

STRATEGIC PLAN GOAL 1

Academic Excellence

| ACTION STEP | OWNER | DEADLINE | PROGRESS |
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| 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. | Director of Curriculum & Instruction | Annually, 05/2017-05/2022 | 2018-19 ReadyGEN implementation. Grant supported systematic PD for 2019-20 in grades 2-5. Literacy coaches supporting cohorts of teachers. |
| 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) | Director of Elementary Schools | Monthly, 08/2017-07/2022 | Curriculum focus at each principals' meeting. Organized school visits inclusive of school administration with feedback. Admin are attending side by side with teachers to build capacity. School visits at targeted schools. |
| 3. Create modern classroom environments and implement a blended approach to teaching and learning across classrooms. | Director of Curriculum & Instruction, Manager of Information Systems | 08/2017-07/2022 | Significant progress was made in 2017-18, with an increased focus on professional learning to support the meaningful use of instructional technology. This included professional learning for district administrators, building administrators, and classroom teachers. In addition to professional learning at all levels, the district invested in math curriculum materials which are designed to be delivered in a modern classroom environment. Digital citizenship and online safety tools implemented. Tech conferences targeted at building capacity of teachers. Tech coaches support teachers in modernizing classrooms. Google Gala held in fall 2019. |

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| 4. Develop sustainability plan for high quality preschool programming through focus on licensure and STARS rating, funding and shared curriculum, assessment and instructional practices. | Director of Special Services, Principal of Red Clay Early Years Program | 01/2017-06/2018 (licensing) 08/2017-06/2022 (sustainability) | Preschool classrooms expanded to 7 sites in 2018-19. Completed requests for licensing; Review of licensing barriers and response to licensing feedback including new playgrounds (Mote, Baltz). New Red Clay Early Learning Center opened in fall 2019 with expansion of Early Years Program to 42 total classrooms across 7 sites in addition to itinerant services in the community. |
| 5. Implement Dual Language Immersion strands in select elementary schools. | Director of Curriculum & Instruction, Director of Elementary Schools | 03/2017-07/2022 | Cohort 2 began in strand schools (Marbrook, Mote and Linden Hill) in 2018-19. Discontinued immersion program at Mote in 2019-20. Both kindergarten classes at capacity at Marbrook and Linden Hill. |
| 6. Measure and report student progress using standards based practices. Scale out implementation districtwide K-3. | Director of Elementary Schools | 01/2017-06/2020 | Standards-based grading implemented in grades 1-3 in 2018-19 and in grades K-3 in 2019-20. Parent portal opening in conjunction with parent conferences in November 2019. |
| 7. Aggressively recruit certified Talented and Gifted educators. Communicate district approach to providing TAG services in schools. | Director of Curriculum & Instruction | 2018-2022 | Talented and Gifted Services were provided across all elementary schools in grades 3-5. |
| 8. Facilitate staffing and scheduling meetings with school based teams in order to support students in an inclusive environment. | Director of Human Resources, Director of Elementary Schools | 08/2017-06/2022 | Staffing meetings completed annually. Hired additional staff to support English learners and students with disabilities in 2018-19 and 2019-20. |
| 9. Facilitate the development of common language and common expectations in the following areas: Instructional Planning, Classroom Culture, and Teaching and Learning. | Director of Curriculum & Instruction | 10/2019-06/2020 | Cross department team participating in DOE's Design Thinking Leadership Series to complete elements of the framework. Draft of framework completed in fall 2019; finalization expected in May 2020. |

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| <p>10. Collaborate with the Office of Assessment to identify a data protocol (or menu of options) for use at the school and district level. Define the cycle of inquiry at the school and district level.</p> | <p>Director of Curriculum & Instruction, Manager of Research & Evaluation</p> | <p>10/2019-06/2020</p> | <p>The Offices of Curriculum & Instruction, Assessment, and School Operations are collaborating to review current protocols and systems and identify opportunities for better alignment between our data collection methods and district/school goals (e.g., Continuous Improvement Plans). Projected completion May 2020. The Office of Assessment has provided schools with a variety of resources to support data analysis and cycles of inquiry in PLCs.</p> |
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STRATEGIC PLAN GOAL 2

Future Ready

| ACTION STEP | OWNER | DEADLINE | PROGRESS |
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| 1. Expand AVID (college readiness program) to all comprehensive middle schools. | Director of Secondary Schools | 05/2017-05/2019 | Complete. AVID is now at all Red Clay comprehensive middle schools. |
| 2. Create Advanced Placement Boot Camps at high schools. | High school principals | 05/2017-06/2018 | AP Boot Camps were discontinued in 2018-19 due to lack of enrollment. |
| 3. Secure work-study relationships with businesses. | Education Associate for CTE | 05/2017-06/2021 | Work study programs established in 2018-19, with 25 students enrolled. New position added at McKean to focus on work-study programs. |
| Establish work-study placements for students. | Education Associate for CTE | 08/2019-06/2020 | |
| 4. Secure credentials for CTE programming. | Education Associate for CTE | 05/2017-06/2021 | <p>2017-18: Academy of Finance at AIHS; Nurse Assisting and Computer Science at Conrad; K-12 Teacher Academy and Manufacturing Engineering Technology at McKean.</p> <p>2018-19: Academy of Business Information Management and K-12 Teacher Academy at AIHS; Computer Science at Conrad; Engineering & Design, Project Lead the Way at Dickinson; Early Childhood Education at McKean. First-ever Red Clay Career Decision Day. Growth in student work-based co-op completion day (from 4 to 26). Profile of a graduate in development. Soapbox Challenge for student voice.</p> |

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| 5. Expand access to Advanced Placement, International Baccalaureate and Dual Enrollment coursework. | High school principals and counselors | 05/2017-06/2019 | Complete. All students have access to AP courses. School counselors encourage all students to explore higher-level courses. Dual enrollment has changed in popularity due to the university-level changes in acceptance of dual enrollment credits. |
| 6. Ensure extracurriculars for all students. | Secondary school principals | 05/2017-06/2020 | In progress. School staff encouraged and built relationships to increase engagement in extracurriculars. |
| 7. Create a profile of the Red Clay graduate. | Director of Secondary Schools | 05/2017-08/2020 | Director of Secondary Schools and secondary school leaders developed a draft of the profile. Draft shared with district leadership. A plan is being developed for soliciting input on the profile from students, parents and the broader community. |
| 8. Improve secondary transition planning to ensure all students with disabilities have individualized, measurable transition goals and activities. | Director of Secondary Schools | 05/2017-08/2020 | Office of Special Services meets with EDs and secondary case managers to review what is required in secondary transition planning for ages 14-21, discuss resources available to students (e.g., college bound, career bound, other adult services); support provided by secondary administrators. Transition activities and services have improved to be more individualized as a result of professional development. |
| 9. Expand vocational training opportunities for students with disabilities beyond the traditional career pathway experience (e.g., after school, summer, co-op). | Director of Special Services | 06/2017-06/2022 | Vocational training opportunities have expanded through the addition of Start on Success summer internship for rising seniors (added to spring internship opportunity). Launch of 18-21 Program Expansion district committee in October 2019. Renovation of Mote Annex by Meadowood Transition Program for use in future expansion of 18-21 programming. |

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| 10. Embrace and cultivate student voice through programs and initiatives such as Democracy Schools. | Supervisor of Social Studies | 03/3019-06/2022 | Annual Mikva Soapbox Challenge implemented in spring 2019. Professional development completed in summer 2019. Opportunities for student voice incorporated into school board meetings. |
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STRATEGIC PLAN GOAL 3

Success for All

| ACTION STEP | OWNER | DEADLINE | PROGRESS |
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| 1. Integrate culturally responsive practices in all schools to ensure that school practices reflect the diversity of the community. | Equity Officer | 08/2017-06/2022 | Addition of Equity Officer; Culturally-responsive PD for administrators (8/2017) Admin PD started Summer 2019 with 1.5 day PD on Intercepting Bias and Equity in Education Regional Conference (1/2018). Partnership with Megan Ficarelli from US2 Consulting, Inc for DEI training and consulting. ACLU partnership for "Fair Discipline Training" (AIHS, Skyline & Highlands). Six "Fair Discipline Training" sessions designed specifically for parents. Administrative PD "Intercepting Bias" and ongoing 1:1 DEI coaching. Two full-day PD sessions with secondary teachers on Culturally Responsive Pedagogy. Implementation of Culturally Responsive Text Selection Document for Secondary ELA/SS. |
| 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. | Manager of Federal Programs, Equity Officer, Supervisor of Special Services | 06/2017-06/2022 | Addition of Equity Officer; Targeted PD on trauma-informed practices through Compassionate Schools Training (Highlands, Shortlidge, Warner, Richardson Park). Partnership with Salisbury State University (Dickinson MYP & HS). |

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| 3. Increase capacity of all school staff to support English learners through on-going training and coaching and continuation of the ACE partnership with UD. | Manager of English Learners | 08/2017-06/2022 | SIOP schoolwide PD (Mote, Baltz, Forest Oak); English Learner Conference (October 2017). As of October 2019: Stanton selected to become SIOP Model School (training in progress); SIOP training for District Office staff scheduled for November 2019; 16 staff have participated in the ACE Cohort for ESOL certification with 3 currently beginning the courses |
| 4. Increase capacity of all school staff to support students with disabilities through PD on disabilities awareness and instructional strategies. | Supervisor of Special Services, Special Services Coaches | 08/2017-06/2022 | Continued professional learning regarding disabilities and support strategies. Targeted PD for paraprofessionals during 18-19 SY regarding disabilities. Inclusive Schools Week celebrations throughout district with school-specific activities (1st week of December). |
| 5. Expand Response to Intervention (RTI) support through secondary schools for reading and math, and ensure fidelity of implementation of RTI districtwide. | Director of Curriculum & Instruction | 08/2017-06/2022 | Collaboration between Curriculum & Instruction and Special Services regarding Multi-tiered System of Supports (MTSS) for academic needs. Professional development for MTSS team leaders on data-based decision making including use of academic data to drive instruction. Development of Instructional Framework through 2019-20. |
| 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. | Manager of English Learners, EL Coaches, School Administrators, School Counselors | 08/2017-06/2022 | Completed - Development of EL Summer Program (June/July 2018) & Addition of 6 new EL teachers; In progress - Expansion of use of SIOP model schoolwide. As of October 2019: Year Two of EL Summer Program (72 students in 2018, 112 students in 2019) ; 10 additional EL teachers; ELAP in progress. |

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| 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. | Supervisor of Special Services, Special Services Coaches | 08/2017-06/2022 | Case Manager and IEP development professional learning opportunities during in-service days. Paraprofessional training series on student supports and instructional strategies. |
| 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). | Director of Special Services, Special Services Coaches | 06/2017-06/2022 | Coach assigned to each school to increase capacity of Tier 1 & Problem Solving Team (Tier 2/3) Teams; Monthly PD on MTSS for Team Leaders; Implementation of Tiered Fidelity Inventory to gather data on MTSS implementation. Several schools earned DE-PBS Recognition. |
| 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). | Director of Special Services, Special Services Coaches | 08/2017-06/2022 | In progress - School adoption and implementation of Social/Emotional Curricula (PATHS, Second Step); Review of models for social/emotional support classrooms; Tier 3 Redesign Team working with University of South Florida & University of Delaware on Tier 3 guidelines. DE-PBS Recognition Schools: 2018-19: Mote, Warner, Marbrook, Shortlidge, Baltz); 2017-18: McKean, Shortlidge, Highlands, Cooke, Marbrook). |
| 10. Expand autism support classrooms (K-5 & 9-12) as well as itinerant services for students with autism and social/communication support needs. | Autism Services | 08/2017-06/2022 | Addition of autism support teachers and specialists (building-based and district itinerant team); Addition of elementary and high school autism support classrooms (from 11 in 2018-19 to 26 in 2019-20, including restructuring of K-5 RPLC classrooms). |

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| 11. Develop support systems to enhance family collaboration and leadership opportunities for families of students with disabilities and English learners. | Director of Special Services, Manager of English Learners | 08/2017-06/2022 | Monthly Special Services Parent Council meetings and NCC collaboration for quarterly secondary transition workshops for families as well as county-wide Transition Fair. Restructuring Parent Council with launch date in January 2020; collaboration with Parent Information Center of DE. |
| 12. Develop a system-wide plan to provide school leaders and teachers with targeted professional development in the utilization of assessment data to diagnose and respond to professional learning needs. | Director of Curriculum & Instruction, Deputy Director of Educator Effectiveness | 10/2019 - 06/2021 | Projected completion in May 2021 |
| 13. Integrate culturally responsive practices in all schools to ensure that school practices reflect the diversity of the community. | Equity Officer | 10/2019 - 06/2021 | Addition of 29 School-Based Diversity Champions; Monthly Diversity Committee Meetings to train Champions to train school staff. |

STRATEGIC PLAN FOCUS AREA 1

High-Quality Educators

| ACTION STEP | OWNER | DEADLINE | PROGRESS |
|---|--|------------------------------------|--|
| 1. Implement teacher and specialist RCCSD highly effective performance rating program. | In-district DPAS II expert - principal on special assignment | 05/2017-05/2018 | Complete. Program was implemented in 2017-18. |
| 2. Identify individualized professional development needs in order to broaden the districts professional development options. | Deputy Director of Educator Effectiveness | 05/2017-05/2018 | Complete. Process established and needs identified. Broad menu of individualized PD implemented. |
| 3. Expand aspiring principals and aspiring assistant principals cohorts. | Deputy Director of Educator Effectiveness, Director of Secondary Schools, Director of Elementary Schools | 05/2017-05/2018 07/2019-06/2020 | In progress. Programs run every other year. Red Clay and DASL created the RCALA for teacher leaders to begin learning about being a school administrator. DASL and Red CLay also began implementation of an aspiring prinicipal pipeline. Red Clay was awarded a pipoeline grant to support the programs 19 aspiring APs and 11 aspiring principals. |
| 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. | Deputy Director of Educator Effectiveness | 05/2017-05/2018 | Complete. Survey in use. |

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| 5. Identify patterns of effectiveness and areas of needs improvement using the DPAS II formative documents review process. | Deputy Director of Educator Effectiveness | 05/2017-05/2018 | On hold as of 2019-20. |
| 6. Ensure school-level and district-level administrator DPAS II evaluation effectiveness. | Deputy Director of Educator Effectiveness, Director of Secondary Schools, Director of Elementary Schools | 05/2017-05/2018 09/2019-06/2020 | In progress. Participating in the state DPAS review program and Danielson work. |
| 7. Develop a mentoring program for new administrators. | Deputy Director of Educator Effectiveness | 05/2017-05/2018 08/2019-06/2020 | In progress. New administrators are participating in the mentoring program supported by DDOE |
| 8. Develop a pipeline to increase educator diversity | Director of Human Resources | 08/2019 - 6/2020 | In progress. Collaboration between HR, Equity Office and New Teacher Mentoring in areas of recruitment and educator diversity. |

STRATEGIC PLAN FOCUS AREA 2

Operational Effectiveness

| ACTION STEP | OWNER | DEADLINE | PROGRESS |
|---|------------------------------------|---------------------------------------|---|
| 1. Involve students in repair of chromebooks | Manager of Information Systems | 2018-19 Pilot Year | Student SWAT (Students Working to Advance Technology) teams were established at Conrad and McKean. Interest grew and the SWAT program has been expanded to Cab Calloway and HBMS for the 19-20 school year. |
| 2. Track bus arrival and departure times | Manager of Transportation Services | Reports run monthly beginning 10/1/18 | We have successfully reported our on-time stats for the past year. Data is published on RedClaySchools.com. The data is used internally to identify routes needing adjustments to picku-up and deliver on-time. Significant on-time improvement first week of school this year vs. first week of school last year in 2 of the 3 a.m. tiers and 3 of 3 p.m. tiers. |
| 3. Integrate bus discipline in the RAP application | Manager of Transportation Services | 9/1/18 | Complete. With the implementation of RAP and other training introduced to the bus staff, bus referrals across all schools were reduced greater than 65%. Particular success at Skyline, HB, Highlands, and Shortlidge in ensuring timely responses to bus referrals entered into RAP. |
| 4. Track average age of maintenance and facilities work orders. | Manager of Facilities | Reports run monthly beginning 10/1/18 | Ongoing. This reporting is a monthly process. Data is reviewed internally and shared on the public website. |

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| 5. Minor Capital Improvement funds allocated by principal request in support of the strategic plan | Manager of Facilities | Yearly | In progress. 45% of funds were allocated by principal request in support of the strategic plan as of 18-19. |
| 6. Track average days till Chromebooks are returned to students | Manager of Information Systems | Reports run monthly beginning 10/1/18 | Complete. All Chromebook work orders are tracked and reported monthly and are available on the district website. We use a 13 month calendar to compare yearly trends. |
| 7. Track average age for of all technology work orders. | Manager of Nutrition Services | Reports run monthly beginning 10/1/18 | Complete. All technology work orders are tracked and reported monthly and are available on the district website. We use a 13 month calendar to compare yearly trends. This data is used internally to make technology hardware decisions as well as ensure we are providing adequate support based on our established SLA's. |
| 8. Implement a Leadership Development Program for cafeteria leads. | Manager of Nutrition Services | 6/30/19-6/30/2020 | In progress. We implemented the first step in a development program, "How to Become a Red Clay Lead," was offered to all staff members as a voluntary opportunity. 19 employees in non-leadership roles attended the training in September 2019. |
| 9. Increase community feeding opportunities | Manager of Nutrition Services | 8/30/19-8/30/2020 | Added summer feeding locations and initiated a meal service program for the Red Clay Early Years Program and Urban Promise School. |
| 10. Support children in the community through expanded nutrition services. | Manager of Nutrition Services | 6/30/19-6/30/20 | Complete. Nutrition services expanded to Thomas Edison Charter School. Students receive breakfast, lunch, and dinner at the school. |
| 11. Implement the After the Bell Breakfast program. | Manager of Nutrition Services | 6/30/19-6/30/20 | Not started. This program has not been implemented yet due to scheduling conflicts. The department will continue to look for opportunities to implement this concept. |

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STRATEGIC PLAN FOCUS AREA 3

Community Engagement

| ACTION STEP | OWNER | DEADLINE | PROGRESS |
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| 1. Parent engagement committee will identify underrepresented populations at targeted schools. | Office of Federal Programs | 2/2017-6/30/2022 | In progress. Partnership with PACE helped identify strategic framework of effective parent engagement group and how to engage families from underrepresented populations. Collaboration helped parents develop, mission statement, program goals and identify service providers who can help programming succeed in the long term. Parents from targeted populations and schools made recommendations to establish partnership with service providers that facilitate the mission of future FACE of Red Clay programming. |
| 2. Identify effective strategies that will assist parents in obtaining student objectives and prioritize student needs. | Office of Federal Programs | 2/1/2017-6/30/2022 | In progress. Parent Cafes and partnership with Be Strong Families established. Family engagement team participated in a Harvard training in best practices on family engagement; lessons shared with district leadership and RCPAC. |

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| 3. Red Clay Parent Advisory Committee - Districtwide Parent Engagement Committee that provides parent focused programming and personal development strategies that assist parents in the continued support of their child. | Office of Federal Programs | 2/1/2017-6/30/2022 | Ongoing. RCPAC is an established program that has maintained membership for 4 years. |
| 4. Develop and implement a comprehensive plan for districtwide communications. | Chief Communications Officer | 1/2020-6/2022 | |
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