

strategic plan 2017-2022

ACTION PLANS & PERFORMANCE TARGETS

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glossary of TERMS

ACTION PLANS

Action Steps are specific steps that must be completed to achieve the strategic goals and focus areas.

Owners are the individuals or departments who should take action to complete the action step.

Deadlines are the dates when action steps should be completed, within the five-year scope of the Red Clay Consolidated School District Strategic Plan 2017-2022.

Necessary Resources outline the resource commitments needed to complete action steps (e.g., funding, staffing, materials).

Potential Challenges are any challenges that may impede completion of action steps, with explanation of how we will overcome the challenges.

PERFORMANCE TARGETS

Key Performance Indicators are the metrics that we will use to measure and monitor progress toward our strategic goals and focus areas.

Baselines are data points that reflect where we were before the implementation of the strategic plan. The 2015-16 school year is the baseline year, except where noted.

Targets are data points that reflect where we want to be in the 2018-19 school year, after two years of strategic plan implementation.

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ACADEMIC *Excellence*

PRE-KINDERGARTEN
THROUGH GRADE 5

KEY PERFORMANCE INDICATORS	BASELINE 2015-16	YEAR 2016-17	YEAR 2017-18	YEAR 2018-19
SMARTER BALANCED READING GRADE 3: STUDENTS WHO ARE PROFICIENT	49%	45%	47%	59%
SMARTER BALANCED READING GRADE 4: STUDENTS WHO ARE PROFICIENT	47%	45%	47%	58%
SMARTER BALANCED READING GRADE 5: STUDENTS WHO ARE PROFICIENT	54%	54%	53%	63%
SMARTER BALANCED MATH GRADE 3: STUDENTS WHO ARE PROFICIENT	45%	43%	45%	56%
SMARTER BALANCED MATH GRADE 4: STUDENTS WHO ARE PROFICIENT	39%	39%	43%	51%
SMARTER BALANCED MATH GRADE 5: STUDENTS WHO ARE PROFICIENT	33%	37%	37%	48%
READING INVENTORY GRADE 3: STUDENTS WHO MEET GROWTH TARGET	59%	44%	56%	67%
READING INVENTORY GRADE 4: STUDENTS WHO MEET GROWTH TARGET	64%	42%	59%	71%
READING INVENTORY GRADE 5: STUDENTS WHO MEET GROWTH TARGET	67%	36%	62%	74%
MATH INVENTORY GRADE 3: STUDENTS WHO MEET GROWTH TARGET	73%	68%	55%	78%
MATH INVENTORY GRADE 4: STUDENTS WHO MEET GROWTH TARGET	71%	66%	65%	77%
MATH INVENTORY GRADE 5: STUDENTS WHO MEET GROWTH TARGET	80%	68%	62%	84%
KINDERGARTEN DIBELS: STUDENTS AT BENCHMARK OR CORE BY EOY	78%	70%	74%	80%
GRADE 1 DIBELS: STUDENTS AT BENCHMARK OR CORE BY EOY	67%	62%	62%	79%
ACCESS TESTING (GROWTH GOAL TO ALIGN WITH STATE'S ACCESS GROWTH MEASURE)*	50%	40%	*42%	50%
TOTAL NUMBER OF CLASSROOM WALK-THROUGHS DOCUMENTED IN DSC	4,749	4,375	3537	4,000

*SEE ENDNOTES

ACTION STEP	OWNER	DEADLINE	NECESSARY RESOURCES	POTENTIAL CHALLENGES
1. Professional learning needs assessment, development of a long range calendar of professional learning opportunities, instructional rounds and monitoring cycle to support Math and ELA.	Shaw/Albers/Beard	Yearly, 05/2017-05/2022	Time/EPER/Substitutes, coaching/support, professional learning time, potential materials for ELA, half day PD for all teachers, Human Resources to support PD, ensure EL is represented in curriculum adoptions in both ELA and Mathematics	Lack of Professional learning time, consistent implementation, Limited human resources to support the plan
2. Targeted support visits, Administrative Learning Walks/ Rounds. Meaningful targeted professional learning activities for administrators (targeted use of grading days, principal meetings and summer pd)	Grundy	Monthly, 08/2017-07/2022	Time	Administrative connection, "Different PD for different buildings"
3. Create modern classroom environments and implement a blended approach to teaching and learning across classrooms.	Shaw/Bewley	08/2017-07/2022	Interventions materials (\$\$\$), direct coaching facilitation connected to technology and CONTENT, Professional learning time, Prek-2 decisions on technology	Content and 1:1 not connecting,
4. Develop sustainability plan for high quality preschool programming through focus on licensure and STARS rating, funding and shared curriculum, assessment and instructional practices.	Celestin/Mackenzie	01/2017-06/2018 (licensing) 08/2017-06/2022 (sustainability)	Reviewing funding sources to develop sustainability plan; Address licensing requirements including staff training, building renovations, and HR needs; Working with technical assistance from STARS for high quality rating; Staff PD on curriculum, assessment and instructional strategies	Licensing barriers related to building requirements; Aligning STARS requirement for 619 programs; Shared curriculum and assessment across all preK sites; Space in school buildings for additional preK rooms
5. Implement Dual Language Immersion strands in select elementary schools.	Grundy/Conway	03/2017-07/2022	Materials for immersion (Spanish and Chinese), HQ language teachers (Spanish and Chinese)	Interest level of incoming families. Recruiting and retaining language teachers
6. Measure and report student progress using standards based practices. Scale out implementation district wide K-3.	Grundy	01/2017-07/2022	Time for professional development/teacher collaboration. Rubric development	Time for professional development and teacher collaboration. Learning curve for how to use Progress Book.
7. Aggressively recruit certified Talented and Gifted educators. Communicate district approach to providing TAG services in schools.	Shaw	2018	Certified Teachers	Limited teaching pool, cost of teachers/staffing decisions in certain buildings
8. Facilitate staffing and scheduling meetings with school based teams in order to support students in an inclusive environment.	Smith/Grundy	08/2017-06/2022	ELL Teachers, Special education teachers and specialists, Reading Specialist, Title One Teachers	Prioritizing ELL and special education teachers instead of class size teachers, EL/SWD support attends C&I Professional Learning, K-3 Basic Special Education funding



FUTURE *ready*

GRADE 6 THROUGH
POST-SECONDARY

KEY PERFORMANCE INDICATORS	BASELINE 2015-16	YEAR 2016-17	YEAR 2017-18	YEAR 2018-19
NUMBER OF STUDENTS ENROLLED IN DUAL ENROLLMENT COURSEWORK	240	273	306	300
NUMBER OF PASSING AP AND IB TESTS COMBINED	1782, 2 IB DIPLOMAS	1692 AP, 5 IB DIPLO- MAS	1747 AP, 5 IB DIPLO- MAS	1700
SAT AVERAGE SCORE*	1060 (535 RDG, 525 MATH)	1057 (536 RDG, 523 MATH)	1033 (525 RDG, 504 MATH)	540 RDG, 530 MATH
HIGH SCHOOL GRADUATION RATE	89%	89%	91%	91%
HIGH SCHOOL DROP-OUT RATE	1.7%	0.9%	1.1%	1.6%
PERCENT CTE PROGRAMS WITH BUSINESS PARTNERSHIP	15%	15%	20%	75%
PERCENT CTE PROGRAMS WITH CERTIFICATIONS	10%	10%	60%	50%
AVID ENROLLMENT	170	220	405	240
NUMBER OF AP BOOT CAMPS	1	1	1	5
PERCENT OF SECONDARY STUDENTS IN CLUB, SPORT OR ACTIVITY	50%	50%	58%	75%
PERCENT STUDENTS WITH DISABILITIES WITH INDIVIDUALIZED, MEASURABLE POST-SECONDARY GOAL AND ACTIVITIES	N/A	N/A	82%	90%
PERCENT STUDENTS WITH DISABILITIES IN VOCATIONAL OPPORTUNITIES BE- YOND THE TRADITIONAL CAREER PATHWAY EXPERIENCE*	2%	2%	7.5% (47/621)	20%

*SEE ENDNOTES

ACTION STEP	OWNER	DEADLINE	NECESSARY RESOURCES	POTENTIAL CHALLENGES
1. Expand AVID (college readiness program) to all comprehensive middle schools.	Director of Secondary Schools	05/2017-05/2019	\$20,000 for training, \$40,000 materials	Staffing, scheduling, buy-in
2. Create Advanced Placement Boot Camps at high schools.	High school principals	05/2017-06/2018	\$15,000 per school	Scheduling, staff availability
3. Secure work-study relationships with businesses.	Education Associate for CTE	05/2017-06/2020	Contacts with area businesses	Logistics, availability and interest from local businesses
4. Secure credentials for CTE programming.	Education Associate for CTE	05/2017-06/2020	\$10,000	Relationship-building with industry contacts
5. Expand access to Advanced Placement, International Baccalaureate and Dual Enrollment coursework.	High school principals and counselors	05/2017-06/2021	\$20,000 per school	Teacher training
6. Ensure "extra"-curriculars for all students.	Secondary school principals	05/2017-06/2018	\$20,000 per school	Logistics, staffing, student buy-in
7. Create a profile of the Red Clay graduate.	Director of Secondary Schools	05/2017-08/2017	Marketing and communications	Stakeholder buy-in (students, educators, parents)
8. Improve secondary transition planning to ensure all students with disabilities have individualized, measurable transition goals and activities.	Director of Secondary Schools	05/2017-08/2017	PD time with EDs, secondary case managers and counselors; Secondary administrator support; Development of training materials; Funding for outside trainers as needed; Increase partnerships with agencies and vendors to offer training or programs	Planning time for case managers to develop and execute transition activities; Access to differentiated transition activities
9. Expand vocational training opportunities for students with disabilities beyond the traditional career pathway experience (e.g., after school, summer, co-op).	Celestin/Belcher	06/2017-06/2022	Funding for RC personnel or outside vendor to train; Funding for licensing/certificates and/or assessments; Partnerships with state agencies or local businesses; Materials for vocational training options; Funding for transportation	Maintaining full-time district transition specialist; Funding for personnel, transportation and sustainability of programming; Building space for new programs

3

SUCCESS for all

ACADEMIC &
SOCIAL-EMOTIONAL
SUPPORTS

KEY PERFORMANCE INDICATORS	BASELINE 2015-16	YEAR 2016-17	YEAR 2017-18	YEAR 2018-19
ACCESS TESTING GROWTH (PROGRESS IN ENGLISH LANGUAGE PROFICIENCY)	50%	40%	*42%	50%
ACCESS TESTING ATTAINMENT (MEETING EXIT CRITERIA)	11%	*6%	7%	10%
READING INVENTORY GROWTH: STUDENTS WITH DISABILITIES (GRADES 3-8)	39%	42%	37%	49%
READING INVENTORY GROWTH: ENGLISH LEARNERS (GRADES 3-8)	44%	59%	46%	54%
MATH INVENTORY GROWTH: STUDENTS WITH DISABILITIES (GRADES 3-8)	52%	38%	36%	62%
MATH INVENTORY GROWTH: ENGLISH LEARNERS (GRADES 3-8)	65%	NOT AVAILABLE	50%	75%
KINDERGARTEN DIBELS: STUDENTS WITH DISABILITIES AT BENCHMARK	36%	37%	32%	46%
GRADE 1 DIBELS: STUDENTS WITH DISABILITIES AT BENCHMARK	25%	19%	24%	35%
KINDERGARTEN DIBELS: ENGLISH LEARNERS AT BENCHMARK	67%	44%	60%	77%
GRADE 1 DIBELS: ENGLISH LEARNERS AT BENCHMARK	56%	52%	40%	66%
PREK GROWTH MEASURE*	N/A	N/A	*BASELINE YEAR - TBD	TBD
REDUCTION OF DISCIPLINE REFERRALS: ALL STUDENTS	29,898	27,551	26,324	23,918
REDUCTION OF DISCIPLINE REFERRALS: STUDENTS WITH DISABILITIES	8,001	8,976	9,167	6,401
REDUCTION OF OUT-OF-SCHOOL SUSPENSIONS: ALL STUDENTS	3,776	3,219	2,792	2,500
REDUCTION OF OUT OF SCHOOL SUSPENSIONS: STUDENTS WITH DISABILITIES	902	973	937	722
SCHOOL CLIMATE SURVEY (MULTIPLE METRICS)*	STUDENT 4% (1/24); HOME 33% (7/21); STAFF 19% (5/26)	STUDENT 35% (8/23); HOME 4% (1/24); STAFF 12% (3/25)	STUDENT 0.5% (1/25); HOME 33% (8/24); STAFF 11% (3/28)	40% AVG ACROSS REPORTING AREAS
MTSS IMPLEMENTATION MEASURE - TIERED FIDELITY INVENTORY*	N/A	26%	40% AVG TO- TAL SCORE FOR TIERED FIDELITY INVENTORY (RE- PORT INCLUDES 11 SCHOOLS)	45% AVG TOTAL SCORE ACROSS DOMAIN AREAS

*SEE ENDNOTES

ACTION STEP	OWNER	DEADLINE	NECESSARY RESOURCES	POTENTIAL CHALLENGES
1. Integrate culturally responsive practices in all schools to ensure that school practices reflect the diversity of the community.	Boyer; Bond (18-19 SY)	08/2017-06/2022	Shared understanding and responsibility across departments/schools; professional development including EPER and substitute costs; Funding for outside trainers; Development of administrative walk-through tools for monitoring	Sustained training vs. introductory/awareness level training; Staff buy-in; Competing priorities for training time
2. Develop trauma-informed systems across all schools through awareness level training, trauma-related interventions and data systems to support identification and monitoring of students.	Simmonds/Oates; Bond/Oates (18-19 SY)	06/2017-06/2022	Partnerships with outside vendors (Office of Child Advocate, Children & Families First); Funding for materials, EPER and substitute costs; Development of screening and data monitoring tools; Development of district-wide common languages; Development of administrative walk-through tools for monitoring	Sustained training vs. introductory/awareness level training; Staff buy-in; Competing priorities for training time; Sustainability at school level to implement trauma-informed practices with fidelity
3. Increase capacity of all school staff to support ELLs through on-going training and coaching and continuation of the ACE partnership with UD.	Beck/EL Coaches	08/2017-06/2022	Funding to sustain EL coaches; Stipends; Professional learning time; Substitutes; Train the trainer for EL coaches; Materials and tuition reimbursement	Staff interest; Limited PD time
4. Increase capacity of all school staff to support students with disabilities through PD on disabilities awareness and instructional strategies.	Oates/Special Services Coaches	08/2017-06/2022	Funding to sustain Special Services coaches; Funding for materials, EPER and substitute costs; Designated PD time including in-service and PLC/faculty meeting times	Staff buy-in and ownership for all students; Limited PD time
5. Expand Response to Intervention (RTI) support through secondary schools for reading and math; Ensure fidelity of implementation of elementary RTI including math interventions.	Shaw	08/2017-06/2022	Targeted PD; Monitoring structures to ensure implementation; Scheduling support for secondary RTI implementation; Clarify RTI guidelines from district office	Secondary scheduling concerns to implement all tiered supports; Limited PD time; Intervention resources
6. Implement English Language Development (ELD) instructional interventions based on student needs by developing high quality English Language Acquisition Plans (ELAP), aligning student schedules and developing a summer program.	Beck/EL Coaches/School Administrators/School Counselors	08/2017-06/2022	EPER; Substitute costs; Half day PD for teachers; Individual meetings with building level administrators; Curriculum; Transportation; Summer Staff; Materials; Technology; Program Coordinator; Nutrition services; School space for summer program	Limited PD time; Prioritizing EL staffing needs; Limited certified staff and staff interest
7. Implement Specially Designed Instruction (SDI) aligned to students with disabilities individual needs through expansion of intervention options and professional development on evidence-based practices, accommodations and modifications.	Oates/Special Services Coaches	08/2017-06/2022	Funding to sustain Special Services coaches and itinerant staff; Funding for materials, EPER and substitute costs; Designated PD time including in-service and PLC/faculty meeting times; Coaching/consult time with IEP teams on targeted interventions	Staff buy-in and ownership for all students; Limited PD time; Collaboration time and shared messaging between district office departments
8. Develop Multi-tiered Systems of Behavioral Support (MTSS) at all schools through training and coaching to expand universal supports (Tier 1) and intervention options (Tier 2 & 3).	Celestin/Special Services Coaches	06/2017-06/2022	Development of District MTSS Leadership Team to establish common vision and MTSS expectations; Funding to sustain Behavior Support Team; Funding for materials, EPER and substitute costs; Designated PD time including team leader in-service; School administrator support including PD on problem solving, intervention options and monitoring tools; Coaching/consult time with school Tier 1 and problem solving teams	Staff buy-in and ownership for all students; Limited PD time for staff and administrators; Collaboration time and shared messaging between district office departments
9. Develop social/emotional supports including social/emotional curriculum (Tier 1), increasing number of school-based specialists in targeted schools (Tier 2 & 3), and development of classrooms to serve students with mental health needs (Tier 3).	Celestin/Special Services Coaches	08/2017-06/2022	Development of District MTSS Leadership Team to establish common vision and expectations around supporting the whole child; Funding to sustain Behavior Support Team; Funding for social/emotional curriculum materials, EPER and substitute costs; Funding for additional specialists (school psychologists, therapeutic staff); Funding for Social/Emotional Support Classrooms including teachers, paraprofessionals and therapists	Funding for additional therapeutic staff and Social/Emotional Support Classroom staff; Collaboration time and shared messaging between district office departments; Building space for Social/Emotional Support Classrooms
10. Expand autism support classrooms (K-5 & 9-12) as well as itinerant services for students with autism and social/communication support needs.	Squittiare	08/2017-06/2022	Funding for autism and social/communication instructional materials, reinforcers and community-based instruction; Funding for additional specialists (school psychologists, speech therapists and itinerant teachers); Funding for expanded number of Autism Support classrooms	Funding for additional specialist staff; Lack of available personnel with autism certification and experience; Building space for Autism Support Classrooms
11. Develop support systems to enhance family collaboration and leadership opportunities for families of students with disabilities and English learners.	Celestin/Beck	08/2017-06/2022	Staff EPER; Child care; Transportation; Food costs; Materials; Curriculum; Interpreters and Translation; Communication through various media sources; Staff PD related to family collaboration; Support for parent education activities (e.g., Parent Council, EL Parent Nights, EL Newcomer Events)	Parent representation across schools; School promotion and buy-in/support; Transportation and child care barriers for families; Timing of meetings



HIGH-QUALITY *educators*

KEY PERFORMANCE INDICATORS	BASELINE 2015-16	YEAR 2016-17	YEAR 2017-18	YEAR 2018-19
PERCENT OF SPECIALISTS RATED HIGHLY EFFECTIVE USING RCCSD PERFORMANCE RATING PROGRAM	34%	30%	48%	44%
PERCENT OF TEACHERS RATED HIGHLY EFFECTIVE USING RCCSD PERFORMANCE RATING PROGRAM	25%	17%	30%	35%
PERCENT OF ADMINISTRATORS RATED HIGHLY EFFECTIVE	49%	14%	23%	60%
NUMBER OF PARTICIPANTS IN ASPIRING ADMINISTRATOR COHORT*	11	N/A	18	20
NUMBER OF PARTICIPANTS IN ASPIRING PRINCIPAL COHORT	13	13	15	20
NUMBER OF PROFESSIONAL LEARNING WORKSHOPS TARGETED TO INDIVIDUALIZED PROFESSIONAL DEVELOPMENT NEEDS	N/A	N/A	40	25
PERCENT OF STAFF REPORTING THAT PROFESSIONAL LEARNING HAD A POSITIVE IMPACT ON STUDENT ACADEMIC ACHIEVEMENT	N/A	N/A	80%	65%
PERCENT OF STAFF REPORTING THAT AFTER PROFESSIONAL LEARNING THEY USED THE STRATEGIES/CONTENT LEARNED	N/A	N/A	87%	65%
PERCENT OF STAFF REPORTING THAT AFTER PROFESSIONAL LEARNING THEIR JOB PERFORMANCE IMPROVED BECAUSE OF THE CONTENT LEARNED	N/A	N/A	77%	65%
NUMBER OF DPAS II EXPERT EVALUATOR FORMATIVE REVIEWS	161	176	170	191
PERCENT OF SATISFACTORY DPAS II EXPERT EVALUATOR FORMATIVE REVIEWS	93%	94%	96%	96%
NUMBER OF PROFESSIONAL LEARNING OPPORTUNITIES PLANNED FOR NEW ADMINISTRATORS (MENTORING PROGRAM)	6	6	10	12

*SEE ENDNOTES

ACTION STEP	OWNER	DEADLINE	NECESSARY RESOURCES	POTENTIAL CHALLENGES
1. Implement teacher and specialist RCCSD highly effective performance rating program.	In-district DPAS II expert - principal on special assignment	05/2017-05/2018	The DPAS II position, principal on special assignment, salary and benefits cost \$170,000. \$20,000 training costs, \$20,000 materials	Possible statewide changes in the evaluation system.
2. Identify individualized professional development needs in order to broaden the districts professional development options.	Principal on special assignment	05/2017-05/2018	\$10,000 Data Service Center technical support	Technical problems with the technology upgrade
3. Expand aspiring principals and aspiring assistant principals cohorts.	Principal on special assignment, director of secondary schools, and director of elementary schools	05/2017-05/2018	Recruit cohorts, \$10,000 materials	Additional requirements for licensing may decrease the number of staff interested in participating.
4. Create in the Data Service Center applications a follow-up professional development survey, which will provide data showing the use of strategies/content learned and that the strategies/content had a positive impact on student academic achievement.	Principal on special assignment	05/2017-05/2018	\$10,000 Data Service Center technical support	Technical problems with the technology upgrade. Possible low on-line survey responses from participants.
5. Identify patterns of effectiveness and areas of needs improvement using the DPAS II formative documents review process.	Principal on special assignment	05/2017-05/2018	Expert evaluator committee activity	The process requires inter-rater reliability.
6. Ensure school-level and district-level administrator DPAS II evaluation effectiveness.	Principal on special assignment, director of secondary schools, and director of elementary schools	05/2017-05/2018	\$10,000 state and DASL DPAS II professional development, In-district DPAS II professional development	Inexperienced administrators will require additional professional development.
7. Develop a mentoring program for new administrators.	Principal on special assignment	05/2017-05/2018	\$5,000 materials, In-district professional development	The activity may require the administrator to occasionally be out of the building in which he or she is assigned.



OPERATIONAL *effectiveness*

KEY PERFORMANCE INDICATORS	BASELINE 2015-16	YEAR 2016-17	YEAR 2017-18	YEAR 2018-19
AVERAGE AGE OF MAINTENANCE WORK ORDERS [FACILITIES AND MAINTENANCE]	NA	NA	19	14
MINOR CAPITAL IMPROVEMENT FUNDS ALLOCATED BASED ON PRINCIPAL REQUEST IN SUPPORT OF THE STRATEGIC PLAN	NA	NA	NA	20%
CHROMEBOOK REPAIR SLA (14 DAYS)	91%	85%	81%	90%
OVERALL TECHNOLOGY REPAIR SLA (14 DAYS)	91%	87%	88%	90%
SCHOOL BUS ARRIVAL AND DEPARTURE RATES [TRANSPORTATION]	NA	NA	NA	BASELINE YEAR
AVERAGE DAILY PARTICIPATION (LUNCH) [NUTRITION]	66%	64%	66%	67%
AVERAGE DAILY PARTICIPATION (BREAKFAST) [NUTRITION]	38%	37%	37%	39%
TOTAL DINNERS/AFTER SCHOOL SNACKS SERVED [NUTRITION]	76,578	58,874	92,787	100,000
COMMUNITY FEEDING OPPORTUNITIES [NUTRITION]	NA	44,689	57,774	62,000

ACTION STEP	OWNER	DEADLINE	NECESSARY RESOURCES	POTENTIAL CHALLENGES
1. Involve students in repair of chromebooks	Kristine Bewley	18-19 Pilot Year	Building level staff member, funding for repairs, time/space for students to work	In pilot year, one of the two selected schools did not have a bldg. level staff member to coordinate the program limiting it to only one school.
2. Track bus arrival and departure times	Kelly Shahan	Reports run monthly beginning 10/1/18	GPS software is necessary to provide reporting.	If school level or parent expectations don't match the standards set by the transportation department, data will not represent end user satisfaction.
3. Integrate bus discipline in the RAP application	Kelly Shahan	9/1/18	DSC will need to modify the RAP program so that bus discipline can be addressed. Reporting ability will need to allow for consistent reporting from year to year with the increased number of incidents tracked this year.	Longitudinal data will show a spike. This spike will be a result in recording events that weren't previously recorded, not a result of a decline in behavior. When data is pulled for longitudinal comparison, bus data will need to be filtered. In addition, Transportation staff entering incidents will need to learn the terms and definitions of specific behaviors that classroom teachers use,
4. Track average age of work orders	Marcin Michalski	Reports run monthly beginning 10/1/18	Facilities department needs to collect and input data relating to work order completion	Repairs dependent upon individual skills will be impacted by employee turnover and absence.
5. Minor Capital Improvement funds allocated by principal request in support of the strategic plan	Marcin Michalski	Yearly	Minor Capital Improvement Request form, Facilities Committee	Unplanned facility needs may impact the ability to assign 20% of minor capital improvement funds in this manner.
6. Track average days till Chromebooks are returned to students	Kristine Bewley	Reports run monthly beginning 10/1/18	Help Desk Coordinator, TrackIt Software	As students use Chromebooks more for instruction, the number of repairs will increase. Additional Chromebooks deployed in second grade will increase the average number of days till repairs are completed.
7. Track average age for of all technology work orders	Kristine Bewley	Reports run monthly beginning 10/1/18	Help Desk Coordinator, TrackIt Software	If schools have funding for additional purchases, it will impact the level of service available as support resources are finite.
8. Leadership Development Program	Jessica Terranova	6/30/19	District Equity Officer to assist with development of program	Existing cafeteria employees may not be interested in taking on leadership roles.
9. Increased community feeding opportunities	Jessica Terranova	6/30/19	CAFP and Summer FSP programs are required to provide these opportunities	Unsuccessful community outreach methods resulting in community adolescents being unaware of locations and operating dates for at risk and summer feeding programs.
10. Inclusion of Thomas Edison Charter School in Nutrition Department	Jessica Terranova	6/30/19	Ongoing monitoring of program inclusion combined with continuous training of staff assigned to Thomas Edison to ensure successful operation.	Termination of the contract with Red Clay Cafe to provide meal service at Thomas Edison for additional years.
11. After Bell Breakfast program	Jessica Terranova	6/30/19	In order to expand breakfast programs, schools will need to be willing to try the After Bell feeding program.	If schools are not willing to try this new approach to breakfast, it will not lead to increased participation.



COMMUNITY *engagement*

KEY PERFORMANCE INDICATORS	BASELINE 2015-16	YEAR 2016-17	YEAR 2017-18	YEAR 2018-19
NUMBER OF PARENTS PARTICIPATING IN COMMUNITY ENGAGEMENT PROGRAMMING	N/A	N/A	8	20
NUMBER OF PARENTS FROM UNDERREPRESENTED POPULATIONS PARTICIPATING IN COMMUNITY ENGAGEMENT PROGRAMMING	N/A	N/A	8	13
NUMBER OF PARENTS REPORTING THAT PROGRAMMING RESULTED IN LEARNED STRATEGIES OF EFFECTIVE ADVOCACY FOR CHILD	N/A	N/A	8	17
NUMBER OF PARENTS PROVIDING CONTINUED SUPPORT OF RCCSD PARENT ADVISORY COUNCIL	15	15	17	20
NUMBER OF PARENTS REPORTING THAT PROGRAMMING RESULTED IN INCREASED UNDERSTANDING OF TOPICS PRESENTED MONTHLY	15	15	17	20

ACTION STEP	OWNER	DEADLINE	NECESSARY RESOURCES	POTENTIAL CHALLENGES
1. Parent engagement committee will identify underrepresented populations at targeted schools	Michael Simmonds, April Anderson & Amy Klein, Maria Madera, Kelly Ortiz, Ebony Jones, Felicia Bennett	February 2017	Human Resources-Michael Simmonds, April Anderson, Amy Klein. Building level contact at targeted schools. Partnership with PACE (Elizabeth Lockman) for support in achieving identified goals. Material Resources-eSchool cognos report, DSC Data, referrals from building level administrator. EPER, Child Care and Food Cost	Parent support from underrepresented populations. Overcoming barriers: Highlight broad representation of families at the beginning of planning. Effectively engage in meaningful and culturally appropriate ways to ensure consistent participation in programming
2. Identify effective strategies that will assist parents in obtaining student objectives and prioritize student needs	Michael Simmonds, Sara Wilson, April Anderson & Amy Klein and Elizabeth Lockman	February 2017	Human Resources-Michael Simmonds, April Anderson, Amy Klein, Sara Wilson. Building level contact at targeted schools. Partnership with PACE (Elizabeth Lockman) for support in achieving identified goals. Material Resources-eSchool cognos report, DSC Data, referrals from building level administrator. EPER, Child Care and Food Cost	Parent buy in toward program benefits. Lack of parental support from underrepresented populations. Overcoming barriers: Highlight broad representation of families at the beginning of planning. Effectively engage in meaningful and culturally appropriate ways to ensure consistent participation in programming
3. Red Clay Parent Advisory Committee -District Wide Parent Engagement Committee that provides parent focused programming and personal development strategies that assist parents in the continued support of their child.	Michael Simmonds, Jennifer Jeanes, Tiffany Shockley & April Anderson	Ongoing program	Human Resources-Michael Simmonds, Jennifer Jeanes, Equetta Jones & April Anderson. Partnership with local agencies to support with parent based programming.	Potential Challenges: Lack of consistent representation from all schools across the district. Overcoming barriers: Highlight diversity of membership and ways learned strategies have supported student success.

ENDNOTES

Goal 1.

ACCESS Testing: The State of Delaware is developing a target for ESSA plan. We will wait to align our district goal and target to the state's ACCESS growth measure. WIDA raised the bar for language proficiency where students needed to showcase higher language skills to achieve the same proficiency level scores (standard setting); this resulted in lower scores and fewer students exiting the program.

The state has developed individual student growth objectives that are calculated annually. Red Clay will target 50% of students to meet their individual ACCESS growth goal.

Baseline data based on AMAO.

42% met State growth target. 64% made some growth on ACCESS test.

Goal 2.

SAT average score: The district's target reflects the College Board's SAT College and Career Readiness Benchmarks: Evidence-Based Reading and Writing: 480, Math 530 (combined score of 1010).

Students with disabilities in vocational opportunities: Measure taken from Indicator 13 Transition Audit reporting 8th grade through 18-21 program.

Goal 3

Teaching Strategies Gold (TSG) will be used as the new preschool measure in the following areas: Social/Emotional, Language, Cognitive, Literacy & Mathematics. RPLC's Building Leadership Team is working with TSG on options for aggregate reporting.

School Climate Average Total Scores - Percentage of Red Clay Schools over 3.4 (very favorable rating) for each reporting area (Students, Home, Staff); Only schools with >15 respondents are included within reporting

MTSS Tiered Fidelity Inventory is used for all non-PBS schools annually. The Total Score (percentage) out of 100% reflects progress toward 3 domain areas: Teams, Intervention & Evaluation. PBS schools will utilize the Key Feature Evaluation tool that is completed cyclically (not annual measure).

Focus Area 1.

Data Service Center was the data source.





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