

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

Individuals with Disabilities Education Act,
No Child Left Behind Act of 2002,
Carl D. Perkins, and
State-Funded Educational Programs

Delaware Department of Education

Lillian Lowery, Ed.D., Secretary of Education

Daniel Cruce, Esq., Deputy Secretary of Education / Chief of Staff

Amelia Hodges, Ed.D., Associate Secretary, College and Workforce Readiness

Karen Field Rogers, Associate Secretary, Financial Reform and Resource Management Branch

Linda Rogers, Ed.D., Associate Secretary, Teaching and Learning

Wayne Barton, Director, Teacher and Administrator Quality

Theresa Kough, Director, Career, Technical, and Title I Resources

Jim Lesko, Director, Early Development and Learning Resources

Marian Wolaks, Director, Curriculum, Instruction, and Professional Development

Martha Toomey, Director, Exceptional Children Resources

For further information, contact:

John Hulse, Education Associate - General Consolidated Application Assistance; jhulse@doe.k12.de.us

Ted Jarrell, Education Associate - Technical Consolidated Application Assistance; tjarrell@doe.k12.de.us

Geri Donahue, Administrative Secretary; bclendaniel@doe.k12.de.us

Phone 302-857-3320

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Document # 95-01/10/05/03

Table of Contents

Abstract

- 1.** Success Plan
- 2.** General Information
 - 2.1.** LEA Consolidated Application Planning Team
 - 2.2.** Selection of Federal and State Programs
 - 2.3.** Program Coordinators and Allocations
 - 2.4.** Contact Information
 - 2.5.** Constituency Participation
 - 2.6.** LEA Support for Local School Planning: Systems, Structures, and Services
 - 2.7.** Parental and Community Involvement
 - 2.8.** Equitable Services
- 3.** Identification of Needs
 - 3.1.** Title I Public School Data
 - 3.2.** Title I Data Questions
 - 3.3.** Title I Private School Data
 - 3.4.** Title I Schoolwide and Targeted Assistance Program Requirements
 - 3.5.** Children with Disabilities under IDEA - CEIS Services
 - 3.6.** Services and Programs for Homeless Students and Youth
 - 3.7.** Title II, Part A, Highly Qualified Teachers (HQT) and Highly Qualified Paraprofessionals (HQP)
 - 3.8.** Professional Development Plan
 - 3.9.** Carl D. Perkins Career and Technical Education Act of 2006
- 4.** Budget and Distribution of Funds

5. Financial Items

5.1. Maintenance of Effort

5.2. Excess Cost for IDEA

5.3. Excess Cost Questions

5.4. Consolidation Administrative Funds

7. Certification of Compliance and Assurances

Abstract

The Abstract is a brief, precise narrative summary of how this consolidated grant will impact the overall LEA plan for continuous improvement, including goals and objectives, and should include:

- * Major program outcomes,
- * The name(s) of school reform models, local innovations, and/or external supports,
- * A brief description of activities supported by these funds,
- * Time frames for implementation of these grant activities.

As a public school district, Red Clay Consolidated strives to reach our goal of increasing student achievement by establishing several priorities aligned with our guiding principles and our identified performance challenges. The district will examine student proficiency and growth on state assessments along with student performance on district assessments, graduation rates and the number of schools that meet Adequate Yearly Progress (AYP). Annually the district will provide a report on these measures. In partnership with our parents and community, Red Clay staff is committed to providing a high-quality education where success is possible for all students. Our vision is that every Red Clay student will receive the respect, support, and opportunities necessary to develop the knowledge and skills to be a positive contributor to our global society.

By 2014, all Red Clay students and families will be served by highly effective educators in every classroom with necessary interventions and services provided in the least restrictive environment. The district will be better positioned to serve the diverse educational needs of all students. Special Education and ELL students will be served in the least restrictive environment where they will receive the core education that is offered to all students with the supports and services needed for the student to have the opportunity for success. Special Education and ELL students will achieve at a rate of success on state measures at the same level as their peers. An enhanced pre-school program will be operational to serve students in the feeder patterns of our high-need schools. This program will offer students the opportunity for early interventions and instruction which will allow them to enter kindergarten with tools necessary for academic success.

A state-of-the-art preK-12 professional development plan will offer all Red Clay educators the opportunity to be highly effective educators. The professional development plan will ensure all students receive the same education with an aligned curriculum and consistent instructional practices. An important component of the professional development plan will be the support provided to teachers and administrators through our School Support Team process. Comprised of district-trained administrators, the School Support Team will conduct a walkthrough of buildings to view standards-based education in the classroom and offer support in identifying areas of professional growth for the administrator, the school, and the classroom staff. In addition, a community health model will be implemented in our high-need elementary schools to enhance the quality of life for our students.

Five specific district-level leadership responsibilities and initiatives have been identified to have a statistically significant correlation with an outcome that impacts student achievement with positive results. Ultimately, to assure student achievement, district leadership should engage in collaborative goal setting, establish non-negotiable goals for achievement and instruction; create board alignment with and support of district goals; monitor achievement and instructional goals; and allocate resources to support the goals for achievement and instruction.

In order to reach our goal of increasing student achievement, the district has established several priorities aligned with our guiding principles and our identified performance challenges. As outlined in this plan, the district will examine measures such as student proficiency and growth on state tests, student performance on district tests, graduation rates, and the number of schools meeting AYP. Each year the district will report on these measures. Based on these findings, the district has defined three guiding principles that will serve as the foundation for all district activity:

1. Prepare for Success in the 21st Century – Preparing students and staff for success in the 21st Century where service is driven by information, knowledge and innovation with skills in communication, collaboration, critical thinking and complex problem solving, evaluating and management in order to close the achievement gap and provide students with the educational opportunities needed in order to succeed.
2. Collaborate for Continuous Improvement – Maintaining a competitive edge in the 21st century, the district will promote a culture of continuous improvement rooted in collaboration at all levels of the organization. Staff will accept ownership for individual roles, solve problems cooperatively, and participate in shared decision making continually seeking ways to improve their own performance. District staff will collaborate with others to support the district's efforts to improve student achievement.
3. Build Learning Capacity - All areas can contribute to and benefit from the district's commitment to building learning capacity among students and staff.

Ultimately, improving instruction is the key to top performance in school systems. Impacting the success is strong leadership, clear instructional priorities, and an investment in high quality professional development. Staff members will be able to provide a learning environment that optimizes the student's potential to learn physically, emotionally and academically. Students will feel closely connected and valued by adults and will receive support in the areas of behavior, values, and social attitudes. The district will focus on improving assistance to schools by creating high academic environments for all students and investing in professional development for all staff. By building their own learning capacity through ongoing professional development, our staff members will be better able to provide an environment that optimizes students' potential to learn and achieve.

The Red Clay Consolidated District's 2011-12 Consolidated Grant application represents the district's FY'12 allocation of \$11,330,424.64 including for support of services offered through federal Title I Part A – Making High Poverty Schools Work, \$4,911,522.20 Title II Part A – Teacher and Principal Training and Recruitment \$156,373.53, Title III – Language Instruction for ELL and Immigrant Students \$205,953.54, Individuals with Disabilities Education Act (IDEA) (3-5) \$367,577.34, (IDEA) (6-21) \$3,712,123.12 and the State funded Curriculum and Professional Development \$186,730.00.

The funds serve approximately 21,995 students, 15,822 public and 6173 private/non-profit), including special needs and historically under-served populations with targeted allocations for schools under improvement, and children in private, non-public schools that reside in our district. The grant provides 44 Teachers, 9.2 Support staff members (including paraprofessionals), 18.8 Instructional cadre and staff support to schools, and 6 members administrators for a total of 78 federally supported FTE's.

Major Outcomes: As we continue to restructure district office services to create a systematic approach offered to schools by all departments that addresses student achievement deficits, these efforts will include an analysis of progress towards meeting strategic plan goals, along with the content of the plan itself. Red Clay is moving towards closing the achievement gap by redesigning its services to schools, especially to the areas with the greatest identified needs and using our resources to support continuous improvement efforts in the district and the local schools. Through these efforts, Red Clay will use grant funds to improve student achievement and identify barriers as measured by district and state academic assessments, local assessments of parent and community involvement, the Delaware Student Survey, the Youth Risk Behavior Survey and other available data sources that identify the needs of the districts diverse community. The data will measure the greatest performance challenges for the district, especially in the areas of early childhood literacy, student achievement among Special Education and ELL students, alignment of curriculum and instruction with the common core standards, a systemic professional development plan for all education staff, and a continual system to monitor instructional practices in the district. In addition, the plan is geared to impact data related to:

- Efforts to Increase the percentage of students who meet or exceed Core Content Standards
- Efforts to provide FAPE for special education students
- Continued, enhanced and/or initiated programs to improve school climate through the prevention of violence and resolution of conflict and alignment to resources to meet family needs
- Strategies to Increase staff/parent/student/community involvement and awareness of the needs of the district's diverse student population
- How well we helped students develop the aptitudes and skills needed for graduation, post high school success and career development
- Opportunities for student learning and academic program enhancement through the use of technology
- Parent satisfaction regarding day-to-day operations and the opportunity in the decision making process

The framework for all activities, innovations and supports is contained within the new Red Clay Consolidated School District Strategic Plan. The FY 2012 application is the first year of a five year plan of implementation and strategic plan developed over a two-year period with the input of valued community members, parents, students, teachers, RCEA officials, and district administrators. The time frame for implementation for the Consolidated Grant is July 1, 2011 through December 31, 2012.

1.0 Success Plan

This section is modified by going to the blue menu bar above and selecting "Success Planning" and then "Success Plan." What appears here in Section 1 is a copy of the Success Plan document developed there.

Please make sure that your Success Plan reflects the current Race to the Top (RTTT) goals and objectives.

Success Plan for: Red Clay District Administration

Years: 2011-2012 to 2013-2014

Mission Statement : To deliver a quality education in a safe and secure learning environment where instructional services and programs meet the needs of our diverse student population.

Vision Statement : In partnership with our parents and community, Red Clay staff is committed to providing a high-quality education where success is possible for all students. Our vision is that every Red Clay student will receive the respect, support, and opportunities necessary to develop the knowledge and skills to be a positive contributor to our global society.

By 2014, all Red Clay students and families will be served by highly effective educators in every classroom with necessary interventions and services provided in the least restrictive environment. The district will be better positioned to serve the diverse educational needs of all students. Special Education and ELL students will be served in the least restrictive environment where they will receive the core education that is offered to all students with the supports and services needed for the student to have the opportunity for success. Special Education and ELL students will achieve at a rate of success on state measures at the same level of their peers.

An enhanced pre-school program will be operational to serve students in the feeder patterns of our high-need schools. This program will offer students the opportunity for early interventions and instruction which will allow them to enter kindergarten with tools necessary for academic success. A state-of-the-art preK-12 professional development plan will offer all Red Clay educators the opportunity to be highly effective educators. The professional development plan will ensure all students receive the same education with an aligned curriculum and consistent instructional practices. Teachers will participate in required professional development workshops that are focused on the core of instruction which is standards-based. In addition, administrators will participate in workshops that are focused on developing their ability to identify highly effective educators and provide skills to support educators in their improvement efforts.

An important component of the professional development plan will be the support provided to teachers and administrators through our School Support Team process. The School Support Team, comprised of district-trained administrators, will conduct a walkthrough of buildings to view standards-based education in the classroom. Team members will offer support to the administration in identifying areas of professional growth for the administrator, the school, and the classroom staff.

In addition, a community health model will be implemented in our high-need elementary schools to provide health services to meet the needs of our students. Services will involve both preventive and mental health professionals in order to enhance the quality of life for our students.

(Old Style Needs Assessment)

**Student Needs
Assessment :**

**Staff & Community
Assessment:**

- * Provide a safe and secure learning environment where teachers can teach and students can learn (Delaware School Survey/ATOD)
- * Provide professional development on effective classroom management strategies and promotion of understanding, tolerance, and acceptance of diversity in the educational environment (Delaware School Survey/ATOD)
- * Students in grade 11 report that fewer students in their school are well behaved (RCC-22%, State-30% and NCC-30%); fewer demonstrate respect to teachers (RCC-21%, State 26% and NCC 26%); more students keep teachers from teaching (RCC-39%, State-35% and NCC-36%); and, fewer demonstrate appropriate behavior in public areas (RCC-22%, State-30% and NCC-30%)
- * Maintain communication with parents, school families and the community to increase involvement in school and district activities that will improve student personal and academic achievement
- * Increase percent of classes taught by Highly Qualified teachers by 6.1% to meet the state average of 90.7% with the ultimate goal to be 100%
- * All teachers K-12 need professional development in translating state standards into classroom lessons, appropriate instructional methodology and assessments
- * Develop a standards based pre-school curriculum
- * Develop a standards based full day kindergaten curriculum
- * Align K-12 core content curriculum where achievement gaps indicate need
- * Increase the percent of teachers meeting Level 3 on the LOTI survey from 31% to 100%over the next 3 years

Needs Assessment

Goals & Objectives

Goal 1: Accelerate achievement and improve outcomes for all students with rigorous standards, curriculum, and assessments

Objective 1.1: (State Objective 1): Implement college and career ready standards and assessments

Need(s) Influenced by this Objective:

Strategy(s):

- 1 Support the development of new standards, align curriculum, and conduct assessments (SoW 1)
- 2 Build a culture of college- and career-readiness in schools (SoW 2)

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	Mar 30 2008 12:00AM
3/30/2009	59	3/30/2009	Mar 30 2009 12:00AM
3/30/2010	62	3/30/2010	Mar 30 2010 12:00AM

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	6/15/2008	Jun 30 2008 12:00AM
6/15/2009	96	6/15/2009	Jun 15 2009 12:00AM
6/16/2010	47.0%	6/16/2010	Jun 16 2010 12:00AM
6/30/2011	48%	6/30/2011	Jan 1 1900 12:00AM
6/30/2012	49%	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	50%	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	52%	6/30/2014	Jan 1 1900 12:00AM

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	Jun 15 2008 12:00AM
6/30/2009	38.5	6/30/2009	Jun 30 2009 12:00AM

Measure: % Growth DCAS Reading Targets

Start Year: 2011 **Baseline:** 0

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Semi-Yearly

Target Date	Target	Actual Date	Actual
1/31/2011	TBD	1/31/2011	Jan 1 1900 12:00AM
4/1/2011	TBD	4/1/2011	Jan 1 1900 12:00AM
6/30/2011	TBD	6/30/2011	Jan 1 1900 12:00AM

Measure: % Growth DCAS Math Targets

Start Year: 2011 **Baseline:** 0

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Semi-Yearly

Target Date	Target	Actual Date	Actual
1/31/2011	TBD	1/31/2011	Jan 1 1900 12:00AM
4/1/2011	TBD	4/1/2011	Jan 1 1900 12:00AM
6/30/2011	TBD	6/30/2011	Jan 1 1900 12:00AM

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

Start Year: 2011 **Baseline:** 0

DOE Indicator: (none)

Perspective: Student Achievement/Student Performance

Period: Semi-Yearly

Target Date	Target	Actual Date	Actual
2/15/2011	TBD	2/15/2011	Jan 1 1900 12:00AM
6/15/2011	TBD	6/15/2011	Jan 1 1900 12:00AM

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

Start Year: 2011

Baseline: 0

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Quarterly

Target Date	Target	Actual Date	Actual
2/15/2011	TBD	2/15/2011	Jan 1 1900 12:00AM
6/30/2011	TBD	6/30/2011	Jan 1 1900 12:00AM

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

Start Year: 2011

Baseline: TBD

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2012	TBD	6/30/2012	Jan 1 1900 12:00AM

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

Start Year: 2010

Baseline: 71.8% (2010 DSTP ELA)

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
7/30/2011	55%	7/30/2011	Jan 1 1900 12:00AM
6/30/2012	75%	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	85%	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	100%	6/30/2014	Jan 1 1900 12:00AM

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

Start Year: 2010

Baseline: 69.6% (2010 DSTP MATH)

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
7/30/2011	55%	7/30/2011	Jan 1 1900 12:00AM
6/30/2012	75%	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	85%	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	100%	6/30/2014	Jan 1 1900 12:00AM

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

Start Year: 2011

Baseline: 34.8% pt gap

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	30% pt gap (2.0-4.8%)	6/30/2011	Jan 1 1900 12:00AM
6/30/2012	25% pt gap (5% pt re)	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	20% pt gap (5% pt re)	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	15% pt gap (5% pt re)	6/30/2014	Jan 1 1900 12:00AM

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

Start Year: 2011

Baseline: 32.0% pt gap

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	30% pt gap (2.0-4.8%)	6/30/2011	Jan 1 1900 12:00AM
6/30/2012	25% pt gap (5% pt re)	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	20% pt gap (5% pt re)	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	15% pt gap (5% pt re)	6/30/2014	Jan 1 1900 12:00AM

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

Start Year: 2011

Baseline: 24.2% pt gap

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	20% pt gap (4.2-6.0%)	6/30/2011	Jan 1 1900 12:00AM
6/30/2012	17% pt gap (3% pt re	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	14% pt gap (3% pt re	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	10% pt gap (4% pt re	6/30/2014	Jan 1 1900 12:00AM

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

Start Year: 2011

Baseline: 26.0% pt gap

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	20% pt gap (4.2-6.0%)	6/30/2011	Jan 1 1900 12:00AM
6/30/2012	17% pt gap (3% pt re	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	14% pt gap (3% pt re	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	10% pt gap (4% pt re	6/30/2014	Jan 1 1900 12:00AM

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

Start Year: 2011

Baseline: 19.1% pt gap

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	17% pt gap (2.1% pt	6/30/2011	Jan 1 1900 12:00AM
6/30/2012	15% pt gap (2% pt re	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	12% pt gap (3% pt re	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	10% pt gap (2% pt re	6/30/2014	Jan 1 1900 12:00AM

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

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

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	30% pt gap (1.1% pt)	6/30/2011	Jan 1 1900 12:00AM
6/30/2012	25% pt gap (5% pt re)	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	20% pt gap (5% pt re)	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	15% pt gap (5% pt re)	6/30/2014	Jan 1 1900 12:00AM

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

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

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	50% pt gap (2.2-3.1%)	6/30/2011	Jan 1 1900 12:00AM
6/30/2012	45% pt gap (5% pt re)	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	40% pt gap (5% pt re)	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	35% pt gap (5% pt re)	6/30/2014	Jan 1 1900 12:00AM

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

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

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	50% pt gap (2.2-3.1%)	6/30/2011	Jan 1 1900 12:00AM
6/30/2012	45% pt gap (5% pt re)	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	40% pt gap (5% pt re)	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	35% pt gap (5% pt re)	6/30/2014	Jan 1 1900 12:00AM

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

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

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	25% pt gap (4.1-4.3%)	6/30/2011	Jan 1 1900 12:00AM
6/30/2012	20% pt gap (5% pt re	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	15% pt gap (5% pt re	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	12% pt gap (3% pt re	6/30/2014	Jan 1 1900 12:00AM

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

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

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Monthly

Target Date	Target	Actual Date	Actual
6/30/2011	25% pt gap (4.1-4.3%)	6/30/2011	Jan 1 1900 12:00AM
6/30/2012	20% pt gap (5% pt re	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	15% pt gap (5% pt re	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	12% pt gap (5% pt re	6/30/2014	Jan 1 1900 12:00AM

Measure: NCLB graduation rate

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

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
12/30/2011	W/charters:88%; w/o:	12/30/2011	Jan 1 1900 12:00AM
12/30/2012	W/charters:89%;w/o:	12/30/2012	Jan 1 1900 12:00AM
12/30/2013	W/charters:90%;w/o:	12/30/2013	Jan 1 1900 12:00AM
12/30/2014	W/charters:90%;w/o:	12/30/2014	Jan 1 1900 12:00AM

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	12/30/2011	Jan 1 1900 12:00AM
12/30/2012	R:480; M:480; W:460	12/30/2012	Jan 1 1900 12:00AM
12/30/2013	R:490; M:490; W:470	12/30/2013	Jan 1 1900 12:00AM
12/30/2014	R:500; M:500; W:480	12/30/2014	Jan 1 1900 12:00AM

Measure: % advanced on DCAS 4th and 8th Grade Mathematics
Start Year: 2010 **Baseline:** (DSTP PL4&5) Gr4:34.4%; Gr 8:37.2%
DOE Indicator: (none)
Perspective: Student Achievement/Student Performance
Period: Yearly

Target Date	Target	Actual Date	Actual
7/31/2011	Gr4: 30%; Gr8: 35%	7/31/2011	Jan 1 1900 12:00AM
6/30/2012	Gr4: 40%; Gr8: 40%	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	Gr4: 50%; Gr8: 45%	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	Gr4: 60%; Gr8: 55%	6/30/2014	Jan 1 1900 12:00AM

Measure: % advanced on DCAS 4th and 8th Grade Reading
Start Year: 2010 **Baseline:** (DSTP PL4&5) Gr4: 28.2%; Gr8: 22.4%
DOE Indicator: (none)
Perspective: Student Achievement/Student Performance
Period: Yearly

Target Date	Target	Actual Date	Actual
7/31/2011	Gr4: 25%; Gr8: 20%	7/31/2011	Jan 1 1900 12:00AM
6/30/2012	Gr4: 35%; Gr8: 35%	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	Gr4: 45%; Gr8: 45%	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	Gr4: 55%; Gr8: 55%	6/30/2014	Jan 1 1900 12:00AM

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

Target Date	Target	Actual Date	Actual
9/1/2011	Increase by 2 school	9/1/2011	Jan 1 1900 12:00AM
9/1/2012	Increase by 2 school	9/1/2012	Jan 1 1900 12:00AM
9/1/2013	Increase by 2 school	9/1/2013	Jan 1 1900 12:00AM
9/1/2014	Increase by 2 school	9/1/2014	Jan 1 1900 12:00AM

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

Target Date	Target	Actual Date	Actual
8/1/2011	1,050	8/1/2011	Jan 1 1900 12:00AM
8/1/2012	1,075	8/1/2012	Jan 1 1900 12:00AM
8/1/2013	1,100	8/1/2013	Jan 1 1900 12:00AM
8/1/2014	1,125	8/1/2014	Jan 1 1900 12:00AM

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

Target Date	Target	Actual Date	Actual
9/1/2011	51%	9/1/2011	Jan 1 1900 12:00AM
9/1/2012	55%	9/1/2012	Jan 1 1900 12:00AM
9/1/2013	57%	9/1/2013	Jan 1 1900 12:00AM
9/1/2014	60%	9/1/2014	Jan 1 1900 12:00AM

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%	7/30/2011	Jan 1 1900 12:00AM
7/30/2012	70%	7/30/2012	Jan 1 1900 12:00AM
7/30/2013	75%	7/30/2013	Jan 1 1900 12:00AM
7/30/2014	80%	7/30/2014	Jan 1 1900 12:00AM

DOE (none)

Indicator:

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%	7/30/2011	Jan 1 1900 12:00AM
7/30/2012	K: 90%; Gr1: 80%	7/30/2012	Jan 1 1900 12:00AM
7/30/2013	K: 92%; Gr1: 90%	7/30/2013	Jan 1 1900 12:00AM
7/30/2014	K: 95%; Gr1: 95%	7/30/2014	Jan 1 1900 12:00AM

DOE (none)

Indicator:

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%	7/30/2011	Jan 1 1900 12:00AM
7/30/2012	63%	7/30/2012	Jan 1 1900 12:00AM
7/30/2013	67%	7/30/2013	Jan 1 1900 12:00AM
7/30/2014	70%	7/30/2014	Jan 1 1900 12:00AM

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

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

Target Date	Target	Actual Date	Actual
7/30/2011	81%	7/30/2011	Jan 1 1900 12:00AM
7/30/2012	82%	7/30/2012	Jan 1 1900 12:00AM
7/30/2013	83%	7/30/2013	Jan 1 1900 12:00AM
7/30/2014	85%	7/30/2014	Jan 1 1900 12:00AM

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

Target Date	Target	Actual Date	Actual
7/30/2013	TBD	7/30/2013	Jan 1 1900 12:00AM
7/30/2014	TBD	7/30/2014	Jan 1 1900 12:00AM

Goal 2: Accelerate achievement and improve outcomes for all students with sophisticated data systems and practices

Objective 2.1: (State Objective 2): Improve access to and use of data systems

Need(s) Influenced by this Objective:

Strategy(s):

1 Implement and support improvement of the state longitudinal data system (SoW 3)

Measure(s):

Measure: % Growth DCAS Reading Targets
Start Year: 2011 **Baseline:** 0
DOE (none)
Indicator:
Perspective: Student Achievement/Student Performance
Period: Semi-Yearly

Target Date	Target	Actual Date	Actual
1/31/2011	TBD	1/31/2011	Jan 1 1900 12:00AM
4/1/2011	TBD	4/1/2011	Jan 1 1900 12:00AM
6/30/2011	TBD	6/30/2011	Jan 1 1900 12:00AM

Measure: % Growth DCAS Math Targets
Start Year: 2011 **Baseline:** 0
DOE (none)
Indicator:
Perspective: Student Achievement/Student Performance
Period: Semi-Yearly

Target Date	Target	Actual Date	Actual
1/31/2011	TBD	1/31/2011	Jan 1 1900 12:00AM
4/1/2011	TBD	4/1/2011	Jan 1 1900 12:00AM
6/30/2011	TBD	6/30/2011	Jan 1 1900 12:00AM

Measure: % Growth on (ELA) District Formative & Summative assessments
Start Year: 2011 **Baseline:** 0
DOE (none)
Indicator:
Perspective: Student Achievement/Student Performance
Period: Semi-Yearly

Target Date	Target	Actual Date	Actual
2/15/2011	TBD	2/15/2011	Jan 1 1900 12:00AM
6/15/2011	TBD	6/15/2011	Jan 1 1900 12:00AM

Measure: % Growth on (Math) District Formative & Summative assessments
Start Year: 2011 **Baseline:** 0
DOE (none)
Indicator:
Perspective: Student Achievement/Student Performance
Period: Quarterly

Target Date	Target	Actual Date	Actual
2/15/2011	TBD	2/15/2011	Jan 1 1900 12:00AM
6/30/2011	TBD	6/30/2011	Jan 1 1900 12:00AM

Measure: % of Middle/grade students with AP potential (all bldgs)
Start Year: 2011 **Baseline:** 0
DOE (none)
Indicator:
Perspective: Student Achievement/Student Performance
Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	Top 10% from each 8t	6/30/2011	Jan 1 1900 12:00AM
6/30/2012	Top 10% from each 7t	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	Top 10% from each 6t	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	Top 10% from each 6t	6/30/2014	Jan 1 1900 12:00AM

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

Target Date	Target	Actual Date	Actual
6/30/2013	5% increase	6/30/2013	Jan 1 1900 12:00AM
6/30/2012	5% increase	6/30/2012	Jan 1 1900 12:00AM

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

Target Date	Target	Actual Date	Actual
7/30/2011	10% increase over ba	7/30/2011	Jan 1 1900 12:00AM
7/30/2012	15% increase over ba	7/30/2012	Jan 1 1900 12:00AM
7/30/2013	20% increase over ba	7/30/2013	Jan 1 1900 12:00AM
7/30/2014	25% increase over ba	7/30/2014	Jan 1 1900 12:00AM

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

Target Date	Target	Actual Date	Actual
7/30/2011	10% increase over ba	7/30/2011	Jan 1 1900 12:00AM
7/30/2012	15% increase over ba	7/30/2012	Jan 1 1900 12:00AM
7/30/2013	20% increase over ba	7/30/2013	Jan 1 1900 12:00AM
7/30/2014	25% increase over ba	7/30/2014	Jan 1 1900 12:00AM

Measure: % of teachers self-reporting that they collaborate with colleagues on student data
Start Year: 2011 **Baseline:** tbd
DOE (none)
Indicator:
Perspective: Student Achievement/Student Performance
Period: Yearly

Target Date	Target	Actual Date	Actual
7/30/2011	10% increase over ba	7/30/2011	Jan 1 1900 12:00AM
7/30/2012	15% increase over ba	7/30/2012	Jan 1 1900 12:00AM
7/30/2013	20% increase over ba	7/30/2013	Jan 1 1900 12:00AM
7/30/2014	25% increase over ba	7/30/2014	Jan 1 1900 12:00AM

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

Start Year: 2011 **Baseline:** TBD

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
7/30/2011	10% increase over ba	7/30/2011	Jan 1 1900 12:00AM
7/30/2012	15% increase over ba	7/30/2012	Jan 1 1900 12:00AM
7/30/2013	20% increase over ba	7/30/2013	Jan 1 1900 12:00AM
7/30/2014	25% increase over ba	7/30/2014	Jan 1 1900 12:00AM

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

Start Year: 2011 **Baseline:** TBD

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Monthly

Target Date	Target	Actual Date	Actual
7/30/2011	10% increase over ba	7/30/2011	Jan 1 1900 12:00AM
7/30/2012	15% increase over ba	7/30/2012	Jan 1 1900 12:00AM
7/30/2013	20% increase over ba	7/30/2013	Jan 1 1900 12:00AM
7/30/2014	25% increase over ba	7/30/2014	Jan 1 1900 12:00AM

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

Start Year: 2011 **Baseline:** tbd

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
7/30/2011	10% increase over ba	7/30/2011	Jan 1 1900 12:00AM
7/30/2012	15% increase over ba	7/30/2012	Jan 1 1900 12:00AM
7/30/2013	20% increase over ba	7/30/2013	Jan 1 1900 12:00AM
7/30/2014	25% increase over ba	7/30/2014	Jan 1 1900 12:00AM

Measure: Satisfaction among longitudinal data system users

Start Year: 2011

Baseline: tbd

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
7/30/2011	10% increase over ba	7/30/2011	Jan 1 1900 12:00AM
7/30/2012	15% increase over ba	7/30/2012	Jan 1 1900 12:00AM
7/30/2013	20% increase over ba	7/30/2013	Jan 1 1900 12:00AM
7/30/2014	25% increase over ba	7/30/2014	Jan 1 1900 12:00AM

Objective 2.2: (State Objective 3): Build the capacity to use data

Need(s) Influenced by this Objective:

Strategy(s):

1 Ensure implementation of instructional improvement systems (SoW 4)

Measure(s):

Measure: % Growth DCAS Reading Targets

Start Year: 2011 **Baseline:** 0

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Semi-Yearly

Target Date	Target	Actual Date	Actual
1/31/2011	TBD	1/31/2011	Jan 1 1900 12:00AM
4/1/2011	TBD	4/1/2011	Jan 1 1900 12:00AM
6/30/2011	TBD	6/30/2011	Jan 1 1900 12:00AM

Measure: % Growth DCAS Math Targets

Start Year: 2011 **Baseline:** 0

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Semi-Yearly

Target Date	Target	Actual Date	Actual
1/31/2011	TBD	1/31/2011	Jan 1 1900 12:00AM
4/1/2011	TBD	4/1/2011	Jan 1 1900 12:00AM
6/30/2011	TBD	6/30/2011	Jan 1 1900 12:00AM

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

Start Year: 2011 **Baseline:** 0

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Semi-Yearly

Target Date	Target	Actual Date	Actual
2/15/2011	TBD	2/15/2011	Jan 1 1900 12:00AM
6/15/2011	TBD	6/15/2011	Jan 1 1900 12:00AM

Measure: % Growth on (Math) District Formative & Summative assessments
Start Year: 2011 **Baseline:** 0
DOE (none)
Indicator:
Perspective: Student Achievement/Student Performance
Period: Quarterly

Target Date	Target	Actual Date	Actual
2/15/2011	TBD	2/15/2011	Jan 1 1900 12:00AM
6/30/2011	TBD	6/30/2011	Jan 1 1900 12:00AM

Measure: % of elementary grade students with AP potential (all bldgs)
Start Year: 2011 **Baseline:** 0
DOE (none)
Indicator:
Perspective: Student Achievement/Student Performance
Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	Top 10% from each 5t	6/30/2011	Jan 1 1900 12:00AM
6/30/2012	Top 10% from each 4t	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	Top 10% from each 4t	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	Top 10% from each 4t	6/30/2014	Jan 1 1900 12:00AM

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

Target Date	Target	Actual Date	Actual
7/30/2011	55%	7/30/2011	Jan 1 1900 12:00AM
6/30/2012	75%	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	85%	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	100%	6/30/2014	Jan 1 1900 12:00AM

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

Start Year: 2010

Baseline: 69.6% (2010 DSTP MATH)

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
7/30/2011	55%	7/30/2011	Jan 1 1900 12:00AM
6/30/2012	75%	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	85%	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	100%	6/30/2014	Jan 1 1900 12:00AM

Measure: DCAS growth

Start Year: 2011

Baseline: TBD

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	10% increase over ba	6/30/2011	Jan 1 1900 12:00AM
6/30/2012	15% increase over ba	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	20% increase over ba	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	25% increase over ba	6/30/2014	Jan 1 1900 12:00AM

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

Start Year: 2011

Baseline: 34.8% pt gap

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	30% pt gap (2.0-4.8%)	6/30/2011	Jan 1 1900 12:00AM
6/30/2012	25% pt gap (5% pt re	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	20% pt gap (5% pt re	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	15% pt gap (5% pt re	6/30/2014	Jan 1 1900 12:00AM

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

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

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	30% pt gap (2.0-4.8%)	6/30/2011	Jan 1 1900 12:00AM
6/30/2012	25% pt gap (5% pt re	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	20% pt gap (5% pt re	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	15% pt gap (5% pt re	6/30/2014	Jan 1 1900 12:00AM

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

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

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	20% pt gap (4.2-6.0%)	6/30/2011	Jan 1 1900 12:00AM
6/30/2012	17% pt gap (3% pt re	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	14% pt gap (3% pt re	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	10% pt gap (4% pt re	6/30/2014	Jan 1 1900 12:00AM

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

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

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	20% pt gap (4.2-6.0%)	6/30/2011	Jan 1 1900 12:00AM
6/30/2012	17% pt gap (3% pt re	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	14% pt gap (3% pt re	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	10% pt gap (4% pt re	6/30/2014	Jan 1 1900 12:00AM

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

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

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	17% pt gap (2.1% pt	6/30/2011	Jan 1 1900 12:00AM
6/30/2012	15% pt gap (2% pt re	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	12% pt gap (3% pt re	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	10% pt gap (2% pt re	6/30/2014	Jan 1 1900 12:00AM

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

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

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	30% pt gap (1.1% pt	6/30/2011	Jan 1 1900 12:00AM
6/30/2012	25% pt gap (5% pt re	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	20% pt gap (5% pt re	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	15% pt gap (5% pt re	6/30/2014	Jan 1 1900 12:00AM

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

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

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	50% pt gap (2.2-3.1%	6/30/2011	Jan 1 1900 12:00AM
6/30/2012	45% pt gap (5% pt re	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	40% pt gap (5% pt re	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	35% pt gap (5% pt re	6/30/2014	Jan 1 1900 12:00AM

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

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

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	50% pt gap (2.2-3.1%)	6/30/2011	Jan 1 1900 12:00AM
6/30/2012	45% pt gap (5% pt re	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	40% pt gap (5% pt re	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	35% pt gap (5% pt re	6/30/2014	Jan 1 1900 12:00AM

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

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

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	25% pt gap (4.1-4.3%)	6/30/2011	Jan 1 1900 12:00AM
6/30/2012	20% pt gap (5% pt re	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	15% pt gap (5% pt re	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	12% pt gap (3% pt re	6/30/2014	Jan 1 1900 12:00AM

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

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

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Monthly

Target Date	Target	Actual Date	Actual
6/30/2011	25% pt gap (4.1-4.3%)	6/30/2011	Jan 1 1900 12:00AM
6/30/2012	20% pt gap (5% pt re	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	15% pt gap (5% pt re	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	12% pt gap (5% pt re	6/30/2014	Jan 1 1900 12:00AM

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

Target Date	Target	Actual Date	Actual
6/30/2012	100%	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	100%	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	100%	6/30/2014	Jan 1 1900 12:00AM

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

Target Date	Target	Actual Date	Actual
6/30/2012	100%	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	100%	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	100%	6/30/2014	Jan 1 1900 12:00AM

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

Target Date	Target	Actual Date	Actual
9/1/2011	Increase by 2 school	9/1/2011	Jan 1 1900 12:00AM
9/1/2012	Increase by 2 school	9/1/2012	Jan 1 1900 12:00AM
9/1/2013	Increase by 2 school	9/1/2013	Jan 1 1900 12:00AM
9/1/2014	Increase by 2 school	9/1/2014	Jan 1 1900 12:00AM

Measure: % of students reaching the Benchmark level on DIBELS

Start Year: 2011

Baseline: K: 84%; Gr1: 73%

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
7/30/2011	K: 87%; Gr1: 75%	7/30/2011	Jan 1 1900 12:00AM
7/30/2012	K: 90%; Gr1: 80%	7/30/2012	Jan 1 1900 12:00AM
7/30/2013	K: 92%; Gr1: 90%	7/30/2013	Jan 1 1900 12:00AM
7/30/2014	K: 95%; Gr1: 95%	7/30/2014	Jan 1 1900 12:00AM

Goal 3: Accelerate achievement and improve outcomes for all students with effective teachers and leaders

Objective 3.1: (State Objective 4): Improve the effectiveness of educators based on performance

Need(s) Influenced by this Objective:

Strategy(s):

- 1 Use evaluations as a primary factor in educator development, promotion, advancement, retention, and removal (SoW 5)
- 2 Establish new educator career paths linked to evaluation (SoW 6)
- 3 The district's guiding principles and performance challenges are aligned with the statewide goals, objectives, and strategies.

Measure(s):

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

Target Date	Target	Actual Date	Actual
6/30/2012	100%	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	100%	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	100%	6/30/2014	Jan 1 1900 12:00AM

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

Target Date	Target	Actual Date	Actual
6/30/2012	100%	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	100%	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	100%	6/30/2014	Jan 1 1900 12:00AM

Measure: Number of teachers completing NBCT
Start Year: 2010 **Baseline:** 53
DOE (none)
Indicator:
Perspective: Student Achievement/Student Performance
Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	73	6/30/2011	Jan 1 1900 12:00AM
6/30/2012	93	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	113	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	133	6/30/2014	Jan 1 1900 12:00AM

Objective 3.2: (State Objective 5): Ensure equitable distribution of effective educators (SoW7)

Need(s) Influenced by this Objective:

Strategy(s):

- 1 Increase the concentration of highly effective teachers and leaders in high-need schools (SoW 7 req.)
- 2 The district's guiding principles and performance challenges are aligned with the statewide goals, objectives, and strategies.

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%	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	100%	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	100%	6/30/2014	Jan 1 1900 12:00AM

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%	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	100%	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	100%	6/30/2014	Jan 1 1900 12:00AM

Objective 3.3: (State Objective 6): Ensure that educators are effectively prepared (SoW9)

Need(s) Influenced by this Objective:

Strategy(s):

- 1 • Target recruiting and hiring to the most effective preparation programs (SoW 9 req.)
- 2 • The district's guiding principles and performance challenges are aligned with the statewide goals, objectives, and strategies.

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%	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	100%	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	100%	6/30/2014	Jan 1 1900 12:00AM

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%	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	100%	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	100%	6/30/2014	Jan 1 1900 12:00AM

Measure: % of vacancies filled through the job fair
Start Year: 2010 **Baseline:** TBD
DOE (none)
Indicator:
Perspective: District/School Processes
Period: Monthly

Target Date	Target	Actual Date	Actual
7/1/2011	10% increase over ba	7/1/2011	Jan 1 1900 12:00AM
7/1/2012	15% increase over ba	7/1/2012	Jan 1 1900 12:00AM
7/1/2013	20% increase over ba	7/1/2013	Jan 1 1900 12:00AM
7/1/2014	25% increase over ba	7/1/2014	Jan 1 1900 12:00AM

Objective 3.4: (State Objective 7): Provide effective support to educators

Need(s) Influenced by this Objective:

Strategy(s):

- 1 Adopt a coherent approach to professional development (SoW 10)
- 2 Accelerate the development of instructional leaders (SoW 11)

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	Mar 30 2008 12:00AM
3/30/2009	59	3/30/2009	Mar 30 2009 12:00AM
3/30/2010	62	3/30/2010	Mar 30 2010 12:00AM

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%	7/30/2011	Jan 1 1900 12:00AM
6/30/2012	75%	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	85%	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	100%	6/30/2014	Jan 1 1900 12:00AM

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

Start Year: 2010

Baseline: 69.6% (2010 DSTP MATH)

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
7/30/2011	55%	7/30/2011	Jan 1 1900 12:00AM
6/30/2012	75%	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	85%	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	100%	6/30/2014	Jan 1 1900 12:00AM

Measure: DCAS growth

Start Year: 2011

Baseline: TBD

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	10% increase over ba	6/30/2011	Jan 1 1900 12:00AM
6/30/2012	15% increase over ba	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	20% increase over ba	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	25% increase over ba	6/30/2014	Jan 1 1900 12:00AM

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

Start Year: 2011

Baseline: 34.8% pt gap

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	30% pt gap (2.0-4.8%)	6/30/2011	Jan 1 1900 12:00AM
6/30/2012	25% pt gap (5% pt re	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	20% pt gap (5% pt re	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	15% pt gap (5% pt re	6/30/2014	Jan 1 1900 12:00AM

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

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

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	30% pt gap (2.0-4.8%)	6/30/2011	Jan 1 1900 12:00AM
6/30/2012	25% pt gap (5% pt re	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	20% pt gap (5% pt re	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	15% pt gap (5% pt re	6/30/2014	Jan 1 1900 12:00AM

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

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

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	20% pt gap (4.2-6.0%)	6/30/2011	Jan 1 1900 12:00AM
6/30/2012	17% pt gap (3% pt re	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	14% pt gap (3% pt re	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	10% pt gap (4% pt re	6/30/2014	Jan 1 1900 12:00AM

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

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

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	20% pt gap (4.2-6.0%)	6/30/2011	Jan 1 1900 12:00AM
6/30/2012	17% pt gap (3% pt re	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	14% pt gap (3% pt re	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	10% pt gap (4% pt re	6/30/2014	Jan 1 1900 12:00AM

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

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

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	17% pt gap (2.1% pt	6/30/2011	Jan 1 1900 12:00AM
6/30/2012	15% pt gap (2% pt re	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	12% pt gap (3% pt re	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	10% pt gap (2% pt re	6/30/2014	Jan 1 1900 12:00AM

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

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

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	30% pt gap (1.1% pt	6/30/2011	Jan 1 1900 12:00AM
6/30/2012	25% pt gap (5% pt re	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	20% pt gap (5% pt re	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	15% pt gap (5% pt re	6/30/2014	Jan 1 1900 12:00AM

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

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

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	50% pt gap (2.2-3.1%	6/30/2011	Jan 1 1900 12:00AM
6/30/2012	45% pt gap (5% pt re	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	40% pt gap (5% pt re	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	35% pt gap (5% pt re	6/30/2014	Jan 1 1900 12:00AM

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

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

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	50% pt gap (2.2-3.1%)	6/30/2011	Jan 1 1900 12:00AM
6/30/2012	45% pt gap (5% pt re	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	40% pt gap (5% pt re	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	35% pt gap (5% pt re	6/30/2014	Jan 1 1900 12:00AM

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

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

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	25% pt gap (4.1-4.3%)	6/30/2011	Jan 1 1900 12:00AM
6/30/2012	20% pt gap (5% pt re	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	15% pt gap (5% pt re	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	12% pt gap (3% pt re	6/30/2014	Jan 1 1900 12:00AM

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

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

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Monthly

Target Date	Target	Actual Date	Actual
6/30/2011	25% pt gap (4.1-4.3%)	6/30/2011	Jan 1 1900 12:00AM
6/30/2012	20% pt gap (5% pt re	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	15% pt gap (5% pt re	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	12% pt gap (5% pt re	6/30/2014	Jan 1 1900 12:00AM

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

Start Year: 2011

Baseline: TBD

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2012	100%	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	100%	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	100%	6/30/2014	Jan 1 1900 12:00AM

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

Start Year: 2011

Baseline: TBD

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2012	100%	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	100%	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	100%	6/30/2014	Jan 1 1900 12:00AM

Goal 4: Accelerate achievement and improve outcomes for all students with deep support for the lowest-achieving schools

Objective 4.1: (State objective 8): Provide deep support to the lowest-achieving schools

Need(s) Influenced by this Objective:

Strategy(s):

1 Provide support to turn around low-achieving 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	Jun 30 2008 12:00AM
6/30/2009	12.8	6/30/2009	Jun 30 2009 12:00AM
6/30/2010	12.8	6/30/2010	Jun 30 2010 12:00AM
9/1/2011	18	9/1/2011	Jan 1 1900 12:00AM
9/1/2012	16	9/1/2012	Jan 1 1900 12:00AM
9/1/2013	14	9/1/2013	Jan 1 1900 12:00AM
9/1/2014	12.8	9/1/2014	Jan 1 1900 12:00AM

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	Jun 15 2009 12:00AM
6/15/2010	12.8	6/15/2010	Jun 15 2010 12:00AM
9/1/2011	18	9/1/2011	Jan 1 1900 12:00AM
9/1/2012	16	9/1/2012	Jan 1 1900 12:00AM
9/1/2013	14	9/1/2013	Jan 1 1900 12:00AM
9/1/2014	12.8	9/1/2014	Jan 1 1900 12:00AM

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	Mar 30 2008 12:00AM
3/30/2009	59	3/30/2009	Mar 30 2009 12:00AM
3/30/2010	62	3/30/2010	Mar 30 2010 12:00AM

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

Target Date	Target	Actual Date	Actual
6/30/2012	10% increase o'er ba	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	15% increase o'er ba	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	20% increase o'er ba	6/30/2014	Jan 1 1900 12:00AM

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%	6/30/2010	Apr 30 2010 12:00AM
6/30/2011	100%	6/30/2011	Jan 1 1900 12:00AM

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%	6/30/2011	Jan 1 1900 12:00AM
6/30/2012	94.5%	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	95%	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	95%	6/30/2014	Jan 1 1900 12:00AM

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%	7/30/2011	Jan 1 1900 12:00AM
6/30/2012	75%	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	85%	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	100%	6/30/2014	Jan 1 1900 12:00AM

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%	7/30/2011	Jan 1 1900 12:00AM
6/30/2012	75%	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	85%	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	100%	6/30/2014	Jan 1 1900 12:00AM

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	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	4.0 or higher	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	4.0 or higher	6/30/2014	Jan 1 1900 12:00AM

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

Start Year: 2011

Baseline: TBD

DOE (none)

Indicator:

Perspective: Community

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2012	5 % increase over ba	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	5 % increase over ba	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	5 % increase over ba	6/30/2014	Jan 1 1900 12:00AM

Measure: DCAS growth

Start Year: 2011

Baseline: TBD

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	10% increase over ba	6/30/2011	Jan 1 1900 12:00AM
6/30/2012	15% increase over ba	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	20% increase over ba	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	25% increase over ba	6/30/2014	Jan 1 1900 12:00AM

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

Start Year: 2011

Baseline: 34.8% pt gap

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	30% pt gap (2.0-4.8%)	6/30/2011	Jan 1 1900 12:00AM
6/30/2012	25% pt gap (5% pt re	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	20% pt gap (5% pt re	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	15% pt gap (5% pt re	6/30/2014	Jan 1 1900 12:00AM

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

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

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	30% pt gap (2.0-4.8%)	6/30/2011	Jan 1 1900 12:00AM
6/30/2012	25% pt gap (5% pt re	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	20% pt gap (5% pt re	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	15% pt gap (5% pt re	6/30/2014	Jan 1 1900 12:00AM

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

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

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	20% pt gap (4.2-6.0%)	6/30/2011	Jan 1 1900 12:00AM
6/30/2012	17% pt gap (3% pt re	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	14% pt gap (3% pt re	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	10% pt gap (4% pt re	6/30/2014	Jan 1 1900 12:00AM

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

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

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	20% pt gap (4.2-6.0%)	6/30/2011	Jan 1 1900 12:00AM
6/30/2012	17% pt gap (3% pt re	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	14% pt gap (3% pt re	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	10% pt gap (4% pt re	6/30/2014	Jan 1 1900 12:00AM

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

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

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	17% pt gap (2.1% pt	6/30/2011	Jan 1 1900 12:00AM
6/30/2012	15% pt gap (2% pt re	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	12% pt gap (3% pt re	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	10% pt gap (2% pt re	6/30/2014	Jan 1 1900 12:00AM

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

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

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	30% pt gap (1.1% pt	6/30/2011	Jan 1 1900 12:00AM
6/30/2012	25% pt gap (5% pt re	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	20% pt gap (5% pt re	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	15% pt gap (5% pt re	6/30/2014	Jan 1 1900 12:00AM

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

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

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	50% pt gap (2.2-3.1%	6/30/2011	Jan 1 1900 12:00AM
6/30/2012	45% pt gap (5% pt re	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	40% pt gap (5% pt re	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	35% pt gap (5% pt re	6/30/2014	Jan 1 1900 12:00AM

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

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

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	50% pt gap (2.2-3.1%)	6/30/2011	Jan 1 1900 12:00AM
6/30/2012	45% pt gap (5% pt re	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	40% pt gap (5% pt re	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	35% pt gap (5% pt re	6/30/2014	Jan 1 1900 12:00AM

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

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

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	25% pt gap (4.1-4.3%)	6/30/2011	Jan 1 1900 12:00AM
6/30/2012	20% pt gap (5% pt re	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	15% pt gap (5% pt re	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	12% pt gap (3% pt re	6/30/2014	Jan 1 1900 12:00AM

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

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

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Monthly

Target Date	Target	Actual Date	Actual
6/30/2011	25% pt gap (4.1-4.3%)	6/30/2011	Jan 1 1900 12:00AM
6/30/2012	20% pt gap (5% pt re	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	15% pt gap (5% pt re	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	12% pt gap (5% pt re	6/30/2014	Jan 1 1900 12:00AM

Measure: % of families accessing services in community schools

Start Year: 2011

Baseline: TBD

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2011	10% increase over ba	6/30/2011	Jan 1 1900 12:00AM
6/30/2012	15% increase over ba	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	20% increase over ba	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	25% increase over ba	6/30/2014	Jan 1 1900 12:00AM

Goal 5: Accelerate achievement and improve outcomes for all students with active involvement of families and communities

Objective 5.1: (State objective 9) Engage families and communities effectively in supporting students' academic success (SoW8)

Need(s) Influenced by this Objective:

Strategy(s):

1 Provide ongoing services and opportunities to support and engage students and their families and communities in the educational process

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	Jun 30 2008 12:00AM
6/30/2009	12.8	6/30/2009	Jun 30 2009 12:00AM
6/30/2010	12.8	6/30/2010	Jun 30 2010 12:00AM
9/1/2011	18	9/1/2011	Jan 1 1900 12:00AM
9/1/2012	16	9/1/2012	Jan 1 1900 12:00AM
9/1/2013	14	9/1/2013	Jan 1 1900 12:00AM
9/1/2014	12.8	9/1/2014	Jan 1 1900 12:00AM

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	Jun 15 2009 12:00AM
6/15/2010	12.8	6/15/2010	Jun 15 2010 12:00AM
9/1/2011	18	9/1/2011	Jan 1 1900 12:00AM
9/1/2012	16	9/1/2012	Jan 1 1900 12:00AM
9/1/2013	14	9/1/2013	Jan 1 1900 12:00AM
9/1/2014	12.8	9/1/2014	Jan 1 1900 12:00AM

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	Mar 30 2008 12:00AM
3/30/2009	59	3/30/2009	Mar 30 2009 12:00AM
3/30/2010	62	3/30/2010	Mar 30 2010 12:00AM

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

Target Date	Target	Actual Date	Actual
6/30/2012	10% increase o'er ba	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	15% increase o'er ba	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	20% increase o'er ba	6/30/2014	Jan 1 1900 12:00AM

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%	6/30/2011	Jan 1 1900 12:00AM
6/30/2012	94.5%	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	95%	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	95%	6/30/2014	Jan 1 1900 12:00AM

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%	7/30/2011	Jan 1 1900 12:00AM
6/30/2012	75%	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	85%	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	100%	6/30/2014	Jan 1 1900 12:00AM

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

Start Year: 2010

Baseline: 69.6% (2010 DSTP MATH)

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
7/30/2011	55%	7/30/2011	Jan 1 1900 12:00AM
6/30/2012	75%	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	85%	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	100%	6/30/2014	Jan 1 1900 12:00AM

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

Start Year: 2011

Baseline: Avg 4.13 on 5-pt scale

DOE (none)

Indicator:

Perspective: District/School Processes

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2012	4.0 or higher	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	4.0 or higher	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	4.0 or higher	6/30/2014	Jan 1 1900 12:00AM

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

Start Year: 2011

Baseline: TBD

DOE (none)

Indicator:

Perspective: Community

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2012	5 % increase over ba	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	5 % increase over ba	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	5 % increase over ba	6/30/2014	Jan 1 1900 12:00AM

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

Target Date	Target	Actual Date	Actual
6/30/2011	10% increase over ba	6/30/2011	Jan 1 1900 12:00AM
6/30/2012	15% increase over ba	6/30/2012	Jan 1 1900 12:00AM
6/30/2013	20% increase over ba	6/30/2013	Jan 1 1900 12:00AM
6/30/2014	25% increase over ba	6/30/2014	Jan 1 1900 12:00AM

Measure: Early childhood outcomes
Start Year: 2011 **Baseline:** TBD
DOE (none)
Indicator:
Perspective: Student Achievement/Student Performance
Period: Semi-Yearly

Target Date	Target	Actual Date	Actual
7/1/2011	10% increase o'er ba	7/1/2011	Jan 1 1900 12:00AM
7/1/2012	15% increase o'er ba	7/1/2012	Jan 1 1900 12:00AM
7/1/2013	20% increase o'er ba	7/1/2013	Jan 1 1900 12:00AM
7/1/2014	25% increase o'er ba	7/1/2014	Jan 1 1900 12:00AM

Common Measure Appendix

[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	77.1
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	67.0
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	6.5
6/30/2009	4.8	6/30/2009	5.3
6/30/2010	4.7	6/30/2010	4.2
[CM] Dropout Rate (Special Ed)			
Target Date	Target Value	Actual Date	Actual Value
6/30/2008	6.8	6/30/2008	4.8
6/30/2009	6.2	6/30/2009	4.1
6/30/2010	5.6	6/30/2010	6.9

[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		
6/15/2013	100		
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

Success Plan Team Members

Name	Title	Phone	Email
Willen, Angeline	Manager, Human Resources	302-552-3700	angeline.willen@redclay.k12.de.us
Woodall, Chessa	Teacher - North Star Elementary School	302-234-7200	Chessa.Woodall@redclay.k12.de.us
Iyengar, Asha	Teacher - Richey Elementary School	302-992-5535	Asha.Iyengar@redclay.k12.de.us
Daugherty, Mervin	Superintendent	302-552-3703	Mervin.Daugherty@redclay.k12.de.us
Palidinetti, Kevin	Principal	302-992-3000	Kevin.Palidinetti@redclay.k12.de.us
Buckley, Jack	RCCSD, Board President	302-552-3700	jackbuck@aol.com
Jenner, Frederika	Teacher - HB duPont MS/RCEA Past President	302-239-3420	Frederika.Jenner@redclay.k12.de.us
Golder, Sam	(LEA Support) Director/School Operations	302-552-3700	Sam.Golder@redclay.k12.de.us
Broomall, Hugh	Assistant Superint. Student Services	302-552-3700	hugh.broomall@redclay.k12.de.us
Norris, Mary	Assistant Superintendent	302-552-3709	Mary.Norris@redclay.k12.de.us
Ammann, Ted	Asst. Superint. School Services	302-892-4721	Ted.Ammann@redclay.k12.de.us
Davis, Lee	RCCSD School Board - Vice President	302-552-3700	leefdee@verizon.net
Bank, Michael	Teacher - Richardson Park ES/RCEA	302-552-3000	michael.bank@redclay.k12.de.us
Seifred, Vicky	Teacher - HB Dupont MS/RCEA Secretary	302-239-3420	victoria.seifred@redclay.k12.de.us
Wilson, Martin	RCCSD School Board	302-552-3700	Martin.Wilson@redclay.k12.de.us
Castaneda, Ariadna	Manager/Title III, LEP	302-992-1407	Ariadna.Clare@redclay.k12.de.us
Floore, Jill	Chief Finance Officer/Finance	302-552-3725	Jill.Floore@redclay.k12.de.us
Marshall, Gerri	Supervisor/Research and Evaluation	302-552-3724	Gerri.Marshall@redclay.k12.de.us
Miller, Christine	Ed Associate, Parent Inv, Non-Publics, MckinneyVento, TitleIV	302-552-3815	Christine.Miller@redclay.k12.de.us
Hills, Irene	Manager, Race To The Top	302-552-3746	Irene.Hills@redclay.k12.de.us
Morton, Wesley	Teacher - Thos. McKean HS/RCEA	302-992-5520	Wesley.Morton@redclay.k12.de.us
Rowe, Laura	DSEA UniServ Director	302-552-3700	Laura.Rowe@dsea.org
Miller, Lew	Consultant/Distinguished Educator	302-552-3809	Lew.Miller@redclay.k12.de.us

Rookard, Sharon	(LEA Support)Ed Associate Perkins, CTE, Restructuring	302-552-3000	sharon.rookard@redclay.k12.de.us
Smith, Christine	Manager/CPD	302-552-3771	Christine.Smith@redclay.k12.de.us
Poole, Linda	Consultant/Distinguished Educator	302-552-3809	Linda.Poole@redclay.k12.de.us
Kaplan, Phillip	Teacher - Forest Oak/RCEA President	302-552-3700	Phillip.Kaplan@redclay.k12.de.us
Stewart, Malik	Manager/Federal&Regulated Programs&Sch Impr	302-552-3700	Malik.Stewart@redclay.k12.de.us
Bordrick, Sicily	Parent-Shortlidge (Title 1)	302-552-3000	sgbme2@verizon.net
Zogby, Carolyn	DirectorCurric&Inst, Title IIA	302-552-3770	Carolyn.Zogby@redclay.k12.de.us
Watson, Burton	Director SD Services	302-552-3750	Burton.Watson@redclay.k12.de.us

2.1 LEA Consolidated Application Planning Team

Enter your LEA grant planning team information, 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 should be comprised of business, industry and educational constituents, and representative of all career and technical programs.

First Name	Last Name	Title	Email Address	Constituency	Programs	Perkins
Ted	Ammann	Assistant Superintendent	Ted.Ammann@redclay.k12.de.us	Administrator	Perkins, Title I, Title II (Part A), Professional Development	
Kristine	Bewley	Data Coordinator	Kristine.Bewley@redclay.k12.de.us	Administrator	Perkins, IDEA 3-5, IDEA 6-21, Title I, Title II (Part A), Title II (Part D), Title III, Title IV, Professional Development, ELL, IRMC	
Ariadna	Casteneda	Manager, English Language Learners Office and Assessment Center	Ariadna.Casteneda@redclay.k12.de.us	Administrator	IDEA 3-5, IDEA 6-21, Title I, Title II (Part A), Title III, Professional Development	
Mervin	Daugherty	Superintendent	Mervin.Daugherty@redclay.k12.de.us	Administrator	Perkins, IDEA 3-5, IDEA 6-21, Title I, Title II (Part A), Title III, Professional Development	
Jill	Floore	Chief Financial Officer	Jill.Floore@redclay.k12.de.us	Administrator	Perkins, IDEA 3-5, IDEA 6-21, Title I, Title II (Part A), Title III, Professional Development	
Irene	Hills	Manager, Race To The Top	Irene.Hills@redclay.k12.de.us	Administrator	Perkins, IDEA 3-5, IDEA 6-21, Title I, Title II (Part A), Title III, Professional Development	
Gerri	Marshall	Supervisor, Research and Evaluation	Gerri.Marshall@redclay.k12.de.us	Administrator	Perkins, IDEA 3-5, IDEA 6-21, Title I, Title II (Part A), Title III, Professional Development	
Christine	Miller	Education Associate/parent involvement, private schools,homeless	Christine.Miller@redclay.k12.de.us	District Employee	Perkins, IDEA 3-5, IDEA 6-21, Title I, Title II (Part A), Title III, Professional Development	
Lew	Miller	Delaware Distinguished Educator	Lew.Miller@redclay.k12.de.us	Consultant	Perkins, IDEA 3-5, IDEA 6-21, Title I, Title II (Part A), Title III, Professional Development	
Mary	Norris	Assistant Superintendent, Special Services	Mary.Norris@redclay.k12.de.us	Administrator	Perkins, IDEA 3-5, IDEA 6-21, Title II (Part A), Professional Development	
Angela	Ogunde	Special Services/IDEA	Angela.Ogunde@redclay.k12.de.us	District Employee	IDEA 3-5, IDEA 6-21	
Linda	Poole	Delaware Distinguished Educator	Linda.Poole@redclay.k12.de.us	Consultant	Perkins, IDEA 3-5, IDEA 6-21, Title I, Title II (Part A), Title III, Professional Development	
Sharon	Rookard	Ed Associate/CTE and restructuring	sharon.rookard@redclay.k12.de.us	District Employee	Perkins, IDEA 3-5, IDEA 6-21, Title I, Title II (Part A), Title III, Professional Development	AgriScience

Christine	Smith	Manager/CPD, Title II Part A (HQT)	Christine.Smith@redclay.k12.de.us	Administrator	Title II (Part A), Professional Development	
Malik	Stewart	Manager Federal & Regulated Prgs & Sch Improvement	Malik.Stewart@redclay.k12.de.us	Administrator	Perkins, IDEA 3-5, IDEA 6-21, Title I, Title II (Part A), Title III, Professional Development	
Karen	Walsh	ELA Cadre	Karen.Walsh@redclay.k12.de.us	District Employee	Title I, Title II (Part A)	
Burton	Watson	Director - District and School Services	Burton.Watson@redclay.k12.de.us	Administrator	Perkins, IDEA 3-5, IDEA 6-21, Title I, Title II (Part A), Title III, Professional Development	
Carolyn	Zogby	Director - Curriculum & Instruction	Carolyn.Zogby@redclay.k12.de.us	Administrator	Perkins, IDEA 3-5, IDEA 6-21, Title I, Title II (Part A), Title III, Professional Development	
Cynthia	LaRock	Teacher	Cynthia.LaRock@redclay.k12.de.us	McKean	Perkins	Family and Consumer Sciences
Dave	Byers	Teacher	David.Byers@redclay.k12.de.us	McKean	Perkins	Technology Education
Michael	Reamer	Teacher	Michael.Reamer@redclay.k12.de.us	McKean	Perkins	Technology Education
Carole	Hodges	Teacher	Carole.Hodges@redclay.k12.de.us	Skyline	Perkins	Business, Finance and Marketing
Thomas	Karpinski	Teacher	Thomas.Karpinski@redclay.k12.de.us	Skyline	Perkins	Business, Finance and Marketing
Thomas	Tabb	Teacher - AIHS	Arlene.Gunia@redclay.k12.de.us	Administrator	Perkins	Business, Finance and Marketing
Nancy	Cleveland	Teacher	nancy.celeveland@redclay.k12.de.us	Teacher	Perkins	Technology Education
Nancy	Surma	Teacher - AIHS	Nancy.Surma@redclay.k12.de.us	Administrator	Perkins	Family and Consumer Sciences
Ray	Wharton	Teacher	Ray.Wharton@redclay.k12.de.us	Dickinson	Perkins	Technology Education
Stanley	Wolski	Teacher	Stanley.Wolski@redclay.k12.de.us	AIHS	Perkins	Technology Education
Judi	Townsend	Teacher	Judi.Townsend@redclay.k12.de.us	AIHS	Perkins	Family and Consumer Sciences
Chris	Chamberlain	Business Partner		Business Person	Perkins	Technology Education
Allison	Calder	Business Partner		Business Person	Perkins	Technology Education
Elizabeth	Paul	Teacher	Elizabeth.Paul@redclay.k12.de.us	Teacher	Perkins	AgriScience
Aaron	Kipnis	Business Partner		Business Person	Perkins	Business, Finance and Marketing
Thomas	Troxell	Business Partner		Business Person	Perkins	Technology Education

Janieka	Brown	Business Partner		Business Person	Perkins	Business, Finance and Marketing
Beth	Powell	Business Partner		Business Person	Perkins	Family and Consumer Sciences
Norm	Jones	Business Partner		Business Person	Perkins	Technology Education
Bentley	Charlemagne	Business Partner		Business Person	Perkins	Business, Finance and Marketing
James	Jones	Business Partner		Business Person	Perkins	Business, Finance and Marketing
Michelle	Spencer	Business Partner		Business Person	Perkins	Family and Consumer Sciences
Kevin	Palladinetti	Principal	Kevin.Palladinetti@redclay.k12.de.us	Administrator	Perkins	Business, Finance and Marketing
Andria	Keating	Business Partner		Business Person	Perkins	Family and Consumer Sciences
Lydia	Tucker	Tech Prep Program	ltucker@doe.k12.de.us	DOE	Perkins	Business, Finance and Marketing
Louis	DeAngelo	Diocese of Wilmington	ldeangelo@cdow.org	Community Member	IDEA 3-5, IDEA 6-21, Title I, Title II (Part A), Title II (Part D), Title III, Title IV	
Sam	Golder	(LEA Support) Director/School Operations	Sam.Golder@redclay.k12.de.us	Administrator	Perkins, IDEA 3-5, IDEA 6-21, Title I, Title II (Part A), Title III, Professional Development	
Shirley	Ellison	Cadre	Shirley.Ellison@redclay.k12.de.us	District Employee	Title I, Title II (Part A)	
Jane	Gillis	Math Cadre	jane.gillis@redclay.k12.de.us	District Employee	Title I, Title II (Part A), Professional Development	
Edward	McGrath	Supervisor - Science Cadre	Edward.McGrath@redclay.k12.de.us	District Employee	Title II (Part A)	
Laura	Thompson	ELA - Cadre	Laura.Thompson@redclay.k12.de.us	District Employee	Title I, Title II (Part A)	
Greg	Buckley	Business Partner		Business Person	Perkins	Skilled and Technical Science
Lynn	Jezyk	Business Partner		Business Person	Perkins	Family and Consumer Sciences
Doug	Kook	Business Partner		Business Person	Perkins	Business, Finance and Marketing
Charlene	Kellum-Jackson	Business Partner		Business Person	Perkins	Business, Finance and Marketing
Patrick	Fischer	Business Partner		Business Person	Perkins	Technology Education
Karen	Gartley	Business Partner		Business Person	Perkins	Business, Finance and Marketing

Patricia	Brinley	Business Partner		Business Person	Perkins	Family and Consumer Sciences
Erin	Lund	Business Partner		Business Person	Perkins	Technology Education
Ed	Dwornik	Business Partner		Business Person	Perkins	Technology Education
Larry	Eby	Business Partner		Business Person	Perkins	Business, Finance and Marketing
Lou	Spinelli	Business Partner		Business Person	Perkins	Technology Education
Cynthia	Mayo	Business Partner		Business Person	Perkins	Family and Consumer Sciences
Dave	Wellborn	Partner		Parent	Perkins	Technology Education
Tina	Betz	Business Partner		Business Person	Perkins	Business, Finance and Marketing
David	Nolker	Business Partner		Business Person	Perkins	Family and Consumer Sciences
Jim	Miller	Business Partner		Business Person	Perkins	Business, Finance and Marketing
Todd	Howe	Business Partner		Business Person	Perkins	Technology Education
Andrew	Sutherland	Business Partner		Business Person	Perkins	Business, Finance and Marketing
Joseph	Knotts	Business Partner		Business Person	Perkins	Business, Finance and Marketing
Frank	Ruggiano	Business Partner		Business Person	Perkins	Technology Education
Norman	Jones	Business Partner		Business Person	Perkins	Technology Education
Claire P.	Harmory	Business Partner		Business Person	Perkins	Technology Education
Wayne	Neville	Business Partner		Business Person	Perkins	Technology Education
Peggy	Vavalla	Business Partner		Business Person	Perkins	AgriScience
Chris	Scott	Business Partner		Business Person	Perkins	AgriScience
Tony	LoCurcio	Business Partner		Business Person	Perkins	AgriScience
Rod	Lauzon	Business Partner		Business Person	Perkins	AgriScience
Sue	Trader	Business Partner		Business Person	Perkins	Technology Education
Gary	Worley	Business Partner		Business Person	Perkins	Technology Education
Dink	Wockenfuss	Business Partner		Business Person	Perkins	Technology Education
James	Parsons	Teacher	James.Parsons@redclay.k12.de.us	Teacher	Perkins	Skilled and Technical Science

Sverrir	Georgsson	Teacher-JDHS	Sverrir.Georgsson@redclay.k12.de.us	Teacher	Perkins	Technology Education
Shawn	Bowser	Teacher	Shawn.Bowser@redclay.k12.de.us	Teacher	Perkins	Business, Finance and Marketing
Jamie	Varsalona	Teacher	Jamie.Varsalona@redclay.k12.de.us	Teacher	Perkins	Technology Education
Donte	Davis	Teacher - JDHS	Donte.Davis@redclay.k12.de.us	Teacher	Perkins	Technology Education
Mike	Hall	Teacher - JDHS	michael.hall@redclay.k12.de.us	Teacher	Perkins	Technology Education
Charles	Schneider	Teacher	Charles.Schneider@redclay.k12.de.us	Teacher	Perkins	Business, Finance and Marketing
Michelle	Murphy	Teacher	Michelle.Murphy@redclay.k12.de.us	Teacher	Perkins	Business, Finance and Marketing
John	Werner	Teacher	John.Werner@redclay.k12.de.us	Teacher	Perkins	Business, Finance and Marketing
Ernest	Hudson	Teacher	Ernest.Hudson@redclay.k12.de.us	Teacher	Perkins	Family and Consumer Sciences
Lauren	Rose	Teacher	Lauren.Ros@redclay.k12.de.us	Teacher	Perkins	Family and Consumer Sciences
Andrea	Taraba	Teacher	Andrea.Taraba@redclay.k12.de.us	Teacher	Perkins	Family and Consumer Sciences
Richard	Alexandre	Teacher	Richard.Alexandre@redclay.k12.de.us	Teacher	Perkins	Technology Education
James	Craster	Teacher	James.Craster@redclay.k12.de.us	Teacher	Perkins	Business, Finance and Marketing
Bruce	King	Teacher	Bruce.King@redclay.k12.de.us	Teacher	Perkins	Business, Finance and Marketing
Hugh	Broomall	Deputy Superintendent	hugh.broomall@redclay.k12.de.us	Administrator	Perkins, IDEA 3-5, IDEA 6-21, Title I, Title II (Part A), Title III, Professional Development	
Joe	Greigg	Parent Liason/John Dickinson HS	grei181@aol.com	Parent	Perkins, Title I (Part D), Title II (Part A), Professional Development	
Jan	Abrams	Business Partner	jabrams@NEMOURS.ORG	Business Person	Perkins, Title I	
Wayne	Thorp	Math Specialist - Baltz Elementary School	wayne.thorp@redclay.k12.de.us	Teacher	Title I	
Jodi	Albers	Supervisor - Mathematics	jodi.albers@redclay.k12.de.us	District Employee	Title I, Title II (Part A), Professional Development	
Gaysha	Beard	Literacy Coach - Lewis Elementary School	Gaysha.Beard@redclay.k12.de.us	Teacher	Title I	

Kim	Cottet	Reading Teacher - Warner Elementary School	Kimberly.Cottet@redclay.k12.de.us	Teacher	Title I
Alice	Conlin	Title I Reading/Parent Support - Mote Elementary School (2011 Lt. Gov. Parent Involvement Award)	Alice.conlin@redclay.k12.de.us	Teacher	Title I
Elizabeth	Smith	Director, Special Education Services	elizabeth.smith@redclay.k12.de.us	Administrator	Perkins, IDEA 3-5, IDEA 6-21
Kim	Williams	Red Clay School Board	kimcarwillcasey@comcast.net	Parent	Perkins, IDEA 3-5, IDEA 6-21, Title I, Title II (Part A), Title III, Professional Development
Leah	Davis	Red Clay Board Member	leah.davis@redclay.k12.de.us	Community Member	Perkins, IDEA 3-5, IDEA 6-21, Title I, Title II (Part A), Title III, Professional Development
Catherine	Jackson-Horgan	RCPAC member	csunshinej@comcast.net	Parent	Title I, Title II (Part A), Professional Development
Sicity	Bordrick	Red Clay Parent Advisory Council	sgbme2@verizon.net	Parent	Title I, Title II (Part A), Professional Development
Andrea	Lanciault	Director, Elementary Education	andrea.lanciault@redclay.k12.de.us	Administrator	Perkins, IDEA 3-5, IDEA 6-21, Title I, Title II (Part A), Title III, Professional Development
Deborah	Lloyd	Red Clay Parent Advisory Council /Parent	deborah.lloyd@redclay.k12.de.us	Parent	Title I, Title II (Part A), Professional Development
Susan	Brown	Red Clay Parent Advisory Council	sbrownulzfon.com	Parent	Title I, Title II (Part A)
Equetta	Jones	Red Clay Parent Advisory Council	equetta.jones@netscape.com	Parent	IDEA 3-5, IDEA 6-21, Title I
Regina	Christian	Paraprofessional	regina.christian@redclay.k12.de.us	School Employee	Title I
Sheree	Hallnan	Reading Specialist - Marbrook Elementary (2009 Blue Ribbon Award)	sheree.hallnan@redclay.k12.de.us	Teacher	Title I, Title II (Part A), Professional Development
Brenda	Shotts	Reading Specialist - Richardson Park Elementary School	brenda.shotts@redclay.k12.de.us	Teacher	Title I, Title II (Part A), Professional Development
Michael	Johnson	Title I Reading Support - Al duPont Middle School	michael.johnson@redclay.k12.de.us	Teacher	Title I, Title II (Part A)
Daniel	Hay	Title I Math Support - Al duPont Middle School	Daniel.hay@redclay.k12.de.us	Teacher	Title I, Title II (Part A)

Jamie	Gaughan	RTI support staff - Shortlidge Academy	jamie.gaughan@redclay.k12.de.us	Teacher	IDEA 3-5, IDEA 6-21, Title I	
Jane	Gillis	Math Cadre	Jane.gillis@redclay.k12.de.us	District Employee	Title I, Title II (Part A), Professional Development	
Nicol	Alexander	Teacher - TMHS	Nicol.Alexander@redclay.k12.de.us	Teacher	Perkins	AgriScience
Sara	Cobb	Teacher - TMHS	Sara.Cobb@redclay.k12.de.us	Teacher	Perkins	AgriScience
William	Coughlin	teacher - TMHS	William.Coughlin@redclay.k12.de.us	Teacher	Perkins	AgriScience
Matt	Ryan	Teacher - TMHS	Matt.Ryan@redclay.k12.de.us	Teacher	Perkins	Technology Education
Liz	Liz Paul	Teacher - TMHS	Elizabeth.Paul@redclay.k12.de.us	Teacher	Perkins	AgriScience
Kathy	Fanny	Teacher - CCSA	Kathy.Fanny@redclay.k12.de.us	Teacher	Perkins	Technology Education
Sandra	Dowling	Teacher - CSS	Sandra.Dowling@redclay.k12.de.us	Teacher	Perkins	Skilled and Technical Science
Ann Marie	Hanapole	Teacher - CSS	AnnMarie.Hanapole@redclay.k12.de.us	Teacher	Perkins	Technology Education
Dan	Bartnik	Teacher - CSS	Dan.Bartnik@redclay.k12.de.us	Teacher	Perkins	Technology Education
Jeff	McCurdy	Teacher - CSS	Jeff.McCurdy@redclay.k12.de.us	Teacher	Perkins	Business, Finance and Marketing
Maureen	Olejar	Teacher - CSS	Maureen.Olejar@redclay.k12.de.us	Teacher	Perkins	Skilled and Technical Science
Kathleen	Caligiuri	Teacher - CSS	Kathleen.Caligiuri@redclay.k12.de.us	Teacher	Perkins	Skilled and Technical Science
Renee	Allen	Teacher - CSS	Renee.Allen@redclay.k12.de.us	Teacher	Perkins	Skilled and Technical Science
Derek	Wiberg	Teacher - CSS	Derek Wiberg	Teacher	Perkins	Technology Education
Carolyn	Barrett	Teacher - AIMS	Carolyn.Barrett@redclay.k12.de.us	Teacher	Perkins	Family and Consumer Sciences
Eva Foxwell	Eva Foxwell	Teacher - BSS	Eva.Foxwell@redclay.k12.de.us	Teacher	Perkins	
Paula	Capuano	Teacher - HBMS	Paula.Capuano@redclay.k12.de.us	Teacher	Perkins	Business, Finance and Marketing
James	Lewis	Teacher - JDHS	James.Lewis@redclay.k12.de.us	Teacher	Perkins	
Leverett Collier	Leverett Collier	Teacher - Skyline MS	Leverett.Collier@redclay.k12.de.us	Teacher	Perkins	Business, Finance and Marketing

Giselle	McKnight	Teacher - Stanton MS	Giselle.McKnight@redclay.k12.de.us	Teacher	Perkins	Business, Finance and Marketing
Carmen	Davis	Teacher - The Central School ILC	Carmen.Davis@redclay.k12.de.us	Teacher	Perkins	AgriScience
Barry	Kirk	Teacher - The Central School ILC	Barry.kirk@redclay.k12.de.us	Teacher	Perkins	Business, Finance and Marketing
Janice	Melson	Teacher - The Central School - ILC	Janice Melson	Teacher	Perkins	Family and Consumer Sciences
Joseph	LaRock	Business Partner		Business Person	Perkins	Technology Education
Shawn	Nicholson	Business Partner		Business Person	Perkins	Technology Education
Jiusppe	Saughelli	Business Partner		Business Person	Perkins	Family and Consumer Sciences
Katie	Hamilton	Business Partner		Business Person	Perkins	Family and Consumer Sciences
Patricia	Seningen	Business Partner		Business Person	Perkins	Business, Finance and Marketing
Mark	VanderHaar	Business Partner		Business Person	Perkins	Business, Finance and Marketing
Pete	Rudloff	Business Partner		Administrator	Perkins	Technology Education
Mike	Corey	Business Partner		Business Person	Perkins	Technology Education
Arba	Henry	Partner - Univ. of DE		Business Person	Perkins	AgriScience
Wendy	Freeman	Business Partner		Business Person	Perkins	AgriScience
Ilene	Slatko	Business Partner		Business Person	Perkins	Business, Finance and Marketing
Dick	Dubroff	Business Partner		Business Person	Perkins	Technology Education
Barnabas	Kerkula	Business Partner		Business Person	Perkins	Skilled and Technical Science
David	Sanchez	Business Partner		Business Person		Business, Finance and Marketing
Lynn	Snyder-Mackler	Business Partner		Business Person	Perkins	Skilled and Technical Science
Adrienne	Pinckney	Business Partner		Business Person	Perkins	Skilled and Technical Science
Stacie	Larkin	Business Partner		Business Person	Perkins	Skilled and Technical Science
Kim	Dare	Business PArtners		Business Person	Perkins	Skilled and Technical Science
Bryan	Tracy	Business Partner		Business Person	Perkins	Technology Education

Ken	Grant	Business Partner	Business Person	Perkins	Technology Education
Michael	Bowman	Business Partner	Business Person	Perkins	Technology Education
Jim	Jones	Business Partner	Business Person	Perkins	Business, Finance and Marketing
Rebecca	Fisher	Business Partner	Business Person	Perkins	Business, Finance and Marketing
Mike	Yeager	Business Partner	Business Person	Perkins	Business, Finance and Marketing
Shannon	Fox	Business Partner	Business Person	Perkins	Business, Finance and Marketing
Dawn	Howard-Bailey	Business Partner	Business Person	Perkins	Business, Finance and Marketing
DaneYeil	Potts	Business Partner	Business Person	Perkins	Business, Finance and Marketing
Bill	Johnston	Business Partner	Business Person	Perkins	Business, Finance and Marketing
Abu	Smith	Business Partner	Business Person	Perkins	Business, Finance and Marketing
Jessica	Wilson	Business Partner	Business Person	Perkins	Business, Finance and Marketing
Sherray	Hoggard	Business Partner	Business Person	Perkins	Business, Finance and Marketing
Michael	Hannan	Business Partner	Business Person	Perkins	Business, Finance and Marketing
Jim	McGuigan	Business Partner	Business Person	Perkins	Business, Finance and Marketing
M.	Grozinski	Business Partner	Business Person	Perkins	Business, Finance and Marketing
Sheryl	Norbut	Business Partner	Business Person	Perkins	Family and Consumer Sciences
Louis	Capano	Business Partner	Business Person	Perkins	Family and Consumer Sciences

2.2 Selection of Federal and State Programs

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

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 (IDEA) (3 - 5)		
<input checked="" type="checkbox"/>	Individuals with Disabilities Education Act (IDEA) (6 - 21)		
<input checked="" type="checkbox"/>	Title I, Part A - Making High Poverty Schools Work		
	Title I, Part D - Neglected and Delinquent		
<input checked="" type="checkbox"/>	Title II, Part A - Teacher and Principal Training and Recruitment		
<input checked="" type="checkbox"/>	Title III - Language Instruction for ELL and Immigrant Students		

Consolidated Grant Application Submission Deadlines

All applications are approved by the Secretary of Education. For 2011 - 2012 Consolidated Grant Applications, the following schedule applies:

Grant Submission Date	DOE Review Dates
July 15, 2011	July 28 and 29, 2011
August 12, 2011	August 24 and 25, 2011

If the applicant does not submit an application by August 12, 2011, the LEA must request an extension. Extensions will only be granted in rare instances with good reason. If an extension request is denied, the LEA will lose these funds.

The start date is the final submission date prior to the last program manager's approval.

Consolidated Grant Project Dates: Federal: 07/01/11 - 12/15/12 (* LEAs with more than \$50,000 in Title I, Part A funds must obligate 85% of these funds by 9/30/12*); State: 07/01/11 - 08/15/12

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.

2.3 Program Coordinators and Allocations

Federal Programs

<u>Program</u>	<u>Coordinator</u>	<u>Allocation</u>	<u>Project Subgrant Ending Date</u>
Carl D. Perkins Career and Technical Education – Secondary	Rookard, Sharon sharon.rookard@redclay.k12.de.us	\$385,144.91	12/15/2012
Individuals with Disabilities Education Act (IDEA) (3 - 5)	Norris, Mary Mary.Norris@redclay.k12.de.us	\$367,577.34	12/15/2012
Individuals with Disabilities Education Act (IDEA) (6 - 21)	Norris, Mary Mary.Norris@redclay.k12.de.us	\$3,712,123.12	12/15/2012
Title I, Part A - Making High Poverty Schools Work	Stewart, Malik Malik.Stewart@redclay.k12.de.us	\$4,911,522.20	12/15/2012
Title II, Part A - Teacher and Principal Training and Recruitment	Stewart, Malik Malik.Stewart@redclay.k12.de.us	\$1,561,373.53	12/15/2012
Title III - Language Instruction for ELL and Immigrant Students	Casteneda, Ariadna Ariadna.Casteneda@redclay.k12.de.us	\$205,953.54	12/15/2012

State Programs

<u>Program</u>	<u>Coordinator</u>	<u>Allocation</u>	<u>Give Back</u>	<u>Amount Requested (After Give Back To State)</u>	<u>Project Subgrant Ending Date</u>
Curriculum and Professional Development	Smith, Christine Christine.Smith@redclay.k12.de.us	\$186,730.00	\$0.00	\$186,730.00	8/15/2012

2.4 Contact Information

Consolidated Grant Coordinator:

Local Education Agency (LEA) Information:

Phone: 3025523700

Fax: 302-992-7820

Street Address: 4550 New Linden Hill Road

Town: Wilmington

State: DE

Zip: 19808

Consolidated Grant Coordinator:

Name: Stewart, Malik

Telephone: 302-552-3772

E-mail: Malik.Stewart@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.

Name: Miller, Christine

Telephone: 302-552-3815

E-mail: Christine.Miller@redclay.k12.de.us

Homeless Liaison: Miller, Christine

Telephone: 302-552-3815

E-mail: Christine.Miller@redclay.k12.de.us

Parent Liaison: Ammann, Ted

Telephone: 302-892-4721

E-mail: Ted.Ammann@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.

2.5 Constituency Participation

The Public Process for Developing the Consolidated Application Plan and Review and Public Reporting Requirements

Question A

A.1 Explain the process through which parents, community members, LEA and building administrators, teachers, and students, including representatives of children with disabilities, participate in the planning, design, and review of the LEA Success Plan and this Consolidated Application.

Coordinated by the Assistant Superintendent for Student Support Services and the Office of Federal and Regulated Programs, the Consolidated Grant Application Planning process is organized to maximize time, expertise and input. This started in fall 2010 with a district-wide update to strategic plan goals.

The process incorporated subcommittees grouped by areas: Federal & Regulated programs, Curriculum & Instruction, IDEA - special needs, parents, CTE/Perkins Advisory, and Title I staff/teachers. The 2012 Consolidated Application was developed via a series of planning and review meetings with contributions from Program managers, district and building level administrators, representatives from the Consolidated Grant Parent Advisory Council, representatives from nonpublic schools, Red Clay Curriculum and Instruction staff and cadre, Title I teachers and paraprofessionals and Red Clay special education staff members. Distinguished Educators, Dr. Linda Poole and Mr. Lew Miller, provided guidance to a restructured decision making process at the district level and to the redesign of the strategic plan.

The subcommittee meetings were a part of a timeline to complete the grant application prior to the DE Department of Education's first deadline, July 15, 2011. Each meeting had specific topics of discussion and action items/a review of information that would contribute to the development of the application. The groups received the district's 5 year strategic plan – and also received a similar message: The Consolidated Funds will support the 5 District Goals (as will Race To The Top and any future district initiative or funding). In addition, The Office of Federal and Regulated Programs received technical assistance via DE DOE, US DOE and data assessment support from the district and Data Service Center. Once the implementation of the use of the Consolidated Grant Programs was final, the Grant Development Team worked to complete and submit a draft. 2010-2011 DCAS and 2010 DSTP data, along with district assessments, PLC meetings, parent and staff surveys and other program specific data was reviewed to develop plans to support the 5 Goals. Central Office Administrative Staff facilitated the alignment of the Consolidated Grant with the 4 Goals in the District Race To The Top Success Plan.

Planning and information sessions included the Red Clay Parent Advisory Council (RCPAC) to obtain parent input. Ongoing communication with Program Managers at the Department of Education also assisted in the completion of the grant application. Throughout the school year a series of meeting were held with leaders from the nonpublic schools to assure ongoing meaningful and timely consultation. These constituencies viewed the application at the formative level, provided feedback and made recommendations to be included in the application.

The RCCSD Administration reviews the budget document to ensure alignment with the district's new Strategic Plan Goals and focus. The due date of the final draft to the Superintendent and CFO is the week of July 10, 2011. After review, and any last minute edits the document will be signed and ready for submission by July 15, 2011. Once final approval is received from DE DOE copies of the approved application will be distributed to the School Board, all Program Managers, Red Clay schools, Parent Advisory Council members, nonpublic schools representatives and district administrators. It will also be posted on the Red Clay website. Regular reviews and focus group sessions will be used to discuss progress in implementing strategies and activities toward meeting the goals.

Question B

B.1 Record the dates of the Consolidated Application LEA Planning Committee Meetings

Dates of Meetings:

September 12, 2011 - McKinney Vento
October 8, 2010 - Perkins Advisory
November 30, 2010 - Summative Update
December 3, 2010 – Meaningful Consultation Private Schools
January 24, 2011 - Strategic Planning - Data Review
January 31 - February 2, 2011 - Student Support Services
February 28, 2011 - Title I Staffing
March 1, 2011 - IDEA supports
March 1, 2011 - McKinney Vento
March 11, 2011 - Meaningful Consultation Private Schools
March 8, 2011 - Staffing
March 17, 2011 – Federal Programs mtg for participating private schools
March 21, 2011 - staffing and budget
March 28 - 30, 2011 - Federal/Regulated Programs (Title I, II, III, IDEA, Perkins, State Curric &PD)
April 2011 – Meaningful Consultation Private Schools student referrals
May 1, 2011 – Private Schools intent to participate
May 4-5, 2011 - RCCSD Title I parents
May 16, 2011 - RCCSD Parent Advisory Group
June 2, 2011 - Title I Teachers
June 10, 2011 - Title I Teachers
June 12, 2011 - RCCSD Parent Advisory Group final input
June 14, 2011 - budget
June 17, 2011 - Federal Programs mtg for participating private schools
June 20, 2011 – technology office
June 24, 2011 – Perkins; IDEA, Title IIA and Title IA
June 27, 2011 – Superintendent; Title I staffing
June 28, 2011 – Finance, Maintenance of Effort
June 30, 2011 - LEA Improvement
July 1, 2011 – Title III
July 5, 2011 – IDEA staffing
July 6, 2011 – IDEA and Title I
July 15, 2011 – Development for submission

Question C

C.1 How does the LEA provide information on school regulations, activities, testing, and instruction to the parents of students identified as English Language Learners (ELLs)? How does the LEA make written materials accessible and understandable to parents with varying levels of English literacy?

Red Clay's English Language Learners Office and Assessment Center, is responsible for disseminating all information to our minority language families. During the registration process, parents have the option of selecting all school correspondence in a minority language (Spanish is the primary minority language spoken in the district). Through an ELL Online System, schools can also request translation of documents. Likewise they can request interpreters for parent meetings. This process helps the district's ELL Office and Assessment Center ensure that all documents sent to parents regarding school regulations, activities, testing and instruction are translated properly. The schools provide additional data through their needs assessments, and the ELL office works with other offices, such as Federal and Regulated Programs and Special Services to coordinate services for families and students.

In addition, every effort is made to translate these documents into other minority languages. Furthermore, phone messages sent through the "Alert Now" system are also translated into Spanish. It is the responsibility of the ELL Office to review all translations to ensure that documents are understandable to people with varying levels of literacy. The ELL Manager participates in the Consolidated Grant Application planning review and evaluation meetings, and the office and staff serve as valued resources to families to whom English is a second language. The office also takes the time to provide workshops in conjunction with district schools and community centers to assist families in comprehending American school policies, regulations, local curricula and other important educational items.

The Special Services Department provides additional assistance to parents of students with disabilities by providing translation services related to the student IEP.

2.6 LEA Support for Local School Planning: Systems, Structures, and Services

Question A

A.1 Identify the schools in the LEA that are currently under improvement and their individual ESEA sanctions. [14 Admin Code 103, Section 7.0]

- Al DuPont Middle School – Plan and Title I ESEA Choice notification or Supplemental ‘Educational’ Services
- Baltz Elementary School - Plan and Title I ESEA Choice or Supplemental ‘Educational’ Services (MADE AYP-Frozen)
- Brandywine Springs School - Plan
- The Central School ILC – Implement Corrective Actions and Planning for Restructuring
- Conrad Schools of Science – Restructuring
- Dickinson High School – Restructuring
- HB DuPont Middle School - Plan
- Lewis Dual Language Elementary School - Plan and Title I ESEA Choice or Supplemental ‘Educational’ Services
- Marbrook Elementary School - Plan and Title I ESEA Choice notification
- McKean High School – Restructuring
- Richardson Park Learning Center ILC – Implement Corrective Actions and Planning for Restructuring
- Richardson Park Elementary – Plan and Title I ESEA Choice notification
- Stanton Middle School – Plan and Title I ESEA Choice notification
- Skyline Middle School - Plan
- Warner Elementary School – Title I ESEA Choice or Supplemental ‘Educational’ Services, Implement Corrective Actions and Planning for Restructuring

A.2 Describe the specific technical assistance that the LEA will provide for each school identified for school improvement, corrective action or restructuring. [Section 1116(b)(4) and Non-regulatory guidance D-1, D-2, D-3]

SCHOOL IMPROVEMENT

Brandywine Springs School

- Data Analysis with Standards based instruction
- Data interpretation related to formative assessments
- PD related to Inclusion via co-teaching
- LEA staff member assigned to school

Stanton Middle School (1st Year as Title 1)

- Support with ESEA regulations and notification
- Support with Student identification, ranking and extended services
- Data Analysis with Standards based instruction
- Meet The Challenge Too – Data Analysis and strategy/student skill alignment
- Data interpretation related to formative assessments
- PD related to Inclusion via co-teaching
- LEA staff member assigned to school

HB DuPont Middle School

- Data Analysis with Standards based instruction

- ELA Support with RTI
- Data interpretation related to formative assessments
- PD related to Inclusion via co-teaching
- LEA staff member assigned to school

Richardson Park Elementary

- Support with ESEA regulations and notification
- Data analysis and assessments to identify student progress toward the GLEs
- Literacy and Math Supports across the curriculum and school extensions
- Support with observations and DPAS II walkthroughs
- Support with Teaching ELL children and families
- LEA staff member assigned to school to assist with resources and communicating SI options to families

Skyline Middle School

- Data Analysis with Standards based instruction
- ELA Support with RTI
- Data interpretation related to formative assessments
- PD related to Inclusion via co-teaching
- LEA staff member assigned to school

Marbrook Elementary School

- Support with ESEA regulations and notification
- Data analysis and assessments to identify student progress toward the GLEs
- Literacy and Math Supports across the curriculum and school extensions
- Support with observations and DPAS II walkthroughs
- Support with Teaching ELL children and families
- Effective instructional strategies in their lessons to meet the varied learning styles of the student population.
- LEA staff member assigned to school to assist with resources and communicating SI options to families
- District Support Team scheduled visits to support school plan

SCHOOL IMPROVEMENT – YEAR 2

A.I. du Pont Middle School (1st year as Title I)

- Data analysis and assessments to identify student progress toward the GLEs
- Literacy and Math Supports across the curriculum and school extensions
- Positive behavior supports
- Teaching High-poverty students
- Effective instructional strategies in their lessons to meet the varied learning styles of the student population.
- LEA staff member assigned to school to assist with resources and communicating SI options to families
- Support with Extended Day Options and SES

Baltz Elementary School (FROZEN – MADE AYP)

Support Provided by the LEA: District Superintendent assigned to the school to support principal; Federal Programs Office provided support with Title 1 program and school improvement compliance and implementation; assist with the use of all building resources, local and supplemental to focus on needs; Instructional cadre (ELA, Math, and Technology) assigned to school for curriculum assistance; deploy district team led by the Assistant Superintendent, for

monthly professional development and resource assistance related to standards articulation and instruction, student behavior; instructional technology, and family education/engagement; Professional development on brain based education and teaching children in poverty; additional district consultant services/technical assistance focused on aligning the enacted and assessed curricula with the taught curriculum; resources and professional development to implement Singapore Math; summer enrichment program; support in the areas of special education, English Language Learners, and instructional technology; School Review Team support in the areas of 1) instruction, 2) school improvement plan 3) guidance in planning professional development and 4) review of data; assignment of literacy coach to support school-wide initiatives in the areas of assessment, data analysis, lesson planning, instructional strategies and integration of technology; extending the regular day (targeted school-based tutoring for students with a PL1, PL2, those receiving RTI services and below average class grades; providing SES for low income pupils; Summer enrichment program)

Lewis Elementary School

- Data analysis and assessments to identify student progress toward the GLEs
- Literacy and Math Supports across the curriculum and school extensions
- Support with observations and DPAS II walkthroughs
- Support with Teaching Dual Language/ELL children and families
- Effective instructional strategies in their lessons to meet the varied learning styles of the student population.
- LEA staff member assigned to school to assist with resources and communicating SI options to families
- District Support Team scheduled visits to support school plan
- Support with Extended Day Options and SES
- Leadership and community involvement support

CORRECTIVE ACTION – Planning for Restructuring

The Central School

Support Provided by LEA: District level Director assigned to the school to assist with curricular and instructional improvement; District level Manager assigned to the school to assist with compliance and program improvement; technical assistance focused on implementing the district's middle school and high school math curriculum series to ensure alignment with the traditional middle and high schools and to better support student transitions, develop student comprehension, literary skills, reading fluency, general reading achievement and exposure to text and help students and teachers develop understanding of important mathematical concepts, skills, procedures, and ways of thinking and reasoning, in number, geometry, measurement, algebra, probability and statistics; guidance with resources and structure to extend the length school day; District cadre support with the implementation of the academic standards related to appropriate curriculum materials along with support related to inclusion and in the use of appropriate modifications; Significantly decrease management authority at the school: District school support team walkthroughs-data regularly shared with the leadership and used for professional development opportunities; District liaison to support the school and supervise the fiscal and human resources of the building and provide final approval for improvement initiatives and expenditures to ensure they align to the corrective action plan; Support with Special Education Services and Response To Intervention; Support in developing literacy specialists and staff abilities (through ongoing comprehensive PD) to address needs related to literacy; Extending the school day with after school and Ed Options credit recovery/high school completion programs; Ed Associate support in the design of career pathway programs; Initiate planning to restructure the internal organization of the school; Assistance in analyzing governance and systems and in developing restructuring plan

Richardson Park Learning Center

Support Provided by LEA: District level Director assigned to the school to assist with curricular and instructional improvement; District level Manager assigned to the school to assist with compliance and program improvement; District support with the implementation of a standards based, developmentally appropriate curriculum in the building and to support literacy instruction building wide. District staff members provide professional development related to the curriculum in an inclusive setting and in the use of appropriate modifications; District school support classroom walkthroughs to observe standards based instruction and provide advice for instructional efficacy and appropriate accommodations; District liaison to the School Leadership Team meetings; supervision of fiscal and human resources of the building and provide final approval for improvement initiatives and expenditures to ensure they align to the

corrective action plan; Direct Support From Director of Special Education Services and the office and cadre; Support with counseling services; Implementation of additional math and reading supports; Assistance in analyzing governance and systems and in developing restructuring plan

Warner Elementary School (Title 1)

Support Provided by the LEA: ID by District School Support Team and District Administrators for monthly visits; implement a preschool center; Place an Academic Dean to supervise and support instruction; Place Family Crisis Staff to support coordinated school health needs; district cadre staff housed at Warner to support Professional Learning Communities and faculty meetings; Title I resources to provide five (5) additional HQT reading Specialists to impact the implementation of the curriculum and the intervention groups for reading; District liaison to support the school and supervise the fiscal and human resources of the building and provide final approval for improvement initiatives and expenditures to ensure they align to the corrective action plan; provide Transition supports to transient/incoming students with placement and student-focused interventions; Assist with the use of all building resources, local and supplemental to focus on needs; Instructional cadre (ELA, Math, and Technology) assigned to school for curriculum assistance; deploy district team led by the Assistant Superintendent, for monthly professional development and resource assistance related to standards articulation and instruction, student behavior; instructional technology, and family education/engagement; Federal Programs office assists with Title I compliance and program improvement; Professional development on brain based education and teaching children in poverty; partnerships with urban community organizations to support student success; extending the regular day (targeted school-based tutoring for students with a PL1, PL2, those receiving RTI services and below average class grades; providing Project CHANCE after school program, Saturday Library Program, and SES for low income pupils; Summer enrichment program); Study Island intervention programs; planning a class schedule for gender based classrooms in 3rd – 5th grades; and contracting with outside experts (Pritchett Associates) to provide experienced urban schools mentor for new principal; Assistance in analyzing governance and systems and in developing restructuring plan

RESTRUCTURING

John Dickinson High School

District Support: LEA School Support focusing on implementing the revised plan and conducting DPAS II classroom observations and walkthroughs, and support; District Director of School Operations (DOSO) assigned to the school to assist with implementing the revised restructuring efforts, with support from the Ed Associate for CTE/Perkins and Restructuring – this includes implementing the revised restructuring plan; aligning and improving curriculum and instructional delivery, and upgrading the four content and career areas; developing consultant services/technical assistance/partnerships focused on aligning the enacted and assessed curricula with the taught curriculum and designed a model standards (curriculum and industry based) STEM program; Redesigning building administration services to include Deans to focus on 1) curriculum and instruction; and 2) graduation; Providing support with the use of resources and development of supplemental funding sources; Hiring staff for and Implementing the 9th Grade Academy and assisting with the development of a 10th Grade Academy; Ongoing training and support for systemic inclusive practices and prioritizing needs (Stetson parent and community supports for secondary schools; Monthly School Support Team support related to 1) design, implementation and review of improvement resources, 2) review of walkthrough/DPASII evidence 3) guidance in planning professional development and 4) Educational Options seats for credit recovery purposes; dropout prevention and growing graduation rates 5) International Baccalaureate PD; 6) Facility and materials upgrades.

Thomas McKean High School

Support Provided by the LEA: LEA School Support focus - District level Director of Operations assigned to the school to assist with curricular and instructional improvement; District level Manager assigned to the school to assist with compliance and program improvement and Ed Associate for CTE/Perkins and Restructuring assigned to assist with implementing the revised restructuring efforts related to CTE program alignment and upgrades. District support includes Support for: consultant assistance focused on aligning the enacted and assessed ELA and math curricula with the instruction; Redesigning building administration services to include Deans to focus on 1) curriculum and instruction; and 2) graduation; assisting the school in targeting resources to areas of low achievement/performance; professional development with advisor/advisee program; district cadre support in the four content areas; systemic and ongoing training for school staff regarding more inclusive practices; Sustaining the professional development and strategies provided by Innovative Schools and SDC and by the Center for Educational Efficacy; supporting the newly hired leader with building operations; supporting the 9th

Grade Academy and instruction in the block schedule; implementing and reviewing data from standardized end of course exams in Algebra I, II and Geometry; parental involvement and communication with the Parent Student Teacher Organization; implementing credit recovery partnership with Baltz Elementary (to serve TMHS students living in the Willow Run area); Communities In Schools supports to assist with graduation and safe choices (aligned with Stanton MS feeder children) Instructional Technology Coach to support professional development in the areas of assessment, data analysis, lesson planning, instructional strategies and integration of technology.

Conrad Schools of Science

Support Provided by the LEA: District level Director of Operations provides support related to school operations and Director of School Services provides support with extended day (CASA), PBS, advisor/advisee and climate programs; Ed Associate provides support in aligning career areas (509) with curricula and industry standards; Federal Programs Office provides support with SI resource usage and implementation of restructuring options; Student Special Education Services offices provides support with inclusion and restructured special education services; Additional district consultant services/technical assistance focused on aligning the enacted and assessed curricula with the taught curriculum; Additional targeted resources in the four content areas for students with a PL1, PL2 or below average class grades (Reading/math interventions); School Review Team support in the review of school success plan; lesson analyses (as needed); planning professional development and review of data.

A.3 Describe how the LEA will ensure that each school identified for school improvement, corrective action or restructuring has or will revise its school success plan to meet the 10 requirements for schools under improvement. [Section 1116(b)(3)(A)] (Please refer to the "Additional Resources" link in the header of this section.)

The Red Clay Consolidated School District does the following to ensure that schools in improvement, corrective action, or restructuring meet the improvement requirements (through the Federal and Regulated Programs Office):

- Deploy a District-level Support Team to buildings based not only on their improvement 'depth', but also on academic performance over time (non-improvement sites). The team focuses on instructional delivery, data review, and resources
- Regular meetings with schools identified for any level of improvement to review each of the components and provide assistance based on the level of the need
- Federal program office Review of the components of each plan and improvement grant against the Federal and State law requirements to ensure that the actions align
- District coordinated Peer Review process of plans to provide insight and input on the components
- Each school uses a binder to capture artifacts from each component - this assists with guidance, archiving, and monitoring.
- A schedule to monitor the implementation of the improvement, corrective action and/or restructuring plans in each building
- Title I Teacher meetings to discuss the components and support with the binder; including updating the binder to reflect the improvement components
- Educational opportunities for schools, such as (not limited to), meetings with Distinguished Educators, attendance at The National Title I, International Reading Association, 90/90/90, and ASCD conferences

Question B

B.1

Section 1116(b)(10)(A) of the ESEA requires LEAs with schools identified for improvement, corrective action or restructuring to set-aside 20 percent of its Title I, Part A funds to meet the requirements for choice-related transportation and supplemental educational services. An LEA may use other allowable federal, state or local funds to support either Public School Choice Transportation or Supplemental Educational Services to meet all or a portion of the 20 percent set-aside requirement.

If the LEA chooses to use other funds to meet this requirement, list the source(s) of the other funds and the total amount of funds associated with each source of funds. [\$200.48(a)(ii)-(iii) of the Title I regulations]

The LEA chooses to use funds from the following sources to meet its 20% requirement:

- FY 2012 Title I Part A: \$500,000.00

The remaining \$482,304.44 from:

- FY 2011 carryover in contracted services \$200,000+ (first in first out fiscal - through December 30, 2011)
- Resources/proceeds from district sources, including RCCSD SES Tutoring Company services at Baltz and Warner during 2010-11 sy (\$250,000 - \$300,000)

Question C

C.1 Section 1116(b)(E) of the ESEA requires LEAs with schools identified for improvement, corrective action or restructuring to provide all students with the option to transfer to another public school served by the LEA that has not been identified for improvement, corrective action or restructuring. Describe the actions the LEA will take to implement the ESEA Choice requirements. [Section 1112(b)(1)(M)] If no Choice options are available within the LEA, describe how the LEA attempted to establish a cooperative agreement with other LEAs in the area to offer transfer options. [Section 1116(b)(11)]

The LEA has initiated conversations with neighboring New Castle County LEAs regarding transfer options. The Office of Federal and Regulated Programs will draft and distribute a communication request to entertain a cooperative agreement prior to developing the parent communication related to school improvement and ESEA choice. Should an agreement be reached, those options would be included in the communications to families.

C.2 Section 1116(e) of the ESEA requires LEAs with schools identified for phase II of improvement, Corrective Action or Restructuring to offer Supplemental Education Services (SES). Describe the process the LEA will use to implement Supplemental Education Services (SES) during the school year and summer. [Section 1116(e)(1)-(3)]

2011 SUMMER:

- Communications to eligible families informing them of the opportunities to either participate in ESEA Title I choice or to stay at their school and participate in Supplemental Educational Services
- Communicating with families during the annual Title I meetings to inform them of the opportunities and to share information related to the vendors
- Meetings with approved SES vendors to discuss process and requirements and contracts

2011 FALL/WINTER:

- Session 1 Registration, enrollment and services for eligible families
- Monitor vendors for contract compliance by the LEA and communicate with vendors and the SEA related to program compliance (as needed)

2012 WINTER/SPRING

- Communications to eligible families informing them of the opportunities to participate in Supplemental Educational Services
- Partnerships with community, civic, and business groups to communicate the SES services for session 2
- Session 2 Registration, enrollment and services for eligible families
- Monitor vendors for contract compliance by the LEA and communicate with vendors and the SEA related to program compliance (as needed)

2012 SPRING/SUMMER

- Communications to eligible families informing them of the opportunities to participate in Supplemental Educational Services
- New contracts with vendors for identified summer period (as needed)
- Registration, enrollment and services for eligible families
- Monitor vendors for contract compliance by the LEA and communicate with vendors and the SEA related to program compliance (as needed)

C.3 Describe the process the LEA will use to protect the identity of students who are eligible for, or receiving, supplemental education services. [Section 1116(e)(2)(D) and Section 1116(e)(3)(E)]

- The district will coordinate registration and will distribute provider materials and use school district-developed forms. It will discourage school staff from communicating student information publically through a variety (written, electronic, building administrator) means.
- The district will communicate, register, and catalogue student registrations and will deny requests for “student lists” and encourage vendors to provide ample marketing information and utilize community, civic, and other local organizations.
- The district’s contract language with each SES provider will require vendors to attest that they will not compensate district employees in exchange for access to facilities or to obtain student lists, and that the SES organization will not disclose to the public the identity of any student eligible for or receiving supplemental educational services.

Question D

D.1 Each school identified for improvement, corrective action or restructuring must set aside 10 percent of its funds to address the professional development needs of the school staff. [Section 1116(b)(3)(iii)(I-III)] Describe how the funds will be used in each school to move the school out of improvement. [Section 1116(b)(3)(iv)]

A.I. du Pont Middle School:

- Effective instructional strategies in their lessons to meet the varied learning styles of the student population.
- Helping teachers to understand and use data from assessments to identify the progress that their students are making towards achieving grade-level expectations GLEs.
- utilizing a RTI system to deliver additional academic focus (pre-teaching priority GLE's and extending mastery) based on individual needs identified through student data
- Inclusionary instructional and behavioral strategies

Stanton Middle School:

- Evidenced-based practices and standards-based instruction
- Meet The Challenge Too – Data interpretation Analysis and strategies aligned with student needs (Academic and climate)
- professional learning communities to improve professional practice and monitor school improvement goals
- Inclusion using the co-teaching model for targeted students.

Lewis Elementary School:

- Differentiation and lesson plans to meet student instructional needs/standards-based instruction.
- Research based Reading and writing strategies in the dual language academic setting (i.e. phonics instruction, creation and implementation of differentiated math and ELA learning centers, etc.).
- Student self-efficacy and esteem (brain based) Champion mindset
- Parental engagement strategies
- Reviewing and using data to support instruction

Baltz Elementary School:

- instructional skills to enhance delivery of Instructional Technology/Smart boards in classrooms
- Instructional skills to utilize and enhance Brain-based instruction and Singapore math techniques
- best practices based on reading and math identified needs to create lessons aligned to prioritized GLE's and adopted core curriculum
- Instructional effectiveness related to DPAS II rubric

The Central School:

- Instructional skills related to standards based education and adopted core curricula
- Researched-based literacy practices
- Inclusive education and response to intervention
- Integration of career-technical education into the core content areas
- Positive student climate - prevention

Richardson Park Learning Center:

- Curriculum methods alignment and inclusive education
- Positive behavior supports, social interactions
- Cultural awareness and development
- understand how students think and provide proper instruction and support

John Dickinson High School:

- Inclusive classrooms and rigorous instruction in the four core content areas (with a focus on the academies) and the career areas
- Use of data analysis and lesson study towards exemplary teaching
- Translating state standards into classroom lesson, appropriate instructional methodology and assessments.
- effective classroom management strategies and promotion of understanding, tolerance, and acceptance of diversity in the educational environment

Thomas McKean High School:

- Alignment with National Guidance Model, Common Core Standards and Delaware Prioritized Curriculum, and Brain-Based Learning
- instructional support for all PLC's to improve literacy strategies
- using data to instruction model to identify skill deficits and provide personalized intervention leading to improved proficiency of skills
- Common Quarterly Assessments and Common Formative Assessments aligned with DRC and RC Curriculum Maps

Conrad Schools of Science

- instructional skills to enhance delivery of Instructional Technology in classrooms
- Researched-based literacy practices
- Inclusive education and response to intervention
- Positive behaviors, student climate - prevention

D.2 LEAs in Improvement or Corrective Action are required to set-aside 10 percent of their funds to address the professional development needs of LEA and/or school staff. [Section 1116(c)(7)(iii)] How will the funds be used in order to move the LEA out of improvement?

The LEA chooses to use funds from the following sources to meet its district improvement 10% requirement:

- FY 2012 Title I Part A
- FY 2012 Title II Part A
- PD set asides from Title I Schools Under Improvement

Talent management is the organizing principle for the district's approach to fulfilling this objective. The effectiveness of educators accounts for the majority of school-driven improvements in student achievement. In order for educators to be held accountable for the achievement of students, they must be given research-based instructional tools designed to successfully meet the needs of our district. The professional development activities provide foundational support for the development of a standards-based education. Standards-based education is supported by Red Clay Consolidated School District Board of Education Policy 7001 (approved in January 2010) and affirmed in a resolution from the board (SY 2009-10). The district will deliver professional development linked to the specific skill and role expectations for every educator. To provide a consistent, research-based education for our students, our educators will have the tools and knowledge necessary to meet the learning needs of our students. The district is currently engaged in a rigorous professional development approach which must be regularly reviewed to determine its impact and prioritize those offerings that have high impact. A systemic professional development plan comprised of high-impact professional development offerings will provide a coherent approach to increasing the talent level of our educational staff and raising expectations to a level which will translate into increased student achievement for all.

- **STUDENTS WITH IDENTIFIED SPECIAL NEEDS AND ENGLISH LANGUAGE LEARNERS:** An area of particular focus is to enhance the instructional effectiveness of teachers of Special Education students and ELL students through differentiated PD in all curricular areas (including, but not limited to differentiated instruction, instructional accommodations and curricular modifications, new models of support, collaborative teaching, multi-level instruction, understanding of English Language Proficiency (ELP) standards and the connection to common core standards, and paraprofessional training. The district is focusing professional development on enhancing the ability of educators and school leaders to provide effective instruction in the least restrictive environment for Special Education and ELL students at all levels.
- **LITERACY:** Another focus of the PD is to acquire skills to increase the percentage of students are reading at grade level by the third grade. This momentum will be encouraged by the expansion of instructional supports, with Literacy Coaches, Cadre, and now Academic Deans working in targeted buildings with teachers to improve the instructional focus of the school, monitor professional development activities and strategies in practice.
- **COLLABORATIVE TEAMING FOR IMPROVEMENT:** Building Leadership Teams will be a driving force behind district and school initiatives. They gain knowledge and expertise through the district's Leadership Academy and they will be responsible for turning around training to all staff in their buildings, providing for a systemic professional development program in the district. Building Leadership Teams engage in activities and processes that advance the goals and responsibilities of the district, its schools, and the community. Building Leadership Team members provide feedback and facilitate communication among staff. As a result of their participation in the Leadership Blueprint, Building administrators can better develop the capacity of Building Leadership Teams to learn, practice, demonstrate, reflect upon, share, and turnaround research-based instructional strategies and practices that will improve student literacy and learning in all content areas. Learning and literacy acquisition are active processes requiring student engagement. Building Leadership Teams facilitate the implementation of research-based practices, which ultimately results in improved learning

Question E

E.1 Describe how the LEA uses high-quality academic assessments, if any, that are in addition to the DCAS, that the LEA and schools use to (1) to determine if children served under Title I meet the State Standards, (2) provide information to teachers, parents, and students on progress toward meeting the standards, (3) assist in the diagnosis, teaching and learning in the classroom to best enable children served under Title I to meet the state standards, (4) determine what revisions are needed to the Success Plan to ensure children are meeting the state student academic achievement standards and (5) if applicable, to identify students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments, as defined in Reading First [Section 1112(b)(1)(A)(i-iv)]

The Red Clay Consolidated School District uses a number of high quality academic assessments in addition to those identified by the state to determine the success of children in meeting the State academic achievement standards, and to provide information to teachers, parents, and students on student progress toward meeting state academic achievement standards; to assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving children served under applicable federal programs to meet State achievement academic standards; to determine what revisions are needed to projects so that such children meet the State academic achievement standards; and to effectively identify students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments. These assessments include:

- The WIDA ACCESS English language proficiency tests are used to assess listening, speaking, reading and writing proficiency for Limited English Proficient (LEP) students in grades K-12.
- Early screening profiles, like ChildFind and Parent Checklists are administered to all preschoolers seeking admission to the all-district kindergarten programs. The data identifies student proficiency in language and cognitive development before they move into kindergarten.
- Literacy: Scott Foresman to provide information about the way children understand core instruction in the classroom. aligned to the state standards so these assessments can give some indication as to the attainment of the GLEs; schools also use STAR reading and use (Dolch) sight word lists to help in the diagnosis of student needs for RTI instruction. We are also adopting more diagnostic assessments this year to inform instruction.
- Benchmark assessments and item banks are available to schools to assist in development of benchmark tests for progress monitoring.
- DIBELS Next - the new, improved version of DIBELS. This assesses a student's competence in foundational reading skills. These skills predict later reading success and identify reading support in order to monitor progress. DIBELS Next assessments are tests of oral reading fluency and comprehension.
- Selected Schools use the STAR assessment to determine proficiency with the Accelerated Reader Program.
- Study Island will be implemented in select schools to identify and target student needs to directly impact instruction.
- Math trailblazers: In the Curriculum Mapping Guides there is a section entitled: "Desired Results assessed". This section identifies specific assessment pages or activities for each Trailblazer unit. Teachers also use Formative Assessment booklets that contain questions for each Trailblazer Unit. These are supposed to be given at the end of the unit.
- Elementary Math: Math probes and DreamBox Learning for K-3 Math to identify individualized math instructional needs. This online learning program lets students work independently, keeping all learners, from struggling to advanced, in their optimal learning zone. DreamBox Learning's rigorous math curriculum is aligned with Common Core State Standards and builds conceptual understanding and fluency in the critical areas of Number and Operations, Place Value, and Number Sense so students have the foundation they need to succeed
- Secondary Math: unit assessments (Quiz/Test/ACE questions; Core questions, common quarterly assessments) and the aligned curricular map identifies what's essential and important

The Red Clay Consolidated School District will continue to monitor previously measured indicators with increased data collection, analysis and monitoring. Red Clay measures, among others, the following indicators:

- Attendance: K-12 Students each academic year.
- Course Average/report card grades:
- Graduation rate: The percent of students who graduate in grade 12 with their cohort.
- Dropout rate: The dropout rate for the district and for individual schools and the district.
- Suspension rate: The suspension rate for the district and for individual schools.
- Retention rates (Use of Light's Retention Scale)
- Student Perception Survey
- School Climate Survey

- Parent Involvement Survey reports
 - Participation rates in programs
 - Climate survey
 - Alcohol, Tobacco, and other drug usage survey
 - Nurse's reports and data from auxiliary services such as school psychologists, family crisis therapists, Instructional Support Teams, Counselors, Advisors, Coaches
- Administrators and teachers collaboratively analyze individual student and classroom data.

In-depth studies and trend analysis are an integral part of determining assistance and the analysis of data is the basis for making curriculum and instructional decisions at the district, school and classroom level. The results of the assessments and supporting information are analyzed and used to plan instruction. The analysis of the assessments increases team planning and responses.

E.2 Describe how the LEA will provide additional assistance to individual students assessed as needing help in meeting the State's challenging academic achievement standards. [Section 1112(b)(1)(C)]

- The School, with its IST or leadership teams, identifies the areas where the student requires additional assistance and outlines a plan of action to ensure that the student receives the assistance. Each school identifies students "at-risk" of failure and uses I-Tracker Pro to record a personal education plan for those students. The plan identifies the student's tier, their area of focus, the intervention strategy, the amount of time and the progress toward the goal and is updated throughout the year.
- Each school develops a school improvement plan for assisting students who need additional help in meeting the academic achievement standards. The plan is updated annually and presented to the RCCSD for its approval. Individual strategies may include but are not limited to:
 - Tutoring before, during and after school, and Saturday Library/Academy/Literacy. Extended day programs are aligned with the curricular standards preparing students to perform at proficiency level
 - Small group instruction with focused instructional formats and additional guided reading lessons with at-risk students
 - Additional computer support, literacy kits, Leveled books including books with decodable text and high frequency words
 - Sessions for parents and materials for Parental Involvement
 - Summer transition programs for pre-kindergartners
 - Refining Title I School-wide plans
- The district provides pre-kindergarten programs for high poverty and English Language Learner families at targeted schools. Early interventions provide these students an opportunity to enter kindergarten on an academic level more closely aligned with their peers and on grade level. The program targets students who are at-risk, and match them with effective educational staff members.
- RCCSD provides credit recovery grade acceleration through EDOptions program to enable students to complete school requirements.
- RCCSD provides an alternative education setting for students who require a specialized environment.
- Supplemental tutoring services (SES) are offered to qualifying students who attend schools that are in school improvement.
- Interpreters are utilized when needed at meetings where school teachers and principals discuss with parents the progress their children are making in meeting academic achievement standards; other interpreters in other languages are employed on an "as-needed basis."

Question F

F.1 Describe how the LEA will coordinate services provided under Title I with programs under Title II to provide professional development for teachers and principals, and if appropriate, pupil services personnel, administrators, parents and other staff, including LEA level staff to meet the parent involvement and HQT requirements. [Section 1112(b)(D)]

All professional development is research based, ongoing and designed to meet the needs of staff to gain valid knowledge relevant to instructional practices. Training is based on an analysis of data and designed with input from district staff, cadre, teachers, principals, and information gathered from the comprehensive needs assessment and academic profile reflecting student needs. Ten percent of Title I funds (or an amount equivalent to 10% of the Title I

Part A allocation) is set aside for professional development for LEA improvement. These support District initiatives with school-based staff development K-12.

Professional development occurs through team planning and release time for classroom/school visits by regular staff, Title I, IDEA, Title IIA, and Title III – funded staff, DE DOE Distinguished Educators, Consultants, mentors, and lateral entry teachers. Other opportunities occur through presentations by consultants, curriculum staff, Title I Lead staff, and specific training for new teachers in classroom management and instructional skills. Schools may use resources to send staff to conferences that relate to identified goals as identified by the comprehensive needs assessment and school profile and strategies specified in the Continuous School Improvement Plan.

District Meetings are held to determine what Professional Development will be designed with the use of Title II, Curriculum and Professional Development, Title I and other resources. The professional development plan addresses “best practices” for staff development activities derived from a district wide needs assessment. Coordinated Professional development includes:

- Leadership Blueprint (communication, team management, professional feedback)
- Literacy (Reading Horizons, Literacy in the secondary grades, inclusion,
- Brain-based education (S.M.A.R.T. Boost Up, Jensen, CHAMPS Leadership Academy)
- Staff Performance Appraisal Training
- Inclusive Education and best practices

Professional development includes Administrators, Teachers, Title I reading and math specialists, and paraprofessionals. Building Leadership teams, Title I teachers, and district administrators are provided on going training in areas such as DPAS II, literacy strategies and curriculum delivery and adaption, inclusive education, and finance. Schools that educate ELL students participate in specific staff development opportunities (ACCESS, SIOP training), and also take part in reading and training in comprehension strategy instruction.

Special Education staff is participating, as appropriate, in collaborative training with regular education teachers. Training and implementation of Co-Teaching Strategies continue with an expanded focus from high school and middle school to three elementary schools. System-wide, the literacy coaches at each K – 5 Title I building provide on-going fidelity checks and individual teacher coaching sessions to ensure appropriate instruction for students with persistent reading difficulties. Continued progress monitoring protocol is in place for data collection to monitor student progress and lesson gains on a monthly basis.

Instructional Technology Cadre work collaboratively with curriculum cadre and other school staff to use technology as the integration tool for providing professional development within the curricular framework and imbedding the district’s initiatives in the teaching and learning process. Site based, district based, individualized, online, and train-the-trainer models are offered to support staff development for teachers, administrators and staff. Various trainings at the district office and at school sites include GPS activities, teacher webpages, flip videos, Inspiration/Kidspiration, Photo Story, SmartBoard lessons, Mimio, Document cameras, iPods/iPads, Google documents, Google calendars, Google email and netbooks. Information Literacy Standards and 21st Century Skills to ensure a deeper understanding of student expectations and staff needs.

A district wide focus continues as sustained opportunities are offered in A Framework for Understanding Poverty by Ruby Payne to provide guidance for educators working with students who come from poverty.

Parent trainings are held at individual schools, community locations and the district office. The district administers an annual parent survey, and the individual buildings survey their parents to identify needs and develop workshops. Title II, IDEA B, Title I, and Title III funds are coordinated to support professional development and workshops focused on Curriculum Features (for ELL families), Parent cafes to understand transition, processes, and school laws, pre-school and kindergarten transition, community supports, parent compacts, AYP, parent involvement policies, engagement and other topics.

To insure our teachers are highly qualified, LEA improvement funds are used to offer scholarships for masters level courses in curriculum areas. These courses pertain to teaching methods that will enhance teaching in the content areas. Literacy skills, and meeting the needs of special populations (special education and ESL) should also be addressed in the coursework.

The district Superintendent's Council meets monthly. At these meetings, current issues are discussed with an emphasis on program planning and collaboration. Program directors, who meet monthly, share frequently about programs including but not limited to Title I, Special Education, Curriculum, ELL, Technology, Student Services, Personnel, and Finance. Connections also occur at monthly principal and general staff meetings. Coordination of services between Title I and Student Support Services, includes training for staff planning services for homeless students; English Language Learners to provide training sessions for teachers and families; and IDEA to train staff in providing education in inclusive settings. Administrative and pupil services' personnel will receive support to streamline operations that directly impact student records keeping and reporting needs. Funds from The Director of Elementary and Secondary Education worked on a collaborative effort with a committee of K-12 teachers and principals to align the State Courses of Study with the local curriculum and provided training for all teachers in the use of these guides.

The professional development plans of the district and of the individual schools are based on the results of the needs assessment (DCAS, DPAS II and classroom assessment data analysis, input from the Advisory Council, teacher summative evaluations, etc.). Summer professional development is offered for all teachers in the areas where they have indicated they need more information and training (content areas or instructional strategy) and for Administrators in areas of supervision and leadership. Additionally, all teachers new to the district have New Teacher Induction before beginning their assignment and all teachers with two years or less experience continue to attend monthly trainings throughout the school year. Each newly hired teacher will be assigned a mentor to assist with any areas of need throughout the year.

F.2 Describe how the LEA will coordinate and integrate services provided under Title I with other educational services at the LEA or individual school level, such as : (1) transitional services for students in preschool programs to local elementary schools programs and/or (2) the coordination of programs for ELL students, children with disabilities, migratory children, neglected or delinquent youth, homeless children and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. [Section 1112(b)(1)(E)(i-ii)]

Transitional Services for students in preschool programs to local Elementary programs:

The Red Clay Consolidated School District operates preschool programs in targeted high poverty elementary school buildings (Baltz, Mote, Shortlidge and Warner) and houses the Wilmington Early Childhood Education Center (Professional development for area preschool centers) at Warner Elementary. Both provide onsite opportunities for visits to kindergarten classes, parent meetings, and transition conversations and training sessions between preschool families and the feeder elementary schools. To further assist students and parents in the transition process from preschool to kindergarten, they are invited to an orientation in the spring. Also, the district works with community partners to hold conversations related to kindergarten transition, and provides visitation to the feeder school (Kindergarten preview) along with transportation for families. Students and parents are provided a tour of the school to acclimate them to the facilities. This includes collaborating and communicating with Head Start and other providers of early childhood development programs on activities including transfer of records, development of communication channels for teachers and staff, meetings for parents and teachers, transition training, and linking services. We also conduct a "Jump Start to Kindergarten program" where preschool children are exposed to kindergarten curriculum and parents are able to receive materials and guidance for home-based supports. A written list of suggestions, proficiency levels of academic standards and curriculum, and the registration process are distributed. These strategies allow parents and children the opportunity to visit the school and be screened for educational needs.

Coordination of Programs for specified populations to increase program effectiveness:

Coordination and integration of services at the local educational agency and individual school level are accomplished through the involvement of administrators, staff, and parents involved in each program implementation. The federal programs consolidated planning team is comprised of central office administrators, principals, teachers, and parents of schools. Collaboration of services among the major funding sources helps to increase program effectiveness and eliminate duplication and reduce fragmentation of the instructional program. All funds contribute to programming and resources for students who are at-risk. In addition, monthly administrator meetings involving central office administrators and principals provide a means of keeping an open line of communication between and among programs

Services for children with limited English are provided using Title I and III funds as well as local monies. Limited English Proficient students are identified using the home language survey and they are served in the regular classroom, in Title I classes, and they also receive supplemental services from speech and reading teachers, technology and an ELL resource teacher funded by local and Title III funds. To help teachers more effectively work with students

with limited English proficiency the district's ELL Office supports and trains staff deployed to identified schools, giving the teachers appropriate strategies for helping the students achieve success in the regular classroom. Parents receive information from the teacher about the academic plans for the year, what they expect from the school and the teacher, and how they can most effectively be involved with their child's education.

Special Services:

The offices works with Title I to identify, train and place support staff to best meet the needs of children, including school psychologists, Family Crisis, Therapists, Instructional Support Team Members, and Special Education staff, along with paraprofessionals. District Test Coordinator leads each school through the process of analyzing data. The teachers work in small collaborative teams to use the data to improve student learning. Additionally, the District offices collaborate to support schools in using their resources to understand appropriate Tier 1, 2, 3 interventions and that they are being effectively implemented. IST support building data collection and the implementation of the school wide plan, and in cases such as with Richardson Park ILC and Richardson Park Elementary School, the schools share services and resources to help all students excel. The Office also coordinates the parent café series in Title I schools; a series of informational workshops to assist families in obtaining services for their children.

Other offices:

Breakfast, snack and lunch are also provided through the state Child Nutrition Program and these services support children developmentally. The Office of Human Resources assists with filling vacancies in Title I buildings and supervising protocols for hiring and staff evaluations; the office also coordinates the staffing team which includes all program managers.

District Services assist with principal mentoring and coordinates auxiliary services to buildings, such as prevention programs, credit recovery, and community-based supports. These supports include 21st Century Community Learning Centers, and other supportive programs that are part of the school wide plan.

Homeless students who attend Title I schoolwide schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Title I, Part A, in conjunction with a McKinney-Vento subgrant and other programs, allow students experiencing transition to benefit more from a school's program. The homeless liaison completes an investigation and then aligns services, which may include transportation, depending on the family needs and situation. Homeless funds purchase needed classroom supplies and fees in order that the student has the opportunity to participate in all school activities (eyeglasses; health, nutrition, and other social services; or provide specialized professional development to liaison staff); and resources are linked to the child's educational needs.

See DDOE's accountability regulations (14 DE. Admin Code § 103) and the ESEA Act (20 U.S.C. § 6316).

2.7 Parental and Community Involvement

Question A

A.1

Section 1118(a)(3)(A) of the ESEA requires every LEA who receives a minimum of \$500,000 in Title I, Part A funds to reserve 1% of its Title I, Part A allocation for parental involvement activities that align with Sections 1111, 1112, 1116 and 1118 of the ESEA. If applicable, the LEA must then reserve an amount for parental involvement of parents of private school children based on the proportion of private school children from low income families residing in Title I attendance areas. The LEA must then distribute 95% of the remaining funds to schools that receive Title I funds (by formula) for school-based parental involvement activities.

Describe the parental involvement activities as they relate to students needs at the LEA-wide level.

The Red Clay Parent Advisory Council (RCPAC) along with the District Parent Involvement Liaison has the primary responsibility for coordinating district-wide parental activities as they relate to identified student needs. The RCPAC interacts primarily with district and building level administrators, Title I staff, and members of school PTAs, PTOs and other school support associations.

Events are planned throughout the year that addresses topics recommended by parents as strategies to help students to succeed academically and personally. An annual Family Resource Fair is hosted by the RCPAC in the fall in order to encourage parent involvement and community support. This free, family oriented event provides information and resources about all the services provided by the Red Clay Consolidated School District. Outside community agencies that have partnerships with either the district or Red Clay schools and strive to promote student achievement and parental involvement at home, in the school and the community also provide displays and exhibits at the Family Resource Fair. The goal of the Family Resource Fair is to “make education a family project.”

From September through May, the RCPAC meets once a month to (a) participate in goal-setting and the planning process district-wide; (b) to review collection and analyses of data, as well as data driven decision making; (c) to develop and maintain the district parental involvement policies in context with those developed at the school and district level; (d) to gather and analyze feedback from the building-level PTAs, PTOs and other school support associations relative to the effectiveness of such policies on an annual basis; and (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.

The Parent Involvement Liaison will organize the weekly broadcast of “Red Clay This Week,” a local cable network broadcast that airs twice a week to promote communication, parent involvement, engagement and parent education. These informational tapings are also posted on the parent information page of the Red Clay district website and are intended to serve as a resource tool for parents.

Departments across the district provide parent education training programs throughout the year addressing the various needs of students, parents, schools and community. Also, the department of Special Services holds monthly Parent Forums addressing key concerns of parents regarding supporting student academic and personal success. Also, the Office of ELL also provides parent training opportunities throughout the year in Red Clay school and local community agencies that support and assist ELL families.

Results of the annual Parent Involvement Survey assist in assessing the impact of the LEA. Feedback provided by the surveys is used to facilitate the design of programs and policies.

Lastly, LEA-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 also encouraged to participate in training opportunities sponsored by the Learning Link of Delaware, the Parent Information Center of Delaware and the Delaware State Parent Advisory Council (State PAC).

A.2

Describe the parental involvement activities as they relate to student needs at the school level.

Title I staff, parents, and administrators work cooperatively to design, develop and implement parent involvement and engagement activities for during and beyond the student day, using the allocation/reservation for parental involvement for their buildings. Schools strive to have a positive climate that is welcoming and motivational in order to encourage parental involvement.

Building level administrators and teachers meet with parents to develop strategies to create a sense of connectedness 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 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 connectedness the needs of the student population is identified and parents recognize their role. Cooperatively adults and students work together to realize that everyone has a vested interest in the student's academic achievement.

When parents are provided with the strategies that foster and encourage parents to be involved and engaged they take an active role in the planning, design and evaluation of School Success Plans, Compacts and the Parent Involvement Policy. Parents will also hold people accountable and expect results or change the more they are involved and informed.

Parents are encouraged to be involved in their school on a regular basis and to attend parent involvement training sessions sponsored by local, state, regional and national organizations that promote parent involvement 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.

Parents in all schools are encouraged to be actively involved in the design, development, implementation and evaluation of programs and services provided to students in all Red Clay schools.

A.3 Describe the specific technical assistance the LEA will provide to schools identified for school improvement related to parental involvement. [Section 1116(b)(4)(i)] This includes, but is not limited to analyzing data, determining needs, setting goals, implementing strategies, and evaluating results.

The Red Clay Consolidated School District, (RCCSD) primarily supports the involvement of parents and concerned community members including historically underrepresented groups as active participants in the school improvement process through regularly scheduled monthly meetings of the Red Clay Parent Advisory Council,(RCPAC). The RCPAC should be comprised of at least two parent representatives from each school. Title I schools are encouraged to have additional representation. In addition, Red Clay, instructional, administrative and support staff, Red Clay board members and members of the Red Clay community serve as members of the RCPAC working cooperatively and collaboratively with the parents. The executive board includes the offices of president, vice president and secretary. A monthly agenda is designed for each meeting by the executive board with collaboration from the district Parent Involvement Coordinator. Minutes are recorded and disseminated to membership for approval at the meeting the following month. Sub-committee chairs are appointed on an as needed basis to implement activities and events suggested by membership.

Monthly RCPAC meetings are scheduled at schools across the district and serve as a regular opportunity for concerned parents, community members, school board members, and school and district staff to network and collaborate. This collaboration is taken to the next level as members are encouraged to share the information provided at each meeting with members of the school PTA, PTO and other school support associations and school administrators. Training provided to RCPAC members includes but is not limited to completion of the Consolidated Grant application, analysis of data, explanation of all federal and state regulations and compliances, an understanding of the mission, goals and strategic plan for the district, and strategies to encourage, and increase parent involvement and engagement and the quality of educational services provided to Red Clay schools. RCPAC members make recommendations and suggest activities to be implemented by the RCPAC, the district and individual schools.

A sub-committee of RCPAC members are active participants of the Consolidated Grant application planning committee and writing team. At each RCPAC meeting members are encouraged to make recommendations to promote parent involvement and engagement, to increase communication and to improve the quality of education and services provided by Red Clay schools and the district.

The RCPAC working cooperatively with the Manager of Federal and Regulated Programs and the Parent Involvement Coordinator organize an annual Family Resource Fair in the fall for all school families and the community. RCCSD personnel and various community agencies provide demonstrations, presentations, resources, exhibits and hands-on activities that educate school families, and the general community about the education and enrichment opportunities available in Red Clay schools and the community. The goal of The Family Resource Fair is to help school families support student achievement by “making education a family project.”

In Red Clay schools and at the district level, historically underrepresented groups are essential and active participants in developing the vision, analyzing the data, setting the goals, and implementing strategies that will improve Red Clay schools. Annually, each School Success Plan Team always extends an invitation to parents to participate in the process of drafting the School Success Plan. Parents also assist in the design, development and implementation of strategies that address instructional, behavioral and attendance deficits that have been identified by analyzing current student performance data.

Parent participation is especially encouraged each year when schools and the district review and revise Parent Involvement Policies, Compacts and School Success Plans. To assure the unique needs of students enrolled in all RCCSD Title I schools are identified and addressed, the RCPAC has established a sub-committee consisting of parents from all identified Title I schools. This sub-committee works closely with district and school level personnel to help everyone assure compliance of all Title I state and federal regulations. Ultimately, the efforts of this sub-committee of parents helps to provide support and recommendations to all Title I schools to assure funding and services address and meet the needs of the students attending Title I schools so they can and will achieve and succeed academically.

Lastly, each year in the spring, the Red Clay Parent Involvement Survey is administered to parents. Data from the surveys is shared with various stakeholders. The results are used to establish strategies for parent involvement and plan activities that may be included as a part of the Consolidated Grant Application, School Success Plans and for use by the district and the schools.

Question B

B.1

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

The Manager of Federal and Regulated Programs, the Assistant Superintendent for Student Support Services, the District Parent Involvement Liaison, the Director of Curriculum and Instruction, the Supervisor of ELA, the Instructional Cadre, building administrators at school-wide Title I schools, Title I teachers 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 very active District Parent Advisory Council (RCPAC). Each Red Clay school is to designate at least two parent representatives to serve on the Red Clay Parent Advisory Council (RCPAC). The RCPAC members meet monthly with the District Parent Involvement Coordinator to share strategies and also engage in training opportunities that promotes parent involvement and parent engagement. Also, strategies to help students at home and at school to achieve academic and personal success are discussed.

The RCPAC uses a parents teaching parents model 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 in parents being more actively involved in the decision making process at their respective schools.

The RCPAC provides professional development training that educates RCPAC members about designing, implementing and evaluating both the school Compact and the school and district Parent Involvement Policy. The LEA has established a sub-committee made up exclusively of parents representing Title I schools that works with district personnel to assure parents understand the rights and responsibilities of parents whose children attend school-wide Title I programs.

In addition, the LEA designates members of RCPAC to represent the district and attend the Delaware State PAC meetings. Information and strategies obtained at these meetings is shared with the RCPAC members and also shared with the PTA, PTO and other school support associations at each individual school. This networking opportunity serves to encourage and improve parental involvement and awareness at each school.

Throughout the school year, regularly scheduled meetings with administration and teachers in Title I schools are conducted by the Manager of Federal and Regulated Programs, the Parent Involvement Liaison, the Supervisor for ELA and ELA cadre members. Professional development training is provided to assist schools with the development of the school Compact and Parent Involvement Policy. Also, best practices addressing instructional delivery, assessment and engaging parents are shared with all staff. Strategies to be effective communicators with parents and school families are also discussed. Partnerships with knowledgeable resource agencies and parent engagement professionals such as but not limited to Learning Link of DE, and Parent Information Center of Delaware have been established.

In order to reinforce and encourage effective strategies that promote parental involvement in the design, approval, implementation and evaluation process of the school Compact and Parent Involvement Policy, Robert Witherspoon, a nationally known family involvement specialist, was contracted by the LEA to work with central office and Title I building administrators, Title I teachers, parents of students attending Red Clay Title I schools and the RCPAC. His various presentations throughout the past two school years have addressed the rights of parents under the law, and a variety of strategies that encourage parents to be actively involved, knowledgeable and informed.

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 the website under district policies.
3. The policy may be printed in the district newsletter that goes to all homes in Red Clay, The Red Clay Record.

4. The information in the policy, and how to view the policy is shared during an taping of Red Clay this Week, a weekly half hour broadcast that airs twice a

week.
5. The policy is provided to all RCPAC members in the fall and is included in the manual 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)
Each Title I school throughout the year is to maintain a Title I notebook which includes a section on parent involvement and engagement opportunities. Professional development training is provided by the LEA to Title I building staff and administrators to assure a comprehensive and compliant notebook is maintained throughout the year and submitted on June 15th to the LEA. Documentation included but not limited to are 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.

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)].

A subcommittee is formed each year consisting of members from the RCPAC. Their role is to assure the Policy is reviewed annually. Any recommendations, feedback or suggestions from the subcommittee members are provided to the Parent Involvement Liaison. This information is shared with RCPAC members, the Manager of Federal and Regulated Programs and the Assistant Superintendent for Student Support.

Based on the comments of the subcommittee additional meetings may be scheduled with the possibility if necessary of updating the policy or implementation of activities during the next school year to assure compliance of the Policy. The District Parent Involvement Policy was recently revised and approved by the board during the 2009-10 school year. A subcommittee drafted the document along with support from the Parent Involvement Liaison, the Assistant Superintendent for Student Support Services, the Manager of Federal and Regulated Programs and the District's policy and grant writer. The draft was reviewed numerous times at the monthly RCPAC meetings and was also presented at a monthly board meeting. In addition, on a separate occasion an opportunity was provided for community comment. The document is also posted on the district webpage allowing an opportunity for additional public comment. The Policy was also reviewed by the District's Board Policy Committee.

Once the final document was drafted and accepted by the subcommittee, RCPAC and other stakeholders, the Assistant Superintendent for Student Support Services presented the Policy to the Board requesting a vote and approval. The policy is posted on the District's website and each school's home webpage. The Policy includes a statement that it will be reviewed annually.

B.3
Answer only if LEA has more than 1 Title I school.
Describe how the LEA ensures that each Title I school jointly develops with, and distributes to, parents of participating children, a written parent 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 1116(b) and (d).

The Manager of Federal and Regulated Programs, the district Parent Involvement Liaison, the Director of Curriculum and Instruction, the Supervisor of ELA, building administrators at school-wide Title I schools, Title I teachers 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 very active district Parent Advisory Council (RCPAC). Each Red Clay school is to designate at least two parent representatives to serve on the Red Clay Parent Advisory Council (RCPAC). The RCPAC members meet monthly with the District Parent Involvement Coordinator to share strategies

and also engage in training opportunities that promotes parent involvement and parent engagement. Also, strategies to help students at home and at school to achieve academic and personal success are discussed.

The RCPAC uses a parents teaching parents model 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 with schools having an increased number in parents being more actively involved in the decision making process at their respected schools.

The RCPAC provides professional development training that educates RCPAC members about designing, implementing and evaluating both the school Compact and the school and district Parent Involvement Policy. The LEA has established a sub-committee made-up exclusively of parents representing Title I schools that works with district personnel to assure parents understand the rights and responsibilities of parents whose children attend school-wide Title I programs.

In addition, the LEA designates members of RCPAC to represent the district and attend the Delaware State PAC meetings. Information and strategies obtained at these meetings is shared with the RCPAC members and also shared with the PTA, PTO and other school support associations at each individual school. This networking opportunity serves to encourage and improve parental involvement, engagement and awareness at each school. Throughout the school year, regularly scheduled meetings with administration and teachers in Title I schools are conducted by the Manager of Federal and Regulated Programs, the Parent Involvement Coordinator, the Supervisor for ELA and ELA cadre members. Professional development training is provided to assist schools with the development of the school Compact and Parent Involvement Policy. Strategies to share this information with parents and school families are also suggested.

In order to reinforce and encourage effective strategies that promote parental involvement in the design, approval, implementation and evaluation process of the school Compact and Parent Involvement Policy, Robert Witherspoon, a nationally known family involvement specialist, was contracted by the LEA to work with central office and Title I building administrators, Title I teachers, and the parents of students attending Red Clay Title I schools. His various presentations to all stakeholders addressed the rights of parents under the law, and a variety of strategies that encourage parents to be actively involved, knowledgeable and informed as well as providing district staff and administration strategies to increase parental involvement.

Each Title I school throughout the year is to maintain a Title I notebook which includes a section on parent involvement and engagement opportunities. Professional development training is provided by the LEA to Title I building staff and administrators to assure a comprehensive and compliant notebook is maintained throughout the year and submitted on June 15th to the LEA. Documentation included but not limited to are 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.

Through district meetings and small focus group sessions with Title I buildings, the building administrators will develop the capacity to educate parents about the Compact and the Parent Involvement Policies, with the support from the Manager of Federal and Regulated Programs, and the district Parent Involvement Coordinator. Each year, Title I schools will host an informational event that explains to parents and school families what a school – wide Title I program is and how it serves to help students. Parents are provided with an explanation and a hard copy of both the Compact and Parent Involvement Policy. These documents are designed collaboratively with all stakeholders and target the specific identified needs of the students. The documents will be drafted using a uniform format and will use a language that parents understand. Parent will be encouraged to sign the Compact that may also include the signature of the student, the teacher and the building administrator. This document serves as evidence that the school and home have a sincere commitment to work cooperatively and collaboratively to support each student so they may succeed academically.

Copies of all documents will be kept on file at both the building and district level. Each year, a committee which includes parents will review, revise, evaluate and edit the building Compact and Parent Involvement Policy to assure the needs of the school and the students are addressed. This process is also implemented with regard to the district Parent involvement Policy.

The LEA, when applicable, encourages and financially supports parents of Title I students and the RCPAC members who represent Title I schools 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.

In addition:

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. During the fall Title I information evening staff share information about the LEA Parent Involvement Policy, the building level parent involvement policy and the building compact. At this informational session for parents, school staff share hard copies as well as provide information regarding locating the document on the district website.
3. Discussion of the policy may be shared with parents during PTA/PTO or other parent organization meeting.
4. RCPAC has a subcommittee that reviews the policy every 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.

Question C

- C.1
Describe how and when the LEA distributes the following information to parents of children in Title I schools:
- Written SEA complaint procedure [34 CFR Section 299.11(d)]
 - Parents' right to know teacher and paraprofessional qualifications notice [Section 1111(h)(6)(A)]
 - School identified for school improvement, corrective action, or restructuring notice (if applicable)[Section 1116(b)(6), (7)(E) , and (8)(C)]

The Red Clay Consolidated School District's Distribution of:
Complaint procedure:

How: Written document is shared at the building level with families; family packets and through the parent meetings to explain Title I, Part A requirements and on the district webpage. It's also shared with RCPAC membership as a part of the monthly meetings and on Red Clay This Week TV Show. Procedure is posted publically

When: At the beginning of the year and throughout the year
Parents Right To Know:

How: Written document is shared at the building level with families and through the parent meetings (opportunities for two-way dialogue) to explain Title I, Part A requirements and on the district webpage. It's also shared with RCPAC membership as a part of the monthly meetings and on Red Clay This Week TV Show. Right to know is posted publically.

When: At the beginning of the year and throughout the school year

Improvement Identification:

How: Written document is shared at the building level with families and through the parent meetings (opportunities for two-way dialogue) to explain Title I, Part A requirements and the communication is posted on the district webpage. Schools also schedule communication sessions prior to the start of school to discuss the identification and invite families to participate in corrective actions and restructuring efforts. The written information is communicated in family home languages and the document is vetted through school parents prior to mailing. The SI information is also shared with RCPAC membership as a part of the monthly meetings and is presented on Red Clay This Week TV Show and with community partners.

When: At the beginning of the year and throughout the school year

C.2

Describe how the LEA ensures that the principal of each Title I school annually attests in writing to meeting the requirements for highly qualified teachers and paraprofessionals [Section 1119(i)(1)(2)]

Each school year, the Human Resources and Federal Programs Offices work together to ensure staff at local buildings meet the Requirements of ESEA Section 1119, through the review of files and staff hiring. Principals are instructed to attest annually that their school is in compliance with the ESEA requirements and copies of attestations are:

- o Maintained at each school,
- o Maintained at the school district, and
- o Available to the general public on request

C.3

Describe how the LEA disseminates and makes public the results of the “summative progress update” to staff, parents and the community [Section 1116 (a)(1)(C)]

The district’s Office of Research and Evaluation provides support for the review of Summative results along with the Office of Federal Programs. Summative progress is shared with staff members prior to the start of school in team meetings for plan verification and revision (as needed). Parents and community members are invited to both regular school-based parent meetings, RCPAC meetings, and school board meetings where the district shares the formative and summative results. The summative progress results are also accessible on the web. The school based meetings are best in communicating and defining summative progress (attempting to define the “why” and explain next steps or expected outcomes).

The district prepares summative results in a variety of understandable formats and languages for all parents, and is providing training for parent leaders in analyzing and communicating results. The Progress is also communicated through the annual parent meetings at each Title 1 building and in communications distributed by improvement school notifications.

While always looking to improve communications, the District’s procedures are supported by data from the 2011 Parent Involvement Survey, which revealed that parents feel they have “been informed of the academic expectations at their child’s school (rating 4.42 on a 5.00 scale).”

Question D

D.1

Describe how the LEA ensures that Title I schools provide, to each individual parent, timely notice that their child has been taught for four or more weeks by a non-highly qualified teacher (if applicable). [Section 1111(h)(6)(B)(ii)]

The Red Clay Consolidated School District works to fill all available positions in accordance with the Requirements of ESEA Section 1119. This includes:

- o hiring teachers and paraprofessionals who have met the highly qualified regulations outlined in state and federal law, and
- o if needed, developing a plan has to ensure all teachers are highly qualified.

The District's office of Human resources works with the local building principals and Federal Programs offices to coordinate a process to fill available positions and ensure that both candidates and staff in Title I buildings meet the HQT requirements. At the beginning of each school year, the districts notifies parents in a variety of communication methods (in print, verbal in the annual parent meeting, and through the use of the webpage and TV show) that they have the right to request specific information about the professional qualifications of their child's classroom teacher(s). This information includes:

1. Whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under emergency or conditional certification.
3. The baccalaureate degree major of the teacher and other graduate certification or degree, and the field of discipline of the certification and/or degree.

The schools, with technical assistance from HR and Federal Programs, provide timely notification if a pupil has been taught for four or more consecutive weeks by a teacher who is not highly qualified. This notification is in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. Samples of the notification and the Parent's right to know are on the district webpage .

D.2

Describe how the LEA ensures that each Title I school invites parents to an informational meeting to inform them about the school's participation in Title I, Part A and their right to be involved. [Section 1118(c)(1) and (2)]

The district:

1. Uses the previous year to review school parental involvement efforts and works with a National Consultant to provide professional development on the content and structure of the annual meeting and strategies to engage families
2. Communicates directly with families using a variety of mediums (web, Ed Clay This Week TV show, written notices, parent event recruitment by parent leaders) throughout the year.
3. Meets with families during both the annual parent meeting, ongoing trainings, at their requests, and during parent cafes to communicate the school's participation in Title I and their right to be involved
4. Provides each Title I School with a template of the required elements for the informational meeting
5. Monitors the implementation of the meetings and, when requested, provides some of the information during the meetings.
6. Presents information related to section 1118(c)(1) and (2) to parent groups, such as Red Clay Parent Advisory Council, Parents As Teachers and The Learning Link of Delaware

Question E

E.1

Describe how parents, students, teachers, and representatives of business and industry, through the Perkins Advisory Committee, were involved in the planning, implementation, and evaluation of the Career and Technical Education programs assisted by this grant.

The Perkins Advisory Committee is focused on providing industry-linked programs and services that enable all students to reach their college and career readiness goals in order to achieve a high-quality lifestyle, to be competitive in the global market-place, with 21st century skills and abilities. The Committee is to serve as a catalyst to build partnerships between businesses, community and schools so as to foster academic achievement and career & technical skills that prepare students for college and the work force. The district level Perkins Advisory Committee meets at least once a year and include a representative number of industry experts, students, parents, k-12 educators, post-secondary educators and other stakeholders. Content specific staff and partners' communication throughout the year as needed. The committee reviews the courses, their content, and the facility/equipment and provides guidance for pathway development, innovation, upgrade, enhancement and implementation.

CTE courses are developed:

- Based on labor market needs
- Industry/community input concerning curriculum, equipment, and facilities
- Availability of resources to start and sustain a program
- Availability of qualified instructors

Every year the school district provides communications to the community indicating the programs that are offered in Career & Technical Education. Academic and industry standards are embedded in CTE courses. The development and on-going monitoring of the programs involve all the partners. On an annual basis, all these representatives are provided with the data on enrollment, pathway completion, graduation rates, follow up, student feedback, and post-high school outcomes. That data helps to drive and tweak our plans for the following year.

3.1 Title I Public School Data

Identify each school's Title I status in the Title I status column. [Click here for additional resources.](#)

Public Schools

School	Title I Status	Grade Span	Total Enrollment	% FRL	% Exp Pov	# of LEAPov	# of Homeless
Forest Oak Elem	Eligible But Not Receiving Service	KN-5	526	47.53	54.18	0.00	8
Heritage Elem	Not Eligible	KN-5	549	28.60	37.34	0.00	1
Highlands Elem	Schoolwide	KN-5	330	82.42	83.64	85.00	3
Lewis Dual Language Elem	Schoolwide	KN-5	438	83.79	90.64	101.00	1
Shortlidge Elem	Schoolwide	PK-5	332	88.86	92.77	102.00	14
Linden Hill Elem	Not Eligible	KN-5	790	14.05	19.37	0.00	0
Baltz Elem	Schoolwide	PK-5	549	74.68	83.42	102.00	17
Richardson Park Elem	Schoolwide	KN-5	425	74.59	82.35	102.00	4
Marbrook Elem	Schoolwide	KN-5	586	82.59	86.18	83.00	3
Richey Elem	Schoolwide	KN-5	422	57.35	63.74	59.00	4
Brandywine Springs	Not Eligible	KN-7	1084	14.11	18.82	0.00	6
Mote Elem	Schoolwide	PK-5	519	85.36	87.86	88.00	4
Warner Elem	Schoolwide	PK-5	550	88.55	92.36	102.00	22
North Star Elem	Not Eligible	KN-5	772	3.24	7.12	0.00	0
A I duPont Middle	Schoolwide	6-8	513	82.85	84.80	87.00	9
H B duPont Middle	Eligible But Not Receiving Service	6-8	815	37.18	41.47	0.00	14
Skyline Middle	Eligible But Not Receiving Service	6-8	784	38.52	44.39	0.00	8
Stanton Middle	Targeted Assistance	6-8	716	73.04	76.40	75.00	19
Conrad Schools of Science	Eligible But Not Receiving Service	6-12	846	36.17	40.31	0.00	10
Calloway Sch of the Arts	Not Eligible	6-12	847	11.33	14.76	0.00	1
Dickinson High	Eligible But Not Receiving Service	9-12	644	58.39	65.84	0.00	9
A I duPont High	Eligible But Not Receiving Service	9-12	1386	38.02	42.42	0.00	5
McKean High	Eligible But Not Receiving Service	9-12	911	59.71	66.30	0.00	6

Meadowood Program	Eligible But Not Receiving Service	Ungraded	140	43.57	86.43	0.00	2
Richardson Park Lrng Cntr	Eligible But Not Receiving Service	Ungraded	299	54.18	62.88	0.00	14
Central School	Eligible But Not Receiving Service	Ungraded	164	79.27	87.20	0.00	2
First State School	Not Eligible	Ungraded	17	17.65	76.47	0.00	0
Positive Change	Not Eligible	Ungraded	0	0.00	0.00	0.00	3

3.2 Title I Data Questions

Please answer the following questions regarding school Title I designations. (Please refer to the “Additional Resources” link in the Section 3.1 header section for additional guidance.)

Question A

A.1 What source of data was used to determine the Title I Status of the LEA's schools? (Please note the LEA must use the same data set for all schools)

- | | |
|----------------------------------|---|
| <input type="radio"/> | DEDOE-provided % free and reduced lunch data (09-10 Sept 30 Data) |
| <input type="radio"/> | DEDOE-provided % expanded poverty data (09-10 Sept 30 Data) |
| <input checked="" type="radio"/> | New LEA-provided data (NOTE: LEAs may use this option if they are experiencing feeder pattern changes or if they have access to more timely poverty data) |

A.2 If new LEA-provided data was used, please explain why this method was chosen and how the poverty data was obtained.

The LEA used student poverty data provided from e-school plus (free and reduced lunch data based on the September 30th count from the previous year); this data was reviewed by the Data Service Center, the Federal and Regulated Programs Office, and the Office of technology Management. We found these numbers to be a more accurate representation of district poverty levels. We also needed to take into account the USDA Provision 2 schools (Baltz, Lewis, Richardson Park, Shortlidge, and Warner Elementary Schools) - where we consider the entire buildings, 100% high poverty schools.

Question B

B.1 Is the LEA serving all schools with poverty rates of 75 percent 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) is the skipped school 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?

The LEA is serving its traditional public schools with poverty levels at/above 75%; however the LEA is not serving its ungraded schools, which include Richardson Park Intensive Learning Center (ILC), Central School ILC, First State School and Meadowood School. Of these three, only Central ILC has a poverty rate of/above 75%.

This school serves students with specialized and exceptional educational needs and as a result, it receives tuition funds that far exceed the amount they would have received in Title I, Part A funds. In addition, some of the pupils return to their traditional district grade-level schools during the school year and graduate with that class.

The district's comparability report 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 SEA - KW/TJ)

In addition, Currently Stanton Middle School has 73% poverty and the LEA is in a planning stage projecting service during the 2012-2013 sy. Per DEDOE's guidance on 6/27/2011; we've used the state's excel sheet to calculate the number of low-income children from Stanton and from private schools (who would've attended Stanton and as a result that number is erroneously over 83% within the excel sheet that RCCSD must submit for allocations. While this appears to show Stanton having well over 75% poverty, it is not so, and per DEDOE, we can continue with our planning in preparation for the coming year.

B.2 Is the LEA electing not to serve or "Skipping" any other eligible schools 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) is the skipped school 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?

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: Richardson Park ILC, Central School ILC, 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. Comparability calculations will be submitted to the Department in November using the ratios provided by the Department and in accordance with the grade configurations at this school.

Question C

C.1 What is the LEA's threshold for serving schools (or schools within a grade span) with Title I funds?

- LEA has only one school which is eligible to receive Title I, Part A funds according to Section 1124(b) of the ESEA.
- Serving all schools with poverty rates equal to or above 35%
- Serving all schools equal to or above the LEAs total average poverty rate
- Serving all schools in a grade span equal to or above the LEAs total average poverty rate
- Serving all schools in a grade span equal to or above the average poverty rate of that grade span
- Serving all schools with a poverty rate equal to or above X% as determined by the LEA NOTE: poverty rate must be equal to or above the LEA's total average poverty or 35% (whichever is lower) if using a district wide ranking, or if ranking by grade span, equal to or above the average rate of that grade span or 35% (whichever is lower). (Please see C-2 below)
- Other (Please explain in C-3 below)

C.2 If "Serving all schools with a poverty rate equal to or above X% as determined by the LEA" was selected in C-1 above, what is the % threshold is the LEA using to serve schools with Title I funds.

N/A

C.3 If "Other" was selected in C-1 above, please explain the LEA's threshold for serving schools with Title I funds.

The Red Clay Consolidated School District is serving schools based on the following actions:

1) In grades K-5; the district is serving schools equal to or above the LEAs total average poverty rate as measured by the % of free and reduced lunch students. The LEA has one (1) K – 5 school that is above the district poverty rate, and just under 60% poverty; and it has eight (8) K – 5 schools with poverty rates between 75% - 100% schoolwide.

2) In grades 6-12; we are serving schools equal to or above the 75% poverty threshold - For 2011-2012, we are serving a 6-12 (A.I. DuPont Middle) school 84% of its students eligible for free-reduced lunch. We will use the year to assist another 6-12 school (Stanton Middle) in planning for Title I implementation in the 2012-2013 school year (as their poverty approaches 75%)

3.3 Title I Private School Data

LEAs must provide equitable services to children attending non-public schools who reside in their eligible attendance areas. LEAs must list each eligible non-public school, the Title I participating status of the school, the grade span, and the number of low-income and the number of educationally deprived children in each non-public school. (Please refer to the “Additional Resources” link in this section header for additional guidance.)

Private Schools

School	Title I Status	Grade Span	# Low Income	# Ed Deprived
St. Elizabeth's Elem	Participating Private School	K-8	44	9
St. John Beloved	Participating Private School	K-8	20	3
Harvest Academy Wilm	Participating Private School	K-8	17	9
St. Ann	Participating Private School	K-8	10	14
St. Anthony of Padua	Participating Private School	K-8	24	22
St. Peter's Cathedra	Participating Private School	K-8	43	9
Our Lady of Fatima	Participating Private School	K-8	3	1
Nativity Preparatory	Participating Private School	6-8	6	0
Serviam Girls Academy	Participating Private School	5-8	9	0
St. Elizabeth's High	Participating Private School	9-12	28	0
Immaculate Heart	Participating Private School	K-8	1	0
Holy Angels	Participating Private School	K-8	10	0
St. Michael's Day	Participating Private School	K-1	4	0

3.4 Title I Schoolwide and Targeted Assistance Program Requirements

Please refer to the "Additional Resources" link in this header section when answering Question A.1.

Question A

A.1 This question should only be completed by LEAs operating Title I Schoolwide programs. If all LEA Title I programs are Targeted Assistance, please move to Question B.

Explain how the LEA will ensure the Schoolwide program meets the 10 Requirements of Schoolwide Programs. (See the "Additional Resources" link above for this section.)

The Red Clay Consolidated School District does the following to ensure that we meet the 10 requirements (through the Federal and Regulated Programs Office):

- Regular meetings with Title I buildings to review each of the components and provide assistance on a school basis or a district basis (per the need)
- Monthly - bi-monthly Title I principal meetings to review and provide support for each component.
- Each school uses a binder to capture artifacts from each component - this assists with guidance, documentation, and monitoring visits from the District office, State or Federal officials.
- Consultant support with specific Title I Part A components related to Schoolwide programs.
- A schedule to monitor each Title I building
- Title I Teacher meetings to discuss the components and provide support with program implementation
- Educational opportunities for schools, such as (not limited to) The National Title I conference (which has multiple sessions on Schoolwide programs); International Reading Association; National Association of Federal Education Program Administrators and written documents related to Schoolwide Program implementation

A.2 Describe how each school operating a Schoolwide program will annually evaluate the implementation of, and results achieved by, the Schoolwide program to determine whether the program was effective.

In RCCSD all elementary buildings are Schoolwide programs, as is 1 middle School program (Alexis I. DuPont Middle). The schools are using the ESPES progress update component to document progress toward the objectives and to have a documented evaluation. Based on the feedback from their teams and information from monitoring during the year, along with parent satisfaction surveys, the schools will work with the Federal Programs Office to make amendments to their plans as needed.

Through monthly bi-monthly principal meetings, and working with individual school teams throughout the year, the Federal Programs Office provides examples and support with revisions and the District Office of Research and Evaluation provides assistance and guidance with the evaluation. A part of the regular monthly schedule includes a Day devoted to data review (Data Day), which is an opportunity for schools to review data and strategies with their school teams and to make adjustments/identify more targeted research based actions and present these plans to district administration.

Once approved, the schools use their building-level meetings to review plan implementation and to adjustments to plans during the year. These meetings help the schools to review evidence related to strategies impacting academic, behavior, and survey data in an ongoing fashion

Question B

B.1 This question should only be completed by LEAs operating Targeted Assistance programs.

Explain the LEA's procedures for identifying Title I Targeted Assistance program participants. The procedures must be uniformly applied for all students at a grade level in the LEA.

The Red Clay Consolidated School District operates a single Targeted Assistance program at Stanton Middle School. Planning for services is a continuous process that takes place throughout the year, with needs assessments being completed annually. Student data is analyzed and disaggregated to determine areas of weakness and how best to increase student achievement. Those involved in the planning include school staff, the school principal and counselor, as well as district Leadership. After analysis of current test scores, the team decides the priority for the use of the Title I-A funds

The district and school use a number of high quality academic assessments to determine the success of children in meeting Delaware's academic achievement standards (Core Content Curriculum Standards), and to provide information to teachers, parents, and students on student progress toward meeting state academic achievement standards; to assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving children served under applicable federal programs to meet State achievement academic standards. Eligible students are identified by the school as failing or most at risk of failing to meet the State' student academic achievement standards. Students are selected for participation in the Title I Program based on the following criteria:

- Level 1 or 2 DCAS ELA performance
- Level 1 or 2 DCAS Mathematics performance
- The WIDA ACCESS English language proficiency tests are used to assess listening, speaking, reading and writing proficiency for Limited English Proficient (LEP) students in grades K-12.
- Local Grade Level Literacy Assessments – failure or low performance
- Local Grade Level Math Assessments – failure or low performance
- Teacher recommendation
- Economically disadvantaged students – who demonstrate academic need
- Parent request
- The design of a student IEP
- Homeless
- Neglected and Delinquent
- Migrant
- LEP

A rank list of students is developed based on the above criteria. Based on this data, students are ranked in order to identify those students in most need of services. Students will be served based on the list with priority given to students with the greatest need.

The Red Clay School District and Stanton Middle School actively search for those students most in need equipping them with supplies and services to ensure their success. Referrals for Response to Intervention (RTI), new students entering during the school year, and parent request for additional services will be considered based on the same process.

From the list of eligible children in our targeted assistance school, the school selects those children who have the greatest need for special assistance to receive Part A services. The school staff, in consultation with the LEA and based on a review of all the information available about the performance of eligible children, use their best professional judgment in making these choices. School staff will also consider the needs of different populations. For example, the data may reveal a need to concentrate Part A resources in certain grades or in certain subjects. Similarly, a school may decide that some children who are homeless have greater needs because, for instance, homeless children may likely face problems of attendance and homework completion due to recurrent moves and, therefore, may be at greater risk of failure than some other children who are not faced with the disruption associated with homelessness.

B.2 Explain how the LEA has 1) given primary consideration to using Title I Targeted Assistance program funds to provide extended learning time, such as an extended school year, before- and after-school, and summer programs and opportunities; 2) helped provide an accelerated, high-quality curriculum, including applied learning; and 3) minimized removing children from the regular classroom during regular school hours for instruction.

The Title I Program at Stanton Middle School will serve students in grades 6, 7, and 8. Funds will be used to address the academic needs of students who are failing, at-risk of not meeting challenging state standards. Funds will be used to supplement instruction with additional services for eligible students with an extended school day model; providing students with more services without decreasing instructional time within the classroom.

During its planning process, the district and school decided that it was best and important for students to participate in the regular educational schedule without interruption – so that they are afforded an equal opportunity to interact with grade level content and teachers. The extended day model enables the district to use the resources in concert with the school more wisely – providing tiered and targeted support to children in a more focused setting where children can receive individual attention and support towards meeting academic goals. It also helps the student to have a regular schedule of classes, and with the use of PLCs – the school has multiple methods of having conversations about targeted student data in real time (vs. having a student pulled from a class and discussing the performance of a child who only received part of the grade-level content and instruction). In addition, this structure provides more time for staff to meet as a team during the day and discuss progress, receive professional learning related to key areas and provide targeted supports to students based on the Standards. The targeted assistance school program should provide additional academic support to help the identified students be successful during the school day – not limit access to the school day. Eligible students should participate in the full academic program of their school, while at the same time receiving the extra support provided by the program.

B.3 Explain how the LEA will ensure that personnel providing Targeted Assistance services are integrated into the regular school program and overall school planning, professional development and improvement efforts.

Teachers providing targeted support will contribute in reviewing the academic progress of identified students, revising the school plan, and making decisions about the TA program. The teachers providing the supports will be fully involved in all school activities and contributors to data based discussions, including RTI, about students and academic success. Through Title I funds, the district may employ or contract personnel to provide academic coaching and/or support for the extended day program. The school will work with the district to coordinate communication between the program and the regular classroom teachers so that both can share information on evidence-based instructional materials, strategies and interventions that can be used with targeted students. Through structures such as Professional Learning Communities, Building Leadership Teams, and Success Planning – the school has structures in place for the regular sharing of information; this would include joint (specific) professional development for personnel working with targeted students, assessment of student progress related to success plan goals, vertical/horizontal alignment discussions, and regular support and monitoring from The Red Clay office of Federal and Regulated Programs to ensure program compliance.

3.5 Children with Disabilities under IDEA - CEIS Services

Question A

A.1 For LEAs providing Comprehensive Early Intervening Services (CEIS) under IDEA, 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. (20 U.S.C. §1413(f) and 34 C.F.R. §226).

Instructional consultation teams will work in three elementary schools to problem-solve with teachers to provide early intervention services to students who are not identified for special education but need academic and/or behavior support. Instructional consultants will partner with teachers to conduct curriculum-based or functional behavior assessments, identify students' specific skill needs, and choose appropriate intervention strategies. Teachers will implement these strategies, monitor progress of interventions through data collection and graphing, and revise instruction or intervention strategies as necessary for students with academic problems and/or at risk for behavior failure.

All Red Clay Consolidated School District's instructional support teams(IST) will have the opportunity to participate in curriculum-based assessment and progress monitoring and will apply these skills to instructional problem solving and collaboration across all grade levels to support all students in the general education population who need academic or behavior 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 in specific reading interventions will be provided concurrently to general and special education teachers.

Eight Red Clay Schools will continue to implement School-wide Positive Behavior Support programs with the addition of two new schools. Representative teams from two schools that have implemented School-wide PBS programs will continue to participate in professional development and receive coaching and technical assistance to implement targeted and individual PBS support strategies with any student who demonstrates greater incidences of office discipline referral and/or suspension. 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 and Targeted PBS 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.

A.2 Please check one:

- CEIS is required.
- CEIS is voluntary.
- CEIS is not being used.

3.6 Services and Programs for Homeless Students and Youth

Question A

A.1 A child or youth who is homeless is automatically eligible to receive Title I services. ESEA requires that LEAs reserve a portion of their Title I, Part A funds as necessary to provide services to 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:

- * the amount of Title I, Part A funds that have been reserved, how the amount was determined,
- * the projected types of costs and services that these funds would support, and
- * an approximate number of homeless students and youth the LEA expect to assist with these Title I reserved funds.

A reserve of \$11,000 has been set-aside to be used to assist students living in transition who attend non-Title I participating schools. The amount reserved this year was based on the reserve from the previous year and the amount requested from the McKinney-Vento FY 12 grant. The reserve will allocate funds to students in order to purchase clothing and uniforms, items needed for personal hygiene and basic needs, school supplies, and provides academic support by affording the opportunity for tutoring and attendance at summer school. The district expects to serve about 150 students living in transition who attends non-Title I schools.

3.7 Title II, Part A, Highly Qualified Teachers (HQT) and Highly Qualified Paraprofessionals (HQP)

Question A

A.1 Sections A and B: Content Areas of Need Within Schools If your district or charter school did not have 100% HQT classes in the 2010 – 2011 school year, answer questions A-1 to B-2. If your district or charter school had 100% HQT classes in the 2010 – 2011 school year, answer question B-3. The questions in this section are about the ESEA content areas of need within individual schools in a district or the charter school. Under ESEA, the core academic content areas are: English, Reading/language arts, Mathematics, Science, Foreign languages, Arts (defined in Delaware as music and art), History, Civics/government, Economics, Geography. Elementary school teachers meet the HQT requirement as elementary generalists. The ESEA legislation partitions social studies into four discrete fields. Delaware considers social studies a core content area and teachers of social studies classes must meet the highly qualified teacher requirement. [A.1] What are the ESEA content areas of need within the schools of your district or in the charter school? That is, which ESEA content areas have the largest number of classes not taught by highly qualified teachers and in which schools are these classes? Use the most recent HQT data in answering the questions in this section. Be specific in your response.

From 2011 HQ data, fully certified ELL teachers continue to be an area of need. While most are HQ as elementary generalists and/or secondary content areas, they have emergency certificates for ELL and moving toward full certification. Impacted schools include Heritage, Richey, Marbrook, Mote, Warner, AI DuPont Middle, Conrad, Central and AI DuPont High School.

The Central School, a restrictive placement center for special education students, continues to be in need of certified special education teachers in most content areas.

A similar problem at AI DuPont Middle and Stanton Middle exists in that some teachers are teaching out of HQ fields. Content areas of need in those schools include English, science, math, reading and social studies. AI DuPont High School also has teachers who are certified in special education but lack HQ content expertise.

A.2

In your district or charter school, what factors contribute to the identified ESEA content areas with the largest number of classes not taught by highly qualified teachers within the identified schools? Or, put another way, what are the reasons why these specific content areas in these specific schools are taught more frequently than other areas or in other schools by teachers who are not yet highly qualified? Use the HQT data and the last available kicker list to assist you in your analyses. For example, some content areas may have more uncertified or not fully certified teachers whereas for other content areas, the reasons center on the demonstration of subject matter competence.

Factors include chronic shortages of special education and ELL certified teachers; local hiring policy constraints that require late hiring versus other local districts; and master schedule constraints, particularly at the secondary level, that result in "leftover" sections in one or more subject areas. In 2011, parent refusals of ELL services have impacted schools such as Richey and Heritage. In these cases, parents declined entrance into established ELL programs at Marbrook, Mote, or Baltz and elected for their children to attend the regular feeder pattern schools. Other reasons include mainstreaming, monitoring, and tutoring/pull-out services of ELL-identified students.

The Central School, a restrictive placement center for special education students, continues to be in need of certified special education teachers. As with ELL issues, some are certified and HQ in content but lack permanent special education certification. Those teachers are also teaching with emergency certificates and have plans in place for becoming HQ. Other fully certified Central teachers are teaching out of HQ content area due to master schedule and unit constraints. Those teachers will either be reassigned within Central or sit for Praxis II examination.

A similar problem at Al DuPont Middle exists in that some teachers are teaching out of HQ fields in part due to lack of qualified applicants and master schedule constraints. They, too will be reassigned or take Praxis II. Content areas of need in those schools include English, science, math, reading and social studies. Al DuPont High School also has teachers who are certified in special education but lack HQ content expertise. Again, reassignment, college coursework, or Praxis II examination are the recommended plans for those teachers.

Question B

B.1 Based on your analysis, what actions/strategies is your district/charter school taking (and/or planning to take) to increase the number of classes taught by highly qualified teachers in the identified ESEA content area of need within the identified schools? The response is to be specific to the content areas identified within the identified schools.

The district plans to support non-HQ teachers with systemic training with accessing and answering the DEEDS survey, meetings with non-HQ teachers, Praxis II training, and Praxis II materials. Regular education teachers will be encouraged and supported to cross-certify in special education as well. All non-HQ teachers are required to submit an individualized plan for how they will become HQ. Additional focus will be provided on trouble-shooting building scheduling issues that cause teachers to be placed in non-HQ assignments. During the staffing period, regular reporting from district personnel to building administration on student scheduling and teacher quality status will inform hiring decisions. An updated electronic job application provides building administrators with improved information concerning quality status of applicants. A priority of the HR office will be to carefully screen candidates for quality status prior to offers of employment. Teachers may not transfer to positions for which they are not highly qualified. Teachers who are on temporary contracts and are not HQ in the field in which they are teaching may not have their contract extended. Teachers who are not highly qualified may also be "excessed" from their building. In addition, this year the district reached an agreement with the bargaining unit to rollback the voluntary transfer period and conducted an early (May) job fair. 44 teachers were hired, all of them HQ in their fields.

B.2 Why does the district/charter school believe that the actions/strategies described in B.1 will result in increasing the number of classes taught by highly qualified teachers in the identified ESEA content areas of need within the identified schools?

Cite specific evidence, reasons, and/or past experiences relative to increasing HQT classes in the specific content areas within the specific schools.

This plan has been in place for 5 years. Each year we have made significant progress in reducing the number of teachers who do not meet highly qualified criteria. In 2008, 84.6% of all classes were taught by HQ teachers. In 2009, 91.2% of all classes were taught by HQ teachers. 2010 data indicated that 94.5% of all classes were taught by HQ staff. For 2011, the percentage was 94.9. Stanton and HB DuPont Middle Schools improved by 6% in serving students with disabilities at 93.3 for SY 2011. Marbrook improved ELL access by 5% and the Central School improved by 6%. Overall, the district rose 2.5% in ELL HQ status over SY 2010.

B.3 If your district/charter school had 100% HQT classes last year, what specific steps, actions, and decisions did you make to meet this goal? How do you plan to maintain 100% HQT classes?

n/a – did not meet 100% HQT

Question C

C.1 Section C: Meeting the 100% HQT Classes Requirement and Title I Hiring Requirements

[C.1] The ESEA requirement is that all classes of core academic content areas were to be taught by highly qualified teachers by the end of the 2005-2006 school year.

If your district/charter school has not yet met this requirement for two consecutive years (2009-2010 and 2010-2011), respond to this question:

What specific actions/strategies has your district/charter school taken (or plans to take) to meet the 100% HQT classes requirement?

Be certain to address all initiatives, including:

Praxis II support for teachers (describe all forms of support)

Teacher assignment/reassignment

Hiring practices for new teachers

Collaboration with school leaders about meeting the 100% HQT classes requirement.

The district continues to support non-HQ teachers with systemic training with accessing and answering the DEEDS survey, meetings with non-HQ teachers, Praxis II training, Praxis II materials, and partnership with the University of Delaware Teacher Quality Center. Regular education teachers will be encouraged and supported to cross-certify in special education as well. All non-HQ teachers are required to submit an individualized plan for how they will become HQ. During the staffing period, regular reporting from district personnel to building administration on student scheduling and teacher quality status will inform hiring decisions. A priority of the HR office will be to carefully screen candidates for quality status prior to offers of employment. An updated electronic job application provides building administrators with improved information concerning quality status of applicants. Teachers may not transfer to positions for which they are not highly qualified. Teachers who are on temporary contracts and are not HQ in the field in which they are teaching may not have their contract extended. Teachers who are not highly qualified may also be "excessed". In addition, this year the district reached an agreement with the bargaining unit to rollback the voluntary transfer period and conducted an early (May) job fair. 44 teachers were hired, all of them HQ in their fields.

C.2 If you have teachers who are not yet highly qualified for their scheduled classes, describe the process for developing the plan with the teachers; the available options for meeting the HQT requirement; the responsibility of the district/charter, including support for the teacher and monitoring; and the responsibility of the teacher, including consequences for not following the plan.

Teachers identified through the DEEDS survey as not being HQ have the option of taking college courses or the Praxis II examination to achieve highly qualified status. The district provides financial support through the purchase of Praxis II study materials and reimbursement of Praxis fees for successful examination. Once identified as not HQ, a form is sent to the principal and teacher indicating areas of need for HQ and options for compliance, to include scheduling attendance at a praxis examination or restricting teacher scheduling to areas of highly qualified status. Teachers may not transfer to positions for which they are not highly qualified. Teachers who are on temporary contracts and are not HQ in the field in which they are teaching may not have their contract extended. Teachers who are not highly qualified may also be "excessed" from their building.

C.3 The ESEA/Title I requirement is that all teachers hired after the first day of the 2002 – 2003 school year were to be highly qualified at the time of hire if they were to be placed in a Title I school-wide school or a program supported with Title I funds.

All districts and charter schools, please respond to this question. Describe how your district/charter school assures that it meets this federal requirement. Be specific in your response

Based on staffing projections, highly qualified teachers are employed where available. However, for staff hired as a result of September 30th enrollment increases, staffing is restricted by the available applicant pool at that time.

Question D

D.3 Based on your analysis, what actions/strategies is your district/charter school taking (and/or planning to take) to increase the access of student sub-groups to classes taught by highly qualified teachers in the schools that have the largest disparities? The response is to be specific to the identified student sub-group disparities within the identified schools.

The district monitors and works with all teachers to complete the DEEDS survey and to complete requirements, such as praxis examination. Principals use priority scheduling to ensure that highly qualified teachers work with sub-groups as much as possible. During the staffing period, regular reporting from district personnel to building administration on student scheduling and teacher quality status will inform hiring decisions.

An updated job application provides building administrators with improved information concerning quality status of applicants. Teachers may not transfer to positions for which they are not highly qualified. Teachers who are on temporary contracts and are not HQ in the field in which they are teaching may not have their contract extended. Teachers who are not highly qualified may also be "excessed" from their building. Early hiring practices have been instituted.

D.1 Sections D and E: Equity Data

If your district or charter school has not yet met the 100% HQT classes requirement, answer questions D-1 to E-1. To answer these questions, refer to the most recent HQT class analyses by these student characteristics:

English language learners (ELL)

Students with disabilities (SWD)

Race/ethnicity

Low income.

You will see an overall analysis for each student characteristic and an analysis by school for each student characteristic.

[D.1] Which student subgroups, if any, show a disparity in access to classes taught by highly qualified teachers? That is, which student sub-groups are assigned at a higher rate to classes not taught by highly qualified teachers and in which schools are these classes?

Use the most recent HQT data in answering the questions in this section. Be specific in your response.

Progress in every sub-group except students with disabilities is noted over 2010 data. 2011 HQ data shows that while 96% of white students have access to highly qualified teachers, 95.3% of blacks had access. Overall Hispanic data was not provided by DeDOE this year. Gaps exist for ELL students (92.1%), and students with disabilities (90.9%). Schools with gaps of 5% or more for students with disabilities include Al Middle, Conrad, Dickinson, McKean and the Central School. In marked contrast to 2010, (0) zero schools show gaps of 5% or more in black vs. white access.

D.2 In your district or charter school, what factors contribute to the disparities in student access to classes taught by highly qualified teachers within the identified schools? Or, put another way, what are the reasons why these student sub-groups in these specific schools are taught more frequently by teachers who are not yet highly qualified?

Factors include chronic shortages of special education and ELL certified teachers; local hiring policy constraints that require relatively late hiring as compared to other local districts; and master schedule constraints, particularly at the secondary level, that result in "leftover" sections in one or more subject areas.

It should be noted that some of the non-HQ teachers in special education and ELL programs are highly qualified in content, but lack the specialized certificate for their areas and are therefore deemed not HQ. Those teachers are enrolled in critical needs programs or other programs designed to provide them with the specialized certificate and have emergency certification.

Question E

E.1] Why does the district/charter school believe that the actions/strategies described in D-3 will result in increasing the access of student sub-groups to classes taught by highly qualified teachers within the identified schools?

Cite specific evidence, reasons, and/or past experiences relative to increasing student sub-group access to HQT classes within the identified schools.

This plan has been in place for 5 years. In 2007, 85.5% of low SES students had access to HQ teachers and 80.4% of special education students had access to HQ special education teachers. In 2008, low SES access increased to 87% and 83% of special education students had access to HQ teachers. In 2009, low SES access increased to 90.1%; 86.3% of special education students had access. For 2010, low SES access increased to 94.3%; in 2011, that rose to 94.6%.

Progress in every sub-group except students with disabilities is noted over 2010 data. 2011 HQ data shows that while 96% of white students have access to highly qualified teachers, 95.3% of blacks had access. Overall Hispanic data was not provided by DeDOE this year. Gaps exist for ELL students (92.1%), and students with disabilities (90.9%). Schools with gaps of 5% or more for students with disabilities include Al Middle, Conrad, Dickinson, McKean and the Central School. In marked contrast to 2010, (0) zero schools show gaps of 5% or more in black vs. white access.

Each year we have made significant progress in reducing the number of teachers who do not meet highly qualified criteria.

The number of non-HQ ELL and special education teachers at some of the identified schools is slowly increasing as those teachers complete coursework and other requirements for full certification. For example, the number of ELL students with an HQ teacher at Baltz improved from 86.9 to 97.6% this year. At Highlands, the number of special education students with an HQ teacher improved from 84.7% to 92%. Likewise, Marbrook improved from 86.2% to 91.2%. Stanton improved from 87% to 93.3%. Additional focus will be provided on trouble-shooting building scheduling issues that cause teachers to be placed in non-HQ assignments.

Question F

F.1 Section F: Student Access to Classes Taught by Experienced Highly Qualified Teachers

All districts and charter schools, please answer these questions.

[F.1] Do the district/charter school data show differences in the percent of HQT classes by the teachers' years of experience? Experienced teachers have three or more years of teaching experience. Refer to the most recent HQT data.

In 2009, 94% of teachers with more than 3 years experience were HQ. 76.3% of those with less than 3 years experience were HQ.

For 2010, 95.3% of experienced teachers were HQ; less experienced teachers rose to 89.7% HQ. For 2011, 95.9% of experienced teachers were HQ and less experienced rose to 92.6%.

We are seeing the largest amount of growth (76% in 2009, 92.6% in 2011) in inexperienced teachers meeting HQ requirements.

F.2 If differences exist, what actions/strategies is the district/charter school taking (or planning to take) to make certain that all students have access to experienced highly qualified teachers?

The Manager of Human Resources or designee will meet with principals to discuss scheduling priorities to address these needs.

The district monitors and works with all teachers to complete the DEEDS survey and to complete requirements, such as Praxis examination. Principals use priority scheduling to ensure that experienced, highly qualified teachers work with sub-groups as much as possible. Early hiring practices have been instituted.

Question G

G.1 Section G: Meeting the 100% Highly Qualified Requirement for Title I Instructional Paraeducators

The ESEA/Title I requires that all instructional paraprofessionals in schoolwide programs and in programs supported with Title I funds (such as in a targeted assistance school) to meet the highly qualified requirement, either:

* Completed at least two years of study at an institution of higher education, OR

* Obtained an associate's or higher degree, OR

* Passed the ParaPro test.

Please be aware that all non-highly qualified instructional paraeducators working in schoolwide schools (or in a program supported with Title I funds in a targeted assistance school) must be re-assigned to either a non-Title I school OR to a program not supported with Title I funds in a targeted assistance Title I school OR be reassigned as a service paraeducator until they become highly qualified.

[G.1] How does the district/charter school assure that it meets this federal requirement? Be specific in your response.

The district only hires Paraprofessionals who are highly qualified. Based on staffing projections and building allocations (per pupil allocations), buildings are allocated fiscal and human resources. When a school earns enough resources for a Paraprofessional, the district employs and places only highly qualified paraprofessionals in the Title I buildings.

Currently, there are four (4) Title I buildings that use their Title I, Part A resources to support 1 Highly Qualified Para per site (four Highly Qualified Paraprofessionals total). In the case of professional leave, or a new hire, the district would place a candidate who meets the HQ requirements in a vacancy (This would be a requirement for the application process).

3.8 Professional Development Plan

Question A

A.1 Describe how district and school professional development needs are determined, which data are analyzed, and who is involved in the needs-assessment process. List the names, position, and school assignment of teachers involved in the needs assessment process.

The District uses the following sources to determine professional development needs: A council system has been implemented to ensure that all students achieve success. This system drives professional development. Councils, consisting of teacher representatives and content supervisor, are created for all content areas. Based on data, students' needs are brought forward by teachers to the council. Issues are researched and discussed. In order for an item to move forward to the Curriculum Cabinet, councils need a supermajority vote of 75% or greater. The cabinet will assess the request based on research, then vote to move the item forward. A supermajority vote of at least 75 % must occur before items are moved to our Superintendent or Board. Information used by councils driving professional development includes annual needs assessment survey; LOTI survey; individual workshop evaluation surveys; parent surveys; DPAS II; DSTP Instructional Needs Indicator reports – all grades; PSAT data; DIBELS data; DCAS benchmarks; the annual evaluation of the consolidated programs, as well as information from local audits/reports. Trends from these data sources are analyzed and needs projected from that data. In addition, the district analyzes data from the schools under improvement, as well as the students who have not met standard and the subjects that are a cause for concern/focus. We also review past PD offerings and their impact. Staff involved in the collection of this data includes classroom teachers; Director of Curriculum and Instruction; Director of Special Education Services; Supervisors of Curriculum Content Areas; Supervisor of Curriculum and Assessment; Manager of Professional Development; Manager of Federal and Regulated Programs; Education Associate for Parent Involvement, Non-Publics and McKinney-Vento, Education Associate for Perkins and Restructuring; instructional cadre; principals; parents and families.

A.2

State the average number of hours each teacher is expected to participate in professional development and describe how that professional development is structured (i.e. All teachers will participate in a content area PLC for 90 minutes every other week, a grade-level PLC for 90 minutes every other week, and at least one 60 minute large-group LFS training session each month.).

Red Clay teachers participate in grade level PLCs for 90 minutes/ week every week; they focus on the following topics:

1) Grade level/subject level collaboration meeting based on student data to improve student achievement; 2) School meetings; 3) Grade level/subject level collaboration meetings based on instructional practices to improve achievement; 4) Building Leadership Teams participating in monthly meetings and turn around to staff members. In addition, Building teams participate in one 2 hour large group Leadership Academy monthly focused on the Leadership Blueprint (The Flippen Group)

A.3 Describe how all teachers will be provided professional development opportunities directly related to student learning needs as identified by multiple sources of data, including but not limited to DPAS II evaluations, DCAS, and LEA and School Success Plans.

- Partner with the DE Center for Teacher Education. DCTE will provide 2 writing specialists who will train 14 Red Clay facilitators (Literacy Coaches, and school experts). Beginning in August 2011 DCTE writing specialists will present day-long workshops to train facilitators in six different modules. As schools complete each module, writing specialists will train Literacy Coaches, Academic Deans and facilitators in the next module, completing all six by May, 2012. There will be six day-long trainings in all. Literacy coaches and Academic Deans will turn around training to staff during PLCs. Trainings include resources for coaches to use with teachers such as power points and lesson written by writing specialists for each of the six modules. DCTE writing specialists will conduct walk-throughs, with select RCCSD staff, to monitor the writing program. DCTE will provide the principal and the facilitators a written summary of the walk-through data. DCTE writing specialists will provide a PLC “template” to guide these discussions. DCTE writing specialists will provide an assessment protocol and scoring rubrics to accompany each module. The DCTE experts will assist with the implementation of the scoring sessions.
- Partner with Pearson to provide in-depth training and coaching to identified schools. This provides educators with the knowledge and skill to collaborate and provide them with research-based instructional strategies to assist students in meeting rigorous academic standards. Training will be provided to Academic Deans and other administrators to recognize best practices and researched strategies in the classroom and be able to assist staff in regards to improving instruction.
- Partner with southern Professional Development Center for a series of workshops regarding KUDs, vocabulary, summarizing, and differentiation for Building Leadership teams. Members will share strategies and information with staff through collaboration meetings on instructional practices.
- Secondary teachers will receive training in the Achieve 3000 a differentiated instruction, web-based program which is researched-based to increase reading comprehension, fluency, vocabulary and writing proficiency for students. All students in the class read the same nonfiction reading content but the passages and activities are precisely matched to each student’s individual reading level. This enables teachers to teach grade-appropriate content that is customized to each student. District administrators will meet with Achieve 300 representatives in July to organize global program needs. Principals and district administrators will meet the third week in July to roll information out to schools. 37 days of professional development will be provided for teachers. Trainers will also go into classrooms to coach teachers.

Question B

B.1 List your priority one professional development activity. In addition, indicate the research basis for the activity (provide citation, key authors, or field of research). Also, describe which teachers will be chosen/designated to participate in this professional development activity. List the sources of funds to support this activity.

Assistance to teachers in meeting HQ requirements: provide resources to prepare for Praxis examination and reimbursement for Praxis fees. In 2008, 84.6% of all classes were taught by HQ teachers. In 2009, 91.2% of all classes were taught by HQ teachers. 2010 data indicated that 94.5% of all classes were taught by HQ staff.

The teachers designated to participate in this professional development activity: Teachers who’ve not meet HQT requirements
Funding Sources: Title II, Part A; Curriculum and Professional Development Funds
(Citations: ESEA of 1965; Title IX, Section 9101; DEEDS data Measure- DOE common HQT measure)

B.2 Check all that apply to this activity.

- Activity designed to improve student academic achievement and eliminate achievement gaps
- Activity designed to help teachers address the needs of students with different learning styles

- Activity designed to help teachers improve student behavior in the classroom
- Activity designed to help teachers involve parents in their child's education
- Activity designed to help teachers understand and use data and assessments to improve classroom practice and student learning
- Activity designed to help teachers effectively integrate technology into curricula and instruction
- Activity designed to give principals instructional leadership skills

B.3

List the specific educator outcomes (measures and targets) intended as a result of this professional development. Describe how you will evaluate each outcome. (i.e. Math teacher performance on DPAS II Component IV will improve from 95% effective to 85% highly effective and 15% effective. Evaluation: Formative = fall and spring walkthroughs; Summative = spring DPAS II data) List the specific student outcomes (measures and targets) intended as a result of this professional development. Describe how you will evaluate each outcome. (i.e. DCAS Math proficiency for special education students will increase from x% to y% by June 2012. Evaluation: Formative: fall and winter DCAS data; Summative = spring DCAS data)

Specific educator outcomes - per the approved District Strategic Plan (Race To The Top application):
 1)% of vacancies filled through the job fair: 74.3% (42 out of 56.5 positions)
 2)% of teachers who receive a "satisfactory" or "effective" on DPAS II (baseline determined in 2010-11)
 3)% of students meeting or exceeding the standard in DCAS tested subjects (15% increase)
 4)% of teachers who meet HQT requirements (from 95% to 100%)

Question C

C.1 List your priority two professional development activity. In addition, indicate the research basis for the activity (provide citation, key authors, or field of research). Also, describe which teachers will be chosen/designated to participate in this professional development activity. List the sources of funds to support this activity.

Creation of sustained professional learning communities with regular follow-up to include participant/presenter feedback and artifacts of implementation. Priorities include content expertise, instructional strategies and effective classroom management techniques

The teachers designated to participate in this professional development activity: Building level teaching staff/teams
 Funding Sources: Title I, Part A; Title II, Part A; Curriculum and Professional Development Funds; Race To The Top Funds
 (Citations: ESEA of 1965- professional development Section (9101(34); JoEllen Killien/National Staff Development Council; Rich DuFour)

C.2 Check all that apply to this activity.

- Activity designed to improve student academic achievement and eliminate achievement gaps
- Activity designed to help teachers address the needs of students with different learning styles
- Activity designed to help teachers improve student behavior in the classroom
- Activity designed to help teachers involve parents in their child's education

- | | |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Activity designed to help teachers understand and use data and assessments to improve classroom practice and student learning |
| <input checked="" type="checkbox"/> | Activity designed to help teachers effectively integrate technology into curricula and instruction |
| <input checked="" type="checkbox"/> | Activity designed to give principals instructional leadership skills |

C.3

List the specific educator outcomes (measures and targets) intended as a result of this professional development. Describe how you will evaluate each outcome. (i.e. Math teacher performance on DPAS II Component IV will improve from 95% effective to 85% highly effective and 15% effective. Evaluation: Formative = fall and spring walkthroughs; Summative = spring DPAS II data) List the specific student outcomes (measures and targets) intended as a result of this professional development. Describe how you will evaluate each outcome. (i.e. DCAS Math proficiency for special education students will increase from x% to y% by June 2012. Evaluation: Formative: fall and winter DCAS data; Summative = spring DCAS data)

- | |
|--|
| 1) % of teachers who receive a "satisfactory" or "effective" on DPAS II (baseline determined in 2010-11) |
| 2) % of students meeting or exceeding the standard in DCAS tested subjects (15% increase) |
| 3) Number of schools meeting or exceeding AYP targets (from 10 schools in 2010 to 12 in 2011-2012) |
| 4) % children with IEPs aged 6-21 inside regular class 80%+ of day (from 40% to 50%) |

Question D

D.1 List your priority three professional development activity. In addition, indicate the research basis for the activity (provide citation, key authors, or field of research). Also, describe which teachers will be chosen/designated to participate in this professional development activity. List the sources of funds to support this activity.

<p>Training support for health education and physical education curriculum for compliance with state standards and school board-adopted wellness policy.</p> <p>The teachers designated to participate in this professional development activity: Building level health and physical education staff/cadre</p> <p>Funding Sources: Curriculum and Professional Development Funds;</p> <p>(Citations: RCCSD board policy on community wellness; 2004 WIC Reauthorization/U.S. Congress; DeDOE Recommended Curriculum: health and physical education standards.; Measures- custom: Fitnessgram data)</p>
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D.2 Check all that apply to this activity.

- | | |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Activity designed to improve student academic achievement and eliminate achievement gaps |
| <input checked="" type="checkbox"/> | Activity designed to help teachers address the needs of students with different learning styles |
| <input type="checkbox"/> | Activity designed to help teachers improve student behavior in the classroom |
| <input type="checkbox"/> | Activity designed to help teachers involve parents in their child's education |
| <input type="checkbox"/> | Activity designed to help teachers understand and use data and assessments to improve classroom practice and student learning |
| <input type="checkbox"/> | Activity designed to help teachers effectively integrate technology into curricula and instruction |
| <input type="checkbox"/> | Activity designed to give principals instructional leadership skills |

D.3

List the specific educator outcomes (measures and targets) intended as a result of this professional development. Describe how you will evaluate each outcome. (i.e. Math teacher performance on DPAS II Component IV will improve from 95% effective to 85% highly effective and 15% effective. Evaluation: Formative = fall and spring walkthroughs; Summative = spring DPAS II data) List the specific student outcomes (measures and targets) intended as a result of this professional development. Describe how you will evaluate each outcome. (i.e. DCAS Math proficiency for special education students will increase from x% to y% by June 2012. Evaluation: Formative: fall and winter DCAS data; Summative = spring DCAS data)

- | |
|---|
| <p>1)% of teachers who receive a “satisfactory” or “effective” on DPAS II (baseline determined in 2010-11)</p> <p>2)% of students meeting or exceeding the standard in DCAS tested subjects (15% increase)</p> <p>3)Attendance rate (from 93.6% to 94.5%)</p> |
|---|

Question E

E.1 List your priority four professional development activity. In addition, indicate the research basis for the activity (provide citation, key authors, or field of research). Also, describe which teachers will be chosen/designated to participate in this professional development activity. List the sources of funds to support this activity.

<p>Response to Intervention Training - . Training and implementation designed to improve access to grade-level curriculum and reduce special education enrollment. Professional Development focused on high quality, culturally responsive instruction; assessment; and evidence-based intervention to contribute to more meaningful identification of learning and behavioral problems, improve instructional quality, provide all students with the best opportunities to succeed in school.</p>
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<p>Citation: Dan Reschle; federal requirement per IDEA 2004; Marzano, R. J., Pickering, D. J., Barley, Z., Lauer, P. A., Arens, S. A., Apthrop, H. S., Englert, K. S., Snow, D., Haager, Diane et al. Evidence-Based Reading Practices for Response to Intervention, Brooks Publishing, 2007</p>
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<p>The teachers designated to participate in this professional development activity: Building level instructional staff/ district support/cadre</p> <p>Funding sources: IDEA B; Title II, Part A</p>
--

E.2 Check all that apply to this activity.

- | | |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Activity designed to improve student academic achievement and eliminate achievement gaps |
| <input checked="" type="checkbox"/> | Activity designed to help teachers address the needs of students with different learning styles |
| <input checked="" type="checkbox"/> | Activity designed to help teachers improve student behavior in the classroom |
| <input type="checkbox"/> | Activity designed to help teachers involve parents in their child's education |
| <input type="checkbox"/> | Activity designed to help teachers understand and use data and assessments to improve classroom practice and student learning |
| <input checked="" type="checkbox"/> | Activity designed to help teachers effectively integrate technology into curricula and instruction |
| <input checked="" type="checkbox"/> | Activity designed to give principals instructional leadership skills |

E.3

List the specific educator outcomes (measures and targets) intended as a result of this professional development. Describe how you will evaluate each outcome. (i.e. Math teacher performance on DPAS II Component IV will improve from 95% effective to 85% highly effective and 15% effective. Evaluation: Formative = fall and spring walkthroughs; Summative = spring DPAS II data) List the specific student outcomes (measures and targets) intended as a result of this professional development. Describe how you will evaluate each outcome. (i.e. DCAS Math proficiency for special education students will increase from x% to y% by June 2012. Evaluation: Formative: fall and winter DCAS data; Summative = spring DCAS data)

- 1) % of teachers who receive a "satisfactory" or "effective" on DPAS II (baseline determined in 2010-11)
- 2) % of students meeting or exceeding the standard in DCAS tested subjects (15% increase)
- 3) Number of schools meeting or exceeding AYP targets (from 10 schools in 2010 to 12 in 2011-2012)
- 4) % children with IEPs aged 6-21 inside regular class 80%+ of day (from 40% to 50%)
- 5) Early childhood outcomes (10% increase over baseline)
- 6) Out of School Suspension rate decrease by 8% points (from 24.1 to 16)
- 7) % reduction in Black-White achievement gaps on DCAS (since 2008-09) (from 30% to 25%)

Question F

F.1 List your priority five professional development activity. In addition, indicate the research basis for the activity (provide citation, key authors, or field of research). Also, describe which teachers will be chosen/designated to participate in this professional development activity. List the sources of funds to support this activity.

Using curriculum based data to inform and differentiate instruction including use of appropriate instructional technology.
 Citations: Tomlinson, C. A. (2003a). Differentiating instruction for academic diversity. In J. M. Cooper (Ed.), Classroom teaching skills, 7th ed (pp 149-180); Neubecker, M. (2003) Simulation as an instructional tool. Encyclopedia of Educational Technology. San Diego, CA: San Diego State University; Ó Murchú, D. (2003): Mentoring, Technology and the 21st Century's New Perspectives, Challenges and Possibilities for Educators. Second Global Conference, Virtual Learning Hobgood, B., Thibault, M., & Walbert, D. (2005). Kinetic connections: Bloom's taxonomy in action. University of North Carolina at Chapel Hill: Learn NC.
 The teachers designated to participate in this professional development activity: Building level instructional staff/ district support/cadre
 Funding sources: Title I, Part A, Title II, Part A, IDEA, eMints, School Improvement (State and Federal), tech refresh

F.2 Check all that apply to this activity.

- Activity designed to improve student academic achievement and eliminate achievement gaps
- Activity designed to help teachers address the needs of students with different learning styles
- Activity designed to help teachers improve student behavior in the classroom
- Activity designed to help teachers involve parents in their child's education
- Activity designed to help teachers understand and use data and assessments to improve classroom practice and student learning
- Activity designed to help teachers effectively integrate technology into curricula and instruction
- Activity designed to give principals instructional leadership skills

F.3

List the specific educator outcomes (measures and targets) intended as a result of this professional development. Describe how you will evaluate each outcome. (i.e. Math teacher performance on DPAS II Component IV will improve from 95% effective to 85% highly effective and 15% effective. Evaluation: Formative = fall and spring walkthroughs; Summative = spring DPAS II data) List the specific student outcomes (measures and targets) intended as a result of this professional development. Describe how you will evaluate each outcome. (i.e. DCAS Math proficiency for special education students will increase from x% to y% by June 2012. Evaluation: Formative: fall and winter DCAS data; Summative = spring DCAS data)

- 1)% of teachers who receive a "satisfactory" or "effective" on DPAS II (baseline determined in 2010-11)
- 2)% of students meeting or exceeding the standard in DCAS tested subjects (15% increase)
- 3)Number of schools meeting or exceeding AYP targets (from 10 schools in 2010 to 12 in 2011-2012)
- 4)% children with IEPs aged 6-21 inside regular class 80%+ of day (from 40% to 50%)
- 5)Early childhood outcomes (10% increase over baseline)
- 6)Maintain favorable parent satisfaction with their school's communication practices (maintaining 4.0 rating or better on a 5.0 scale)
- 7)% reduction in Black-White achievement gaps on DCAS (since 2008-09) (from 30% to 25%)

Question G

G.1 List your priority six professional development activity. In addition, indicate the research basis for the activity (provide citation, key authors, or field of research). Also, describe which teachers will be chosen/designated to participate in this professional development activity. List the sources of funds to support this activity.

Training in best practices that support inclusive education and the district mission and vision that all children can achieve at high levels. Specific activities include but are not limited to creation of STEM schools, vertical articulation in content areas, brain-based learning, parent engagement, character education and support personnel training to target students identified as "at-risk."

Citations: ESEA of 1965(2001); IDEA of 2004; Baker, E. T., Wang, M. C., "Ensuring Academic Success: The Real Issue in Educating English Language Learners" by Tim Boals [Midwest Educational Research Journal 14.4 (Fall 2001), 3-8]; Jensen, E. (2006) Enriching the Brain. Jossey-Bass. Wiley Imprint, San Francisco; Journal of STEM education; National Center for Children In Poverty.

Funding sources: Title I, Part A, Title II, Part A, IDEA, Curriculum and Professional Development; School Improvement (State and Federal),

G.2 Check all that apply to this activity.

- Activity designed to improve student academic achievement and eliminate achievement gaps
- Activity designed to help teachers address the needs of students with different learning styles
- Activity designed to help teachers improve student behavior in the classroom
- Activity designed to help teachers involve parents in their child's education
- Activity designed to help teachers understand and use data and assessments to improve classroom practice and student learning
- Activity designed to help teachers effectively integrate technology into curricula and instruction
- Activity designed to give principals instructional leadership skills

G.3

List the specific educator outcomes (measures and targets) intended as a result of this professional development. Describe how you will evaluate each outcome. (i.e. Math teacher performance on DPAS II Component IV will improve from 95% effective to 85% highly effective and 15% effective. Evaluation: Formative = fall and spring walkthroughs; Summative = spring DPAS II data) List the specific student outcomes (measures and targets) intended as a result of this professional development. Describe how you will evaluate each outcome. (i.e. DCAS Math proficiency for special education students will increase from x% to y% by June 2012. Evaluation: Formative: fall and winter DCAS data; Summative = spring DCAS data)

- 1) % of teachers who receive a "satisfactory" or "effective" on DPAS II (baseline determined in 2010-11)
- 2) % of students meeting or exceeding the standard in DCAS tested subjects (15% increase)
- 3) Number of schools meeting or exceeding AYP targets (from 10 schools in 2010 to 12 in 2011-2012)
- 4) % children with IEPs aged 6-21 inside regular class 80%+ of day (from 40% to 50%)
- 5) Early childhood outcomes (10% increase over baseline)
- 6) Maintain favorable parent satisfaction with their school's communication practices (maintaining 4.0 rating or better on a 5.0 scale)
- 7) % reduction in Black-White achievement gaps on DCAS (since 2008-09) (from 30% to 25%)
- 8) Out of School Suspension rate decrease by 8% points (from 24.1 to 16)

Question H

H.1 ESEA requires that LEAs failing to meet the 100% HQT goal and annual yearly progress for three consecutive years must enter into an agreement with the State on the use of the LEA's funds to meet these goals. (§2141) If your LEA has not met 100% HQT and AYP requirements for three consecutive years, please answer the following statements: Describe how the LEA will target Title II, Part A funds to address issues specifically preventing the meeting of the HQT and AYP goals. Describe how professional development strategies and activities based on scientifically-based research will ensure both these goals will be met.

(If applicable): Talent management is the organizing principle for the district's approach to fulfilling this objective. The effectiveness of educators accounts for the majority of school-driven improvements in student achievement. In order for educators to be held accountable for the achievement of students, they must be given research-based instructional tools designed to successfully meet the needs of our district. The activities outlined in this objective provide foundational support for the development of a standards-based education. The standards-based education is supported by Red Clay Consolidated School District Board of Education Policy 7001 (approved in January 2010) and affirmed in a resolution from the board (SY 2009-10).

1) Targeting funds related to Title II, Part A: An area of particular focus is to enhance the instructional effectiveness of teachers of Special Education students and ELL students through differentiated PD in all curricular areas, such as differentiated instruction, instructional accommodations and curricular modifications, new models of support, collaborative teaching, multi-level instruction, understanding of English Language Proficiency (ELP) standards and the connection to common core standards, and paraprofessional training. In addition, the district will focus on literacy proficiency in the elementary grades for all children, especially those in our high poverty schools. Supporting district-wide professional learning in inclusive educational practices and policies will help to develop a systemic focus on articulating appropriate supports for academic achievement that also align with the Core Content Curriculum Standards and growth assessments.

2) Strategies based on research: Research shows that effective teachers are a key to student success. The Red Clay Consolidated School District is focused on providing highly effective, coherent professional development (PD) to all instructional staff and increasing the effectiveness of building administrators as instructional leaders, both in an effort to address systemic academic issues. The focus on Professional Learning Communities (PLCs), academic rigor, differentiated instruction, and cultural sensitivity are essential to address the district's performance challenges. To continue to address the root causes for the achievement gap, there's a need for increased use of evidenced based inclusive practices, brain-based and differentiated instructional strategies and effective collaborative planning processes. Effective use of these instructional and planning strategies will directly impact student

achievement. The district will examine which professional development opportunities demonstrate the highest impact on teacher effectiveness and student achievement by reviewing professional development surveys and input from the PD committee, along with monitoring the impact through administrative classroom visits, and academic data. Our work in this area will impact our identified needs and Common Measures by first clearly identifying student learning strengths and weaknesses. Once these areas are clearly identified, the School Data and Test Coordinators (in conjunction with the DDOE data coaches) will facilitate the conversations necessary among professional staff to address individual student needs. The data will drive the professional development programs established through our Curriculum and Instruction Department. Building Leadership Teams are comprised of key educators who assist in ensuring the district's professional development plan is delivered to all educators.

3) Building Leadership Teams (NSDC, 2001) will be a driving force behind district and school initiatives by promoting collaboration between team members and department members through professional learning communities and common planning. They will gain knowledge and expertise through the district's Leadership Academy and will be responsible for turning around training to all staff in their buildings, providing for a systemic professional development program in the district. Building Leadership Teams will learn, practice, demonstrate, reflect upon, share, and turnaround research-based instructional strategies and practices that will improve all students' literacy and learning in all content areas. They will support a framework for student achievement focused on understanding how students learn, the culture, and content, with instructional strategies designed to meet the needs of diverse learners. Building Leadership Teams help to create a nurturing learning environment where all staff have common goals and use a common language and where students can achieve to their fullest potential.

A systemic professional development plan comprised of high-impact professional development offerings will provide a coherent approach to increasing the talent level of our educational staff and raising expectations to a level which will translate into increased student achievement for all. This focus on professional development to increase the talent level of our educators will be supported by ensuring novice school leaders and school leaders at high-need schools participate in the state's instructional leadership training program.

(Citations): Smylie, M.A., Allensworth, E., Greenberg, R.C., Harris, R., Luppescu, S., "Teacher Professional Development in Chicago: Supporting Effective Practice," Consortium on Chicago School Research, 2001; (Collins, J. (2001). Good to great: Why some companies make the leap and others don't. New York: HarperCollins Publishers, Inc.); Stein, M. K., National Staff Development Council Standards for Staff Development

3.9 Carl D. Perkins Career and Technical Education Act of 2006

Each eligible recipient receiving funds under this statute must respond to the requirements listed below, referencing core indicators where applicable. The eligible recipients do not have to use federal funds as a way to meet these requirements, but the following requirements must be met.

Question A

A.1 Explain how Perkins and/or other funds will be used to strengthen the academic and career and technical skills of students in CTE programs.

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. 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.

A.2 Explain how Perkins and/or other funds will be used to provide students with strong experience in and understanding of all aspects of an industry.

Our focus on all programs and facilities to commercial grade, state of the art industry standard 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 first hand experience. We believe by upgrading our facilities to commercial and industrial grade will make them inviting to both traditional and non-traditional students.

A.3 Explain how Perkins and/or other funds will be used to develop, improve, or expand the use of technology in CTE.

Technology upgrades are on a regular schedule to ensure that the instructional experience in both teaching & learning emulates work place facilities and job requirements. Particular attention will be given the newly approved pathways and the priority areas of our 3 – 5 year plan for CTE in Red Clay. All CTE staff are encouraged to research and present the latest technology for their area to enhance instruction and the experience for the student.

Question B

B.1 Explain how Perkins and/or other funds will be used for inservice and professional development for those involved in integrated CTE programs.

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. Based on the pathway completion, graduation rates, academic attainment targets, and the non-traditional participation data will help us prioritize the professional development.

B.2 Explain how Perkins and/or other funds will be used to develop and implement evaluations of the CTE programs.

We will continue to research and evaluate third party industry developed assessment as well as partnering with local higher education and business industry to develop appropriate assessments. We are researching a process to work with not only local post-secondary education facilities but also business and industry to capture placement of our students after graduation.

B.3 Explain how Perkins and/or other funds will be used to initiate, improve, expand, and modernize quality CTE programs.

We have evaluated each of our programs and their facilities and developed a 5 year plan to upgrade, enhance, innovate or replace if necessary so that all CTE pathways meet industry standard and prepare students for career and college readiness. We will be working on upgrades and new implementation of programs in our high schools and plan for implementation of STEM into our middle schools. We will continue efforts in the implementation of our Engineering programs by adding system control & robotics as well as upgrading and enhancing our CAD programs.

Current and new pathways have been approved by the state and are an integral part of the restructuring plans of each school and the district's 5 year plan to improve the quality of CTE at all schools.

Question C

C.1 Explain how Perkins and/or other funds will be used to 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 and as we evaluate current programs our 5 year plan has us focusing on very specific areas for each year of the 5year plan, coordinating with post secondary and business 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.

C.2 Explain how Perkins and/or other funds will be used to 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 their advisement, mentoring and the students' SSP to ensure they explore and make successful choices in CTE.

C.3 Explain how Perkins and/or other funds will be used to foster enrollment of students (male or female) in pathways that are non-traditional for their gender.

In Red Clay, Perkins funding provides the opportunities to enhance each of our programs to industry standards and market the program to all students as well as establishing 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 positive encouragement.

Question D

D.1 Explain how Perkins and/or other funds will be used to assist non-traditional students to complete the pathways in which they are enrolled.

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 commercial and industrial standard will make them inviting to both traditional and non-traditional students.

D.2 Explain how Perkins and/or other funds will be used to ensure that disproportionate enrollment by gender, race and ethnicity is not caused by any type of discrimination or “tracking”.

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

D.3 How are federal and state funds being directed to ensure that all required Perkins targets are met? What specifically is being done to meet the targets that were not met this past year?

The Perkins data is used to drive our decisions for the academic success of all CTE students. Our schools under improvement have placed CTE as an area of support to enhance the student’s academic achievement. 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 5 year 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.

4.0 Budget and Distribution of Funds

BEFORE you begin to add budgeted items, please make sure your Success Plan has been updated to reflect the Race to the Top (RTTT) goals and objectives.

Budgeted Item Detail

Federal Budget Summary

Classification	Account	Activity	IDEA 3-5	IDEA 6-21	Perkins	Title I	Title II (Part A)	Title III	Total
Supplies and Materials	Professional: Instruction	Reimburse PRAXIS registration fees for teachers who qualify as HQT (PD Priority 1: est. costs \$100 x 50 teachers est.) *					\$500.00		\$500.00
		Pay for Science Coalition Professional Development - training (PD priorities 2, 3, 4, 5, 6 (Training materials and supplies/Smithsonian kits: \$3000) *					\$3,000.00		\$3,000.00
		Purchase Testing Protocols for special education services *		\$8,333.33					\$8,333.33
		Purchase materials and supplies to support the specialized needs of students. *		\$9,121.09					\$9,121.09
		Purchase Early childhood testing protocols supplies and materials (ex: Psychologists testing protocols and materials est: \$3000; Office supplies for Child Find 4 year olds: est. costs \$500 (envelopes, paper, pencils, screeners' supplies);Speech therapists testing kits (PLS -5) and protocols: \$2000; adaptive educational supplies for identified 3-5 year olds est. costs \$8600) *	\$14,100.00						\$14,100.00
		CEIS: Purchase materials and supplies to support students through CEIS. *		\$6,594.66					\$6,594.66

			IDEA 3-5	IDEA 6-21	Perkins	Title I	Title II (Part A)	Title III	Total
Supplies and Materials	Professional: Instruction	Purchase CTE Resources and Materials (Adobe CS5 Master Collection will be used in the pathway programs to support students at AIDHS – Communication Technology, JDHS – Digital Media & Imaging and Graphic Design & Production, CAB – Digital Media & Imaging, TMHS – Audio, Radio & Video Design & Engineering) *			\$30,370.67				\$30,370.67
		Support Perkins Advisory Council meeting (2 district wide meetings) *			\$8,500.00				\$8,500.00
		Set aside funds to support the needs of students experiencing transitions (McKinney-Vento Support) *				\$11,000.00			\$11,000.00
		Purchase ELL instructional materials aligned to curriculum *						\$894.83	\$894.83
		Purchase Training materials for PRAXIS preparation - HQ/HE Teachers (PD Priority 1: (CPD 50 ETS booklets and downloadable practice tests x \$25.95= \$1297.50 and Title IIA 25 ETS practice booklets x 17.95= \$448.75) *					\$448.75		\$448.75
		Provide resources to recruit Highly Qualified and Highly Effective teacher candidates (PD Priority 1:costs associated with recruitment services and periodicals, journals, job fairs) *					\$500.00		\$500.00
		Identify and purchase supplemental instructional interventions for academically at risk students attending Title I Schools *				\$25,746.54			\$25,746.54
		Stanton: Purchase supplemental materials to use in the Targeted Assistance program with identified children *				\$4,680.77			\$4,680.77

			IDEA 3-5	IDEA 6-21	Perkins	Title I	Title II (Part A)	Title III	Total	
Supplies and Materials	Professional: Instruction	Set aside funds for local school parent engagement activities *				\$45,979.43			\$45,979.43	
		Account Total	\$14,100.00	\$24,049.08	\$38,870.67	\$87,406.74	\$4,448.75	\$894.83	\$169,770.07	
	Professional: Administration	Purchase Administrative supplies and subscriptions (Title I Newsletter, Ed Week, etc.) for the Federal and Regulated Programs Office *				\$3,891.88				\$3,891.88
		Provide materials for a district parent engagement activities (\$2455.76= 5% of the 1% Title 1 set aside+ \$5,000 additional funds) *				\$7,455.76				\$7,455.76
		Materials to support parent leadership workshops in the district related to high poverty schools, schools in academic need (to support PD Priorities 2,3,4, and 5(\$800/ session x 5 sessions) *				\$4,000.00				\$4,000.00
		Account Total				\$15,347.64				\$15,347.64
	Classification Total			\$14,100.00	\$24,049.08	\$38,870.67	\$102,754.38	\$4,448.75	\$894.83	\$185,117.71
	Contracted Services	Professional: Administration	Create contract for Technical Support (PD priorities 2 and 5 (Contract for support: 1 yr @ \$30,000) *				\$30,000.00	\$30,000.00		\$60,000.00
			Contract for translation/interpreter services *		\$58,333.33					\$58,333.33
			Pay for Science Coalition Professional Development - training (PD priorities 2, 3, 4, 5, 6 (Contract for training: 1 yr @ \$157,000) *					\$66,000.00		\$66,000.00
Pay for DE Social Studies Coalition Professional Development (PD Priorities 2,3,4, and 5) *							\$1,000.00		\$1,000.00	
Contract for ESY Bus Transportation *				\$8,333.33					\$8,333.33	

			IDEA 3-5	IDEA 6-21	Perkins	Title I	Title II (Part A)	Title III	Total
Contracted Services	Professional: Administration	Contract with STS (Substitute Teacher Service, Inc.) to provide substitutes to allow teachers to review data during RTI/IST intervention cycles (2 cycles x \$105/day x 37.5 subs/ cycle x 4 cycles: 15,750) *					\$15,750.00		\$15,750.00
		Contract for consultant to support systems improvements and issues related to high poverty schools, schools in academic need (to support PD Priorities 2,3,4, and 5 (\$35/hr x 24 hrs/ wk x 35 weeks) *				\$29,400.00			\$29,400.00
		Contract with Comcast to produce and broadcast "The Red Clay This Week" Parent information/education series *				\$13,428.85			\$13,428.85
		Contract for consultant to support parenting needs and parent leadership in high poverty schools, schools in academic need (to support PD Priorities 2,3,4, and 5(\$2500/parent leadership session x 4 sessions for training costs) *				\$10,000.00			\$10,000.00
		Account Total		\$66,666.66		\$82,828.85	\$112,750.00		\$262,245.51
	Professional: Instruction	Pay costs associated with Professional Development at DE Math Coalition (PD Priorities 2, 3, 4, and 5 -required 10% PD set aside) *					\$10,000.00		\$10,000.00
		Hire 1 FTE Assistive Technology (RCCSD - ADM) *		\$64,236.00					\$64,236.00
		Contract for OT/PT/AT/SLT Services for public school students *		\$703,391.33					\$703,391.33
		Contract for OT/PT/AT/SLT for Parentally Placed Private School Students (*		\$79,826.28					\$79,826.28

			IDEA 3-5	IDEA 6-21	Perkins	Title I	Title II (Part A)	Title III	Total
Contracted Services	Professional: Instruction	Set aside Perkins finds to provide substitutes, through district vendor, for instructional staff to attend CTSO conferences (PD Priorities 2, 4, 5) to improve program delivery (DECA, BPA, TSA, FCCLA, FFA and staff professional conferences as requested (ex: ITEEA, NTSA). The learning will be transferred through PLC's, BLT, grade level/content teams and after school sessions to ID impact related to goals. (1 school year contract with ID vendor) *			\$14,800.02				\$14,800.02
		Contract with LACC for after school services *						\$10,000.00	\$10,000.00
		Contract for translation services *						\$25,523.60	\$25,523.60
		Contract proctors for administration of the state assessment *						\$430.00	\$430.00
		Set aside funds for Title 1 School Improvement Choice Transportation and Supplemental "Educational" Services (\$500,000 from Title I A and \$482,304.44 from additional sources as described in section 2.6 of FY 12 CGA) *				\$468,077.14			\$468,077.14
		Set aside funds for non-profit, private schools allocation (Contract w/ Back 2 Basics educational services vendor for 1 school year to provide services for Title 1 eligible children and Title II services (PD) at 2% of the Title II amount) *				\$53,767.16	\$31,227.47		\$84,994.63

			IDEA 3-5	IDEA 6-21	Perkins	Title I	Title II (Part A)	Title III	Total
Contracted Services	Professional: Instruction	Contract with Teach For America for 12 teachers in urban high poverty schools to receive support and ongoing monitoring and support from National TFA (Title I A: \$60,000 and Title II A: \$20,000 to TFA to support 12 TFA/ 1 school year in Baltz, AIMS, Warner, Shortlidge, and Highlands) *				\$60,000.00	\$20,000.00		\$80,000.00
		Account Total		\$847,453.61	\$14,800.02	\$581,844.30	\$61,227.47	\$35,953.60	\$1,541,279.00
	Fixed Charges/ Indirect Costs	Audit fee for federal grant *		\$3,876.42	\$402.19	\$5,128.91	\$1,630.48		\$11,038.00
		Account Total		\$3,876.42	\$402.19	\$5,128.91	\$1,630.48		\$11,038.00
		Classification Total		\$917,996.69	\$15,202.21	\$669,802.06	\$175,607.95	\$35,953.60	\$1,814,562.51
Salaries	Professional: Administration	1 FTE Inclusion/PBS Coordinator *		\$61,554.27					\$61,554.27
		Hire 1 FTE Social Studies Supervisor (RCCSD - Baltz Adm., .3 Title IA, .7 Title IIA) *				\$36,519.72	\$71,010.56		\$107,530.28
		Hire 1 FTE Science Supervisor (RCCSD-Baltz Admin,.1 Title 1A, .9 Title IIA) *				\$12,225.39	\$91,690.45		\$103,915.84
		Hire 1 FTE ELA Supervisor (RCCSD - Baltz Admin; .5 Title IA, .5 Title IIA; **10% required PD set aside) *				\$56,554.91	\$47,129.09		\$103,684.00
		Hire 1 FTE Math Supervisor (RCCSD - Baltz Admin, .4 Title IA, .6 Title IIA; **10% required PD set aside) *				\$48,132.06	\$60,165.08		\$108,297.14
		Hire 1.5 FTE Childfind Coordinators (.75 from IDEA 3-5 and .75 from IDEA 6-21(K. Kozlowski & M. Shields) *	\$53,889.50	\$53,889.50					\$107,779.00
		Hire 1 FTE Special Services Vocational Coordinator (RCCSD - Baltz Adm(C. Sheppard) *		\$76,976.35					\$76,976.35

		IDEA 3-5	IDEA 6-21	Perkins	Title I	Title II (Part A)	Title III	Total
Salaries	Professional: Administration		\$79,524.64					\$79,524.64
			\$10,015.84					\$10,015.84
			\$54,364.39					\$54,364.39
			\$81,254.42					\$81,254.42
			\$104,427.99					\$104,427.99
			\$72,629.73					\$72,629.73
			\$17,752.40					\$17,752.40
			\$42,276.01					\$42,276.01
			\$73,018.11					\$73,018.11
			\$16,277.81	\$10,851.87				\$27,129.68
						\$389.00		\$389.00
						\$78,133.50		\$78,133.50
					\$24,453.20	\$24,453.20		\$48,906.40

			IDEA 3-5	IDEA 6-21	Perkins	Title I	Title II (Part A)	Title III	Total
Salaries	Professional: Administration	Hire 1 FTE Manager, Federal and Regulated Programs and School Improvement (RCCSD - Baltz Admin (.6 Title IA, .4 Title IIA) *				\$75,298.39	\$50,198.93		\$125,497.32
		Hire 1 FTE Education Associate for Parent/McKinney-Vento/Private School Services (.6 Title I A and .4 Title IIA (RCCSD - Baltz Admin) *				\$65,111.25	\$43,407.50		\$108,518.75
		Provide EPER for Parent Engagement Workshops for schools to assist ELL families and students where the primary/home language is not English in supporting their child's education (prioritiies 2,3,4, and 5) *						\$2,321.74	\$2,321.74
		Account Total	\$53,889.50	\$743,961.46	\$10,851.87	\$318,294.92	\$466,577.31	\$2,321.74	\$1,595,896.80
	Professional: Instruction	1 FTE Lead Teacher (Early years) *		\$66,540.99					\$66,540.99
		Pay homebound instructional services at hospitals and treatment centers *		\$49,345.60					\$49,345.60
		Hire 2 FTE Early Childhood Special Educators (RCCSD - Baltz Adm (1 FTE: A. Harmon and 1 A. Morris) *	\$84,502.22						\$84,502.22
		Hire 2 FTE Early Childhood Paraprofessionals (1 FTE: L. Kinney and 1 FTE: S. Tompkins) *	\$55,155.21						\$55,155.21
		Hire 6.75 Instructional Support Team Facilitators (.25 @ CCSA; .5 @ each Heritage, Forest Oak, Linden Hill, North Star, HBMS, Skyline MS, Stanton MS, JDHS, AIHS; and 1 FTE @ each BSS, TMHS) *		\$370,718.11					\$370,718.11

		IDEA 3-5	IDEA 6-21	Perkins	Title I	Title II (Part A)	Title III	Total
Salaries	Professional: Instruction				\$77,834.95	\$137,768.98		\$215,603.93
					\$76,066.09	\$125,850.93		\$201,917.02
					\$18,655.77	\$62,185.89		\$80,841.66
					\$202,044.87			\$202,044.87
					\$253,547.13			\$253,547.13
					\$237,438.63			\$237,438.63
					\$191,062.31			\$191,062.31
					\$172,093.13			\$172,093.13

			IDEA 3-5	IDEA 6-21	Perkins	Title I	Title II (Part A)	Title III	Total
Salaries	Professional: Instruction	Al Dupont Middle School: Hire 2 FTE Title 1 Teachers to support standards based instruction in content areas (100% Title IA) *				\$118,228.16			\$118,228.16
		Richey: Hire 1 FTE Title 1 Teacher to support standards based instruction in content areas (100% Title IA) *				\$82,429.08			\$82,429.08
		Mote: Hire 2 FTE Title 1 Teachers to support standards based instruction in content areas (100% Title IA) *				\$193,163.54			\$193,163.54
		Marbrook: Hire 2 FTE Title 1 Teachers to support standards based instruction in content areas (100% Title IA) *				\$190,081.40			\$190,081.40
		Highlands: Hire 1 FTE Title 1 Teacher to support standards based instruction in content areas (100% Title IA) *				\$120,676.94			\$120,676.94
		Hire 3.1 FTE ELL Paraprofessionals from Title III (.5 @ Marbrook, Lewis, Baltz, and Mote, and .4 @ McKean, and .7 @ Dickinson); Hire .3 Para from Title IIA (McKean), and Hire .8 Paraprofessionals from Title IA (.2 @ each Marbrook, Mote, Lewis, and Baltz) *				\$20,055.85	\$6,723.16	\$77,745.49	\$104,524.50
		CEIS - Hire 5.25 Instructional Support Team Facilitators (.25 @ Conrad SS, .5 @ each Baltz, Highlands, Rich Park ES, Richey, Mote, Marbrook, Shortlidge, Lewis, Warner, and Al DuPont MS) *		\$307,286.34					\$307,286.34

			IDEA 3-5	IDEA 6-21	Perkins	Title I	Title II (Part A)	Title III	Total
Salaries	Professional: Instruction	RPES: Use the 3 FTE Title 1 Teachers and 1 HQ Paraprofessional to Provide standards based Professional Development in content areas (required 10% Title IA setaside from allocation) *				\$26,249.92			\$26,249.92
		Warner: Use the 4 FTE Title 1 Teachers to Provide standards based Professional Development in content areas (required 10% Title IA setaside from allocation) *				\$33,926.76			\$33,926.76
		Lewis: Use 4 FTE Title 1 Teachers to provide Professional Development to support standards based instruction in a Dual Language School in content areas (Required 10% Title IA setaside) *				\$27,116.65			\$27,116.65
		Baltz: Use the 4 FTE Title 1 Teachers to Provide standards based Professional Development in content areas (required 10% Title IA setaside from allocation) *				\$33,926.76			\$33,926.76
		Al DuPont MS: Use the 2 FTE Title 1 Teachers to Provide standards based Professional Development in content areas (required 10% Title IA setaside from allocation) *				\$15,623.21			\$15,623.21
		Marbrook: Use the 2 FTE Title 1 Teachers to Provide standards based Professional Development in content areas (required 10% Title IA setaside from allocation) *				\$23,588.13			\$23,588.13
		Account Total	\$139,657.43	\$793,891.04		\$2,113,809.28	\$332,528.96	\$77,745.49	\$3,457,632.20
	Extra Pay for Extra Responsibility (EPER)	Pay EPER hourly rate for homebound instruction *		\$41,750.40					\$41,750.40
		Pay ESY staff (EPER) *		\$49,345.60					\$49,345.60
		Pay EPER for teachers to maintain the required program components *		\$6,073.31					\$6,073.31

			IDEA 3-5	IDEA 6-21	Perkins	Title I	Title II (Part A)	Title III	Total
Salaries	Extra Pay for Extra Responsibility (EPER)	Pay EPER for teachers to maintain required program components (\$27 x 1,050 hours (w/out OECs) *	\$28,350.00						\$28,350.00
		Set aside Perkins funds (EPER) for staff professional development related to CTE staff Academic Attainment and Pathway Completion. (PD Priorities 2, 5 and 6) The learning will be transferred through PLC's, BLT, grade level/content teams, and after school session to ID impact related to goals. *			\$15,560.57				\$15,560.57
		EPER for Staff Development of our Middle School CTE programs: we plan on developing a CTE based STEM class/opportunity at each of our middle schools and systematic implement into our middle schools and provide professional development as needed (\$27/ hr EPER x 8 staff x 45- 50 hours: not to exceed \$10,000). Red Clay Middle Schools - A. I. DuPont, Brandywine Springs, Conrad, CAB, H. B. DuPont, Skyline, and Stanton *			\$10,000.00				\$10,000.00

			IDEA 3-5	IDEA 6-21	Perkins	Title I	Title II (Part A)	Title III	Total
Salaries	Extra Pay for Extra Responsibility (EPER)	Professional Development activities related to PD priorities 2,3,4 and 5 that improve the knowledge of teachers and principals regarding effective instructional practices that involve collaborative groups; Address the needs of students with different learning styles, particularly students with special needs and with limited English proficiency; Provide training in improving student behavior in the classroom and identifying early and appropriate interventions; enable teachers and principals to involve parents in their children's education, especially parents of limited English proficient and immigrant children; and Provide training on how to use data and assessments to improve classroom practice and student learning. (EPER for staff members) *		\$43,767.25					\$43,767.25
		Stanton MS: Implement Extended Day Targeted Assistance program for identified children (Salary for Extended Day HIP Kids program staff) *				\$59,725.48			\$59,725.48
		Extra Time Coordinators to monitor extended day programming at Title I sites (\$27x 6hrs/week x 5 staff x 24 weeks = \$19,440 (before OECs) *				\$19,440.00			\$19,440.00
		Stanton: Staff EPER to participate in Provide Professional Development in the areas related to the school's SI status (10% requirement) *				\$3,596.23			\$3,596.23

			IDEA 3-5	IDEA 6-21	Perkins	Title I	Title II (Part A)	Title III	Total
Salaries	Extra Pay for Extra Responsibility (EPER)	Professional Development activities related to Required 10% PD set aside - PD priorities 2,3,4 and 5 that improve the knowledge of teachers and principals regarding effective instructional practices that involve collaborative groups; Address the needs of students with different learning styles, particularly students with special needs and with limited English proficiency; Provide training in improving student behavior in the classroom and identifying early and appropriate interventions; enable teachers and principals to involve parents in their children's education, especially parents of limited English proficient and immigrant children; and Provide training on how to use data and assessments to improve classroom practice and student learning. (EPER for staff members) *					\$30,834.00		\$30,834.00
		Provide bilingual office aide support (reported time) to Title I schools (\$105/ day x 1.5 days/ week x 36 weeks) *				\$5,712.28			\$5,712.28
		Provide additional Professional Development for District wide PD to address improvement areas (Required 10% PD set aside - PD priorities 2, 3, 4, and 5) *				\$7,130.53			\$7,130.53
		Pay EPER for district-wide parent engagement support; including District-wide parent leadership activities and the Red Clay This Week program *				\$2,800.90			\$2,800.90
		Account Total	\$28,350.00	\$140,936.56	\$25,560.57	\$98,405.42	\$30,834.00		\$324,086.55

			IDEA 3-5	IDEA 6-21	Perkins	Title I	Title II (Part A)	Title III	Total
Salaries	Support Staff	Hire 1 FTE Student Data Auditor (RCCSD-BSS Admin.; .5 Title 1A; .5 Title IIA) *				\$29,091.44	\$29,091.44		\$58,182.88
		Account Total				\$29,091.44	\$29,091.44		\$58,182.88
	Pension Exempt Positions (including Substitutes and others)		\$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
	Students (with WC and UI)		\$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
OEC	Total OECs		\$106,480.80	\$842,201.81	\$11,031.17	\$1,226,163.91	\$402,698.99	\$82,499.57	\$2,671,076.25
		Account Total	\$106,480.80	\$842,201.81	\$11,031.17	\$1,226,163.91	\$402,698.99	\$82,499.57	\$2,671,076.25
	Classification Total		\$328,377.73	\$2,520,990.87	\$47,443.61	\$3,785,764.97	\$1,261,730.70	\$162,566.80	\$8,106,874.68
Travel	Professional: Instruction	Pay mileage for homebound instruction *		\$2,500.00					\$2,500.00
		Pay registration fees for CTE and CTSO conferences (PD Priorities 2, 4, 5) to improve program delivery (DECA, BPA, TSA, FCCLA, FFA and staff professional conferences as requested (ex: ITEEA, NTSA) *			\$25,000.00				\$25,000.00
		PD priorities 2,3,4 and 5 - Pay registration and travel fees for staff to attend Professional Development and provide reciprocal training and ongoing support to schools through school teams to improve the knowledge of teachers and principals regarding effective practice (International Reading Association, National Title I, Ed Trust, Dual Language, Title III, TESOL, NAFEP) *				\$14,940.34		\$2,500.00	\$17,440.34

			IDEA 3-5	IDEA 6-21	Perkins	Title I	Title II (Part A)	Title III	Total
Travel	Professional: Instruction	Stanton: Obtain and provide standards based Professional Development in content areas (required 10% Title IA setaside from allocation for SI status) - 90/90/90 Doug Reeves and National Title I conferences and sustain learning *				\$4,680.77			\$4,680.77
		PD priorities 2,3,4 and 5 - Pay registration and travel fees for staff to attend Professional Development and provide reciprocal training and ongoing support to schools through school teams to improve the knowledge of teachers and principals regarding effective practice (International Reading Association 2012 Chicago: G.Beard, K. Walsh, L. Thompson (3 staff x \$266 airfare + \$280 reg fees + \$1330 5 day hotel stay + \$250 meals + \$100 air shuttle, taxi, parking incidentals(\$6,678); ASCD 2012 Phila: C.Zogby, J.Albers, A.Lanciault, H. Broomall (4 staff x \$530 regist fees + \$130 meals + \$60 train travel + \$40 parking, taxi, incidentals (\$3,040); *					\$9,718.00		\$9,718.00
		Account Total		\$2,500.00	\$25,000.00	\$19,621.11	\$9,718.00	\$2,500.00	\$59,339.11
	Professional: Administration	Mileage for administration and IDEA/Special services program monitoring *		\$9,583.33					\$9,583.33
		Pay mileage for child find and early childhood program expenses *	\$1,631.36						\$1,631.36
		Mileage for School Support Team and Cadre to assist targeted schools *				\$20,000.00	\$10,181.10		\$30,181.10
		Account Total	\$1,631.36	\$9,583.33		\$20,000.00	\$10,181.10		\$41,395.79
	Classification Total		\$1,631.36	\$12,083.33	\$25,000.00	\$39,621.11	\$19,899.10	\$2,500.00	\$100,734.90

			IDEA 3-5	IDEA 6-21	Perkins	Title I	Title II (Part A)	Title III	Total
Capital Outlay	Capital Outlay	Upgrade, innovation, and enhancement of CTE Programs and the development of our middle school CTE programs (Thomas McKean High School: FCS – Culinary Facility renovation and upgrade to a state of the art commercial/industry standard – required items to outfit this area – items such as; Reach In Refrig, Convection oven, countertop broiler, griddle, Fryer, 10 burner range with traditional oven, sandwich unit, hot food table, kitchen work tables, Salad prep unit, 20 qt. mixer TED – Audio Radio & Video Engineering renovation to a state of the art commercial/industry standard – required items to outfit this area – items such as; Netwave Audio 8 position mainframe, head phone amp HDPN ctrl & volume, networkable CD player, digital MIC processor, electro voice MIC – shock mount, watt RPU transmitter, RPU receiver, compact flash recorder, on-air control booth and RPU system, IMAC and CPU units for editing with industry standard software, remote recording and broadcasting equipment and Professional training as needed for staff			\$250,000.00				\$250,000.00
		Account Total			\$250,000.00				\$250,000.00
	Maintenance of Plant		\$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
		Classification Total	\$0.00	\$0.00	\$250,000.00	\$0.00	\$0.00	\$0.00	\$250,000.00
		Federal	\$344,109.09	\$3,475,119.97	\$376,516.49	\$4,597,942.52	\$1,461,686.50	\$201,915.23	\$10,457,289.80
		* - Allow Indirect Cost Total							

State Budget Summary

Classification	Account	Activity	Professional Development	Total
Contracted Services	Professional: Instruction	Provide substitutes for teachers to receive professional development related to PD priorities 2,3,4, and 5 (\$2,000/month x 10 mos)	\$20,000.00	\$20,000.00
		Account Total	\$20,000.00	\$20,000.00
		Classification Total	\$20,000.00	\$20,000.00
Salaries	Extra Pay for Extra Responsibility (EPER)	Pay EPER for instructional technology workshops related to PD priorities 2,3,4, and 5	\$20,000.00	\$20,000.00
		Provide EPER for Professional Development Workshops for staff for priorities 2,4,5, and 6	\$87,865.37	\$87,865.37
		Account Total	\$107,865.37	\$107,865.37
	Pension Exempt Positions (including Substitutes and others)		\$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	\$54,130.71	\$54,130.71
		Account Total	\$54,130.71	\$54,130.71
	Classification Total			\$161,996.08
Supplies and Materials	Professional: Instruction	Purchase Training materials for PRAXIS preparation - HQ/HE Teachers (PD Priority 1: (CPD 50 ETS booklets and downloadable practice tests x \$25.95= \$1297.50 and Title IIA 25 ETS practice booklets x 17.95= \$448.75)	\$1,297.50	\$1,297.50

			Professiona I Developme nt	Total
Supplies and Materials	Professional: Instruction	Provide resources to recruit Highly Qualified and Highly Effective teacher candidates (PD Priority 1:costs associated with recruitment services and periodicals, journals, job fairs)	\$3,436.42	\$3,436.42
		Account Total	\$4,733.92	\$4,733.92
		Classification Total	\$4,733.92	\$4,733.92
Capital Outlay	Maintenance of Plant		\$0.00	\$0.00
		Account Total	\$0.00	\$0.00
		Classification Total	\$0.00	\$0.00
		State Total	\$186,730.00	\$186,730.00

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	\$2,257.58	\$527.98	\$6,830.97	\$710.04	\$61.90	\$642.70	\$11,031.17
Curriculum and Professional Development	\$6,687.65	\$1,564.05	\$20,235.54	\$2,103.37	\$183.37	\$23,356.73	\$54,130.71
Individuals with Disabilities Education Act (IDEA) (3 - 5)	\$13,757.61	\$3,217.51	\$41,627.87	\$4,326.99	\$377.22	\$43,173.60	\$106,480.80
Individuals with Disabilities Education Act (IDEA) (6 - 21)	\$104,084.95	\$24,342.47	\$314,940.84	\$32,736.40	\$2,853.90	\$363,243.25	\$842,201.81
Title I, Part A - Making High Poverty Schools Work	\$158,695.27	\$37,114.22	\$480,181.09	\$49,912.25	\$4,351.32	\$495,909.76	\$1,226,163.91
Title II, Part A - Teacher and Principal Training and Recruitment	\$53,259.97	\$12,455.96	\$161,154.34	\$16,751.12	\$1,460.37	\$157,617.23	\$402,698.99
Title III - Language Instruction for ELL and Immigrant Students	\$4,964.17	\$1,160.97	\$15,020.61	\$1,561.30	\$136.12	\$59,656.40	\$82,499.57
Totals	\$343,707.20	\$80,383.16	\$1,039,991.26	\$108,101.47	\$9,424.20	\$1,143,599.67	\$2,725,206.96

Indirect Cost Summary

Program	Total Direct Program Charges	Indirect Cost Rate	Indirect Cost Billable
Carl D. Perkins Career and Technical Education – Secondary	\$126,516.49	6.82 %	\$8,628.42
Individuals with Disabilities Education Act (IDEA) (3 - 5)	\$344,109.09	6.82 %	\$23,468.25
Individuals with Disabilities Education Act (IDEA) (6 - 21)	\$3,475,119.97	6.82 %	\$237,003.15
Title I, Part A - Making High Poverty Schools Work	\$4,597,942.52	6.82 %	\$313,579.68
Title II, Part A - Teacher and Principal Training and Recruitment	\$1,461,686.50	6.82 %	\$99,687.03
Title III - Language Instruction for ELL and Immigrant Students	\$201,915.23	2.00 %	\$4,038.31
Totals	\$10,207,289.80		\$686,404.84

DELAWARE DEPARTMENT OF EDUCATION
ASMINISTRATIVE SERVICE BRANCH

Business Mgr. initials when submitted
as an Application Budget: _____

BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

CHECK ONE:

APPLICATION BUDGET SUMMARY: X

SUBMIT EXPENDITURE REPORT TO:

or EXPENDITURE REPORTS: _____

Program Manager who signed the Notification of Subgrant Award

Annual But Not Final _____ Final Report _____

AGENCY: Red Clay

PROJECT BUDGET PERIOD

For subgrants extending across two fiscal years, an Annual Expenditure Report is to be submitted within 45 days after June 30 of the first year. A Final Report is due within 90 days after the end of the subgrant award period.

PROJECT TITLE: IDEA 3-5

BEGINNING: 7/19/2011

GRANT NUMBER: _____

ENDING: 12/15/2012

FUND & LINE: _____

Ind Cost 1st Yr: Ind _____
Cost 2nd Yr: _____ 0.00
Number Exceeds: _____ 0.00

PERIOD COVERED BY REPORT:
(Complete for Expenditure Report Only)
TO

EXPENDITURE ACCOUNTS

EXPENDITURE CLASSIFICATION

Classification		Salaries	Contracted Services	Travel	Supplies and Materials	OECs	Capital Outlay	Total Expenditures	Total Budget
Account	Acct. No								
Administration	100	\$53,889.50		\$1,631.36		\$23,393.01			\$78,913.87
Instruction	200	\$168,007.43			\$14,100.00	\$83,087.79			\$265,195.22
Attendance Service	300								
Health Services	400								
Pupil Transportation Services	500								
Operation of Plant	600								
Maintenance of Plant	700								
Fixed Charges/ Indirect Costs	800	\$22,395.37		\$111.26	\$961.62				\$23,468.25
Food Services	900								
Student Body Activities	1000								
Community Service	1100								
Capital Outlay	1200								
Total Expenditures	19000								
Total Budget		\$244,292.30		\$1,742.62	\$15,061.62	\$106,480.80			\$367,577.34

CHIEF OFFICER: Daugherty, Mervin

DATE: 7/19/2011

PERSON COMPLETING REPORT: Stewart, Malik

(Signature required only when submitted as an Annual or Final Report)

DELAWARE DEPARTMENT OF EDUCATION
ASMINISTRATIVE SERVICE BRANCH

Business Mgr. initials when submitted
as an Application Budget: _____

BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

CHECK ONE:

APPLICATION BUDGET SUMMARY: X

SUBMIT EXPENDITURE REPORT TO:

or EXPENDITURE REPORTS: _____

Program Manager who signed the Notification of Subgrant Award

Annual But Not Final _____ Final Report _____

AGENCY: Red Clay

PROJECT BUDGET PERIOD

For subgrants extending across two fiscal years, an Annual Expenditure Report is to be submitted within 45 days after June 30 of the first year. A Final Report is due within 90 days after the end of the subgrant award period.

PROJECT TITLE: IDEA 6-21

BEGINNING: 7/19/2011

GRANT NUMBER: _____

ENDING: 12/15/2012

FUND & LINE: _____

Ind Cost 1st Yr: Ind _____
Cost 2nd Yr: 0.00
Number Exceeds: 0.00

PERIOD COVERED BY REPORT:
(Complete for Expenditure Report Only)
TO

EXPENDITURE ACCOUNTS

EXPENDITURE CLASSIFICATION

Classification		Salaries	Contracted Services	Travel	Supplies and Materials	OECs	Capital Outlay	Total Expenditures	Total Budget
Account	Acct. No								
Administration	100	\$743,961.46	\$66,666.66	\$9,583.33		\$367,018.83			\$1,187,230.28
Instruction	200	\$934,827.60	\$847,453.61	\$2,500.00	\$24,049.08	\$475,182.98			\$2,284,013.27
Attendance Service	300								
Health Services	400								
Pupil Transportation Services	500								
Operation of Plant	600								
Maintenance of Plant	700								
Fixed Charges/ Indirect Costs	800	\$171,931.55	\$66,483.79	\$824.08	\$1,640.15				\$240,879.57
Food Services	900								
Student Body Activities	1000								
Community Service	1100								
Capital Outlay	1200								
Total Expenditures	19000								
Total Budget		\$1,850,720.61	\$980,604.06	\$12,907.41	\$25,689.23	\$842,201.81			\$3,712,123.12

CHIEF OFFICER: Daugherty, Mervin

DATE: 7/19/2011

PERSON COMPLETING REPORT: Stewart, Malik

(Signature required only when submitted as an Annual or Final Report)

DELAWARE DEPARTMENT OF EDUCATION
ASMINISTRATIVE SERVICE BRANCH

Business Mgr. initials when submitted
as an Application Budget: _____

BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

CHECK ONE:

APPLICATION BUDGET SUMMARY: X

SUBMIT EXPENDITURE REPORT TO:

or EXPENDITURE REPORTS: _____

Program Manager who signed the Notification of Subgrant Award

Annual But Not Final _____ Final Report _____

AGENCY: Red Clay

PROJECT BUDGET PERIOD _____

For subgrants extending across two fiscal years, an Annual Expenditure Report is to be submitted within 45 days after June 30 of the first year. A Final Report is due within 90 days after the end of the subgrant award period.

PROJECT TITLE: Perkins

BEGINNING: 7/19/2011

GRANT NUMBER: _____

ENDING: 12/15/2012

FUND & LINE: _____

Ind Cost 1st Yr: Ind _____
Cost 2nd Yr: 0.00
Number Exceeds: 0.00

PERIOD COVERED BY REPORT: _____
(Complete for Expenditure Report Only)
TO _____

EXPENDITURE ACCOUNTS		EXPENDITURE CLASSIFICATION							
Classification		Salaries	Contracted Services	Travel	Supplies and Materials	OECs	Capital Outlay	Total Expenditures	Total Budget
Account	Acct. No								
Administration	100	\$10,851.87				\$3,738.74			\$14,590.61
Instruction	200	\$25,560.57	\$14,800.02	\$25,000.00	\$38,870.67	\$7,292.43			\$111,523.69
Attendance Service	300								
Health Services	400								
Pupil Transportation Services	500								
Operation of Plant	600								
Maintenance of Plant	700								
Fixed Charges/ Indirect Costs	800	\$3,235.65	\$1,438.98	\$1,705.00	\$2,650.98				\$9,030.61
Food Services	900								
Student Body Activities	1000								
Community Service	1100								
Capital Outlay	1200						\$250,000.00		\$250,000.00
Total Expenditures	19000								
Total Budget		\$39,648.09	\$16,239.00	\$26,705.00	\$41,521.65	\$11,031.17	\$250,000.00		\$385,144.91

CHIEF OFFICER: Daugherty, Mervin

DATE: 7/19/2011

PERSON COMPLETING REPORT: Stewart, Malik

(Signature required only when submitted as an Annual or Final Report)

DELAWARE DEPARTMENT OF EDUCATION
ASMINISTRATIVE SERVICE BRANCH

Business Mgr. initials when submitted
as an Application Budget: _____

BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

CHECK ONE:

APPLICATION BUDGET SUMMARY: X

SUBMIT EXPENDITURE REPORT TO:

or EXPENDITURE REPORTS: _____

Program Manager who signed the Notification of Subgrant Award

Annual But Not Final _____ Final Report _____

AGENCY: Red Clay

PROJECT BUDGET PERIOD

For subgrants extending across two fiscal years, an Annual Expenditure Report is to be submitted within 45 days after June 30 of the first year. A Final Report is due within 90 days after the end of the subgrant award period.

PROJECT TITLE: Title I

BEGINNING: 7/19/2011

GRANT NUMBER: _____

ENDING: 12/15/2012

FUND & LINE: _____

Ind Cost 1st Yr: Ind _____
Cost 2nd Yr: 0.00
Number Exceeds: 0.00

PERIOD COVERED BY REPORT: _____
(Complete for Expenditure Report Only)
TO _____

EXPENDITURE ACCOUNTS		EXPENDITURE CLASSIFICATION							
Classification		Salaries	Contracted Services	Travel	Supplies and Materials	OECs	Capital Outlay	Total Expenditures	Total Budget
Account	Acct. No								
Administration	100	\$318,294.92	\$82,828.85	\$20,000.00	\$15,347.64	\$136,995.13			\$573,466.54
Instruction	200	\$2,241,306.14	\$581,844.30	\$19,621.11	\$87,406.74	\$1,089,168.78			\$4,019,347.07
Attendance Service	300								
Health Services	400								
Pupil Transportation Services	500								
Operation of Plant	600								
Maintenance of Plant	700								
Fixed Charges/ Indirect Costs	800	\$258,189.18	\$50,809.41	\$2,702.16	\$7,007.84				\$318,708.59
Food Services	900								
Student Body Activities	1000								
Community Service	1100								
Capital Outlay	1200								
Total Expenditures	19000								
Total Budget		\$2,817,790.24	\$715,482.56	\$42,323.27	\$109,762.22	\$1,226,163.91			\$4,911,522.20

CHIEF OFFICER: Daugherty, Mervin

DATE: 7/19/2011

PERSON COMPLETING REPORT: Stewart, Malik

(Signature required only when submitted as an Annual or Final Report)

DELAWARE DEPARTMENT OF EDUCATION
ASMINISTRATIVE SERVICE BRANCH

Business Mgr. initials when submitted
as an Application Budget: _____

BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

CHECK ONE:

APPLICATION BUDGET SUMMARY: X

SUBMIT EXPENDITURE REPORT TO:

or EXPENDITURE REPORTS: _____

Program Manager who signed the Notification of Subgrant Award

Annual But Not Final _____ Final Report _____

AGENCY: Red Clay

PROJECT BUDGET PERIOD

For subgrants extending across two fiscal years, an Annual Expenditure Report is to be submitted within 45 days after June 30 of the first year. A Final Report is due within 90 days after the end of the subgrant award period.

PROJECT TITLE: Title II (Part A)

BEGINNING: 7/19/2011

GRANT NUMBER: _____

ENDING: 12/15/2012

FUND & LINE: _____

Ind Cost 1st Yr: Ind _____
Cost 2nd Yr: 0.00
Number Exceeds: 0.00

PERIOD COVERED BY REPORT:
(Complete for Expenditure Report Only)
TO _____

EXPENDITURE ACCOUNTS		EXPENDITURE CLASSIFICATION							
Classification		Salaries	Contracted Services	Travel	Supplies and Materials	OECs	Capital Outlay	Total Expenditures	Total Budget
Account	Acct. No								
Administration	100	\$466,577.31	\$112,750.00	\$10,181.10		\$198,360.54			\$787,868.95
Instruction	200	\$392,454.40	\$61,227.47	\$9,718.00	\$4,448.75	\$204,338.45			\$672,187.07
Attendance Service	300								
Health Services	400								
Pupil Transportation Services	500								
Operation of Plant	600								
Maintenance of Plant	700								
Fixed Charges/ Indirect Costs	800	\$86,050.05	\$13,606.94	\$1,357.12	\$303.40				\$101,317.51
Food Services	900								
Student Body Activities	1000								
Community Service	1100								
Capital Outlay	1200								
Total Expenditures	19000								
Total Budget		\$945,081.76	\$187,584.41	\$21,256.22	\$4,752.15	\$402,698.99			\$1,561,373.53

CHIEF OFFICER: Daugherty, Mervin

DATE: 7/19/2011

PERSON COMPLETING REPORT: Stewart, Malik

(Signature required only when submitted as an Annual or Final Report)

DELAWARE DEPARTMENT OF EDUCATION
ASMINISTRATIVE SERVICE BRANCH

Business Mgr. initials when submitted
as an Application Budget: _____

BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

CHECK ONE:

APPLICATION BUDGET SUMMARY: X

SUBMIT EXPENDITURE REPORT TO:

or EXPENDITURE REPORTS: _____

Program Manager who signed the Notification of Subgrant Award

Annual But Not Final _____ Final Report _____

AGENCY: Red Clay

PROJECT BUDGET PERIOD

For subgrants extending across two fiscal years, an Annual Expenditure Report is to be submitted within 45 days after June 30 of the first year. A Final Report is due within 90 days after the end of the subgrant award period.

PROJECT TITLE: Title III

BEGINNING: 7/19/2011

GRANT NUMBER: _____

ENDING: 12/15/2012

FUND & LINE: _____

Ind Cost 1st Yr: Ind _____
Cost 2nd Yr: 0.00
Number Exceeds: 0.00

PERIOD COVERED BY REPORT:
(Complete for Expenditure Report Only)
TO

EXPENDITURE ACCOUNTS

EXPENDITURE CLASSIFICATION

Classification		Salaries	Contracted Services	Travel	Supplies and Materials	OECs	Capital Outlay	Total Expenditures	Total Budget
Account	Acct. No								
Administration	100	\$2,321.74				\$662.40			\$2,984.14
Instruction	200	\$77,745.49	\$35,953.60	\$2,500.00	\$894.83	\$81,837.17			\$198,931.09
Attendance Service	300								
Health Services	400								
Pupil Transportation Services	500								
Operation of Plant	600								
Maintenance of Plant	700								
Fixed Charges/ Indirect Costs	800	\$3,251.34	\$719.07	\$50.00	\$17.90				\$4,038.31
Food Services	900								
Student Body Activities	1000								
Community Service	1100								
Capital Outlay	1200								
Total Expenditures	19000								
Total Budget		\$83,318.57	\$36,672.67	\$2,550.00	\$912.73	\$82,499.57			\$205,953.54

CHIEF OFFICER: Daugherty, Mervin

DATE: 7/19/2011

PERSON COMPLETING REPORT: Stewart, Malik

(Signature required only when submitted as an Annual or Final Report)

DELAWARE DEPARTMENT OF EDUCATION
 ASMINISTRATIVE SERVICE BRANCH
BUDGET REPORT OF STATE FUNDS

Business Mgr. initials when submitted
 as an Application Budget:

APPLICATION BUDGET SUMMARY:

SUBMIT EXPENDITURE REPORT TO:

(Not Required)

AGENCY: Red Clay

PROJECT BUDGET PERIOD

PROJECT TITLE: Professional Development

BEGINNING: 7/1/2011

GRANT NUMBER: _____

ENDING: 8/15/2012

FUND & LINE: _____

For subgrants of State funds, no annual or final expenditure report is required. Prior notification of intent to amend is required when exceeding approved budget amounts by \$1,000 or 5% whichever is greater. This budget form is required for planning purposes only and is to accompany a subgrant application for State funds when application for such funds is required

EXPENDITURE ACCOUNTS		EXPENDITURE CLASSIFICATION							
Classification		Salaries	Contracted Services	Travel	Supplies and Materials	OECs	Capital Outlay	Total Expenditures	Total Budget
Account	Acct. No								
Administration	100								
Instruction	200	\$107,865.37	\$20,000.00		\$4,733.92	\$54,130.71			\$186,730.00
Attendance Service	300								
Health Services	400								
Pupil Transportation Services	500								
Operation of Plant	600								
Maintenance of Plant	700								
Fixed Charges/ Indirect Costs	800								
Food Services	900								
Student Body Activities	1000								
Community Service	1100								
Capital Outlay	1200								
Total Expenditures	19000								
Total Budget		\$107,865.37	\$20,000.00		\$4,733.92	\$54,130.71			\$186,730.00

DATE: 7/19/2011

PERSON COMPLETING REPORT: Stewart, Malik

5.1 Maintenance of Effort

Refer to Section 14501 of ESEA, 20 U.S.C. §8891 and OMB Circular A-87
 Retrieve Data from the Annual Financial Statement for Fiscal Year 2010 and Fiscal Year 2009

Instruction	FY2010		FY2009	
Total Expenditures (line 1999)	\$214,001,107.00		\$223,597,437.00	
Less:				
Instate Tuition (line 0152)	\$20,330,012.00		\$20,125,762.00	
Capital Outlay (line 0170, 0270, 0370, 0470, 0570, 0670, 0770, 0870, 0970)	\$104,313.00		\$55,370.00	
Community Services (line 1299)	\$0.00		\$0.00	
Adult Education (line 1399)	\$921,587.00		\$842,925.00	
Facilities Acquisition (line 1499)	\$4,234,850.00		\$18,842,224.00	
Debt Service (line 1599)	\$21,820,923.00	\$47,411,685.00	\$21,513,071.00	\$61,379,352.00
Subtotal	\$166,589,422.00		\$162,218,085.00	
Less:				
Federal Expenditures (line 3999 less Adult Basic Ed)	\$20,173,937.00		\$11,385,971.00	
Subtotal	\$146,415,485.00		\$150,832,114.00	
Divided By:				
September 30 Enrollment	15674		15709	
Total per student non-federal expenditure for FY 2006	\$9,341.30		\$9,601.64	
Less: Total per student non-federal expenditure for FY 2009 (in block)	\$9,601.64			
Total increase/(decrease)	(\$260.34)			

5.2 Excess Cost for IDEA

IDEA Excess Cost	FY2010	FY2009	Difference
Regular Units	\$740.00	\$739.00	
Special Units	\$215.00	\$218.00	
% of Spec to Reg	\$29.05	\$29.50	
98% of the above	\$28.47	\$28.91	
0115 prorated for spec ed	\$13,719,083.74	\$14,278,396.90	(\$559,313.16)
0116 Cafeteria Expenses	\$432,649.19	\$452,161.65	(\$19,512.46)
0139 prorated for spec ed	\$7,059,176.36	\$7,201,306.38	(\$142,130.02)
0165 prorated for spec ed	\$828,392.73	\$895,511.90	(\$67,119.17)
0186 prorated for spec ed	\$1,649,625.54	\$1,855,948.28	(\$206,322.74)
0181 Private Placement	\$56,987.36	\$103,764.64	(\$46,777.28)
0183 Academic Excellence Allotment	\$0.00	\$149,025.27	(\$149,025.27)
0150/0152/0153 Transportation	\$1,524,667.86	\$1,754,287.85	(\$229,619.99)
0159 Energy	\$644,022.01	\$766,478.11	(\$122,456.10)
Subtotal State Funds Expended	\$25,914,604.79	\$27,456,880.98	(\$1,542,276.19)
8000 Local funds prorated for spec ed	\$14,606,510.72	\$13,292,991.46	\$1,313,519.26
8200 Tuition	\$549,172.07	\$690,702.33	(\$141,530.26)
Subtotal Local Funds Expended	\$15,155,682.79	\$13,983,693.79	\$1,171,989.00
Total Funds Expended	\$41,070,287.58	\$41,440,574.77	(\$370,287.19)

5.3 Excess Cost Questions

Question A

A.1 Are there any adjustments to be made to any of the prepopulated figures in Section 5.1 or 5.2? If so, what are the corrected figures?

A.2 Please explain any decrease in the funding for the per-student expenditures from 2009 to 2010 shown in Section 5.1 or any decrease in the maintenance of effort from 2009 to 2010 shown in Section 5.2.

The explanation for the decrease from 2009 to 2010 can be attributed to the 2009 increase in federal funds due to ARRA and SFSE. You will see that our federal expenditures increased from \$11,401,568 in FY 09 to \$19,279,443 in FY 10 and this impacted (decreased out) total non-federal expenditures as SFSE replaced a significant piece of state funding. Another interesting issue is our total expenditures in 2009 was \$223,597,436 and only \$214,001,107 in 2010 - this also impacted us as it was a decrease in district expenditures overall.

Lastly, using the Federal ARRA Stimulus (SFSE) to replace state funds and the overall reduction in FY10 due to the state salary cuts for furlough days also created changes from FY 2009 to FY 2010.

5.4 Consolidation Administrative Funds

Federal LEA Distribution

Federal Public School Distribution

Federal Private School Distribution

State LEA Distribution

State Public School Distribution

5.5 Distribution of Funds - Title I, Part A

Identify LEA, Public school and Non-Public school Title I allocations and set-asides. Please refer to the "Additional Resources" link in this section header for additional guidance.)

Federal LEA Distribution

Federal Public School Distribution

Instruction	Parent Involve	PD	Total this year	Total last year
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Federal Private School Distribution

Instruction	Parent Involve	PD	Admin	Total
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5.6 Consolidation Administrative Funds

Check one of the following statements:

- * The LEA is consolidating administrative funds for IASA programs (Titles I, II, IV, and V)

These funds are included in the consolidated administrative costs:

OR

- R The LEA is not consolidating administrative funds for IASA programs (Titles I, II, IV, and V)

7.0 Certification of Compliance and Assurances

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 should sign the assurances electronically below. Make sure a printed copy of this completed, electronically signed page (and the whole LEA Consolidated Grant Application when it is completely approved) is filed in the LEA central office for review upon request by state and federal officials and members of the public. You do NOT have to send any signature pages to the Delaware Department of Education.

Principal Certification of Compliance	
I certify that: 1. I have reviewed this application and that it is aligned with the District and Schools Plans. 2. All assurances and certifications contained in the application will be adhered to.	
Principal: _____	Approval Date: _____
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 Consolidated Application. I am also authorized to obligate the LEA to conduct any program or activity approved under this Consolidated 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 Consolidated Application. 2. I have read this Consolidated 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 Section 1 of this Consolidated Application. 3. I have also read the attached Assurances for FY09. I understand that those Assurances are incorporated into and made a part of this Consolidated Application as though they were fully set out in this Consolidated 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 Consolidated Application as represented in this Consolidated 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 for FY09, and any conditions imposed as part of the approval of this Consolidated Application. 5. I understand that compliance with all applicable federal and state requirements, including statutory and regulatory requirements, attached Assurances for FY09 and any conditions imposed as part of the approval of this Consolidated 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: <u>Daugherty, Mervin</u>	Approval Date: <u>Tuesday, July 19, 2011</u>

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 Consolidated Application on its behalf.
2. I have read this Consolidated Application and specifically read and reviewed the budget and financial information contained in or made part of the Consolidated Application. The information contained in the Consolidated Application it 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 (IDEA) (3 - 5)	
Individuals with Disabilities Education Act (IDEA) (6 - 21)	
Title I, Part A - Making High Poverty Schools Work	
Title II, Part A - Teacher and Principal Training and Recruitment	
Title III - Language Instruction for ELL and Immigrant Students	

4. I have reviewed and approved the submission of the budgets for each of these programs.

Chief Financial Officer: Floore, Jill **Approval Date:** Tuesday, July 19, 2011

Assurances

01. General Education Provisions Act (GEPA)

- A.** Any LEA receiving funding under this program will have on file with the State a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
- B.** To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, any program.

02. Education Department General Administrative Regulations (EDGAR)

- A.** The LEA will comply with the all of the Education Department General Administrative Regulations (EDGAR- Title 34, Code of Federal Regulations (CFR), Parts 74-86 and 97-99).

03. Additional Federal

- A.** All regulations as stated in OMB Circular A-133 and OMB Circular A-87 will be adhered to and records will be readily made available when audited for a period of time of at a minimum of three years after successful audit.

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.

05. General Elementary and Secondary Education Act (ESEA)

- A.** It is assured that each ESEA program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
- B.** It is assured that 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.** It is assured that the applicant 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.** It is assured that the applicant 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.** It is assured that the applicant 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.** It is assured that the applicant 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.** It is assured that before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment
- H.** It is assured that 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.** It is assured that 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.** It is certified that the LEA 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.** It is assured that 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.** It is assured that funds will be used for developing and implementing curriculum based on the content standards established by the Curriculum Frameworks Commission as approved by the State Board of Education or for other professional development activities, including but not limited to: discipline, special education/inclusion, collaboration/consensus building, conflict resolution, shared decision making, and educational technology.
- B.** It is assured that 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.** It is assured that the LEA has received a copy of, reviewed, and is familiar with all requirements of the IDEA, as amended by the Individuals with Disabilities Improvement Act of 2004;
- B.** It is assured that agency personnel administering the IDEA program for the LEA are familiar with requirements of the Education Department General Administrative Requirements (EDGAR), General Education Provisions Act (GEPA) and the cost Principles for State, Local and Indian Tribal governments as outlined in OMB circular A-87, Rev.
- C.** It is assured that the agency will comply with all of the requirements of the IDEA ('the Act') found in PL 108-446 as amended including: (1) all of the policies and procedures as contained in the Delaware Department of Education Special Education Regulations, (2) all of the eligibility requirements of Section 612 of the Act, and (3) all of the requirements of Section 613 of the Act throughout the period of this subgrant award.

08. Specific Perkins

- A.** It is assured that the career and technical education program is of sufficient size, scope, and quality as to result in improvement in the quality of 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 fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b);
- F.** The local educational agency will provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services;
- G.** 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;

- H.** 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;
- I.** 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;
- J.** The local educational agency will comply with the requirements of section 1119 regarding the qualifications of teachers and paraprofessionals and professional development;
- K.** 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;
- L.** The local educational agency will coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school;
- M.** 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;
- N.** The local educational agency will use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the end of the 2001-2002 school year;
- O.** 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;
- P.** 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).
- Q.** 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.

10. Specific Title I, Part D

- A.** It is assured that each agency shall reserve not less than 15 percent and not more than 30 percent of the amount such agency receives under this subpart for any fiscal year to support? (1) projects that facilitate the transition of children and youth from State-operated institutions to schools served by local educational agencies; or(2) the successful reentry of youth offenders, who are age 20 or younger and have received a secondary school diploma or its recognized equivalent, into postsecondary education, or vocational and technical training programs, through strategies designed to expose the youth to, and prepare the youth for, postsecondary education, or vocational and technical training programs, such as? (A) preplacement programs that allow adjudicated or incarcerated youth to audit or attend courses on college, university, or community college campuses, or through programs provided in institutional settings; (B) worksite schools, in which institutions of higher education and private or public employers partner to create programs to help students make a successful transition to postsecondary education and employment; and (C) essential support services to ensure the success of the youth, such as? (i) personal, vocational and technical, and academic counseling; (ii) placement services designed to place the youth in a university, college, or junior college program; (iii) information concerning, and assistance in obtaining, available student financial aid; (iv) counseling services; and (v) job placement services.

B. It is assured that any State agency that desires to receive funds to carry out a program under this subpart shall submit an application to the State educational agency that: (1) describes the procedures to be used, consistent with the State plan under section 1111, to assess the educational needs of the children to be served under this subpart; (2) provides an assurance that in making services available to children and youth in adult correctional institutions, priority will be given to such children and youth who are likely to complete incarceration within a 2-year period; (3) describes the program, including a budget for the first year of the program, with annual updates to be provided to the State educational agency; (4) describes how the program will meet the goals and objectives of the State plan; (5) describes how the State agency will consult with experts and provide the necessary training for appropriate staff, to ensure that the planning and operation of institution-wide projects under section 1416 are of high quality; (6) describes how the State agency will carry out the evaluation requirements of section 9601 and how the results of the most recent evaluation will be used to plan and improve the program; (7) includes data showing that the State agency has maintained the fiscal effort required of a local educational agency, in accordance with section 9521; (8) describes how the programs will be coordinated with other appropriate State and Federal programs, such as programs under Title I of Public Law 105-220, vocational and technical education programs, State and local dropout prevention programs, and special education programs; (9) describes how the State agency will encourage correctional facilities receiving funds under this subpart to coordinate with local educational agencies or alternative education programs attended by incarcerated children and youth prior to their incarceration to ensure that student assessments and appropriate academic records are shared jointly between the correctional facility and the local educational agency or alternative education program; (10) describes how appropriate professional development will be provided to teachers and other staff; (11) designates an individual in each affected correctional facility or institution for neglected or delinquent children and youth to be responsible for issues relating to the transition of children and youth from such facility or institution to locally operated programs; (12) describes how the State agency will endeavor to coordinate with businesses for training and mentoring for participating children and youth; (13) provides an assurance that the State agency will assist in locating alternative programs through which students can continue their education if the students are not returning to school after leaving the correctional facility or institution for neglected or delinquent children and youth; (14) provides assurances that the State agency will work with parents to secure parents' assistance in improving the educational achievement of their children and youth, and preventing their children's and youth's further involvement in delinquent activities; (15) provides an assurance that the State agency will work with children and youth with disabilities in order to meet an existing individualized education program and an assurance that the agency will notify the child's or youth's local school if the child or youth: (A) is identified as in need of special education services while the child or youth is in the correctional facility or institution for neglected or delinquent children and youth; and (B) intends to return to the local school; (16) provides an assurance that the State agency will work with children and youth who dropped out of school before entering the correctional facility or institution for neglected or delinquent children and youth to encourage the children and youth to reenter school once the term of the incarceration is completed or provide the child or youth with the skills necessary to gain employment, continue the education of the child or youth, or achieve a secondary school diploma or its recognized equivalent if the child or youth does not intend to return to school; (17) provides an assurance that teachers and other qualified staff are trained to work with children and youth with disabilities and other students with special needs taking into consideration the unique needs of such students; (18) describes any additional services to be provided to children and youth, such as career counseling, distance learning, and assistance in securing student loans and grants; and (19) provides an assurance that the program under this subpart will be coordinated with any programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 (42 U.S.C. 5601 et seq.) or other comparable programs, if applicable.

11. Specific Title II, Part A

A. It is assured that the LEA shall conduct an assessment of local needs for professional development and hiring.

- B.** It is assured that the LEA shall target funds to schools that have the lowest proportion of highly-qualified teachers, the largest class size particularly at the primary level, and/or are identified for school improvement.
- C.** It is assured that the LEA shall comply with Section 9501 regarding consultation with private schools in order to provide professional development services for private school teachers.
- D.** It is assured that all teachers paid by the LEA with Title II, Part A funds for class size reduction are highly qualified.
- E.** The planning, implementation, and evaluation of the professional development plan are conducted by a professional development team that includes a majority of teachers and one or more administrators, curriculum specialists, parents, and others identified in the plan.
- F.** The professional development plan focuses on improving student performance and teacher practice as identified through data analysis
- G.** The professional development plan describes professional development that a) is aligned with state content standards and the common core anchors and grade level standards, b) is aligned with Delaware Professional Development Standards, c) is articulated within and across grade levels, d) is continuous and sustained, e) indicates how classroom instruction and teacher practice will be improved and assessed, f) indicates how each teacher in the LEA will participate, and g) reflects congruence between student and teacher needs evidenced in DPAS II evaluations and the Success Plan needs analysis.
- H.** The plan describes how the effectiveness of the professional development will be evaluated, and indicates how activities will be adjusted in response to that evaluation.
- I.** The LEA will implement the state's mentoring program for new teachers and new administrators.
- J.** The LEA will implement the state's DPAS II evaluation system and ensure all evaluators are certified by the DDOE
- K.** All teachers holding a continuing license will have ample opportunity to complete 90 clock hours of professional development every 5 years.
- L.** All professional staff, paraprofessionals, and long-term substitute teachers will have the opportunity to participate in professional development activities.
- M.** The plan or the annual update to the plan was adopted at a public meeting by the local Board of Education.

12. Specific Title III

- A.** It is assured that the LEA will not use more than 2 percent of the funds for the cost of administration.
- B.** (1) It is assured that 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) It is assured that 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) It is assured that 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.** It is assured that 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.** It is assured that 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.** It is assured that the LEA will annually assess the English proficiency of all identified English language learners (ELLs).

Federal Programs

Individuals with Disabilities Education Act (IDEA) (6 - 21)

Initial Approvals

Program Manager	Approval Date
Matusevich, Dale	9/19/2011

Individuals with Disabilities Education Act (IDEA) (3 - 5)

Initial Approvals

Program Manager	Approval Date
Thompson, Verna	9/16/2011

Title I, Part A - Making High Poverty Schools Work

Initial Approvals

Program Manager	Approval Date
Curtis, Brian	7/27/2011
Wells, Kim	9/16/2011
Jarrell, Theodore	9/28/2011

Title II, Part A - Teacher and Principal Training and Recruitment

Initial Approvals

Program Manager	Approval Date
Degnats, Maria	9/16/2011
Kotz, Mary Ellen	9/17/2011

Title III - Language Instruction for ELL and Immigrant Students

Initial Approvals

Program Manager	Approval Date
Richard, Terry	7/27/2011

Carl D. Perkins Career and Technical Education – Secondary

Initial Approvals

Program Manager	Approval Date
Fitzgerald, Mike	9/19/2011

State Programs

Curriculum and Professional Development

Initial Approvals

Program Manager

Kotz, Mary Ellen

Approval Date

9/17/2011

Finance

Federal Programs

Approval Date

DiPietro, Eulinda

9/27/2011

State Programs

Approval Date

Jenkins, Leah

9/21/2011

Director(s)

Director

Title

Approval Date

Lesko, James

9/28/2011

Mieczkowski, Mary Ann

9/28/2011

Barton, Wayne

9/29/2011

Kough, Theresa

9/29/2011

Secretaries

Secretary

Title

Approval Date

Rogers, Linda

Associate Secretary

9/29/2011

Hodges, Amelia

Associate Secretary

9/29/2011

Lillian Lowery

Secretary

9/29/2011

Application Comments

LEA Consolidated Application Planning Team

<u>Type</u>	<u>Date</u>	<u>Name</u>	<u>Comment</u>	<u>RespondTo</u>
DOE	07/28/11	Mike Fitzgerald	2.1 - Perkins Advisory Committee – The committee needs to expand to include parents, students, guidance, and Tech Prep consortia representation.	
District	08/29/11	Malik J. Stewart	Per Sharon Rookard communication w/ M. Fitzgerald and K. Hutchison: Please note our current list does include parents, TECH Prep and our guidance folks are represented by our building administrators and our teachers work directly with them in supporting our programs and students as well as Perkins data reporting. This committee is a priority for Red Clay CTE District Plan Fall 2009 at our district wide advisory session - Manera Constantine, Executive Director DACCTE presented the details of what an advisory committee should be and do as well as the value to our programs. Fall 2010 all CTE staff were asked to provide two of their business partners to participate on the district committee Fall 2011 all CTE staff will be asked to have their individual program committee to include the 2 business partners, 1 parent, 1 student, and postsecondary representative	Mike Fitzgerald

LEA Support for Local School Planning: Systems, Structures, and Services

<u>Type</u>	<u>Date</u>	<u>Name</u>	<u>Comment</u>	<u>RespondTo</u>
DOE	07/21/11	Theodore Jarrell	In question B.1 the amount listed from Title I (FY12) for Choice/SES is \$248,013.93. In the grant and the spreadsheet it is \$491,152.22. The amount from other sources in the spreadsheet is also \$491,152.22. Please clarify.	
District	08/17/11	Malik J. Stewart	Ted: We've corrected B.1 to reflect alignment with the Title 1 budget sheet	Theodore Jarrell

Parental and Community Involvement

<u>Type</u>	<u>Date</u>	<u>Name</u>	<u>Comment</u>	<u>RespondTo</u>
DOE	07/25/11	Kim Wells	For question B.1, please clarify how the LEA level parent involvement policy is distributed to all parents of students in Title I buildings (or how parents are provided notice of where to locate a copy of the parent involvement policy). For question B.3 please clarify how all parents of students in Title I buildings receive notice of the school's parent involvement policy (or where to locate the policy).	
District	08/19/11	Malik J. Stewart	B1 and B3 are addressed with numbered items	Kim Wells

Equitable Services

<u>Type</u>	<u>Date</u>	<u>Name</u>	<u>Comment</u>	<u>RespondTo</u>
DOE	07/25/11	Kim Wells	The response to question B.3 does not sufficiently address the specific questions. Please clarify how the LEA ensures that the services students, teachers and parents in the private schools receive are equitable in comparison to the services provided to public school students, staff and families. Please also describe how the LEA ensures that services are provided in a timely manner, are secular, neutral and non-ideological.	

The LEA ensures that the services students, teachers and parents in the private schools receive 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 in August 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.

District	08/17/11	Malik J. Stewart	• The opportunity for the participating private schools to file a formal complaint with the LEA, the state or US Ed.	Kim Wells
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Please also describe how the LEA ensures that services are provided in a timely manner, are secular, neutral and non-ideological

Title I Public School Data

<u>Type</u>	<u>Date</u>	<u>Name</u>	<u>Comment</u>	<u>RespondTo</u>
DOE	07/21/11	Theodore Jarrell	Please enter new poverty rates from spreadsheet into 3.1.	
District	09/22/11	Malik J. Stewart	completed	Theodore Jarrell

Title I Data Questions

<u>Type</u>	<u>Date</u>	<u>Name</u>	<u>Comment</u>	<u>RespondTo</u>
DOE	07/21/11	Kim Wells	The poverty rate for Stanton is over 75% with the private poverty students included. Per the examples in Title I guidance (e.g., page 20), private school students are included in the calculations of the school poverty rate. The calculated rate is used to determine eligibility and therefore, Stanton must be served as a Title I school since the calculated rate is over 75% unless you can demonstrate that it meets the criteria for skipping a school. The only time a district may exclude private school students from the calculation is when the private school data is not available (See B.2 of the private school non-regulatory guidance). The LEA must also ensure that it serves all schools in rank order above 75% regardless of gradespan.(See page 4, #2 and #3 of the non-regulatory guidance on the selection of school attendance areas and school allocations.	
District	09/22/11	Malik J. Stewart	completed during 2nd submission - Stanton is under 75% but RCCSD will serve as T.A. program due to sw requirement for 1 year of pre-planning	Kim Wells

Services and Programs for Homeless Students and Youth

<u>Type</u>	<u>Date</u>	<u>Name</u>	<u>Comment</u>	<u>RespondTo</u>
DOE	07/21/11	Dennis Rozumalski	3.6 lists \$10,000 set aside for Homeless Support. 4.0 indicates \$11,000. Please clarify.	
District	07/29/11	Malik J. Stewart	Thank you. We've corrected the amount in 3.6 to accurately read \$11,000	Dennis Rozumalski

Title II, Part A, Highly Qualified Teachers (HQT) and Highly Qualified Paraprofessionals (HQP)

<u>Type</u>	<u>Date</u>	<u>Name</u>	<u>Comment</u>	<u>RespondTo</u>
DOE	07/25/11	Kim Wells	For question G.1, all instructional paraeducators in Title I schools must be highly qualified (regardless of funding source). Any instructional paraeducators in Title I schools that are not highly qualified must be given non-instructional related duties or be terminated before the beginning of the school year. DEDOE data indicates that there is one non-HQ paraeducator working in a Title I building. As a result, DEDOE will place conditions on Red Clay consolidated School District's Title I funds by not approving funding for paraprofessionals until such time that 100% compliance is met.	
DOE	09/16/11	Kim Wells	Thank you for your addressing the HQ para issues. Now that you are in compliance we will not place conditions on your funds.	
District	08/17/11	Malik J. Stewart	RCCSD has satisfied this, the para in question was unassigned to a Title 1 building at the time of the grant. Please check with Erin Pieshala per Debra Davenport - this issue has been resolved and DOE said that changes will take effect during the September run of the report in PHRST (8/15/11 @ 3:41 PM)	Kim Wells
District	09/22/11	Malik J. Stewart	Completed	Kim Wells

Professional Development Plan

<u>Type</u>	<u>Date</u>	<u>Name</u>	<u>Comment</u>	<u>RespondTo</u>
DOE	07/27/11	Mary Ellen Kotz	Can you please clarify the DPAS II ratings that you are going to use and how they link to improved teaching and learning through professional development?	
District	08/17/11	Malik J. Stewart	Per your 8/1/11 email, RCCSD should Disregard the comment and keep our text and it will be just fine. Thanks	Mary Ellen Kotz

Carl D. Perkins Career and Technical Education Act of 2006

<u>Type</u>	<u>Date</u>	<u>Name</u>	<u>Comment</u>	<u>RespondTo</u>
DOE	07/28/11	Mike Fitzgerald	Perkins 6S1 - State's Perkins Nontraditional Participation target is 36.5, District is reported at 36. Please share the specific steps that are planned to meet/exceed the target.	
DOE	07/28/11	Mike Fitzgerald	Perkins 5S1 - State's Perkins Secondary Placement target is 52, District is reported as 47. Please share the specific steps that are planned to meet/exceed the target.	
District	08/29/11	Malik J. Stewart	(Per Sharon Rookard): Red Clay has an open enrollment policy for all CTE program, marketing materials and resources, direct support to our students and if identified professional development for staff. The systematic upgrade of our facilities to industry standard -Hiring individuals to reflect nontraditional opportunities -Use the SSP process to assist students in pathway selection -Provide encouragement to students in these areas	Mike Fitzgerald

District	08/29/11	Malik J. Stewart	(Per Sharon Rookard): Red Clay Superintendent has placed CTE as a priority for the district, we have developed a five year plan and have our Board of Education's support, and "College and Career Readiness" is a goal for us and a district wide initiative. We not only believe it is in the student's best interest, a drop-out prevention, and an integral part of improving student achievement but it will have a positive impact on our postsecondary placement.	Mike Fitzgerald
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Budget and Distribution of Funds

<u>Type</u>	<u>Date</u>	<u>Name</u>	<u>Comment</u>	<u>RespondTo</u>
DOE	07/21/11	Theodore Jarrell	You have reserved Title I funds at the LEA level for administrative costs, LEA instruction, and parent involvement but the amounts in the grant budget do not match the amounts in the spreadsheet. School allocations in the grant do not match with the spreadsheet (Instruction, professional development and parent involvement). The professional development set asides for Title I schools under improvement did not meet the requirements in the spreadsheet. Please contact me if you need technical assistance.	
DOE	07/21/11	Theodore Jarrell	You reserved money for audit fees but my list indicates a cost lower than the amount you have reserved. Please verify the amount that you need to reserve based on estimates for the auditor's office.	
DOE	07/21/11	Theodore Jarrell	Please provide additional detail on the following: "Contract for consultant to support systems improvements and issues related to high poverty schools, schools in academic need (to support PD Priorities 2,3,4, and 5)" such as days and cost per day, "Provide bilingual office aide support (reported time) to Title I schools" such total hours per day/week/month.	
DOE	07/22/11	Verna Thompson	IDEA (3-5) Budgeted Item: "Hire 1.5 FTE Child Find Coordinator (.75 from IDEA 3-5)." Give name, position % FTE, hourly/daily rate, number of hours/days.	
DOE	07/22/11	Verna Thompson	IDEA (3-5) Budgeted Item: Hire 2 FT Early Childhood Special Educators (RCCSD - Baltz)." Give name, position % FTE, hourly/daily rate, number of hours/days.	
DOE	07/22/11	Verna Thompson	IDEA (3-5) Budgeted Item: "Hire 2 FTE Early Childhood Paraprofessionals." Give name, position % FTE, hourly/daily rate, number of hours/days.	
DOE	07/22/11	Verna Thompson	IDEA (3-5) Budgeted Item: "Purchase Early Childhood testing protocols supplies and materials." List items, description, quantity, unit price, school, and program, as applicable.	
DOE	07/22/11	Verna Thompson	IDEA (3-5) Budgeted Item: "Pay EPER for teachers to maintain required program components." Give name, position, hourly/daily rate, number of hours/days.	
DOE	07/25/11	Maria Degnats	Title IIA Budget (Ed Associate for school reform) Give name, position % FTE, hourly/daily rate, number of hours/days. How is this tied to professional development?	
DOE	07/27/11	Dale Matusevich	Please provide clarification as to the different roles the .28 FTE Career Tech Associate and the 1 FTE Special Services Vocational Coordinator will have.	

DOE	07/27/11	Dale Matusevich	There are two FTE School Based Specialist (1-RCCSD-ADM and 1-RCCSD-Baltz ADM). Please provide clarification as to the roles of these positions.
DOE	07/27/11	Dale Matusevich	Currently two budget lines indicate funds being spent to "purchase materials and supplies to support the specialized needs of students. Please clarify the differences in these two budget lines.
DOE	07/27/11	Dale Matusevich	The district triggered disproportionality on the Annual Performance Report; therefore, the district is required to use IDEA 6-21 funds to provide Comprehensive Early Intervening Services (CEIS). The district indicated its intent to use 15% of funds; however, based on calculations the CEIS 15% equals \$611955.07. The current budget requests for CEIS equal \$519987.11 leaving \$91967.96 remaining to be spent on CEIS activities. Remember, CEIS funds must be used for students who are not yet identified as having disabilities. So any activities, supports or materials that are identified for CEIS cannot be used for children who are already identified with a disability as the purpose of these dollars are to prevent more children from being identified.
DOE	07/27/11	Mike Fitzgerald	Perkins budget item - "Purchase CTE Resources and Materials." Please specify resources and materials in more detail.
DOE	07/27/11	Mike Fitzgerald	Perkins budget item - "Upgrade, innovation, and enhancement of CTE Programs and the development of our middle school CTE programs." Please provide specific details including program(s), school(s), etc.
DOE	07/27/11	Erin Pieshala	Title II A Salary item "Provide EPER for non-HQT staff tutorial sessions." How did you arrive at this amount?
DOE	07/28/11	Erin Pieshala	Title II A Contracted Svcs: "Hire a consultant to support instructional improvement systems." List vendor, type of service, and show fee/daily rate or number of days.
DOE	07/28/11	Erin Pieshala	Title II A Travel: "Mileage for School Support Team and Cadre to assist targeted schools." Please provide more details. How did you arrive at this amount? List persons traveling, destination schools, and specific costs.
DOE	07/28/11	Erin Pieshala	Title II A Travel: "PD priorities 2,3,4 and 5 - Pay registration and travel fees..." How did you arrive at this amount? List the position of persons traveling, destination and specific costs of items and rates.
DOE	07/28/11	Maria Degnats	Title II A -Contracted Services – Audit Fee for federal grant Show how you arrived at this amount?
DOE	07/29/11	Erin Pieshala	Title II A reminder: Please keep records showing you met the state K-3 class size ratio requirements without federally funded positions. Federally funded positions for grades K-3 may reduce class size only after the state requirement has been met with state and local funding. (Supplement not supplant requirements)
DOE	07/29/11	Erin Pieshala	Title II A Contracted Svcs: "Set aside funds for non-profit, private schools allocation..." How did you arrive at this amount? List vendor, type of service, and show fee/daily rate or number of days.

DOE	07/29/11	Erin Pieshala	Title II A Contracted Svcs: "Pay for Science Coalition Professional Development..." These funds may only be used for professional development provision and materials; they may not be used for classroom instructional materials. Please be sure all allocations for Title II A are for professional development only -- no science kits for students.	
DOE	07/29/11	Erin Pieshala	Title II A Contracted Svcs: "Create contract for Technical Support..." How did you arrive at this amount? List vendor, type of service, and show fee/daily rate or number of days.	
DOE	07/29/11	Erin Pieshala	Title II A Contracted Svcs: "Hire a consultant to support instructional..." How did you arrive at this amount? List vendor, type of service, and show fee/daily rate or number of days.	
DOE	07/29/11	Erin Pieshala	Title II A Supplies & Materials: Purchase Training materials for Praxis..." How did you arrive at this amount? List items, description, quantity, unit price, school, and program, as applicable.	
DOE	07/29/11	Erin Pieshala	Title II A Supplies & Materials: "Pay for Science Coalition Professional Development..." These funds may only be used for professional development provision and materials; they may not be used for classroom instructional materials. Please be sure all allocations for Title II A are for professional development only -- no science kits for students.	
DOE	07/29/11	John Hulse	Although there have been cuts to state funds, federal supplanting rules still apply. If you paid for items out of any state or local funds in the past, you may not use federal funds to pay for those items this year. This includes personnel. Please double-check your budgeted items to be sure that you have no supplanting issues. Thank you.	
			If you question any budgeted items approvability, please contact the program managers before your next submission to ensure a swift approval of your grant application.	
DOE	09/19/11	Theodore Jarrell	The budget looks exceptionally good. There is one last issue. The required PD set aside for Stanton is less than 10%. The amount in the grant matches the amount in the spreadsheet of \$9,666.73. The required amount is \$9,937.48 (see column M of the spreadsheet). My guess is that it accidentally happened when you adjusted the PPAs for Stanton.	
District	07/29/11	Malik J. Stewart	Thank you; our budgeted items are supplemental, we have not and are not replacing items once funded with local - this is a supplemental application.	John Hulse
District	07/29/11	Malik J. Stewart	Thank you; all instructional support is in addition to, not in place of state funded staffing. RCCSD meets student:teacher ration and uses federal to further reduce class size - approved by USED and DEDOE 3/2011	Erin Pieshala
District	07/29/11	Carolyn Zogby	Allocations for Title II A in regards to science are used for professional development not for student science kits.	Erin Pieshala
District	07/29/11	Carolyn Zogby	Funds are used for Science Coalition Professional Development not student science kits or instructional materials.	Erin Pieshala

District	08/17/11	Malik J. Stewart	The set-aside of Title IIA funds intended for participating private schools is determined by a formula that reserves 2% of the total Title IIA allocation. Individual school allocations are determined by the student enrollment for each school. The set-aside is identified as a Contracted Service (per technical assistance from Red Clay business office staff) on the budget pages because the participating private school signs a Letter of Intent to Participate with the LEA. The signed letter serves as a contract between the participating private school and the LEA assuring the private school will use the Title II A funds according to federal regulations and district protocol. Participating private schools attend a spring federal programs meaningful consultation meeting and discuss school and student needs. All identified needs of the private schools are documented and it is agreed that Title IIA funds will be used to attend professional development opportunities that address those needs. All private schools must submit a Title IIA Request for Funding Form prior to attending the professional development session in order to be reimbursed for the cost of attendance. The Request for Funding Form serves as a written agreement that the professional development is appropriate and in accordance with the agreement outlined during meaningful consultation. The same protocols are followed and the same documentation expected of LEA staff to receive a professional reimbursement are expected from the participating private schools in order to receive reimbursement for attendance at professional development sessions they selected to attend.	Erin Pieshala
District	08/17/11	Malik J. Stewart	Maria: The staff member, S. rookard was listed along with her FTE - .72%. Her PD is related to college and career readiness with a focus on JDHS, TMHS, Conrad, Central School, and AIMS - all restructured per SI regs. She's a part of the district support team.	Maria Degnats
District	08/17/11	Malik J. Stewart	We've addressed both the consultant and the bilingual office aide	Theodore Jarrell
District	08/29/11	Malik J. Stewart	Per our email discussion on 8/24/11: We developed this amount based on our trips to targeted buildings in past years – these are trips by cadre members to conduct PD, along with school support teams to conduct PD. This also includes trips for cadre to come to Dover for curriculum meetings and then return to RCCSD for turn around training. We based our amount off of what we've budgeted and used in past years.	Erin Pieshala
District	08/29/11	Malik J. Stewart	Thank you - We developed this amount based on our needs from past years – along with the current data indicating the teachers we need to assist in becoming HQ (such as TFA) .	Erin Pieshala
District	08/29/11	Malik J. Stewart	We've arrived at this amount based on discussions with the vendor and the needs of the school - the amounts reflect their rates (amended amounts)	Erin Pieshala
District	08/29/11	Malik J. Stewart	For the contract for technical support – this is an amount that we've agreed upon with PSCI – a rate that they cannot exceed, to provide technology professional training and support to the district.	Erin Pieshala

District	08/29/11	Malik J. Stewart	Per August 8, 2010 guidance from the state – the audit fee breakdown reflects the portion of the extent the program is part of the audit.	Maria Degrats
District	08/29/11	Malik J. Stewart	Per guidance on 8/25/11 - we've made the necessary adjustments - thank you for your help Dale	Dale Matusевич
District	08/29/11	Malik J. Stewart	Per guidance on 8/25/11 - we've made the necessary adjustments to materials and supplies- thank you for your help Dale	Dale Matusевич
District	08/29/11	Malik J. Stewart	Per guidance on 8/25/11 - we've made the necessary adjustments to staffing- thank you for your help Dale	Dale Matusевич
District	08/29/11	Malik J. Stewart	We've made the necessary adjustments - thank you	Theodore Jarrell
District	08/29/11	Malik J. Stewart	Per guidance on 8/25/11 - we've made the necessary adjustments to the budget page- thank you for your help Ted	Theodore Jarrell
District	08/29/11	Malik J. Stewart	Per guidance on 8/25/11 - we've clarified the roles - thank you for your help Dale	Dale Matusевич
District	08/29/11	Malik J. Stewart	(Per Sharon Rookard): Thomas McKean High School FCS – Culinary Facility renovation and upgrade to a state of the art commercial/industry standard – required items to outfit this area – items such as; Reach In Refrig, Convection oven, countertop broiler, griddle, Fryer, 10 burner range with traditional oven, sandwich unit, hot food table, kitchen work tables, Salad prep unit, 20 qt. mixer TED – Audio Radio & Video Engineering renovation to a state of the art commercial/industry standard – required items to outfit this area – items such as; Netwave Audio 8 position mainframe, head phone amp HDPN ctrl & volume, networkable CD player, digital MIC processor, electro voice MIC – shock mount, watt RPU transmitter, RPU receiver, compact flash recorder, on-air control booth and RPU system, IMAC and CPU units for editing with industry standard software, remote recording and broadcasting equipment and Professional training as needed for staff; Develop a STEM class/opportunity at each of our middle schools and systematic implement into our middle schools and provide professional development as needed Red Clay Middle Schools - A. I. DuPont, Brandywine Springs, Conrad, CAB, H. B. DuPont, Skyline, and Stanton	Mike Fitzgerald
District	08/29/11	Malik J. Stewart	(Per Sharon Rookard) Adobe CS5 Master Collection resource materials for AIDHS, JHDS, TMHS, and CAB PDE – resource materials and robotic materials/supplies to continue to expand our engineering opportunities as defined and requested by staff for JDHS & TMHS	Mike Fitzgerald
District	08/29/11	Malik J. Stewart	Verna: The %FTE was addressed during the initial submission and staff is ID - request complete	Verna Thompson
District	08/29/11	Malik J. Stewart	Verna: The %FTE was addressed during the initial submission and staff is ID - request complete	Verna Thompson

District	08/29/11	Malik J. Stewart	Verna: The %FTE was addressed during the initial submission and staff is ID - request complete	Verna Thompson
District	08/29/11	Malik J. Stewart	Verna: The request is complete	Verna Thompson
District	09/06/11	Malik J. Stewart	Per guidance from DEDOE on 9.6.11: We are in process with an Architect/Contractor for the renovation part -Perkins will NOT be the funding source for the renovations. This applies to the FCS – Culinary Facility renovation and upgrade to a state of the art commercial/industry standard and the TED – Audio Radio & Video Engineering renovation to a state of the art commercial/industry standard projects at Thomas McKean High School . Perkins will be used for the equipment required for the major upgrades of these two CTE programs. Please note the file	Mike Fitzgerald
District	09/09/11	Malik J. Stewart	The request is complete	Verna Thompson
District	09/22/11	Malik J. Stewart	completed	Theodore Jarrell

