

Christina School District

EXPECTATIONS

Expect Excellence
Every day, for every child, in every class.

2009-2010

OUR EXPECTATIONS

We expect *every* Christina school to be an academically rigorous, safe, nurturing learning community that cultivates the diverse needs, interests and skills of the individual; that produces graduates who think critically, communicate effectively, are confident, inquisitive, collaborative and responsible; and that expects excellence every day, for every student, in every class. We will only achieve this if we are CLEAR.

Collaboration – We must embrace collaboration within our schools, among our schools, between the District and the schools, and among families, communities and schools.

Leadership – We must cultivate leaders on every level, from students, to teachers, to administrators, to parents.

Expectations – We must maintain high expectations for what our students can achieve, high expectations for one another, and the difference we will make in their lives.

Accountable – We must hold ourselves and one another accountable for the success of EVERY student.

Results – We must keep our eyes on the prize and ultimately produce results that are not soft, ambiguous or debatable. We expect our schools to produce the leaders of the 21st century.

Expectations for the District Office

Christina's District Office is committed to providing a unified set of customer-oriented central services designed to work in partnership with schools and building leaders in creating high performing schools for all Christina students.

What Building Leaders Can Expect:

- Responsiveness from each department to issues and concerns voiced by building administrators.
- Open, honest, and ongoing two-way communication to provide support for teaching and learning in all buildings.
- Staffing allocations and funding sources that are commensurate with student enrollment projections.
- School environments that are clean, orderly, safe, cost effective, and instructionally supportive.
- Relationships with all staff and students that are cooperative and courteous.
- Identification and utilization of resources that ensure the highest level of productivity and efficiency in support of District-wide teaching and learning.
- Service and support to our customers – building administrators, teachers, staff, students, parents, co-workers, and community.
- A commitment to do what is right for students, and to work together to identify and fix the things that go wrong.

Academic Achievement

Ensure a rigorous research based instruction program of high expectations for every student.

Schools will:

- Ensure that the school has the adequate curriculum materials for the student population in the building and can distribute textbooks or other materials to students in a timely manner.
- Follow the District curriculum guidelines (aligned with the Delaware Recommended Curriculum) for all content areas, use District approved textbooks and intervention materials, and implement and analyze all approved District common assessments.
- Follow the identified assessment windows. All actively enrolled students, who are not eligible to take the DAPA will be tested using the applicable assessment(s) during each assessment window.
- Develop, revise, refine and/or update an on-line School Success Plan, formerly known as the School Improvement Plan, following the template and timeline.
- Implement Internet safety protocols
- Have at least 75% of the eligible students complete *My Perspective Survey*.
- **Our elementary schools will be expected to :**
 - Follow the District Response to Intervention (RtI) calendar and implement the program guide including the RtI flowchart, forms and procedures.
 - Implement the mandated instructional time allocation - 90 minute English Language Arts (ELA) and 60 minute Mathematics blocks. The 90-minute uninterrupted block framework for ELA reading instruction must be utilized.
- **Our secondary schools will be expected to :**
 - Have at least one Read 180/system 44 lab functioning in accordance with model servicing 15-18 students per block.
 - Offer the Advancement Via Individual Determination (AVID) program and strategies to eligible students and secure multiple sections of AVID classes in normal class size.
 - Complete Student Success Plans for all required students including parent communication as required by State guidelines.

The District Office will:

- Support buildings in obtaining curriculum materials necessary for students to have textbooks or other materials in a timely manner, whether purchased new or redistributed within the District inventory.
- Support buildings through substantive guidance and feedback.
- Provide input on best practices and maintain open communications to support building leaders as thought partners.
- Support buildings with implementation of the Delaware Recommended Curriculum (DRC) and CSD adopted curriculum.
- Regularly review student data by building, and work collaboratively with building leaders to review strategies to improve student achievement.
- Be transparent in planning with and sharing data.

Building Leadership Capacity

Cultivate a committed, highly qualified community of learners

Schools will:

- Have every teacher participate in a Professional Learning Community aligned with the instructional focus where curriculum, lesson plans, student work, and/or assessment results are discussed using approved protocols documented in Professional Learning Communities SMART goals and minutes.
- Complete all Delaware Performance Appraisal System II (DPAS II) school training for teachers and specialists by September deadlines. Within four weeks of hiring new staff, DPAS training for the staff member(s) will be completed.
- Complete required DPAS II evaluations and Summative Evaluations in accordance with the DPAS II timeline. The building specific *schedule* will be submitted by the September deadline. All elements of the DPAS II process will be followed including goal setting, professional responsibilities, mid-year review, summative review, and Performance Improvement Plans as appropriate.
- Have at least 75% of staff complete the *My Perspective Survey*.
- Include all building administrators in the process of leadership decisions made for each building.

The District Office will:

- Cultivate relationships with outside partners to develop a network of opportunities for leadership growth and development.
- Continue to support the Aspiring Leaders Program in order to encourage development of high quality leaders among our own ranks.
- Focus hiring practices to provide highly qualified personnel to all schools and all departments.
- Evaluate all building leaders in a comprehensive, equitable, data driven manner and provide constructive feedback and professional development opportunities for growth.
- Support the leaders' and teachers'/specialists' engagement in on-going professional learning communities focusing on academic achievement.

Students with Disabilities

Meet the individualized needs of students with disabilities, comply with federal State and local regulations and accelerate student success

Schools will:

- Provide a full continuum of inclusive educational services, support settings, and practices for students with disabilities based on student needs as evidenced by Individual Education Plans (IEPs).
- Design and implement IEPs that utilize specifically designed instruction in appropriate learning environments to facilitate meaningful participation in core curriculum.
- Collect, analyze and record quantitative data on all goals and benchmarks within student IEPs.
- Develop all new and reviewed IEPs utilizing IEP Plus.
- Ensure that principals and program administrators attend, participate and provide quantitative data to support all decisions in the IEP process.

The District Office will:

- Support buildings with information and guidance on inclusive educational practices for all students.
- Conduct compliance reviews and work with buildings on corrective actions if needed.
- Provide recommendations on effective ways to involve and communicate with parents about the IEP plan process.
- Actively research best practices and work with principals to incorporate these methodologies in every classroom.
- Provide opportunities for professional development around understanding local and federal guidelines for “Free Appropriate Public Education.”
- Review student data on a regular basis and provide feedback and support for building leaders.

School and Family Partnerships

Support strong school and family partnerships

Schools will:

- Communicate with families about school programs and student progress through effective school-to-home communications – including using the Parentlink communication system, Home Access Center (HAC) and letters/flyers in an understandable format and language for parents/guardians.
- Establish opportunities for parents to volunteer in the school and other school related activities.
- Implement activities supporting at least 3 practices from Epstein’s six types of Parent Involvement Model that supports activities from their school improvement plan to increase student achievement and support a positive environment.
- Participate in professional development opportunities that improve and support the formation of partnerships with families and the community. (Parent Link, Epstein’s Six Types of Involvement – Parenting, Communicating, Volunteering, Learning at Home, Decision Making, Collaborating with the Community).
- Have at least 50% of the parents complete *My Perspective Survey*.
- Provide assistance to families on what they can do to support their child's learning.
- Adhere to the requirements under Title I, Part A, Section 1118 for Parental Involvement (which include notifications of Title I and involving parents in the planning, review and improvement of the school’s improvement plan and parent involvement policy).

The District Office will:

- Identify opportunities for potential resources available to serve families.
- Actively engage parents in planning activities such as Consolidated Grant /Title I funding allocations and District-wide Strategic Planning.
- Work with buildings to implement best practices on engaging parents and community.
- Support principals and building leaders in increasing participation in My Perspective Survey with District-wide outreach methods including ParentLink, Web page updates, and publications.

Safe and Secure Environment

Ensure a safe and secure environment for all members of the school community

Schools will:

- Implement and maintain a school-wide system of positive behavior support to encourage and support appropriate student-student and student-staff interactions.
- Train all teachers and support staff on the Christina School District Student Code of Conduct.
- Follow the Student Code of Conduct as written, with no consequences delivered outside of those defined in the Code.
- Submit accurate DOE Discipline Reports monthly, beginning in September.
- Review school behavior data regularly and share trends with staff.
- Provide mandatory training on the Student Code of Conduct and Mandatory School Crime Reporting to all administrative staff.
- Verify that all students have received a Christina School District Student Code of Conduct through parent/student signature page or through student signature by Homeroom verification sheet (teachers must sign these documents) and that key aspects of the Code have been reviewed by the September deadline. Principals must ensure that students registering after this deadline receive a copy of the Student Code of Conduct.
- Review and update School Emergency plans with staff regularly.
- Monitor and restrict access to buildings by non-school individuals during school hours.
- Create opportunities to engage parents in activities that support positive school climate.

The District Office will:

- Regularly review discipline data by building and work collaboratively with school administrators to provide feedback and/or potential strategies to improve school environments.
- Develop opportunities to engage and educate parents, communities, and schools on creating and maintaining positive school climates.
- Provide professional development opportunities for buildings in Classroom Management training and Positive Behavior Support programs.
- Review the effectiveness of supplemental services vendors providing counseling services, behavior intervention, and other school climate and make recommendations based on data.
- Review, discuss, and understand School Emergency plans with school leaders.