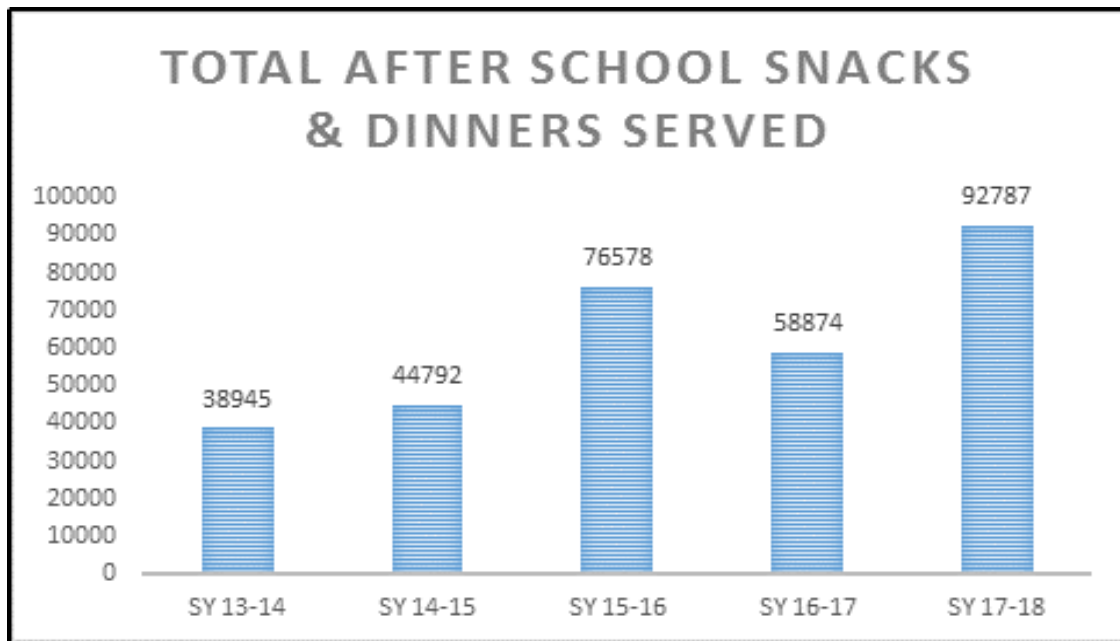
Nutrition Services broadened its mission last year to embody more than “food service”. Recognizing that both nutrition and wellness are critical to accomplishing our strategic goals, the department expanded its efforts in both areas.

In 2017-2018, the Nutrition Department served over 3.1 million meals. The number of meals reaching the students of Red Clay and community adolescents continues to expand each year as the department expands their offerings beyond just school breakfast and lunch to include after school meal service and further expansion of the existing Summer Meals Program with the addition of a fully equipped food truck. The increased participation in after school and summer meal programs provides the opportunity to expand the department’s outreach to students after the school day and to students and adolescents in the community during the summer in order to provide nutritious meals all year around.

The following statistics summarize the Nutrition Departments efforts over previous years.



Graph 1: Average Daily Participation (ADP) is the average number of meals served per day divided by student access to the program to show the average number of students participating in the school meal programs. Although total meal counts may have decreased, ADP can show if participation has increased or decreased depending on student enrollment for that year and show program health.



Graph 2: Total number of after school meals served (Snacks and Dinner)

An additional primary focus of the Nutrition Department has been improving the environment in which Red Clay students enjoy their meals. A study published in *Appetite* magazine in 2000 shared research that the environment in which we consume food has an effect on our acceptance of new or healthier food. In support of that belief, the department embarked on a refurbishment program to improve school cafeterias; improving both the appearance and efficiency of the program. Based on student and staff acceptance of these improvements they will be continued at remaining schools.



Picture 1 & 2: Pictures of cafeteria wall wrap designs at Brandywine Springs (1) and Shortlidge Elementary (2).

The department leads the district wellness committee, which focuses its efforts on both students and staff. The committee orchestrates a fall and spring Wellness Challenge for the role models of our district, our staff, to encourage healthy behaviors and lifestyle. Through a partnership with EdTV, the committee is able to reach a wider audience to be a part of Employee Wellness programs through the creation of captivating videos to engage viewers to tune in to their health. The committee continues to focus on increasing student access to nutrition education and physical activity for all grades during the school day. Connecting school level wellness staff to available opportunities through non-profits, cooperative extensions, and community partners allows schools to build a stronger wellness network for Red Clay students.

Going forward the department will be publishing Key Performance Indicators so stakeholders are more aware of the nutrition and wellness efforts benefiting our community. Additionally the Nutrition Services Department shares the core value of rich diversity and has set a goal of implementing a leadership training program among cafeteria workers. This program will ensure that the nutrition and wellness efforts benefit from a diversity of employees. The department will work with the district's Equity Officer to implement the program and generate key performance indicators related to the progress.

Safety and Security

Safety and Security is at the core of our students' needs; a prerequisite to the strategic goals Red Clay has put forth. Red Clay is fortunate that the community supported a major capital improvement program that included safety and security. In the past year, Red Clay completed a capital improvement program that included a more secure entrance vestibule in each of our twenty-four schools. Over the next year, Red Clay will supplement its existing expenditures with funds from HB335, a bill establishing a school safety and security fund to expand efforts to keep our children safe.

Along with operational improvements related to security systems, cameras, and access control Red Clay recognizes that personnel are key to providing the safety environment possible. To assist with student safety, Red Clay has 4 Delaware State Troopers (SRO's) and 5 Constables assigned to school buildings throughout the district. The public safety department has many preventative security measures in place and is vigilant in providing a safe and secure environment for our students and staff.

Student Transportation

Keeping within the focus of Operational Effectiveness the student transportation department was determined to address a national bus driver shortage. The status quo was not acceptable when students were regularly late to school. Believing that what gets measured, gets done, Red Clay installed GPS systems in our buses in order to collect and improve key performance indicators.

Three Tier School Schedule

The data showed that significantly improving the transportation system required a significant change; the implementation of a three tier schedule. While the department recognized the impact to staff, students, and parents, the drastic step was the only practical mechanism to address chronic late buses.

Over the next school year, key performance indicators from this change will be evaluated and shared with our stakeholders.

Technology and Information Systems

Future ready students have access to high quality instruction that utilizes 21st century technology and skills. With the support of the community, each student grades 3-12 was provided with a chromebook and the supporting infrastructure was upgraded to accommodate the “new normal” of teaching in Red Clay schools.

The technology department continued to track key performance indicators recognizing that when technology isn’t available, instruction is impacted. Stakeholders will have access to key performance indicators to see the extent to which technology support is enabling 21st century teaching.

The technology department tracks work orders so guide decision making and assist with improving service to staff and students. The department has set an Service Level Agreement (SLA) of 14 days to resolve help desk tickets

For the 2017-2018 school year this SLA was met 88% of the time for all technology work orders and 81% of the time for student chromebooks. This decrease was expected as we roll out

additional devices with a level amount of staffing. Streamlining procedures and including student “technology support teams” in repairs will improve the time it takes to close technology work orders.

Overall Technology Statistics				
School Year	Total Devices	Opened Tickets	Completed Tickets	SLA %
2015-2016	14909	12898	12860	91%
2016-2017	22115	13893	13852	87%
2017-2018	27110	13577	13545	88%

Student Chromebook Repair Statistics			
School Year	Opened Tickets	Completed Tickets	SLA %
2015-2016	589	560	91%
2016-2017	2485	2483	85%
2017-2018	3560	3559	81%

Focus Area 3

Community Engagement

Students & Parents / Employees / Community Partners

Establish a Superintendent's Student Advisory Council to foster student input in decision making

Focus Area 3 / Community Engagement

The Superintendent's Student Advisory Council was created to give Red Clay students another way to offer input on school activities and programming. The council is comprised of three students from each Red Clay high school, at the recommendation of their school principal or administrative team. The council meets three times a year. During each meeting, topics such as educational programs, extracurricular activities, college, and new initiatives in the district are discussed. With the feedback from the students, the superintendent uses their recommendations to revise things in the district to meet the needs of the student population.

They helped us refine the Red Clay Diversity Committee mission statement, improvements to our High School Guide and a chance for them to talk about things that are going well at their school,



feedback firsthand on the AVID program. They get to hear about what other high schools are doing in Red Clay and get ideas for their own schools.

Recognize and reward volunteers in Red Clay schools and growing volunteer programs

Focus Area 3 / Community Engagement

Red Clay increased volunteer opportunities for staff to continue partnership with community agencies.



- In 2017, we hosted a mobile pantry with the Food Bank of Delaware. Up to 50 Red Clay families had access to both shelf-stable foods and fresh foods. We also invited families to education sessions focused on nutrition, financial literacy and healthcare.
- We formed a partnership with the Parent Advocacy Council for Education (PACE) in October 2017. The partnership connects the district to families by raising awareness about effective participation in public education. PACE strategizes with parents by cultivating a stronger understanding of education policy and the importance of parent advocacy.
- In November 2017 we hosted a family resource fair that featured 115 community agencies. This annual free event is an ongoing effort to familiarize families with helpful services and resources available in the community.
- Schools continue to grow volunteer programs at the building level, with more and more residents, business leaders, parents and even students taking an active role in supporting Red Clay schools through volunteerism. *[Pending a summary of volunteer programs and opportunities at the school level.]*

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