

Delaware Department of Education (DDOE) Local Education Agency (LEA) Consolidated Grant Application

Individuals with Disabilities Education Act,
Elementary and Secondary Education Act,
Carl D. Perkins, and
State-Funded Educational Programs

Delaware Department of Education

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This is a Consolidated Application pursuant to Section 9305 of the Elementary and Secondary Act. As such, the Title I, Title II and Title III sections do not address each planning element that would be required in a program specific application. LEAs are required to comply with all program-specific requirements, even if they are not addressed in this application, and DDOE will oversee compliance through a variety of mechanisms.

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1.0 Success Plan

LEAs are not required to complete the Success Plan (Section 1.0) in ESPEs, the Implementation Plan provides the required information. Please leave this section blank.

Districts marking this section complete are ensuring that their aligned Implementation/Strategic Plan has been submitted to and approved by the Department.

Success Plan for: Red Clay District Administration

Years: 2012-2013 to 2015-2016

Mission Statement : The mission of the district is to provide the environment, resources, and commitment necessary to ensure every student succeeds.

Vision Statement : VISION: The district will be recognized as a leader in increasing achievement and improving outcomes for all students.

VALUES: High Expectations for All ? Continuous Improvement ? Meaningful Collaboration ? Rich Diversity

Needs Assessment

Student Needs Assessment

- Group Name:** Low Income Students
- Need:** Students need to demonstrate proficiency toward meeting the State ELA standards.
- Root Cause:** Some students currently lack the foundation to meet the standards in reading; Teacher's teaching the GLE verbs; continuity and consistency in differentiation of instruction; use of student engagement strategies by staff; staff capacity related to understand the challenges, eliminate the academic disparities, and learn how to provide the appropriate academic interventions with an understanding of the economic impact on education to help eliminate the academic disparities; access to core curriculum must be consistent enough to yield success.
- Data Source:** DSTP; DCAS; CQA

Group Name: Special Education students

Need: Increase reading scores of targeted identified special education students. The student group needs to meet the accountability score across all grade levels, meeting safe harbor in elementary and high school but not in middle school, as established by their prioritized grade level expectations ("meets the standard"). The following were identified as critical instructional needs: Determining meaning by reading more carefully to retell or restate information from the text, Interpreting meaning by drawing conclusions about the central ideas in a text and understanding why a text was written and extending meaning by drawing conclusions and using critical thinking to connect and synthesize information within and across text, ideas, and concepts.

Root Cause: Students with identified special needs require additional academic support to close achievement gaps. Additional professional development training, resources and staffing is needed to help staff understand these challenges, eliminate the academic disparities, and learn how to provide the appropriate academic interventions and create the least restrictive environments for pupil success. Students identified not having regular access to the core curriculum predisposes them to not being able to master the skills according to prioritized grade level expectations.

Data Source: DSTP/DCAS Testing, Common Assessments, RTI Data

Group Name: LEP Students

Need: Increase reading scores of targeted identified Language English Language Proficiency (LEP) students. The student group needs to meet the accountability score across all grade levels, meeting safe harbor in elementary and high school but not in middle school, as established by their prioritized grade level expectations ("meets the standard)." The following were identified as critical instructional needs: Determining meaning by reading more carefully to retell or restate information from the text, Interpreting meaning by drawing conclusions about the central ideas in a text and understanding why a text was written and extending meaning by drawing conclusions and using critical thinking to connect and synthesize information within and across text, ideas, and concepts.

Root Cause: LEP students require additional academic support to close achievement gaps. Additional professional development training, resources and staffing is needed to help staff understand these challenges and provide appropriate supplements to eliminate the academic disparities and linguistic barriers. Students must have language supported opportunities to access core curriculum.

Data Source: DSTP/DCAS Testing, Common Assessments, RTI Data, ACCESS and LAS, WIDA and GWU study

Group Name: African American Pupils

Need: Increase reading scores of targeted African American students. The student group needs to meet the accountability score across all grade levels; meeting safe harbor in elementary and meeting the target in high school but not in middle school, as established by their prioritized grade level expectations ("meets the standard"). The following were identified as critical instructional needs: Determining meaning by reading more carefully to retell or restate information from the text, Interpreting meaning by drawing conclusions about the central ideas in a text and understanding why a text was written and extending meaning by drawing conclusions and using critical thinking to connect and synthesize information within and across text, ideas, and concepts.

Root Cause: African American minority students require additional academic support to close achievement gaps. Additional professional development training, resources and staffing is needed to help staff understand these challenges and provide instruction relative to cultural understanding to help eliminate the academic disparities. Programs to offer academic and social support to make access to core curriculum have not been consistent enough to yield success.

Data Source: DSTP/DCAS Testing, Common Assessments, RTI Data, DGS reports

Group Name: Low Income Pupils

Need: Increase reading scores of targeted low income students. The student group needs to meet the accountability score across all grade levels; meeting safe harbor in elementary and meeting the target in high school but not in middle school, as established by their prioritized grade level expectations ("meets the standard"). The following were identified as critical instructional needs: Determining meaning by reading more carefully to retell or restate information from the text, Interpreting meaning by drawing conclusions about the central ideas in a text and understanding why a text was written and extending meaning by drawing conclusions and using critical thinking to connect and synthesize information within and across text, ideas, and concepts.

Root Cause: Economically and educationally disadvantaged require additional academic support to close achievement gaps. Additional professional development training, resources and staffing is needed to help staff understand the culture and challenges of poverty and provide instruction relative to it in order to eliminate academic disparities. Access to core curriculum and supplementary services has not been consistently available for this population.

Data Source: DSTP/DCAS Testing, Common Assessments, RTI Data

Group Name: Special Education Students

Need: Increase Math scores of targeted identified special education students. The student group needs to meet the accountability score across all grade levels, meeting safe harbor in high school but missing the target in both elementary and middle school, as established by their prioritized grade level expectations ("meets the standard"). The following were identified as critical instructional needs: Using appropriate computation strategies with understanding (including time and weight), modeling fractions and decimals with situations and pictures, using algebraic reasoning, using basic number properties such as even/odd, multiplication concepts, and writing or describing a simple rule, recognizing and extending a variety of patterns, analyzing properties of simple geometric figures (including angle classification), measuring length or finding the area of simple figures, reading, constructing, and interpreting simple statistical graphs, determining the likelihood of simple events using mathematical reasoning to solve multi-step problems and communicating mathematical arguments.

Root Cause: Students with identified special needs require additional academic support to close achievement gaps. Additional professional development training, resources and staffing is needed to help staff understand these challenges, eliminate the academic disparities, and learn how to provide the appropriate academic interventions and creates the least restrictive environments for pupil success. General access with support to core curriculum has not been consistent.

Data Source: DSTP/DCAS Testing, Common Assessments, Report Card Data

Group Name: Hispanic Students

Need: Increase Math scores of targeted Hispanic students. The student group needs to meet the accountability score across all grade levels, meeting safe harbor in elementary and high school but not in middle school, as established by their prioritized grade level expectations ("meets the standard"). The following were identified as critical instructional needs: Using appropriate computation strategies with understanding (including time and weight), modeling fractions and decimals with situations and pictures, using algebraic reasoning, using basic number properties such as even/odd, multiplication concepts, and writing or describing a simple rule, recognizing and extending a variety of patterns, analyzing properties of simple geometric figures (including angle classification), measuring length or finding the area of simple figures, reading, constructing, and interpreting simple statistical graphs, determining the likelihood of simple events using mathematical reasoning to solve multi-step problems and communicating mathematical arguments.

Root Cause: African American minority students require additional academic support to close achievement gaps. Additional professional development training, resources and staffing is needed to help staff understand these challenges and provide instruction relative to cultural understanding to help eliminate the academic disparities. General access with support to core curriculum has not been consistent.

Data Source: DSTP/DCAS Testing, Common Assessments, Report Card Data

Group Name: Low Income Students

Need: Increase Math scores of targeted identified low income students. The student group needs to meet the accountability score across all grade levels, meeting safe harbor in elementary and high school but not in middle school, as established by their prioritized grade level expectations ("meets the standard"). The following were identified as critical instructional needs: Using appropriate computation strategies with understanding (including time and weight), modeling fractions and decimals with situations and pictures, using algebraic reasoning, using basic number properties such as even/odd, multiplication concepts, and writing or describing a simple rule, recognizing and extending a variety of patterns, analyzing properties of simple geometric figures (including angle classification), measuring length or finding the area of simple figures, reading, constructing, and interpreting simple statistical graphs, determining the likelihood of simple events using mathematical reasoning to solve multi-step problems and communicating mathematical arguments.

Root Cause: Economically and educationally disadvantaged require additional academic support to close achievement gaps. Additional professional development training, resources and staffing is needed to help staff understand the culture and challenges of poverty and provide instruction relative to it in order to eliminate academic disparities. General access with support to core curriculum has not been consistent.

Data Source: DSTP/DCAS Testing, Common Assessments, Report Card Data

Group Name: Red Clay Consolidated School District Students and decision-making

Need: Decrease the suspension rate (in & out) of all students. In 2010-2011, The Suspension rate was higher than the state average.

Root Cause: Students need a safe and orderly school environment to achieve and succeed academically and personally. Disruptive behaviors need to be identified, and addressed. Schools need to provide intervention strategies, alternative programs, parent education opportunities, and classroom management strategies that will create safe, peaceful and productive school environments. Schools need to consistently communicate high behavioral expectations and implement discipline interventions that are fair, consistent and encourage respect. There needs to be support for impulse control related to student responses and school behavior vs. neighborhood or taught behaviors. A combination of high poverty households lacking structure, few available role models (specifically male) and the challenges of communicating in English when Spanish is the primary language all contribute to the root cause of code of conduct violations that yield suspensions.

Data Source: Suspension data; Mentoring reports

Group Name: Incoming Kindergarten - 2nd grade students

Need: Kindergarten children in targeted schools display learning needs and inexperience with structure and standards based learning.

Root Cause: Economically and educationally disadvantaged require additional academic supports to close achievement gaps. Additional professional development training, resources and staffing is needed to help staff understand the culture and challenges of poverty and provide instruction relative to it in order to eliminate academic disparities; lack of structured preschool experiences due to poverty and economic situations

Data Source: Culture/Poverty research (Beagle, Kinjufu, Payne, et. al); DSTP/NWEA/DIBELS NEXT; TOPEL

Group Name: Baltz - Hispanic Students (1003g)

Need: Baltz - Increase Reading and Math proficiency of Hispanic students by 6% minimum annually through 2016-2017(currently at 36% (a decline from 12-13 (36.6%) as measured by DCAS/State assessments).

Root Cause: Hispanic students require additional academic support to close achievement gaps. Additional professional development training, resources and staffing is needed to help staff understand these challenges and continue to provide effective instruction to eliminate academic disparities

Data Source: DCAS Testing grades 3-5/ MAP and DIBELS NEXT K-2

Group Name: Baltz - African American Pupils (1003g)

Need: Baltz - Increase Reading and Math proficiency of American Black students by 7% minimum annually through 2016-2017 (currently at 41% (up from 30.9% in 12-13) as measured by DCAS).

Root Cause: African American minority students require additional academic support to close achievement gaps. Additional professional development training, resources and staffing is needed to help staff understand these challenges and provide instruction relative to cultural understanding to help eliminate the academic disparities. Programs to offer academic and social support to make access to core curriculum have not been consistent enough to yield success; lack of parent support, enhancing knowledge of in-home educational support; environmental stressors at home must be acknowledged

Data Source: DCAS Testing, Common Assessments, RTI Data; DIBELS Next

Group Name: Baltz - Low Income Pupils (1003g)

Need: Baltz - Increase Reading proficiency of Low Income Students by 6% minimum annually through 2016-2017 (currently at 43% as measured by DCAS).

Root Cause: Children living in poverty struggle with school readiness due to a variety of factors associated with poverty, including limited access to quality medical care or child care and lack of access to community resources. Additional time for children, training for staff and resources would help Baltz develop its capacity to respond to the culture and challenges of poverty and provide instruction relative to it in order to eliminate academic disparities - this would include developing academic linguistic capacities

Data Source: DCAS Testing; McREL-CITW for ELLS; Common Assessments, RTI Data; DIBELS Next

Group Name: Baltz - Targeted Students groups (African Americans & Special Ed Identified)

Need: Students from racial, educational, linguistic and economic minority groups are demonstrating a preparation and an achievement gap, demonstrating similar instructional needs in reading and math.

Root Cause: Students in targeted groups have a variety of external factors that often predispose them to academic challenges. Programs need to address the diversity of each individual learner as a mechanism to make sure each child is being taught the way they learn best. This includes the lack of training for teachers in best strategies for each target group and necessary materials to support those efforts,

Data Source: Growth as measured from Fall to Spring DCAS assessment

Group Name: Warner - Hispanic students

Need: Increase Reading and math proficiency of Hispanic students by 6% minimum annually through 2016-2017 (currently at 23.6% as measured by DCAS).

Root Cause: Students currently lack the basic skills to meet the standards; Teacher's teaching the GLE verbs; continuity and consistency in differentiation of instruction; use of student engagement strategies by staff; Economically and educationally disadvantaged require additional academic support to close achievement gaps. Additional professional development training, resources and staffing is needed to help staff understand the culture and challenges of poverty and provide instruction relative to it in order to eliminate academic disparities. Hispanic students require additional academic support to close achievement gaps. Additional professional development training, resources and staffing is needed to help staff understand these challenges and continue to provide effective instruction to eliminate academic disparities

Data Source: DCAS; MAP; DIBELS Next

Group Name: Warner - Low Income students

Need: Increase Reading and Math proficiency of Low Income Students by 7% minimum annually through 2016-2017 (currently at 27.2% as measured by DCAS).

Root Cause: Students currently lack the basic skills to meet the standards; Teacher's teaching the GLE verbs; continuity and consistency in differentiation of instruction; use of student engagement strategies by staff; Economically and educationally disadvantaged require additional academic support to close achievement gaps. Additional professional development training, resources and staffing is needed to help staff understand the culture and challenges of poverty and provide instruction relative to it in order to eliminate academic disparities.

Data Source: DCAS; MAP; DIBELS Next; Ruby Payne

Group Name: Warner Elementary Students - Grade 1

Need: Students struggle to matriculate to first grade with appropriate comprehension skills and achievement

Root Cause: Alignment of written, taught and tested curriculum from K -1. Need to assure teachers know how to teach the GLE's.

Data Source: DIBELS; DIBELS Next

Group Name: Warner Kindergarten Students

Need: 5 yr old Students who come from poverty struggle to adjust to structured education (KDG) and lack foundational education skills present in more affluent peers.

Root Cause: 1) Poverty and HS graduation rates (of families) in Attend Zone 2) alignment of written, taught and tested curriculum 3) assure teachers know how to teach the GLE's.

Data Source: DIBELS; Jump Start KDG Data; Registration information

Group Name: Warner - Students with identified special needs

Need: Students with identified special needs are having difficulty meeting ELA and Math standards and need to demonstrate an 8.5% (minimum) increase in reading and math proficiency annually through 2016-2017 (currently at 9.4% as measured by DCAS).

Root Cause: Students with identified special needs require additional academic support to close achievement gaps. Additional professional development training, resources and staffing is needed to help staff understand these challenges, eliminate the academic disparities, and learn how to provide the appropriate academic interventions and create the least restrictive environments for pupil success. Students identified not having regular access to the core curriculum predisposes them to not being able to master the skills according to prioritized grade level expectations; Teacher's teaching the GLE verbs; continuity and consistency in differentiation of instruction; use of student engagement strategies by staff

Data Source: DCAS; MAP; DIBELS Next; Ruby Payne; Rtl

Group Name: Warner - African American Students

Need: Increase Reading and Math proficiency of American Black students by 7% minimum annually through 2016-2017 (currently at 28.8% as measured by DCAS).

Root Cause: African American minority students require additional academic support to close achievement gaps. Additional professional development training, resources and staffing is needed to help staff understand these challenges and provide instruction relative to cultural understanding to help eliminate the academic disparities. Programs to offer academic and social support to make access to core curriculum have not been consistent enough to yield success; Teacher's teaching the GLE verbs; continuity and consistency in differentiation of instruction; use of student engagement strategies by staff

Data Source: DCAS; MAP; DIBELS Next

Group Name: AIMS - ELL pupils

Need: Middle school ELLs are not making progress toward proficiency in English and math and need to demonstrate a 7% (minimum) increase in reading and math proficiency annually through 2016-2017 (currently at 24.7% as measured by DCAS).

Root Cause: ELL students require additional academic support to close achievement gaps. Additional professional development training, resources and staffing is needed to help staff align activities to the ELP standards and to address these challenges and provide appropriate supplements to eliminate the academic disparities and linguistic barriers. Students must have language supported opportunities to access core curriculum to meet the minimum score above 5.0 on the WIDA ACCESS or score 3.5 or above on the reading portion of the ACCESS to be considered for partial or full mainstream services.

Data Source: DCAS, ACCESS, WIDA MODEL

Group Name: AIMS - Special Education students

Need: Students with identified special needs are having difficulty meeting ELA and Math standards and need to demonstrate a 8% (minimum) increase in reading and math proficiency annually through 2016-2017 (currently at 12.9% as measured by DCAS).

Root Cause: Students with identified special needs require additional academic support to close achievement gaps. Additional professional development training, resources and staffing is needed to help staff understand these challenges, eliminate the academic disparities, and learn how to provide the appropriate academic interventions and create the least restrictive environments for pupil success. Students identified not having regular access to the core curriculum predisposes them to not being able to master the skills according to prioritized grade level expectations.

Data Source: DCAS, IEP reports, Achieve 3000

Group Name: AIMS - Low Income Pupils

Need: Low income pupils are having difficulty meeting ELA and Math standards and need to demonstrate a 6% (minimum) increase in reading proficiency annually through 2016-2017 (currently at 34.3% as measured by DCAS).

Root Cause: Economically and educationally disadvantaged require additional academic support to close achievement gaps. Additional professional development training, resources and staffing is needed to help staff understand the culture and challenges of poverty and provide instruction relative to it in order to eliminate academic disparities. Access to core curriculum and supplementary services has not been consistently available for this population.

Data Source: DCAS Achieve 3000

Group Name: AIMS - Hispanic Students

Need: Hispanic Students are having difficulty meeting ELA and Math standards and need to demonstrate a 6.5% (minimum) increase in reading proficiency annually through 2016-2017 (currently at 32.3% as measured by DCAS).

Root Cause: Hispanic minority students require additional academic support to close achievement gaps. Additional professional development training, resources and staffing is needed to help staff understand these challenges and provide instruction relative to cultural understanding to help eliminate the academic disparities. General access with support to core curriculum has not been consistent.

Data Source: DCAS Achieve 3000

Group Name: AIMS - African American Students

Need: American Black are having difficulty meeting ELA and Math standards and need to demonstrate a 6.5% (minimum) increase in reading proficiency annually through 2016-2017 (currently at 31.5% as measured by DCAS).

Root Cause: African American minority students require additional academic support to close achievement gaps. Additional professional development training, resources and staffing is needed to help staff understand these challenges and provide instruction relative to cultural understanding to help eliminate the academic disparities. Programs to offer academic and social support to make access to core curriculum have not been consistent enough to yield success.

Data Source: DCAS, Achieve 3000

Group Name: AIMS - Students with an IEP

Need: Children with IEPs in regular standards-based classrooms

Root Cause: staff knowledge and experience with proven supports; integration and access to the general curriculum; professional development, resources and staffing are needed to provide opportunities and educational environments that support inclusion.

Data Source: eSchool data, DCAS; I-Tracker

Group Name: AIMS - All targeted student groups

Need: 32.16% of the student body was suspended in the 2011-12 school year (in and out of school suspensions)the majority of the incidents were for offensive touching and fighting/disorderly conduct

Root Cause: Students need a safe and orderly school environment to achieve and succeed academically and personally. Disruptive behaviors need to be identified, and addressed. Schools need to provide intervention strategies, alternative programs, parent education opportunities, and classroom management strategies that will create safe, peaceful and productive school environments. Schools need to consistently implement discipline interventions that are fair, consistent and encourage respect. A combination of high poverty households lacking structure, few available role models (specifically male) and the challenges of communicating in English when Spanish is the primary language all contribute to the root cause of code of conduct violations that yield suspensions.

Data Source: Discipline Data, Attendance Data

Group Name: AIMS - Special Education Students

Need: There is a relative difference between regular education and special education students suspensions

Root Cause: Students need a safe and orderly school environment to achieve and succeed academically and personally. Disruptive behaviors need to be identified, and addressed. Schools need to provide intervention strategies, alternative programs, parent education opportunities, and classroom management strategies that will create safe, peaceful and productive school environments. Schools need to consistently implement discipline interventions that are fair, consistent and encourage respect. A combination of high poverty households lacking structure, few available role models (specifically male) and the challenges of communicating in English when Spanish is the primary language all contribute to the root cause of code of conduct violations that yield suspensions.

Data Source: Discipline Data

Group Name: AIMS - Students with an IEP

Need: Children with IEPs in regular standards-based classrooms

Root Cause: staff knowledge and experience with proven supports; integration and access to the general curriculum; professional development, resources and staffing are needed to provide opportunities and educational environments that support inclusion.

Data Source: eSchool data, DCAS; I-Tracker

Group Name: (Baltz 1003g) All Students Grades 2-5

Need: At Baltz, only 43% of all students are proficient in ELA on the Spring 2013 DCAS; only 45% of all students are proficient in Math in the Spring 2013 DCAS ;we must raise that percentage to 60% in both ELA and Math in 2015)

Root Cause: Baltz students enter school with a lack of the background knowledge and the basic skills needed for appropriate grade level success.

Data Source: 2013 Spring DCAS Data; Fall 2012 and 2013 DIBELS

Group Name: Students transitioning from KDG to 1st grade (Baltz 1003g)

Need: Based on fall to spring 2012-13 DIBELS results at Baltz, less than 80% of 1st grade students were at the Benchmark/Core levels; while there was an increase in the percentage of students at Intensive level. Only 38 % of staff reports that class sizes are reasonable such that teachers have the time available to meet the needs of all students.

Root Cause: Baltz students lack exposure to foundation skills for pre-reading, specifically (DIBELS letter naming fluency/sound NSF fluency) and arrive at school with cognitive and social needs that require support beyond a traditional classroom (Attendance and Discipline); the current class sizes pose a challenge for these needs

Data Source: K Fall 2013 DIBELS 30 % Core /K Winter 2013 DIBELS 70% Core; 1st Grade Fall 2013 DIBELS 67% Core/K Winter DIBELS 68% Core;
Avg class sizes: 22 pupils:1 FTE

Group Name: All Students Grades K-5(Baltz 1003g)

Need: At Baltz, all Students Grades K-5 need to practice applying skills and concepts to strengthen academic success

Root Cause: The time allotted within the existing school schedule doesn't provide students with enough time given enough time to practice and apply new content related skills and concepts in new and different situations have limited vocabulary and experiences

Data Source: SF Benchmark, NWEA MAP (K-2), DCAS

Staff & Community Needs Assessment

Group Name: Instructional Staff

Need: Hire and maintain Highly effective teachers

Root Cause: Teachers need peer to peer productive interactions and knowledge of practices that related to Distinguished practice per DPAS II; while new HQT staff members need to become part of the student success focused culture.

Data Source: DEEDS; DPAS II R

Group Name: Professional Staff

Need: Participate in activities to explore, modify and implement with success with similar populations.

Root Cause: Strategies can be developed by understanding methods implemented with success at other educational institutions

Data Source: IRA; Staff Survey data; Distinguished Title I

Group Name: School Administration

Need: Increase teacher effectiveness in classrooms and provide leadership in continuous improvement of instruction.

Root Cause: Classroom instruction needs to be aligned to DCAS assessment to measure priority GLE's and in coming core curriculum.

Data Source: DCAS II 2010-2011

Group Name: Instructional Staff

Need: Classrooms need effective management strategies and promotion of understanding, tolerance, and acceptance of diversity in the educational environment

Root Cause: Professional development opportunities related to diversity and tolerance; experiences with healthy choices

Data Source: Delaware School Survey 2008; classroom walkthroughs

Group Name: Staff implementing the transformation model

Need: Students need to demonstrate proficiency toward meeting the State ELA and math standards across grade levels.

Root Cause: Some students currently lack the foundation to meet the standards in reading and math; Teacher's teaching the GLE verbs; continuity and consistency in differentiation of instruction. Students identified not having regular access to the core curriculum predisposes them to not being able to master the skills according to prioritized grade level expectations. Staff use of appropriate student engagement strategies; their capacity to understand student challenges and learn how to provide the appropriate academic interventions must be consistent enough to yield success.

Data Source: DSTP; DCAS; DIBELS Next

Group Name: All instructional staff

Need: All teachers K-12 need professional development in translating state standards into classroom lesson, appropriate instructional methodology and assessments.

Root Cause: Instruction must be better aligned with the GLE's; staff need experience teacher the verbs and the rigor required; Staff must have better knowledge and extended practice identifying instructional and assessment strategies that align to standards of student practice

Data Source: DPAS II R; Walkthrough Data; Professional Development Attendance Logs

Group Name: Red Clay PZ School Lewis Dual Language

Need: To use time and operations in a manner that promotes a response to student needs and is inclusive of the school community

Root Cause: Leadership at Lewis had changed repeatedly over the course of the past 5 years, experiencing three different principals, and a lack of an Assistant Principal for the past three years. The school governance structure lacked leadership for curriculum and instruction to ensure fidelity to standards. The data shows a decline in Math and ELA performance of all student groups over a period of time indicating that the instructional model needs to be realigned to meet the diverse needs of the students attending Lewis. The current use of resources (human, time, schedule) does not provide enough a conducive environment for the developmental readiness of students. The district requires a structure to isolate focus on the unique needs of priority schools; one that manages and supports all schools in the Partnership Zone has the authority to communicate, mandate and approve necessary corrections in order to achieve the stated outcomes related to student achievement and instruction

Data Source: DPAS II Data; DTSP and DCAS; Building Walkthrough Data; Time Audit Data; DSC Professional Development Surveys; PLC Minutes

Group Name: Red Clay PZ School Marbrook

Need: To use resources to promote a school culture that compliments the diverse skill of staff and the needs of the school community

Root Cause: Leadership at Marbrook has been steady for two decades; yet there's a need for the strategic use of adults and time to support teacher effectiveness and enhance student learning. Based on DSTP and DCAS data Marbrook students performed below proficiency level since their 2009 Blue Ribbon award. The current schedule and use of human resources do not ensure that student receive a diverse instructional experience that mirrors their needs. Currently Marbrook's grade level homerooms are not arranged in an aligned fashion and they are not conducive to grade level collaboration. The district requires a structure to isolate focus on the unique needs of priority schools; one that manages and supports all schools in the Partnership Zone has the authority to communicate, mandate and approve necessary corrections in order to achieve the stated outcomes related to student achievement and instruction

Data Source: DPAS II Data; DTSP and DCAS; Building Walkthrough Data; Time Audit Data; DSC Professional Development Surveys; PLC Minutes

Group Name: Red Clay PZ School Stanton

Need: To use time and operations in a manner that promotes college and career readiness and inclusiveness

Root Cause: leadership team needs the autonomy to make changes that will affect school improvement and increase student achievement; including hiring staff and using the school day in relation to needs. Staff needs experience in learning how to appropriately instruct within a time block. The district requires a structure to isolate focus on the unique needs of priority schools; one that manages and supports all schools in the Partnership Zone has the authority to communicate, mandate and approve necessary corrections in order to achieve the stated outcomes related to student achievement and instruction

Data Source: DPAS II Data; DTSP and DCAS; Building Walkthrough Data; Time Audit Data; DSC Professional Development Surveys; PLC Minutes

Group Name: Red Clay Focus School Warner

Need: To use time and human resources to use time and operations to promote a culture of literacy and responds to the needs of the school community

Root Cause: Since 2006, Warner has experienced four (4) different leaders (in 6 years). The use of time and school structure does not respond to the need for an intense focus on literacy, especially early diagnosis and intervention. The schedule and use of human resources must ensure that student receive time with instructional experiences that mirrors their needs. Warner's grade level homerooms must be organized in a fashion that encourages aligned learning and grade level collaboration. Staff needs experience in learning how to appropriately use interventions and instruct within a time block; as there's also need for increased discussions, data usage and a design to respond to non-academic factors (student transience, discipline, family communications, and counselor support). The district requires a structure to intensify supports on the unique needs of focus schools; to prioritize strategies and activities that will address the diverse needs identified in the Focus areas

Data Source: DPAS II Data; DTSP, DIBELS (Next) and DCAS; Building Walkthrough Data; Internal Time Audit; DSC Professional Development Surveys; PLC Minutes; RAP data (cafeteria and recess incidents)

Group Name: Red Clay PZ School Stanton

Need: Provide a revised governance structure to facilitate learning and high achievement

Root Cause: Leadership at Stanton had changed repeatedly over the course of the past three years, experiencing three different principals in the past four years at SMS. Having instability, along with traditional single layer governance - 2 administrator model only further complicates maintaining a focus on academic issues. Stanton's student population arrives with varying degrees of background knowledge, life experiences, and home resources; over 70% of our students participate in the Free and Reduced Price Meal Program. Full participation in the educational process relies on the ability to organize school to effectively meet the needs of children. More than half of our students arrive at Stanton not having met the standards in reading and math in elementary school In the three years prior, Stanton has seen the impact on its academic scores. The district requires a structure to isolate focus on the unique needs of priority schools.

Data Source: DPAS II Administrative Data; DTSP and DCAS; Building Walkthrough Data;

Group Name: Red Clay PZ School Lewis Dual Language

Need: Provide a revised governance structure to facilitate learning and high achievement and fidelity to the adopted language program

Root Cause: Leadership at Lewis had changed repeatedly over the course of the past 5 years, experiencing three different principals, and a lack of an Assistant Principal for the past three years. The Principal was responsible for the administration of the total school program and served as the instructional leader for the staff, students and community. These responsibilities also included climate, planning and parent involvement for a large Spanish Speaking school community. Having instability, along with traditional single layer governance model only further complicates maintaining a focus on academic issues. The school governance structure lacked leadership for curriculum and instruction to ensure fidelity to standards. In the five years prior, Lewis has seen the impact on its academic scores. The district requires a structure to isolate focus on the unique needs of priority schools.

Data Source: DPAS II Administrative Data; DTSP and DCAS; Building Walkthrough Data;

Group Name: Red Clay PZ School Marbrook

Need: Provide a revised governance structure to facilitate learning and continuous achievement

Root Cause: Leadership at Marbrook has been steady for two decades, and has consisted of a traditional principal/assistant principal governance format. The structure creates a void replete of collaboration and the freedom needed to influence planning, curriculum and assessments to ensure fidelity to standards aligned curriculum, instruction and assessment. This has influenced student performance. There's a need for the strategic use of adults to support teacher effectiveness and enhance student learning. Since its Blue Ribbon Award in 2009, student performance at Marbrook has sharply declined. The district requires a structure to isolate focus on the unique needs of priority schools.

Data Source: DPAS II Administrative Data; DTSP and DCAS; Building Walkthrough Data;

Group Name: Red Clay Focus School Warner

Need: Provide a revised governance structure to facilitate high reading achievement and fidelity to the instructional program

Root Cause: leaders (in 6 years). Traditionally, Warner was a two (2) administrator building, earning one (1) chief administrator (principal) and a second (2nd) Administrator - Assistant Principal who both shouldered the responsibility for building programming; yet spending the majority of their time handling climate, discipline, and parent relations. This structure does not allow for an intense focus on instruction, especially during the ELA block and prior to the 2011 DCAS assessment, academic scores have been significantly impacted. The school governance lacked leadership for curriculum and instruction to ensure fidelity to standards.

Data Source: DPAS II Administrative Data; DTSP and DCAS; Building Walkthrough Data;

Group Name: Baltz Staff

Need: Create culture of professional sharing of instructional strategies.

Root Cause: Challenges with adjusting to changes; Additional professional development training, resources and staffing is needed to help staff understand these challenges and continue to provide effective instruction to eliminate academic disparities

Data Source: PLC attendance and notes

Group Name: Warner instructional staff

Need: All teachers K-12 need professional development in translating state standards into classroom lesson, appropriate instructional methodology and assessments.

Root Cause: Instruction must be better aligned with the common core; staff need experience teacher the verbs and the rigor required;

Data Source: Common Core; Consultant Report (Poole/Miller); Professional Development Attendance Logs

Group Name: Warner Pre-School - 2nd grade students

Need: Kindergarten children display learning needs and inexperience with structure and standards based learning.

Root Cause: Economically and educationally disadvantaged require additional academic supports to close achievement gaps. Additional professional development training, resources and staffing is needed to help staff understand the culture and challenges of poverty and provide instruction relative to it in order to eliminate academic disparities; lack of structured preschool experiences due to poverty and economic situations

Data Source: Ruby Payne poverty data; DCAS/NWEA/DIBELS; Professional Development Attendance Logs

Group Name: Warner instructional and administrative staff

Need: With a large % of poor and minority children, Warner students arrive at school with far less exposure to effective instructional technology and 21st century learning than their more affluent, majority group peers.

Root Cause: Lack of adequate instructional technology prior to 2010; Lack of integration of technology into common core; teaching the correct standards; Economically and educationally disadvantaged require additional academic supports to close achievement gaps. Additional professional development training, resources and staffing is needed to help staff understand the culture and challenges of poverty and provide instruction relative to it in order to eliminate academic disparities.

Data Source: LoTi data; Ruby Payne poverty research; amplification system data

Group Name: Warner - Administration - teacher effectiveness

Need: Under 50% of Warner students met standards in reading and math.

Root Cause: Assuring Classroom instruction is aligned to common core verbs and DCAS assessment; assuring student

Data Source: DPAS II

Group Name: ELA Instructional Staff (Baltz 1003g); targeting grades 4-5

Need: Currently, 80% of Baltz staff have had intensive district support with literacy instruction; however only 46% of students are proficient in literacy based on the Spring 2013 DCAS, and this number needs to be increased 14% on Spring DCAS 2015.

Root Cause: There's a lack of building wide implementation of the literacy skills and the need to systemically support and monitor the impact of the literacy training building-wide; class sizes are not conducive to implementing focused small group supports

Data Source: ELA DCAS Spring 2013; PLC minutes; BLT minutes

Group Name: Baltz Elementary staff (Baltz 1003g) - ELLs

Need: At Baltz there's a need for Professional Development to support ELLs: Close to 200 of its 600 pupils are identified as ELs (not including including KDG) and only 43% meet/exceed performance in ELA and Math; Staff must increase their ability to support students in mastering academic language needed to be successful

Root Cause: Lack of time to plan together, limited training and background knowledge needed need to provide evidenced-based strategies for academic language acquisition and mastery

Data Source: ELL data (AYP); GWU study; McREL - CITW for ELLs

Group Name: Baltz Elementary staff (Baltz 1003g)

Need: Professional Development: The school is currently implementing several (Restorative Practices, Literacy PD, KIVA, Math Common Core, ELA Common Core, PBS, SIOP, Inclusion, Reading Writing, Listening and Speaking) initiatives and they are implemented with fragmentation – there lacks a targeted professional development plan that requires all staff to participate in learning aligned with student needs . Need focus. Need time for training. Need to narrow consistent strategies that will be implemented across classrooms. Need time to implement once a new strategy is learned. Need opportunity to see the strategies implemented well and need feedback on how well specific strategy is being implemented. Need PD targeted to the specialists’ content areas. Need additional technology pd (iPAD, SmartBoard, etc.). Need to continue to create a culture of commitment to professional growth.

Root Cause: The root cause is a lack of uniform agreement on the major issues and building wide commitment and systems in place to prioritize and address the major needs. The current schedule of professional development is voluntary and doesn’t require 100% of the staff to be proficient in strategies that will impact student achievement.

Data Source: % Staff participation in initiatives, # of staff trained in each initiative, walk-through data

Group Name: Baltz Elementary Staff (Baltz 1003g)

Need: Only 50% of Baltz staff are participating restorative practice training and an equal % of the school is implementing the PBS model with fidelity. 0% of families have been trained in either.

Root Cause: Buildings need systems that address misbehavior and harm in a way that strengthens relationships; in direct contrast- Baltz common behavior expectations haven’t been defined by the staff and taught to the children and the community. Multiple management systems are being implemented in a fragmented manner. There is a need to clarify expectations about the management systems staff should be using and common expectations for PBS.

Data Source: % Staff participation in initiatives and % of families have been trained in PBS. Discipline data?

Group Name: Baltz Elementary Staff (1003g)

Need: All Baltz teachers need time to master instructional strategies required to successfully teach the Core Curriculum

Root Cause: Baltz has 5 new teachers in grades K-5 in 2013-14; new and untenured teachers often get involved in numerous additional activities. When changing teaching assignment to a new grade, it takes time to learn the new curriculum. Need deeper support for new teachers. Teachers need time to plan and implement the use of new strategies.

Data Source: DPAS II, walkthrough data, PLC data

Group Name: Baltz Elementary Staff (1003g)

Need: Of its close to 600 students, over 9% of Baltz children have been ID for special education; Staff must increase their capacity to support students with special needs

Root Cause: Lack of time to plan together, limited training and background knowledge needed need to develop high quality IEPs.

Data Source: Special Education Achievement Data; PLC data

Group Name: Baltz Elementary Staff (1003g)

Need: Less than 47% of staff feel that they have autonomy to make decisions about instructional delivery. There's a need to Increase staff morale related to the educational climate of the school.

Root Cause: Baltz Elementary staff take student achievement and AYP results personally; Teachers complain that the focus is mainly academic and not holistic and the goal of meeting duplicate targets (making focus and missing AYP) is confusing and reduces teacher confidence; in addition, there are a core group of staff members who participate in numerous school related events (extended day, student clubs), sometimes at the expense of their energy needed for the school day.

Data Source: TELL Delaware survey; Staff Perception survey; walkthrough data; PLC data

Group Name: Baltz Elementary PK – 1st grade Staff (1003g)

Need: The 2013 DIBELS results showed that Baltz had 20% or greater of students at Intensive in first grade and an increase in the percentage of students at Intensive from fall to spring in 1st grade. There's a lack of consistency in administering and scoring DIBELS, and use of data to inform instructional decisions.

Root Cause: Staff have experience no consistency in training and lacked opportunities to calibrate testing/grading practices.

Data Source: DIBELS data; PLC data; PreK staff discussions

Group Name: Turnaround/Transformative Leadership (Baltz 1003 g)

Need: Per the CSR report, Baltz's existing buildingwide (BLT/Admin/teams) leadership structures minimally support the changes needed for turnaround and must develop their capacity and conditions for rapid and sustained change

Root Cause: School turnaround efforts require highly effective structures to successfully impact student outcomes. The school must drive a fundamental shift in culture and instructional practice to result in early gains and ongoing high performance. We've to build long-term leadership capacity of leaders in the turnaround setting must obtain competencies required for decisive action and quick wins.

Data Source: DPAS II; CSR report; Importing Leaders for School Turnarounds: Lessons and

Staff & Community Needs Assessment

Group Name: Targeted Families

Need: Families need options related to accessing information related to assisting their child and contributing to school success.

Root Cause: High Poverty rates, school communication practices and geography can make attending school-related activities to educate parents on instructional strategies they can use to help their child very difficult.

Data Source: SES; Parent Involvement Survey data 2008 – 2011; Harvard Family Research Parent Involvement Data, attendance at Family events 2008 - 2012

Group Name: Baltz Elementary Families (1003g)

Need: Over 15% of Baltz Students were suspended (in or out of school) during the 2012-2013 school year (96 students accounted for 238 suspensions); these numbers must be reduced

Root Cause: Mutual lack of understand about each culture (school, home and community) and opportunities to support one another; staff do not identify with the families in generational poverty

Data Source: All Behavior Referral Types (2012-13 and 2013-14); Suspension data (2012-13 and 2013-14)

Group Name: Baltz Elementary Families (1003 g)

Need: Currently, 50 % of Baltz families state that their work schedule prevents them from participating in school related events and 33% feel strongly that they have an opportunity to provide feedback related to school policy, practices and programs. We to ensure that our parents are trained to support achievement

Root Cause: The school does not have consistent and flexibly scheduled events to help parents support their child's learning. Parent time and attention are dominated by survival issues

Data Source: 2013 Parent Satisfaction Survey;

Group Name: Baltz Elementary Families (1003 g)

Need: Only 36.4% of Baltz staff perceives that parents are influential decision makers in the school and only 29% of parents surveyed feel strongly that they know whom to contact in order to serve on school or district planning groups. We value parents, and look to change this trend.

Root Cause: The school has not shared with parents what their expectations are; some parents do not see a need for involvement because they view schools as the professionals and their role in educating their children hasn't been defined;

Data Source: 2013 TELL Delaware Survey; 2013 Parent Satisfaction survey

Goals & Objectives

Goal 1: DDOE Goal 1: Achieve outcomes for students via college-and-career ready mindsets, investments, practices, and programs, while moving to higher standards for student performance.

Objective 1.1: DDOE Objective 1: Deliver rigorous college & career ready standards, assessments and instruction

Need(s) Influenced by this Objective:

Strategy(s):

- 1 DDOE Strategy 1: Administer high-quality summative, formative, and interim student assessments
- 2 DDOE Strategy 2: Develop, align, and implement high-quality courses, curricular and instructional resources
- 3 Strategy 3: Deliver relevant PD aligned with CCSS and recognizes adult learners
- 4 Strategy 4: Implement literacy PD to have all students read by end of 3rd grade

Measure(s):

Measure: [CM] Percent of children with IEPs aged 6 through 21 inside regular class 80%+ of day
Start Year: 2007 **Baseline:** 23.4
DOE Indicator: [CM] Percent of children with IEPs aged 6 through 21 inside regular class 80%+ of day
Perspective: Student Achievement/Student Performance
Period: Yearly

Target Date	Target	Actual Date	Actual
3/30/2008	56	3/30/2008	24.5
3/30/2009	59	3/30/2009	27.1
3/30/2010	62	3/30/2010	37.2

Measure: [CM] 5S1 - % of CTE Concentrator Graduates in Secondary Placement
Start Year: 2008 **Baseline:** 91
DOE Indicator: [CM] 5S1 - % of CTE Concentrator Graduates in Secondary Placement
Perspective: Student Achievement/Student Performance
Period: Yearly

Target Date	Target	Actual Date	Actual
6/15/2008	96	6/30/2008	91
6/15/2009	96	6/15/2009	45.6
6/16/2010	47.0%	6/16/2010	47.0%
6/30/2011	48%	6/30/2011	48.8
6/30/2012	49%	(none)	
6/30/2013	50%	(none)	
6/30/2014	52%	(none)	

Measure: [CM] 6S1 - % of CTE Participants in Programs in Non-Traditional Fields
Start Year: 2008 **Baseline:** 35.8
DOE Indicator: [CM] 6S1 - % of CTE Participants in Programs in Non-Traditional Fields
Perspective: Student Achievement/Student Performance
Period: Yearly

Target Date	Target	Actual Date	Actual
6/15/2008	38.5	6/15/2008	35.8
6/30/2009	38.5	6/30/2009	31.5

Measure: % Growth DCAS Reading Targets
Start Year: 2013 **Baseline:** TBD
DOE Indicator: (none)
Perspective: Teaching and Learning
Period: Semi-Yearly

Target Date	Target	Actual Date	Actual
12/1/2012	TBD	(none)	
6/30/2013	TBD	(none)	

Measure: % Growth DCAS Math Targets
Start Year: 2013 **Baseline:** TBD
DOE Indicator: (none)
Perspective: Teaching and Learning
Period: Semi-Yearly

Target Date	Target	Actual Date	Actual
12/1/2012	TBD	(none)	
6/30/2013	TBD	(none)	

Measure: % Growth on (ELA) District Formative & Summative assessments
Start Year: 2012 **Baseline:** TBD
DOE Indicator: (none)
Perspective: Teaching and Learning
Period: Semi-Yearly

Target Date	Target	Actual Date	Actual
2/15/2012	TBD	(none)	
6/15/2013	TBD	(none)	

Measure: % Growth on (Math) District Formative & Summative assessments
Start Year: 2012 **Baseline:** TBD
DOE Indicator: (none)
Perspective: Teaching and Learning
Period: Quarterly

Target Date	Target	Actual Date	Actual
2/15/2012	TBD	(none)	
6/30/2013	TBD	(none)	

Measure: CS Eval: % of Students that access services and succeed academically (DCAS and Local)

Start Year: 2011

Baseline: TBD

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2012	TBD	(none)	

Measure: % of students meeting or exceeding the standard in DCAS tested subjects - ELA

Start Year: 2010

Baseline: 71.8% (2010 DSTP ELA)

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
7/30/2011	55%	(none)	
6/30/2012	75%	(none)	
6/30/2013	85%	(none)	
6/30/2014	100%	(none)	

Measure: % of students meeting or exceeding the standard in DCAS tested subjects - MATH

Start Year: 2010

Baseline: 69.6% (2010 DSTP MATH)

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
7/30/2011	55%	(none)	
6/30/2012	75%	(none)	
6/30/2013	85%	(none)	
6/30/2014	100%	(none)	

Measure: % point reduction in achievement gaps on DCAS
- B/W MATH

Start Year: 2011 **Baseline:** 34.8% pt gap

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	30% pt gap (2.0-4.8%)	(none)	
6/30/2012	25% pt gap (5% pt re	(none)	
6/30/2013	20% pt gap (5% pt re	(none)	
6/30/2014	15% pt gap (5% pt re	(none)	

Measure: % point reduction in achievement gaps on DCAS
- B/W READING

Start Year: 2011 **Baseline:** 32.0% pt gap

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	30% pt gap (2.0-4.8%)	(none)	
6/30/2012	25% pt gap (5% pt re	(none)	
6/30/2013	20% pt gap (5% pt re	(none)	
6/30/2014	15% pt gap (5% pt re	(none)	

Measure: % point reduction in achievement gaps on DCAS
- H/W MATH

Start Year: 2011 **Baseline:** 24.2% pt gap

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	20% pt gap (4.2-6.0%)	(none)	
6/30/2012	17% pt gap (3% pt re	(none)	
6/30/2013	14% pt gap (3% pt re	(none)	
6/30/2014	10% pt gap (4% pt re	(none)	

Measure: % point reduction in achievement gaps on DCAS
- H/W READING

Start Year: 2011 **Baseline:** 26.0% pt gap

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	20% pt gap (4.2-6.0%)	(none)	
6/30/2012	17% pt gap (3% pt re)	(none)	
6/30/2013	14% pt gap (3% pt re)	(none)	
6/30/2014	10% pt gap (4% pt re)	(none)	

Measure: % point reduction in achievement gaps on DCAS
- ELL/Non - MATH

Start Year: 2011 **Baseline:** 19.1% pt gap

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	17% pt gap (2.1% pt)	(none)	
6/30/2012	15% pt gap (2% pt re)	(none)	
6/30/2013	12% pt gap (3% pt re)	(none)	
6/30/2014	10% pt gap (2% pt re)	(none)	

Measure: % point reduction in achievement gaps on DCAS
- ELL/Non - READING

Start Year: 2011 **Baseline:** 31.1% pt gap

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	30% pt gap (1.1% pt)	(none)	
6/30/2012	25% pt gap (5% pt re)	(none)	
6/30/2013	20% pt gap (5% pt re)	(none)	
6/30/2014	15% pt gap (5% pt re)	(none)	

Measure: % point reduction in achievement gaps on DCAS MATH - SPED/Non

Start Year: 2011

Baseline: 53.1 % pt gap

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	50% pt gap (2.2-3.1%)	(none)	
6/30/2012	45% pt gap (5% pt re	(none)	
6/30/2013	40% pt gap (5% pt re	(none)	
6/30/2014	35% pt gap (5% pt re	(none)	

Measure: % point reduction in achievement gaps on DCAS READING - SPED/Non

Start Year: 2011

Baseline: 52.2% pt gap

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	50% pt gap (2.2-3.1%)	(none)	
6/30/2012	45% pt gap (5% pt re	(none)	
6/30/2013	40% pt gap (5% pt re	(none)	
6/30/2014	35% pt gap (5% pt re	(none)	

Measure: % point reduction in achievement gaps on DCAS READING - LI/Non

Start Year: 2011

Baseline: 29.1% pt gap

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	25% pt gap (4.1-4.3%)	(none)	
6/30/2012	20% pt gap (5% pt re	(none)	
6/30/2013	15% pt gap (5% pt re	(none)	
6/30/2014	12% pt gap (3% pt re	(none)	

Measure: % point reduction in achievement gaps on DCAS MATH - LI/Non

Start Year: 2011 **Baseline:** 29.3% pt gap

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Monthly

Target Date	Target	Actual Date	Actual
6/30/2011	25% pt gap (4.1-4.3%)	(none)	
6/30/2012	20% pt gap (5% pt re	(none)	
6/30/2013	15% pt gap (5% pt re	(none)	
6/30/2014	12% pt gap (5% pt re	(none)	

Measure: NCLB graduation rate

Start Year: 2011 **Baseline:** With charters: 87.0%/ without charters: 82.5%

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
12/30/2011	W/charters:88%; w/o:	(none)	
12/30/2012	W/charters:89%;w/o:	(none)	
12/30/2013	W/charters:90%;w/o:	(none)	
12/30/2014	W/charters:90%;w/o:	(none)	

Measure: SAT Performance: Mean

Start Year: 2011 **Baseline:** Reading: 483/Math: 484/Writing: 465

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
12/30/2011	R:460; M:460; W:440	(none)	
12/30/2012	R:480; M:480; W:460	(none)	
12/30/2013	R:490; M:490; W:470	(none)	
12/30/2014	R:500; M:500; W:480	(none)	

Measure: Number of schools meeting or exceeding AYP targets
Start Year: 2010 **Baseline:** 10 schools
DOE Indicator: (none)
Perspective: Student Achievement/Student Performance
Period: Yearly

Target Date	Target	Actual Date	Actual
9/1/2012	Increase by 2 school	(none)	
9/1/2013	Increase by 2 school	(none)	
9/1/2014	Increase by 2 school	(none)	

Measure: Increase in the number of AP exam takers
Start Year: 2010 **Baseline:** 1,017
DOE Indicator: (none)
Perspective: Student Achievement/Student Performance
Period: Yearly

Target Date	Target	Actual Date	Actual
8/1/2011	1,050	(none)	
8/1/2012	1,075	(none)	
8/1/2013	1,100	(none)	
8/1/2014	1,125	(none)	

Measure: % of AP exams scoring 3+
Start Year: 2010 **Baseline:** 49.4%
DOE Indicator: (none)
Perspective: Student Achievement/Student Performance
Period: Yearly

Target Date	Target	Actual Date	Actual
9/1/2011	51%	(none)	
9/1/2012	55%	(none)	
9/1/2013	57%	(none)	
9/1/2014	60%	(none)	

Measure: Mean score on district common exams(e.g., end of course exams aligned to standards)

Start Year: 2011

Baseline: EL9: 65%;EL10: 60.5%;US:59.9%;Wld:57%;PhS:51.4%;Bi

Target Date	Target	Actual Date	Actual
7/30/2011	65%	(none)	
7/30/2012	70%	(none)	
7/30/2013	75%	(none)	
7/30/2014	80%	(none)	

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Measure: % of students reaching the Benchmark level on DIBELS

Start Year: 2011

Baseline: K: 84%; Gr1: 73%

Target Date	Target	Actual Date	Actual
7/30/2011	K: 87%; Gr1: 75%	(none)	
7/30/2012	K: 90%; Gr1: 80%	(none)	
7/30/2013	K: 92%; Gr1: 90%	(none)	
7/30/2014	K: 95%; Gr1: 95%	(none)	

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Measure: College enrollment rate

Start Year: 2010

Baseline: 58.6%

Target Date	Target	Actual Date	Actual
7/30/2011	60%	(none)	
7/30/2012	63%	(none)	
7/30/2013	67%	(none)	
7/30/2014	70%	(none)	

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Measure: College retention rate
Start Year: 2010 **Baseline:** 80.0%
DOE Indicator: (none)
Perspective: Student Achievement/Student Performance
Period: Yearly

Target Date	Target	Actual Date	Actual
7/30/2011	81%	(none)	
7/30/2012	82%	(none)	
7/30/2013	83%	(none)	
7/30/2014	85%	(none)	

Measure: % of IB participants who attain the IB diploma
Start Year: 2012 **Baseline:** tbd
DOE Indicator: (none)
Perspective: Student Achievement/Student Performance
Period: Yearly

Target Date	Target	Actual Date	Actual
7/30/2013	TBD	(none)	
7/30/2014	TBD	(none)	

Objective 1.2: DDOE Objective 2: Drive college access and 21st century career preparation for all students

Need(s) Influenced by this Objective:

Strategy(s):

- 1 DDOE Strategy 3. Integrate and promote systemwide practices that prepare students to access, enter and complete post-secondary education.
- 2 DDOE Strategy 4: Establish and align 21st century career pathways throughout the student experience
- 3 Strategy 7: Establish partnerships with Higher Ed. And Community

Measure(s):

There are no measures associated with this objective.

Goal 2: DDOE Goal 2: Achieve measurable outcomes for students via a culture of data-driven decision-making and accountability, which includes stakeholder collaboration around student success.

Objective 2.1: DDOE Objective 3: Bolster capacity to analyze and utilize information to make data-driven decisions

Need(s) Influenced by this Objective:

Strategy(s):

- 1 DDOE Strategy 5: Establish professional learning communities focused on data-driven decision-making
- 2 Strategy 9: Establish instructional leadership positions focused on supporting a data-driven, results oriented environment

Measure(s):

Measure: % Growth DCAS Reading Targets
Start Year: 2013 **Baseline:** TBD
DOE Indicator: (none)
Perspective: Teaching and Learning
Period: Semi-Yearly

Target Date	Target	Actual Date	Actual
12/1/2012	TBD	(none)	
6/30/2013	TBD	(none)	

Measure: % Growth DCAS Math Targets
Start Year: 2013 **Baseline:** TBD
DOE Indicator: (none)
Perspective: Teaching and Learning
Period: Semi-Yearly

Target Date	Target	Actual Date	Actual
12/1/2012	TBD	(none)	
6/30/2013	TBD	(none)	

Measure: % Growth on (ELA) District Formative & Summative assessments

Start Year: 2012 **Baseline:** TBD

DOE Indicator: (none)

Perspective: Teaching and Learning

Period: Semi-Yearly

Target Date	Target	Actual Date	Actual
2/15/2012	TBD	(none)	
6/15/2013	TBD	(none)	

Measure: % Growth on (Math) District Formative & Summative assessments

Start Year: 2012 **Baseline:** TBD

DOE Indicator: (none)

Perspective: Teaching and Learning

Period: Quarterly

Target Date	Target	Actual Date	Actual
2/15/2012	TBD	(none)	
6/30/2013	TBD	(none)	

Measure: % of Middle/grade students with AP potential (all bldgs)

Start Year: 2011 **Baseline:** 0

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	Top 10% from each 8t	(none)	
6/30/2012	Top 10% from each 7t	(none)	
6/30/2013	Top 10% from each 6t	(none)	
6/30/2014	Top 10% from each 6t	(none)	

Measure: % participation of students taking the SAT
Start Year: 2011 **Baseline:** 0
DOE Indicator: (none)
Perspective: Student Achievement/Student Performance
Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2013	5% increase	(none)	
6/30/2012	5% increase	(none)	

Measure: % of teachers utilizing the I-Tracker Pro system
Start Year: 2011 **Baseline:** TBD
DOE Indicator: (none)
Perspective: Student Achievement/Student Performance
Period: Yearly

Target Date	Target	Actual Date	Actual
7/30/2011	10% increase over ba	(none)	
7/30/2012	15% increase over ba	(none)	
7/30/2013	20% increase over ba	(none)	
7/30/2014	25% increase over ba	(none)	

Measure: % of teachers self-reporting that they use student data to identify and address student learning need
Start Year: 2011 **Baseline:** tbd
DOE Indicator: (none)
Perspective: Student Achievement/Student Performance
Period: Yearly

Target Date	Target	Actual Date	Actual
7/30/2011	10% increase over ba	(none)	
7/30/2012	15% increase over ba	(none)	
7/30/2013	20% increase over ba	(none)	
7/30/2014	25% increase over ba	(none)	

Measure: % of teachers self-reporting that they collaborate with colleagues on student data

Start Year: 2011 **Baseline:** tbd

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
7/30/2011	10% increase over ba	(none)	
7/30/2012	15% increase over ba	(none)	
7/30/2013	20% increase over ba	(none)	
7/30/2014	25% increase over ba	(none)	

Measure: % of teachers who are proficient at analyzing student data according to principals, SDTCs, and data

Start Year: 2011 **Baseline:** TBD

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
7/30/2011	10% increase over ba	(none)	
7/30/2012	15% increase over ba	(none)	
7/30/2013	20% increase over ba	(none)	
7/30/2014	25% increase over ba	(none)	

Measure: % of teachers improving practice w/ analyzing student data acc to principals, SDTCs, & data coaches

Start Year: 2011 **Baseline:** TBD

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Monthly

Target Date	Target	Actual Date	Actual
7/30/2011	10% increase over ba	(none)	
7/30/2012	15% increase over ba	(none)	
7/30/2013	20% increase over ba	(none)	
7/30/2014	25% increase over ba	(none)	

Measure: % of educators satisfied with data trainings and collaborative data meetings

Start Year: 2011 **Baseline:** tbd

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
7/30/2011	10% increase over ba	(none)	
7/30/2012	15% increase over ba	(none)	
7/30/2013	20% increase over ba	(none)	
7/30/2014	25% increase over ba	(none)	

Measure: Satisfaction among longitudinal data system users

Start Year: 2011 **Baseline:** tbd

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
7/30/2011	10% increase over ba	(none)	
7/30/2012	15% increase over ba	(none)	
7/30/2013	20% increase over ba	(none)	
7/30/2014	25% increase over ba	(none)	

Objective 2.2: DDOE Objective 4. Develop performance management systems for schools, educators, students, and stakeholders.

Need(s) Influenced by this Objective:

Strategy(s):

1 DDOE Strategy 6. Ensure data quality, availability and access for all key stakeholders of the LEA.

Measure(s):

Measure: % Growth DCAS Reading Targets

Start Year: 2013 **Baseline:** TBD

DOE Indicator: (none)

Perspective: Teaching and Learning

Period: Semi-Yearly

Target Date	Target	Actual Date	Actual
12/1/2012	TBD	(none)	
6/30/2013	TBD	(none)	

Measure: % Growth DCAS Math Targets

Start Year: 2013 **Baseline:** TBD

DOE Indicator: (none)

Perspective: Teaching and Learning

Period: Semi-Yearly

Target Date	Target	Actual Date	Actual
12/1/2012	TBD	(none)	
6/30/2013	TBD	(none)	

Measure: % Growth on (ELA) District Formative & Summative assessments

Start Year: 2012 **Baseline:** TBD

DOE Indicator: (none)

Perspective: Teaching and Learning

Period: Semi-Yearly

Target Date	Target	Actual Date	Actual
2/15/2012	TBD	(none)	
6/15/2013	TBD	(none)	

Measure: % Growth on (Math) District Formative & Summative assessments

Start Year: 2012 **Baseline:** TBD

DOE Indicator: (none)

Perspective: Teaching and Learning

Period: Quarterly

Target Date	Target	Actual Date	Actual
2/15/2012	TBD	(none)	
6/30/2013	TBD	(none)	

Measure: % of elementary grade students with AP potential (all bldgs)

Start Year: 2011 **Baseline:** 0

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	Top 10% from each 5t	(none)	
6/30/2012	Top 10% from each 4t	(none)	
6/30/2013	Top 10% from each 4t	(none)	
6/30/2014	Top 10% from each 4t	(none)	

Measure: % of students meeting or exceeding the standard in DCAS tested subjects - ELA

Start Year: 2010 **Baseline:** 71.8% (2010 DSTP ELA)

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
7/30/2011	55%	(none)	
6/30/2012	75%	(none)	
6/30/2013	85%	(none)	
6/30/2014	100%	(none)	

Measure: % of students meeting or exceeding the standard in DCAS tested subjects - MATH

Start Year: 2010 **Baseline:** 69.6% (2010 DSTP MATH)

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
7/30/2011	55%	(none)	
6/30/2012	75%	(none)	
6/30/2013	85%	(none)	
6/30/2014	100%	(none)	

Measure: % point reduction in achievement gaps on DCAS - B/W MATH

Start Year: 2011 **Baseline:** 34.8% pt gap

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	30% pt gap (2.0-4.8%)	(none)	
6/30/2012	25% pt gap (5% pt re)	(none)	
6/30/2013	20% pt gap (5% pt re)	(none)	
6/30/2014	15% pt gap (5% pt re)	(none)	

Measure: % point reduction in achievement gaps on DCAS - B/W READING

Start Year: 2011 **Baseline:** 32.0% pt gap

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	30% pt gap (2.0-4.8%)	(none)	
6/30/2012	25% pt gap (5% pt re)	(none)	
6/30/2013	20% pt gap (5% pt re)	(none)	
6/30/2014	15% pt gap (5% pt re)	(none)	

Measure: % point reduction in achievement gaps on DCAS - H/W MATH

Start Year: 2011

Baseline: 24.2% pt gap

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	20% pt gap (4.2-6.0%)	(none)	
6/30/2012	17% pt gap (3% pt re)	(none)	
6/30/2013	14% pt gap (3% pt re)	(none)	
6/30/2014	10% pt gap (4% pt re)	(none)	

Measure: % point reduction in achievement gaps on DCAS - H/W READING

Start Year: 2011

Baseline: 26.0% pt gap

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	20% pt gap (4.2-6.0%)	(none)	
6/30/2012	17% pt gap (3% pt re)	(none)	
6/30/2013	14% pt gap (3% pt re)	(none)	
6/30/2014	10% pt gap (4% pt re)	(none)	

Measure: % point reduction in achievement gaps on DCAS - ELL/Non - MATH

Start Year: 2011

Baseline: 19.1% pt gap

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	17% pt gap (2.1% pt)	(none)	
6/30/2012	15% pt gap (2% pt re)	(none)	
6/30/2013	12% pt gap (3% pt re)	(none)	
6/30/2014	10% pt gap (2% pt re)	(none)	

Measure: % point reduction in achievement gaps on DCAS
- ELL/Non - READING

Start Year: 2011 **Baseline:** 31.1% pt gap

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	30% pt gap (1.1% pt)	(none)	
6/30/2012	25% pt gap (5% pt re)	(none)	
6/30/2013	20% pt gap (5% pt re)	(none)	
6/30/2014	15% pt gap (5% pt re)	(none)	

Measure: % point reduction in achievement gaps on DCAS
MATH - SPED/Non

Start Year: 2011 **Baseline:** 53.1 % pt gap

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	50% pt gap (2.2-3.1%)	(none)	
6/30/2012	45% pt gap (5% pt re)	(none)	
6/30/2013	40% pt gap (5% pt re)	(none)	
6/30/2014	35% pt gap (5% pt re)	(none)	

Measure: % point reduction in achievement gaps on DCAS
READING - SPED/Non

Start Year: 2011 **Baseline:** 52.2% pt gap

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	50% pt gap (2.2-3.1%)	(none)	
6/30/2012	45% pt gap (5% pt re)	(none)	
6/30/2013	40% pt gap (5% pt re)	(none)	
6/30/2014	35% pt gap (5% pt re)	(none)	

Measure: % point reduction in achievement gaps on DCAS
READING - LI/Non

Start Year: 2011 **Baseline:** 29.1% pt gap

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	25% pt gap (4.1-4.3%)	(none)	
6/30/2012	20% pt gap (5% pt re	(none)	
6/30/2013	15% pt gap (5% pt re	(none)	
6/30/2014	12% pt gap (3% pt re	(none)	

Measure: % point reduction in achievement gaps on DCAS
MATH - LI/Non

Start Year: 2011 **Baseline:** 29.3% pt gap

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Monthly

Target Date	Target	Actual Date	Actual
6/30/2011	25% pt gap (4.1-4.3%)	(none)	
6/30/2012	20% pt gap (5% pt re	(none)	
6/30/2013	15% pt gap (5% pt re	(none)	
6/30/2014	12% pt gap (5% pt re	(none)	

Measure: % of teachers who receive a “satisfactory” or
“effective” on DPAS II

Start Year: 2011 **Baseline:** TBD

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2012	100%	(none)	
6/30/2013	100%	(none)	
6/30/2014	100%	(none)	

Measure: % of administrators who receive a “satisfactory” or “effective” on DPAS II

Start Year: 2011

Baseline: TBD

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2012	100%	(none)	
6/30/2013	100%	(none)	
6/30/2014	100%	(none)	

Measure: Number of schools meeting or exceeding AYP targets

Start Year: 2010

Baseline: 10 schools

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
9/1/2012	Increase by 2 school	(none)	
9/1/2013	Increase by 2 school	(none)	
9/1/2014	Increase by 2 school	(none)	

Measure: % of students reaching the Benchmark level on DIBELS

Start Year: 2011

Baseline: K: 84%; Gr1: 73%

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
7/30/2011	K: 87%; Gr1: 75%	(none)	
7/30/2012	K: 90%; Gr1: 80%	(none)	
7/30/2013	K: 92%; Gr1: 90%	(none)	
7/30/2014	K: 95%; Gr1: 95%	(none)	

Goal 3: DDOE Goal 3. Achieve goals and objectives concerning educator effectiveness via a deep focus on talent acquisition, education evaluation and development, prioritizing work across all elements of the talent cultivation and management spectrum.

Objective 3.1: DDOE Objective 5. Differentiate supports, roles and accountability amongst educators based upon performance.

Need(s) Influenced by this Objective:

Strategy(s):

- 1 DDOE Strategy 7. Maximize educator evaluation as a primary tool for instructional improvement and talent management.
- 2 DDOE Strategy 8. Utilize the results of educator evaluations as a primary factor in educator development, placement, promotion, advancement, retention and removal.
- 3 DDOE Strategy 9. Individualize professional development services and offerings.

Measure(s):

Measure: % of teachers who receive a “satisfactory” or “effective” on DPAS II

Start Year: 2011

Baseline: TBD

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2012	100%	(none)	
6/30/2013	100%	(none)	
6/30/2014	100%	(none)	

Measure: % of administrators who receive a “satisfactory” or “effective” on DPAS II

Start Year: 2011

Baseline: TBD

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2012	100%	(none)	
6/30/2013	100%	(none)	
6/30/2014	100%	(none)	

Measure: Number of teachers completing NBCT

Start Year: 2010

Baseline: 53

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	73	(none)	
6/30/2012	93	(none)	
6/30/2013	113	(none)	
6/30/2014	133	(none)	

Objective 3.2: DDOE Objective 6. Cultivate and assess aspiring and novice educators based upon program, role and potential.

Need(s) Influenced by this Objective:

Strategy(s):

- 1 DDOE Strategy 10. Recruit top talent based upon forecasted projections, program performance, program partnerships and rigorous selection.
- 2 DDOE Strategy 11. Create comprehensive educator induction and succession planning with a focus on teacher-leadership.

Measure(s):

Measure: % of teachers who receive a “satisfactory” or “effective” on DPAS II
Start Year: 2011 **Baseline:** TBD
DOE Indicator: (none)
Perspective: Student Achievement/Student Performance
Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2012	100%	(none)	
6/30/2013	100%	(none)	
6/30/2014	100%	(none)	

Measure: % of administrators who receive a “satisfactory” or “effective” on DPAS II
Start Year: 2011 **Baseline:** TBD
DOE Indicator: (none)
Perspective: Student Achievement/Student Performance
Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2012	100%	(none)	
6/30/2013	100%	(none)	
6/30/2014	100%	(none)	

Goal 4: DDOE Goal 4. Dramatically accelerate achievement and improve outcomes for all students with deep support for the lowest-achieving schools within an LEA.

Objective 4.1: DDOE Objective 7. Provide deep support to the lowest-achieving schools.

Need(s) Influenced by this Objective:

Strategy(s):

- 1 DDOE Strategy 12. Transform selected schools via the state-approved processes for turning around schools selected as “Priority,” “Focus,” etc.
- 2 DDOE Strategy 13. Increase investments from Goals 1, 2 and 3 in the lowest-performing schools, redoubling resources and attention for the highest-need schools and populations.
- 3 DDOE Strategy 14. Engage families and communities effectively in supporting the academic success of students in the lowest-performing schools.

Measure(s):

Measure: [CM] Out-of-School Suspension Rate (All Students)
Start Year: 2007 **Baseline:** 18.1
DOE Indicator: [CM] Out-of-School Suspension Rate (All Students)
Perspective: Student Achievement/Student Performance
Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2008	12.8	6/30/2008	18.8
6/30/2009	12.8	6/30/2009	18.9
6/30/2010	12.8	6/30/2010	20.5
9/1/2011	18	9/1/2011	14.3
9/1/2012	16	(none)	
9/1/2013	14	(none)	
9/1/2014	12.8	(none)	

Measure: Out-of-School Suspension Rate (Spec Ed Students)
Start Year: 2008 **Baseline:** 23.8
DOE Indicator: (none)
Perspective: Student Achievement/Student Performance
Period: Yearly

Target Date	Target	Actual Date	Actual
6/15/2009	12.8	6/15/2009	26.2
6/15/2010	12.8	6/15/2010	24.1
9/1/2011	18	(none)	
9/1/2012	16	(none)	
9/1/2013	14	(none)	
9/1/2014	12.8	(none)	

Measure: [CM] Percent of children with IEPs aged 6 through 21 inside regular class 80%+ of day
Start Year: 2007 **Baseline:** 23.4
DOE Indicator: [CM] Percent of children with IEPs aged 6 through 21 inside regular class 80%+ of day
Perspective: Student Achievement/Student Performance
Period: Yearly

Target Date	Target	Actual Date	Actual
3/30/2008	56	3/30/2008	24.5
3/30/2009	59	3/30/2009	27.1
3/30/2010	62	3/30/2010	37.2

Measure: % of resolved findings related to state audits
Start Year: 2010 **Baseline:** 100%
DOE Indicator: (none)
Perspective: District/School Processes
Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2010	100%	4/30/2010	100%
6/30/2011	100%	(none)	

Measure: Attendance rate
Start Year: 2010 **Baseline:** 93.6%
DOE Indicator: (none)
Perspective: Student Achievement/Student Performance
Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	94%	(none)	
6/30/2012	94.5%	(none)	
6/30/2013	95%	(none)	
6/30/2014	95%	(none)	

Measure: % of students meeting or exceeding the standard in DCAS tested subjects - ELA
Start Year: 2010 **Baseline:** 71.8% (2010 DSTP ELA)
DOE Indicator: (none)
Perspective: Student Achievement/Student Performance
Period: Yearly

Target Date	Target	Actual Date	Actual
7/30/2011	55%	(none)	
6/30/2012	75%	(none)	
6/30/2013	85%	(none)	
6/30/2014	100%	(none)	

Measure: % of students meeting or exceeding the standard in DCAS tested subjects - MATH

Start Year: 2010

Baseline: 69.6% (2010 DSTP MATH)

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
7/30/2011	55%	(none)	
6/30/2012	75%	(none)	
6/30/2013	85%	(none)	
6/30/2014	100%	(none)	

Measure: Maintain favorable parent satisfaction with the district's communication practices

Start Year: 2011

Baseline: Avg 4.13 on 5-pt scale

DOE Indicator: (none)

Perspective: District/School Processes

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2012	4.0 or higher	(none)	
6/30/2013	4.0 or higher	(none)	
6/30/2014	4.0 or higher	(none)	

Measure: Increase in return rate of district's annual parent survey

Start Year: 2011

Baseline: TBD

DOE Indicator: (none)

Perspective: Community

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2012	5 % increase over ba	(none)	
6/30/2013	5 % increase over ba	(none)	
6/30/2014	5 % increase over ba	(none)	

Measure: % point reduction in achievement gaps on DCAS
- B/W MATH

Start Year: 2011 **Baseline:** 34.8% pt gap

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	30% pt gap (2.0-4.8%)	(none)	
6/30/2012	25% pt gap (5% pt re	(none)	
6/30/2013	20% pt gap (5% pt re	(none)	
6/30/2014	15% pt gap (5% pt re	(none)	

Measure: % point reduction in achievement gaps on DCAS
- B/W READING

Start Year: 2011 **Baseline:** 32.0% pt gap

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	30% pt gap (2.0-4.8%)	(none)	
6/30/2012	25% pt gap (5% pt re	(none)	
6/30/2013	20% pt gap (5% pt re	(none)	
6/30/2014	15% pt gap (5% pt re	(none)	

Measure: % point reduction in achievement gaps on DCAS
- H/W MATH

Start Year: 2011 **Baseline:** 24.2% pt gap

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	20% pt gap (4.2-6.0%)	(none)	
6/30/2012	17% pt gap (3% pt re	(none)	
6/30/2013	14% pt gap (3% pt re	(none)	
6/30/2014	10% pt gap (4% pt re	(none)	

Measure: % point reduction in achievement gaps on DCAS
- H/W READING

Start Year: 2011 **Baseline:** 26.0% pt gap

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	20% pt gap (4.2-6.0%)	(none)	
6/30/2012	17% pt gap (3% pt re)	(none)	
6/30/2013	14% pt gap (3% pt re)	(none)	
6/30/2014	10% pt gap (4% pt re)	(none)	

Measure: % point reduction in achievement gaps on DCAS
- ELL/Non - MATH

Start Year: 2011 **Baseline:** 19.1% pt gap

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	17% pt gap (2.1% pt)	(none)	
6/30/2012	15% pt gap (2% pt re)	(none)	
6/30/2013	12% pt gap (3% pt re)	(none)	
6/30/2014	10% pt gap (2% pt re)	(none)	

Measure: % point reduction in achievement gaps on DCAS
- ELL/Non - READING

Start Year: 2011 **Baseline:** 31.1% pt gap

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	30% pt gap (1.1% pt)	(none)	
6/30/2012	25% pt gap (5% pt re)	(none)	
6/30/2013	20% pt gap (5% pt re)	(none)	
6/30/2014	15% pt gap (5% pt re)	(none)	

Measure: % point reduction in achievement gaps on DCAS MATH - SPED/Non

Start Year: 2011

Baseline: 53.1 % pt gap

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	50% pt gap (2.2-3.1%)	(none)	
6/30/2012	45% pt gap (5% pt re	(none)	
6/30/2013	40% pt gap (5% pt re	(none)	
6/30/2014	35% pt gap (5% pt re	(none)	

Measure: % point reduction in achievement gaps on DCAS READING - SPED/Non

Start Year: 2011

Baseline: 52.2% pt gap

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	50% pt gap (2.2-3.1%)	(none)	
6/30/2012	45% pt gap (5% pt re	(none)	
6/30/2013	40% pt gap (5% pt re	(none)	
6/30/2014	35% pt gap (5% pt re	(none)	

Measure: % point reduction in achievement gaps on DCAS READING - LI/Non

Start Year: 2011

Baseline: 29.1% pt gap

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	25% pt gap (4.1-4.3%)	(none)	
6/30/2012	20% pt gap (5% pt re	(none)	
6/30/2013	15% pt gap (5% pt re	(none)	
6/30/2014	12% pt gap (3% pt re	(none)	

Measure: % point reduction in achievement gaps on DCAS MATH - LI/Non
Start Year: 2011 **Baseline:** 29.3% pt gap
DOE Indicator: (none)
Perspective: Student Achievement/Student Performance
Period: Monthly

Target Date	Target	Actual Date	Actual
6/30/2011	25% pt gap (4.1-4.3%)	(none)	
6/30/2012	20% pt gap (5% pt re)	(none)	
6/30/2013	15% pt gap (5% pt re)	(none)	
6/30/2014	12% pt gap (5% pt re)	(none)	

Measure: % of families accessing services in community schools
Start Year: 2011 **Baseline:** TBD
DOE Indicator: (none)
Perspective: Student Achievement/Student Performance
Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	10% increase over ba	(none)	
6/30/2012	15% increase over ba	(none)	
6/30/2013	20% increase over ba	(none)	
6/30/2014	25% increase over ba	(none)	

Measure: Warner Focus School Composite Growth (ELA/Math) - Low Income
Start Year: 2012 **Baseline:** 20.6
DOE Indicator: (none)
Perspective: Teaching and Learning
Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2012	27.2%	7/1/2012	36.5%
6/30/2013	33.8%	(none)	
6/30/2014	40.5%	(none)	
6/30/2015	47.1%	(none)	
6/30/2016	53.7%	(none)	
6/30/2017	60.3%	(none)	

Measure: Warner Focus School Composite Growth (ELA/Math) - African American

Start Year: 2011 **Baseline:** 22.6

DOE Indicator: (none)

Perspective: Teaching and Learning

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2012	28.8%	7/1/2012	34.5%
6/30/2013	35.3%	(none)	
6/30/2014	41.8%	(none)	
6/30/2015	48.3%	(none)	
6/30/2016	54.7%	(none)	
6/30/2017	61.2%	(none)	

Measure: Warner Focus School Composite Growth (ELA/Math) - SWD

Start Year: 2011 **Baseline:** 1.2%

DOE Indicator: (none)

Perspective: Teaching and Learning

Period: Monthly

Target Date	Target	Actual Date	Actual
6/30/2012	9.4%	7/1/2012	6%
6/30/2013	17.6%	(none)	
6/30/2014	25.9%	(none)	
6/30/2015	34.1%	(none)	
6/30/2016	42.3%	(none)	
6/30/2017	50.6%	(none)	

Measure: Baltz Focus School Composite Growth (ELA/Math) - Hispanic

Start Year: 2011 **Baseline:** 30.8%

DOE Indicator: (none)

Perspective: Teaching and Learning

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2012	36.6%	7/1/2012	44.5%
6/30/2013	42.3%	(none)	
6/30/2014	48.1%	(none)	
6/30/2015	53.9%	(none)	
6/30/2016	59.6%	(none)	
6/30/2017	65.4%	(none)	

Measure: AIMS Focus School - Community-Based Partners satisfaction survey No measure details are defined for this measure.
Start Year: 2013 **Baseline:** TBD
DOE Indicator: (none)
Perspective: Teaching and Learning
Period: Yearly

Measure: AIMS Focus School - CBP meetings and/or workshops for parents of AIMS children No measure details are defined for this measure.
Start Year: 2013 **Baseline:** TBD
DOE Indicator: (none)
Perspective: Connections to Learning
Period: Semi-Yearly

Measure: Baltz Focus School - FCT services provided for parents of Baltz children No measure details are defined for this measure.
Start Year: 2013 **Baseline:** TBD
DOE Indicator: (none)
Perspective: Connections to Learning
Period: Monthly

Measure: Warner Focus School - # of children served by BioAssessments LLC who show growth No measure details are defined for this measure.
Start Year: 2013 **Baseline:** TBD
DOE Indicator: (none)
Perspective: Connections to Learning
Period: Semi-Yearly

Measure: Percentage of Highly Effective educators in High-Needs schools vs. Non-High-Needs schools.

No measure details are defined for this measure.

Start Year: 2015

Baseline: TBD

DOE Indicator: (none)

Perspective: Teaching and Learning

Period: Yearly

Objective 4.2: PZ Objective 1: To improve student learning by delivering rigorous, relevant and aligned curriculum, instruction and assessment

Need(s) Influenced by this Objective:

1	<i>Student Need</i>	(Low Income Students) Students need to demonstrate proficiency toward meeting the State ELA standards.
2	<i>Student Need</i>	(Special Education students) Increase reading scores of targeted identified special education students. The student group needs to meet the accountability score across all grade levels, meeting safe harbor in elementary and high school but not in middle school, as established by their prioritized grade level expectations ("meets the standard"). The following were identified as critical instructional needs: Determining meaning by reading more carefully to retell or restate information from the text, Interpreting meaning by drawing conclusions about the central ideas in a text and understanding why a text was written and extending meaning by drawing conclusions and using critical thinking to connect and synthesize information within and across text, ideas, and concepts.
3	<i>Student Need</i>	(LEP Students) Increase reading scores of targeted identified Language English Language Proficiency (LEP) students. The student group needs to meet the accountability score across all grade levels, meeting safe harbor in elementary and high school but not in middle school, as established by their prioritized grade level expectations ("meets the standard)." The following were identified as critical instructional needs: Determining meaning by reading more carefully to retell or restate information from the text, Interpreting meaning by drawing conclusions about the central ideas in a text and understanding why a text was written and extending meaning by drawing conclusions and using critical thinking to connect and synthesize information within and across text, ideas, and concepts.
4	<i>Student Need</i>	(African American Pupils) Increase reading scores of targeted African American students. The student group needs to meet the accountability score across all grade levels; meeting safe harbor in elementary and meeting the target in high school but not in middle school, as established by their prioritized grade level expectations ("meets the standard"). The following were identified as critical instructional needs: Determining meaning by reading more carefully to retell or restate information from the text, Interpreting meaning by drawing conclusions about the central ideas in a text and understanding why a text was written and extending meaning by drawing conclusions and using critical thinking to connect and synthesize information within and across text, ideas, and concepts.

5	<i>Student Need</i>	(Low Income Pupils) Increase reading scores of targeted low income students. The student group needs to meet the accountability score across all grade levels; meeting safe harbor in elementary and meeting the target in high school but not in middle school, as established by their prioritized grade level expectations ("meets the standard"). The following were identified as critical instructional needs: Determining meaning by reading more carefully to retell or restate information from the text, Interpreting meaning by drawing conclusions about the central ideas in a text and understanding why a text was written and extending meaning by drawing conclusions and using critical thinking to connect and synthesize information within and across text, ideas, and concepts.
6	<i>Student Need</i>	(Special Education Students) Increase Math scores of targeted identified special education students. The student group needs to meet the accountability score across all grade levels, meeting safe harbor in high school but missing the target in both elementary and middle school, as established by their prioritized grade level expectations ("meets the standard"). The following were identified as critical instructional needs: Using appropriate computation strategies with understanding (including time and weight), modeling fractions and decimals with situations and pictures, using algebraic reasoning, using basic number properties such as even/odd, multiplication concepts, and writing or describing a simple rule, recognizing and extending a variety of patterns, analyzing properties of simple geometric figures (including angle classification), measuring length or finding the area of simple figures, reading, constructing, and interpreting simple statistical graphs, determining the likelihood of simple events using mathematical reasoning to solve multi-step problems and communicating mathematical arguments.
7	<i>Student Need</i>	(Hispanic Students) Increase Math scores of targeted Hispanic students. The student group needs to meet the accountability score across all grade levels, meeting safe harbor in elementary and high school but not in middle school, as established by their prioritized grade level expectations ("meets the standard"). The following were identified as critical instructional needs: Using appropriate computation strategies with understanding (including time and weight), modeling fractions and decimals with situations and pictures, using algebraic reasoning, using basic number properties such as even/odd, multiplication concepts, and writing or describing a simple rule, recognizing and extending a variety of patterns, analyzing properties of simple geometric figures (including angle classification), measuring length or finding the area of simple figures, reading, constructing, and interpreting simple statistical graphs, determining the likelihood of simple events using mathematical reasoning to solve multi-step problems and communicating mathematical arguments.

8	<i>Student Need</i>	(Low Income Students) Increase Math scores of targeted identified low income students. The student group needs to meet the accountability score across all grade levels, meeting safe harbor in elementary and high school but not in middle school, as established by their prioritized grade level expectations ("meets the standard"). The following were identified as critical instructional needs: Using appropriate computation strategies with understanding (including time and weight), modeling fractions and decimals with situations and pictures, using algebraic reasoning, using basic number properties such as even/odd, multiplication concepts, and writing or describing a simple rule, recognizing and extending a variety of patterns, analyzing properties of simple geometric figures (including angle classification), measuring length or finding the area of simple figures, reading, constructing, and interpreting simple statistical graphs, determining the likelihood of simple events using mathematical reasoning to solve multi-step problems and communicating mathematical arguments.
9	<i>Student Need</i>	(Incoming Kindergarten - 2nd grade students) Kindergarten children in targeted schools display learning needs and inexperience with structure and standards based learning.
10	<i>Staff & Community Need</i>	(Staff implementing the transformation model) Students need to demonstrate proficiency toward meeting the State ELA and math standards across grade levels.

Strategy(s):

- 1 PZ Strategy 1.1: Provide ongoing, high-quality, job-embedded professional development targeting the school's needs
- 2 PZ Strategy 1.2: Use data to identify and implement an instructional program that is research-based, vertically aligned, and aligned with state standards
- 3 PZ Strategy 1.3: Promote continuous use of student data (incl. formative, interim, summative to inform and differentiate instruction)
- 4 PZ Strategy 1.4: Use technology-based supports and interventions as part of the instructional program

Measure(s):

There are no measures associated with this objective.

Objective 4.3: PZ Objective 2: To accelerate student achievement by recruiting, developing, and retaining great teachers and leaders

Need(s) Influenced by this Objective:

1	<i>Staff & Community Need</i>	(Instructional Staff) Hire and maintain Highly effective teachers
2	<i>Staff & Community Need</i>	(Professional Staff) Participate in activities to explore, modify and implement with success with similar populations.
3	<i>Staff & Community Need</i>	(School Administration) Increase teacher effectiveness in classrooms and provide leadership in continuous improvement of instruction.
4	<i>Staff & Community Need</i>	(Instructional Staff) Classrooms need effective management strategies and promotion of understanding, tolerance, and acceptance of diversity in the educational environment
5	<i>Staff & Community Need</i>	(All instructional staff) All teachers K-12 need professional development in translating state standards into classroom lesson, appropriate instructional methodology and assessments.
6	<i>Staff & Community Need</i>	(Red Clay PZ School Marbrook) To use resources to promote a school culture that compliments the diverse skill of staff and the needs of the school community
7	<i>Staff & Community Need</i>	(Red Clay Focus School Warner) To use time and human resources to use time and operations to promote a culture of literacy and responds to the needs of the school community

Strategy(s):

- 1 PZ Strategy 2.1: Replace the principal/Support new leader as a part of a broader reform effort
- 2 PZ Strategy 2.2: Use a rigorous, transparent, equitable teacher and principal evaluation system designed with teacher and principal involvement and taking student data into account
- 3 PZ Strategy 2.3: Identify and reward staff who have increased student achievement
- 4 PZ Strategy 2.4: Implement human capital strategies to recruit, develop, evaluate, and retain staff (incl. financial incentives, promotion/growth opportunities)
- 5 PZ Strategy 2.5: Hire Academic Dean to provide additional support specifically in the area of instruction

Measure(s):

Measure: % of classes taught by HQT
Start Year: 2008 **Baseline:** 86
DOE Indicator: (none)
Perspective: Student Achievement/Student Performance
Period: Yearly

Target Date	Target	Actual Date	Actual
6/15/2009	100	6/15/2009	91.2
6/15/2010	100	6/15/2010	94.01
6/30/2011	100	(none)	

Measure: [CM] Percent of classes taught by Highly Qualified Teachers (HQT)
Start Year: 2008 **Baseline:** 84.6
DOE Indicator: [CM] Percent of classes taught by Highly Qualified Teachers (HQT)
Perspective: Student Achievement/Student Performance
Period: Yearly

Target Date	Target	Actual Date	Actual
6/15/2008	100	6/15/2008	84.6
6/15/2009	100	6/15/2009	91.2
6/15/2010	100	6/15/2010	94.5
6/15/2011	100	6/15/2011	94.9
6/15/2012	100	6/15/2012	96.1
6/15/2013	100	(none)	
6/15/2014	100	(none)	

Measure: % of highly effective, effective teacher ratings (summative ev)
Start Year: 2011 **Baseline:** 0
DOE Indicator: (none)
Perspective: Student Achievement/Student Performance
Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2012	% of effective teach	(none)	
6/30/2013	% of Highly effectiv	(none)	

Measure: Surveys of professional preparation
Start Year: 2011 **Baseline:** TBD
DOE Indicator: (none)
Perspective: Student Achievement/Student Performance
Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2012	TBD	(none)	

Measure: Surveys of DEDOE PD model and courses
Start Year: 2011 **Baseline:** TBD
DOE Indicator: (none)
Perspective: Student Achievement/Student Performance
Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2012	TBD	(none)	

Measure: DPAS II R Formative evaluations
Start Year: 2011 **Baseline:** TBD
DOE Indicator: (none)
Perspective: Student Achievement/Student Performance
Period: Semi-Yearly

Target Date	Target	Actual Date	Actual
2/15/2012	TBD	(none)	
6/30/2012	TBD	(none)	

Measure: % of School Support Team visits to targeted schools
Start Year: 2011 **Baseline:** 100%
DOE Indicator: (none)
Perspective: Student Achievement/Student Performance
Period: Quarterly

Target Date	Target	Actual Date	Actual
12/15/2010	100%	12/15/2010	100%
3/31/2011	100%	(none)	
6/30/2011	100%	(none)	

Measure: % of teachers who receive a "satisfactory" or "effective" on DPAS II
Start Year: 2011 **Baseline:** TBD
DOE Indicator: (none)
Perspective: Student Achievement/Student Performance
Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2012	100%	(none)	
6/30/2013	100%	(none)	
6/30/2014	100%	(none)	

Measure: % of administrators who receive a “satisfactory” or “effective” on DPAS II

Start Year: 2011

Baseline: TBD

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2012	100%	(none)	
6/30/2013	100%	(none)	
6/30/2014	100%	(none)	

Measure: % of teachers utilizing the I-Tracker Pro system

Start Year: 2011

Baseline: TBD

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
7/30/2011	10% increase over ba	(none)	
7/30/2012	15% increase over ba	(none)	
7/30/2013	20% increase over ba	(none)	
7/30/2014	25% increase over ba	(none)	

Measure: % of teachers self-reporting that they use student data to identify and address student learning need

Start Year: 2011

Baseline: tbd

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
7/30/2011	10% increase over ba	(none)	
7/30/2012	15% increase over ba	(none)	
7/30/2013	20% increase over ba	(none)	
7/30/2014	25% increase over ba	(none)	

Measure: % of teachers self-reporting that they collaborate with colleagues on student data

Start Year: 2011 **Baseline:** tbd

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
7/30/2011	10% increase over ba	(none)	
7/30/2012	15% increase over ba	(none)	
7/30/2013	20% increase over ba	(none)	
7/30/2014	25% increase over ba	(none)	

Measure: % of teachers who are proficient at analyzing student data according to principals, SDTCs, and data

Start Year: 2011 **Baseline:** TBD

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
7/30/2011	10% increase over ba	(none)	
7/30/2012	15% increase over ba	(none)	
7/30/2013	20% increase over ba	(none)	
7/30/2014	25% increase over ba	(none)	

Measure: % of teachers improving practice w/ analyzing student data acc to principals, SDTCs, & data coaches

Start Year: 2011 **Baseline:** TBD

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Monthly

Target Date	Target	Actual Date	Actual
7/30/2011	10% increase over ba	(none)	
7/30/2012	15% increase over ba	(none)	
7/30/2013	20% increase over ba	(none)	
7/30/2014	25% increase over ba	(none)	

Measure: % of educators satisfied with data trainings and collaborative data meetings

Start Year: 2011 **Baseline:** tbd

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
7/30/2011	10% increase over ba	(none)	
7/30/2012	15% increase over ba	(none)	
7/30/2013	20% increase over ba	(none)	
7/30/2014	25% increase over ba	(none)	

Measure: MARBROOK/LEWIS: % of teachers trained and using SIOP strategies

Start Year: 2013 **Baseline:** TBD

DOE Indicator: (none)

Perspective: Teaching and Learning

Period: Semi-Yearly

Target Date	Target	Actual Date	Actual
10/31/2012	85%	(none)	
2/28/2013	95%	(none)	
6/30/2013	100%	(none)	

Measure: MARBROOK: % of students demonstrating 10% F-W/W-S growth based on SIOP strategy usage

Start Year: 2013 **Baseline:** TBD

DOE Indicator: (none)

Perspective: Teaching and Learning

Period: Semi-Yearly

Target Date	Target	Actual Date	Actual
2/1/2013	85%	(none)	
6/30/2013	85%	(none)	

Measure: MARBROOK: % of ELL students demonstrating 25% Rdg F-W/W-S growth w/ teacher usage of my sidewalks

Start Year: 2013

Baseline: TBD

DOE Indicator: (none)

Perspective: Teaching and Learning

Period: Semi-Yearly

Target Date	Target	Actual Date	Actual
2/1/2013	85%	(none)	
6/30/2013	85%	(none)	

Measure: LEWIS: % of staff using SF reading street

Start Year: 2013

Baseline: TBD

DOE Indicator: (none)

Perspective: Teaching and Learning

Period: Semi-Yearly

Target Date	Target	Actual Date	Actual
12/31/2012	85%	(none)	
6/30/2013	100%	(none)	

Measure: LEWIS: % of students in tiers 2&3 demonstrating 25% or more growth in ELA

Start Year: 2013

Baseline: TBD

DOE Indicator: (none)

Perspective: Teaching and Learning

Period: Semi-Yearly

Target Date	Target	Actual Date	Actual
2/1/2013	60%	(none)	
6/30/2013	85%	(none)	

Measure: STANTON: % of staff trained in teaching in the block schedule

Start Year: 2013

Baseline: TBD

DOE Indicator: (none)

Perspective: Teaching and Learning

Period: Semi-Yearly

Target Date	Target	Actual Date	Actual
7/31/2012	85%	(none)	
10/31/2012	100%	(none)	

Measure: STANTON: % of staff trained in Classroom Instruction That Works

Start Year: 2013

Baseline: TBD

DOE Indicator: (none)

Perspective: Teaching and Learning

Period: Semi-Yearly

Target Date	Target	Actual Date	Actual
7/31/2012	85%	(none)	
10/31/2012	100%	(none)	

Measure: MARBROOK: % of Dolphin Dugout attendees demonstrating F-W/W-S academic growth

Start Year: 2013

Baseline: TBD

DOE Indicator: (none)

Perspective: Teaching and Learning

Period: Semi-Yearly

Target Date	Target	Actual Date	Actual
2/1/2013	85%	(none)	
6/30/2013	100%	(none)	

Objective 4.4: PZ Objective 3: To accelerate student achievement by extending learning time

Need(s) Influenced by this Objective:

1	<i>Student Need</i>	(Low Income Students) Students need to demonstrate proficiency toward meeting the State ELA standards.
2	<i>Student Need</i>	(Special Education students) Increase reading scores of targeted identified special education students. The student group needs to meet the accountability score across all grade levels, meeting safe harbor in elementary and high school but not in middle school, as established by their prioritized grade level expectations ("meets the standard"). The following were identified as critical instructional needs: Determining meaning by reading more carefully to retell or restate information from the text, Interpreting meaning by drawing conclusions about the central ideas in a text and understanding why a text was written and extending meaning by drawing conclusions and using critical thinking to connect and synthesize information within and across text, ideas, and concepts.
3	<i>Student Need</i>	(LEP Students) Increase reading scores of targeted identified Language English Language Proficiency (LEP) students. The student group needs to meet the accountability score across all grade levels, meeting safe harbor in elementary and high school but not in middle school, as established by their prioritized grade level expectations ("meets the standard)." The following were identified as critical instructional needs: Determining meaning by reading more carefully to retell or restate information from the text, Interpreting meaning by drawing conclusions about the central ideas in a text and understanding why a text was written and extending meaning by drawing conclusions and using critical thinking to connect and synthesize information within and across text, ideas, and concepts.
4	<i>Student Need</i>	(African American Pupils) Increase reading scores of targeted African American students. The student group needs to meet the accountability score across all grade levels; meeting safe harbor in elementary and meeting the target in high school but not in middle school, as established by their prioritized grade level expectations ("meets the standard"). The following were identified as critical instructional needs: Determining meaning by reading more carefully to retell or restate information from the text, Interpreting meaning by drawing conclusions about the central ideas in a text and understanding why a text was written and extending meaning by drawing conclusions and using critical thinking to connect and synthesize information within and across text, ideas, and concepts.

5	<i>Student Need</i>	(Low Income Pupils) Increase reading scores of targeted low income students. The student group needs to meet the accountability score across all grade levels; meeting safe harbor in elementary and meeting the target in high school but not in middle school, as established by their prioritized grade level expectations ("meets the standard"). The following were identified as critical instructional needs: Determining meaning by reading more carefully to retell or restate information from the text, Interpreting meaning by drawing conclusions about the central ideas in a text and understanding why a text was written and extending meaning by drawing conclusions and using critical thinking to connect and synthesize information within and across text, ideas, and concepts.
6	<i>Student Need</i>	(Special Education Students) Increase Math scores of targeted identified special education students. The student group needs to meet the accountability score across all grade levels, meeting safe harbor in high school but missing the target in both elementary and middle school, as established by their prioritized grade level expectations ("meets the standard"). The following were identified as critical instructional needs: Using appropriate computation strategies with understanding (including time and weight), modeling fractions and decimals with situations and pictures, using algebraic reasoning, using basic number properties such as even/odd, multiplication concepts, and writing or describing a simple rule, recognizing and extending a variety of patterns, analyzing properties of simple geometric figures (including angle classification), measuring length or finding the area of simple figures, reading, constructing, and interpreting simple statistical graphs, determining the likelihood of simple events using mathematical reasoning to solve multi-step problems and communicating mathematical arguments.
7	<i>Student Need</i>	(Hispanic Students) Increase Math scores of targeted Hispanic students. The student group needs to meet the accountability score across all grade levels, meeting safe harbor in elementary and high school but not in middle school, as established by their prioritized grade level expectations ("meets the standard"). The following were identified as critical instructional needs: Using appropriate computation strategies with understanding (including time and weight), modeling fractions and decimals with situations and pictures, using algebraic reasoning, using basic number properties such as even/odd, multiplication concepts, and writing or describing a simple rule, recognizing and extending a variety of patterns, analyzing properties of simple geometric figures (including angle classification), measuring length or finding the area of simple figures, reading, constructing, and interpreting simple statistical graphs, determining the likelihood of simple events using mathematical reasoning to solve multi-step problems and communicating mathematical arguments.

8	<i>Student Need</i>	(Low Income Students) Increase Math scores of targeted identified low income students. The student group needs to meet the accountability score across all grade levels, meeting safe harbor in elementary and high school but not in middle school, as established by their prioritized grade level expectations ("meets the standard"). The following were identified as critical instructional needs: Using appropriate computation strategies with understanding (including time and weight), modeling fractions and decimals with situations and pictures, using algebraic reasoning, using basic number properties such as even/odd, multiplication concepts, and writing or describing a simple rule, recognizing and extending a variety of patterns, analyzing properties of simple geometric figures (including angle classification), measuring length or finding the area of simple figures, reading, constructing, and interpreting simple statistical graphs, determining the likelihood of simple events using mathematical reasoning to solve multi-step problems and communicating mathematical arguments.
9	<i>Staff & Community Need</i>	(Instructional Staff) Classrooms need effective management strategies and promotion of understanding, tolerance, and acceptance of diversity in the educational environment
10	<i>Student Need</i>	(Incoming Kindergarten - 2nd grade students) Kindergarten children in targeted schools display learning needs and inexperience with structure and standards based learning.
11	<i>Staff & Community Need</i>	(Staff implementing the transformation model) Students need to demonstrate proficiency toward meeting the State ELA and math standards across grade levels.
12	<i>Staff & Community Need</i>	(Red Clay PZ School Lewis Dual Language) To use time and operations in a manner that promotes a response to student needs and is inclusive of the school community
13	<i>Staff & Community Need</i>	(Red Clay PZ School Stanton) To use time and operations in a manner that promotes college and career readiness and inclusiveness
14	<i>Staff & Community Need</i>	(Red Clay Focus School Warner) To use time and human resources to use time and operations to promote a culture of literacy and responds to the needs of the school community

Strategy(s):

1 PZ Strategy 3.1: Increase learning time

Measure(s):

Measure: % Growth on (ELA) District Formative & Summative assessments
Start Year: 2012 **Baseline:** TBD
DOE Indicator: (none)
Perspective: Teaching and Learning
Period: Semi-Yearly

Target Date	Target	Actual Date	Actual
2/15/2012	TBD	(none)	
6/15/2013	TBD	(none)	

Measure: % Growth on (Math) District Formative & Summative assessments
Start Year: 2012 **Baseline:** TBD
DOE Indicator: (none)
Perspective: Teaching and Learning
Period: Quarterly

Target Date	Target	Actual Date	Actual
2/15/2012	TBD	(none)	
6/30/2013	TBD	(none)	

Measure: Number of schools meeting or exceeding AYP targets
Start Year: 2010 **Baseline:** 10 schools
DOE Indicator: (none)
Perspective: Student Achievement/Student Performance
Period: Yearly

Target Date	Target	Actual Date	Actual
9/1/2012	Increase by 2 school	(none)	
9/1/2013	Increase by 2 school	(none)	
9/1/2014	Increase by 2 school	(none)	

Measure: % of school enrolled in summer enrichment programming
Start Year: 2012 **Baseline:** TBD
DOE Indicator: (none)
Perspective: Teaching and Learning
Period: Yearly

Target Date	Target	Actual Date	Actual
7/25/2012	80% total	(none)	
7/30/2013	82% total	(none)	

Measure: %age growth in DCAS reading
Start Year: 2012 **Baseline:** TBD
DOE Indicator: (none)
Perspective: Teaching and Learning
Period: Semi-Yearly

Target Date	Target	Actual Date	Actual
11/30/2012	TBD	(none)	
3/31/2013	TBD	(none)	
7/15/2013	TBD	(none)	

Measure: %age growth in DCAS math
Start Year: 2012 **Baseline:** TBD
DOE Indicator: (none)
Perspective: Teaching and Learning
Period: Semi-Yearly

Target Date	Target	Actual Date	Actual
11/30/2012	TBD	(none)	
3/31/2013	TBD	(none)	
7/15/2013	TBD	(none)	

Measure: MARBROOK/LEWIS: % of teachers trained and using SIOP strategies
Start Year: 2013 **Baseline:** TBD
DOE Indicator: (none)
Perspective: Teaching and Learning
Period: Semi-Yearly

Target Date	Target	Actual Date	Actual
10/31/2012	85%	(none)	
2/28/2013	95%	(none)	
6/30/2013	100%	(none)	

Measure: MARBROOK: % of students demonstrating 10% F-W/W-S growth based on SIOP strategy usage
Start Year: 2013 **Baseline:** TBD
DOE Indicator: (none)
Perspective: Teaching and Learning
Period: Semi-Yearly

Target Date	Target	Actual Date	Actual
2/1/2013	85%	(none)	
6/30/2013	85%	(none)	

Measure: MARBROOK: % of ELL students demonstrating 25% Rdg F-W/W-S growth w/ teacher usage of my sidewalks

Start Year: 2013

Baseline: TBD

DOE Indicator: (none)

Perspective: Teaching and Learning

Period: Semi-Yearly

Target Date	Target	Actual Date	Actual
2/1/2013	85%	(none)	
6/30/2013	85%	(none)	

Measure: LEWIS: % of staff using SF reading street

Start Year: 2013

Baseline: TBD

DOE Indicator: (none)

Perspective: Teaching and Learning

Period: Semi-Yearly

Target Date	Target	Actual Date	Actual
12/31/2012	85%	(none)	
6/30/2013	100%	(none)	

Measure: LEWIS: % of students in tiers 2&3 demonstrating 25% or more growth in ELA

Start Year: 2013

Baseline: TBD

DOE Indicator: (none)

Perspective: Teaching and Learning

Period: Semi-Yearly

Target Date	Target	Actual Date	Actual
2/1/2013	60%	(none)	
6/30/2013	85%	(none)	

Measure: STANTON: % of staff trained in Classroom Instruction That Works

Start Year: 2013

Baseline: TBD

DOE Indicator: (none)

Perspective: Teaching and Learning

Period: Semi-Yearly

Target Date	Target	Actual Date	Actual
7/31/2012	85%	(none)	
10/31/2012	100%	(none)	

Measure: MARBROOK: % of Summer Enrichment attendees demonstrating Jun-Jul academic growth

Start Year: 2013 **Baseline:** TBD

DOE Indicator: (none)

Perspective: Teaching and Learning

Period: Semi-Yearly

Target Date	Target	Actual Date	Actual
7/31/2013	100%	(none)	

Measure: STANTON: % scale growth (F-W/W-S) for students in Extended day Academy in ELA

Start Year: 2013 **Baseline:** TBD

DOE Indicator: (none)

Perspective: Teaching and Learning

Period: Semi-Yearly

Target Date	Target	Actual Date	Actual
2/1/2013	10%	(none)	
6/30/2013	10%	(none)	

Measure: STANTON: % scale growth (F-W/W-S) for students in Extended day Academy in Math

Start Year: 2013 **Baseline:** TBD

DOE Indicator: (none)

Perspective: Teaching and Learning

Period: Semi-Yearly

Target Date	Target	Actual Date	Actual
2/1/2013	10%	(none)	
6/30/2013	10%	(none)	

Measure: STANTON: % of ELA classes using Achieve 3000 two times per week in classroom instruction

Start Year: 2013 **Baseline:** TBD

DOE Indicator: (none)

Perspective: Teaching and Learning

Period: Semi-Yearly

Target Date	Target	Actual Date	Actual
12/31/2012	85%	(none)	
6/30/2013	100%	(none)	

Measure: MARBROOK: % of Dolphin Dugout attendees demonstrating F-W/W-S academic growth

Start Year: 2013

Baseline: TBD

DOE Indicator: (none)

Perspective: Teaching and Learning

Period: Semi-Yearly

Target Date	Target	Actual Date	Actual
2/1/2013	85%	(none)	
6/30/2013	100%	(none)	

Objective 4.5: PZ Objective 4: To ensure success by offering programming and supports that meet the unique needs of the student population

Need(s) Influenced by this Objective:

1	<i>Staff & Community Need</i>	(School Administration) Increase teacher effectiveness in classrooms and provide leadership in continuous improvement of instruction.
2	<i>Staff & Community Need</i>	(Instructional Staff) Classrooms need effective management strategies and promotion of understanding, tolerance, and acceptance of diversity in the educational environment
3	<i>Staff & Community Need</i>	(All instructional staff) All teachers K-12 need professional development in translating state standards into classroom lesson, appropriate instructional methodology and assessments.
4	<i>Staff & Community Need</i>	(Red Clay PZ School Marbrook) To use resources to promote a school culture that compliments the diverse skill of staff and the needs of the school community
5	<i>Staff & Community Need</i>	(Red Clay PZ School Stanton) To use time and operations in a manner that promotes college and career readiness and inclusiveness
6	<i>Staff & Community Need</i>	(Red Clay PZ School Stanton) Provide a revised governance structure to facilitate learning and high achievement
7	<i>Staff & Community Need</i>	(Red Clay PZ School Lewis Dual Language) Provide a revised governance structure to facilitate learning and high achievement and fidelity to the adopted language program
8	<i>Staff & Community Need</i>	(Red Clay PZ School Marbrook) Provide a revised governance structure to facilitate learning and continuous achievement
9	<i>Staff & Community Need</i>	(Red Clay Focus School Warner) Provide a revised governance structure to facilitate high reading achievement and fidelity to the instructional program

Strategy(s):

- 1 PZ Strategy 4.1: Secure sufficient operational flexibility (incl. staffing, calendar/time, budgeting)
- 2 PZ Strategy 4.2: Adopt a new governance structure
- 3 PZ Strategy 4.3: Support flexible operating conditions

Measure(s):

There are no measures associated with this objective.

Objective 4.6: PZ Objective 5: To ensure success by establishing and maintaining a positive school climate with strong family and community engagement

Need(s) Influenced by this Objective:

1	<i>Staff & Community Need</i>	(Professional Staff) Participate in activities to explore, modify and implement with success with similar populations.
2	<i>Staff & Community Need</i>	(Targeted Families) Families need options related to accessing information related to assisting their child and contributing to school success.
3	<i>Student Need</i>	(Incoming Kindergarten - 2nd grade students) Kindergarten children in targeted schools display learning needs and inexperience with structure and standards based learning.
4	<i>Staff & Community Need</i>	(Red Clay PZ School Lewis Dual Language) To use time and operations in a manner that promotes a response to student needs and is inclusive of the school community
5	<i>Staff & Community Need</i>	(Red Clay PZ School Marbrook) To use resources to promote a school culture that compliments the diverse skill of staff and the needs of the school community

Strategy(s):

- 1 PZ Strategy 5.1: Provide for ongoing family and community engagement
- 2 PZ Strategy 5.2: Address all relevant elements of Connections to Learning domain of continuous improvement (Social/Emotional Health, School Climate, Health Nutrition and Physical Activity), with supports that are aligned to needs and resources that are integrated into a comprehensive learning support system
- 3 PZ Strategy 5.3: Implement a dress code to create a positive learning environment

Measure(s):

There are no measures associated with this objective.

Objective 4.7: Focus School Objective 1: Provide deep support to turnaround Focus Schools

Need(s) Influenced by this Objective:

1	<i>Staff & Community Need</i>	(Baltz Elementary Families (1003g)) Over 15% of Baltz Students were suspended (in or out of school) during the 2012-2013 school year (96 students accounted for 238 suspensions); these numbers must be reduced
2	<i>Student Need</i>	(Baltz - Hispanic Students (1003g)) Baltz - Increase Reading and Math proficiency of Hispanic students by 6% minimum annually through 2016-2017 (currently at 36% (a decline from 12-13 (36.6%) as measured by DCAS/State assessments).
3	<i>Student Need</i>	(Baltz - African American Pupils (1003g)) Baltz - Increase Reading and Math proficiency of American Black students by 7% minimum annually through 2016-2017 (currently at 41% (up from 30.9% in 12-13) as measured by DCAS).
4	<i>Student Need</i>	(Baltz - Low Income Pupils (1003g)) Baltz - Increase Reading proficiency of Low Income Students by 6% minimum annually through 2016-2017 (currently at 43% as measured by DCAS).
5	<i>Student Need</i>	(Baltz - Targeted Students groups (African Americans & Special Ed Identified)) Students from racial, educational, linguistic and economic minority groups are demonstrating a preparation and an achievement gap, demonstrating similar instructional needs in reading and math.
6	<i>Student Need</i>	(Warner - Students with identified special needs) Students with identified special needs are having difficulty meeting ELA and Math standards and need to demonstrate an 8.5% (minimum) increase in reading and math proficiency annually through 2016-2017 (currently at 9.4% as measured by DCAS).
7	<i>Staff & Community Need</i>	(Warner - Administration - teacher effectiveness) Under 50% of Warner students met standards in reading and math.
8	<i>Student Need</i>	(Warner - African American Students) Increase Reading and Math proficiency of American Black students by 7% minimum annually through 2016-2017 (currently at 28.8% as measured by DCAS).
9	<i>Student Need</i>	(AIMS - ELL pupils) Middle school ELLs are not making progress toward proficiency in English and math and need to demonstrate a 7% (minimum) increase in reading and math proficiency annually through 2016-2017 (currently at 24.7% as measured by DCAS).
10	<i>Student Need</i>	(AIMS - Special Education students) Students with identified special needs are having difficulty meeting ELA and Math standards and need to demonstrate a 8% (minimum) increase in reading and math proficiency annually through 2016-2017 (currently at 12.9% as measured by DCAS).
12	<i>Student Need</i>	(AIMS - Low Income Pupils) Low income pupils are having difficulty meeting ELA and Math standards and need to demonstrate a 6% (minimum) increase in reading proficiency annually through 2016-2017 (currently at 34.3% as measured by DCAS).
13	<i>Student Need</i>	(AIMS - Special Education Students) There is a relative difference between regular education and special education students suspensions

Strategy(s):

- 1 FS Intervention 1 (AIMS): Extended time (day, week, year) for students with designated intervention strategies
- 2 FS Intervention 3 (AIMS): Partnerships with community
- 3 FS Intervention 1 (Baltz): Extended time (day, week, year) for students with designated intervention strategies
- 4 FS Intervention 1 (Warner): Extended time (day, week, year) for students with designated intervention strategies
- 5 FS Intervention 2 (AIMS): Staffing selection and assignment
- 6 FS Intervention 3 (Baltz): Strategies to address social, emotional, and health needs
- 7 FS Intervention 11 (Baltz): Staffing selection and assignment
- 8 FS Intervention 3 (Warner): Strategies to address social, emotional, and health needs

Measure(s):

Measure: % Growth DCAS Reading Targets

Start Year: 2013

Baseline: TBD

DOE Indicator: (none)

Perspective: Teaching and Learning

Period: Semi-Yearly

Target Date	Target	Actual Date	Actual
12/1/2012	TBD	(none)	
6/30/2013	TBD	(none)	

Measure: % Growth DCAS Math Targets

Start Year: 2013

Baseline: TBD

DOE Indicator: (none)

Perspective: Teaching and Learning

Period: Semi-Yearly

Target Date	Target	Actual Date	Actual
12/1/2012	TBD	(none)	
6/30/2013	TBD	(none)	

Measure: % Growth on (ELA) District Formative & Summative assessments
Start Year: 2012 **Baseline:** TBD
DOE Indicator: (none)
Perspective: Teaching and Learning
Period: Semi-Yearly

Target Date	Target	Actual Date	Actual
2/15/2012	TBD	(none)	
6/15/2013	TBD	(none)	

Measure: % Growth on (Math) District Formative & Summative assessments
Start Year: 2012 **Baseline:** TBD
DOE Indicator: (none)
Perspective: Teaching and Learning
Period: Quarterly

Target Date	Target	Actual Date	Actual
2/15/2012	TBD	(none)	
6/30/2013	TBD	(none)	

Measure: AIMS - number of reportable offenses (to police department)
Start Year: 2013 **Baseline:** 2 offenses
DOE Indicator: (none)
Perspective: Teaching and Learning
Period: Semi-Yearly

Target Date	Target	Actual Date	Actual
12/30/2011	0 to 5 total	(none)	
6/30/2012	0 to 5 total	(none)	

Measure: AIMS - [CM] Out-of-School Suspension Rate (All Students)
Start Year: 2009 **Baseline:** 44.1
DOE Indicator: (none)
Perspective: Teaching and Learning
Period: Yearly

Target Date	Target	Actual Date	Actual
5/29/2009	41	(none)	

Measure: AIMS - Measure Name: [CM-R2T] % Meets Standard in Reading on the DCAS (All Students - All Grades)

Start Year: 2012 **Baseline:** 27.4

DOE Indicator: (none)

Perspective: Teaching and Learning

Period: Semi-Yearly

Target Date	Target	Actual Date	Actual
6/30/2013	83.3	(none)	

Measure: AIMS - [CM-R2T] % Meets Standard in Math on the DCAS (All Students - All Grades)

Start Year: 2012 **Baseline:** 30.1

DOE Indicator: (none)

Perspective: Teaching and Learning

Period: Semi-Yearly

Target Date	Target	Actual Date	Actual
6/30/2013	83.2	(none)	
6/30/2014	100	(none)	

Measure: Baltz - [CM-R2T] % Meets Standard in Reading on the DCAS (All Students - All Grades)

Start Year: 2012 **Baseline:** 30.7

DOE Indicator: (none)

Perspective: Teaching and Learning

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2012	37.63	(none)	

Measure: Baltz - [CM-R2T] % Meets Standard in Math on the DCAS (All Students - All Grades)

Start Year: 2012 **Baseline:** 32.4

DOE Indicator: (none)

Perspective: Teaching and Learning

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2012	39.16	(none)	

Measure: Warner - % Growth on (ELA) District Formative & Summative

Start Year: 2012

Baseline: 0

DOE Indicator: (none)

Perspective: Teaching and Learning

Period: Semi-Yearly

Target Date	Target	Actual Date	Actual
12/30/2012	TBD	(none)	
6/30/2013	TBD	(none)	

Measure: Warner - % Growth on (Math) District Formative & Summative

Start Year: 2012

Baseline: 0

DOE Indicator: (none)

Perspective: Teaching and Learning

Period: Semi-Yearly

Target Date	Target	Actual Date	Actual
12/30/2012	TBD	(none)	
6/30/2012	TBD	(none)	

Measure: Warner - % of school enrolled in summer enrichment programming

Start Year: 2013

Baseline: TBD

DOE Indicator: (none)

Perspective: Teaching and Learning

Period: Yearly

Target Date	Target	Actual Date	Actual
7/25/2012	80%	(none)	
7/30/2013	82%	(none)	

Measure: Warner Focus School Composite Growth (ELA/Math) - Low Income

Start Year: 2012

Baseline: 20.6

DOE Indicator: (none)

Perspective: Teaching and Learning

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2012	27.2%	7/1/2012	36.5%
6/30/2013	33.8%	(none)	
6/30/2014	40.5%	(none)	
6/30/2015	47.1%	(none)	
6/30/2016	53.7%	(none)	
6/30/2017	60.3%	(none)	

Measure: Warner Focus School Composite Growth (ELA/Math) - African American

Start Year: 2011 **Baseline:** 22.6

DOE Indicator: (none)

Perspective: Teaching and Learning

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2012	28.8%	7/1/2012	34.5%
6/30/2013	35.3%	(none)	
6/30/2014	41.8%	(none)	
6/30/2015	48.3%	(none)	
6/30/2016	54.7%	(none)	
6/30/2017	61.2%	(none)	

Measure: Warner Focus School Composite Growth (ELA/Math) - SWD

Start Year: 2011 **Baseline:** 1.2%

DOE Indicator: (none)

Perspective: Teaching and Learning

Period: Monthly

Target Date	Target	Actual Date	Actual
6/30/2012	9.4%	7/1/2012	6%
6/30/2013	17.6%	(none)	
6/30/2014	25.9%	(none)	
6/30/2015	34.1%	(none)	
6/30/2016	42.3%	(none)	
6/30/2017	50.6%	(none)	

Measure: Baltz Focus School Composite Growth (ELA/Math) - Hispanic

Start Year: 2011 **Baseline:** 30.8%

DOE Indicator: (none)

Perspective: Teaching and Learning

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2012	36.6%	7/1/2012	44.5%
6/30/2013	42.3%	(none)	
6/30/2014	48.1%	(none)	
6/30/2015	53.9%	(none)	
6/30/2016	59.6%	(none)	
6/30/2017	65.4%	(none)	

Measure: AIMS Focus School - Community-Based Partners satisfaction survey No measure details are defined for this measure.
Start Year: 2013 **Baseline:** TBD
DOE Indicator: (none)
Perspective: Teaching and Learning
Period: Yearly

Measure: AIMS Focus School - CBP meetings and/or workshops for parents of AIMS children No measure details are defined for this measure.
Start Year: 2013 **Baseline:** TBD
DOE Indicator: (none)
Perspective: Connections to Learning
Period: Semi-Yearly

Measure: Baltz Focus School - FCT services provided for parents of Baltz children No measure details are defined for this measure.
Start Year: 2013 **Baseline:** TBD
DOE Indicator: (none)
Perspective: Connections to Learning
Period: Monthly

Measure: Warner Focus School - # of children served by BioAssessments LLC who show growth No measure details are defined for this measure.
Start Year: 2013 **Baseline:** TBD
DOE Indicator: (none)
Perspective: Connections to Learning
Period: Semi-Yearly

Objective 4.8: Accelerate achievement and improve outcomes for all students with deep support for Baltz Elementary School

Need(s) Influenced by this Objective:

1	<i>Student Need</i>	((Baltz 1003g) All Students Grades 2-5) At Baltz, only 43% of all students are proficient in ELA on the Spring 2013 DCAS; only 45% of all students are proficient in Math in the Spring 2013 DCAS ;we must raise that percentage to 60% in both ELA and Math in 2015)
2	<i>Student Need</i>	(Students transitioning from KDG to 1st grade (Baltz 1003g)) Based on fall to spring 2012-13 DIBELS results at Baltz, less than 80% of 1st grade students were at the Benchmark/Core levels; while there was an increase in the percentage of students at Intensive level. Only 38 % of staff reports that class sizes are reasonable such that teachers have the time available to meet the needs of all students.
3	<i>Student Need</i>	(All Students Grades K-5(Baltz 1003g)) At Baltz, all Students Grades K-5 need to practice applying skills and concepts to strengthen academic success
4	<i>Staff & Community Need</i>	(ELA Instructional Staff (Baltz 1003g); targeting grades 4-5) Currently, 80% of Baltz staff have had intensive district support with literacy instruction; however only 46% of students are proficient in literacy based on the Spring 2013 DCAS, and this number needs to be increased 14% on Spring DCAS 2015.
5	<i>Staff & Community Need</i>	(Baltz Elementary staff (Baltz 1003g)) Professional Development: The school is currently implementing several (Restorative Practices, Literacy PD, KIVA, Math Common Core, ELA Common Core, PBS, SIOP, Inclusion, Reading Writing, Listening and Speaking) initiatives and they are implemented with fragmentation – there lacks a targeted professional development plan that requires all staff to participate in learning aligned with student needs . Need focus. Need time for training. Need to narrow consistent strategies that will be implemented across classrooms. Need time to implement once a new strategy is learned. Need opportunity to see the strategies implemented well and need feedback on how well specific strategy is being implemented. Need PD targeted to the specialists' content areas. Need additional technology pd (iPAD, SmartBoard, etc.). Need to continue to create a culture of commitment to professional growth.
6	<i>Staff & Community Need</i>	(Baltz Elementary Staff (Baltz 1003g)) Only 50% of Baltz staff are participating restorative practice training and an equal % of the school is implementing the PBS model with fidelity. 0% of families have been trained in either.
7	<i>Staff & Community Need</i>	(Baltz Elementary Staff (1003g)) All Baltz teachers need time to master instructional strategies required to successfully teach the Core Curriculum
8	<i>Staff & Community Need</i>	(Baltz Elementary Staff (1003g)) Of its close to 600 students, over 9% of Baltz children have been ID for special education; Staff must increase their capacity to support students with special needs

9	<i>Staff & Community Need</i>	(Baltz Elementary Staff (1003g)) Less than 47% of staff feel that they have autonomy to make decisions about instructional delivery. There's a need to Increase staff morale related to the educational climate of the school.
10	<i>Staff & Community Need</i>	(Baltz Elementary PK – 1st grade Staff (1003g)) The 2013 DIBELS results showed that Baltz had 20% or greater of students at Intensive in first grade and an increase in the percentage of students at Intensive from fall to spring in 1st grade. There's a lack of consistency in administering and scoring DIBELS, and use of data to inform instructional decisions.
11	<i>Staff & Community Need</i>	(Baltz Elementary Families (1003 g)) Currently, 50 % of Baltz families state that their work schedule prevents them from participating in school related events and 33% feel strongly that they have an opportunity to provide feedback related to school policy, practices and programs. We to ensure that our parents are trained to support achievement
12	<i>Staff & Community Need</i>	(Baltz Elementary Families (1003 g)) Only 36.4% of Baltz staff perceives that parents are influential decision makers in the school and only 29% of parents surveyed feel strongly that they know whom to contact in order to serve on school or district planning groups. We value parents, and look to change this trend.
13	<i>Staff & Community Need</i>	(Baltz Elementary Families (1003g)) Over 15% of Baltz Students were suspended (in or out of school) during the 2012-2013 school year (96 students accounted for 238 suspensions); these numbers must be reduced
14	<i>Student Need</i>	(Baltz - Hispanic Students (1003g)) Baltz - Increase Reading and Math proficiency of Hispanic students by 6% minimum annually through 2016-2017 (currently at 36% (a decline from 12-13 (36.6%) as measured by DCAS/State assessments).
15	<i>Student Need</i>	(Baltz - African American Pupils (1003g)) Baltz - Increase Reading and Math proficiency of American Black students by 7% minimum annually through 2016-2017 (currently at 41% (up from 30.9% in 12-13) as measured by DCAS).
16	<i>Student Need</i>	(Baltz - Low Income Pupils (1003g)) Baltz - Increase Reading proficiency of Low Income Students by 6% minimum annually through 2016-2017(currently at 43% as measured by DCAS).
17	<i>Staff & Community Need</i>	(Turnaround/Transformative Leadership (Baltz 1003 g)) Per the CSR report, Baltz's existing buildingwide (BLT/Admin/teams) leadership structures minimally support the changes needed for turnaround and must develop their capacity and conditions for rapid and sustained change
18	<i>Staff & Community Need</i>	(Baltz Elementary staff (Baltz 1003g) - ELLs) At Baltz there's a need for Professional Development to support ELLs: Close to 200 of its 600 pupils are identified as ELs (not including incloing KDG) and only 43% meet/exceed performance in ELA and Math; Staff must increase their ability to support students in mastering academic language needed to be successful

Strategy(s):

- 1 PZ Strategy 1.1: Provide ongoing, high-quality, job-embedded professional development targeting the school's needs
- 2 PZ Strategy 1.2: Use data to identify and implement an instructional program that is research-based, vertically aligned, and aligned with state standards
- 3 PZ Strategy 2.1: Replace the principal/Support new leader as a part of a broader reform effort
- 4 PZ Strategy 2.2: Use a rigorous, transparent, equitable teacher and principal evaluation system designed with teacher and principal involvement and taking student data into account
- 5 PZ Strategy 2.3: Identify and reward staff who have increased student achievement
- 6 PZ Strategy 2.4: Implement human capital strategies to recruit, develop, evaluate, and retain staff (incl. financial incentives, promotion/growth opportunities)
- 7 PZ Strategy 3.1: Increase learning time
- 8 PZ Strategy 4.1: Secure sufficient operational flexibility (incl. staffing, calendar/time, budgeting)
- 9 PZ Strategy 4.2: Adopt a new governance structure
- 10 PZ Strategy 5.1: Provide for ongoing family and community engagement

Measure(s):

There are no measures associated with this objective.

Goal 5: RCCSD SP Goal 5: Parents and the community will be engaged in the education of students.

Objective 5.1: Objective 9: Parent satisfaction and belief that family involvement is valued in their child’s school will increase by 10% as measured by our district survey.

Need(s) Influenced by this Objective:

1	Staff & Community Need	(Targeted Families) Families need options related to accessing information related to assisting their child and contributing to school success.
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Strategy(s):

1 Strategy 13: Build strong relationships with our diverse students, families, and community partners

Measure(s):

Measure: [CM] Out-of-School Suspension Rate (All Students) Start Year: 2007 Baseline: 18.1 DOE Indicator: [CM] Out-of-School Suspension Rate (All Students) Perspective: Student Achievement/Student Performance Period: Yearly	Target Date	Target	Actual Date	Actual
	6/30/2008	12.8	6/30/2008	18.8
	6/30/2009	12.8	6/30/2009	18.9
	6/30/2010	12.8	6/30/2010	20.5
	9/1/2011	18	9/1/2011	14.3
	9/1/2012	16	(none)	
	9/1/2013	14	(none)	
	9/1/2014	12.8	(none)	

Measure: Out-of-School Suspension Rate (Spec Ed Students) Start Year: 2008 Baseline: 23.8 DOE Indicator: (none) Perspective: Student Achievement/Student Performance Period: Yearly	Target Date	Target	Actual Date	Actual
	6/15/2009	12.8	6/15/2009	26.2
	6/15/2010	12.8	6/15/2010	24.1
	9/1/2011	18	(none)	
	9/1/2012	16	(none)	
	9/1/2013	14	(none)	
	9/1/2014	12.8	(none)	

Measure: [CM] Percent of children with IEPs aged 6 through 21 inside regular class 80%+ of day
Start Year: 2007 **Baseline:** 23.4
DOE Indicator: [CM] Percent of children with IEPs aged 6 through 21 inside regular class 80%+ of day
Perspective: Student Achievement/Student Performance
Period: Yearly

Target Date	Target	Actual Date	Actual
3/30/2008	56	3/30/2008	24.5
3/30/2009	59	3/30/2009	27.1
3/30/2010	62	3/30/2010	37.2

Measure: Attendance rate
Start Year: 2010 **Baseline:** 93.6%
DOE Indicator: (none)
Perspective: Student Achievement/Student Performance
Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	94%	(none)	
6/30/2012	94.5%	(none)	
6/30/2013	95%	(none)	
6/30/2014	95%	(none)	

Measure: % of students meeting or exceeding the standard in DCAS tested subjects - ELA
Start Year: 2010 **Baseline:** 71.8% (2010 DSTP ELA)
DOE Indicator: (none)
Perspective: Student Achievement/Student Performance
Period: Yearly

Target Date	Target	Actual Date	Actual
7/30/2011	55%	(none)	
6/30/2012	75%	(none)	
6/30/2013	85%	(none)	
6/30/2014	100%	(none)	

Measure: % of students meeting or exceeding the standard in DCAS tested subjects - MATH

Start Year: 2010 **Baseline:** 69.6% (2010 DSTP MATH)

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
7/30/2011	55%	(none)	
6/30/2012	75%	(none)	
6/30/2013	85%	(none)	
6/30/2014	100%	(none)	

Measure: Maintain favorable parent satisfaction with the district's communication practices

Start Year: 2011 **Baseline:** Avg 4.13 on 5-pt scale

DOE Indicator: (none)

Perspective: District/School Processes

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2012	4.0 or higher	(none)	
6/30/2013	4.0 or higher	(none)	
6/30/2014	4.0 or higher	(none)	

Measure: Increase in return rate of district's annual parent survey

Start Year: 2011 **Baseline:** TBD

DOE Indicator: (none)

Perspective: Community

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2012	5 % increase over ba	(none)	
6/30/2013	5 % increase over ba	(none)	
6/30/2014	5 % increase over ba	(none)	

Measure: % of families accessing services in community schools

Start Year: 2011

Baseline: TBD

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	10% increase over ba	(none)	
6/30/2012	15% increase over ba	(none)	
6/30/2013	20% increase over ba	(none)	
6/30/2014	25% increase over ba	(none)	

Measure: Parents agreeing that their child's school communicates effectively

Start Year: 2013

Baseline: 85%

DOE Indicator: (none)

Perspective: Connections to Learning

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2014	85%	(none)	
6/30/2015	87%	(none)	
6/30/2016	89%	(none)	
6/30/2017	90%	(none)	

Objective 5.2: Obj 10: Community partners will be surveyed annually and indicate a 75% or higher satisfaction rate on partnership effectiveness

Need(s) Influenced by this Objective:

Strategy(s):

- 1 Hold ourselves accountable to parents and provide them with efficient customer service
- 2 Increase parent involvement in students' success
- 3 Increase community involvement in the success of our students and our schools

Measure(s):

There are no measures associated with this objective.

Goal 6: RCCSD SP Goal 4: All students will graduate college- and career-ready

Objective 6.1: Upon graduation, 100% of students will be prepared for post-secondary success.

Need(s) Influenced by this Objective:

Strategy(s):

- 1 Provide a high-quality educational experience that is rigorous and engaging for all students.
- 2 Implement best-in-class talent management/human capital systems and strategies to promote continuous improvement and educator success.

Measure(s):

There are no measures associated with this objective.

Common Measure Appendix

[CM-R2T] % Advanced in Math on the DCAS (All Students - Grade 8)			
[CM-R2T] % Advanced in Math on the DCAS (All Students - Grade 8)			
Target Date	Target Value	Actual Date	Actual Value
6/11/2011	27.7	6/11/2011	29.6
6/30/2015	55		
[CM-R2T] % Advanced in Math on the DCAS (All Students - Grade 4)			
[CM-R2T] % Advanced in Math on the DCAS (All Students - Grade 4)			
Target Date	Target Value	Actual Date	Actual Value
6/30/2011	20.7	6/30/2011	15.1
6/30/2015	60		
[CM-R2T] % Meets Standard in Science on the DCAS (All Students - All Grades)			
[CM-R2T] % Meets Standard in Science on the DCAS (All Students - All Grades)			
Target Date	Target Value	Actual Date	Actual Value
6/30/2011	45.8	6/30/2011	46.0
6/30/2011	45.8	6/30/2011	46.0
[CM-R2T] % Meets Standard in Social Studies on the DCAS (All Students, All Grades)			
[CM-R2T] % Meets Standard in Social Studies on the DCAS (All Students, All Grades)			
Target Date	Target Value	Actual Date	Actual Value
6/30/2011	60.1	6/30/2011	55.0
[CM-R2T] % Advanced in Reading on the DCAS (All Students - Grade 4)			
[CM-R2T] % Advanced in Reading on the DCAS (All Students - Grade 4)			
Target Date	Target Value	Actual Date	Actual Value
6/30/2011	32.1	6/30/2011	25.1
6/30/2015	55		

[CM-R2T] % Advanced in Reading on the DCAS (All Students - Grade 8)			
[CM-R2T] % Advanced in Reading on the DCAS (All Students - Grade 8)			
Target Date	Target Value	Actual Date	Actual Value
6/30/2011	37.2	6/30/2011	38.8
6/30/2015	55		
[CM-R2T] % Meets Standard in Reading on the DCAS (All Students - All Grades)			
[CM-R2T] % Meets Standard in Reading on the DCAS (All Students - All Grades)			
Target Date	Target Value	Actual Date	Actual Value
6/30/2011	50	6/30/2011	58.4
6/30/2012	66.5	6/30/2012	70.0
6/30/2013	83.3	6/30/2013	71.6
6/30/2014	100	6/30/2014	70.1
[CM-R2T] % Meets Standard in Math on the DCAS (All Students - All Grades)			
[CM-R2T] % Meets Standard in Math on the DCAS (All Students - All Grades)			
Target Date	Target Value	Actual Date	Actual Value
6/30/2011	49	6/30/2011	57.6
6/30/2012	66.3	6/30/2012	68.0
6/30/2013	83.2	6/30/2013	67.7
6/30/2014	100	6/30/2014	65.2
[CM] % Proficient in Math on the DSTP (All Students - All Grades)			
[CM] % Proficient in Math on the DSTP (All Students - All Grades)			
Target Date	Target Value	Actual Date	Actual Value
6/15/2008	50	6/15/2008	69.6
6/15/2009	58	6/15/2009	70.3
6/15/2010	67	6/15/2010	69.6
6/15/2011	75		
6/15/2012	83		
6/15/2013	92		

6/15/2014	100		
[CM] % Proficient in Math on the DSTP (American Indian/Alaska Native - All Grades)			
Target Date	Target Value	Actual Date	Actual Value
6/15/2008	50	6/15/2008	75.0
6/15/2009	58	6/15/2009	72.7
6/15/2010	67	6/15/2010	80.0
6/15/2011	75		
6/15/2012	83		
6/15/2013	92		
6/15/2014	100		
[CM] % Proficient in Math on the DSTP (Afr. American - All Grades)			
Target Date	Target Value	Actual Date	Actual Value
6/15/2008	50	6/15/2008	47.7
6/15/2009	58	6/15/2009	48.4
6/15/2010	67	6/15/2010	48.4
6/15/2011	75		
6/15/2012	83		
6/15/2013	92		
6/15/2014	100		
[CM] % Proficient in Math on the DSTP (Asian/Pacific Islander - All Grades)			
Target Date	Target Value	Actual Date	Actual Value
6/15/2008	50	6/15/2008	95.5
6/15/2009	58	6/15/2009	94.0
6/15/2010	67	6/15/2010	94.3
6/15/2011	75		
6/15/2012	83		
6/15/2013	92		

6/15/2014	100		
[CM] % Proficient in Math on the DSTP (Hispanic - All Grades)			
Target Date	Target Value	Actual Date	Actual Value
6/15/2008	50	6/15/2008	58.5
6/15/2009	58	6/15/2009	60.3
6/15/2010	67	6/15/2010	59.0
6/15/2011	75		
6/15/2012	83		
6/15/2013	92		
6/15/2014	100		
[CM] % Proficient in Math on the DSTP (White - All Grades)			
Target Date	Target Value	Actual Date	Actual Value
6/15/2008	50	6/15/2008	83.6
6/15/2009	58	6/15/2009	84.2
6/15/2010	67	6/15/2010	83.2
6/15/2011	75		
6/15/2012	83		
6/15/2013	92		
6/15/2014	100		
[CM] % Proficient in Math on the DSTP (ELL - All Grades)			
Target Date	Target Value	Actual Date	Actual Value
6/15/2008	50	6/15/2008	57.0
6/15/2009	58	6/15/2009	58.4
6/15/2010	67	6/15/2010	52.4
6/15/2011	75		
6/15/2012	83		
6/15/2013	92		

6/15/2014	100		
[CM] % Proficient in Math on the DSTP (Special Ed - All Grades)			
Target Date	Target Value	Actual Date	Actual Value
6/15/2008	50	6/15/2008	24.7
6/15/2009	58	6/15/2009	24.5
6/15/2010	67	6/15/2010	23.9
6/15/2011	75		
6/15/2012	83		
6/15/2013	92		
6/15/2014	100		
[CM] % Proficient in Math on the DSTP (Low Income - All Grades)			
Target Date	Target Value	Actual Date	Actual Value
6/15/2008	50	6/15/2008	53.5
6/15/2009	58	6/15/2009	55.1
6/15/2010	67	6/15/2010	54.5
6/15/2011	75		
6/15/2012	83		
6/15/2013	92		
6/15/2014	100		
[CM] % Proficient in Reading on the DSTP (All Students - All Grades)			
[CM] % Proficient in Reading on the DSTP (All Students - All Grades)			
Target Date	Target Value	Actual Date	Actual Value
6/15/2008	68	6/15/2008	73.5
6/15/2009	73	6/15/2009	74.8
6/15/2010	79	6/15/2010	71.8
6/15/2011	84		
6/15/2012	89		

6/15/2013	95		
6/15/2014	100		
[CM] % Proficient in Reading on the DSTP (American Indian/Alaska Native - All Grades)			
Target Date	Target Value	Actual Date	Actual Value
6/15/2008	68	6/15/2008	87.5
6/15/2009	73	6/15/2009	81.8
6/15/2010	79	6/15/2010	75.0
6/15/2011	84		
6/15/2012	89		
6/15/2013	95		
6/15/2014	100		
[CM] % Proficient in Reading on the DSTP (Afr. American - All Grades)			
Target Date	Target Value	Actual Date	Actual Value
6/15/2008	68	6/15/2008	56.9
6/15/2009	73	6/15/2009	57.5
6/15/2010	79	6/15/2010	53.5
6/15/2011	84		
6/15/2012	89		
6/15/2013	95		
6/15/2014	100		
[CM] % Proficient in Reading on the DSTP (Asian/Pacific Islander - All Grades)			
Target Date	Target Value	Actual Date	Actual Value
6/15/2008	68	6/15/2008	93.2
6/15/2009	73	6/15/2009	91.5
6/15/2010	79	6/15/2010	89.2
6/15/2011	84		
6/15/2012	89		

6/15/2013	95		
6/15/2014	100		
[CM] % Proficient in Reading on the DSTP (Hispanic - All Grades)			
Target Date	Target Value	Actual Date	Actual Value
6/15/2008	68	6/15/2008	59.6
6/15/2009	73	6/15/2009	63.9
6/15/2010	79	6/15/2010	59.5
6/15/2011	84		
6/15/2012	89		
6/15/2013	95		
6/15/2014	100		
[CM] % Proficient in Reading on the DSTP (White - All Grades)			
Target Date	Target Value	Actual Date	Actual Value
6/15/2008	68	6/15/2008	86.2
6/15/2009	73	6/15/2009	87.3
6/15/2010	79	6/15/2010	85.5
6/15/2011	84		
6/15/2012	89		
6/15/2013	95		
6/15/2014	100		
[CM] % Proficient in Reading on the DSTP (ELL - All Grades)			
Target Date	Target Value	Actual Date	Actual Value
6/15/2008	68	6/15/2008	50.9
6/15/2009	73	6/15/2009	57.9
6/15/2010	79	6/15/2010	43.5
6/15/2011	84		
6/15/2012	89		

6/15/2013	95		
6/15/2014	100		
[CM] % Proficient in Reading on the DSTP (Special Ed - All Grades)			
Target Date	Target Value	Actual Date	Actual Value
6/15/2008	68	6/15/2008	34.5
6/15/2009	73	6/15/2009	34.6
6/15/2010	79	6/15/2010	26.9
6/15/2011	84		
6/15/2012	89		
6/15/2013	95		
6/15/2014	100		
[CM] % Proficient in Reading on the DSTP (Low Income - All Grades)			
Target Date	Target Value	Actual Date	Actual Value
6/15/2008	68	6/15/2008	57.9
6/15/2009	73	6/15/2009	60.9
6/15/2010	79	6/15/2010	56.8
6/15/2011	84		
6/15/2012	89		
6/15/2013	95		
6/15/2014	100		
[CM] % Proficient in Science on the DSTP (All Students - Grade 4)			
[CM] % Proficient in Science on the DSTP (All Students - Grade 4)			
Target Date	Target Value	Actual Date	Actual Value
2/28/2008	95	2/28/2008	86.6
2/28/2009	95	2/28/2009	88.6
2/28/2010	95		

[CM] % Proficient in Science on the DSTP (All Students - Grade 6)			
[CM] % Proficient in Science on the DSTP (All Students - Grade 6)			
Target Date	Target Value	Actual Date	Actual Value
2/28/2008	95	2/28/2008	77.0
2/28/2009	95	2/28/2009	75.0
2/28/2010	95		
[CM] % Proficient in Science on the DSTP (All Students - Grade 8)			
[CM] % Proficient in Science on the DSTP (All Students - Grade 8)			
Target Date	Target Value	Actual Date	Actual Value
6/30/2008	95	6/30/2008	48.7
6/30/2009	95	6/30/2009	56.0
6/30/2010	95	6/30/2010	56.9
[CM] % Proficient in Science on the DSTP (All Students - Grade 11)			
[CM] % Proficient in Science on the DSTP (All Students - Grade 11)			
Target Date	Target Value	Actual Date	Actual Value
6/30/2008	95	6/30/2008	56.7
6/30/2009	95	6/30/2009	54.3
6/30/2010	95	6/30/2010	48.3
[CM] % Proficient in Social Studies on the DSTP (All Students - Grade 4)			
[CM] % Proficient in Social Studies on the DSTP (All Students - Grade 4)			
Target Date	Target Value	Actual Date	Actual Value
2/28/2008	95	2/28/2008	64.6
2/28/2009	95	2/28/2009	56.5
2/28/2010	95		
[CM] % Proficient in Social Studies on the DSTP (All Students - Grade 6)			
[CM] % Proficient in Social Studies on the DSTP (All Students - Grade 6)			
Target Date	Target Value	Actual Date	Actual Value
2/28/2008	95	2/28/2008	66.0

2/28/2009	95	2/28/2009	65.4
2/28/2010	95		
[CM] % Proficient in Social Studies on the DSTP (All Students - Grade 8)			
[CM] % Proficient in Social Studies on the DSTP (All Students - Grade 8)			
Target Date	Target Value	Actual Date	Actual Value
6/30/2008	95	6/30/2008	52.6
6/30/2009	95	6/30/2009	52.8
6/30/2010	95	6/30/2010	56.7
[CM] % Proficient in Social Studies on the DSTP (All Students - Grade 11)			
[CM] % Proficient in Social Studies on the DSTP (All Students - Grade 11)			
Target Date	Target Value	Actual Date	Actual Value
6/30/2008	95	6/30/2008	42.2
6/30/2009	95	6/30/2009	43.9
6/30/2010	95	6/30/2010	38.2
[CM] NCLB Graduation Rate (All Students)			
[CM] NCLB Graduation Rate (All Students)			
Target Date	Target Value	Actual Date	Actual Value
6/30/2008	81	6/30/2008	77.8
6/30/2009	82.5	6/30/2009	82.5
6/30/2010	84	6/30/2010	84.5
[CM] NCLB Graduation Rate (Special Ed)			
Target Date	Target Value	Actual Date	Actual Value
6/30/2008	76	6/30/2008	68.8
6/30/2009	78	6/30/2009	59.8
6/30/2010	79	6/30/2010	77.1

[CM] Dropout Rate (All Students)			
[CM] Dropout Rate (All Students)			
Target Date	Target Value	Actual Date	Actual Value
6/30/2008	4.8	6/30/2008	4.9
6/30/2009	4.8	6/30/2009	4.0
6/30/2010	4.7	6/30/2010	3.3
[CM] Dropout Rate (Special Ed)			
Target Date	Target Value	Actual Date	Actual Value
6/30/2008	6.8	6/30/2008	5.0
6/30/2009	6.2	6/30/2009	4.0
6/30/2010	5.6	6/30/2010	6.8
[CM] Percent of classes taught by Highly Qualified Teachers (HQT)			
[CM] Percent of classes taught by Highly Qualified Teachers (HQT)			
Target Date	Target Value	Actual Date	Actual Value
6/15/2008	100	6/15/2008	84.6
6/15/2009	100	6/15/2009	91.2
6/15/2010	100	6/15/2010	94.5
6/15/2011	100	6/15/2011	94.9
6/15/2012	100	6/15/2012	96.1
6/15/2013	100	6/15/2013	93.8
6/15/2014	100		
[CM] Out-of-School Suspension Rate (All Students)			
[CM] Out-of-School Suspension Rate (All Students)			
Target Date	Target Value	Actual Date	Actual Value
6/30/2008	12.8	6/30/2008	18.8
6/30/2009	12.8	6/30/2009	19.4
6/30/2010	12.8	6/30/2010	20.5

[CM] Percent of children with IEPs aged 6 through 21 inside regular class 80%+ of day

[CM] Percent of children with IEPs aged 6 through 21 inside regular class 80%+ of day			
Target Date	Target Value	Actual Date	Actual Value
3/30/2008	56	3/30/2008	24.5
3/30/2009	59	3/30/2009	27.1
3/30/2010	62	3/30/2010	37.2

CTE/Perkins Indicators

[CM] 1S1 - % Proficient in Reading on the DSTP (CTE Concentrators - 12th Graders testing in Grade 10)

Target Date	Target Value	Actual Date	Actual Value
6/15/2008	62	6/15/2008	69.1
6/15/2009	68	6/15/2009	72.3
6/15/2010	68	6/15/2010	71.0

[CM] 1S2 - % Proficient in Math on the DSTP (CTE Concentrators - 12th Graders testing in Grade 10)

Target Date	Target Value	Actual Date	Actual Value
6/15/2008	41	6/15/2008	54.6
6/15/2009	50	6/15/2009	61.9
6/15/2010	50	6/15/2010	63.0

[CM] 2S1 - % of CTE Concentrators Passing Technical Skills Assessment

Target Date	Target Value	Actual Date	Actual Value
6/15/2008	69	6/15/2008	85.4
6/15/2009	71	6/15/2009	95.5
6/15/2010	72	6/15/2010	95.0

[CM] 3S1 - % of CTE Concentrators Completing CTE Pathway and Graduating

Target Date	Target Value	Actual Date	Actual Value
6/15/2008	66	6/15/2008	76.3
6/15/2009	70	6/15/2009	88.8
6/10/2010	70	6/10/2010	90.5

[CM] 4S1 - NCLB Graduation Rate (CTE Concentrators)			
Target Date	Target Value	Actual Date	Actual Value
6/15/2008	81	6/15/2008	81.0
6/15/2009	82.5	6/15/2009	92.0
6/15/2010	84	6/15/2010	95.0
[CM] 5S1 - % of CTE Concentrator Graduates in Secondary Placement			
Target Date	Target Value	Actual Date	Actual Value
6/15/2008	95	6/15/2008	91.0
6/15/2009	96	6/15/2009	45.6
6/15/2010	52	6/15/2010	47.0
[CM] 6S1 - % of CTE Participants in Programs in Non-Traditional Fields			
Target Date	Target Value	Actual Date	Actual Value
6/15/2008	38	6/15/2008	35.8
6/15/2009	38.5	6/15/2009	31.5
6/15/2010	36.5	6/15/2010	36.0
[CM] 6S2 - % of CTE Concentrators Completing CTE Pathways in Non-Traditional Fields			
Target Date	Target Value	Actual Date	Actual Value
6/15/2008	20	6/15/2008	25.2
6/15/2009	21	6/15/2009	28.9
6/15/2010	16	6/15/2010	28.0

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Werner, John	AIHS CTE Teacher	302-552-3701
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Bowser, Shawn	JDHS CTE Teacher	302-552-3701
Davis, Dante	JDHS CTE Teacher	302-552-3701
Hall, Mike	JDHS CTE Teacher	302-552-3701
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Wharton, Ray	JDHS CTE Teacher	302-552-3701
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Craster, James	TMHS CTE Teacher	302-552-3701
Gonzon, Lisa	TMHS CTE Teacher	302-552-3701
Murphy, Michelle	TMHS CTE Teacher	302-552-3701
Reamer, Michael	TMHS CTE Teacher	302-552-3701
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Ryan, Matt	TMHS CTE Teacher	302-552-3701
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Brown, Cristin	Conrad SS CTE Teacher	302-552-3701
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Olejar, Maureen	Conrad SS CTE Teacher	302-552-3701
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2.1 LEA Consolidated Application Planning Team

Enter your LEA grant planning team including administrators, teachers, parents, school nurses, community leaders, school counselors, law enforcement officers, visiting teachers, and others. Parent participation should be across multiple programs.

The Perkins Advisory Committee must be comprised of business, industry and educational constituents, and representative of all career and technical programs. All members of the Perkins Advisory Committee must be listed in this section along with the program they are representing.

<u>First Name</u>	<u>Last Name</u>	<u>Title</u>	<u>Email Address</u>	<u>Constituency</u>	<u>Perkins</u>
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Deborah	Finch	Parent		Parent	Skilled and Technical Science
Susie	Hessling	Teacher, Warner Elementary (BLT/ Implementation Team)	susan.hessling@redclay.k12.de.us	Teacher	
Christine	Miller	Ed. Associate, Federal Programs, Non-Public Sch, MckinneyVento, Nurses, Health/PE	Christine.Miller@redclay.k12.de.us	Administrator	
Cindy	Felix	LACC - 403 N. VanBuren Street - Wilmington, DE. 19805		Business Person	Family and Consumer Sciences
Evonne	Fintzel	Baltz BLT Member (Focus School Planning Team)	evonne.fintzel@redclay.k12.de.us	Teacher	
Patricia	Seningen	West Chester University, Human Resources		Business Person	Business, Finance and Marketing

Michael	Simmonds	Manager, Federal & Regulated Programs	michael.simmonds@redclay.k12.de.us	Administrator
Gerri	Marshall	Supervisor, Research & Evaluation	Gerri.Marshall@redclay.k12.de.us	Administrator

2.2 Contact Information:

Please select a representative for each area below. The representative must be a member of the LEA's Consolidated Application Planning Team listed in Section 2.1 of this grant. Click the drop down arrow to select members from your planning team.

	Name	Title	Phone	Email Address
Primary Contact	Michael Simmonds	Manager, Federal & Regulated Programs	302-552-3700	michael.simmonds@redclay.k12.de.us
Summer Contact	Mervin Daugherty	Superintendent	302-552-3703	Mervin.Daugherty@redclay.k12.de.us
Business Manager	Jill Floore	Chief Finance Officer/Finance	302-552-3725	Jill.Floore@redclay.k12.de.us
Homeless Liaison	Christine Miller	Ed. Associate, Federal Programs, Non-Public Sch, MckinneyVento, Nurses, Health/PE	302-552-3815	Christine.Miller@redclay.k12.de.us
Parent Liaison	Michael Simmonds	Manager, Federal & Regulated Programs	302-552-3700	michael.simmonds@redclay.k12.de.us

IMPORTANT: Summer Contact Information (July - August): An LEA representative needs to be available who is authorized to make substantive changes to the grant as well as to make final dollar allocation decisions.

2.3 Selection of Federal and State Programs

Check all grant programs for which you are applying in this application.

Note: If the LEA subsequently unchecks a grant program, all budgeted items associated with that grant will be deleted.

Federal	State
<input checked="" type="checkbox"/> Carl D. Perkins Career and Technical Education – Secondary	<input checked="" type="checkbox"/> Curriculum and Professional Development
<input checked="" type="checkbox"/> Individuals with Disabilities Education Act 611 (IDEA)(3-21)	
<input checked="" type="checkbox"/> Individuals with Disabilities Education Act 619 (IDEA)(3-5)	
<input checked="" type="checkbox"/> Title I, Part A - Making High Poverty Schools Work	
<input checked="" type="checkbox"/> Title II, Part A - Teacher and Principal Training and Recruitment	
<input checked="" type="checkbox"/> Title III - Immigrant Students	
<input checked="" type="checkbox"/> Title III - Language Instruction for Limited English Proficient and Immigrant Students	

Consolidated Grant Application Submission Deadlines

For 2015-2016 Consolidated Grant Applications, the following schedule applies:

Grant Submission Deadlines

July 15, 2015

August 12, 2015

If the LEA does not submit an application by the final submission date of August 12, 2015, then an LEA is required to file an extension request. The extension request must include the reason the LEA cannot meet the final submission date requirement. Extensions can only be granted in case of an emergency situation. If an extension request is denied, DDOE can 1) refuse to reimburse the LEA for any expense incurred before the application is submitted; or 2) formally disapprove the LEA for funding, which triggers the LEA's due process rights in accordance with Section 432 of the General Educational Provisions Act (GEPA).

The start date for federal funds is the date of initial submission if the grant is substantially approvable as determined by DDOE. Grant applications will be considered "substantially approvable" if submitted:

- Meeting budget requirements;**
- Aligned to the Implementation/Strategic Plan; and,**
- Needing only minor additional clarifications or revisions that do not extend the approval process**

Grant applications that are submitted partially complete, requiring extensive clarification or containing other issues that extend the approval process will not be considered substantially approvable. A Consolidated Grant Application is considered substantially approvable when 5 of 7 grant applications meet substantially approvable status.

IMPORTANT DISCLAIMER: All information contained in the DDOE LEA Consolidated Grant Manual and in the DDOE LEA Consolidated Grant Application is subject to change, depending on receipt of federal US DOE rules and guidance. LEAs may be required to submit amendments that would bring the application into compliance with such documents at any time during the effective dates of the grant.

2.4 Program Coordinators and Allocations

AFTER completing Section 2.3, LEAs must click “Get Default Values” to load program allocations. LEAs must then click edit to assign a program coordinator for each program.

Federal Programs

Program	Coordinator	Allocation	Liquidation Date
Carl D. Perkins Career and Technical Education – Secondary	Rookard, Sharon sharon.rookard@redclay.k12.de.us	\$412,560.00	11/30/2017
Individuals with Disabilities Education Act 611 (IDEA)(3-21)	Broomall, Hugh hugh.broomall@redclay.k12.de.us	\$4,121,844.00	11/30/2017
Individuals with Disabilities Education Act 619 (IDEA)(3-5)	Broomall, Hugh hugh.broomall@redclay.k12.de.us	\$98,120.00	11/30/2017
Title I, Part A - Making High Poverty Schools Work	Simmonds, Michael michael.simmonds@redclay.k12.de.us	\$5,388,195.00	11/30/2017
Title II, Part A - Teacher and Principal Training and Recruitment	Comegys, James james.comegys@redclay.k12.de.us	\$1,298,528.00	11/30/2017
Title III - Immigrant Students	Beck, Carolina Carolina.Beck@redclay.k12.de.us	\$2,744.00	11/30/2017
Title III - Language Instruction for Limited English Proficient and Immigrant Students	Beck, Carolina Carolina.Beck@redclay.k12.de.us	\$266,092.00	11/30/2017

State Programs

Program	Coordinator	Allocation	Ending Date
Curriculum and Professional Development	Comegys, James james.comegys@redclay.k12.de.us	\$182,150.00	6/30/2016

3.1 Title I, Part A: School Eligibility

Please answer the following questions regarding the data and process used to determine school(s) eligibility for Title I funds.

Question A

A.1 What source of data was used to determine the Title I eligibility status of the LEA's schools?

Note: The LEA must use the same data set for all schools

[Section 1112(b)(1)(G)]

U.S. DOE Guidance: <http://www2.ed.gov/programs/titleiparta/wdag.doc>

CEP guidance: <http://www2.ed.gov/programs/titleiparta/13-0381guidance.doc>, and <http://www.fns.usda.gov/school-meals/community-eligibility-provision>

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | DDOE-provided % Direct Certification data (14-15 Sept 30 Data) |
| <input checked="" type="checkbox"/> | DDOE-provided % DHSS poverty data (14-15 Sept 30 Data) |
| <input type="checkbox"/> | LEA-provided data, such as: feeder pattern changes, census data, FRPL, Direct Certification, TANF, Medicaid, or a composite of poverty measures. |

A.2 If LEA-provided data was used, please explain why this method was chosen and how the poverty data was obtained. [Section 1112(b)(1)(G)]

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Question B

B.1 Is the LEA serving all schools with poverty rates of 75% and above (based on the data source chosen above)?

If no, please provide a brief explanation as to:

- 1) Why the school was skipped and how the school meets the comparability requirements; and
- 2) How the skipped school is receiving supplemental funds from other state and local sources that either meets or exceeds the amount that would have been provided with Title I, Part A funds AND is being spent in accordance with the Targeted Assistance or Schoolwide program requirements.

[Section 1113(b)(D)]

The LEA is serving its traditional, graded (PK – 12) public schools with poverty levels at/above 75%; however the LEA is choosing to not allocate Title I funding in its ungraded specialized school settings; these include First State School and Meadowood School and Richardson Park Intensive Learning Center (ILC) (students from the former Central School ILC have transitioned to their traditional attendance zone or choice selected schools). Of these remaining schools Warner, Shortlidge, Lewis, Baltz, Marbrook, Mote, AIMS have DHSS- calculated poverty rates above 75%.

All program sites receive tuition funds to serve students with identified specialized needs and these resources far exceed the amounts that they would have received based on a Title I per pupil allocation (PPA explained: this creates an allocation based on the numbers of eligible children and a ranking of the school's poverty levels).

MEADOWOOD: The Meadowood Program provides services to students ages 3-21 with moderate to severe disabilities. The classrooms blend the functional and developmental curriculum to serve the individual needs of our youngest students. All children have an Individual Education Plan (IEP) with learning goals and objectives based on needs identified through formal testing. Students in the Meadowood Program may attend Forest Oak Elementary School for their elementary years, HB duPont Middle School for middle years as students begin to utilize their skill set across a greater variety of settings. While maintaining their involvement with the inclusive classrooms, students begin to experience vocational exploration and community-based instruction. For high school, students may attend Thomas McKean & John Dickinson High Schools to have increased opportunities to enhance their functional independent living skills, as well have vocational experiences that help create a better pathway to future paid employment.

FIRST STATE: The First State School gives children and adolescents who would otherwise be homebound with serious illnesses the chance to attend school with their peers while they get the medical treatment they need. Located at Wilmington Hospital, First State School offers kindergarten through high-school education to children with diabetes, sickle-cell anemia, severe asthma, cancer and other illnesses that preclude attendance at regular school. The program is only one of three in operation nationwide and is co-sponsored by Christiana Care and the Delaware Department of Education through the Red Clay School District. The First State School staff members (physicians, nurses, educators and psychologists) are available throughout the school day to oversee each student's daily needs in collaboration with their family and primary care physicians and subspecialty consultants. The first school of its kind in the United States, the First State started in 1985 as the brainchild of Janet Kramer, M.D., F.S.A.M., a medical internist and director of Christiana Care's Division of Adolescent and Young Adult Medicine Services who sought to help chronically ill children get the medical treatment they needed without missing out on the important parts of childhood—the chance to learn and grow with others. The district's 2015 and 2016 comparability reports will reflect the LEA not only meeting the required average student: staff ratio for schools serving these students, but also providing instruction in accordance with laws for students who require special and specific accommodations to meet their identified needs** (per guidance from The Delaware Dept. Of Education – (KW/TJ)

* Please note; although both Central and RPLC were identified in DOE September 30th count as having poverty rates of over 75%, the students at both school have been transitioned attendance zone school (process started August 2014). This happened as a part of Red Clay Board approved Inclusion plan process.*

B.2 Is the LEA electing not to serve or “skipping” any other eligible schools under 75% poverty that have a higher percentage of children from low income families than the schools that are being served?

If yes, please provide a brief explanation as to:

1) Why the school was skipped and how the school meets the comparability requirements; and

2) How the skipped school is receiving supplemental funds from other state and local sources that either meets or exceeds the amount that would have been provided with Title I, Part A funds AND is being spent in accordance with the Targeted Assistance or Schoolwide program requirements.

[Section 1113(b)(D)]

N/A - In accordance with Section 1120A(c)(5)(B) of the ESEA, the Red Clay Consolidated School District will demonstrate comparability for its schools that serve pupils with identified and documented special needs, including: First State School and Meadowood School by estimating the number of staff the school would have received if it were not a school serving students with disabilities. We will use the standard unit count ratios provided by the Department in preparing the estimates. The RCCSD comparability process will be implemented and the 2015-2016 calculations will be submitted to the Department in November using the ratios provided by the Department and in accordance with the grade configurations at the school levels.

* Please note although both Central and RPLC were identified in DOE September 30th count as having poverty rates of over 75%, the students at both school have been transitioned attendance zone school (process started August 2014). This happened as a part of Red Clay Board approved Inclusion plan process.*

Question C

C.1 This question should only be completed by LEAs with more than one school.

Please describe the methodology used to determine the per-pupil amount (PPA) for each participating Title I school.

LEAs have discretion to determine the per-pupil amount (PPA) for each participating school; however, there are two things LEAs should bear in mind.

First, according to U.S. ED guidance, the PPA must be large enough to provide a reasonable assurance that a school can operate a Title I program of sufficient quality to achieve that purpose.

Second, an LEA is not required to allocate the same PPA to each school. However, the LEA must allocate a higher PPA to schools with higher poverty rates than it allocates to schools with lower poverty rates.

Note: LEAs with an enrollment of less than 1,000 or LEAs with only one school per grade span are not required to allocate funds to schools in rank order.

Once Red Clay received its FY 2016 Title I, Part A allocation amount, it made the following decisions related to District-resource reserves off-the-top:

- Homeless Services
- Parental involvement (Red Clay reserves more than (almost double) the federally required 1% per the regulations in Title I, Part A section 1118)
- LEA Instructional Services
- LEA Professional Development
- Focus and Priority school supports
- Prekindergarten and transition to kindergarten supports
- Administrative Costs

The reservation is smaller than the remaining total. The remainder is then allocated (given/distributed) to the eligible participating schools. Red Clay identifies eligible schools with attendance areas at or above 35% DHSS-poverty and ranks them by both grade-levels and educational designation/purpose. In ranking, it establishes categories for schools to determine participation and allocations:

Category 1: Traditional PK-5 Elementary School (DHSS poverty = 80% or greater (PARTICIPATING) (NORMALLY WARNER, BALTZ, SHORTLIDGE, MOTE, LEWIS)

Category 2: Traditional PK-5 Elementary School (DHSS poverty = 75% to 79% (PARTICIPATING) (NORMALLY MARBROOK, HIGHLANDS and RPES)

Category 3: Traditional 6-12 Middle to High School (DHSS poverty = 75% or greater (PARTICIPATING) (AIMS AND STANTON)

Category 4: Traditional K-5 Elementary School (DHSS poverty = 56 to 74% (District DHSS-poverty average) to 74% (PARTICIPATING) (NORMALLY RICHEY)

Category 5: Traditional K-5 and under 55% and under poverty (ranked not participating)

Category 6: ILC with 35% poverty or greater (ranked not participating)

Category 7: Traditional K – 12 (ranked not participating and not eligible)

Once the participating public school attendance areas and categories have been established, Red Clay uses the remaining funds (after reservations) to calculate a PPA for each participating public school category – using the total number of children from low-income families residing in each attendance area to allocate funds for each participating school. Red Clay allocates resources within each category in decreasing rank order of poverty; starting with the categories above 75% poverty – prioritizing early intervention and elementary schools in categories 1 and 2; then high poverty middle schools in category 3, and then high poverty elementary schools in category 4. From these PPA amounts, Red Clay reserves funds for the private school children (calculated for low-income private school students residing in the attendance areas of eligible category 1-4 schools) to provide equitable services to eligible private school participants. The LEA adjusts the PPA until all the resources (after the set-asides) have been expended.

3.2 Title I, Part A: Schools Served

LEAs must click “Get Default Values” for a list of schools within the LEA and their associated DHSS low income data (DHSS Pov %) and Direct Certification low income data (Dir. Cert %). LEAs must click the edit button for each school to: 1) Identify each school's Title I status 2) List the grade span of the school; and 3) Enter new poverty data (only if the LEA chooses to use its own poverty data). Note: DHSS and Direct Certification poverty data will not be loaded for new charter schools. The adjusted census poverty data for new charter schools can be provided by DDOE upon request. New charter schools are encouraged to enter their own poverty rate if they have available data.

Public Schools

School	Title I Status	Grade Span	Total	DHSS Pov %	New Pov %	Dir.Cert%
A I duPont High	Eligible But Not Receiving Service	09-12	1108	45.49	0.00	33.48
A I duPont Middle	Schoolwide	6-8	533	77.30	0.00	61.54
Baltz Elem	Schoolwide	BK-05	633	77.41	0.00	58.14
Brandywine Springs	Not Eligible	KN-08	1105	16.02	0.00	9.05
Calloway Sch of the Arts	Not Eligible	6-12	935	14.55	0.00	6.84
Central School	Eligible But Not Receiving Service	Ungraded	108	84.26	0.00	58.33
Conrad Schools of Science	Not Eligible	6-12	1215	25.68	0.00	14.32
Dickinson High	Eligible But Not Receiving Service	09-12	702	56.27	0.00	41.31
First State School	Eligible But Not Receiving Service	Ungraded	22	95.45	0.00	63.64
Forest Oak Elem	Eligible But Not Receiving Service	KN-5	529	50.47	0.00	37.24
H B duPont Middle	Eligible But Not Receiving Service	6-8	841	46.14	0.00	36.74
Heritage Elem	Not Eligible	KN-5	605	32.40	0.00	22.15
Highlands Elem	Schoolwide	KN-5	368	73.91	0.00	65.22
Lewis Dual Language Elem	Schoolwide	KN-5	471	86.41	0.00	73.25
Linden Hill Elem	Not Eligible	KN-5	837	16.97	0.00	9.92
Marbrook Elem	Schoolwide	KN-5	539	75.51	0.00	51.39
McKean High	Eligible But Not Receiving Service	9-12	796	61.18	0.00	42.84
Meadowood Program	Eligible But Not Receiving Service	Ungraded	155	83.87	0.00	32.26
Mote Elem	Schoolwide	BK-5	577	76.26	0.00	52.17

North Star Elem	Not Eligible	KN-5	702	8.55	0.00	3.85
Richardson Park Elem	Schoolwide	KN-5	479	74.11	0.00	61.38
Richardson Park Lrng Cntr	Eligible But Not Receiving Service	Ungraded	303	50.83	0.00	38.28
Richey Elem	Schoolwide	KN-5	405	56.30	0.00	39.26
Shortlidge Elem	Schoolwide	KN-5	315	89.21	0.00	80.95
Skyline Middle	Eligible But Not Receiving Service	6-8	874	38.56	0.00	27.57
Stanton Middle	Schoolwide	6-8	616	73.21	0.00	49.51
Warner Elem	Schoolwide	KN-5	529	88.09	0.00	82.61

3.3 Title I, Part A: LEA Set-Asides

The questions in this section require the LEA to describe how it meets the various Title I requirements for LEA-level planning, supports, and services for schools and students.

The LEA assures it is familiar with the local planning requirements of Section 1112 of the ESEA and will be able to demonstrate how those requirements are incorporated into the LEA's Title I program upon request.

Question A

A.1 LEAs may set aside Title I, Part A funds for district-led initiatives benefitting Title I students. If the LEA intends to set aside funds for such an initiative please describe:

- 1) The amount of the set aside;
- 2) How the funds will be used; and
- 3) Which schools/students will participate in/benefit from the activity(s).

- 1) The schools that have been list as Action List Schools are: Highlands, Richardson Park Elementary Schools and Shortlidge Academy.
- 2) The DDOE has identified Title I schools that missed State AMOs in the same subgroup and the same content area for two consecutive years (2011-2012 and 2012-2013) as "Action List" schools. Red Clay Consolidated School District was notified on February 20, 2014 of this data, but has used its own data for 2 years to deploy its School Support Team to schools in danger of not meeting AYP.
- 3) At the LEA-level, Red Clay is providing resources from FY 14 Title I carryover (materials) to support a book study to influence leadership actions and PLC decisions related to student data to assist with capacity building.

A.2 If the LEA intends to set aside Title I, Part A funds for a subset of schools, specific subgroups, or grade bands across schools that it has determined to be low performing, please provide the following:

- 1) A list of the schools in which the funds will be used;
- 2) A description of the criteria used to identify the schools as low performing; and
- 3) The amount of funds to set aside for each school.

Question B

B.1 The following question should only be answered by LEAs with Title I schools designated as “Focus”.

LEAs with Title I schools designated as “Focus” according to Delaware’s ESEA Flexibility Plan must set aside a portion of their Title I, Part A funds (between 5% and 20%) to support state-approved interventions in these Title I schools. Please indicate the amount the LEA intends to set aside and provide a justification for the amount taking into account the following factors:

- 1) The number of Focus Schools the LEA is required to address;
- 2) Total student enrollment in the school(s);
- 3) The total number of students in each subgroup that caused the school(s) to be identified; and
- 4) The scope of the state-approved intervention(s) the LEA proposes to implement in the schools.

- | |
|---|
| <ol style="list-style-type: none">1. Set aside money will be used for AI Middle School2. 507 students3. Low Income Performance (7); African Amercian Performance (8); Hispanic Perfromance (3); Students with Disabilities (2); English Language Learner Performance (1)4. The state approved intervention were:<ul style="list-style-type: none">* After School Academic Support (tutoring)* Special Education Academic Support (during the school day)* ELL Academic Support (during the day)* Student Ambassadors (student development and tutoring) |
|---|

B.2 The following question should only be answered by LEAs with Title I schools designated as “Priority”.

LEAs with Title I schools designated as “Priority” according to Delaware’s ESEA Flexibility Plan may use a portion of their Title I, Part A funds to support these Title I schools. If the LEA intends to set aside any funds to support Title I Priority Schools, please provide a list of schools for which the funds will be used.

Set aside funding will be used for the priority schools.
--

Question C

C.1 This question should only be completed by LEAs using Title I funds to support LEA-operated infant/toddler and/or preschool programs. Please list the LEA-operated infant/toddler and/or preschool programs (physical locations) the LEA intends to support with Title I funds this school year. Please also list the approximate number of infants/toddlers and preschool children impacted by the use of Title I funds in each location.

Note: All infant/toddler and/or preschool children should be counted in Title I schoolwide schools.

Example:

LEA-Operated Program Location A – 33 children

LEA-Operated Program Location B – 25 children

LEA-Operated Program Location C – 25 children

- Red Clay Consolidated School District Operated Program Location Baltz – 40 children
- Red Clay Consolidated School District Operated Program Location Lewis Dual Language– 15 children
- Red Clay Consolidated School District Operated Program Location Mote – 15 children
- Red Clay Consolidated School District Operated Program Location Warner – 40 children
- Red Clay Consolidated School District Operated Program Location Shortlidge - 20 children
- Red Clay Consolidated School District Operated Program Location Marbrook - 20 children

C.2 This question should only be completed by LEAs using Title I funds to support LEA-operated infant/toddler and/or preschool programs.

Of the children listed above, please list the total number of children in each of the following categories by location:

- 1) Total number of children younger than age 1 in each location
- 2) Total number of children age 2 to age 3 in each location
- 3) Total number of children age 4 and prior to kindergarten in each location

- The Red Clay Consolidated School District will serve approximately 150 children – 4 years of age prior to kindergarten entry; the numbers are:
- Red Clay Consolidated School District Operated Program Location Baltz – 40 children
 - Red Clay Consolidated School District Operated Program Location Lewis Dual Language – 15 children
 - Red Clay Consolidated School District Operated Program Location Mote – 15 children
 - Red Clay Consolidated School District Operated Program Location Warner – 40 children
 - Red Clay Consolidated School District Operated Program Location Shortlidge - 20 children
 - Red Clay Consolidated School District Operated Program Location Marbrook - 20 children

C.3 This question should only be completed by LEAs using Title I funds to support LEA-operated infant/toddler and/or preschool programs.

Please describe how the Title I funds will be used to support the LEA-operated programs listed above. [Section 1112(b)(1)(K)]

Title I funds will be used to support program staff (as needed) and teacher professional learning opportunities to further prepare children to be grade-level literate by or before grade 3. Funds are being directed set aside to property and focus for early intervention as we have identified addressing early learning need as crucial to removing these school for this status. This will help to align extend learning time to the regular day, and give students continual access to effective instructional strategies, high-quality curricula, and highly-qualified and trained professional staff.

Question D

D.1 This question should only be completed by LEAs using Title I funds to support partnership programs (non-LEA-operated) serving infant/toddler and/or preschool children.

Please list the partner programs (physical locations) serving infant/toddler and/or preschool children the LEA intends to support with Title I funds this school year. Please also list the approximate number of infants/toddlers and preschool children impacted by the use of Title I funds in each location.

Example:

Partner Program Location A – 33 children

Partner Program Location B – 25 children

Partner Program Location C – 25 children

NA

D.2 This question should only be completed by LEAs using Title I funds to support partnership programs (non-LEA-operated) serving infant/toddler and/or preschool children.

Of the children listed above, please list the total number of children in each of the following categories by location:

- 1) Total number of children younger than age 1 in each location
- 2) Total number of children age 2 to age 3 in each location
- 3) Total number of children age 4 and prior to kindergarten entry in each location

NA

D.3 This question should only be completed by LEAs using Title I funds to support partnership programs (non-LEA-operated) serving infant/toddler and/or preschool children.

Please describe how the Title I funds will be used to support the partnership programs listed above. [Section 1112(b)(1)(K)]

NA

3.4 Title I, Part A: Homeless Students and Youth

According to Title I, Part A, each LEA must set aside funds as necessary to provide services to homeless children who are attending elementary, middle, or high schools that are not Title I, Part A schools. Federal law does not specify how much an LEA should set aside for homeless students, but LEAs might want to consider issues such as the number of homeless students in non-Title I schools, their needs, and the cost of carrying out activities comparable to what students receive in Title I schools, in addition to the provision of services to homeless students who do not attend Title I, Part A schools. [Section 1113(c)(3)(A), 2001]

Question A

A.1 A child or youth who is homeless is automatically eligible to receive Title I services. Section 1113(c)(3)(A) of the ESEA requires that LEAs reserve a portion of their Title I, Part A funds as necessary to serve the instructional and related service needs of homeless students and youth attending non-Title I participating schools. Services provided must be comparable to those provided to students in Title I participating schools.

Specify:

- 1) The amount of Title I, Part A funds that have been reserved for instructional and related service needs of homeless students and youth and an explanation of how the amount was determined;
- 2) The projected types of costs and services that these funds would support; and
- 3) An approximate number of homeless students and youth the LEA expects to assist with these Title I reserved funds.

1) A total reserve of \$20,000.00 of which \$10,950.00 is set-aside specifically for academic and personal needs to assist students who are homeless or living in transition. The reserved was determined by reviewing the expenditures from the previous two school years.

2) In order to meet the academic and personal needs of Red Clay students that may be living in transition or experiencing some form of homeless, \$10,950.00 is a sufficient set-aside. This set-aside will provide funding to assist students in need by providing:

- Clothing
- Uniforms
- Personal Hygiene Products
- Food
- School Supplies
- School Fees related to instructional activities
- Public Transportation Cards
- Tutoring
- Graduation Fee
- Credit Recovery Programs
- Professional Development
- Informational Resources
- Drop-out Prevention Program

3) The district expects to serve at least 300 students who are either living in transition, doubled-up with relatives and/or friends or who are residing in shelters, hotels/motels or any other type of temporary residence and attend a non-Title I school. The district expects to serve about 550 students for the 2015-16 school year enrolled in all 27 Red Clay schools.

A.2 In accordance with the authority granted in the 2014 Consolidated Appropriations Act, LEAs may also reserve additional funds, over and above the funds reserved in A1, to pay for the salary of a homeless liaison and/or to transport homeless students and youth to and from their school of origin. If the LEA wishes to set aside additional funding to support all or part of the salary for a local homeless liaison and/or to transport homeless children and youth to and from their school of origin, please specify:

- 1) The amount of Title I, Part A funds that have been reserved for transportation and/or to support the salary of a homeless liaison and how the amount was determined; and
- 2) The projected types of costs and services that these funds would support; and
- 3) An approximate number of homeless students and youth the LEA expects to assist with these Title I reserved funds.;

1) In consultation with Transportation staff and after reviewing the expenditures from the previous two school years a reserved of \$9,050.00 was set-aside for transportation. The additional \$9,050.00 set-aside specific for transportation is to cover the cost of unique requests for transportation to and from a school of origin.

2) The set-aside will be used for:

- a. Transportation to before or after school tutoring sessions or academic support programs
- b. Transportation to participate in an academic event that is held beyond the instructional day

Salary: This is not applicable. The salary for the district's homeless liaison is included as expenditure from both the Title I and Title IIA allocations. The salary is not solely funded by Title I funding.

3) The district expects to serve at least 550 students during the 2015-16 school year who are either living in transition, doubled-up with relatives and/or friends or who are residing in shelters, hotels/motels or any other type of temporary residence.

3.5 Title I, Part A: School Program Description

LEAs have two options for how they can deliver services to eligible children in Title I schools: Schoolwide and Targeted Assistance school programs. All Delaware schools are currently Schoolwide school programs. Schoolwide schools use Title I funds to meet the needs of all students in the school, as determined through a comprehensive needs assessment. Individual students are not identified as eligible to participate in Schoolwide schools. A school must have 40% poverty or higher (or an approved ED Flex waiver) to operate a Schoolwide program. If an LEA plans to operate a Targeted Assistance school, please contact DDOE.

The LEA assures that each Title I school operating a Schoolwide program will develop a plan that addresses how the school will implement the ten components of a Schoolwide program described at <http://www.doe.k12.de.us/site/handlers/filedownload.ashx?moduleinstanceid=1707&dataid=4975&FileName=TitleISW.pdf>, and will meet all other planning requirements of Section 1114(b)(2).

Question A

A.1 Please provide a general description of the different types of services that will be provided in the LEA's Title I Schoolwide school(s).

Note: LEAs are not required to specifically outline each service provided in each Title I Schoolwide school. [Section 1112(b)(1)(I)]

Listed below is a general description of the Title I Schoolwide services from the RCCSD schools:

- CPI/Responsive Classroom/Restorative practices to enable families, schools, and communities to simultaneously teach, reinforce, and model good character;
- Full service Community School model and related emotional, social and mental health services to address barriers to learning for participating students and families;
- Research based Prekindergarten program to provide curriculum based instruction for high poverty school communities;
- Research based instructional and intervention strategies; example: the SIOP and TWIOP Models based on current knowledge and research-based practices for promoting learning with all students, especially English Learners (ELLs); Responsive classroom, research-backed approach to elementary education to increase academic achievement, decreases problem behaviors, improves social skills, and lead to more high-quality instruction; Stetson Associates strategies
- The Block Schedule for core academic subjects to provide extensive time for learning;
- Professional Development related to literacy, cultural supports, communication and other targeted areas;
- Award-winning, research-proven Dual language programming;
- Extended day academic program supports: afterschool academies targeting need, enrichment and Saturday Literacy/Library;
- Parent resources that include: Parent University; ESL classes, literacy training; funding for parent engagement leaders (teacher leadership positions); family resource centers at select schools (based on school-level parent input) and technology;
- Student transitions between school levels (kindergarten transition team workshops for families, child care agencies, DE Readiness teams and NCC Head Start);
- Counseling supportive services with external partners and expertise;

A.2 Please provide a general description of the types of services that will be provided in the LEAs Title I Targeted Assistance school(s).

Note: LEAs are not required to specifically outline each service provided in each Title I Targeted Assistance school. [Section 1112(b)(1)(I)]

N/A all 11 schools are schoolwide programs

3.6 Title I, Part A: Parental and Community Involvement

Section 1118 of the ESEA requires the involvement of parents and communities in regular, two-way, and meaningful communication involving student academic learning and other school activities. The questions in this section require the LEA to describe how it meets the various Title I requirements for parental and community involvement.

Question A

A.1 Describe the parental involvement activities as they relate to students needs that will be implemented at the LEA-wide level. [Section 1118(a)(3)(A)]

Goal Five of the District's Strategic Plan clearly states that every effort will be made to build strong relationships with our diverse students, families and community partners. The District holds administrative and instructional staff accountable to parents and will provide them with efficient customer service that supports academic and personal success for their student. Information and resources will be disseminated throughout the year to parents and the community. This will encourage engagement opportunities that support student success especially for English Language Learners (ELLs) and students with disabilities (SWD). Efforts to increase family partnerships supporting literacy and college and career readiness will continue to be provided through Parent University (PU) sessions.

Departments across the District provide parent education training programs throughout the year that address the various needs of the students, parents, schools and the general community. The District coordinates the PU through a collaborative effort between the schools, the Office of Federal & Regulated Programs, District Services, ELLs and Special Services. The PU provides monthly workshops to address key topics and concerns of parents regarding supporting student academic and personal success, especially for the English Language Learner and the SWDs. The ELL office also provides parent training opportunities throughout the year in Red Clay schools and local community agencies that focus on specific needs of the ELL student and their family. Parent engagement surveys from PU sessions facilitate the design of programs and policies.

Both the District's Red Clay Parent Advisory Council (RCPAC) and the Office of Federal and Regulated Programs suggest, identify and recommend parent engagement activities as they relate to student needs. The RCPAC members openly interact with District and building level administrators, federal-funded staff, and members of school PTAs, PTOs, SSAs to discuss student and school needs and address strategies to effectively engage parents to assist the identified needs. The RCPAC hosts monthly forums for information and workshops based the schools of interest and membership, as well as District initiatives.

Every fall, the RCPAC hosts the Annual Family Resource Fair to encourage parent and community engagement. This free event provides information and resources about services provided by the Red Clay Consolidated School District. Community agencies vested in the District, strive to promote student achievement and parental engagement at home, in the school and in the community. Family Resource Fair's Mission is: "Make your child's education a family project."

From September through May, the RCPAC meets monthly to:

- (a) participate in goal-setting and the planning process,
- (b) to review data,
- (c) to develop and maintain the District parental involvement policy,
- (d) to gather and analyze feedback from the building-level PTAs, PTOs and other SSAs,
- (e) to make recommendations for changes or adaptations to the District's RCPAC through utilizing the data from the Parent Involvement Survey,
- (f) and to learn about the day-to-day operations of the District.

In June, RCPAC membership meets to provide input on the Consolidated Grant and to develop the meeting schedule for the coming school year.

The District maintains the first and only 24/7 days-week educational channel for New Castle County; EDtv, channel 965 on Comcast (and coming soon – Verizon), to provide continuous viewing of educationally based programs. The aired programs address day-to-day operations in the District, events in Red Clay schools, strategic plan initiatives and services provided to students, school families and the community.

District-wide activities will focus on the District's efforts to impact the student's needs specific for each school and to help parents support these efforts. This will be done by providing the opportunity to receive supplemental assistance from local, regional, state and national organizations and professionals. The District also encourages parents to attend learning experiences provided by nationally acclaimed speakers so the knowledge can be transferred to the local buildings and school families.

Parents are encouraged to participate in training opportunities sponsored by and community agencies.

A.2 This question should only be completed by LEAs with more than one school.

Describe the parental involvement activities as they relate to student needs that will be implemented at the school level. [Section 1118(a)(3)(A)]

Stakeholders design, develop, and implement parental engagement activities. Funding for engagement events may come from a variety of sources depending on the available financial resources for the school. For most schools, the primary funding source is the building Title I allocation/reservation for parental engagement. Parent engagement activities are justified through analysis of data. Schools may consult with parent involvement specialists and literacy and data coaches to help analyze the data from the needs assessments in order to design and organize appropriate parent engagement activities. All participating schools strive to have a positive climate that is welcoming and motivated in order to encourage parental engagement. Building level administrators and teachers meet with parents to develop strategies to create a sense of connection at the schools. Schools strive to promote a sense that the family, school and the community work together in order to accomplish the essential goals for students to maintain healthy lifestyles while making safe choices and to achieve and succeed academically in order to be successful members of society and positive contributors to the community when they become adults. By establishing school connection, the needs of the student population are identified and parents recognize their role. Cooperatively and collaboratively, all stakeholders work together recognizing that everyone has a vested interest in the student's academic achievement. When parents are provided with the strategies that foster and encourage parent involvement and engagement, they are also afforded opportunities to take an active role in the planning, design and evaluation of School Success Plans, Compacts and the Parent Involvement Policy. As a result of their involvement, parents will expect accountability on all levels with results supporting student achievement and meeting student needs. In 2014-15, RCPAC is heading up a Parenting Partners training for all Title I schools. This will enable parent-staff teams in Title I schools to better engage children through asset development. In addition, parents are able to support their school on a regular basis and to attend parent involvement training sessions sponsored by local, state, regional and national organizations that promote parent engagement strategies. Parents are also encouraged to network and partner with families in other schools across the District and throughout the state to create, enhance and promote the involvement of parents in all Red Clay schools. Lastly, parents in all schools are encouraged to be actively involved in the design, development, implementation and evaluation of programs and delivery of services provided to students in all Red Clay schools.

Question B

B.1 Describe how the LEA jointly develops and distributes to parents of participating children a written parental involvement policy that meets the requirements of Section 1118(a)(2) of the ESEA.

The Superintendent, the Manager of Federal and Regulated Programs, building administrators at school-wide Title I schools, Title I teachers, parents of students who attend Title I schools and School Success Plan Team members all in some way provide support and direction regarding the federal requirements for the development, implementation and annual review of Compacts and Parent Involvement Policies.

This LEA has a well-established and active District Parent Advisory Council (RCPAC). Each Red Clay school is encouraged to designate two parent representatives to serve on the Red Clay Parent Advisory Council (RCPAC). The RCPAC members meet monthly with the District Parent Involvement Liaison to share strategies and also engage in training and learning opportunities that promotes parent knowledge as well as encourages parent involvement and engagement at all levels. Parents run the meetings, complete with an executive committee (President, VP, and Secretary). Strategies to help students at home and at school to achieve academic and personal success are paramount at monthly RCPAC meetings. The RCPAC uses a model (including parents teaching parents) that helps to improve the knowledge and skills of each member. This approach in turn helps each RCPAC member to have an increased knowledge base so they can encourage other parents at the schools they represent to take an active role in the planning, decision making and implementation of policies, events and activities. The parents as teachers for other parents model ultimately should result in schools having an increased number of parents being more actively involved in the decision making process at their respective schools. Professional development opportunities that educate parents about designing, implementing and evaluating both the school Compact and the school and district Parent Involvement Policy is conducted each year. When the need arises, the district will identify a sub-committee made up exclusively of RCPAC parents representing Title I schools to assist with requirements and educate schools and leaders about the processes. Subcommittee members work with district and school level personnel to assure parents understand the rights and responsibilities of parents.

The LEA encourages RCPAC members to attend parental trainings on the state and national levels, and will provide resource support to attend such trainings (as resources are available). Information and strategies obtained at these state-wide meetings is shared with the RCPAC members who in turn shares with the local school PTAs, PTOs and other school support associations. This networking opportunity serves to encourage and improve parental involvement and awareness at each school and at the district level.

In 2014-15, The Federal Programs Office and RCPAC are coordinating a series of meetings to assist schools with parent leadership efforts, the development of the school compact and Parent Involvement Policy. Also, best practices addressing instructional delivery, assessment and engaging parents will be shared in RCPAC meetings in 2014-15 and with schools. Strategies to be effective communicators with parents and school families are also included as a part of the professional development. Partnerships with knowledgeable resource agencies and parent engagement professionals such as but not limited to Children and Families First, Delaware State PTA and the Parent Information Center of Delaware have been established.

The Parent Involvement Policy is made accessible to parents and concerned community members using the following strategies:

1. The policy is posted on the district website with a direct link to it from every school website page.
2. The policy is posted on school websites under district policies.
3. The policy may be printed in the district newsletter, The Red Clay Record, and is included in the districtwide annual calendar. Both are distributed to all homes in Red Clay and also available at all schools and the district offices.
4. The information in the policy and how to view the policy is shared during a taping of "Red Clay this Week", a cable network broadcast that airs on the district's EDTV channel, 965 on Comcast.
5. The policy is provided to all RCPAC members in the fall and is included in the resources given to all RCPAC members. (RCPAC members serve as a direct link that keeps the lines of communication open between the school's parents and the district.) Copies of this manual are also provided to principals. (Copies are available in all school offices)

Throughout the school year each Title I school is to maintain a notebook which includes a section on parent involvement and engagement opportunities. Documentation in the binder includes: meeting agendas, attendance logs, narrative summaries, photos, artifacts from events held at the school for student and parents and the procedural processes incorporated at each school for drafting school specific and authentic documents and assuring compliance of all regulations. A copy of the school compact and the school and district Parent Involvement Policy are included in this binder as well as documentation regarding the draft, review and communication of these documents to parents and schools.

B.2 Describe how the LEA conducts, with the involvement of parents, an annual evaluation of the content and effectiveness of the LEA's parental involvement policy.

Describe how the LEA will use the results of this evaluation to revise the policy, if necessary. [Section 1118(a)(2)(E)].

In addition to an RCPAC subcommittee consisting of parent-members, Red Clay elicits feedback via its annual parent survey and parent focus groups (including PreK families). The RCPAC helps to review and recommend for review the Parent Involvement Policy, and works with the Federal & Regulated Programs Office to ensure that district programming aligns with the policy. Any recommendations, feedback or suggestions from the subcommittee members are provided to the Manager of Federal and Regulated Programs. This information is also shared with the larger RCPAC membership and the Superintendent. Based on the comments of the subcommittee additional meetings with key stakeholders may be scheduled with the intent of adjusting service delivery to assure compliance and if necessary, a recommendation for updating the policy. The District Parent Involvement Policy was recently revised and approved by the RCCSD board.

A subcommittee drafted the document along with support from the Parent Involvement Liaison, the Deputy Superintendent, the Manager of Federal and Regulated Programs and the District's policy and grant writer. The draft was reviewed previously presented to and review by RCPAC and was also presented at a public board meeting with an opportunity provided for community comment. Lastly, the Policy was also reviewed by the District's Board Policy Committee before presentation to the board for approval. Once the final document was drafted and accepted by the subcommittee, RCPAC and other stakeholders, the Deputy Superintendent presented the policy to the Board and it was approved unanimously. The approved policy is posted on the District's website and each school's home webpage. The Policy includes a statement that assures it will be reviewed annually; and the RCPAC decided that the policy will be revised in 2014-15 to align with the recent parent engagement focal points, such as the focus on student asset building, literacy support, and readiness. RCPAC has designed its 2014-15 calendar to include sessions to review and revise the policy and submit it to the board for approval.

B.3 This question should only be completed by LEAs with more than one school.

Describe how the LEA ensures that each Title I school jointly develops with and distributes to parents of participating children a written parental involvement policy and parent-school compact that meets the requirements of Section 1116(b) and (d) of the ESEA.

Note: Schools may adopt the LEA policy only if the LEA policy contains the school-level provisions outlined in Section 1118(b) and (d).

The Office of Federal and Regulated Programs along with building leadership teams and Title I-funded staff at the school-wide Title I schools, provide support and direction regarding the federal requirements for the development, implementation and annual review of school Compacts and school level Parent Involvement Policies.

This LEA has a well-established district Parent Advisory Council (RCPAC). Each Red Clay school has two parent representatives that serve on the RCPAC, and the members meet monthly with the Manager of Federal and Regulated Programs to share strategies and engage in training opportunities to promote effective parent engagement strategies to help students achieve academic and personal success. This also involves a parents-teaching parents model to improve the knowledge and skills of each member (ex: In February, an RCPAC member led a presentation on resources and connecting with the school community). These approaches help members to build their knowledge and encourage other parents to be active in local school planning, policy and decision making. The model ultimately should result with schools having an increased number in parents being more actively involved in the decision making process at their respected schools.

Red Clay is providing training related to designing, implementing and evaluating both the school compact and the Parent Involvement policies. Additionally, sub-committee of parents representing Title I schools works with district personnel to help parents understand their rights and responsibilities.

Throughout the school year, each Title I school is to maintain a Title I notebook which includes a section on parent involvement and engagement opportunities. Documentation included but not limited to meeting agendas, attendance logs, narrative summaries, photos, artifacts from events held at the school for student and parents and the procedural processes incorporated at each school for drafting school specific and authentic documents to assure compliance of all regulations.

Through district meetings and small focus group sessions with the staff in Title I buildings, the building administrators will develop the capacity to educate parents about Parent engagement, the Compact and the Parent Involvement Policies, with the support from the Manager of Federal and Regulated Programs, and the Goal 5 Strategic Plan Team. Each year, Title I schools host informational events explaining their school-wide Title I program and how it serves to help students. Parents are provided with an explanation and access the Compact and Parent Involvement Policy. All documents use a language that parents understand, and are translated as needed. Some schools, based on the decision of their parents, have parents sign the compact (some also include the signatures of students, teachers and building administrators); the compact also is in many forms from paper to a poster! Additional dissemination practices include:

1. Schools will print the policy and may include it in their mailing to the parents. (The back to school packet, principal's or parent organization newsletter or other school level distribution to parents)
2. Share copies during the fall Title I information evenings.
3. Information is also provided regarding locating the documents on the district or school website.
4. Discuss the Policy during parent organization (PTA, PTO, etc.) and building leadership team meetings
5. RCPAC has a subcommittee to review the district parent involvement policy each year. This subcommittee provides a report of their review to RCPAC members. Members are encouraged to share any information discussed at RCPAC meetings with their school parents. The RCPAC will revise the policy during the 2014-15 school year. After it is revised and approved by the local school board, the district will lend technical support to schools in the revisions and implementation of the revised policy along with the process to align compacts to the new policy. To aide these efforts, Red Clay is supporting a parent engagement leader at each Title I school in 2014-15.

The LEA, when applicable, encourages and financially supports parents of Title I students to attend parent involvement training opportunities. These events may be sponsored by various state, regional and national organizations and other local LEAs to help parents gain a better understanding and knowledge base of the components of a school-wide Title I program.

3.7 Title I, Part A: Private School Data

Geographic School Districts must provide equitable services to eligible children attending non-profit private schools who reside in the attendance zones of its public schools that are participating in Title I. Districts must list each participating non-profit private school and the number of low income private school students in each school that generated funding from your District only (regardless of where the school is located). The number of low income private school students listed in this section should equal the total number of low income private school students in each District's Title I spreadsheet. If the District is pooling funds, the District must also list participating non-profit private schools that will participate in the pool, even if they do not have any low income students to contribute funds to the pool. More information on equitable services requirements are contained in the webinar at this link (<https://sas.illuminate.com/p.jnlp?psid=2015-01-15.0714.M.A9534CC572450547D2AE63D45C1533.vcr&sid=2011040>)

Private Schools

School	Status	Grade Span	# Low Income
All Saints Catholic School	Participating Private School	k-8	10
Delaware Tarbiyah School	Participating Private School	k-8	5
Holy Angels	Participating Private School	k-8	2
Red Lion Christian	Participating Private School	k-12	1
Serviam Girls Academy	Participating Private School	5-8	6
St. Ann	Participating Private School	k-8	6
St. Anthony of Padua	Participating Private School	k-8	12
St. Elizabeth's Elem	Participating Private School	k-8	13
St. Michael's Day	Participating Private School	k-1	3
St. Peter's Cathedra	Participating Private School	k-8	19
Total:			77

3.8 Title I, Part A: Equitable Services

Title I requires LEAs to set aside funds to provide equitable services to eligible private school students.

****Please note that the scope of the services described in this section should be based, in part, on the amount of funds that the LEA is required to set aside.**

Question A

A.1 Describe the LEA's process for:

1. Notifying non-profit private schools of their eligibility to participate in Title I;
2. Consulting with private school officials to design, implement, and evaluate programs for eligible private school students, staff, and their families as appropriate for Title I; and
3. Ensuring that the initial consultation occurs before any decisions are made that affect the opportunities of eligible private school students.

Note: If the LEA is participating in a consortium, please describe the process for the entire consortium.

The LEA ensures that the services provided to students, teachers and parents in the participating private schools are equitable in comparison to the services provided to public school students, staff and families by assuring funds are reserved for instruction, professional development and parent engagement. Also, ongoing meaningful consultation occurs between the LEA and the participating private schools. All equitable services to private schools is the responsibility of an Education Associate in the Department of Federal and Regulated Programs.

Initial communication to private schools each year includes the mailing of a packet, sent via registered US mail to all not-for-profit private schools between March 1 and 17th. The packet includes a cover letter that explains the federal programs and an invitation to a meaningful consultation meeting. Also, two Letters of Intent to Participate and a Confidential Family Survey template is included in the packet along with a self-addressed stamped envelope to return all signed forms either accepting or declining to participate in the upcoming fiscal year's grant application. Forms may also be returned via email scan or fax. The district hosts three federal programs meeting each year, October, March and June, at the district office. Current participating private schools are invited to each meeting. Those in attendance at the March meeting receive the packet during the meeting. Current participating schools not in attendance also receive the packet for the upcoming fiscal year via registered US mail. Schools electing to participate in the Title I program, current or a new school participating for the first time, are also invited to attend three Consortium Meaningful Consultation Meetings. These meetings include the Title I coordinators from the Red Clay, Brandywine, Christina, Colonial, Appoquinimink and Smyrna School Districts along with principals from the participating private school for those districts.

The Process:

Collection of Poverty Data:

All private schools are provided with a Confidential Family Survey template that is to be used to collect poverty data for the participating private school. Traditionally, participating private schools collect this data during the first week of school with a return date of October 1st to the private school administrative office. The completed Confidential Family Surveys are turned into the feeder LEA by May 1st though many schools return the forms by December 31st. The Confidential Family Survey template is a standardized document used by all New Castle County school districts and the Smyrna School District to assure collection and review of poverty data is consistent across the county. All surveys collected for the district are given to the Data Service Center for data analysis in order to determine the poverty data for each school where Red Clay students attend. All reports from Data Service Center are provided to the district by June 1st in order to have the data included in the Consolidated Grant. The LEA calculates the proportion of low income private schools children to the total of all low-income children (public and private) in the participating attendance area. The proportion is then applied to the total set-aside to calculate the amount that will be made available to the private schools. This district will have a Title I set-aside for each participating private schools that is determined by the poverty data provided by each school. Allocations are school by school and not pooled.

Determining Eligibility:

Eligible students are to be identified by the participating private school in order to schedule Title I services. A student must meet both residency and academic eligibility to be referred for services.

Residency Eligibility - The referred student must live within the feeder of a participating Red Clay Title I school. The participating private school must validate addresses of students being referred for services. Any student whose address is not in the feeder of a Title I school will be denied. The district also reviews the addresses before proceeding with consideration for services.

Academic Eligibility - Criteria is determined annually in Meaningful Consultation with principals from participating private schools. Currently to be referred, a student must have a C or below in either or both reading and math and a standardized test score below the 49thile. The student must demonstrate low performance or appear to be at the greatest risk for failure.

Parental Consent for Release and Review of Academic Records:

Before any services are offered to a student, the participating school's principal must obtain from the parent a signed Parental Authorization Form that allows the principal to refer the student for services and authorizes services to be provided if funding is available and the student meets all criteria. Once the signed Parent Authorization Form is returned the principal or school designee must also complete a Student Referral Form which must include the signature of the principal. Accompanying the Referral Form is the Parent Authorization Form, the student's most recent report card, the student's most recent standardized test scores and any other documents supporting the recommendation for services.

In the event the principal refers more students than the school's set-aside can fund for delivery of Title I services, all students referred will be priority ranked. The principal will determine the order for offering services to students since the set-aside is a school-by-school and not pooled. Principals will have the final decision on who receives services. The selected students will receive a Confirmation Letter in mid-September notifying the parent/guardian that the student will participate in the Title I program and to receive instructional services for the current school year.

Set-aside:

There are three separate allocations of the Title I funding; instruction, professional development and parent involvement. The instructional set-aside is used solely for delivery of services to students including tutoring services, supplies and materials. The professional development set-aside is to be available to each school to assist teachers who work directly with students receiving Title I services. The cost per student for the vendor to provide services to each eligible Red Clay student for the 2015-16 school year is \$920.70 Each individual school's set-aside will determine the number of student who will receive services.

The district uses the following formula for determining each participating school's professional development set-aside and parent involvement set-aside. (This formula is consistent across the county and is used by all participating NCC LEAs and Smyrna School District.

The total Professional Development set-aside for all participating private schools is divided by the total number of Red Clay students attending participating private school receiving services on November 30th. This creates the per pupil allocation which is then multiplied by the number of students receiving services in each school to determine each school's professional development set-aside. (FY 15: \$1.59 X students being serviced) The same formula is also used to determine each participating private schools Parent Engagement set-aside. The total Parent Engagement Set-aside is divided by the total number of Red Clay students attending participating private school receiving services on November 30th. This creates the per pupil allocation which is then multiplied by the number of students receiving services in each school to determine each school's parent involvement set-aside. (FY 15: \$21.27 X students being serviced)

Service Delivery:

The Title I services provided to private schools students will be consistent with the type of services that are provided to Red Clay Title I schools. The private school program will be designed through ongoing meaningful consultation with participating private school principals. Though the LEA makes the final decisions for all services and maintains control of the funding, all decisions for program design, service delivery, and assessment are made through meaningful consultation. Principals are expected to sign a Letter of Affirmation of Consultation by June 1st stating that meaningful consultation was held throughout the year to plan the program and that all components of the Letter of Affirmation has been discussed.

A third party vendor, selected through the bid process provides the Title I services at the participating schools. Per the signed contract, each student is entitled to receive 90 minutes of service each week (either two 45 minute sessions, three 30 minute sessions or for a period of time each week at the recommendation of the principal). The schedule for delivery of services must be approved by the school principal before the vendor begins any instructional and assessment services. Instructional services will begin at the same time as the Title I program for public school students. There is flexibility if the

participating principal requests a later start date, but that change must be determined in consultation. Since the funding is available as soon as the Consolidated Grant is processed by the state, the district creates a purchase order to pay for services. All services provided are invoiced by the third party vendor and sent to the LEA the last week of each month.

Throughout the school year, meaningful consultation meetings are held to assure equitable services consistent with the Title I services that are provided to Red Clay Title I schools. Meetings are county-wide and include the Red Clay, Brandywine, Christina, Colonial, Appoquinimink and Smyrna School Districts. The districts conduct these meetings collaboratively to assure consistency in communication and service delivery.

During meaningful consultation meetings the following topics are discussed:

- What services the LEA will offer to eligible private school children;
- The amount of funding available for services
- How and when the LEA will make decisions about the delivery of services;
- How, where and by whom the LEA will provide services to eligible private school children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with a third-party provider;
- How the LEA will assess academically the services to eligible private school children in accordance with Sec. 200.10 of the Title I regulations and how the LEA will use the results of that assessment to improve Title I instructional services;
- The size and scope of the equitable services that the LEA will provide to eligible private school children and, consistent with §200.64, the proportion of funds that will be allocated to provide these services;
- The method or sources of data that the LEA will use under §200.78 to determine the number of private school children from low-income families residing in participating public school attendance areas, including whether the LEA will extrapolate data, if a survey is used;
- The equitable services the LEA will provide to teachers and families of participating private school children;
- If the LEA disagrees with the views of the private school officials on the provisions of services through a contract, the LEA must provide the private schools the reasons in writing why the LEA chooses not to use a contractor.
- The opportunity for the participating private schools to file a formal complaint with the LEA, the state or US Ed.
- Academic and Assessment Criteria
- Criteria for Referral for Services
- Processing of Referral Forms for Services
- Timeline for the Referral Process
- Site Visits
- Determining Residency Eligibility
- Scheduling of Services
- Materials and Instructional Supplies (The LEA ensures that the content of all instructional materials, supplies and resources are secular, neutral and non-ideological in accordance with federal regulations.)
- Portfolios
- Student Learning Plans
- Inventory and storage of supplies/materials (All materials and supplies used in the private schools by the vendor will be purchased and labeled property of the LEA.)
- Assessment Tools
- Summer enrichment programs
- Conferences
- Grade spans to be serviced
- Dates of assessment
- Progress reporting and timeline for reporting
- Progress reports to school staff and parents
- Use of facility by vendor

- Start and end date for providing services
- Parent Involvement opportunities
- Title I Tool Kit
- Feedback Surveys – parents, administrators, teachers
- Standardized test scores

Compliance:

To assure compliance of all regulations, public school officials, DE DOE staff who conduct audits as well as US ed. staff may audit the delivery of equitable services to private schools to assure compliance of all federal regulations.

This document is provided to all participating private schools.
 Red Clay Consolidated School District
 Equitable Services
 Service Delivery Timeline

1. LEA Federal Programs Meaningful Consultation Meetings

October Title I Meaningful Consultation (consortium)

Federal Programs Meaningful Consultation (LEA)

March Federal Programs Meaningful Consultation (LEA)

May Title I Meaningful Consultation (consortium)

June Federal Programs Meaningful Consultation (LEA)

August Title I Meaningful Consultation – optional (consortium)

2. Week of March 17th - Letters of Intent to Participate – Delivered by registered US mail the week of March 17th or distributed to all attendees at the March Federal Programs Meaningful Consultation Meeting

3. May 1 deadline – All Letters of Intent to Participate are due to the LEA accepting/declining participation in the various federal programs for the upcoming fiscal year

4. May 1 deadline – All Confidential Family Surveys due to the LEA from participating private schools requesting to participate in the Title I program

5. May 1 through 15 - Title I Meaningful Consultation Meeting scheduled with current participating private schools and newly participating private schools for all five participating schools districts that work as consortium (evaluating current year and preparation for upcoming school year)

6. May 31st deadline– All Confidential Family Surveys due to DSC to determine poverty for school participating in the Title I

7. May 31st deadline – Consortium paperwork exchanged with all participating LEAs

8. June 30th deadline – Title I Letters of Affirmation signed

9. May/June – Each LEA schedules a Federal Programs Meaningful Consultation Meeting for all current participating private schools and newly participating private schools for the upcoming fiscal year. (Programs – Title IIA, IDEA, Title III and any competitive grant opportunity (Schools only participating in Title I may also attend) (Grant application completed)

10. July – Date determined by DE DOE – Consolidated Grant application due to DE DOE

11. August – Review and revision of Consolidated Grant Application

12. August – Title I Meaningful Consultation Meeting/and or vendor meeting scheduled with current participating private schools and newly participating private schools in all five participating schools districts that work as consortium

13. September – Consolidated Grant Application approved

14. September – Title I Student referrals due

15. September – Title I services begin
16. October –Title I Meaningful Consultation Meeting scheduled with current participating private schools and newly participating private schools for all five participating schools districts that work as consortium (service delivery)
17. November – Notification of Title IIA allocations for upcoming fiscal year
18. October / November – LEA Federal Programs Meaningful Consultation Meeting (current fiscal year and upcoming fiscal year)
19. December 31st – Current Fiscal Year funding completed
20. November 1 of current year through December 31 of the upcoming year – New Fiscal Year funding available
21. March – LEA Federal Programs meeting for all participating private schools (current fiscal year) and distribution of upcoming fiscal year Letters of Intent to Participate

Question B

B.1 Describe who will provide services to eligible private school students, staff, and their families for Title I.

Instructional Services

An RFP is designed by the Data Service Center (DSC) for the Colonial and Red Clay School Districts to select a 3rd party vendor to provide instructional services.

After reviewing all bids submitted, the Title I coordinators from the Colonial and Red Clay districts along with DSC staff and the Title I coordinators from the other districts participating in the New Castle County consortium, (Brandywine, Christina, Appoquinimink, Smyrna) rate the bids using a rubric and each district submits a recommendation for selection of a vendor to DSC and the Chief Financial Officers.

Traditionally, all the other NCC districts and the Smyrna School District piggyback and sign a contract with the vendor approved by the Red Clay and Colonial School Boards. The contract with the vendor is for one year with an option to roll over for an additional year. The vendor will provide services to all participating private schools in New Castle County who sign a Letter of Intent, a Letter of Affirmation, submits Confidential Family Surveys that generate poverty data and refers identified academically at risk students who reside within the feeder of a participating Title I school.

A new RFP was designed for the 2015-16 school year. All districts participating in the New Castle County consortium and participating private school administrators collaboratively drafted the RFP during meaningful consultation. The vendor was selected after all bids were reviewed and rated using a rubric. Only LEA staff and DSC staff served on the bid review committee. A recommendation for a vendor was submitted to each LEA in April, 2015. Each district will create its own contract with the vendor for one year with the option of a rollover for a second year.

During Meaningful Consultation it was agreed that the Title I reserve to pay for services for district students attending participating private schools will be based on the poverty data generated school by school. This district will not be pooling funds to pay for services. Also, this district will not be providing any funding to other districts. Generated set-aside is solely for instructional services to residential and academically eligible students who are attending participating private schools.

Instructional services provided will be either two 45-minute sessions, three 30 minutes sessions or at the recommendation of the principal. Instructional services are provided weekly from September through May. Content areas could be math, reading or both. (Kindergarten students receive a blend of reading, math and readiness skills.)

Professional Development and Parent Engagement:

The vendor may also provide a quote to provide professional development and parent engagement activities. Additional vendors or district staff may also provide professional development and parent engagement training since the set-aside is separate from the instructional set-aside. Presently, Think Stretch and Curriculum Associates provide resources to support parent engagement.

All districts in New Castle County and Smyrna School District work cooperatively and collaboratively to provide services to all eligible students, their families and school staff that are receiving services no matter what district the private school is located.

B.2 Describe the types of services that will be provided to eligible private school students, staff, and their families for Title I.

Title I, Part A

Students:

- Private schools need to identify on the Letter of Intent the grade spans they wish to have services provided.
- K-8 grade levels – Reading, Math or both (a minimum of two sessions per week for 45 minutes or more per session, or three thirty minute sessions each week or for a period of time based on the recommendation of the principal)
- Extended school day services (depending on availability of funding)
- Kindergarten students receive a combination of Reading/Math/Readiness instruction.

Instructional Strategies:

- Guided instruction
- Independent practice
- Computer assisted Instruction/practice skills
- Individualized, paired and who group instruction
- Vocabulary oral, choral reading teaching model
- Unit/skill work packets/Assessments
- Review of core content as requested by the classroom teacher

Staff - Professional Development:

Through meaningful consultation with all participating private school administrators, professional development opportunities will be offered to staff working directly with students who are receiving Title I services. Professional development may be offered by the third party vendor, the LEA or other agencies/resources that address the needs of the private school Title I students.

The allocation for each school is determined using the following formula:

The total Professional Development set-aside for all participating private school is divided by the total number of Red Clay students attending participating private school receiving services on November 30th. This creates the per pupil allocation which is then multiplied by the number of students receiving services in each school to determine each school's professional development set-aside. (FY 15= \$1.59 X students being serviced). All participating schools must submit a request and gain approval before any funds are used for services or reimbursement.

Families - Parent Involvement:

Custom based training for parents to meet the needs of participating students will be provided to all parents. Parent input for programs is determined through two-way communication with the parents, use of a parent survey, parent interviews and feedback from participating principals. Parents are invited to participate in an information session to become knowledgeable of all services being provided to the participating private schools. The contracted third party vendors will maintain two-way communication with parents of all participating students regarding services, academic success and assessments. A parent/student engaging summer enrichment activity is provided to all students that participated in the Title I program. The activity programs, Think Stretch and Curriculum Associates engage students and parents in fun filled review, practice and enrichment activities in the area of math and reading.

The allocation for each school is determined using the following formula:

The total Parent Engagement set-aside is divided by the total number of Red Clay students attending participating private schools receiving services on November 30th. This creates the per pupil allocation which is then multiplied by the number of students receiving services in each school to determine each school's parent involvement set-aside. (FY 15 = \$21.27 X students being serviced)

The LEA will communicate with parents as necessary to assure compliance of all federal regulations.

B.3 Describe how the LEA ensures that the services are equitable in comparison to the services provided to public school students, staff, and families, and are provided in a timely manner, are secular, neutral, and non-ideological for Title I.

The LEA ensures that the services provided to students, teachers and parents in the participating private schools are equitable in comparison to the services provided to public school students, staff and families by assuring funds are reserved for instruction, professional development and parent engagement. The LEA calculates the proportion of low income private schools children to the total of all low-income children (public and private) in the participating attendance area. The proportion is then applied to the total set-aside to calculate the amount that must be made available to the private schools.

Instructional services will begin at the same time as the Title I program for public school students. The funding is available as soon as the Consolidated Grant is processed and a purchase order is created to pay for services invoiced by the third party vendor that provides the Title I services.

The Title I services provided to private schools students will be consistent with the type of supplemental services that are provided to Red Clay Title I schools.

The private school program will be designed through ongoing meaningful consultation with participating private school principals. Though the LEA makes the final decisions for all services and maintains control of the funding, all decisions for program design, service delivery, and assessment are made through meaningful consultation.

Principals are expected to sign a Letter of Affirmation by June 1st stating that meaningful consultation was held throughout the year to plan the program and that all components of the Letter of Affirmation has been discussed.

During meaningful consultation meetings the following topics are discussed:

- What services the LEA will offer to eligible private school children;
- The amount of funding available for services
- How and when the LEA will make decisions about the delivery of services;
- How, where and by whom the LEA will provide services to eligible private school children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with a third-party provider;
- How the LEA will assess academically the services to eligible private school children in accordance with Sec. 200.10 of the Title I regulations and how the LEA will use the results of that assessment to improve Title I instructional services;
- The size and scope of the equitable services that the LEA will provide to eligible private school children and, consistent with §200.64, the proportion of funds that will be allocated to provide these services;
- The method or sources of data that the LEA will use under §200.78 to determine the number of private school children from low-income families residing in participating public school attendance areas, including whether the LEA will extrapolate data, if a survey is used;
- The equitable services the LEA will provide to teachers and families of participating private school children;
- If the LEA disagrees with the views of the private school officials on the provisions of services through a contract, the LEA must provide the private schools the reasons in writing why the LEA chooses not to use a contractor.
- The opportunity for the participating private schools to file a formal complaint with the LEA, the state or US Ed.

The Title I services provided to private school students will begin at the same time of year as the services provided to the public school students. The agreed start date is determined in meaningful consultation with the private school principals. All materials and supplies used in the private schools by the vendor will be purchased and labeled property of the LEA. The LEA ensures that the content of all instructional materials, supplies, assessments and resources are secular, neutral and non-ideological in accordance with federal regulations.

Question C

C.1 Describe the process the LEA uses to monitor the provision of services to eligible private school students, staff, and their families for Title I.

Title I, Part A Process includes:

1. A standard site visit observation form is used by all New Castle County LEA Title I coordinators
2. Multiple site visits are made to schools (before, while and after services are provided) throughout the year by the LEA Title I Coordinator
3. Each vendor has a designated Title I project coordinator who serves as a liaison with the private schools, the vendor staff and the LEAs.
4. Monthly documentation includes but not limited to:
 - Record of instructional services provided to students
 - Invoicing
 - Assessments
 - Professional development
 - Parent Communications
 - Teacher/Vendor Staff communications
 - Discharge from service documentation
 - Portfolio updates
 - Inventory of supplies and materials
 - Schedule of services
 - Ongoing email/and or phone communication with schools/vendor/vendor staff/principals
5. Satisfaction surveys are completed by the parents, principals and school staff.
6. Meaningful Consultation Meetings are held throughout the year.
7. Ongoing communication via email and/or phone with school principals.
8. Periodic meetings with the vendor's administrative staff.

C.2 Describe the LEA's process for ensuring that allowable materials, equipment, and/or property are purchased and properly maintained and accounted for by the LEA for Title I.

DE DOE provided technical assistance to the LEAs regarding supplies and materials. (Guidance provided by email correspondence, professional development, resources on the state website and by phone communication)

Since 2009-10 this LEA has contracted with Back to Basics Learning Dynamics, Inc. as the Title I service provider. Any materials/supplies released to the LEA by the previous vendor Catapult, and were purchased prior to 2009 were/are labeled property of NCC Title I schools.

Materials purchased as of 2009 and are located in the participating private schools that are within the Red Clay Consolidate School District are identified with a label stating: Property of Red Clay Consolidated School District with a line to note the year of the purchase. (Likewise, the other districts participating in the consortium also have materials/supplies labeled the same in the schools that are located within the LEA's feeder.)

An inventory is kept at the LEA of all supplies and materials purchased.

Private Schools are encouraged to provide textbooks and instructional materials to be used for re-teaching.

Supplemental materials must be approved and purchased by the LEA to be used in the private schools by the vendors.

Supplies and materials are purchased by the LEA, to assist with record keeping tasks and for storage of materials/supplies.

Requisitions are processed using the First State Financial program and are charged to the appropriate budget.

C.3 Describe the criteria the LEA used to determine which private school students will receive equitable services for Title I. If the LEA is pooling funds among schools, the LEA must describe which schools are participating in the pool and the criteria used to determine which private school students will receive equitable services in the pool.

Notes:

1. Your response should clearly state that poverty is not a criterion for services.
2. To the extent appropriate, your described process should select private school children who are failing, or most at risk of failing, to meet high student academic achievement standards.;
[Section 1120(b)(1)(A) and Section B.4 of non-regulatory guidance]

* Referral to the US Ed. Private School Services Toolkit and the DE DOE website was used as the starting point to determine assessment criteria, content areas, grade spans and to address any other concerns related to providing equitable services to private schools.

* Technical assistance was requested on an as needed basis from DE DOE.

* Ongoing collaboration with all Title I coordinators in New Castle County and Smyrna School District facilitated the selection process.

Poverty is only used to determine the allocation set-aside each participating school will receive to provide instruction, professional development and parent engagement. Poverty is not a criterion for determining eligibility for services. A student's level of poverty is never the determining factor for participating in the Title I program. For a student to be referred for, and receive services, a student must reside within the feeder of a Title I school. An eligible student must also demonstrate academic need and evidence (grade C or below or a grade demonstrating working below grade level or proficiency level in reading and/or math, and a score below the 49%ile on an annual standardized test) with measurable evidence of being a struggling student.

During meaningful consultation the following academic criteria was determined and agreed upon in order to refer students for services:

- * A student must live within the feeder of a participating Title I school (Red Clay has 11 schools - 9 Elementary and 2 Middle)– Mote, Marbrook, Richardson Park, Richey, Baltz, Stanton, Al dupont Middle, Highlands, Warner, Lewis, and Shortlidge) The home address must be provide and validated by the private school and the LEA.
- * A standardized test score that is at or below the 49%ile in either or both Reading and Math. A copy of the standardized test score must be provided.
- * The report card grade of a C or below or an academic grade that demonstrates working below grade level proficiency if letter grades are not used by the participating private school. (An A or B grade for students with accommodations may also be considered.) A copy of the last report card must be provided.
- * Identified academic weaknesses using a standardized Student Referral Form that includes a checklist and anecdotal comments. (This form must be completed for each student and needs to be signed by the principal if a student is to be considered for services.

3.9 Children with Disabilities under IDEA: CEIS Services

If using IDEA funds for Coordinating Early Intervening Services (CEIS), please note the following reporting requirement: The regulations require, in 34 CFR §300.226(d), each LEA that implements CEIS to report to the State on the number of children who received CEIS and the number of those children who subsequently received special education and related services under Part B during the preceding two-year period (i.e., the two years after the child has received CEIS).

Under 34 CFR §300.646(b)(2), if a State identifies significant disproportionality, the LEA must use the maximum amount (15%) of the total of IDEA 3-5 and IDEA 6-21 funds allowable for comprehensive CEIS for children in the LEA, particularly, but not exclusively, for children in those groups that were “significantly over identified” and/or “disproportionality suspended/expelled.” LEAs with significant disproportionality must reserve funds for such services. LEAs without significant disproportionality can choose to set aside funds and may reserve up to 15% of their IDEA, Part B grant to provide coordinated early intervening services to struggling students who are not yet identified for special education.

Question A

A.1 Please indicate which of following applies to your LEA regarding CEIS utilizing IDEA funds:

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | CEIS is required (full 15% of total IDEA 3-5 and IDEA 6-21 funds). |
| <input checked="" type="checkbox"/> | CEIS is voluntary (up to 15% of total IDEA 3-5 and IDEA 6-21 funds). |
| <input type="checkbox"/> | CEIS is not being used. |

A.2 For LEAs utilizing IDEA funds for CEIS, explain how the LEA will develop and implement its CEIS system to provide coordinated, early intervening services for students in grades K-12 who are not identified as needing special education, but who need additional academic and behavioral support to succeed in a general education environment. [Section 613(f), 34 CFR § 300.226]

All Red Clay Consolidated School District's problem solving teams will have the opportunity to participate in curriculum-based assessment and progress monitoring and will apply these skills to GENERATE POSSIBLE SOLUTIONS / "problem solving" and collaboration across all grade levels to support all students in the general education population who need academic or behavior support. The teams will gain a great understanding of multi-tiered behavioral systems of support. The goal of this professional development is to reduce identification of students in general, and in particular, to reduce the over identification of minority students for special education services.

Professional development for teachers will continue to be provided in specific reading interventions and will be provided concurrently to general and special education teachers.

Eleven Red Clay Schools will continue to implement School-wide Positive Behavior Support programs with the addition of two new schools. Representative teams from three schools will participate in the School Transformation Grant professional development. The team will receive coaching and technical assistance to better implement targeted and individual support strategies with any student who demonstrates greater incidences of office discipline referral and/or suspension. This additional support will focus on multi-tiered levels of support for individual students as well as school wide systems. In addition, every elementary school must have a school-wide behavior support/discipline program that encompasses the key features of a research-based behavior support system (i.e. PBS, Responsive Classroom).

Both School-wide PBS as well as PST teams will use data disaggregated by student sub-groups to implement strategies to reduce over-representation of minority students in high-incidence office referral and suspension categories.

3.10 Children with Disabilities under IDEA: Equitable Services

IDEA requires LEAs to spend a proportionate amount of their IDEA, Part B allocation for special education and related services to students with disabilities who are parentally placed in private schools (“equitable participation services”).

Question A

A.1 Please provide the numbers and the calculations listed below that are used to determine the proportionate share that must be set aside for equitable participation services.

- (a) Number of eligible children with disabilities in public schools in the LEA
- (b) Number of parentally placed eligible children with disabilities in private elementary schools and secondary schools located in the LEA
- (c) IDEA, Part B allocation
- (d) Average per-child allocation [row (c)/row (a) + row (b)]
- (e) Amount to be expended for parentally placed children with disabilities [row (d) x row (b)]

The number of parentally placed eligible school aged children:

-as of Dec. 1st 2014: approximately 67 students

-as of 7/9/15: approximately 89 students

- A. 2190 eligible children with disabilities (based on 14-15 enrollment)
- B. 89 parentally placed eligible children with disabilities in private school (as of 7/9/15)
- C. \$4,121,844 - total IDEA B allocation
- D. \$1809 - average per child allocation
- E. \$161,001 - total amount to be expended for parentally placed children with disabilities

A.2 Describe the LEA's process for notifying non-profit private schools and parents of parentally placed private school children of their eligibility to participate in IDEA and the LEA's process of consulting with private school officials to design, implement, and evaluate programs for eligible private school students, staff, and their families as appropriate for IDEA.

-Meaningful consultation meetings are held in the Fall, Spring, and Summer of each school year. Representatives of all participating non-profit schools are invited via an invitation letter and email from Chris Miller. Also included in the Spring is the Intent to Participate paperwork to all schools.
-In addition, the Child Find Coordinator sends a formal survey to all schools at the start of the school year asking for their input as to their needs. A letter is included detailing the LEA's process and obligation to them, and inviting them to the Fall meeting.
-Consultation is ongoing throughout the year via phone, email, and private meetings if appropriate. Open lines of communication are maintained and encouraged.
-Representatives of parents of PPPSS are invited to a meeting in the Fall of each year. Upon referral, a letter detailing the Child Find process is sent to each family in their referral packet. The Child Find Coordinator spends time going over the process, purpose, and regulations carefully with each family at the initial phone call. At the eligibility meeting all is reviewed again and a letter is also sent to each family encouraging them to call the Child Find Coordinator with any questions or concerns. Parents are given the Notice of Procedural Safeguards booklet that contains information about private school students.
-The Child Find Coordinator distributes Child Find brochures at meetings and at events such as the Family Resource Fair held in November. Brochures are given to each school to distribute to parents as needed.

Question B

B.1 Describe how the district identified the types of services that will be provided to eligible private school students, staff, and their families related to IDEA and who will provide these services.

-The district identified the types of services to be provided through the above mentioned consultation meetings, survey results, and communications with school staff and families.
-The Child Find Coordinator participates in collaboration meetings with the other Child Find Coordinators from NCC several times a year to ensure compliance and continuity across districts.
-Based on the results of consultation this year, the district decided to continue to use the proportionate share to offer Speech/Language Therapy to eligible PPPSS, as this was the majority consensus. The district was responsive to the expressed needs of non-public school staff and parents and changed the delivery system for speech therapy to offer an itinerant therapist who went out to the private schools. (Previously therapy was offered at one of our school sites.) The Child Find Coordinator communicated regularly with the Assistant Superintendent regarding the hiring of an appropriate and well qualified speech language pathologist. The Child Find Coordinator sought input from the representatives of private schools and parents regarding their satisfaction with services.
-The Child Find Coordinator, based on the expressed needs, arranged for two in-services for private school administration and staff. The school staff expressed a need for training in setting up a Problem Solving Team and also for using Inclusive Practices. The Child Find Coordinator conferred with the Assistant Superintendent and the Supervisor for Special Education Curriculum as well as known knowledgeable colleagues and very qualified staff members were identified to lead the trainings. Highly positive feedback was received from school staff after the trainings.

B.2 Describe how the LEA ensures that the services are equitable in comparison to the services provided to public school students, staff, and families, and are provided in a timely manner, are secular, neutral, and non-ideological for IDEA.

The LEA ensures that the services are equitable because:

- The Speech/Language Pathologist meets the same standards of certification as she would if she were working in a public school.
- The same assessment and therapy materials are used that would be used for our public school students.
- The same eligibility criteria is used for private and public school students.
- Eligible students receive a service plan that meets all the criteria set forth in the regulations and that is used across the state.
- Legal timelines are adhered to as far as evaluation, meetings, and service plan review; as they would be for a public school student receiving an IEP.
- The Child Find Coordinator oversees the services and is aware that materials need to be secular, neutral, and non-ideological.

Question C

C.1 Describe the process the LEA uses to monitor the provision of services to eligible private school students, staff, and their families for IDEA.

- The Child Find Coordinator is the point of contact for incoming referrals, maintaining contact with schools, parents, and service providers; and oversees the entire process.
- Tracking sheets are kept for each student with necessary information.
- A file is kept on each student by the Child Find office and the speech pathologist.
- Information is entered and maintained on ESchool and IEP Plus by the Child Find Coordinator.
- Spreadsheets are maintained tracking referrals as to dates, status, meeting information, outcome, and service plan status.
- Progress updates are sent home to parents at the end of each marking period.
- Meaningful consultation (above) is ongoing in an effort to improve services.

C.2 Describe the LEA's process for ensuring that allowable materials, equipment, and/or property are purchased and properly maintained and accounted for by the LEA for IDEA.

- This year there were no materials purchased with the exception of an outstanding order of assessments and therapy materials that will be used by the itinerant Speech Language Pathologist. Materials are consistent with what was being used in the public schools.
- The Child Find Coordinator was responsible for reviewing the order and it was then sent to the Supervisor of Special Education and the Assistant Superintendent for final review. It is the Child Find Coordinator's responsibility to be familiar with the federal regulations that materials be secular, neutral, and non-ideological; and to communicate this with sensitivity to school staff and parents if it is warranted.
- The materials will be maintained and stored in the Child Find Office. Materials travel with the Speech language pathologist.

3.11 Title II, Part A: Educator Effectiveness

To be eligible for Title II, Part A funds LEAs must assess their needs related to improving educator effectiveness. This needs assessment should be based on professional development and hiring, and also take into account local educator effectiveness data, and other elements of educator effectiveness including preparation, staffing, professional development, evaluation, and retention.

Title II, Part A funds are provided to LEAs to increase student academic achievement through strategies such as improving teacher and principal effectiveness and increasing the number of highly qualified and effective teachers in the classroom and highly qualified and effective principals and assistant principals in schools.

Allowable uses of Title II, Part A funds include, but are not limited to:

- Support Teacher and Principal Professional Growth and Effectiveness Systems
- Recruit, hire, and retain highly qualified and effective teachers and principals
- Teacher advancement initiatives that emphasize multiple career paths
- Equitable access to excellent educators strategies and initiatives
- Provide professional learning activities that improve the knowledge and effectiveness of teachers, principals, and superintendents
- Establish induction and mentoring programs
- Provide professional learning, coursework, and exams to assist educators to become highly qualified

; Please note that not all have to be selected. If a strategy/activity listed in this section is not being conducted using Title II, Part A funds, please enter N/A.

Question A

A.1 List the findings from the needs assessments (based on the LEA's educator effectiveness data) described above. Please reference the above guidance.

Please recognize we do not have SMARTER assessment data at this point in time.

We believe our SMARTER student assessment data will be comparable to our previous years results.

The greatest performance challenges for Red Clay are overall reading proficiency (all grades, all subgroups), overall math proficiency (all grades, all subgroups), Special Education (math), and ELL (math). Through our needs analysis we identified our performance challenges based on the gap in reading performance on SRI Assessments, DIBELS, historical pattern of summative data on DCAS. Our data indicates strong a focus on early grades and targeted schools, achievement gaps among subgroups and their reference groups (especially with Special Education and ELL students), in high-need schools. Similarly, there are significant gaps between African American, Hispanic, and Caucasian students in other key indicators including graduation rates and suspension rates. The root causes of our performance challenges are multi-faceted, and each one of the activities is integral to district's emphasis on increasing the quality of education provided to all of our learners.

The district has identified the following factors as contributing to our performance challenges:

- A need to continue with the work of enhancing systemic professional development for all educators. In order to deliver a consistent, research-based education to our students, our educators must be equipped with the tools and knowledge necessary to meet the learning needs of all types of learners – this includes ongoing, job- embedded professional development for all instructional and administrative staff who serve ELLs and SWDs and a system for monitoring and evaluating the effectiveness of the ELL/SWD PD. The district will build on its systemic professional development plan with training linked to specific skills and expectations
- A Need to expand educational opportunities and services for our neediest learners, especially intensive ongoing PD to improve literacy instruction for grades PK to 3, targeting high need schools. Due to resource constraints for the families of our struggling learners, Red Clay must enhance its programs for targeted populations on a large scale to improve academic achievement throughout Red Clay. Our reading data indicates a need to continue our comprehensive PD related to: Students with Disabilities, ELLs/Diversity, literacy, educating students in poverty/experiencing homelessness (Red Clay has over 52% of its students receiving free and reduced price lunches), and interventions that align to the core and impact student growth. This also includes developing the capacity of our families and communities (through ongoing learning) to assist us in addressing our needs and meeting our academic and related goals.
- A need for to continue developing rigorous advanced coursework and targeted support for secondary students as a part of the emphasis on college- and career-readiness for all students to prepare them for the world of work and their roles as citizens. This will require adult learning aligned with the CCCS, and with regard to career/industry readiness, STEM/IB programs, dual enrollment, AVID, transitions between middle and high school levels, AP programs, early college programming, and initiatives to ensure that all students to graduate high school with the skills necessary to succeed academically and professionally. Lastly, we would need to increase parent and community knowledge and awareness in this area.
- A need for continued work on curriculum alignment and improved standards-based instruction and to learn to use data to draw conclusions and learn the impact of decision-making. A focus on inclusionary practices will support our struggling learners, especially as rigorous instruction aligned to common core standards is implemented for all students and as the data is discussed in professional learning communities and faculty sessions. Instructional coaches who support teachers of ELL and SWD students will be used professional development and direct coaching. The district will focus on aligning data discussions, instructional practices, supports, and academic structures to the common core standards and outcomes, along with a continual system to monitor instructional practices in the district and provide professional development in areas of need.
- A need to implement instructional technology as a way to engage, differentiate and support all learners, including our professional development for teachers. The technology will be used to build online/blended learning opportunities for students and teachers professional development.

A.2 How will your LEA utilize Title IIA to address high need schools and high need populations?

- All K-5 teachers will receive systematic professional development in literacy and writing. This the professional development will focus on “Quality Reading and Writing Instruction”. Teachers will receive monthly training focusing on various aspects of writing instruction in school level teams. PLC teams will discuss and use the school level PD to implement strategies for writing and literacy. Opportunities for ongoing and differentiated professional development will occur by the use of literacy coaches, reading specialists, RTI support and Title 1 instructors.
- All ELA teachers, K-12, will receive ongoing training on the Common Core State Standards, and participate in discussions regarding student and curriculum expectations. Instructional materials will be evaluated to ensure that teachers have quality resources to delivery standard-based instruction. Common assessments will be used in grades K -12 and outcomes discussed in PLCs, BLTs, and with school leaders in data discussions.
- All math teachers will receive ongoing training in the Common Core standards. All elementary school teachers will receive training in the new curriculum resource, Math Expressions. Grade level teacher leaders will continue their work around learning progressions and targeted instruction regarding smarter balance items. Teacher leaders will share the training through building level professional learning communities. District common assessments will be used in grade K through the Algebra 2/ Integrated 3 course. Middle school Geometry teachers will receive course to support the transfer of geometry from the high school to the middle level.
- Red Clay will run monthly after school professional development in content areas (Math, Science, Social Studies, ELA, Unified Arts, and Technology) that will focus on improving educational outcomes. Common Core aligned instructional planning, assessments and the use of data will be central to this professional development. Follow up during principal learning walks and district office walkthroughs will be targeted on improving teaching in the classroom as an extension of the Professional Development. Common Core Look Fors will be used in our instructional walkthroughs to guide future professional development.
- Instructional technology professional development will be held to support teachers use of Schoology, Chrome books, interactive white boards and Google Apps For Education. This PD will help teachers differentiate and provide supports for all learners (targeted to low performing schools and students).
- The district will also support Instructional Coaches, ELL (4) and SWD (4), that will deliver target professional development and coaching in district identified areas. They will support buildings where large population shifts occur due to changed in programs and feeder patters.
- Four Red Clay middle schools (AIMS, HB, Skyline, Stanton) will join the Common Ground initiative to close the achievement gap. The work they will focus on will be on closing their achievement gaps for SWD/ELL students by RTI implementation in 6th Grade (2015-15) and 7th/8th Grade (2016-17).
- Partner with the Delaware Center for Teacher Education. The DCTE will provide professional development workshops for secondary social studies teachers with the focus of supporting the Common Core State Standards – Literacy through social studies lessons, with a focus on informational text. Trainings include materials that support reading and writing in the content areas.
- Participate in workshops provided by the Social Studies Coalition of Delaware. The SSCD provides workshops throughout the school year targeted for cohorts of teachers in grades 4-12. 2015-2016 SSCD workshops will focus on Disciplinary Literacy that align to the Red Clay Consolidated School District. Workshops are held during the school day and substitute teachers are used to provide classroom coverage for the participants. Participants will share strategies and information with like staff (grade level) through collaboration meetings such as Professional Learning Communities meetings and Social Studies Curriculum Council meetings.
- Actively participate in state content coalitions (ELA, Math, Science and SS), second cohort of NextGen Teacher Leaders, Chiefs PD and State Curriculum Cadre.
- School readiness protocols similar to the UVA protocol will be used with all Priority, Focus, Action List and two of the lowest performing high schools.
- The curriculum and instruction department will support Priority, Focus and Action list schools with direct contact for professional development needs.

A.3 What specific strategies will your LEA use to improve educator effectiveness (across the allowable uses of Title IIA) based on the needs assessment above?

The district plans to use professional development days, Professional Learning Communities, after school professional development time and substitutes to provide ongoing and relevant professional development. During the 2015-16 school year, Teachers and principals will be required to support this work with the following required activities:

All professional staff are required to attend a two, 1-hour professional development meetings monthly. The monthly professional development will focus on supporting struggling learners and improving common core fidelity. The PD is run by using the train the trainer model, followed up with walkthrough "look fors", discussed in strategic planning with district office staff and principal/AP at PLC time.

Additional after school professional development will also be available for EPER pay. Monthly-targeted professional development for content specific areas will focus on the common core standards and on supporting struggling learners. School leaders, who identify instructional needs, may use expectations to ensure teachers obtain appropriate PD as needed.

The instructional coaches will provide professional development and coaching for teachers who serve English language learners and students with disabilities. Strategies, programs and professional development partners that we will focus on include "Classroom Instruction That Works for ELL", Universal Design for Learning, SIOP and TWIOP, Responsive Classroom, Teach Like A Champion, Math Expressions, Delaware Reading and Writing Project, Professional Development Center for Educators (PDCE), DASL, and WIDA.

Red Clay provides high quality professional development in all content areas:

Elementary Literacy:

The professional development in reading and writing will continue through monthly afterschool professional development. We will onboard new staff with our Year 1 and Year 2 Literacy PD and this year work to improve our Writing process as aligned with the Common Core. Support from the Delaware writing project, Delaware Reading Project and the ELA coalition has driven the Common Core alignment work. Work will continue on improving the level of Rigor in all classrooms, while addressing the needs of students in Elementary RTI.

Elementary Mathematics:

Professional development this year is centered on the adoption of new core curricular materials. Professional development days at the beginning of the school year, through monthly after school hours and through PLC work will focus on using the new materials to improve our fidelity to the Common Core. Common assessments were written through the pilot work and will be used during PLC, BLT and School Data discussions to determine additional PD needs, supplemental material needs and how to support struggling learners. Math teacher leader positions will be paid to support after school professional development and to do peer to peer coaching.

Secondary ELA:

After adopting our new curricular resource last school year, the scope and sequences have been revised. Professional development will be on the using the new materials to fidelity and the implementation of our common assessments that have been written for 6-11. We will also be working on our implementation of RTI in the middle school. Professional development for instructional technology (Google Apps for Education, Schoology, Chrome books, Smart board Software), Read 180, Systems 44 and SRI is planned for the 2015-16.

Secondary Mathematics:

Professional development will focus on the implementation of our common assessments that have been written for 6-11. We will also be working on our implementation of RTI in the middle school. Professional development for Math 180, instructional technology (Google Apps for Education, Schoology, Chrome books, Smart board Software), and SMI is planned for the 2015-16.

Social Studies, Science and Unified Arts:

Professional development in these areas will focus on deliver rigorous content within the use of the Common Core Anchor Standards. These standards should be used in planning professional development and be the starting point for new lessons and materials.

Question B

B.1 Briefly describe how you are developing and implementing mechanisms to assist schools in effectively recruiting and retaining highly qualified teachers, including specialists in core academic subjects, principals, and in some cases, pupil services personnel.

District Management holds individual meetings with principals in late winter to discuss: terminations for cause, programming changes, expansion or deletion, projected needs due to attrition, unit count projections, student needs (e.g., increasing Spanish speaking population) and implications of federal policy. Present are representatives from the following departments: Special Education, English Language Learners, Directors of School Operations, School Turnaround Office, Office of Federal & Regulated Programs and Human Resources.

The District has created partnerships with area colleges and universities for prolonged placement of practicum and student teaching cohorts especially in targeted schools such as Dickinson, Mckean, and our Title 1 schools. The District piloted a full-year teaching experience program with Wilmington University this year and plans to continue and expand the program in 2015-2106.

The District has an active partnership with the Alternative Routes to Certification (ARTC) Program through the University of Delaware and successfully places candidates in many hard to fill vacancies, particularly in math and science.

B.2 Enter the estimated percentage of your total Title II, Part A allocation for this strategy/activity.

0 %

Question C

C.1 Briefly describe how you are developing and implementing initiatives to assist in recruiting highly qualified teachers (particularly initiatives that have proven effective in retaining highly qualified teachers), and hiring highly qualified teachers, who will be assigned teaching positions within their fields.

School and district staff participated in multiple job fairs this fall and spring and improved efforts to recruit at HBCU (historically black colleges and universities) and to discuss potential partnerships for candidate recruitment. HR uses website and newspaper advertising to include major Mid-Atlantic markets and some national advertising (ASCD, Teachers of Color magazine). The District posts positions on the Join Delaware Schools website. Principals from targeted schools also attended minority employment fairs and activities in neighboring states to address hard-to-staff vacancies (ex: ESL certification).

The District has committed to sponsoring visas for visiting teachers from China and Spain to fill high needs positions (e.g. Chinese as a foreign language, ELL students).

C.2 Enter the estimated percentage of your total Title II, Part A allocation for this strategy/activity.

0%

Question D

D.1 Briefly describe how you are providing professional development consistent with Sections 2123(a)(3) of the ESEA.

<http://www2.ed.gov/policy/elsec/leg/esea02/pg22.html#sec2123>

- Recruiting and retaining
- Using IIA money to fund instructional tech professional development at Priority schools
- New teacher mentoring programs.

D.2 Enter the estimated percentage of your total Title II, Part A allocation for this strategy/activity.

5%

Question E

E.1 Briefly describe how you are developing and implementing initiatives to promote retention of highly qualified teachers and principals, particularly within elementary schools and secondary schools with a high percentage of low-achieving students.

NA

E.2 Enter the estimated percentage of your total Title II, Part A allocation for this strategy/activity.

NA

Question F

F.1 Briefly describe how you are carrying out programs and activities that are designed to improve the quality of the teacher force, such as:

- Innovative professional development programs;
- Development and use of proven, cost-effective strategies for the implementation of professional development activities, such as through the use of technology and distance learning;
- Tenure reform;
- Merit pay programs; and
- Testing of elementary school and secondary school teachers in the academic subjects that the teachers teach.

- Innovative professional development programs;
- Development and use of proven, cost-effective strategies for the implementation of professional development activities, such as through the use of technology and distance learning;
- Tenure reform;
- Merit pay programs; and
- Testing of elementary school and secondary school teachers in the academic subjects that the teachers teach.

Red Clay will use an innovative state grant to relaunch our mentoring program. We will also use models developed by Indian River to move our professional leaning toward a more blended environment. Some trainings will be recorded and turned into any time PD, while others will follow a traditional model. Red Clay will continue using train the trainer models for quick PD turn arounds during faculty meetings and PLCs. Elementary math professional development involves a lead teacher at every building who used our materials for a year long trial and who can directly and indirectly support their peers.

F.2 Enter the estimated percentage of your total Title II, Part A allocation for this strategy/activity.

5%

Question G

G.1 Briefly describe how you are carrying out professional development activities designed to improve the quality of principals and superintendents, including the development and support of academies to help talented aspiring or current principals and superintendents become outstanding managers and educational leaders.

Principals and Assistant Principals participate in summer book studies that focus on common core and data analysis. The district also offers workshops on instructional strategies for SWD's and ELL's. This year administrators will also participate in workshops focused on schoology and use of instructional technology. Summer coaching is provided to all administrators on DPAS II for providing effective feedback to teachers. The district will be hosting an Aspiring Administrators Cohort and a Aspiring District Office Cohort during the 2015-2016 school year for leadership opportunities. Also throughout the school year all district administrators will be participating in Learning Walk, Principal Meetings and various national conference.

G.2 Enter the estimated percentage of your total Title II, Part A allocation for this strategy/activity.

5%

Question H

H.1 Briefly describe how you are hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades.

The Red Clay Consolidated School District has partnered with Paragon to utilize a pre-screening tool for all new teacher hires. The tool looks for several key factors to predict a candidates likely success to work with all student and a focus on those who have the background and skills to work with students in high need buildings.

The Red Clay Consolidated School District has utilized TFA, Spanish Embassy and partnership with China to fill positions in hard to fill area such as Special Ed, ELL and high need buildings. To reduce class size in early grades the district has committed to use excellence units in the early grades.

H.2 Enter the estimated percentage of your total Title II, Part A allocation for this strategy/activity.

.45%

Question I

I.1 Briefly describe how you are carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a career teacher, mentor teacher, or exemplary teacher) and pay differentiation.

The Red Clay Consolidated School District has created opportunities for teachers to have leadership opportunities within the building by becoming part of the Building Leadership Team or becoming a Lead Teacher. This positions have extra responsibilities and receive additional compensation.

Also each building has a dedicated mentor teacher to work with all noise teachers in a struttred program which is led by the districts master teacher. The master teacher position is hired at the district office and assists new teacher, teachers who are struggling and coordinate efforts with the IHE's on student teacher programs and placements.

I.2 Enter the estimated percentage of your total Title II, Part A allocation for this strategy/activity.

.45%

Question J

J.1 Briefly describe how you are carrying out programs and activities related to exemplary teachers.

Red Clay has moved exemplary teachers into leadership roles on Curriculum councils, lead teacher positions, mentor teaching positions and student teacher placements. Teachers are valued in their buildings on BLT teams and as PLC facilitators. They lead professional development and become the trainer of teachers as needed and identified.

J.2 Enter the estimated percentage of your total Title II, Part A allocation for this strategy/activity.

Funding is captured in other sections or outside of the grant.

Question K

K.1 Briefly describe how you are paying for costs of administering the Title II, Part A program.

As has been the practice of the district for over a decade the Manager who oversees Federal and Regulated/Consolidated grant is responsible for supervising the programs of the grant including Title II part A. Red Clay has used Title II A to supplement the implementation of highly effective instruction since 2009; and since that time Title II A activities are supervised by the director of curriculum (a locally funded position). We will also use funds to pay for Indirect Cost, Equitable Services and Audit Fees.

K.2 Enter the estimated percentage of your total Title II, Part A allocation for this strategy/activity.

LEA indirect Cost = 42,698.21
Equitable Services = 25,970.56
Audit Fees = 1,273.96
% of Manager salary = 5,738.40

The estimated percentage for these fees will be 5.8%

3.12 Title II, Part A: Equitable Services

Section 9501(b)(3), requires equitable services for private school teachers and other education personnel to the extent that the LEA uses its funds for professional development.

The law presumes an LEA will spend at least as much on professional development each year as it did in fiscal year 2001 under the predecessor Eisenhower Professional Development Program and the Class Size Reduction Program. This is known as a 'hold harmless' amount, meaning regardless of how much the LEA actually spends on professional development this year, it must use its 2001 professional development spending as a minimum for calculating the equitable services set-aside. If an LEA spends more on professional development this year than it did in 2001, use the higher amount.

In general, the amount set aside must be proportionate to the number of private school students in the district.

Note: Charter schools do not have to respond to this section.

Question A

A.1 Indicate below whether the LEA has documents on file indicating that ALL the eligible private schools within its geographic boundaries have elected to NOT participate in the Title II, Part A funds. If you indicate "Yes", skip question A2 and A3.

Yes

No

A.2 How much and what percentage of the LEA set-aside is required for equitable services under Section 9501 (b)(3)? The LEA assures it will comply with all equitable services requirements pertaining to Title II under Section 9501 (b)(3) of ESEA.

As discussed and agreed upon in Meaningful Consultation with participating private schools:

1.The total sum of money that the district makes available to participating private school is 2% of the total value of the Title IIA allocation - ex. Title IIA = \$1.8m Participating Private schools share is approximately \$36,000.

2.The set-aside amount is divided the total # of students from all participating schools to determine a per student allocation.

3.The determined per pupil allocation is then multiplied by the school's enrollment to determine the set-aside for each school.

For FY 16 there are 16 participating private schools that will receive an allocation.

The total enrollment for FY 16 for the participating private schools is 5717.

The district employs an Education Associate who has the responsibility to assure compliance of all equitable services provide to the participating private schools.

Participating Private Schools:

All Saints Catholic School

CACC Montessori

Centreville Layton School

Di's Day School

Harvest Christian Academy

Padua Academy

Program for Rigor and Innovation in Education

St. Mark's HS

Salesianum School

Sharon Temple Adventist School

St. Ann School

St. Anthony of Padua School

St. John the Beloved School

The Tatnall School

Ursuline Academy

Wilmington Christian School

A.3 Describe the LEA's process for notifying non-profit private schools of their eligibility to participate in federal programs and the LEA's process of consulting with private school officials to design, implement, and evaluate programs for eligible private school students, staff, and their families (as appropriate for Title IIA). Please describe this process for your Title II, Part A program.

Process: The following process is used to assure private schools are invited to receive equitable services and participate in the Title IIA program each fiscal year.

Letter of Intent to Participate – (Due Date - May 1)

- A. First Mailing – March (week of March 17th)
- B. Follow-up correspondence - Second Mailing or email or phone call – May

This communication affords all private schools located within the district boundaries the opportunity to participate in the available federal programs, which includes Title IIA.

Once schools agree to participate in the Federal Program, the principal is invited to attend the first of three Meaningful Consultation Meetings held each year that affords the participating private schools the opportunity to design a plan for professional development that includes opportunities on and off site, strategies to implement and participate in professional development opportunities and assessing the benefits of the professional development experience.

Topics of discussion during the meaningful consultation meeting will include but are not limited to:

- A. The availability of professional development opportunities that address the common needs of all participating private schools.
- B. The availability of professional development opportunities that address the specific needs of individual schools.
- C. How to use the set-aside funds to get the most training, services and learning opportunities for staff and administration.
- D. The creation of a plan that explains how professional development will be implemented.
- E. Evaluating the skills/strategies/resources for effectiveness.
- F. Determining evaluative measures.
- G. Professional development opportunities offered by district staff members that can either be held off site or at a participating private school/s.
- H. Arranging for staff to attend training conducted in Red Clay school or district office.
- I. Assessing student, school and community needs.

Meaningful Consultation Meeting - June

- A. Needs Assessment completed by each participating private school
- B. Discussion regarding regulations, compliances and protocols for use of federal funds
- C. Review of expenditures/reimbursements, and remaining allocation available
- D. Discussion of formula for allocating funds to participating schools and an estimated amount of the new FY allocation
- E. Introduction of Key Staff - Director of Curriculum and Instruction, Supervisor of ELL, Coordinator for Child Find and Assistant Superintendent for Special Services
- F. Allocations
- G. Processing reimbursement – proof of payment and attendance by staff
- H. The availability of professional development opportunities that address the common needs of all participating private schools.
- I. The availability of professional development opportunities that address the specific needs of individual schools.
- J. How to use the set-aside funds to get the most training, services and learning opportunities for staff and administration.
- K. The creation of a plan that explains how professional development will be implemented.
- L. Evaluating the skills/strategies/resources for effectiveness.
- M. Determining evaluative measures.
- N. Professional development opportunities offered by district staff members that can either be held off site or at a participating private school/s
- O. Arranging for staff to attend training conducted in Red Clay school or district office.
- P. Assessing student, school and community needs.

Meaningful Consultation – October

- A. Review of expenditures/reimbursements, and remaining allocation available
- B. Notification of new FY allocation
- C. Processing reimbursement – proof of payment and attendance by staff

- D. The availability of professional development opportunities that address the common needs of all participating private schools.
- E. The availability of professional development opportunities that address the specific needs of individual schools.
- F. How to use the set-aside funds to get the most training, services and learning opportunities for staff and administration.
- G. The creation of a plan that explains how professional development will be implemented.
- H. Evaluating the skills/strategies/resources for effectiveness.
- I. Determining evaluative measures.
- J. Professional development opportunities offered by district staff members that can either be held off site or at a participating private school/s.
- K. Arranging for staff to attend training conducted in Red Clay school or district office.
- L. Assessing student, school and community needs.

Meaningful Consultation – March

- A. Review of expenditures/reimbursements, and remaining allocation available
- B. Processing reimbursement – proof of payment and attendance by staff
- C. The availability of professional development opportunities that address the common needs of all participating private schools.
- D. The availability of professional development opportunities that address the specific needs of individual schools.
- E. How to use the set-aside funds to get the most training, services and learning opportunities for staff and administration.
- F. The creation of a plan that explains how professional development will be implemented.
- G. Evaluating the skills/strategies/resources for effectiveness.
- H. Determining evaluative measures.
- I. Professional development opportunities offered by district staff members that can either be held off site or at a participating private school/s
- J. Arranging for staff to attend training conducted in Red Clay school or district office.
- K. Assessing student, school and community needs.
- L. Distribution of new FY Letter of Intent to Participate for next FY

This document is provided to all participating private schools.
 Red Clay Consolidated School District
 Equitable Services
 Service Delivery Timeline

1. LEA Federal Programs Meaningful Consultation Meetings

- October Title I Meaningful Consultation (consortium)
- Federal Programs Meaningful Consultation (LEA)
- March Federal Programs Meaningful Consultation (LEA)
- May Title I Meaningful Consultation (consortium)
- June Federal Programs Meaningful Consultation (LEA)
- August Title I Meaningful Consultation – optional (consortium)

2. Week of March 17th - Letters of Intent to Participate – Delivered by registered US mail the week of March 17th or distributed to all attendees at the March Federal Programs Meaningful Consultation Meeting

3. May 1 deadline – All Letters of Intent to Participate are due to the LEA accepting/declining participation in the various federal programs for the upcoming fiscal year

4. May 1 deadline – All Confidential Family Surveys due to the LEA from participating private schools requesting to participate in the Title I program

5. May 1 through 15 - Title I Meaningful Consultation Meeting scheduled with current participating private schools and newly participating private schools for all five participating schools districts that work as consortium (evaluating current year and preparation for upcoming school year)

6. May 31st deadline– All Confidential Family Surveys due to DSC to determine poverty for school participating in the Title I
7. May 31st deadline – Consortium paperwork exchanged with all participating LEAs
8. June 30th deadline – Title I Letters of Affirmation signed
9. May/June – Each LEA schedules a Federal Programs Meaningful Consultation Meeting for all current participating private schools and newly participating private schools for the upcoming fiscal year. (Programs – Title IIA, IDEA, Title III and any competitive grant opportunity (Schools only participating in Title I may also attend) (Grant application completed)
10. July – Date determined by DE DOE – Consolidated Grant application due to DE DOE
11. August – Review and revision of Consolidated Grant Application
12. August – Title I Meaningful Consultation Meeting/and or vendor meeting scheduled with current participating private schools and newly participating private schools in all five participating schools districts that work as consortium
13. September – Consolidated Grant Application approved
14. September – Title I Student referrals due
15. September – Title I services begin
16. October –Title I Meaningful Consultation Meeting scheduled with current participating private schools and newly participating private schools for all five participating schools districts that work as consortium (service delivery)
17. November – Notification of Title IIA allocations for upcoming fiscal year
18. October / November – LEA Federal Programs Meaningful Consultation Meeting (current fiscal year and upcoming fiscal year)
19. December 31st – Current Fiscal Year funding completed
20. November 1 of current year through December 31 of the upcoming year – New Fiscal Year funding available
21. March – LEA Federal Programs meeting for all participating private schools (current fiscal year) and distribution of upcoming fiscal year Letters of Intent to Participate

Question B

B.1 Describe who will provide services to eligible private school students, staff, and their families for Title II, Part A.

Participating private schools have multiple options for using their allocated Title IIA funding. During meaningful consultation the schools may request a specific professional development training that addresses core content areas to be provided to a group of participating private schools that have identified similar needs. Schools also have the opportunity to request the use of Title IIA funds for specific teacher training opportunities that focus on the core content areas and address the specific needs of their school. Participating private schools also may request to use funding to bring a training program/s on site that will address identified needs of their school/students. Lastly, all participating private schools may request to attend professional development trainings offered by district staff. Private schools may send administrative and instructional staff to sessions held at the district or may request for a district staff member/s to present at their school. Though the LEA makes all final decisions regarding use of school allocations, ongoing meaningful consultation with the participating private school administrators or designees assure the school use the funding to provide top quality professional development.

B.2 Describe the types of services that will be provided to eligible private school students, staff, and their families for Title II, Part A.

Title II, Part A provides funds to increase academic achievement of all students by helping schools and school districts improve teacher and principal quality and ensure that all teachers are highly qualified. Funds are to be used to ensure all students have effective teachers and administrators that have subject matter knowledge and teaching skills necessary to help all children achieve high academic standards, regardless of individual learning styles and needs. Participating private schools that receive Title IIA funds are required to have a needs assessment plan for FY '16. Based on the needs assessments, the principals conferred that the FY '16 Title IIA set-aside would be used for the following:

1. Provides technical assistance and support for the goals of the Middle States evaluations.
2. Provides training opportunities in order to offer specific programs to private school students.
3. Provides the opportunity to bring onsite training to staff for instructional areas identified as being of greatest need.
4. Provides training to offer AP courses in the secondary schools.
5. Affords the opportunity to have teachers meet HQT status.
(Math, Social Studies, Science, ELA and Technology)
6. Affords the opportunity to be knowledgeable of current instructional trends and practices to improve student achievement, school climate and parent/community involvement.
7. Provides clock hours and learning opportunities to meet DEEDS certification.

B.3 Describe how the LEA ensures that the services are equitable in comparison to the services provided to public school students, staff, and families, and are provided in a timely manner, are secular, neutral, and non-ideological for Title II, Part A.

The LEA ensures that the services provided to participating private schools are equitable in comparison to services provide to Red Clay schools by assuring funds are reserved for professional development opportunities that address the specific needs of the participating private schools. After each private school signs a Letter of Intent to Participate in the month of March and engages in ongoing Meaningful Consultation with the LEA during the month of June, an allocation is determined for each school. During the consultation sessions in June and October the needs of each school are shared and possible professional development opportunities are discussed to address the identified needs. During all consultation sessions, June, October and March the schools are advised of due dates, timelines and the protocols for requesting funds, gaining approval for use of funds and the reimbursement process. Also, during the June consultation meeting the formula used to determine each school's allocation is discussed with all participating private schools. This meeting provides each participating school with an estimated amount so they can begin planning how the funds will be used to provide professional development opportunities to staff at their respected schools. The actual allocation for each school is provided during the October consultation meeting. Schools have till December 31st of the following year to use the FY allocation.

Question C

C.1 Describe the process the LEA uses to monitor the provision of services to eligible private school students, staff, and their families Title II, Part A.

Since 2009 the district table of organization includes an Education Associate who has the responsibility for assuring compliance and delivery of equitable services to participating private schools. The Red Clay district has eleven private schools in New Castle County that have generated poverty and are entitled to and received Title I services. Four of those schools are within the Red Clay feeder and also participate in the other federal programs. In addition, twelve additional private schools located within the district's feeder participate in the other federal programs; Title IIA, Title III, IDEA and any other awarded competitive grant. The Education Associate is responsible for assuring compliance and monitors all services funded by Title IIA. Meaningful consultation meetings are held three times a year to assure the participating private schools have a complete understanding of the acceptable use of funds allocated as well as the professional development opportunities available by the district. Schools also received monthly communication by email reminding them of the procedures, protocols and responsibilities regarding services and funding provided by the federal program/s for which they are participating. Site visits are also made to the participating private schools in the Fall, and throughout the year on an as needed basis to provide technical assistance. Detailed files are kept each fiscal year and are reviewed by the Education Associate, the Supervisor of the Business Office and the Manager of Federal and Regulated Programs.

C.2 Describe the LEA's process for ensuring that allowable materials and/or property are purchased and properly maintained and accounted for by the LEA for Title II, Part A.

In meaningful consultation with the participating private schools, all schools utilize the Title IIA allocation for teacher training in the core content areas. Schools either request approval to send teachers and administrators to professional development programs off site or request to use funding to pay for a presenter/s to come to their school/s. If a school would request the use of funds for materials, the school would be required to submit a request for funding and receive prior approval from the equitable services manager. All materials would need to be associated with a specific professional development training that was either held off site or as part of an on-site training for staff. The purchase of materials that are not associated with a specific professional development would not be an acceptable use of funding as the district does not utilize Title IIA funds to purchase materials or supplies.

3.13 Perkins Career and Technical Education Act of 2006: Local Plan

If the LEA plans to participate in a consortium, please contact DDOE.

A local education agency application for funding under the Perkins Act of 2006 must incorporate and reflect a local plan requirements per Section 134 and a financial plan for the requirements for uses of funds per Section 135. The local plan will address the twelve (12) required components of Section 134 and the financial plan will address the nine (9) required uses of funds in Section 135.

Question A

A.1 Describe how the CTE activities will meet State and local adjusted levels of performance that are established under Section 113. For LEAs that did not meet at least 90% of all Perkins performance targets, develop a local plan which includes the following, Section 123 (b):

- a. Identify the Perkins core indicator of performance that was not addressed at the 90% threshold, the eligible recipient's current performance, and the anticipated performance or goal that will result from implementing the improvement plan;
- b. Document the timeline for implementation, which includes key dates, activities, and person(s) responsible for implementation of the improvement plan;
- c. Identify the funding source and/or resource allocation that is required to implement the improvement plan; and
- d. Define the strategy that the eligible recipient will apply to improve the gap in performance, the identified root cause, and the demonstrated need(s) of the recipient.

Career and Technical Education is a district priority: we have high expectations for all CTE programs, staff and students and use meaningful collaboration with higher education, business and industry to support continuous improvement within our diverse community. The Perkins data is an integral part of our decision making process for the academic success of all CTE students and is included in our Implementation Plan/strategic plan. Our schools coming out of improvement have placed CTE as an area of support to enhance the student's academic achievement; this focus being integral to Thomas McKean and John Dickinson High Schools both showing continual improvements academically. With the improvement of our CTE programs, integration of the academic courses, and marketing our program to all students, particularly the non-traditional we will have created an atmosphere that is inviting for all students to succeed. By placing CTE as a district priority and developing a working CTE plan we stay focused on the data and providing quality CTE programs for all students which supports their academic achievement to be college and career ready as they leave Red Clay. Focus on all targets.

1S1 - Academic Attainment in Reading/Language Arts:

- All instructional improvements are focused on closing the achievement gap. Our schools under improvement have placed CTE as an area of support to enhance the student's academic achievement; this includes: paraprofessionals, tutoring and the usage of credit recovery to increase the support for reading/language arts skills for CTE students.
- In addition, via our working plan all CTE courses are being aligned to the common core for academic purposes and CTE participates in a curriculum council to make targeted decisions related to funding.
- Working to ensure successful integration into our schools as part of our inclusion plan CTE is a part of the alignment to help students with identified special needs develop necessary skills for academic and technical success.

2S1 - Technical Skill Attainment:

- Improving facilities, programs and curriculum via the our CTE Advisory Council, district CTE working plan and working with the state to add new "State Approval Pathways"
- Designing course curriculum content according to identified academic, technical and industry standards.
- Funding content area professional development for targeted CTE areas and instructors
- .032 CTE Supervisor/Ed Associate funded to lead CTE teachers with curriculum integration strategies
- Involve businesses in the design and delivery of course content to students. Enlist business representatives to serve on advisory committee.
- Inviting business and industry representatives to visit your classroom and to be involved in evaluating classroom projects and presentations

- Complete all the requirements to ensure that programs are state approved.

6S2 - Nontraditional Completion:

- Facilities upgrades are business-like and appropriate creating an inviting atmosphere for all students and having a district goal focused on closing the achievement gap.
- Working CTE district plan for CTE improvement
- Working with Director of Secondary Schools to support transitions from middle to high school
- Involve women-owned and minority-owned businesses in all phases of planning and implementation

5S1 - Secondary Placement

- Work with a Data Service Center to conduct follow-up surveys; and additional staff time to administer CTE follow-up surveys, and to record, retrieve, and analyze the data
- Partnership with DTCC to align students with skills center and post-high school employment
- Professional development with Director of District Services to support guidance counselors
- using Career Cruising in areas to support 6S1 - Nontraditional Participation
- Advisory support and area partnerships focus on nontraditional enrollment
- Working with Director of Secondary Schools to support transitions from middle to high school
- Communicate with students/parents about non-traditional careers/CTE options
- Involve women-owned and minority-owned businesses in all phases of planning and implementation schools.

Red Clay goal – focus on the two targets not met 5S1 and 6S1, increase all targets by 5%, and maintain targets currently at 100%. Time line will be the SY2015-16, the funding source will be Perkins for direct work with the CTE staff and local funds for district wide initiatives that supports meeting our goals as related to academic achievement.

A.2 Describe how the eligible recipient will:

- a. Offer at least one (1) CTE program(s) of study, Section 122(c)(1)(A);
- b. Improve the academic and technical skills of CTE students through the integration of the Common Core State Standards, the Next Generation Science Standards, and relevant CTE programs;
- c. Provide students with a strong experience in, and understanding of, all aspects of an industry; and
- d. Ensure that students who participate in CTE programs are taught challenging academic standards and enroll in rigorous academic courses

CTE staff work closely with DOE CTE Education Associations in the ongoing development of Programs of Study. At the building level CTE staff work within their schedule and system to establish what each pathway needs are for student success. With State support we are implementing 3 new “State approved Pathways” which will serve as a great model for continued improvement in our current pathways.

The continuous improvement of our facilities and programs are designed to maximize student success within the specific CTE area and provide support the core academic areas. State of the art facilities meeting business standards set up an environment for the application of both CTE and academic content to provide a real world experience for our students. We have high expectations for all CTE programs, staff and students focusing on academic achievement and technical skill development. With each of our expansions & enhancements of our CTE programs/facilities we provide training and professional work sessions for CTE teachers, as well as opportunities through conferences and content specific professional develop.

Perkins funds will be used to purchase new materials, resources, and equipment as well as enhance, innovate, upgrade and implement new pathways/facilities to support the integration of academic content and CTE content with an emphasis on STEM – Science, Technology, Engineering & Mathematics to support academic achievement. CTE workshops and available conferences will be supported by Perkins resources. The upgrade of the pathway/facilities to industry standard will focus on college and career readiness, as well as leadership and employability skills.

As part of our plan to improve and meet our Perkins targets we will work directly with staff, guidance and administration to have a continued understanding of the data and what is needed to help our students succeed and improve our data. The integration of the CTE content standards, academic content standards and business & industry standards establish a challenging and rigorous teaching and learning environment for student success. High expectations are set for all students and CTE is an integral part of our District’s Implementation Plan/Strategic Plan (College and Career Readiness).

All CTE teachers participate in training at the building level to address CCSS and NGSS as directed and implemented by our Curriculum and Instruction work group with the expectation of integration as appropriate in their content area. CTE Common Core and all CSS are expected to be integrated into all CTE courses/pathways. Additional support from within the building, district C&I office and the CTE office are provided as needed.

Question B

B.1 Describe how comprehensive professional learning experiences (aligned to Section 122 of the Perkins Act, Delaware Administrative Code 1598, and the Delaware State Plan for CTE) will be provided for CTE educators.

The upgrade of our facilities/programs to demonstrate a real world environment provides each student the opportunity to develop and apply the skills need to enter the work force. Our focus on improving all programs and facilities to commercial grade, state of the art industry standard facilities provides an instructional environment to prepare students for employment. Supporting a variety of activities to provide different perspectives to business and industry as well as participation in local, state and national conferences to compete and develop leadership skills and engaging students in job shading, internships and employment opportunities to provide firsthand experience. We believe by upgrading our facilities to commercial and industrial grade will make them inviting to both traditional and nontraditional students.

The strength of the majority of the programs of study in Red Clay is the hands-on experiences gained from class instruction, student competitions, practicum, and work study/internships. These experiences give the students a real world of work vantage point and to prepare them for entry into their chosen career. The District ensures that programs offered provide students strong experience in and understanding of the associated business and/or industry. The laboratories and simulation classrooms prepare the students for the actual work world by providing the opportunity to work and live through possible scenarios they could encounter in the work world. The Automotive Technology lab simulates an automotive shop, Highlander Café/Commercial Kitchen, Lil' Highlander Pre School and the Communications labs simulate studios. Students are exposed to many aspects of these chosen industries through these simulations. The Perkins funds provide faculty opportunities for professional development to increase knowledge and skills. Local funds provide opportunities for connections and partnerships (and advisement from) with local businesses/ industries related to the pathways. As each new program or innovation/enhancement or grade is implemented professional development/training is provided to our staff.

Perkins funds will be used to provide professional development to all CTE staff in the knowledge and skills of their area to support the state standards, district initiatives and industry standards. We will focus on the integration of reading and math strategies as they relate to the technical content and support student achievement. Areas such as summarization, critical details, problem solving and technical vocabulary building will be the focus. We will provide professional development to the staff of the new programs, innovated, enhanced and upgraded programs. We will provide professional development to support the continued implementation of STEM as a focused area.

As part of our plan to improve and meet our Perkins target, based on the pathway completion, graduation rates, academic attainment targets, and the nontraditional participation data will help us prioritize the professional development. 2015-16 Professional development will address:

- Evaluation, implementation, and collaboration of CTE core and Academic Common core (CTE-Core PLC)
- Common Core in CTE Pathways – work session and resource materials
- Ethics, professionalism and employability skills for business & industry
- Developing certification options for each program
- Developing POS for all CTE pathways
- Support content specific conferences
- Work sessions on Perkins data and plans on improving the data as a classroom teacher

CTE staff participates in ALL instructional teaching & learning professional development with the complete school staff and are held to the same high expectation of implementation as all other staff.

B.2 Describe how a wide variety of stakeholders (parents, students, teachers, faculty, administrators, counselors, representatives of business (including small business) and industry, representatives of special populations, and other interested individuals) are involved in the development, implementation, and continuous improvement of CTE programs, and how such individuals are informed about and assisted in understanding the requirements of Perkins, including programs of study.

The Red Clay CTE plan is continuously shared with all stakeholders and ongoing updates and progress is reviewed at all meetings. Each CTE staff/program maintain a list of stakeholders which include representation from Business, Industry, Post-secondary, Parents, Students, Building Administration and District Administration. During the course of the school year an open exchange of communication with this group is recorded, Implementation Plan/Strategic Plan Goals drive the ongoing improvement of our CTE programs and our stakeholder balance this with their input. The focus is for continuously improve of our CTE Programs and Facilities as well as to allow our student to prepare for success as they enter the work force or post-secondary education. We invite our stakeholders to two annual meetings one in the fall and one in the spring. The information gleaned from this process is reflected in the working 3 year plan of each of the CTE programs, which feed into this application process. Records of this process are filed in the office of CTE.

B.3 Describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient.

The Implementation Plan/Strategic Plan project management system tracks all work done. There are required monthly updates. CTE specific activities are identified in the plan. Ongoing progress checks and tracking, number of students in a pathway, teacher evaluation, individual program plans, state and federal audits to assure compliance are some of the most common metrics. This information is shared with the local school board and is shared with the public via the local board meetings, mailings and the webpage. Regular updates are scheduled with the Federal and Regulated Programs Manager and with the Superintendent of Schools to review expenditures and alignment to the implementation plan/strategic plan and our working CTE plan. We celebrate the successes our students have competing in their CTSO. The number of students participating in local, state and national conferences is increasing and the level of success is as well.

Question C

C.1 Describe how the eligible recipient will:

- a. Review CTE programs and overcome barriers that result in decreased rates of access or success for special populations as defined in Section 3(29);
- b. Provide programs that enable special populations to meet the local adjusted levels of performance;
- c. Provide activities to prepare special populations for high skill, high wage, or high demand occupations that will lead to self-sufficiency; and
- d. Ensure that individuals who are members of special populations will not be discriminated against on the basis of their status.

All Perkins supported CTE programs in Red Clay have an open enrollment policy which guaranties special populations the same opportunities to prepare themselves for career and college readiness. We work closely through advisement, mentoring and the students' SSP to ensure they are aware of and explore CTE options and make successful choices in CTE to prepare them for career and college readiness. New and upgraded facilities all plan for any student need.

All CTE programs are actively working to find and put in place end of pathway assessments and certification options as well as using the success rate using the traditional grading process. We encourage all students including our special populations to participate in our CTE pathways; at McKean we have our Meadowood students and continue to work towards our district wide inclusion plan.

The district has a non-discrimination policy and enforces this. All Perkins supported CTE programs in Red Clay have an open enrollment policy which guaranties special populations the same opportunities to prepare themselves for career and college readiness. We work closely through advisement, mentoring and the students' SSP to ensure they are aware of and explore CTE options and make successful choices in CTE to prepare them for career and college readiness.

The programs encourage inclusive enrollment and practices, for example, the Meadowood School is a program that serves students ages 3-21 with moderate to severe disabilities. The middle school program for Meadowood students is located at H. B. duPont Middle School. During the middle school years, students begin to utilize their skill set across a greater variety of settings. While maintaining their involvement with the inclusive classrooms, students begin to experience vocational and technical exploration and community-based instruction. In High School, students attend Thomas McKean High School. A significant reason for the transition to McKean High School centered upon the enhancements that the school made to their Career and Technical Education (CTE) program. These classes also give increased opportunity for Meadowood students to enhance their functional independent living skills, as well as have increased involvement in vocational experiences that help create a better pathway to future paid employment. The vocational rotations, community instruction, and inclusive classes provide an opportunity for students to refine skills necessary for them to experience success after completion of the high school program.

C.2 Describe strategies that will be used to promote preparation for underrepresented genders in nontraditional occupational fields. [Sec. 134 (b) (10)]

In Red Clay, Perkins funding provides the opportunities to enhance each of our programs to business and industry standards, we market the CTE programs to all students as well as maintain an open enrollment policy. We work with students and their SSP to make appropriate choices for success. The district develops partnerships with business and industry to present all career possibilities to all students and we also allow for job site visits and guest speakers and provide positive encouragement.

We maintain an open enrollment policy, provide marketing materials and resources, tutoring service if needed and maintain an instructional setting they supports independent choice and opportunity for all students. Provide professional development to any staff in this area as needed. We believe by upgrading our facilities to business and industrial standard will make them inviting to both traditional and non-traditional students. The District also provides advisory support and develops area partnerships to focus on nontraditional enrollment. Other strategies include:

- Working with Director of Secondary Schools to support transitions from middle to high school
- Communicating with students/parents about non-traditional careers/CTE options
- Involving women-owned and minority-owned businesses in all phases of planning and implementation

Having an open enrollment policy and monitoring the programs to ensure the policy is in place as well as maintaining an environment of student success for all CTE students.

C.3 Describe how career guidance and academic counseling will be provided to CTE students, which includes linkages to future education and training opportunities as well as placement in the workforce. [Sec. 134 (b)(11)]

All CTE teachers, guidance counselors and mentors as well as administrators support students in making the linkage to post-secondary/future education and training opportunities. This is done as a district priority. Students receive advisement to support their career pathway goals, this guidance is purposed to lead to career or college enrollment. They also access Career Cruising, which helps to add value to their dreams and personal goals. The Perkins Advisory guidance and CTE and CTSO competitions and conferences provide students with exposure to a variety of fields and competencies. This helps students to effectively navigate the pathways that connect education to employment so that they are prepared to achieve fulfilling and successful lives.

As part of our plan to improve and meet our targets; we will include and provide professional develop to our guidance staff and building administration. With an increased understanding of all aspects of CTE we enable our guidance staff to support the success of our students. As stated - Red Clay has placed CTE as integral part of Goal #4 of our Strategic Plan – “All students will graduate College and Career Ready.” We maintain an open enrollment policy to all CTE courses & pathways. Students are mentored in advisory programs, the SSP process and with our guidance staff support ALL students have equal opportunity to participate in our CTE programs. Our focus as a district on CTE allows us to continually evaluate the CTE programs to insure equal opportunity for all students. So we are encouraging ALL students to challenge themselves as well as taking academic courses that are appropriate for success in the specific CTE pathway the student has selected. Additional training/professional development will be provided specifically to our guidance staff to support students' success and to meet the Perkins targets as well as the Program of Study work as we move forward.

Red Clay works with the Data Service Center to conduct follow-up surveys; and provides additional staff time to administer CTE follow-up surveys, and to record, retrieve, and analyze the data. We've a partnership with DTCC to align students with skills center and post-high school employment. Additional professional development with Director of District Services supports guidance counselors in their work with children.

Question D

D.1 Describe efforts to improve:

- a. The recruitment and retention of CTE teachers, faculty, and school counselors, including underrepresented individuals or groups in the teaching profession; and
- b. Support the transition of industry professionals to teach CTE programs.

We collaborate with our Human Resource department, our building administration and follow all district/state hiring practices. School and district staff participated in multiple job fairs this spring and improved efforts to recruit at HBCU (historically black colleges and universities) and to discuss potential partnerships for candidate recruitment. HR uses website and newspaper advertising to include major mid-Atlantic markets and some national advertising (ASCD, Teachers of Color magazine). Principals from targeted schools also attended minority employment fairs and activities in neighboring states to address hard-to-staff vacancies (ex: ESL certification).

Coordinating new teacher orientation programming helps to assist individuals in making a smooth transition from business and industry into education. The New teacher orientation provides information and training related to diversity, curriculum and content standards, and sessions specific to CTE. In Addition, the Ed. Associate provides onsite and ongoing support for new teachers during the year regardless of their origin (from industry, college, or another district). This helps the individual to become comfortable with the classroom setting and to be successful with their students and in their school.

All new teacher are required to participate and complete our mentoring program. New CTE teachers are assigned specific mentors to best support their responsibilities. All professional development and training required are provided to the staff to support and implement district academic, technical, and student success initiatives. Individual support is provide as needed or requested by building administration or the new teacher.

3.14 Perkins Career and Technical Education Act of 2006: Financial Plan

Describe how the CTE programs required under Section 135(b) REQUIRED USE OF FUNDS will be carried out. For each requirement, list the expense (program, amount, funding source), why the expense is necessary, and the impact the expense will have on CTE programs/student performance.

Question A

A.1 Strengthen CTE students' academic and technical skills and how funds are used to support CTE programs of study, Section 122(c)(1)(A).

NOTE: Below is a breakdown of the use of funds, our district's focus on CTE is an integral part of our academic achievement and career & technical skills attainment for all students so they are ready to enter post-secondary or the work force. Staying focused on our students, keeping in mind our Perkins targets and the goals set by DOE in our Implementation Plan we strongly feel that the use of all funds address all specific request in Section 3.14. Each budget area listed provides details as far as use of the funds. We believe that all areas are integrated, overlap and relate to each other, making it difficult to attach one budget item to one section.

Perkins FY16 Breakdown of Funds

\$231, 298.51 CTE facilities/program - new, upgrade, innovation, and enhancement of #8

Major projects to improve and enhance our CTE program to state of the art, industry standard and to assist students in skill and academic attainment as well as collage and career readiness;

JDHS, Tech Ed – Transform our current robotics pathway into a state of the art industry standard program with industry certification available for all students implementing the FANUC Robotics/programming trainer and certification program – LR Mate CERT System Package and M-1iA CERT System Package includes equipment and installation, PD/training, PD/curriculum and certification package - \$120,000

Currently JDHS is approved for the Processes of Design & Engineering Pathway - we have divided the students into two cohorts one focuses on the "Engineering of Robotics" and the other focuses on traditional engineering. This is the group of students who will benefit from the addition of this system. This has been in place for a least 3 full years and the Technology Education Associate at DOE is aware of the structure.

Red Clay is assuring that we will submit the appropriate paper work to transition to a new CTE Pathway for the "Engineering of Robotics", using the CTE/DOE guidelines for approval. The initial cost is a onetime investment which includes all items listed in the grant

HBDMS, BFM – renovation and upgrade of the BFM program/facility – approximate cost for 36 student work stations - \$24,186.00 quoted for hardware(cpu & monitor) - \$22,500.00 for required software - \$2,340.00 for interactive monitor/instructional technology - \$2,000.00 appropriate for content area. This will complete the improvements of all three CTE programs/facilities at HBDMS - \$50,000.00

CSS, STS – Enhancements to the new State Approved Bio Medical Pathway – Glass experiment tables, equipment/tools per PLTW curriculum and appropriate instructional technology for this content - \$20,000

CSS, STS – Implementation of the new State Approved Computer Science Pathway – computer stations, hardware, software and instructional technology as recommended by the requirements of the new pathway - \$15,000

CSS, AG & TED-Bio Tech Pathways – Set up and outfit the new outdoor instruction space (barn & greenhouse which is already purchased and being installed by Red Clay's facility dept.) with instructional technology appropriate for this content. 1 Smart Board and 6 Laptops which will totaly \$7,250.00. This is a new facility and will need to be outfitted with equipment, tools, and reusable accessories. This area will house feeding bins, hoses, pots, hand tools, rakes, shovels, wheel barrels and work tables, totally \$19,048.51. The totally amount will equal \$ 26,298.51

No Perkins Funds are or have been used for construction.

\$12,500 CTE Programs and the development of our middle school CTE programs # ??

Focusing on the continued improvement of all CTE programs as a district priority we are now ready to develop our middle school programs to vertically align and support the high school programs available and provide what our students need to succeed in meeting academic attainment and technical skills to be collage and career ready. Work sessions to evaluate current program, develop new options, enhance successful programs and visit innovative middle school programs

\$50,000 CTE Resources, supplies and materials #2

To support the major addition of new program facilities, upgrades and enhancements such as hand tools, appliances, reusable supplies/materials to outfit new and renovated facilities. As listed in this grant and the second phase of projects from FY15 projects – such as FCS lab & Tech Ed lab at HBDMS and the outdoor instruction space for AG and Bio-Tech at CSS.

Professional CTE and CTSO Conferences #3

\$8,000 Registration fees

\$17,000 Travel support

National Conferences for 10 schools/50 CTE staff members – professional conferences as requested and CTSO National Conference as students qualify Professional CTE conferences such as - 2-International Technology Engineering Ed. Assoc., 3-Technology Engineering Ed. Assoc. PA, 2-National Health Association, 1 NBA-National Broadcasting Association - the average cost for one staff member to attend is estomated at \$1,500.00

\$25,000 PD CTE Work sessions - Subs – Contracted Services

10 schools/50 CTE staff members

Work sessions are content specific and are determined by CTE program/staff need and request -such as Adobe Creative Suite, Google Sketch-up, 3D printing/design development, use of instructional technology, business networking and training needed for program specific up-upgrades or enhancements

\$10,000 Perkins Advisory Council #4

Two district CTE Advisory Council work session, support building and program specific sessions, each CTE staff/program maintains a CTE Advisory Council – representing all stake-holders and records ongoing contact and communications during each school year as part of their individual CTE plan. We will work under the new guidance from CTE/DOE to implement the suggested structure for the CTE programs.

\$17,500 Academic Attainment and Pathway Completion PD/work sessions

High school CTE staff group sessions and school specific for each of our five high schools (CTE staff/Guidance/admin) – sessions will focus all Perkins targets as well as those not currently met

\$20,000 CTE/CTSO conferences – Subs - Contracted Services #5

Local, State and National Conferences for 10 schools/50 CTE staff members

AIDHS – BPA, DECA, FCCLA, Skills, TSA and Ford AAA

CAB – BPA-MS, TSA-HS, and TSA-MS

CSS – FFA, HOSA, TSA-HS, and TSA-MS

JDHS – TSA, VEX & FIRST Robotics, Skills, and Ford AAA

TMHS – DECA, FCCLA, FFA, Skills, TSA and Ford AAA

AIDMS – BPA and FCCLA

BSS – BPA
HBDMS – BPA, FCCLA, and TSA
Skyline – BPA
Stanton – BPA and TSA

\$20,453.43 Associate/Restructure (limit 5%)

Facilitate, manage, and support the improvement of CTE within Red Clay at both the district, building, and program levels

The CTE programs in our district are a priority. Implementation/Strategic Plan organizes our main focuses for CTE into five activities; upgrading current facilities/programs, implementing new CTE programs/facilities at both the high school and middle school levels, stakeholder involvement by facilitating our CTE Advisory Council, Professional development opportunities and developing opportunities for CTE students to experience business & industry. Perkins funds will be used to provide professional development to all CTE staff in the knowledge and skills of their area to support the state standards, district initiatives and industry standards. We will focus on the integration of reading and math strategies as they relate to the technical content and support student achievement. Areas such as summarization, critical details, problem solving and technical vocabulary building will be the focus. We will provide professional development to the staff of the new programs, innovated, enhanced and upgraded programs. We will provide professional development to support the continued implementation of STEM as a focused area. As part of our plan to improve and meet our Perkins target, based on the pathway completion, graduation rates, academic attainment targets, and the nontraditional participation data will help us prioritize the professional development for 2015-16.

A.2 Link CTE programs at the secondary and post-secondary levels.

We start at the middle school level with our Student Success Plans and with the implementation of our current Programs of Study and adding new State Approved Programs of Study directs us to the post-secondary options. With continuous expansions and enhancements of our CTE programs /facilities our students are provided with a better understanding and preparation for the options of post-secondary opportunities. As part of our plan to improve and meet our Perkins targets we will work directly with staff, guidance and administration to have an understanding of the data and what is needed to help our students succeed and improve our data. The integration of the CTE content standards, academic content standards and business & industry standards establish a challenging and rigorous teaching and learning environment for student success. High expectations are set for all students and CTE is an integral part of our District's Implementation/Strategic Plan for student success in preparation for college and career. All CTE students are encourage to support their academic success and technical skill attainment. Having current and new pathways provide AP courses connects the students to post-secondary options. The implementation of Programs of Study provides a greater focus for student success. CTE state of the art programs/facilities demonstrate a real world experience which demonstrates to student the need for strong academic to support their technical skill set.

A.3 Strengthen CTE students' understanding of and experience in all aspects of an industry, which may include work-based learning experiences and internship programs.

The upgrade of our facilities/programs to demonstrate a real world work environment provides each student the opportunity to develop and apply the skills need to enter the work force. Our focus on improving all programs and facilities to commercial grade, state of the art industry standard facilities provides an instructional environment to prepare students for employment. Supporting a variety of activities to provide different perspectives to business and industry as well as participation in local, state and national conferences to compete and develop leadership skills and engaging students in job shading, internships and employment opportunities to provide firsthand experience. We believe by upgrading our facilities to commercial and industrial grade will make them inviting to both traditional and nontraditional students.

The strength of the majority of the programs of study in Red Clay is the hands-on experiences gained from class instruction, student competitions, practicum, and business/industry structure. These experiences give the students a real world of work vantage point and to prepare them for entry into their chosen career. The District ensures that programs offered provide students strong experience in and understanding of the associated business and/or industry. The laboratories and simulation classrooms prepare the students for the actual work world by providing the opportunity to work and live through possible scenarios they could encounter in the work world. For example, the Automotive Technology lab simulates an automotive service shop, and the Communications labs simulate studios, McKean's Café and preschool. Students are exposed to many aspects of these chosen industries through these simulations. The Perkins funds provide faculty opportunities for professional development to increase knowledge and skills. Local funds provide opportunities for connections and partnerships (and advisement from) with local businesses/ industries related to the pathways

Question B

B.1 Train CTE teachers, faculty, and administrators to use state-of-the-art instructional technology and/or equipment/software found in industry.

Instructional technology is a district priority for all areas. During all upgrades or new program we place the most current technology available in to the CTE program. Enhancement or innovation by individual CTE staff for content specific technology is submitted within their CTE plan. Instructional technology upgrades are on a regular schedule to ensure that the instructional experiences in both teaching & learning emulate work place facilities and job requirements. Particular attention will be given the priority areas of our 5 year plan for CTE in Red Clay, individual 3 year CTE plans and recommendations of our CTE advisory Council. All CTE staff are encouraged to research and present the latest technology for their area to enhance instruction and the experience for the student. Our focus is to use industry standard technology appropriate to the specific content area. Red Clay is also designing course curriculum content according to identified academic and technical standards and funding content area professional development for targeted CTE areas and instructors. The .032 CTE Supervisor/Ed Associate helps to lead CTE teachers with curriculum integration strategies.

B.2 Provide CTE educators with professional learning experiences (aligned to Section 122 of the Perkins Act, Delaware Administrative Code 1598, and the Delaware State Plan for CTE), including:

- a. Effective integration and use of challenging academic and CTE content, including establishing professional learning communities and the application of technology to improve instruction;
- b. Effective teaching practices and skill development that applies research and decision making to improve an intended goal and/or stay current with all aspects of an industry;
- c. Effective practices to improve parental and community involvement, which can include externship programs that provide relevant business experience to teachers; and
- d. Effective use of disaggregated student data and data analysis to determine student learning priorities and improve instruction.

Perkins funds will be used to provide ongoing training and professional development opportunities that align with each upgrade and/or new program of study so that Red Clay CTE stays current with business and industry. Red Clay has created a platform to ensure the alignment between CTE coursework and the core content, and through the School Operations and Curriculum and Instruction Departments, along with Federal Programs. CTE teacher and Core content teachers have opportunities to collaborate on subject matter both within schools and throughout the district using building PLC. All instructional improvements are focused on closing the achievement gap. Our schools under improvement have placed CTE as an area of support to enhance the student's academic achievement; this includes: paraprofessionals, tutoring and the usage of credit recovery to increase the support for reading/language arts skills for CTE students. In addition, via a 5 year plan all CTE courses are being aligned to the core for academic purposes and CTE participates in a curriculum council.

B.3 Evaluate CTE programs, including how the needs of special populations are being met.

The evaluation of our CTE programs is an on-going process as an integral part of our improvement plan, as well as addressing all Perkins target. Special populations always are considered during this process and is a main focus as Red Clay implements our inclusion plan. Keeping in mind - The district has a non-discrimination policy and enforces this. All Perkins supported CTE programs in Red Clay have an open enrollment policy which guaranties special populations the same opportunities to prepare themselves for career and college readiness. We work closely through advisement, mentoring and the students' SSP to ensure they are aware of and explore CTE options and make successful choices in CTE to prepare them for career and college readiness.

Question C

C.1 Initiate and improve quality CTE programs, including the purchase of relevant technology.

As stated earlier the upgrade of our facilities/programs to demonstrate a real world work environment provides each student the opportunity to develop and apply the skills need to enter the work force. Our focus on improving all programs and facilities to commercial grade, state of the art industry standard facilities provides an instructional environment to prepare students for employment. Supporting a variety of activities to provide different perspectives to business and industry as well as participation in local, state and national conferences to compete and develop leadership skills and engaging students in job shading, internships and employment opportunities to provide firsthand experience. We believe by upgrading our facilities to commercial and industrial grade will make them inviting to both traditional and nontraditional students.

C.2 Provide services and activities that are of sufficient size, scope, and quality to be effective.

Working closely with the state as we develop new programs of study and as we evaluate current programs/pathways our CTE plan has us focusing on very specific areas systematically, collaborating with post-secondary, business and industry partners for additional support and other resources. Our goal is to provide CTE programs for all students that prepare them to be part of a global workforce. Offer only programs that develop career and college readiness, employability skills and leadership skills for high demand, high skill and high wage jobs. In doing this we provide a direct connection with the students' academic progress and success.

C.3 Provide activities to prepare special populations for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

All Perkins supported CTE programs in Red Clay have an open enrollment policy which guaranties special populations the same opportunities to prepare themselves for career and college readiness. We work closely through advisement, mentoring and the students' SSP to ensure they are aware of and explore CTE options and make successful choices in CTE to prepare them for career and college readiness. New and upgraded facilities all plan for any student need. All CTE programs are actively working to find and put in place end of pathway assessments and certification options as well as using the success rate using the traditional grading process. We encourage all students including our special populations to participate in our CTE pathways; at McKean we have our Meadowood students and we are part of the continued work towards our district wide inclusion plan.

The district has a non-discrimination policy and enforces this. All Perkins supported CTE programs in Red Clay have an open enrollment policy which guaranties special populations the same opportunities to prepare themselves for career and college readiness. We work closely through advisement, mentoring and the students' SSP to ensure they are aware of and explore CTE options and make successful choices in CTE to prepare them for career and college readiness.

The programs encourage inclusive enrollment and practices, for example, the Meadowood School is a program that serves students ages 3-21 with moderate to severe disabilities. The middle school program for Meadowood students is located at H. B. duPont Middle School. During the middle school years, students begin to utilize their skill set across a greater variety of settings. While maintaining their involvement with the inclusive classrooms, students begin to experience vocational and technical exploration and community-based instruction. In High School, students attend Thomas McKean High School. A significant reason for the transition to McKean High School centered upon the enhancements that the school made to their Career and Technical Education (CTE) program. These classes also give increased opportunity for Meadowood students to enhance their functional independent living skills, as well as have increased involvement in vocational experiences that help create a better pathway to future paid employment. The vocational rotations, community instruction, and inclusive classes provide an opportunity for students to refine skills necessary for them to experience success after completion of the high school program.

3.15 Title III: Language Instruction for Limited English Proficient and Immigrant Students

The questions in this section require the LEA to describe how it will serve Limited English Proficient (LEP) children in accordance with the various requirements in Title III Public Law Sections 3115, 3116, 3122, and 3302. Each eligible entity shall submit a plan containing the information in this section.

Question A

A.1 Describe the research-based high-quality language programs and activities proposed to be developed, implemented, and administered under the subgrant. Identify the ESL program models used at each school within the LEA to increase the English proficiency of limited English proficient children. (Examples of program models are: ESL pull-out, ESL push-in, self-contained leveled ESL classes such as ESOL I, ESOL II. The identified program must provide English language development instruction.) [Section 3116(b) (1)]

The Red Clay Consolidated School District provides instructional programs incorporating English Language Development to help students learn English while providing academic instruction in English to support mastery of the common core standards. In meeting the needs of our diverse ELL population, a variety of instructional programs are offered throughout the district. All students receive access to grade level curriculum, as well as additional support to meet their language needs. The Red Clay Consolidated School District provides the following programs:

Two-Way Bilingual /Dual Language

English and Spanish-speaking students are provided integrated language and academic instruction with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. Language learning is integrated with content instruction. Academic subjects are taught to all students through both English and Spanish. The program starts in Kindergarten and continues through the end of elementary school.

Structured English Immersion

ELLs are taught subject matter in English by content licensed teachers who are also licensed in ESL or bilingual education. The goal is fluency in English so that the ELLs are ready for the mainstream classroom and achieve academic success. Instruction is in English, however, the academic setting and the instruction are adjusted to the proficiency level of the students to make content comprehensible. Primary language support is provided as needed.

ESL – Sheltered Instruction (SI)

It is an approach for teaching language and content to English language learners, particularly as schools prepare students to achieve high academic standards. In SI, academic subjects (e.g. science, social studies) are taught using English as a medium of instruction. In SI, teachers use the core curriculum but modify it to meet the language development needs of ELLs. Specific strategies are used to teach a particular content area to make it comprehensible to students and that promote their English language development. SI uses many of the strategies found in high quality instruction for native English speakers, but it is characterized by careful attention to ELLs distinctive second language development needs. The SI model integrates content area objectives and language development objectives, providing instruction that meets the unique needs of ELLs enrolled in grade-level content courses.

English as a second language

ESL instruction provides structured English language development and content based instruction for short periods of time to students from different language backgrounds. The frequency and duration of the pull-out sessions for each student are determined by their overall composite level on the annual ACCESS.

During the 2014/2015 school year, the Office of English Language Learners expanded the use of Language Central ELD (an English language development curriculum), and Imagine Learning (a language and literacy software program), to be used with our active ELLs. The following schools were in their second year: Brandywine Springs, Forest Oak, Heritage, Highlands, Linden Hill, North Star, Richardson Park, Richey, Shortlidge, Warner, HB Middle, Skyline, and Stanton. The following schools were added: Baltz, Al Middle, and McKean. Discussions will be held with administrators to expand the use of these materials/programs at additional schools for the upcoming school year.

A.2 Provide the name and number of ESL certified teachers actively providing supplemental language instruction educational programs to LEP children and the number of paraprofessionals/tutors serving this program per grade level/school. [Districts have an obligation to provide the personnel and resources necessary to effectively implement their chosen ESL program. This obligation includes employing enough certified ESL teachers to provide regularly scheduled, consistent language development instructional services to all English language learners until they are eligible to be exited from services. Paraprofessionals, aides, and tutors may not take the place of qualified teachers and may be used only as an interim measure while the district hires, trains, and secures enough qualified teachers to serve its EL students.]

Baltz (Austin D.) Elementary School
Chancey, John
Moulder, Sabra Teacher
Fintzel, Evonne Teacher
Fuentes, Odette Teacher
Personti, Christina Teacher
Rivera III, Mario Teacher
Rykaczewski, Allison Teacher
Toto, Joanna Teacher

Conrad Schools of Science
Flickinger, Jenna Teacher
Klein, Amy Teacher
Viscarra Gikas, Ana Teacher

Dickinson (John) High School
Outten, Meghan Teacher
Urquijo, Margarita Paraprofessional

duPont (Alexis I.) High School
Asion, Maria Teacher
Santana Rodriguez, Aida Teacher

duPont (Alexis I.) Middle School
Desmond, Sandra, Teacher
Rodriguez-Garvey, Victoria Teacher
Rocha, Raimundo Tercer

Lewis (William C.) Dual Language Elementary School
Aguilera, Maritza Teacher
Alvarado-Perez, Maria Teacher
Brown, James Paraprofessional
Burke, Michelle Teacher
Caraballo, Aracelio Paraprofessional
Carballo Gallego, Ruth, Teacher
Cawthray, Gena Teacher
Cervantes. Beatriz Teacher

Cohen, Ariel Teacher
Cordwell, Layla, Erin Teacher
Cortes, Maria Paraprofessional
Flowers, Jamee Teacher
Franchino, Elise Teacher
Freel, Paul Teacher
Grant, Angela, Travers Teacher
Lorenzo Gil, Diana, Teacher
Lorenzo, Diana Rebecca Teacher
Magana, Leticia Teacher
Mendez, Lissette Teacher
Millhous, Bonnie, Teacher
Peddrick, Jill Teacher
Rust, Megan Teacher
Saura-Marin, Luis, Teacher
Scarlett, Adrienne, Teacher
Sexton, Stacey Teacher
Trusello, Dora, Teacher
Wilkins, Brandy, Teacher

Marbrook Elementary School

Bonet, Nydia Teacher
Choffo, Heather, Teacher
Cohen, Jayson Teacher
Fitzpatrick, Erin, Teacher
McCloskey, Erin, Teacher
Monahan, Caitlin, Teacher
O'Brian, Shannon Teacher
Quinones, Victoria Teacher
Senkus, Brittany, Teacher
Steffy, Susan, Teacher
Valente, Christine, Teacher
Williams-Saly, Dawn, Teacher

McKean (Thomas) High School

Bartlett, Michelle, Teacher
Sargent, Maria Academic Support
Casalini, Nilda Paraprofessional

Mote (Anna P.) Elementary School

Acevedo, Lisa, Teacher
Argain, Maria Teacher
Barone, Paula Teacher

Cicala, Clara Teacher
Gopie, Rachel, Teacher
Gutierrez, Javier Teacher
Martinez, Michael Teacher
Pryor, Richele , Teacher
Saienni, Mabel Teacher
Steel, Trevor Teacher
Suanders, Jennifer Teacher
Tovar Tellez, Veronica, Teacher
Wheatley, Sarah Teacher

Stanton Middle School
Yaneva, Ivanka Teacher

Warner Elementary School
Williams, Ashley, Teacher

ELD Tutors

Marie, Kim Highlands Elementary & Forest Oak Elementary
Quinn, Lana Brandywine Springs School & North Star Elementary
Welch, Sarah Richardson Park Elementary
Baker, Stefanina Heritage Elementary & Skyline Middle School
Thompson, Kimberly Linden Hill Elementary
Houston, Elizabeth Cab Calloway & HB Middle School
Banbury, Lisa Richey Elemen

A.3 Describe the ESL-specific high-quality professional development that will be provided to ESL teachers and teachers in classroom settings that are not the settings of language instruction programs for principals, administrators, and other school personnel that are designed to improve the instruction and assessment of LEP children. [Section 3115(2) (d)]

All teachers, administrators, specialists, and district office staff are provided the opportunity to participate in professional development specifically designed to meet the needs of English Language Learners. The ELL Office has provided, and will continue to provide, specialized workshops on strategies to help ELLs in the classroom, language acquisition and literacy, accessing online data, WIDA, interpreting ACCESS data, and appropriate accommodations. There is training for office staff on how to correctly and more effectively register students and what to do when questions arise regarding ELLs. Presentations are available to all district principals about inclusion and ELLs in Red Clay to create a better awareness of what is required and how to align with the Strategic Plan.

Also, key to the RCCSD professional development program is the continuation of the Sheltered Instruction Observation Protocol (SIOP), to provide teachers with a well-articulated, practical model of sheltered instruction. The intent of the model is to facilitate high quality instruction for English learners in content area teaching. The models are based on current knowledge and research-based practices for promoting learning with all students, especially English Learners (ELs).

The Delaware Department of Education will also be providing a variety of workshops to school districts which will provide further guidance on meeting the needs of our ELLs. Teachers providing direct support to our ELLs will be given the opportunity to attend these DOE sponsored workshops, as well as general education teachers (if appropriate).

The list below includes some of the professional development opportunities that will be available during the 2015/2016 school year to address our ELLs:

- State Guidebook Training
- Registration Procedures
- DSC Program Enhancements
- ACCESS Data and the Can Do Descriptors
- New Teacher Orientation- Classroom Instruction That Works with ELLs
- Classroom Instruction That Works with ELLs Reciprocal Teaching
- SIOP for Richardson Park Elementary, Forest Oak Elementary, and Linden Hill Elementary
- SIOP Walkthroughs for Baltz Elementary and Marbrook Elementary
- Curriculum- Language Central ELD
- Software Training- Imagine Learning
- Teaching Reading to Students Learning English: Direct Strategies
- Developing Academic Literacy and Language in the Content Areas
- Collaboration with Wilmington University for additional adapted courses
- Turnaround of WIDA training

Question B

B.1 If the LEA has failed to meet AMAO's for 2 or 4 consecutive years, describe how the Title III funds will support the district improvement plan to address the factors that prevented the LEA from achieving the objectives. [Section 3122(b) (2)]

The Supervisor of English Language Learners, Assistant Superintendent of Special Services, and Title III Federal Program Director have been in communication regarding the development of the improvement plan.

The District has made the following changes/enhancements to the ELL program over the 2014/2015 school year:

- * 7 reported time ELD tutors added to staff
- * ELD tutors provide language development at the following schools- Heritage, Brandywine Springs, Highlands, Forest Oak, Linden Hill, Richey, Shortlidge, North Star, Richardson Park, Cab Calloway, HB Middle, Skyline, Richardson Park Learning Center, and The Central School
- * ELD support is determined based on proficiency level of the individual student- up to 2 hours per week

- * Baltz dispersed all of their students into natural proportions and added a 30-minute ELD block into their schedule so that all active ELLs would receive direct language instruction from a certified teacher everyday
- * Marbrook dispersed their K-3 students into natural proportions and brought all active ELLs back to a certified teacher for their ELA block everyday
- * Mote dispersed their 4-5 students into natural proportions and added a 30-minute ELD block into their schedule so that all active ELLs would receive direct language instruction from a certified teacher everyday
- * Warner and Stanton continue to have a designated ELD teacher in their building to support all active ELLs
- * Al Middle hired an additional ELL teacher to support their active students

- * Language Central, ELD curriculum, was used in all buildings where tutors were assigned, Stanton, Warner, and during the ELD block at Baltz and Mote
- * Imagine Learning was expanded with additional licenses
- * ELL Committee recommendations were approved by the School Board
- * Discussions have been held with building administrators on changing support structures and program delivery models- including ELD into their schedules
- * Classroom Instruction That Works with ELLs Part II was presented to building administrators and lead teachers to turn around during the end of year professional development
- * Wilmington University provided all Red Clay Consolidated School District teachers with Language Acquisition and Cultural Understanding
- * 3 ELL teachers attended the WIDA National Conference in Atlanta, Georgia with the expectation to turn around the skills/strategies they learned
- * All elementary staff received a half day training from the three lead teachers during an in-service day- ACCESS and the Can Do Descriptors, Writing Strategies for ELLs, and Padlet training
- * Additional school sites of ESL for Parents was provided- Baltz, Mote, Marbrook, and Warner

Changes/enhancements that will occur over the 2015/2016 school year to meet the needs of our diverse ELLs which will address factors that have prevented us from meeting AMAOs will include:

- * Continuation of the changes/enhancements that have been made over the 2014/2015 school year
- * Reviewing the data recently provided by DDOE of our 2-4 year students that have missed AMAO and offering services for those families that had previously chosen to withdraw their child from the program or providing after-school tutorial support for those receiving language development instruction during the school day
- * Reviewing academic data, attendance information, behavior data, and intervention information for active ELLs
- * Administering the Students with Interrupted Formal Education (SIFE) interview to all incoming students beginning in grade 2
- * Dissemination of the state ELL Guidebook to all Red Clay Consolidated School District staff to increase awareness
- * Reviewing criteria for service delivery hours- recommended contact hours and frequency of service based on language proficiency
- * The addition of 2 elementary and 2 secondary ELD Instructional Coaches to provide support to our teachers as well as providing professional development

- * Additional Spanish speaking office aides may be hired to address the increase needs of bilingual support in our schools
- * Development of an ELL Resource Guide for all schools
- * Development of an information pamphlet for parents regarding support and services available in all schools
- * Continued ESL Classes for parents with additional sites and times
- * Continued partnership with the LACC to provide tutorial support to targeted ELLs
- * Additional ELD tutors may be hired to address the increase in ELLs in our district
- * Additional ELD teachers may be hired to address the increase in ELLs in our district
- * Increase in the use of Language Central ELD in select schools
- * Purchase of ELL materials for Reading Street- ELA reading series at the elementary level (only 1 or 2 grade levels to start)
- * Increase licenses of Imagine Learning in select schools
- * The purchase of technology devices to enhance the direct language development instruction and provide newcomers with access- iPads and handheld translation devices
- * The purchase of bilingual picture dictionaries (elementary level) and word-to-word dictionaries (secondary level) for tutors and teachers to use during language development sessions
- * Preparation for the implementation of ACCESS 2.0 online assessment
- * Preparation for the roll-out of Early Childhood ELD standards and the screener
- * Continue discussions with building administrators on changing support structures and program delivery models in their buildings
- * Continued collaboration with Jane Hill for Classroom Instruction That Works with ELLs
- * Continued collaboration with Wilmington University
- * SIOP training for Linden Hill, Richardson Park, and Forest Oak
- * SIOP follow-up walkthroughs for Marbrook and Baltz
- * ELD Instructional Coaches to attend multiple workshops/conferences specific to meeting the needs of ELLs and turning their knowledge around to all schools (WIDA National Conference, CAL Solutions, TESOL International Convention)

B.2 Describe how the LEA will promote parental and community participation in programs for LEP children in consultation with teachers, school administrators, and parents. [Section 3116 (b)(4)]

Develop a district-wide outreach plan that integrates culturally and linguistically responsive approaches to address the needs of our EL parent and community. Provide schools with the opportunity to share strategies for increasing parent involvement of ELs. Leverage local efforts by particular schools that have been successful at recruiting parents of ELs, and “scale up” these programs to other schools. Support schools to assess and address barriers (e.g., transportation, child care) that prevent EL parent involvement and then develop and implement strategies to mitigate these challenges. Work with schools to ensure that all parents, including those who speak low incidence languages, receive appropriate translation and interpretation services. Also provide a bilingual office aide to support registration, transition, and placement at select schools. Increase the number of locations where we offer ESL for parents.

Question C

C.1 This question should only be answered by LEAs receiving Title III funds for Immigrant Students. LEAs that receive immigrant increase funds must provide additional services in addition to and above the Title III program requirements to immigrant children and youth.

Describe how immigrant increase funds will be used for activities that provide enhanced instructional opportunities for immigrant children and youth.
[Section 3115(e) (1) (A-G)]

- * Family Fun Night for immigrant families to discuss different topics to support a positive school experience (i.e. services provided to their child(ren), how they can support at home, requesting information in their native language, questions to ask at parent/teacher conferences, etc.)
- * One-to-one picture and/or word-to-word dictionaries for each identified student to use throughout the school year and at home
- * One-to-one handheld translation device for each identified student to use throughout the school day

3.16 Title III: Equitable Services

Section 9501 requires the LEA to provide equitable services to eligible private school students.

Question A

A.1 After timely and meaningful consultation with appropriate private school officials, LEAs receiving Title III funds must provide educational services to LEP children and their teachers or other educational personnel in private schools that are located in the geographic area served by the LEA. Title III subgrantees are required to maintain and provide to the DDOE Title III office documentation of:

1. A written affirmation signed by the officials of each participating private school that the required consultation regarding equitable services has occurred.
2. The count of private school LEP and immigrant children and youth eligible for services under Title III for inclusion of these students in calculating LEA allocations.
3. The LEA must maintain control of the Title III program funds, as well as materials, equipment, and property purchased with federal funds. The services must supplement and not supplant what the private school would otherwise offer in the absence of the Title III program. The following activities are types of services to LEP/immigrant students in private schools:
 - Participation in district-sponsored professional development
 - Tutoring for students before, during, or after school hours
 - Participation of private school LEP students in summer school
 - Participation of students in a weekend program
 - Purchase of supplemental instructional materials and supplies
4. Title III does not require LEAs to administer the State's annual English Language Proficiency Assessment as the State's English Language Development Standards do not apply to private schools or their students. Private schools with LEP children participating in programs funded under Title III are not required to report annual assessments, but must conduct diagnostic assessment to determine eligibility for services. The results of the assessment should be used to improve services to the participating private school students.

Please provide the numbers and the calculations listed below that are used to determine the amount that must be set aside for equitable services:

- (a) Public school enrollment of LEP/immigrant students
- (b) Private school enrollment of LEP/immigrant students
- (c) Proportion of LEP/immigrant students in private school $[\text{row (b)} / (\text{row (a)} + \text{row (b)})]$
- (d) Title III allocation
- (e) Amount of set-aside $[\text{row (e)} \times \text{(c)}]$

At this time, \$5,000.00 will be set aside for Equitable Services.

A.2 Describe the LEA's process for notifying non-profit private schools of their eligibility to participate in the Title III English Language Acquisition program and the LEA's process of consulting with private schools officials to design, implement, and evaluate programs for eligible LEP private school students, staff, and their families.

Meaningful consultation with private schools will be provided at quarterly Federal Program Meetings. Information will be shared regarding the use of the Home Language Survey, WIDA website, W-APT screener and training, professional development opportunities, and DDOE contact information.

Question B

B.1 Describe the types of services and who will provide the services to eligible LEP private school students, staff, and their families for the Title III federal program.

Professional development regarding best practices and strategies to meet the needs of English language learners will be offered to the private school teachers/staff. The Supervisor of English Language Learners or ELL Testing Specialist will provide support and/or information to individual private schools who request assistance. Educational resources may be shared if requested. Additional training on the W-APT screening tool may be provided by our testing specialist if requested. Family informational nights will be open to families of ELLs at the private schools.

B.2 Describe how the LEA ensures that the Title III services are equitable in comparison to the Title III services provided to public school students, staff, and families, and are provided in a timely manner, are secular, neutral, and non-ideological for each eligible Title III federal program.

All professional development regarding English Language Learners that will be offered to our staff will be offered to the private school staff. Resources that are shared with our staff will be offered to the private school staff. Families will be offered the opportunity to attend ELL Family Informational Nights and Parent University sessions. Training on the W-APT screener will be demonstrated on the WIDA website and specific training may be provided by our testing specialist if requested.

Question C

C.1 Describe the process the LEA uses to monitor the provision of Title III services to eligible LEP private school students, staff, and their families.

Attendance will be kept at quarterly Federal Program meetings where Title III information will be shared. Private school representatives unable to attend a quarterly meeting will receive any information shared through the mail. Lists of students screened and found eligible for services will be requested on a quarterly basis. Attendance will be kept at family informational events and shared with private schools.

C.2 Describe the LEAs process for ensuring that allowable Title III materials, equipment, and/or property are purchased and properly maintained and accounted for by the LEA for the Title III federal program.

All Title III materials, equipment, and/or property shared with private schools will be signed out by a representative of the private school and signed back in once it is returned. Private schools will be notified that all materials shared must be returned to the district at the end of the school year.

4.0 Budget and Distribution of Funds

LEAs must complete Sections 2.3 and 2.4 prior to completing this section. LEAs must complete a budget for each program it is applying for in this application. Budgeted item descriptions must include the level of detail required for each type of account (see required details next to salaries, contractual, supplies and materials, etc.) in order for program managers to determine if the item is allowable, reasonable and necessary. LEAs must provide estimated calculations if exact figures are not available at the time of submission. LEAs must ensure that the budgets for each applicable program are zeroed out before submission.

According to the U.S. Department of Education, indirect costs represent the expenses of doing business that are not readily identified with a particular grant, contract, project function or activity, but are necessary for the general operation of the organization and the conduct of activities it performs.

Indirect costs may be recovered from federal grant programs through the LEA's approved indirect cost rate. The rate is applied to the LEA's actual grant expenditures, except for capital outlay and contract amounts above \$25,000. Indirect cost recoveries are reimbursed throughout the year as the LEA spends its grant.

The following formula can be used to budget the LEA's projected indirect cost recovery: $(\text{Indirect cost rate} / 1.0 \text{ plus indirect cost rate}) \times (\text{total award minus capital outlay and contract amounts above } \$25,000)$.

Please note: indirect costs are considered administrative costs, and therefore may be limited in programs that have caps placed on administration.

Input the LEA-level and school-level budgeted items and their funding sources. This information will be used to create your budget summaries.

Budgeted Item Detail

Federal Budget Summary

Account	Sub Account	Budgeted Item	IDEA 611 (3-21)	IDEA 619 (3-5)	Perkins	Title I, Part A	Title II, Part A	Title III - ELL	Title III - Immigrant	Total
Salaries	Professional: Instruction	Hire 1 FTE Early Childhood Teacher (AM RCCSD)		\$59,482.00						\$59,482.00
		Hire 8 FTE Pre K teachers serving students from the 9 Title I attendance zones				\$470,738.50				\$470,738.50

Account	Sub Account	Budgeted Item	IDEA 611 (3-21)	IDEA 619 (3-5)	Perkins	Title I, Part A	Title II, Part A	Title III - ELL	Title III - Immigrant	Total
Salaries	Professional: Instruction	Hire 24 FTE Title I teachers to support standards based instruction in content areas reading and math (4 @ Warner, 2 @ Shortlidge, 1 @ Highlands, 2 @ Marbrook, 4 @ Lewis, 2 @ Mote, 3 @ Baltz, 3 @ Richardson Park, 1 @ Richey, 1 @ AIMS, 2 @ Stanton) and 6 paraprofessionals (1 each @ Highlands, Shortlidge and 2 each @ Warner, AIMS)				\$1,631,648.67				\$1,631,648.67
		Hire 1 FTE PST/PBS Coordinator with a focus on students with special needs (SK RCCSD-Baltz Admin)	\$94,686.00							\$94,686.00
		Hire 1 FTE Special Services Vocational, Data and Compliance Coordinator (DS RCCSD-Baltz Admin)	\$85,302.00							\$85,302.00
		Hire .5 FTE District Educational Diagnostician (TBD RCCSD-Baltz Admin)	\$42,651.00							\$42,651.00
		Hire 1 FTE Unique Alternative and Supportive Instruction Coordinator (BG RCCSD-Baltz Admin)	\$89,984.70							\$89,984.70
		Hire 1 FTE Austism Liaison (DG RCCSD-Baltz Admin)	\$86,893.20							\$86,893.20
		Hire 1 FTE Austism Behavior Support Specialist (TBD RCCSD-Baltz Admin)	\$78,433.78							\$78,433.78
		Hire 1 FTE Special Education Lead Teacher (TA Early Years)	\$79,062.00							\$79,062.00
		Hire 1.5 FTE Childfind Coordinators (KK & MS)	\$105,895.60							\$105,895.60
		Hire 2 FTE Early Childhood Paraprofessionals (KK & TBD)	\$73,461.00							\$73,461.00

Account	Sub Account	Budgeted Item	IDEA 611 (3-21)	IDEA 619 (3-5)	Perkins	Title I, Part A	Title II, Part A	Title III - ELL	Title III - Immigrant	Total
Salaries	Professional: Instruction	Hire 4 Behavior Specialist to conduct needs assessments and review current school climate data, develop and impl SW behavior programs, individual student BIPs and classroom systems in collaboration with admin, plan and provide PD on: behavior interventions, classroom mgmt, PBS and related tpoics, maintain case recs; track student progress; collect and monitor data on sw and indiv student behavior (working closely w/school psychologist) to support high needs schools.	\$271,130.00							\$271,130.00
		Hire 3 Behavior Specialists to conduct needs assessments and review current school climate data, develop and impl SW behavior programs, individual student BIPs, and classroom systems in collabloration with admin, plan and prvide PD on: behavior interventions, classroom mgmt, PBS and related topics, maintail case records; track students progress; collect and monitor data on SW and indiv student behavior (working closely with school psychologist)	\$222,770.00							\$222,770.00
		Hire 1 FTE Early Childhood Special Education Teacher (L.M)	\$59,482.00							\$59,482.00
		Hire 1 FTE paraprofessional to support standards based instruction in content areas reading and math (.5 Title I, .5 IDEA)	\$19,873.00							\$19,873.00
		Hire 4.6 teachers to aide in class size reduction					\$313,680.00			\$313,680.00
		Account Total	\$1,309,624.28	\$59,482.00		\$2,102,387.17	\$313,680.00			\$3,785,173.45

Account	Sub Account	Budgeted Item	IDEA 611 (3-21)	IDEA 619 (3-5)	Perkins	Title I, Part A	Title II, Part A	Title III - ELL	Title III - Immigrant	Total
Salaries	Professional: Administration	Hire 1 FTE DPAS-II/PD Administrator to provide schools with support related to professional growth and provide educators with opportunities to improve and refine their teaching (CC RCCSD-Baltz Admin)					\$131,064.00			\$131,064.00
		Hire .5 FTE ELA Supervisor (GB-RCCSD-Baltz; .5 Title I)				\$62,519.00				\$62,519.00
		Hire 1 FTE Math Supervisor (JA-RCCSD-Blatz Admin; .5 Title I, .5 Title II)				\$62,519.00	\$62,519.00			\$125,038.00
		Hire 3 FTE Academic Deans to supplement the use of CCS, PLCs and data in targeted city Title I programs				\$324,261.93				\$324,261.93
		Hire 1 FTE Social Studies Supervisor (RR-RCCSD-Baltz Admin .25 Title I, .75 Title II)				\$31,259.50	\$93,778.50			\$125,038.00
		Hire 1 FTE Science Supervisor (EM RCCSD-Baltz Admin; .25 Title I, .75 Title II)				\$31,259.50	\$93,778.50			\$125,038.00
		Hire 1 FTE Manager Federal and Regulated Programs (MS; RCCSD-Baltz Admin .97 Title I, .03 Title II)				\$123,428.62	\$3,817.38			\$127,246.00
		Hire 1 FTE Educaion Associate for McKinney-Vento/Private School Services (CM-RCCSD-Baltz Admin)				\$110,726.00				\$110,726.00
		Hire 1 FTE Career Tech/School Support & Restructing Education Associate (SR RCCSD-Blatz Admin; .268 Title I, .6 Title II, .132 Perkins)			\$14,450.59	\$29,674.57	\$66,435.60			\$110,560.76

Account	Sub Account	Budgeted Item	IDEA 611 (3-21)	IDEA 619 (3-5)	Perkins	Title I, Part A	Title II, Part A	Title III - ELL	Title III - Immigrant	Total
Salaries	Professional: Administration	Hire 1 FTE IDEA Compliance Director, Special Education Progras to manage Special Education/IDEA compliance and provide information and guidance to district to ensure compliance (TBD RCCSD-Baltz Admin)	\$123,872.00							\$123,872.00
		Hire 1 FTE Special Education Supervisor to provide research based best practices/PD to district (effective accomodations, modifications to curriculum and instructional strategies) (TBD RCCSD-Baltz Admin)	\$116,588.00							\$116,588.00
		Account Total	\$240,460.00		\$14,450.59	\$775,648.12	\$451,392.98			\$1,481,951.69
	Extra Pay for Extra Responsibility (EPER)	Pay EPER for homebound instructions (estimated 20 staff x 200 hours x \$20/hr; \$80,000 estimated with OEC's)	\$61,265.13							\$61,265.13
		Pay EPER for homebound instructional services at hospitals and treatment centers	\$45,000.00							\$45,000.00
		Provide effective services (OT/PT/AT/SLT) for parentally places private school children through Itinerant Teaching Professionals (estimated maximum staff hours 2188 hrs x \$28/hr: \$61265.13 est cost)	\$61,265.13							\$61,265.13
		EPER for Professional Development to improve teacher and leader knowledge regarding effective instructional practices that involve collaborative groups; Address different learning styles, particularly students with special needs and with limited English proficiencie	\$45,000.00							\$45,000.00

Account	Sub Account	Budgeted Item	IDEA 611 (3-21)	IDEA 619 (3-5)	Perkins	Title I, Part A	Title II, Part A	Title III - ELL	Title III - Immigrant	Total
Salaries	Extra Pay for Extra Responsibility (EPER)	EPER for Extended School Year Staff (ESY) to work with students with identified needs (37 staff x 100 hrs x \$28/hr; \$103,000 est.)	\$78,939.29							\$78,939.29
		EPER for teachers to maintain the required program components of IDEA related to FAPE, IEP, LRE, appropriate evaluation, Parent & Student involvement in decision making, procedural safeguards (60 staff x 20 hrs x \$28/hr; \$33,600)	\$25,751.06							\$25,751.06
		EPER for teachers PK-8 to participate in problem solving meetings w/bldg admin on regular basis as a method for discussion about delivery system for consultative services to the schools with staff through BLT discussions; maintain case records for the problem solving process for referred students and track student progress; Grade level contacts will manage/facilitate problem-solving meetings-analyze and interpret assessment data (est. 150 staff x 10 hrsx \$28/hr; \$42,000 estimated cost)	\$32,188.84							\$32,188.84
		EPER for teachers 9-12 to participate in problem solving meetings w/bldg admin (est. 50 staff x 10 hrsx \$28/hr; \$14,000 estimated cost)	\$10,729.61							\$10,729.61
		EPER for Elementary Grade Level contacts to manage and facilitate problem-solving meetings-Analyze and interpret assessment data (90 staff x 20 hrs x \$28/hr; \$50,400 estimated)	\$38,626.61							\$38,626.61

Account	Sub Account	Budgeted Item	IDEA 611 (3-21)	IDEA 619 (3-5)	Perkins	Title I, Part A	Title II, Part A	Title III - ELL	Title III - Immigrant	Total
Salaries	Extra Pay for Extra Responsibility (EPER)	EPER for Middle School Grade Level contacts to manage and facilitate problem-solving meetings- Analyze and interpret assessment data (15 staff x 20 hrs x \$28/hr; \$10,080 estimated)	\$7,725.32							\$7,725.32
		EPER for High School Grade Level contacts to manage and facilitate problem-solving meetings- Analyze and interpret assessment data (20 staff x 20 hrs x \$28/hr; \$11,200 estimated)	\$8,583.69							\$8,583.69
		EPER for Elementary Problem Solving Team Leads to coordinate meeting schedules, submit audit documentation to district and maintain case records for the problem solving process for referred students and track student progress (15 staff x 20 hrs x \$28/hr; \$8,400 estimated)	\$6,437.77							\$6,437.77
		EPER for Middle School Problem Solving Team Leads to coordinate meeting schedules, submit audit documentation to district and maintain case records for the problem solving process for referred students and track student progress (6 staff x 20 hrs x \$28/hr; \$3,360 estimated)	\$2,575.11							\$2,575.11
		EPER for High School Problem Solving Team Leads to coordinate meeting schedules, submit audit documentation to district and maintain case records for the problem solving process for referred students and track student progress (5 staff x 20 hrs x \$28/hr; \$2,800 estimated)	\$2,145.91							\$2,145.91

Account	Sub Account	Budgeted Item	IDEA 611 (3-21)	IDEA 619 (3-5)	Perkins	Title I, Part A	Title II, Part A	Title III - ELL	Title III - Immigrant	Total
Salaries	Extra Pay for Extra Responsibility (EPER)	EPER for professional development to support collaborative and inclusive teaching (180 staff x 6 hrs x \$28/hr; \$30,240 estimated)	\$23,175.97							\$23,175.97
		EPER for PBS teams to meet and plan Positive Behavior Supports as a Learning Community (72 staff (6 per team from 12 schools) x \$28/hr x 6 hrs; \$12,096)	\$9,270.39							\$9,270.39
		EPER for staff to conduct Family Informational Nights for Immigrant families. (\$28/hr x 3 hrs x 4 staff)							\$257.51	\$257.51
		EPER for teachers to attend SIOP workshops (30 teachers x \$28 x 14 hrs;						\$9,012.86		\$9,012.86
		EPER for after school tutoring targeting ELL's who have missed AMAO 3 or 4 years. (15 staff x 2 hrs/week x 35 weeks x \$28/hr)						\$22,532.18		\$22,532.18
		EPER for staff to conduct parent meetings with ELL families to support transitions and inclusive practices (10 staff x \$28/hr x 2hr/month x 10 months)						\$4,291.84		\$4,291.84
		EPER for 4 staff to provide Saturday Family Literacy activities in Title I schools (est \$28/hr 4 staff x 2.5 hrs x 2 sessions)				\$560.00				\$560.00
		EPER for teachers to provide targeted extended day programs in Title I schools to support literacy by 3rd grade and secondary school readiness (36 hr/month x 7 months)				\$7,056.00				\$7,056.00

Account	Sub Account	Budgeted Item	IDEA 611 (3-21)	IDEA 619 (3-5)	Perkins	Title I, Part A	Title II, Part A	Title III - ELL	Title III - Immigrant	Total
Salaries	Extra Pay for Extra Responsibility (EPER)	(Title I PreK) EPER for Title I Kindergarten teachers to meet to develop transition activities from October – June (10FTE x 2 hours x \$28/hr x 9 meetings: \$5040)				\$3,862.67				\$3,862.67
		EPER for translation svcs during quarterly parent literacy nights district wide (est. 90 hours of translations services x \$28/hr)				\$1,916.01				\$1,916.01
		EPER for quarterly parent literacy nights district wide (2 FTE literacy coaches/reading specialists x 2.5 hours x \$28/hr x 16 sessions)				\$2,160.00				\$2,160.00
		EPER for 1 FTE Tutor to teach ESL classes to support Title I attend. zone families in being engaged in American school syst (1 FTE x \$28/hr x 3hrs x 28-32 sessions: est. max costs \$3138.24 from Title III-Immigrant; and 2 FTE x \$28 x 3hrs x 28-32 sessions: est. max costs \$6504.00 from Title I)				\$4,981.61				\$4,981.61
		Account Total	\$458,679.83			\$20,536.29		\$35,836.88	\$257.51	\$515,310.51
	Pension Exempt Positions (including Substitutes and others)		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
		Account Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	Support Staff		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
		Account Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	Students (with WC and UI)		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
		Account Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	OEC	Total OECs	\$943,318.33	\$28,174.35	\$5,772.65	\$1,516,340.18	\$377,210.11	\$10,923.12	\$78.49	\$2,881,817.23
		Account Total	\$943,318.33	\$28,174.35	\$5,772.65	\$1,516,340.18	\$377,210.11	\$10,923.12	\$78.49	\$2,881,817.23

Account	Sub Account	Budgeted Item	IDEA 611 (3-21)	IDEA 619 (3-5)	Perkins	Title I, Part A	Title II, Part A	Title III - ELL	Title III - Immigrant	Total
Salaries	Classification Total		\$2,952,082.42	\$87,656.35	\$20,223.24	\$4,414,911.76	\$1,142,283.09	\$46,760.00	\$336.00	\$8,664,252.88
Supplies and Materials	Professional: Instruction	Purchase supplemental testing protocols, materials and supplies (Est. cost: 7,833.69)		\$7,237.27						\$7,237.27
		Purchase materials and supplies to support the specialized needs of students (materials to be purchased and cost adjusted based on the individual needs of children- estimated 2400 students x \$6.40/student estimated cost)	\$15,360.00							\$15,360.00
		Purchase testing protocols for special education services protocols. Will be determined based on individual needs and based on previous years expenditures we estimate \$10,000 minimum (2400 x est \$4-\$4.25/pupil estimated)	\$10,000.00							\$10,000.00
		Prurchase materials and supplies for the ESY program sites (estimated cost for program \$13,008.04)	\$13,008.04							\$13,008.04
		Support PBS schools with student incentives to maximize implementation (\$500/school x 12 schools; \$6,000)	\$6,000.00							\$6,000.00
		Provide resources to support Perkins Advisory Council meetings to support 1S, 2S1, 6S1, 6S2, 5S1 (\$2500 x1 Program of study mtg per year, \$3750 x 2 district wide mtgs; \$10,000)			\$10,000.00					\$10,000.00

Account	Sub Account	Budgeted Item	IDEA 611 (3-21)	IDEA 619 (3-5)	Perkins	Title I, Part A	Title II, Part A	Title III - ELL	Title III - Immigrant	Total
Supplies and Materials	Professional: Instruction	Purchase CTE resources, supplies/materials specific to the major and minor CTE upgrade and enhancements being worked on during the school year (est \$50,000)			\$50,000.00					\$50,000.00
		Purchase parent education handbooks and resource materials for immigrant families to support Family Informational Nights (estimated cost \$500)							\$500.00	\$500.00
		Purchase one to one bilingual dictionaries for lowest proficiency immigrant students. (estimated cost \$767.00)							\$767.10	\$767.10
		Purchase 1:1 handheld translators for the lowest proficiency level immigrant students (\$129.95/device)							\$1,087.10	\$1,087.10
		Set aside Title III funds for non-profit private schools allocation for educational materials for ELL's						\$5,000.00		\$5,000.00
		Purchasing of English Language Development Curriculum materials for supplemental language develop support for ELL's. (est cost \$25,000)						\$25,000.00		\$25,000.00
		Purchase of Reading Street- ELL Guidebooks and Leveled Readers to support our ELL's in the general ed classroom.						\$19,640.00		\$19,640.00
		Purchase of iPad Air and Cases to support the use of Imagine Learning(6- 10 pks \$4730/10pk.; 70 cases \$30/each)						\$30,480.00		\$30,480.00
		Purchase handheld translators for the lowest proficiency level ELL students (est 96 x \$129.95/device)						\$12,549.51		\$12,549.51

Account	Sub Account	Budgeted Item	IDEA 611 (3-21)	IDEA 619 (3-5)	Perkins	Title I, Part A	Title II, Part A	Title III - ELL	Title III - Immigrant	Total
Supplies and Materials	Professional: Instruction	Purchase Picture and Word-to-Word Dictionaries to support language development for ELL's (200 pictures @ \$19.95, 200 word-to-word @ \$14.95)						\$6,980.00		\$6,980.00
		Set aside funds to support the needs of students experiencing transitions (McKinney-Vento support)				\$10,950.00				\$10,950.00
		(Title I PK transitions to K) Purchase materials for the PreK 21st CCLC extended day programming (est. costs \$947 site x 7 sites)				\$6,631.02				\$6,631.02
		(Title I PK transitions to K) Purchase materials for PreK to K Transition meetings (October – May) 5 sessions x \$100/session: \$500)				\$500.00				\$500.00
		Supplemental curricular and instructional resources for Title I school and extended day programs that have been approved by RCCSD curricular supervisors (est avg cost \$500/school - based on need)				\$4,993.47				\$4,993.47
		Set aside funds for local school parent engagement activities (95% of 1% set aside after the non-public equitable share is reserved)				\$50,244.79				\$50,244.79
		Account Total	\$44,368.04	\$7,237.27	\$60,000.00	\$73,319.28		\$99,649.51	\$2,354.20	\$286,928.30
	Professional: Administration	RCPAC Refreshment costs for monthly parent workshops and planning sessions related to 2015-2016 parent involvement policy drafting and support with parent compacts from September-May (apprx \$300/session x 9 sessions)				\$2,694.10				\$2,694.10

Account	Sub Account	Budgeted Item	IDEA 611 (3-21)	IDEA 619 (3-5)	Perkins	Title I, Part A	Title II, Part A	Title III - ELL	Title III - Immigrant	Total
Supplies and Materials	Professional: Administration	Purchase administrative supplies and subscriptions (Title I Newsletter, Ed Week, etc) and resources (Title I handbook, Fed Programs newsletter, Leveraging Leadership book) for Federal Regulated Programs Office				\$2,760.17				\$2,760.17
		Account Total				\$5,454.27				\$5,454.27
		Classification Total	\$44,368.04	\$7,237.27	\$60,000.00	\$78,773.55		\$99,649.51	\$2,354.20	\$292,382.57
Indirect Costs	Indirect Costs	LEA Indirect Cost set-aside for Federal Programs	\$135,534.52	\$3,226.38		\$177,174.69	\$42,698.21	\$5,217.49	\$53.80	\$363,905.09
		Account Total	\$135,534.52	\$3,226.38		\$177,174.69	\$42,698.21	\$5,217.49	\$53.80	\$363,905.09
		Classification Total	\$135,534.52	\$3,226.38		\$177,174.69	\$42,698.21	\$5,217.49	\$53.80	\$363,905.09
Contracted Services	Professional: Instruction	Required Priority School set aside. (5%)				\$269,409.75				\$269,409.75
		Contract for Assistive Technology support with Therapy Services of DE, Inc.	\$106,706.25							\$106,706.25
		Contract for OT/PT/AT/SLT services for public schools students (vendor(s) to be decided based upon successful bid est cost based on prior years' services (\$603, 695 - the successful bid)	\$799,047.40							\$799,047.40
		Provide technological interventions to support CEIS by providing differentiated online instruction to improve students' reading and writing and prepare them for college and career success through a contract with external providers	\$41,061.50							\$41,061.50

Account	Sub Account	Budgeted Item	IDEA 611 (3-21)	IDEA 619 (3-5)	Perkins	Title I, Part A	Title II, Part A	Title III - ELL	Title III - Immigrant	Total
Contracted Services	Professional: Instruction	Registration fee for up to 10 staff to attend Legal workshop for Educational Diagnosticians to gain professional learning opportunities necessary to support inclusive practices and PD priorities 1, 2 and 3 (estimated 10 staff x \$100 in registration fees) \$10,000 total	\$10,000.00							\$10,000.00
		Set aside Title II funds for non-profit private schools allocation for professional development					\$111,119.21			\$111,119.21
		Registration fees for CTE and CTSO conference to improve program delivery (DECA,BPA,TSA,FCCLA, FFA) and staff professional conferences as requested (ex ITEEA, NTSA) est \$8,000 max)			\$8,000.00					\$8,000.00
		Set aside Perkins funds for substitutes (from approved Sub agency) to provide coverage so that RCCSD CTE staff can collaborate in specific CTE content area to develop specific options in addressing Perkins improvement plan and Program of Study (estimated 190 sub days, cost not to exceed \$20,000)			\$17,500.00					\$17,500.00

Account	Sub Account	Budgeted Item	IDEA 611 (3-21)	IDEA 619 (3-5)	Perkins	Title I, Part A	Title II, Part A	Title III - ELL	Title III - Immigrant	Total
Contracted Services	Professional: Instruction	Contract for sub services to support PD/CTE worksessions related to the CTE curriculum- CTE Core, Common Core, evaluate, implement, collaborations; a 2 day work session "Common Core in your CTE Classroom, Dough Buellh; and professionalism and employability skills to prepare students for the 21st Century work environment (cost not to exceed \$25,000) - PD priority 1, 3 and 4)			\$25,000.00					\$25,000.00
		AMAO Imp- SIOp professional development sessions for Forest Oak, Linden Hill and RPES. SIOp walkthroughs at Marbrook and Baltz.						\$15,000.00		\$15,000.00
		Contract with MCREL to conduct Phase 3 Classroom Instruction that Works Professional Development with targeted administrators and staff (estimated cost based on previous year's contract)						\$6,000.00		\$6,000.00
		Contract with Wilmington University to provide courses related to English Language Learning to support staff (estimated based on previous years contract)						\$5,000.00		\$5,000.00
		Contract with Back to Basics to provide ESL classes for non-English parents. (5 sites, 18 week session)						\$12,300.00		\$12,300.00
		After school services-supplemental tutoring for identified English Language Learners (max \$1,000/month x 10 months with LACC)						\$10,000.00		\$10,000.00

Account	Sub Account	Budgeted Item	IDEA 611 (3-21)	IDEA 619 (3-5)	Perkins	Title I, Part A	Title II, Part A	Title III - ELL	Title III - Immigrant	Total
Contracted Services	Professional: Instruction	Registration for 5 staff to Baltimore, MD to attend TESOL to gain professional learning opportunities to support ELL's to meet the AMAO targets (est \$600/staff)						\$3,000.00		\$3,000.00
		Registration for 4 staff to Las Vegas, NV to attend the annual WIDA conference to gain professional learning opportunities to support ELL's to meet the AMAO targets (est \$595/staff)						\$2,380.00		\$2,380.00
		Contract with Imagine Learning to support ELL's (450 multi-year licenses, \$52,425/year for 3 year)						\$52,425.00		\$52,425.00
		Contract for sub services to support PD activities and staff attendance at CTE and CTSO conferences (ITEEA, NTSA, TSA, Skills USA, FFA, HOSA, BPA, ACTE) to improve program delivery to be shared/transferred through PLCs, BLTs, CTE content sessions and CTSO mtgs. (not to exceed \$20,000)			\$20,000.00					\$20,000.00
		CTE Programs and the development of middle school CTE programs			\$12,500.00					\$12,500.00
		Provide transportation supports to children experiencing displacement and residence insecurity (est maximim supplemental cost for services is \$11,389)				\$9,050.00				\$9,050.00
		Contract with Cultural agency to enhance Saturday Family literacy events at Title I schools (\$375 x 4 sessions: \$1500).				\$1,500.00				\$1,500.00

Account	Sub Account	Budgeted Item	IDEA 611 (3-21)	IDEA 619 (3-5)	Perkins	Title I, Part A	Title II, Part A	Title III - ELL	Title III - Immigrant	Total
Contracted Services	Professional: Instruction	Contract with company to provide transportation for extended day programs in Title I elementary schools (\$5000 x 9 schools)				\$45,000.00				\$45,000.00
		Develop a contract with the University of DE College of Education and Human Development to support year 2 of teachers' professional development, coaching and reflection strategies to impact early literacy needs (\$17,500/school x 2 schools)				\$35,000.00				\$35,000.00
		Registration for 3 staff to Denver, CO to attend International Society for Technology in Educaiton to gain professional learning opportunities necessary to support PD priorities 1-3, to and sustain improved student achievement related to supporting ESL, highly effective school educators and leaders: (3 FTE x Registration fees (\$392): \$1176 total)PD priority 1,2,3,4				\$1,176.00				\$1,176.00
		Contract with vendor to provide Title I targeted school level services to private schools students who would've attended RCCSD Title I schools (1 yr @ 53329.34)				\$53,357.16				\$53,357.16
		Contract with vendor to provide Title I LEA level services to private school students who would've attended RCCSD Title I schools (1yr @ 782.56)				\$782.56				\$782.56
		Contract with vendor to provide Title I LEA level parent involvement services to private school students who would've attended RCCSD Title I schools (1yr @ 1251.53)				\$1,234.15				\$1,234.15

Account	Sub Account	Budgeted Item	IDEA 611 (3-21)	IDEA 619 (3-5)	Perkins	Title I, Part A	Title II, Part A	Title III - ELL	Title III - Immigrant	Total
Contracted Services	Professional: Instruction	Contract with vendor to provide Title I LEA level professional development services to private school students who would've attended RCCSD Title I schools (1yr @ 1164.49)				\$1,090.67				\$1,090.67
		Required Focus School set aside. (5%)				\$269,409.75				\$269,409.75
		Account Total	\$956,815.15		\$83,000.00	\$687,010.04	\$111,119.21	\$106,105.00		\$1,944,049.40
	Professional: Administration	Registration for 3 staff to Houston, TX attend the National Title I Conference to provide ongoing support to RCCSD schools with high percentages of children from low-income families to help ensure that all children meet challenging state academic standards, and advance parent engagement. 3 staff x \$560)				\$1,680.00				\$1,680.00
		Registration for 1 FTE staff to Washington, DC to attend National Federal Education Program Administrators conference and provide ongoing support related to using federal education funds to advance strategic plan goals (1 FTE x Registration fees (\$495): \$495 total)PD priority 1,2,3,4				\$495.00				\$495.00
		Account Total				\$2,175.00				\$2,175.00
Fixed Charges/ Indirect Costs			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	Account Total		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Classification Total			\$956,815.15	\$0.00	\$83,000.00	\$689,185.04	\$111,119.21	\$106,105.00	\$0.00	\$1,946,224.40

Account	Sub Account	Budgeted Item	IDEA 611 (3-21)	IDEA 619 (3-5)	Perkins	Title I, Part A	Title II, Part A	Title III - ELL	Title III - Immigrant	Total
Travel	Professional: Instruction	Mileage for homebound instruction (based on est travel costs to support student with special needs (\$0.40/mile max 6250 miles)	\$2,500.00							\$2,500.00
		Contract for ESY bus transportation (based on approved bid for service)	\$15,000.00							\$15,000.00
		Provide support for staff to travel and participate in CTE and CTSSO conferences and provide ongoing support to RCCSD schools with college and career readiness programming (\$17,000 maximum to support non-registrations support costs. PD priorities 1, 3,4)			\$17,000.00					\$17,000.00
		Travel for 5 FTE's to Baltimore, MD to attend TESOL and provide ongoing support for ELL's to meet AMAO.(5 FTE x 140 miles @ .40 miles-\$56; 3 days @ hotel (\$400); meals (\$144))						\$3,000.00		\$3,000.00
		Travel for 4 FTE's to Las Vegas, NV to attend WIDA and provide ongoing support for ELL's to meet AMAO.(4 FTE flight (300); 3 days @ hotel (\$720); meals (\$230) shuttle (\$90))						\$5,360.00		\$5,360.00
		Travel for supplemental staff (instructional supervisors, cadre and Office of Federal Programs) to RCCSD schools to provide ongoing support and effective professional development related to the common core areas, PLCs, inclusion and student supports related to achievement (.40/mile)				\$10,391.73	\$1,153.53			\$11,545.26

Account	Sub Account	Budgeted Item	IDEA 611 (3-21)	IDEA 619 (3-5)	Perkins	Title I, Part A	Title II, Part A	Title III - ELL	Title III - Immigrant	Total
Travel	Professional: Instruction	Travel for 3 staff to Denver, CO to attend International Society for Technology in Educaiton to gain professional learning opportunities necessary to support and sustain improved student achievement related to supporting ESL, highly effective educators and leaders: 3 FTE x flight (\$500); 3 days @ hotel (\$1200); pkg (\$50); meals; (\$300); shuttle (\$50); \$ 2100 pp x 3= \$6300 total				\$6,300.00				\$6,300.00
Account Total			\$17,500.00		\$17,000.00	\$16,691.73	\$1,153.53	\$8,360.00		\$60,705.26
	Professional: Administration	Mileage for administration and IDEA/special services program monitoring and to support students with special needs. (.40/mile x 28,750 miles)	\$11,500.00							\$11,500.00
		Travel for 3 staff to Houston, TX to attend the National Title I Conference and provide ongoing support to RCCSD schools with high percentages of children from low-income families to help ensure that all children meet challenging state academic standards (3 FTE x flight(\$250); 4 days @ hotel (250/night), meals (\$75/day)				\$4,950.00				\$4,950.00
		Travel for 1 FTE staff to Washington, DC to attend National Federal Education Program Administrators conference and provide ongoing support related to using federal education funds to advance strategic plan goals (1FTE x train (\$150); @ 4 days x hotel (\$800); pkg (\$48); meals (\$184); cab (\$40) (\$1,222 total)PD priority 1,2,3,4				\$1,222.00				\$1,222.00

Account	Sub Account	Budgeted Item	IDEA 611 (3-21)	IDEA 619 (3-5)	Perkins	Title I, Part A	Title II, Part A	Title III - ELL	Title III - Immigrant	Total
Travel	Professional: Administration	Account Total	\$11,500.00			\$6,172.00				\$17,672.00
		Classification Total	\$29,000.00		\$17,000.00	\$22,863.73	\$1,153.53	\$8,360.00		\$78,377.26
Audit Fees	Audit Fees	LEA Audit Fees for Federal Programs	\$4,043.85		\$404.75	\$5,286.23	\$1,273.96			\$11,008.79
		Account Total	\$4,043.85		\$404.75	\$5,286.23	\$1,273.96			\$11,008.79
		Classification Total	\$4,043.85		\$404.75	\$5,286.23	\$1,273.96			\$11,008.79
Capital Outlay	Capital Outlay	New, upgrade, innovate and enhancement of CTE programs/facilities to bring our facilities to education, business and industry standards			\$231,932.01					\$231,932.01
		Account Total			\$231,932.01					\$231,932.01
	Maintenance of Plant		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
		Account Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
		Classification Total	\$0.00	\$0.00	\$231,932.01	\$0.00	\$0.00	\$0.00	\$0.00	\$231,932.01
		Federal	\$4,121,844.00	\$98,120.00	\$412,560.00	\$5,388,195.00	\$1,298,528.00	\$266,092.00	\$2,744.00	\$11,588,083.00
		* - Allow Indirect Cost Total								

State Budget Summary

Account	Sub Account	Budgeted Item	Curriculum and PD	Total
Supplies and Materials	Professional: Instruction	Purchase training materials for Praxis preparation - HQ/HE teachers (PD priority 1-3 \$1,296.01 for booklets and ETS resources, etc)	\$1,296.01	\$1,296.01
		Reimburse Praxis registration fees for teachers who qualify as HQT (PD priority 1-3 est costs not to exceed \$150/teacher max 10 teachers)	\$1,000.00	\$1,000.00
		Account Total	\$2,296.01	\$2,296.01
Classification Total			\$2,296.01	\$2,296.01
Contracted Services	Professional: Instruction	Contract for substitutes for teachers to receive professional development related to PD priorities 1-3	\$15,000.00	\$15,000.00
		Registration for 4 staff to Denver, CO to attend International Society for Technology in Education to gain professional learning opportunities necessary to support PD priorities 1-3, to and sustain improved student achievement related to supporting ESL, highly effective school educators and leaders: (4 FTE x Registration fees (\$392): \$1588 total)PD priority 1,2,3,4	\$1,568.00	\$1,568.00

Account	Sub Account	Budgeted Item	Curriculum and PD	Total
Contracted Services	Professional: Instruction	Registration for 4 staff to Oakland, CA to attend National Council of Supervisors of Mathematics (NSCM) to gain professional learning opportunities necessary to support PD priorities 1-3, and sustain improved student achievement related to supporting ESL, highly effective building level educators and leaders: (4 FTE x Registration fees 385 = 1540 total)PD priority 1,3,4	\$1,540.00	\$1,540.00
		Registration for 4 FTE staff to TBD to attend International Literacy Association Conference (ILA) to gain professional learning opportunities necessary to support and sustain improved student achievement related to reading on grade level by 3rd grade (Strategy 4 and PD 1-3): (4 FTE x Registration fees (\$300): \$1,200 total)PD priority 1,2,3	\$1,200.00	\$1,200.00
	Account Total	\$19,308.00	\$19,308.00	
	Fixed Charges/ Indirect Costs	\$0.00	\$0.00	
	Account Total	\$0.00	\$0.00	
	Classification Total	\$19,308.00	\$19,308.00	
Salaries	Extra Pay for Extra Responsibility (EPER)	Provide EPER for professional development workshops for staff related to PD priorities 1-3 (est clst \$28/hr x 4000 hours)	\$91,418.87	\$91,418.87
		EPER form instructional technology workshops related to PD priorities 1-3 (est cost \$28/hr x 618 or more hrs)	\$17,252.18	\$17,252.18
	Account Total	\$108,671.05	\$108,671.05	

Account	Sub Account	Budgeted Item	Curriculum and PD	Total
Salaries	Pension Exempt Positions (including Substitutes and others)		\$0.00	\$0.00
		Account Total	\$0.00	\$0.00
	Support Staff		\$0.00	\$0.00
		Account Total	\$0.00	\$0.00
	Students (with WC and UI)		\$0.00	\$0.00
		Account Total	\$0.00	\$0.00
	OEC	Total OECs	\$33,122.94	\$33,122.94
		Account Total	\$33,122.94	\$33,122.94
	Classification Total		\$141,793.99	\$141,793.99
Travel	Professional: Instruction	Travel for 4 staff to Oakland, CA attend National Council of Supervisors of Mathematics (NSCM) to gain professional learning opportunities necessary to support and sustain improved student achievement related to district math achievement per ESEA End-of-the-Year Review in June 2014: 4 FTE x flight (\$500); 3 days @ hotel (\$1200); pkg (\$50); meals; (\$300); shuttle (\$50); \$ 2100 pp x 4= \$8400 total) PD priority 1,3,4	\$8,400.00	\$8,400.00

Account	Sub Account	Budgeted Item	Curriculum and PD	Total
Travel	Professional: Instruction	Travel for 4 staff to Denver, CO to attend International Society for Technology in Educaiton to gain professional learning opportunities necessary to support and sustain improved student achievement related to supporting ESL, highly effective educators and leaders: 4 FTE x flight (\$500); 3 days @ hotel (\$1200); pkg (\$50); meals; (\$300); shuttle (\$50): \$ 2100 pp x 4= \$8400 total	\$4,392.00	\$4,392.00
		Travel for 4 staff to TBD to attend International Literacy Association Conference (ILA) to gain professional learning opportunities necessary to support and sustain improved student achievement related to reading on grade level by 3rd grade (Strategy 4 and PD 1-3): 4 FTE x flight (\$360);4 days @ hotel (\$800); pkg (\$50); meals (\$230); shuttle (\$50): \$1490 pp \$5,960 total) PD priority 1,2,3,	\$5,960.00	\$5,960.00
		Account Total	\$18,752.00	\$18,752.00
		Classification Total	\$18,752.00	\$18,752.00
Capital Outlay	Maintenance of Plant		\$0.00	\$0.00
		Account Total	\$0.00	\$0.00
		Classification Total	\$0.00	\$0.00
		State Total	\$182,150.00	\$182,150.00

OEC Summary

Program	FICA	Medicare	Pension	Workman's Comp	Unemployment	Health Ins. \ Non Taxed Benefits	Total OEC Cost
Carl D. Perkins Career and Technical Education – Secondary	\$895.94	\$209.53	\$3,057.75	\$219.65	\$21.68	\$1,368.10	\$5,772.65
Curriculum and Professional Development	\$6,737.61	\$1,575.73	\$22,994.79	\$1,651.80	\$163.01	\$0.00	\$33,122.94
Individuals with Disabilities Education Act 611 (IDEA)(3-21)	\$124,543.37	\$29,127.08	\$425,054.52	\$30,533.20	\$3,013.15	\$331,047.01	\$943,318.33
Individuals with Disabilities Education Act 619 (IDEA)(3-5)	\$3,687.88	\$862.49	\$12,586.39	\$904.13	\$89.22	\$10,044.24	\$28,174.35
Title I, Part A - Making High Poverty Schools Work	\$179,711.45	\$42,029.28	\$613,337.76	\$44,058.28	\$4,347.86	\$632,855.55	\$1,516,340.18
Title II, Part A - Teacher and Principal Training and Recruitment	\$47,434.54	\$11,093.57	\$161,889.44	\$11,629.10	\$1,147.62	\$144,015.84	\$377,210.11
Title III - Immigrant Students	\$15.97	\$3.73	\$54.49	\$3.91	\$0.39	\$0.00	\$78.49
Title III - Language Instruction for Limited English Proficient and Immigrant Students	\$2,221.89	\$519.64	\$7,583.10	\$544.73	\$53.76	\$0.00	\$10,923.12
Totals	\$365,248.65	\$85,421.05	\$1,246,558.24	\$89,544.80	\$8,836.69	\$1,119,330.74	\$2,914,940.17



**STATE OF DELAWARE
DEPARTMENT OF EDUCATION**

BUDGET SUMMARY

LEA: Red Clay Consolidated School District

LEA Code: 32

State: Beginning Date: 7/1/2015

End Date: 6/30/2016

Federal: Beginning date: 7/15/2015

Obligation date: 9/30/2017

Liquidation Date: 11/30/2017

				Account Code							Total	
				5100	5120	5400	5500	5560	5600	5700		
PROGRAM	AprNo	Activity	Type	Salaries	OEC	Travel	Contracted Services	Audit Fees	Indirect Costs	Supplies and Materials		Capital Outlay
Curriculum and PD	05205	Curric_PD	State	\$108,671.05	\$33,122.94	\$18,752.00	\$19,308.00			\$2,296.01		\$182,150.00
	SubTotal			\$108,671.05	\$33,122.94	\$18,752.00	\$19,308.00			\$2,296.01		\$182,150.00
IDEA 611 (3-21)	40564	EQ_Serv	Fed	\$61,265.13	\$18,673.61							\$79,938.74
		IDEA_611	Fed	\$1,689,080.38	\$785,634.42	\$29,000.00	\$956,815.15	\$4,043.85	\$135,534.52	\$44,368.04		\$3,644,476.36
		IDEA611-Pre-K	Fed	\$258,418.60	\$139,010.30							
	SubTotal			\$2,008,764.11	\$943,318.33	\$29,000.00	\$956,815.15	\$4,043.85	\$135,534.52	\$44,368.04		\$4,121,844.00
IDEA 619 (3-5)	40565	IDEA_619	Fed	\$59,482.00	\$28,174.35				\$3,226.38	\$7,237.27		\$98,120.00
	SubTotal			\$59,482.00	\$28,174.35				\$3,226.38	\$7,237.27		\$98,120.00
Perkins	41015	PerkinsADM	Fed	\$14,450.59	\$5,772.65			\$404.75				\$20,627.99
		PerkinsINS	Fed			\$17,000.00	\$83,000.00			\$60,000.00	\$231,932.01	\$391,932.01
	SubTotal			\$14,450.59	\$5,772.65	\$17,000.00	\$83,000.00	\$404.75		\$60,000.00	\$231,932.01	\$412,560.00
Title I, Part A	40554	Adminstrin	Fed	\$451,386.19	\$216,007.33	\$16,563.73	\$2,175.00	\$5,286.23	\$177,174.69	\$2,760.17		\$871,353.34
		DOE_Hmless	Fed				\$9,050.00			\$10,950.00		\$20,000.00
		EQ_Serv	Fed				\$56,464.54					\$56,464.54
		FocusSkols	Fed				\$269,409.75					\$269,409.75
		Instruction	Fed	\$2,433,705.10	\$1,296,224.08		\$45,000.00			\$11,624.49		\$3,786,553.67
		ParentInv	Fed	\$9,617.62	\$2,931.44		\$1,500.00			\$52,938.89		\$66,987.95
		PrioritySkols	Fed				\$269,409.75					\$269,409.75
		ProfDev	Fed	\$3,862.67	\$1,177.33	\$6,300.00	\$36,176.00			\$500.00		\$48,016.00
SubTotal			\$2,898,571.58	\$1,516,340.18	\$22,863.73	\$689,185.04	\$5,286.23	\$177,174.69	\$78,773.55		\$5,388,195.00	
Title II, Part A	40114	Title_II_ITQ	Fed	\$765,072.98	\$377,210.11	\$1,153.53	\$111,119.21	\$1,273.96	\$42,698.21			\$1,298,528.00
	SubTotal			\$765,072.98	\$377,210.11	\$1,153.53	\$111,119.21	\$1,273.96	\$42,698.21			\$1,298,528.00

				Account Code								Total
				5100	5120	5400	5500		5560	5600	5700	
				Salaries	OEC	Travel	Contracted Services	Audit Fees	Indirect Costs	Supplies and Materials	Capital Outlay	
PROGRAM	AprNo	Activity	Type									
Title III - ELL	40560	ELL	Fed	\$35,836.88	\$10,923.12	\$8,360.00	\$106,105.00		\$5,217.49	\$94,649.51		\$261,092.00
		EQ_Serv	Fed							\$5,000.00		\$5,000.00
	SubTotal				\$35,836.88	\$10,923.12	\$8,360.00	\$106,105.00		\$5,217.49	\$99,649.51	
Title III - Immigrant	40560	Immigrant	Fed	\$257.51	\$78.49				\$53.80	\$2,354.20		\$2,744.00
		SubTotal				\$257.51	\$78.49			\$53.80	\$2,354.20	
Total				\$5,891,106.70	\$2,914,940.17	\$97,129.26	\$1,965,532.40	\$11,008.79	\$363,905.09	\$294,678.58	\$231,932.01	\$11,770,233.00

Distribution of funds chart: LEA Wide, LEA Grant Application - 2016

Federal Funding	Curriculum and PD	IDEA 611 (3-21)	Perkins	Title I, Part A	Title II, Part A	IDEA 619 (3-5)	Title III - ELL	Title III - Immigrant
Administration Cost	2296.01	472002.31	20627.99	694178.65	648746.93			
CEIS		42000.00						
Homeless				20000.00				
Instruction		2092026.77	311932.01	803967.79	607082.86	94893.62	186474.51	1854.20
Parent Involvement				16743.16			17900.00	836.00
Professional Development	179853.99	126480.00	80000.00	48016.00			51500.00	
Priority Schools				269409.75				
Focus Schools				269409.75				
Indirect Costs		135534.52		177174.69	42698.21	3226.38	5217.49	53.80
Equitable Services - Instruction		79938.74					5000.00	
IDEA 611 - Pre-K		397428.90						
Total LEA-wide Funding	182150.00	3345411.24	412560.00	2298899.79	1298528.00	98120.00	266092.00	2744.00
Total Allocation	182150.00	4121844.00	412560.00	5388195.00	1298528.00	98120.00	266092.00	2744.00
Percent of Allocation	1.00	0.81	1.00	0.43	1.00	1.00	1.00	1.00

Distribution of School-level funds; LEA Grant Application - 2016

Source of funds - Description	Title I, Part A					IDEA 611 (3-21)	
	Equitable Services - Instruction	Equitable Services - Parent Involvement	Equitable Services - Professional Development	Instruction	Parent Involvement	CEIS	Instruction
Highlands Elem				260142.69	5000.00		
Lewis Dual Language Elem				419210.00	4500.00		
Shortlidge Elem				230318.56	5000.00		
Baltz Elem				328300.00	4500.00		
Richardson Park Elem				237850.00	4500.00	91715.16	30818.38
Marbrook Elem				272690.00	4500.00		
Richey Elem				89735.88	5000.00		
Mote Elem				294800.00	3744.79		
Warner Elem				461188.75	5000.00	92509.78	
A I duPont Middle				185400.00	4500.00	132577.27	
H B duPont Middle							116700.77
Stanton Middle				202950.00	4000.00	107874.76	
Dickinson High							124566.14
McKean High							79670.50
Private Schools	54447.83	1234.15	782.56				
Total School Funding	54447.83	1234.15	782.56	2982585.88	50244.79	424676.97	351755.79
Total Program Allocation	5388195.00	5388195.00	5388195.00	5388195.00	5388195.00	4121844.00	4121844.00
Percent of Allocation	0.01	0.00	0.00	0.55	0.01	0.10	0.09

LEA Grant Application 2015 - 2016 : Compliance Signatures

District: Red Clay Consolidated School District

The chief school officer and all other personnel who will be responsible for activities or funds covered by these Certifications must read and understand each certification and all assurances below. The chief school officer and the chief financial officer must sign the assurances electronically below. LEAs are required to make Consolidated Grant Applications available upon public request, so an electronic or printed copy of the final application must be kept on file. You do NOT have to send any signature pages to the Delaware Department of Education.

Chief School Officer Certification of Compliance

I certify that:

1. I am the chief school officer of the LEA. I am authorized to apply for the funds identified in this Application. I am also authorized to obligate the LEA to conduct any program or activity approved under this Application in accordance with all applicable federal and state requirements, including statutory and regulatory requirements, program assurances, and any conditions imposed as part of the approval of this Application.
2. I have read this Application. The information contained in it is true and correct to the best of my knowledge and belief. The LEA is applying for funding under the programs indicated in the program selection section.
3. I have also read the attached Assurances. I understand that those Assurances are incorporated into and made a part of this Application as though they were fully set out in this Application with regard to those programs for which funding is sought.
4. The LEA and each of its schools, programs, and other administrative units, will conduct the programs and activities for which funding is sought in this Application as represented in this Application. Further, the LEA and each of its schools, programs and other administrative units, will comply with all applicable federal and state requirements, including statutory and regulatory requirements, attached Assurances, and any conditions imposed as part of the approval of this Application.
5. I understand that compliance with all applicable federal and state requirements, including statutory and regulatory requirements, attached Assurances and any conditions imposed as part of the approval of this Application, is a condition of receipt of federal and state funding. I understand that such compliance continues through the duration of the funding period, including any extensions to that period.
6. I understand that state and federal funding may be withheld, terminated and recovered, and future funding denied, if the LEA fails to comply with applicable federal and state requirements as promised in this Certification.

Chief School Officer: Daugherty, Mervin

Approval Date: Friday, November 06, 2015

Signature:

Chief Financial Officer Certification of Compliance

I certify that:

1. I am the chief financial officer of the LEA and I am authorized to submit the budget and financial information contained in this Application on its behalf.
2. I have read this Application and specifically read and reviewed the budget and financial information contained in or made part of the Application. The information contained in the Application is true and correct to the best of my knowledge and belief.
3. The LEA is applying for funding under the following programs:

Federal Programs

State Programs

Carl D. Perkins Career and Technical Education – Secondary	Curriculum and Professional Development
Individuals with Disabilities Education Act 611 (IDEA)(3-21)	
Individuals with Disabilities Education Act 619 (IDEA)(3-5)	
Title I, Part A - Making High Poverty Schools Work	
Title II, Part A - Teacher and Principal Training and Recruitment	
Title III - Immigrant Students	
Title III - Language Instruction for Limited English Proficient and Immigrant Students	

4. I have reviewed and approved the submission of the budgets for each of these programs.

Chief Financial Officer: Floore, Jill _____

Date Approved: Wednesday, December 23, 2015 _____

Signature:

Assurances

01. General Education Provisions Act (GEPA)

- A. LEAs receiving funding under this program agree to the following set of assurances that meet the requirements of Perkins and IDEA: (1) that the local educational agency will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications; (2) that the control of funds provided to the local educational agency under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property; (3) that the local educational agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program; (4) that the local educational agency will make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section 1232f of this title, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties; (5) that the local educational agency will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program; (6) that any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public; (7) that in the case of any project involving construction— (A) the project is not inconsistent with overall State plans for the construction of school facilities, and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 794 of title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities; (8) that the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and (9) that none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
- B. The LEA assures it consulted with appropriate stakeholders in developing this Consolidated Grant Application such as teachers, principals, other appropriate school staff, and parents.

02. Education Department General Administrative Regulations (EDGAR)

- A. The LEA will comply with Title 2 of the Code of Federal Regulations, Parts 200 and 3474, and the Education Department General Administrative Regulations in Title 34 of the Code of the Federal Regulations, Parts 75-77, 81-82, 84, 86, and 97-99.

03. Additional Federal

- A. The LEA will comply with Title 2 of the Code of Federal Regulations, Parts 200, Subpart E, §200.439. Capital expenditures for special purpose equipment are allowable as direct costs, provided that items with a unit cost of \$5,000 or more have the prior written approval of the Federal awarding agency or pass-through entity.

- B. Procedures for managing equipment (including replacement equipment), whether acquired in whole or in part with grant funds, until disposition takes place will, as a minimum, meet the following requirements: (1) Property records must be maintained that include a description of the property, a serial number or other identification number, the source of funding for the property (including the FAIN), who holds title, the acquisition date, and cost of the property, percentage of Federal participation in the project costs for the Federal award under which the property was acquired, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property. (2) A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.

04. State of Delaware

- A. The LEA will comply with all requirements put forth by the State of Delaware Office of the Governor, Delaware Office of Management and Budget, and Delaware Department of Education.
- B. The LEA will comply with all State procurement procedures outlined in Delaware Code, Title 29, Chapter 69 - State Procurement.

05. General Elementary and Secondary Education Act (ESEA)

- A. Each ESEA program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
- B. The control of funds provided under each ESEA program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and that the public agency, nonprofit private agency, institution, or organization will administer the funds and property to the extent required by the authorizing statutes.
- C. The LEA will adopt and use proper methods of administering each ESEA program, including (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
- D. The LEA will cooperate in carrying out any evaluation of each ESEA program conducted by or for the State educational agency, the Secretary, or other Federal officials.
- E. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each ESEA program.
- F. The LEA will (A) submit reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each ESEA program; and (B) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
- G. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.

- H. The LEA will comply with the all of the legislative and regulatory requirements of ESEA programs for which it receives funds, including all applicable sections of Title IX.
- I. The LEA will comply with Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, the Americans With Disabilities Act of 1991, and all regulations, guidelines, and standards lawfully adopted under the above statutes by the United States Department of Education.
- J. The LEA certifies that it does not have any policy that prevents or otherwise denies participation in constitutionally protected prayer in the elementary and secondary schools under its authority as set forth in the U.S. Department of Education guidance to the extent that the guidance does not conflict with controlling precedent.
- K. In any publication or public announcements, the LEA will clearly identify any program assisted under the No Child Left Behind Act (ESEA) as a federal program funded under the specific title.

06. Specific Curriculum/Professional Development

- A. The LEA acknowledges that local curriculum is aligned to the content standards as named in 14 DE Admin. Code 502 Alignment of Local School District Curricula to the State Content Standards.
- B. Funds (other than Title II, Part A funds) will be used for developing and implementing curriculum based on the content standards as named in 14 DE Admin. Code 502 Alignment of Local School District Curricula to the State Content Standards or for other professional development activities aligned to the LEA Success Plan. The LEA will provide evidence of curriculum alignment upon request from the Department of Education per Regulation 502.
- C. The curriculum and/or professional development supported by these funds is directly related to an analysis of student performance data by each school.

07. Specific IDEA

- A. The LEA, in providing for the education of children with disabilities within its jurisdiction, has in effect policies, procedures, and programs that are consistent with the State policies and procedures established under the IDEA Part B regulations at 34 CFR §§300.101 through 300.163, and §§300.165 through 300.174. (20 U.S.C. 1413(a)(1); 34 CFR § 300.201)
- B. Amounts provided to the LEA under IDEA-B – (1) Will be expended in accordance with the applicable provisions of IDEA-B; (2) Will be used only to pay the excess costs of providing special education and related services to children with disabilities, consistent with 34 CFR § 300.202(b); and (3) Will be used to supplement State, local, and other Federal funds and not to supplant those funds. (20 U.S.C. 1413(a)(2)(A); 34 CFR § 300.202)

- C. Except as provided in 34 CFR §§ 300.204 and 300.205, funds provided to the LEA under IDEA-B will not be used to reduce the level of expenditures for the education of children with disabilities made by the LEA from local funds below the level of those expenditures for the preceding fiscal year. (20 U.S.C. 1413(a)(2)(A); 34 CFR § 300.203)
- D. To the extent the LEA uses IDEA-B funds to carry out a schoolwide program under section 1114 of the Elementary and Secondary Education Act, the LEA will use those funds consistent with 34 CFR § 300.206, and the LEA will meet all other requirements of IDEA-B, including ensuring that children with disabilities in schoolwide program schools – (1) Receive services in accordance with a properly developed IEP; and (2) Are afforded all of the rights and services guaranteed to children with disabilities under IDEA-B. (20 U.S.C. 1412(a)(2)(D); 34 CFR § 300.206)
- E. The LEA will ensure that all personnel necessary to carry out Part B of the Act are appropriately and adequately prepared, subject to the requirements of 34 CFR §300.156 (related to personnel qualifications) and section 2122 of the ESEA. (20 U.S.C. 1413(a)(3); 34 CFR § 300.207)
- F. To the extent the LEA uses IDEA-B funds to carry out any of the permissive uses described in 34 CFR § 300.208, such funds will be used consistent with 34 CFR § 300.208. (20 U.S.C. § 1413(a)(4); 34 CFR § 300.208)
- G. The LEA will provide Accessible Instructional Materials (AIM) to students with visual impairment or other students with print disabilities in a timely manner. The LEA will provide Accessible Instructional Materials (AIM) through the DOE-sponsored AIM Center and the Division for the Visually Impaired (DVI) Materials Center and may also provide electronic materials through their own textbook agreements if applicable. (20 U.S.C. 1413(a)(6); 34 CFR § 300.210)
- H. The LEA will provide the SEA with information necessary to enable the SEA to carry out its duties under IDEA-B, including, with respect to 34 CFR §§ 300.157 and 300.160, information relating to the performance of children with disabilities participating in programs carried out under IDEA-B. (20 U.S.C. 1413(a)(7); 34 CFR § 300.211)
- I. The LEA will make available to parents of children with disabilities and to the general public all documents relating to the eligibility of the agency under IDEA-B. (20 U.S.C. 1413(a)(8); 34 CFR § 300.212)
- J. The LEA will cooperate in the Secretary’s efforts under section 1308 of the ESEA to ensure the linkage of records pertaining to migratory children with disabilities for the purpose of electronically exchanging, among the States, health and educational information regarding those children. (20 U.S.C. 1413(a)(9); 34 CFR § 300.213)
- K. If a public charter school is an LEA applying for IDEA B funding under 34 CFR § 300.705 the LEA that is a public charter school will be responsible for ensuring that the IDEA B requirements are met, unless State law has assigned that responsibility to some other entity. (20 U.S.C. 1413 (a)(5); 34 CFR § 300.209)

08. Specific Perkins

- A. The LEA's local plan for its career and technical education program will meet the plan requirements outlined in Section 135(b)(1) through (11) of the Carl D. Perkins Career and Technical Education Act of 2006.
- B. The eligible recipient will provide a CTE program that is of such size, scope, and quality to bring about improvement in the quality of CTE programs and in alignment with the Delaware State Plan for Career and Technical Education.

09. Specific Title I

- A. The agency will participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
- B. The local educational agency will inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
- C. The local educational agency will provide technical assistance and support to schoolwide programs.
- D. The local educational agency will work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
- E. The local educational agency will provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and conduct timely and meaningful consultation with private school officials regarding such services.
- F. The local educational agency will take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
- G. The local educational agency will, in the case of a local educational agency that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
- H. The local educational agency will work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119.
- I. The local educational agency will comply with the requirements of section 1119 regarding the qualifications of teachers and paraprofessionals and professional development.
- J. The local educational agency will inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under title IX and, if the State is an Ed-Flex Partnership State, to obtain waivers under the Education Flexibility Partnership Act of 1999.

- K. The local educational agency will ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
- L. The local educational agency will ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.
- M. The local educational agency will assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D).
- N. The local educational agency will provide (i) a local educational agency-wide salary schedule; (ii) a policy to ensure equivalence among schools in teachers, administrators, and other staff; and (iii) a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.
- O. The LEA assures each school will annually evaluate the schoolwide program to determine if the program achieved its desired results (this does not have to be a formal evaluation), and revise the schoolwide plan if necessary to ensure continuous improvement.
- P. The LEA assures it will work with its schoolwide schools to develop plans that address the ten components of a schoolwide program.
- Q. The LEA assures that all instructional paraeducators in Title I schoolwide programs and in programs supported with Title I funds meet the highly qualified requirement by: holding an Associate's or higher degree, having at least two years of study at an institution of higher education, or passing the ParaPro test. All non-highly qualified instructional paraeducators working in Title I schools must be reassigned to either a non-Title I school OR be reassigned as a service paraeducator until they become highly qualified.

10. Specific Title II, Part A

- A. The LEA shall conduct an assessment of local needs for professional development and hiring.
- B. The LEA shall target funds to schools that have the lowest proportion of highly-qualified teachers and/or the largest class size particularly at the primary level.
- C. The LEA shall comply with Section 9501 regarding consultation with private schools in order to provide professional development services for private school teachers.
- D. All teachers paid by the LEA with Title II, Part A funds for class size reduction are highly qualified.
- E. The LEA assures that it has conducted an assessment of local needs for professional development and hiring that takes into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and teaching skills, to provide students with the opportunity to meet challenging State and local student academic assessments, and to give principals the instructional leadership skills to help teachers. This needs assessment was conducted with the involvement of teachers..
- F. The LEA assures it will comply with all equitable services requirements pertaining to Title II under Section 9501(b)(3) of the ESEA.

11. Specific Title III

- A. The LEA will not use more than 2 percent of the funds for the cost of administration.
- B. (1) The LEA shall, not later than 30 days after the beginning of the school year, inform the parent or guardian of an English language learner(ELL) student in language that is understandable, and to the extent practicable, in the native language: a. the reasons for the identification of their child(ren) of English proficiency, b. the assessment used and the level of English proficiency, c. the type of program or instruction and how that program will assist in the development of English proficiency and meet the state content standards, d. the exit criteria for the program, e. how the program meets the objectives of the IEP for the ELL/Special Education student, f. the right that parents have upon request to remove or to refuse to enroll their ELL child(ren) in a program. (2) The LEA shall inform the parent or guardian of an ELL student of the failure of the program to make progress on the annual measurable achievement objectives set by the state, no later than 30 days after the failure occurs. (3) If a student registers after the beginning of a school year, the parent or guardian shall be informed of 1) (a) through (f) within two weeks of placement in a program.
- C. The LEA will inform the parents of English Language Learners in any given year when it has failed to meet the progress and/or attainment annual measurable achievement objective target.
- D. The LEA shall comply with Title IX, Part E, Section 9501, to provide consultation to private school officials in a timely and meaningful way to address services that can be provided under the Title III, Part A program.
- E. The LEA will annually assess the English proficiency of all identified English language learners (ELLs).
- F. Title III LEAs will use the subgrant funds to meet measurable achievement objectives (AMAOs) as established in Delaware's Title III Accountability Model. [Section 3116(b)(2)]

Federal Programs

Individuals with Disabilities Education Act 611 (IDEA)(3-21)

Initial Approvals

Prorgam Manager	Approval Date
Linda Smith	9/14/2015

Individuals with Disabilities Education Act 619 (IDEA)(3-5)

Initial Approvals

Prorgam Manager	Approval Date
Verna Thompson	8/28/2015

Title I, Part A - Making High Poverty Schools Work

Initial Approvals

Prorgam Manager	Approval Date
Jennifer Davis	9/15/2015
Theodore Jarrell	9/17/2015

Title II, Part A - Teacher and Principal Training and Recruitment

Initial Approvals

Prorgam Manager	Approval Date
David Blowman	12/28/2015

Carl D. Perkins Career and Technical Education – Secondary

Initial Approvals

Prorgam Manager	Approval Date
Rita Hovermale	10/16/2015

Title III - Language Instruction for Limited English Proficient and Immigrant Students

Initial Approvals

Prorgam Manager	Approval Date
Terry Richard	8/27/2015

Title III - Immigrant Students

Initial Approvals

Prorgam Manager	Approval Date
Terry Richard	8/27/2015

State Programs

Curriculum and Professional Development

Initial Approvals

Program Manager

Wendy Modzelewski

Approval Date

9/17/2015

Finance

State Programs

Leah Jenkins

Approval Date

11/2/2015

Secretaries

Secretary

Title

Secretary

Approval Date

(none)

Application Comments; LEA Grant Application - 2016

LEA Grant Application: Red Clay - 2016

3.2 Title I, Part A: Schools Served

From Theodore Jarrell at Jul 29 2015 12:16PM. Resolved on 08/27/2015

Section 3.2 – The status of the Central School is correct in this section. Please change the status of the Central School to “Eligible Not Participating” in the spreadsheet and resubmit the spreadsheet when the grant application is resubmitted.

** From Michael Simmonds at Aug 24 2015 4:03PM. Resolved on 08/27/2015*

* All Central students were transitioned back to the attendance zone schools.

3.3 Title I, Part A: LEA Set-Asides

From Theodore Jarrell at Jul 29 2015 12:20PM. Resolved on 09/17/2015

Section 3.3, Question B1 – LEAs with Focus Schools are required to set aside a portion (between 5 and 20%, as agreed between the LEA and the State) of their Title I, Part A funds to support state approved interventions in the school(s) above the school’s standard and equitable allocation. The LEA must provide a justification in its annual consolidated application for the portion of funds it proposes to sets aside. This justification must take into account the following factors: 1) the number of Priority and Focus Schools the LEA is required to address; 2) total student enrollment in the school(s); 3) the total number of students in each subgroup that caused the school(s) to be identified; and, 4) the scope of the state approved intervention(s) the LEA proposes to implement in the schools. This will allow for a statewide economy of scale. In the spreadsheet, you should make a separate designation for Priority and Focus Schools. Currently, it only has a Focus School set aside. You can

** From Michael Simmonds at Sep 10 2015 8:58AM. Resolved on 09/17/2015*

* Section changed and updated

From Theodore Jarrell at Jul 29 2015 12:21PM. Resolved on 08/27/2015

Section 3.3, Question B2 – In this question, you mention that “we are fully funding for our remaining Priority Schools through 1003(g) and State School improvement funds”. However, the LEA did not apply for 1003(g) SIG funds for either Highlands or Shortlidge and are not fully funded. Please remove this text in this question.

** From Michael Simmonds at Aug 24 2015 4:04PM. Resolved on 08/27/2015*

* discuss and changed

3.4 Title I, Part A: Homeless Students and Youth

From Jennifer Davis at Jul 20 2015 11:57AM. Resolved on 09/15/2015

Section 3.4: Part A1 is for the instructional and related service needs for homeless children and youth. Please remove all references to transportation in section A1. Transportation should only be addressed in section A2.

** From Christine Miller at Aug 18 2015 2:25PM. Resolved on 09/15/2015*

* 1)A total reserve of \$20,000.00 of which \$10,950.00 is set-aside specifically for academic and personal needs to assist students who are homeless or living in transition. The reserved was determined by reviewing the expenditures from the previous two school years.

2)In order to meet the academic and personal needs of Red Clay students that may be living in transition or experiencing some form of homeless, \$10,950.00 is a sufficient set-aside. This set-aside will provide funding to assist students in need by providing:

- Clothing
- Uniforms
- Personal Hygiene Products
- Food
- School Supplies
- School Fees related to instructional activities
- Public Transportation Cards
- Tutoring
- Graduation Fee
- Credit Recovery Programs
- Professional Development
- Informational Resources
- Drop-out Prevention Program
- Transportation

3)The district expects to serve at least 300 students who are either living in transition, doubled-up with relatives and/or friends or who are residing

*** From Jennifer Davis at Aug 26 2015 3:10PM. Resolved on 09/15/2015*

** Chris, I appreciate the detail you provide in this section. I just need you to remove the reference to transportation in section 3.4 A1. Transportation money is separate and should only be referenced in A2.

**** From Christine Miller at Sep 3 2015 10:44PM. Resolved on 09/15/2015*

**** Application updated on 9/3.*

3.10 Children with Disabilities under IDEA: Equitable Services

From Linda Smith at Jul 23 2015 10:33AM. Resolved on 08/26/2015

Please provide calculation used to determine proportionate IDEA share for equitable services to be provided to eligible students in private schools

** From Michael Simmonds at Aug 20 2015 3:01PM. Resolved on 08/26/2015*

** Calculation was added to this section.*

3.11 Title II, Part A: Educator Effectiveness

From Wendy Modzelewski at Jul 23 2015 10:58AM. Resolved on 08/28/2015

A1. Your needs assessment should be based on BOTH Professional Development and Hiring. With regard to Professional Development, there should be a correlation between the needs listed and the budgeted items so that all budgeted items align to current LEA needs. This does not appear to have occurred with some items such as:

- Travel
- DPAS II Administrator
- Academic Deans

Please explain how these items align to LEA needs.

** From James Comegys at Aug 19 2015 10:16AM. Resolved on 08/28/2015*

* * Travel is directly related to improving our teacher and administrators content knowledge in core academic subjects and learning national best practices in the areas identified (ELA, Mathematics, ELL, Technology Integration). The professional attending the conferences will learn and return to support improved classroom practices. They will also report to their respective curriculum counsels and/or provide training at their schools.

* DPAS II - The DPAS II administrator provides direct support to school leaders in their work to coach, evaluate and improve teaching outcomes at the building level. The position provides support in writing Improvement Plans, finding district support for struggling teachers and document ineffective teachers. This position also provides direct support for new principals and trains aspiring administrators. They are directly responsible for supporting, retaining and elevating our administrative staff.

*The three academic deans support the priority

From Wendy Modzelewski at Jul 23 2015 10:59AM. Resolved on 08/28/2015

A1. Your needs assessment should be based on BOTH Professional Development and Hiring. When adding a discussion about hiring, some areas that your needs assessment should include are:

- the needs assessment process conducted by your district HR office
- the findings of that needs assessment
- process for filling vacancies
- an analysis of educator pipelines based on educator performance
- plan for the LEA to retain and recruit highly effective educators
- an analysis of distribution of highly effective educators within high needs schools or for high-need students.

** From Michael Simmonds at Aug 24 2015 4:27PM. Resolved on 08/28/2015*

* District Management holds individual meetings with principals in late winter to discuss: terminations for ineffectiveness and incompetence, programming changes, expansion or deletion, projected needs due to attrition, unit count projections, student needs (e.g., increasing Spanish speaking population) and implications of federal policy. Present are representatives from the following departments: Special Education, English Language Learners, Directors of School Operations, School Turnaround Office, Office of Federal & Regulated Programs and Human Resources.

Findings

Typical needs each year occur in the following areas:

Science

Math

English Language Learners (ELL)

Specialized CTE (such as Radio/TV Broadcasting)

The district hires approximately 80 – 100 teachers each year. Retirement accounts for approximately 60% of the vacancies.

Process

Once the District has ascertained the specific hiring needs (vacancies) and determined sufficient financial support for the positions, the position

From Wendy Modzelewski at Jul 23 2015 10:59AM. Resolved on 08/28/2015

A2. With the exception of the last bullet, it does not appear that these initiatives align with the proposed use of IIA funds, nor do they specifically address high need schools and high need populations as required by law (they appear to address all students). Please elaborate on this.

** From James Comegys at Aug 19 2015 9:56AM. Resolved on 08/28/2015*

* All Red Clay schools serve students in high need populations, including ELL, SWD, Low SES, and have achievement gap populations. Understanding that with the exception of 6 Red Clay Schools (North Star, Linden Hill, Cooke, Brandywine Springs, Cab and Conrad (25% of Red Clay Schools)) and those schools serve the identified high needs populations. We have targeted our professional development for all schools knowing that inclusion is not isolated. Our professional development outlined should support all teachers in serving the needs of at risk students. We did not plan through the grant to have separate title II PD.

From Wendy Modzelewski at Jul 23 2015 10:59AM. Resolved on 08/28/2015

A3. To be eligible for Title II, Part A funds, LEAs must assess their needs related to improving educator effectiveness. Your needs assessment (A1) should address both PD and hiring, and this section should describe strategies, allowable under IIA, in each of those areas that your LEA will be utilizing. With regard to educator effectiveness, HIRING strategies could include, but are not limited to:

- Recruit, hire, and retain highly qualified and effective teachers and principal
- Teacher advancement initiatives that emphasize multiple career paths
- Equitable access to excellent educators strategies and initiatives
- Establish induction and mentoring programs

Please elaborate in this section on the relevant items above that align to your hiring needs in A1. Your LEA has already addressed PD strategies in this section.

** From Michael Simmonds at Aug 24 2015 4:28PM. Resolved on 08/28/2015*

* The District has created partnerships with area colleges and universities for prolonged placement of practicum and student teaching cohorts especially in targeted schools such as Dickinson, McKean and our Title 1 schools. The District piloted a full-year teaching experience program with Wilmington University this year and plans to continue and expand the program in 2015-2106.

The District has an active partnership with the Alternative Routes to Certification (ARTC) Program through the University of Delaware and successfully places candidates in many hard to fill vacancies, particularly in math and science.

School and district staff participate in multiple job fairs and HBCU (historically black colleges and universities) seek potential partnerships for candidate recruitment. HR uses website and newspaper advertising to include major mid-Atlantic markets and some national advertising (ASCD, Teachers of Color magazine). The District posts positions on Join Delaware Schools site.

From Wendy Modzelewski at Jul 23 2015 10:59AM. Resolved on 09/17/2015

D1-D2. Red Clay may utilize Title IIA funds to pay the salaries of district staff is with the alignment to ESEA that these individuals are providing professional development to (1) your neediest populations and schools, and (2) to teachers and principals. For this reason, all funds directed in this way should be indicated in this section and the percentage should be adjusted accordingly. Please do so or modify the budget.

* From James Comegys at Aug 19 2015 4:42PM. Resolved on 09/17/2015

* Title II

ELA Supervisor = 50%

Math Supervisor = 50 %

3 Academic Deans = 100%

Science Supervisor = 75%

Social Studies = 75%

CTE = 60%

Manager Federal programs = 3 %

DPAS II PD = 100%

** From Wendy Modzelewski at Aug 28 2015 2:36PM. Resolved on 09/17/2015

** Rather than be individual percentages for each individual, this percentage should reflect the total sum of PD initiatives out of your entire Title IIA budget. Please confirm or adjust.

*** From James Comegys at Sep 11 2015 10:42AM. Resolved on 09/17/2015

*** 94 %

From Wendy Modzelewski at Jul 23 2015 11:01AM. Resolved on 08/28/2015

D1. Recruitment and Retention & New Teacher Mentoring Programs. It does not appear that the funds have been budgeted for this purpose. Please remove these items or elaborate on them to demonstrate how IIA funds are being used in this way. Additionally, it appears that the PD funds will be used for all teachers, not just Priority schools. Please correct or clarify.

* From Michael Simmonds at Aug 24 2015 4:44PM. Resolved on 08/28/2015

* The Human Resource department pays for these services

From Wendy Modzelewski at Jul 23 2015 11:03AM. Resolved on 08/28/2015

E thru J. Please note that your LEA only needed to complete those subsections that were aligned to budgetary expenditures. Expenditures should only appear in one category and the remaining subsections should contain N/A in both subsections 1 and 2. It does not appear that funds have been budgeted for the purposes in these subcategories. Please remove the description (optional) and indicate the percentage as zero or further elaborate on these items in alignment to budgetary items to demonstrate how IIA funds are being used in this way.

* From Michael Simmonds at Aug 24 2015 4:47PM. Resolved on 08/28/2015

* Sections was updated and changed

From Wendy Modzelewski at Jul 23 2015 11:03AM. Resolved on 09/17/2015

K1-K2. This section should include Indirect Costs, Equitable Services, Audit Fees, and your Manager of Federal Programs. Please include these items in K1 and adjust the percentage in K2.

** From Michael Simmonds at Aug 24 2015 5:15PM. Resolved on 09/17/2015*

* Section changed and adjusted

** * From Wendy Modzelewski at Aug 28 2015 2:46PM. Resolved on 09/17/2015*

* * Please revisit and confirm the percentage in this section. When completed, percentages should total 100% across all subsections B-K.

** From Michael Simmonds at Sep 11 2015 12:00PM. Resolved on 09/17/2015*

* Section changed and updated

** From Michael Simmonds at Sep 11 2015 12:00PM. Resolved on 09/17/2015*

* section changed and updated

3.12 Title II, Part A: Equitable Services

From Wendy Modzelewski at Jul 23 2015 11:03AM. Resolved on 08/28/2015

A3. NOTE ONLY/NO RESPONSE REQUIRED: Remaining funds from Title IX must be carried over into the total funds allocated for this fiscal year. If all Private school requests have been fulfilled, RC may partake in those funds. If not, the entirety of those carryover funds are allocated to the Private Schools only.

From Wendy Modzelewski at Jul 23 2015 11:04AM. Resolved on 08/28/2015

B2. NOTE ONLY/NO RESPONSE REQUIRED: Two items may or may not be allowable under Title IIA. Specifically (1) Provides technical assistance and support for the goals of the Middle States evaluations (USED has disallowed PD for this purpose in the past) and (6) Affords the opportunity to be knowledgeable of current instructional trends and practices to improve student achievement, school climate and parent/community involvement (it is unclear from this brief description of the parent involvement piece of this would be allowed). Please check Federal guidance or provide me with further details.

** From Christine Miller at Aug 18 2015 2:33PM. Resolved on 08/28/2015*

* All comments reviewed and applied. CTM

From Wendy Modzelewski at Jul 23 2015 11:04AM. Resolved on 08/28/2015

C2. NOTE ONLY/NO RESPONSE REQUIRED: Supplies & Materials may only be purchased when utilized for IIA-funded PD. They may not be purchased in isolation, nor may they be purchased to accompany “free” or “in-house” PD. Also note that rules stipulated by the LEA (e.g. “the district does not utilize IIA funds to purchase materials and supplies” do not extend to the private schools if the purchase is allowable under the law.

3.13 Perkins Career and Technical Education Act of 2006: Local Plan

From Rita Hovermale at Jul 29 2015 11:04AM. Resolved on 08/26/2015

Perkins A.1 Please include your performance goal as well as timeline and funding source.

** From Michael Simmonds at Aug 24 2015 4:10PM. Resolved on 08/26/2015*

* Red Clay Goal - focus on the two targets not met 5S1 and 6S1, increase all targets by 5% and maintain targets currently at 100%. Time line will be the SY2015-16. the funding source will be Perkins for the direct work with the CTE staff and local funds for district wide initiatives that supports meeting our goals as related to academic achievement.

From Rita Hovermale at Jul 29 2015 11:05AM. Resolved on 08/26/2015

Perkins A.2 How are you integrating CCSS and NGSS?

** From Michael Simmonds at Aug 24 2015 4:10PM. Resolved on 08/26/2015*

* All CTE teachers participate in training at the building level to address CCSS and NGSS as directed and implemented by our Curriculum and Instruction work group with the expectation of integration as appropriate in their content area. CTE Common Core and all CSS are expected to be integrated into all CTE courses/pathways. Additional support from within the building, district C&I office and the CTE office are provided as needed.

From Rita Hovermale at Jul 29 2015 11:06AM. Resolved on 08/26/2015

Perkins D.1 Please elaborate on how you specifically support the transition of industry professionals to teach.

** From Michael Simmonds at Aug 24 2015 4:11PM. Resolved on 08/26/2015*

* All new teacher are required to participate and complete our mentoring program. New CTE teachers are assigned specific mentors to best support their responsibilities. All professional development and training required are provided to the staff to support and implement district academic, technical, and student success initiatives. Individual support is provide as needed or requested by building administration or the new teacher.

From Rita Hovermale at Aug 26 2015 11:16AM. Resolved on 09/15/2015

Thank you for your responses. For transparency, can you please move updated responses to the response box for Questions A1, A2, and D1?

** From Michael Simmonds at Sep 11 2015 3:57PM. Resolved on 09/15/2015*

* Section was revised and updated

3.14 Perkins Career and Technical Education Act of 2006: Financial Plan

From Rita Hovermale at Jul 29 2015 11:07AM. Resolved on 08/26/2015

Perkins B.1 Please elaborate on specific training for teachers.

** From Michael Simmonds at Aug 24 2015 4:12PM. Resolved on 08/26/2015*

* The following is a listed of training; CTE Common Core, meeting Perkins targets, incorporating all CCSS, Synergistic technology education curriculum, Fanuc robotics training, 3D printing/Google Sketch support, Adobe Creative suite and the use of "Schoology". As needed and requested we will provide training in addition to this list.

From Rita Hovermale at Jul 29 2015 11:08AM. Resolved on 08/26/2015

Perkins B.2 Please elaborate on the skill development, parental involvement, and use of student data (b,c,d)

** From Michael Simmonds at Aug 24 2015 4:12PM. Resolved on 08/26/2015*

* Through our CTE Advisory Council sessions/ongoing individual communication by CTE teachers and our Strategic Plan and Implementation Plan drives our work at every level. The training sessions dealing with Perkins data/targets as well as our CTE Advisory Council will increase teacher skills, understanding of the value of parental/community involvement and how to use the data to support student success

From Rita Hovermale at Jul 29 2015 5:08PM. Resolved on 10/16/2015

Provide detail for the following budgeted items (school, program, item, unit cost, # units)

1. HBDMS, BFM
2. CSS, AG & TED - more detail and reminder - no construction
3. CTE Resources, supplies, and materials

* From Michael Simmonds at Aug 24 2015 4:13PM. Resolved on 10/16/2015

* Perkins FY16 Breakdown of Funds

Assign to question B.1, B.2, B.3, C.1, C.2, C.3, and D.1

\$231, 298.51 CTE facilities/program - new, upgrade, innovation, and enhancement of

Major projects to improve and enhance our CTE program to state of the art, industry standard and to assist students in skill and academic attainment as well as collage and career readiness;

JDHS, Tech Ed – Transform our current robotics pathway into a state of the art industry standard program with industry certification available for all students implementing the FANUC Robotics/programming trainer and certification program – LR Mate CERT System Package and M-1iA CERT System Package includes equipment and installation, PD/training, PD/curriculum and certification package - \$120,000

Currently JDHS is approved for the Processes of Design & Engineering Pathway - we have divided the students into two cohorts one focuses on the “Engineering of Robotics” and the other focuses on traditional engineering. This is t

* * From Michael Simmonds at Sep 11 2015 3:28PM. Resolved on 10/16/2015

* * Section was revised and updated.

* From Rita Hovermale at Aug 26 2015 11:19AM. Resolved on 10/16/2015

* (Question A1) JDHS, Tech Ed: We are transitioning the Process of Design & Engineering program to Project Lead the Way Engineering or Manufacturing Engineering Technology using the Engineering By Design curriculum. Both will be available as state-model programs of study this fall. The program description provided does not match either and will need to be approved as a local program of study. Please assure that a local program of study application will be submitted in the fall for review and approval. Please feel free to contact Mike Fitzgerald for technical assistance on how to apply.

If an assurance cannot be issued, please reallocate the funding for the robotics programming trainer and certification program.

* From Michael Simmonds at Sep 11 2015 3:18PM. Resolved on 10/16/2015

* Section was revised and updated.

* From Michael Simmonds at Sep 11 2015 3:28PM. Resolved on 10/16/2015

* Section was revised and updated.

From Rita Hovermale at Jul 29 2015 5:08PM. Resolved on 08/26/2015

Why is CTE Middle School Program development in supplies and materials? Provide more detail on this expenditure.

* From Michael Simmonds at Aug 24 2015 4:14PM. Resolved on 08/26/2015

* Should be under Contracted Services not Supplies & Materials

\$12,500 CTE Programs and the development of our middle school CTE programs

Focusing on the continued improvement of all CTE programs as a district priority we are now ready to develop our middle school programs to vertically align and support the high school programs available and provide what our students need to succeed in meeting academic attainment and technical skills to be college and career ready. Work sessions to evaluate current program, develop new options, enhance successful programs and visit innovative middle school programs

From Rita Hovermale at Jul 29 2015 5:10PM. Resolved on 08/26/2015

CTSO Advisor travel is a permissible use of funds but should not be listed under required use. However, the recommended total for travel is %5 of the budget. See Perkins Highlights for more details.

* From Michael Simmonds at Aug 24 2015 4:15PM. Resolved on 08/26/2015

* Expenditures for both Professional & CTSO - National CTSOs is after all other areas are addressed so I don't believe the CTSO travel would exceed 5% *Professional conferences such as ITEEA, NHA, NBA and technical conferences as requested

Professional CTE and CTSO Conferences

\$8,000 Registration fees

\$17,000 Travel support

National Conferences for 10 schools/50 CTE staff members – professional conferences as requested and CTSO

National Conference as students qualify

From Rita Hovermale at Jul 29 2015 5:10PM. Resolved on 09/15/2015

Please identify specific professional conferences that teachers will attend.

* From Michael Simmonds at Aug 24 2015 4:16PM. Resolved on 09/15/2015

* Expenditures for both Professional & CTSO - National CTSOs is after all other areas are addressed so I don't believe the CTSO travel would exceed 5% *Professional conferences such as ITEEA, NHA, NBA and technical conferences as requested

Professional CTE and CTSO Conferences

\$8,000 Registration fees

\$17,000 Travel support

National Conferences for 10 schools/50 CTE staff members – professional conferences as requested and CTSO

National Conference as students qualify.

Professional CTE conferences such as - 2-International Technology Engineering Ed. Association, 3-Technology

Engineering Ed. Association PA, 2-National Health Association, 1-NBA-National Broadcasting Association - the average

cost for one staff member to attend is estimated at \$1,500.00

* From Rita Hovermale at Aug 26 2015 11:19AM. Resolved on 09/15/2015

* Please provide specific details including the exact professional conference(s) (as NBA is unknown), number of teachers attending each conference, and total cost per conference.

* From Michael Simmonds at Sep 11 2015 3:30PM. Resolved on 09/15/2015

* Section was revised and updated

* From Michael Simmonds at Sep 11 2015 3:52PM. Resolved on 09/15/2015

* Section was revised and updated

From Rita Hovermale at Jul 29 2015 5:11PM. Resolved on 09/15/2015

Please provide detail about the Perkins Advisory Council and the associated expense.

* From Michael Simmonds at Aug 24 2015 4:17PM. Resolved on 09/15/2015

* All day session, facility to meet, materials for 100 – 150 people (50 CTE teachers, 15 Administrators and the rest are community partners, parents, business/industry, and higher education)

\$10,000 Perkins Advisory Council

Two district CTE Advisory Council work session, support building and program specific sessions, each CTE staff/program maintains a CTE Advisory Council – representing all stake-holders and records ongoing contact and communications during each school year as part of their individual CTE plan.

We will work under the new guidance from CTE/DOE to implement the suggested structure for the CTE programs.

* From Rita Hovermale at Aug 26 2015 11:17AM. Resolved on 09/15/2015

* Perkins fund cannot be used for meals for your Advisory Board. Please reallocate or remove from description.

* * From Michael Simmonds at Sep 11 2015 3:50PM. Resolved on 09/15/2015

* * Section was revised and updated

From Rita Hovermale at Jul 29 2015 5:11PM. Resolved on 08/26/2015

Provide specific detail for the Academic Attainment and Pathway Completion work sessions.

* From Michael Simmonds at Aug 24 2015 4:17PM. Resolved on 08/26/2015

* 17,500 Academic Attainment and Pathway Completion PD/work sessions

High school CTE will participate staff group sessions and school specific for each of our five high schools (CTE staff/Guidance/admin) – sessions will focus all Perkins targets as well as those not currently met.

From Rita Hovermale at Jul 29 2015 5:12PM. Resolved on 09/15/2015

The Robotics pathway is not an approved pathway. Please reallocate these funds.

** From Michael Simmonds at Aug 24 2015 4:18PM. Resolved on 09/15/2015*

* JDHS, Tech Ed – Transform our current robotics pathway into a state of the art industry standard program with industry certification available for all students implementing the FANUC Robotics/programming trainer and certification program – LR Mate CERT System Package and M-1iA CERT System Package includes equipment and installation, PD/training, PD/curriculum and certification package - \$120,000

Currently JDHS is approved for the Processes of Design & Engineering Pathway - we have divided the students into two cohorts one focuses on the “Engineering of Robotics” and the other focuses on traditional engineering. This is the group of students who will benefit from the additional of this system. This has been in place for at least 3 full years and the Technology Education Associate at DOE is aware of the structure.

*** From Rita Hovermale at Aug 31 2015 5:50PM. Resolved on 09/15/2015*

*** Please refer to JDHS Tech Ed Question A1 comment from 8/26/2015.*

**** From Michael Simmonds at Sep 11 2015 3:31PM. Resolved on 09/15/2015*

**** Section was revised and updated*

From Rita Hovermale at Jul 29 2015 5:13PM. Resolved on 08/26/2015

While many areas overlap, please determine which area best represents the expenditure. All expenditures must be assigned to a specific question in 3.14.

* From Michael Simmonds at Aug 24 2015 4:24PM. Resolved on 08/26/2015

* Assign to question B.1, B.2, B.3, C.1, C.2, C.3, and D.1

\$231, 298.51

Should be under Contracted Services not Supplies & Materials

\$12,500

Assign to question B.1, B.2, B.3, C.1, C.2, C.3, and D.1

\$50,000

Professional CTE and CTSO Conferences

\$8,000 Registration fees

\$17,000 Travel support

Assign to question B.1, B.2, B.3, C.1, C.2, C.3, and D.1

\$25,000

All day session, facility to meet, materials, meals for 100 – 150 people (50 CTE teachers, 15 Administrators and the rest are community partners, parents, business/industry, and higher education)

\$10,000

Assign to question B.1, B.2, B.3, C.1, C.2, C.3, and D.1

\$17,500

Assign to question B.1, C.1, C.2,

Expenditures for National CTSOs is after all other areas are addressed

\$20,000

Assign to question B.1, B.2, B.3, C.1, C.2, C.3, and D.1

\$20,453.43

From Rita Hovermale at Aug 31 2015 5:35PM. Resolved on 10/16/2015

(Question A1) HBDMS, BFM: Provide detail for the following upgrade to BFM (# of labs, cost per computer, total number of computers, description and cost of the software, and description and cost of instructional technology).

* From Rita Hovermale at Sep 15 2015 9:31AM. Resolved on 10/16/2015

* HBDMS, BFM A.1 Please provide details - # of labs, cost per computer, total number of computers, description and cost of the software, and description and cost of instructional technology

* From Michael Simmonds at Oct 12 2015 10:48AM. Resolved on 10/16/2015

* HBDMS, BFM – renovation and upgrade of the BFM program/facility – approximate cost for 36 student work stations - \$24,186.00 quoted for hardware(cpu & monitor) - \$22,500.00 for required software - \$2,340.00 for interactive monitor/instructional technology - \$2,000.00 appropriate for content area. This will complete the improvements of all three CTE programs/facilities at HBDMS - \$50,000.00

From Rita Hovermale at Aug 31 2015 5:38PM. Resolved on 10/16/2015

(Question A1) CSS, AG & TED-Bio Tech: Please provide additional details, item description, cost per item and total cost for the equipment and tools. Consumable items are not allowable (i.e. reusable accessories). Previous applications included budgeted items for the outdoor space. Please provide a completion date for this project.

** From Rita Hovermale at Sep 15 2015 9:32AM. Resolved on 10/16/2015*

* CCS, AG & TED, Bio-Tech Please provide additional details, item description, cost per item and total cost for the equipment and tools. Previous applications included budgeted items for the outdoor space. Please provide a completion date for this project.

** From Michael Simmonds at Oct 12 2015 10:49AM. Resolved on 10/16/2015*

* CSS, AG & TED-Bio Tech Pathways – Set up and outfit the new outdoor instruction space (barn & greenhouse which is already purchased and being installed by Red Clay's facility dept.) with instructional technology appropriate for this content. 1 Smart Board and 6 Laptops which will totaly \$7,250.00. This is a new facility and will need to be outfitted with equipment, tools, and reusable accessories. This area will house feeding bins, hoses, pots, hand tools, rakes, shovels, wheel barrels and work tables, totally \$19,048.51. The totally amount will equal \$ 26,298.51
No Perkins Funds are or have been used for construction.

3.15 Title III: Language Instruction for Limited English Proficient and Immigrant Students

From Terry Richard at Jul 28 2015 9:39PM. Resolved on 08/27/2015

EL students must be provided equitable access to high-quality ESL certified teachers who provide a supplemental language instruction education program in a focused English language development time. Please provide the district's plan for replacing "tutors" with ESL certified teachers at the listed schools.

ELD tutors provide language development at the following schools- Heritage, Brandywine Springs, Highlands, Forest Oak, Linden Hill, Richey, Shortlidge, North Star, Richardson Park, Cab Calloway, HB Middle, Skyline, Richardson Park Learning Center, and The Central School

** From Carolina Beck at Aug 13 2015 11:59AM. Resolved on 08/27/2015*

* EL students at all schools listed are provided with a supplemental language instruction program that focuses on English language development. Shortlidge and Warner will share a certified ESL teacher. Richardson Park Elementary and Forest Oak Elementary have added two ESL certified teachers to their staff. All of the students from The Central School are now included in their feeder school or school of choice. One of our ELD tutors has ESOL certification from another state and her application is pending with the DDOE. We will continue to use the ELD tutors at the schools listed below while we build capacity of certified teachers in our district. The collaboration between UD and DDOE will allow for RCCSD teachers to receive the coursework required to earn their ESOL certification.

From Terry Richard at Jul 28 2015 9:42PM. Resolved on 08/27/2015

English language arts classes may not be substituted for the required English language development time period.

Marbrook dispersed their K-3 students into natural proportions and brought all active ELLs back to a certified teacher for their ELA block everyday

** From Carolina Beck at Aug 13 2015 12:01PM. Resolved on 08/27/2015*

* English Language Arts is a 90-minute block and language development is incorporated into the entire block. Marbrook teachers have been trained in the SIOP model and use the strategies throughout their instruction. Specific ELD instruction is also addressed during one of the 30- small group times.

From Terry Richard at Jul 28 2015 9:56PM. Resolved on 08/27/2015

Provide additional explanation and confirmation that DDOE Title III requirements for providing services to EL students will be implemented throughout the district and that revisions to the "inclusion model" adopted for use in the EL program will be made to allow for the regular, ongoing, systematic delivery of EL language development services required as a contingency of the Title III subgrant.

Discussions have been held with building administrators on changing support structures and program delivery models-including ELD into their schedules

** From Carolina Beck at Aug 13 2015 12:01PM. Resolved on 08/27/2015*

* Student lists have been shared with all school administrators which include active ELLs and their current ACCESS scores. The state ESL guidebook was distributed and reviewed with all administrators during summer workshops and the state recommended contact hours were reviewed. An explanation was given that the composite scores guide the recommended contact hours. I will be out in buildings conducting walkthroughs, as well as the 4 ELL Coaches to monitor contact hours.

3.16 Title III: Equitable Services

From Terry Richard at Jul 28 2015 8:39PM. Resolved on 08/27/2015

Please provide a timeline for when the meaningful consultation with private schools will occur and when the federal programs meeting will be held. Private schools need the information and process for identifying English learners at the beginning of the academic term.

** From Carolina Beck at Aug 13 2015 12:02PM. Resolved on 08/27/2015*

* The first Federal Program meeting has been scheduled on October 13, 2015. The process for identifying English learners as well as other pertinent information will be shared at this time. Follow-up discussions will also be held at the March 2016 and June 2016 meetings.

From Terry Richard at Jul 28 2015 8:43PM. Resolved on 08/27/2015

The reserved amount of \$5,000 for the equitable services related to English learners may need to be adjusted pending the outcome of the meaningful consultation with private schools. Private schools will not have an established EL student count initially upon which to base the calculation and will need assistance in the development of the screening and identification processes.

** From Carolina Beck at Aug 13 2015 12:03PM. Resolved on 08/27/2015*

* The \$5,000 will be adjusted accordingly as private schools identify ELLs and request assistance.

4.0 Budget and Distribution of Funds

** From James Comegys at Aug 19 2015 9:34AM. Resolved on 08/28/2015*

* The professional development plan is directly aligned to our strategic plan and our needs identified with struggling learners and achievement gaps.

*Academic deans are hired to directly support the improved teaching at our three priority schools. Their work will support principals and schools implementation of Common Core, Assessment work and work outlined in our School plans.

* Travel - Travel will occur for teachers to support our curriculum council work and our professional development. We have gaps in ELL, SWD, lagging behind state averages for SWD and Low SES. The travel planned will help teachers and school leaders learn best practices as national conferences.

* DPAS II - The DPAS support position is used to directly support school leaders in their coaching, evaluation and support of teachers. The work done has a strong impact in the feedback that school leaders provide formally and informally to teachers for school improvement.

From Wendy Modzelewski at Jul 23 2015 11:04AM. Resolved on 08/28/2015

NOTE ONLY/NO RESPONSE REQUIRED: Title IIA: Travel- please note that travel may only be paid for those individuals that are funded with Title IIA funds.

From Wendy Modzelewski at Jul 23 2015 11:04AM. Resolved on 08/28/2015

NOTE ONLY/NO RESPONSE REQUIRED: Title IIA: Staff must maintain detailed records with regard to the professional development that they are providing including the audience, sign in sheets, agendas, and information regarding the quantifiable and measureable outcomes of the PD that is provided in the event of monitoring or federal audit.

From Wendy Modzelewski at Jul 23 2015 11:05AM. Resolved on 08/28/2015

State Curric & PD (Praxis Materials \$1296): Please verify the Funding Description for this item.

** From Michael Simmonds at Aug 24 2015 5:08PM. Resolved on 08/28/2015*

* Funds are used for additonal practice materials to assist with certifications

From Wendy Modzelewski at Jul 23 2015 11:05AM. Resolved on 08/28/2015

State Curric & PD (Praxis Registration Fees \$1000): State funds are to be used for “professional and curriculum development activities” per epilogue language, and may be used for “training, planning, in-service programs and contractual services.” Please explain how this expenditure aligns with the State requirements. If this item remains in your budget, please verify the Funding Description.

** From Michael Simmonds at Aug 24 2015 5:05PM. Resolved on 08/28/2015*

* We use this funding source for employees who are not highly qualified

From Wendy Modzelewski at Jul 23 2015 11:05AM. Resolved on 08/28/2015

State Curric & PD (Ed Trust Conference \$1540/Travel: \$2776): State funds are to be used for “professional and curriculum development activities” per epilogue language, and may be used for “training, planning, in-service programs and contractual services.” Please explain how this expenditure aligns with the State requirements.

** From Michael Simmonds at Aug 24 2015 5:06PM. Resolved on 08/28/2015*

* We will not be attending the ED Trust Conference

From Linda Smith at Jul 23 2015 2:48PM. Resolved on 08/26/2015

IDEA 6- 21:

Please provide detail for technological interventions to support CEIS reading and writing instruction and provide differentiated online instruction. That is, provide info on vendor or software, cost per seat/ license to arrive at cost.

** From Michael Simmonds at Aug 20 2015 3:09PM. Resolved on 08/26/2015*

* We will be using Achieve 3000 cost which is estimated based on 14-15sy expenditure.

From Linda Smith at Jul 23 2015 2:50PM. Resolved on 08/26/2015

IDEA 6 - 21:

Please provide detail for EPER for PD regarding instructional practices. That is, focused schools, number of staff, hours per staff member, assuming regular District rate.

** From Michael Simmonds at Aug 24 2015 4:58PM. Resolved on 08/26/2015*

* EPER is paid at a rate of \$27.00 per hour.

From Terry Richard at Jul 28 2015 8:51PM. Resolved on 08/27/2015

Please provide clarification as to whether the Wilmington University courses lead to ESL teacher certification, what is the timeline for completion, and how many additional ESL-certified teachers will be added to RCCSD's teaching staff as a result of this expenditure.

Budgeted Item: Contract with Wilmington University to provide courses related to English Language Learning to support staff (estimated based on previous years contract)

** From Carolina Beck at Aug 13 2015 12:04PM. Resolved on 08/27/2015*

* The Wilmington University courses are adapted from the required courses and do not lead to ESL teacher certification. They are provided to give all teachers background and strategies on how to meet the needs of ELLs in their classroom.

From Terry Richard at Jul 28 2015 8:55PM. Resolved on 08/27/2015

Please provide additional details as to whether the ESL classes for non-English parents is a part of a more comprehensive parent engagement effort embedded into a larger plan and how the classes are used to complement that plan. Or are these simply stand alone classes for parents?

Budgeted Item: Contract with Back to Basics to provide ESL classes for non-English parents. (5 sites, 18 week session)

** From Carolina Beck at Aug 13 2015 12:05PM. Resolved on 08/27/2015*

* The ESL classes for parents support overall greater engagement and participation in all of our schools and districtwide events. It builds basic English skills and helps parents feel more comfortable speaking with teachers and staff regarding their child's education.

From Terry Richard at Jul 28 2015 8:58PM. Resolved on 08/27/2015

How are the ELL students who are eligible for this after school tutoring service identified and chosen to receive this service? Who is eligible and what is the projected number of EL students who will be targeted?

Budgeted Item: After school services- supplemental tutoring for identified English Language Learners (max \$1,000/month x 10 months with LACC)

** From Carolina Beck at Aug 13 2015 12:05PM. Resolved on 08/27/2015*

* This year, a list of students attending the LACC after-school program will be requested by the ELL Office. Specific students that require support will be identified by our office and recommended for the support. The contract specifies no more than 30 students in the program.

From Terry Richard at Jul 28 2015 9:03PM. Resolved on 08/27/2015

Provide detail of the ELD curriculum to be purchased: Title and/or publisher, unit cost, number of units to be purchased, alignment to CCSS. At which schools and grade levels will these materials be used to provide instruction to EL students?

Budgeted Item: Purchasing of English Language Development Curriculum materials for supplemental language develop support for ELL's. (est cost \$25,000)

** From Carolina Beck at Aug 13 2015 12:06PM. Resolved on 08/27/2015*

* Pearson's Language Central ELD was initially purchased 2 years ago for specific ELD instruction. This program was selected because it aligned with our elementary core ELA curriculum and is on the PRIME list of instructional materials. This budgeted item is to replenish student materials and purchase additional teacher manuals and supplemental materials. Specific units to be purchased is unknown at this time. As soon as ACCESS scores are reviewed and students eligible to exit the program are determined then specific units will be identified. Unit cost varies by specific item. Language Central ELD is aligned to the Common Core State Standards. The specific standards that are addressed in each lesson are identified in the teacher guide. These materials are used in grades K-8 and will be used at all schools where tutors are assigned as well as Mote, Richardson Park Elementary, Forest Oak, Shortlidge, Warner, Baltz, and Stanton.

From Terry Richard at Jul 28 2015 9:10PM. Resolved on 08/27/2015

Are the SIOP walkthroughs completed by CAL personnel as an evaluation of the implementation at only Marbrook and Baltz or will the walkthroughs also include the other schools listed?

Budgeted Item: AMAO Imp- SIOP professional development sessions for Forest Oak, Linden Hill and RPES. SIOP walkthroughs at Marbrook and Baltz.

** From Carolina Beck at Aug 13 2015 12:06PM. Resolved on 08/27/2015*

* The SIOP walkthroughs that are scheduled in October will only be conducted at Marbrook and Baltz. These two schools have been provided with the SIOP training previously and have had at least one school year to incorporate the strategies into their classroom. SIOP walkthroughs and follow-up trainings will be scheduled at Forest Oak, Linden Hill, and Richardson Park Elementary Schools in late Spring or early Fall of 2016.

From Terry Richard at Jul 28 2015 9:18PM. Resolved on 08/27/2015

Are the personnel delivering the tutoring to EL students who have missed AMAO targets for 3-4 years ESL certified staff or simply "tutors." Please provide additional information as to how the EL students who have missed AMAO targets for 2 years will be provided additional support.

Budgeted Item: EPER for after school tutoring targeting ELL's who have missed AMAO 3 or 4 years. (15 staff x 2 hrs/week x 35 weeks x \$28/hr)

** From Carolina Beck at Aug 13 2015 12:08PM. Resolved on 08/27/2015*

* Staff that will be delivering the after-school tutoring support have not been hired at this point in time. ESL certified staff will be targeted first to provide the support but other certified teachers may need to be pulled if we do not have enough teachers to provide the support. The ELD tutors are not eligible to provide the support due to the limited number of hours they are allowed to work per week. Students who have missed AMAO 2 years in a row will be closely monitored by the ELL Coaches and additional contact hours may be offered at the school level if the need arises.

From Terry Richard at Jul 28 2015 9:23PM. Resolved on 08/27/2015

Please provide rationale for a repeated contract with McRel to perform the same work as the previous year and if this program has been evaluated for its effectiveness with RCCSD's EL population and data.

Budgeted Item: Contract with MCREL to conduct Phase 3 Classroom Instruction that Works Professional Development with targeted administrators and staff 9(estimated cost based on previous year's contract)

** From Carolina Beck at Aug 13 2015 12:09PM. Resolved on 08/27/2015*

* As a district, "Classroom Instruction That Works" was a focus for some of the professional development that was delivered districtwide. So, "Classroom Instruction That Works with English Language Learners" is a natural fit. The idea for this school year is to focus on additional strategies that meet the language needs of our ELLs and can be incorporated into the general education classroom. We have only been working with McRel for two years and would like to continue our work with them to provide consistency for our teachers.

From Terry Richard at Jul 28 2015 9:26PM. Resolved on 08/27/2015

This professional development opportunity should include the RCCSD staff members who are participating in the WIDA Early Learning ELDS project to gain additional information provided at this conference which will help ensure the fidelity of implementation.

Budgeted Item: Registration for 4 staff to Las Vegas, NV to attend the annual WIDA conference to gain professional learning opportunities to support ELL's to meet the AMAO targets (est \$595/staff)

** From Carolina Beck at Aug 13 2015 12:10PM. Resolved on 08/27/2015*

* The four ELL Coaches will be the targeted group offered the opportunity to attend the conference in Las Vegas. One of their job responsibilities will be to provide professional development at a school and district level, so attending the WIDA National Conference will provide them with ideas and strategies to turn around to our teachers. One of the ELL Coaches is also participating in the WIDA Early Learning project.

From Rita Hovermale at Jul 29 2015 11:11AM. Resolved on 08/26/2015

Please comment on how the use of Perkins is not supplanting in the hiring of 1 FTE Education Associate.

** From Michael Simmonds at Aug 20 2015 12:37PM. Resolved on 08/26/2015*

* This Ed Associate position for CTE is a supplement position that has been approved by Delaware DOE since 2009 and; the staff member has the time and effort documentation to support the work. State audit will confirm

From Theodore Jarrell at Jul 29 2015 12:21PM. Resolved on 08/27/2015

Section 4.0 – The spreadsheet shows \$15,509.01 for LEA-level parent involvement but the grant budget shows \$16,743.16. Please make the necessary adjustments to reconcile the differences.

** From Michael Simmonds at Aug 24 2015 4:33PM. Resolved on 08/27/2015*

* Reviewed and discussed with Mr. Jarrell

From Theodore Jarrell at Jul 29 2015 12:22PM. Resolved on 08/27/2015

Section 4.0 – The spreadsheet shows \$47,233.44 for LEA-level PD but the grant budget shows \$48,016.00. Please make the necessary adjustments to reconcile the differences.

** From Michael Simmonds at Aug 24 2015 4:34PM. Resolved on 08/27/2015*

* Reviewed and discussed with Mr. Jarrell

From Theodore Jarrell at Jul 29 2015 12:22PM. Resolved on 08/27/2015

Section 4.0 – The spreadsheet shows \$804,984.50 for LEA-level instruction but the grant budget shows \$803,787.79. Please make the necessary adjustments to reconcile the differences.

** From Michael Simmonds at Aug 24 2015 4:34PM. Resolved on 08/27/2015*

* Reviewed and discussed with Mr. Jarrell

From Theodore Jarrell at Jul 29 2015 12:22PM. Resolved on 08/27/2015

Section 4.0 – There is a slight discrepancy between the spreadsheet and the budget for Equitable Services – Instruction. The spreadsheet shows \$54,447.83 but the grant budget shows \$54,319.72. Please make the necessary adjustments to reconcile the differences.

** From Kristine Bewley at Aug 24 2015 12:21PM. Resolved on 08/27/2015*

* Updated funding description and fixed allocation.

From Theodore Jarrell at Jul 29 2015 12:23PM. Resolved on 08/27/2015

Section 4.0 – For the budgeted item “LEA Audit Fees for Federal Programs”, the amount seems excessive for Title I portion of an audit. Title I can only pay for a portion of the federal program audit in prorated proportion to your Title I allocation in relation to the proportion of the other programs in the audit. Please provide further information about how you arrived at this figure to demonstrate that it meets the above requirement. You can provide the information in the Justification field of the budgeted item.

** From Kristine Bewley at Aug 24 2015 12:28PM. Resolved on 08/27/2015*

* Audit fees were calculated based on previous audit allocations. Title I was 48% of the allocation for the 4 programs where audit fees were allocated.

From Theodore Jarrell at Jul 29 2015 12:23PM. Resolved on 08/27/2015

Section 4.0 – For the budgeted item “Required Focus/Priority School set aside. (10%)”, please split this into two budgeted items, one for Priority Schools with a Funding Description of Priority schools and one for Focus Schools with a Funding Description of Focus Schools.

** From Kristine Bewley at Aug 24 2015 12:25PM. Resolved on 08/27/2015*

* This funding has been split into two funding items, one for priority schools and one for focus schools.

From Rita Hovermale at Jul 29 2015 5:46PM. Resolved on 08/26/2015

All expenses must be cross-referenced to a "Required Use of Funds" in Section 3.14.

From Rita Hovermale at Jul 29 2015 5:50PM. Resolved on 08/26/2015

The maximum allowable allocation for BOTH indirect and administration costs is 5%. You have exceeded this amount by \$215.58. Please reallocate.

* From Kristine Bewley at Aug 24 2015 12:27PM. Resolved on 08/26/2015

* Admin allocation has been reduced by \$215.58.

From Verna Thompson at Jul 30 2015 5:31PM. Resolved on 08/28/2015

IDEA 619: "Purchase supplemental testing protocols, materials and supplies - Please explain how you arrived at \$7,833.69. Please include information such as(list and number of items to be purchased, cost per item, etc.)

* From Michael Simmonds at Aug 24 2015 4:59PM. Resolved on 08/28/2015

* This was an estimate based on 2014-2015 school year

From Linda Smith at Aug 26 2015 7:08PM. Resolved on 09/13/2015

IDEA 6 - 21: Please provide detail for EPER for PD regarding instructional practices. That is, focused schools, number of staff, hours per staff member, assuming regular District rate.

This item was resolved in error. Please refer to EPER detail in all other budgeted items to reach 45,000 budgeted amount. eg ___ staff x ___ hours @ 27/ hour

* From Michael Simmonds at Sep 11 2015 11:59AM. Resolved on 09/13/2015

* section was updated

est. 240 staff x 2 hrs @ 27hr + OECS

est. 150 staff x 5 hrs @ 27hr + OECS

From Wendy Modzelewski at Aug 28 2015 1:58PM. Resolved on 10/16/2015

State Curric & PD funds - LEA comments indicate that the LEA will not be attending the Ed Trust Conference however these budget two (2) budget items still appear in the budget. Please reallocate these funds.

* From Michael Simmonds at Sep 14 2015 9:16AM. Resolved on 10/16/2015

* Sections were revised and updated

* * From Wendy Modzelewski at Sep 17 2015 8:34PM. Resolved on 10/16/2015

* * Note: Description of calculation for EPER PD for workshops does not total budgeted amount. Difference is deleted items (Ed Trust Conference and travel) added to this item. Increased item is allowable; budget accepted.