



STRATEGIC PLAN

2001 – 2006

July, 2001

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STATEMENT OF INTRODUCTION

The strategic plan is a roadmap to lead the Christina School District into an exciting educational endeavor for the next five years.

It is the result of a comprehensive effort involving a team of educational and community volunteers. They came together to determine the most pressing concerns facing our school district.

The plan accurately identifies challenges facing the district and pinpoints actions to successfully meet those challenges. It takes advantage of every opportunity to move the district forward on its mission of educating each student to succeed. The development and implementation of this strategic plan is a commitment that the district is focused on achievement, striving for excellence at every educational level.

The Christina Board of Education wishes to extend heartfelt appreciation to all individuals who gave so generously of their time and effort for the school children of this district.

**Christina School District
STRATEGIC PLANNING
Steering Committee Members**

**Nicholas A. Fischer, Superintendent
Capes Riley, Assistant Superintendent
LaVerne Terry, Assistant Superintendent
Karen Thorpe, Chief Financial Officer
Debbie Rodenhouser, Administrative Assistant
Lisa McVey, Public Information Officer
Jane Barfield, Director, Support Services
Sally Farr, Director, Special Services
Dave Nichols, Instructional Supervisor
Yvette Santiago, Manager, Student Services
Ron Repps, Supervisor REACH**

**Rick Bartkowski, Principal
Beatrice Speir, Principal
Bob Anderson, Principal**

**Mimi Lovelace, Teacher
Connie Smith, Teacher
Art Wolf, Spec. Teacher**

**Carolyn M. Bryant, parent
Gloria Benson, Parent
Andy Hegedus, Parent
Alan Fegley, Parent**

**Earline Vann, Community - Child, Inc.
Brenda Gunther, Community - Director, Peoples Settlement
Christina Navarro, Hispanic Community**

Dr. Don Crist, External Facilitator

The Christina School District

Board of Education Goals

- 1. Improve individual student achievement through the restructuring of schools.**
- 2. Maximize the safety and welfare of members of the Christina school community.**
- 3. Provide strong leadership and direction as the Christina community explores innovative educational alternatives while maintaining diversity through equity and excellence in educational programs.**

Parameters

- 1. All decisions will be consistent with the District's Mission Statement and governing values.**
- 2. We will expand and strengthen a working partnership with parents, private and public sector, and other members of the school community.**
- 3. All programs and initiatives will be fiscally responsible.**
- 4. All programs will include provisions for staff development and program evaluation.**
- 5. All initiatives will include internal and external communication strategies with an evaluation of the results of those strategies.**
- 6. Staff will plan and implement professional growth activities.**
- 7. Procedures or behaviors will not be allowed to impede student success.**
- 8. No actions or circumstances that degrade any person will be tolerated.**

DISTRICT MISSION STATEMENT

OUR MISSION IS TO EDUCATE EACH STUDENT TO SUCCEED THROUGH:

- **EXPECTATIONS OF EXCELLENCE;**
- **SAFE WORKING AND LEARNING ENVIRONMENTS;**
- **RESPECT FOR DIVERSITY; AND**
- **CARING AND KNOWLEDGEABLE STAFF MEMBERS**

DISTRICT GOVERNING VALUES

WE BELIEVE:

- * **All individuals are important and entitled to respect.**
- * **Student success is the best measure of educational quality.**
- * **Every individual can learn.**
- * **Learning is a lifelong process.**
- * **Positive self-esteem is essential for optimal performance.**
- * **The teacher is central to the success of each student.**
- * **Public education is a shared responsibility of the total community.**
- * **Appreciation of cultural, ethnic and individual diversity strengthens a community.**

STRATEGIC PLAN OBJECTIVES

2001 – 2006

OBJECTIVE #1

By 2006, all students will be able to read, comprehend and write at or above grade level as measured by the DSTP or other state designated tests.

Strategies:

- Develop and implement a comprehensive intervention plan to address the instructional needs of under-performing students.
- Develop and implement a comprehensive staff development plan to address the district instructional objectives.
- Develop and implement a comprehensive plan to address the reading and writing needs of students meeting the State standards.
- Develop plan to expand services for Gifted and Talented Programs.

OBJECTIVE #2

By 2006, 100% of eligible children enrolled in early childhood education programs will meet or exceed State standards by the end of kindergarten.

Strategies:

- Define/describe what a comprehensive early childhood education program would look like.
- Collect and analyze data about the target population and service needs.
- Define eligibility criteria.
- Research best practices in early childhood education.
- Aggressively pursue and obtain financial resources to develop and implement a comprehensive early childhood education program.
- Develop plan to phase in full-day kindergarten for academically disadvantaged students.

OBJECTIVE #3

By 2006, all students will be able to do math at or above the proficiency level, on the DSTP or other State designated tests.

Strategies:

- Develop and implement a comprehensive intervention plan to address the math needs of under-performing students.
- Develop and implement a comprehensive staff development plan to address the District math objectives.
- Develop and implement a comprehensive plan to address the math needs of students meeting the State standards.
- Develop plan to expand services for Gifted and Talented Programs.

OBJECTIVE #4

100% of approved capital building construction and renovation projects will be completed within three years after receipt of the bonds.

Strategies:

1. Develop and implement a comprehensive facilities management program which includes:
 - Conducting a study of current facility conditions, needs and costs.
 - Developing a timeline and special election materials for major capital bond referendum.
 - Developing specifications for projects and bid documents.
 - Developing a timeline to complete each project.

OBJECTIVE #5

By 2006, all students will perform at or above the proficiency level on the DSTP or other State designated tests in social studies.

- Develop and implement a comprehensive intervention plan to address the social studies needs of under-performing students.
- Develop and implement a comprehensive staff development plan to address the district social studies objectives.
- Develop and implement a comprehensive plan to address the social studies needs of students meeting the State standards.
- Develop plan to expand services for Gifted and Talented Program.

OBJECTIVE #6

By 2006, all students will perform at or above the proficiency level on the DSTP or other State designated tests in science.

- Develop and implement a comprehensive intervention plan to address the science needs of under-performing students.
- Develop and implement a comprehensive staff development plan to address the district science objectives.
- Develop and implement a comprehensive plan to address the science needs of students meeting the State standards.
- Develop plan to expand services for Gifted and Talented Program.

OBJECTIVE #7

By 2006, all Christina schools will provide learning environments that are safe and drug-free, and conducive to learning as measured by the State's criteria and the District SSHS data tracking programs.

Strategies:

- Develop plan to expand services for Alternative Program.
- Expand programs to prevent violence in and around schools; prevent the illegal use of alcohol, drugs and tobacco by students; and foster a safe learning environment that supports academic achievement.
- Develop policies and procedures for providing school choice options to students who have been victims of violent felonies.

Adopted 8/12/03

ACTION PLANS

- ▶ **Describe achievements**
- ▶ **Contain observable, demonstrable and measurable results**
- ▶ **Contain timelines that are aggressive but attainable**
- ▶ **Assigned to one person for ownership and implementation**



STRATEGIC ACTION PLAN
Reading and Writing

OBJECTIVE #1 - By 2006, all students will be able to read, comprehend and write at or above grade level as measured by the DSTP, SAT 9 or other state designated tests.

Action Team:

**Dorothy Shelton, Chair
Stacy Abrams
JoAnne Brockell
Paula Cooper
Dawn Downes
Mary Beth Evans
Barbara Firchak
Mary Ford
Kathy Gerard
Alexis Gordon
Gail Humfeld
Norman Kennedy
Patricia Kopay
Dianne Nichols
Gretchen Wolfe
Laurel Zydney**

June, 2001

STRATEGIC PLAN - Reading and Writing

Strategies:

1. Develop and implement a comprehensive intervention plan to address the instructional needs of under-performing students.
2. Develop and implement a comprehensive staff development plan to address the District instructional objectives.
3. Develop and implement a comprehensive plan to address the reading and writing needs of students meeting the State standards.

Chairperson: Dorothy Shelton

If this set of action plans is implemented, what results will be achieved:

By 2006, all students will be able to read, comprehend and write at or above grade level as measured by the DSTP, SAT 9 or other state designated tests.

Strategy	Activity or Task to be Completed	Time-line	Person or Group Responsible	Evaluation	Resources
1, 2, and 3	1. Classroom Instruction and Assessment: A. Provide staff development and increase the number of classrooms and schools using the following frameworks:		ELA Cadre, ELA Chair, and ELA Supervisor	Staff Development Sign-in Sheets, Treacher Observation, Building Walk Throughs	Staff Development, District ELA, Building Funds, Teacher to Teacher Cadre, Title I, Educational Expense Funds

Strategy	Activity or Task to be Completed	Time-line	Person or Group Responsible	Evaluation	Resources
1,2, and 3	<ul style="list-style-type: none"> - Balanced Literacy – grades 1-8 (See Glossary) - Six Blocks Kindergarten Instruction (See Glossary) <p>B. Field test Benchmark Book Assessment and revise as needed</p> <p>C. Continue to research improved ways of assessing students</p> <p>D. Provide staff development and increase the number of classrooms and schools using the following strategies:</p> <ul style="list-style-type: none"> - Instruction in the content areas (See Glossary) - using reading comprehension strategies (See Glossary) K-12 	<p>2001-2002</p> <p>ongoing</p>	<p>ELA Cadre, ELA Chair, ELA Supervisor, Teachers</p>	<p>Benchmark Book Assessment</p> <p>Staff Development Sign-in Sheets, Treacher Observation, Building Walk Throughs</p>	<p>Staff Development, District ELA, Building Funds, Teacher to Teacher Cadre, Title I, Educational Expense Funds</p>

Strategy	Activity or Task to be Completed	Time-line	Person or Group Responsible	Evaluation	Resources
	<ul style="list-style-type: none"> - Scheduling time for students to self-select, read, and discuss various genres of text through such strategies as: Readers' Workshop (read, write, conference, share), Literature Circles (read, write, share), and Self-selected Reading (read, teacher-student conference, share) (See Glossary) - Provide training for Project CRISS (See Glossary) trainers (sponsored by the state) - Develop staff development for Project CRISS in secondary schools grades 6-12 - Implement Project CRISS in secondary schools 	ongoing	Principals and Teachers DOE and District CRISS Trainers CRISS Coaches And Trainers, Principals, and Teachers	Classroom Observations And Walk Throughs CRISS Trainer Certificate Sign-in Sheets, Cadre reports Classroom Observations And Walk Throughs	Staff Development, District ELA, Building Funds, Teacher to Teacher Cadre, Title I, Educational Expense
Strategy	Activity or Task to be Completed	Time-line	Person or Group Responsible	Evaluation	Resources/ Costs
	E. Provide staff development and increase the number of classrooms and schools implementing the Writers'	Ongoing	ELA Cadre, ELA Chair, and ELA Supervisor	Teacher Observations. Staff	Staff Development,

	<p>Workshop framework gr. K-12 (See Glossary)</p> <p>F. Provide staff development and increase the number of classrooms and schools providing instruction in crafting writing in a variety of discourse categories including informative, persuasive, and expressive for gr. K-12 (k-12) (Matches the State Assessment)</p> <p>G. Develop text-based and stand-a-lone writing prompts (See Glossary) for schools to use to inform instruction and assess students (grades 1-12) (Matches State Assessment)</p> <p>H. Implement the practice for all schools to give text-based and stand-a-lone prompts (2-3 each per year) to inform instruction, assess students, and provide student practice for the DSTP grades 1-12. (www.doe.state.de.us)</p> <p>I. Increase the number of schools partnered with DWP (Delaware Writing Project) (See Glossary)</p>	<p>2001-2003</p> <p>2003</p> <p>Each year</p>	<p>Principals and teachers</p> <p>ELA Supervisor</p>	<p>Development Sign In Sheets, Staff Development Evaluations, Staff Development Certificates Distributed, and Walk Throughs</p> <p>Product will be in buildings as completed</p> <p>Random sampling of prompts and data collection from the prompts</p> <p>List of DWP partners each year</p>	<p>District ELA, Building Funds, Teacher to Teacher Cadre, Title I, Educational Expense</p> <p>Staff Development, District ELA, Teacher to Teacher Cadre, Title I, Educational Expense</p> <p>Staff Development, District ELA, Building Funds, Teacher to Teacher Cadre, Title I, Educational Expense</p>
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Strategy	Activity or Task to be Completed	Time-line	Person or Group Responsible	Evaluation	Resources
1 and 3	2. Materials:				
	A. Increase size and number of classroom libraries to support self-selected reading (k-12)	2001-2003	Principals, Title I, and District	Purchase Orders and Teacher Surveys	Staff Development, District ELA, Building Funds, Teacher to Teacher Cadre, Title I, Educational Expense Funds
	B. Increase the number of multiple sets of content area reading materials in each building to support non-fiction instruction. (k-12)	2001-2003	Principals, Title I, and Content Supervisors		
	C. Increase the number of overhead projectors and screens in all classrooms to be used for writing instruction (Goal: all classrooms have a <u>working</u> overhead projector)	2002-2004	Principals	Purchase Orders and Inventory Sheet	
	D. Continue to provide leveled books in schools to support the RSS intervention framework (1-3) (See Glossary)	ongoing	District, Title I, and Principals	Purchase Orders	Early Intervention, District ELA Funds,
	E. Conduct ELA adoptions for grades (4-8)	2003-2004	District	Cadre Records, and Teacher Survey	
	F. Develop lesson plans for Project Success instruction (Grades 9-12)	2002-2004	ELA Supervisor and ELA Cadre		
	G. Provide materials for Project Success Intervention instruction (Grades 3-8)	ongoing	EIA and Title I Supervisors and Principals	Purchase Orders and Teacher Evaluations	District ELA, Staff Development, Building Funds, Teacher to Teacher Cadre, Title I,
1, 2, and 3	H. Provide training materials for District staff development (books, handouts, and manipulative)	ongoing	ELA and Staff Development Supervisors, Cadre, and Principals		

					Educational Expense Funds
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Strategy	Activity or Task to be Completed	Time-line	Person or Group Responsible	Evaluation	Resources
1 and 3	I. Provide teachers with instructional materials to support reading and writing instruction across the curriculum (such materials as sentence strips, chart paper, markers, sticky notes, easels, overhead sheets, overhead markers, overhead bulbs, folders, dry erase markers, pocket charts, highlighters, crayons, etc.)	ongoing	ELA and Staff Development Supervisors, Cadre, and Principals	Purchase Orders, Teacher Surveys, Classroom Visits, Walk Throughs	Staff Development, District ELA, Building Funds, Teacher to Teacher Cadre, Title I, Educational Expense Funds
1, 2, and 3	J. Upgrade materials for cadre professional library K. Upgrade materials for school professional libraries.		ELA and Library Supervisors	Purchase Orders	Staff Development, District ELA, Teacher to Teacher Cadre, Educational Expense Funds

Strategy	Activity or Task to be Completed	Time-line	Person or Group Responsible	Evaluation	Resources
1 and 3	<p>3. Intensive Intervention in addition to classroom instruction..</p> <p>A. Provide intervention for all under-performing students based on DSTP for grades 3-12 and a screening test for grades 1-3. Each year a student's strengths and weaknesses are considered in choosing the appropriate intervention. Interventions should be provided in summer school, after school, Saturday School, and or other models as decided by each school.</p> <p>B. Provide an intervention for every child on a IIP, IEP, or IRP (See Glossary) Appropriate interventions should include:</p> <ul style="list-style-type: none"> - Students with decoding and fluency weaknesses receive R.S.S. Intervention (Reading Success from the Start – See Glossary) (1-3) - Intermediate students with decoding and fluency weaknesses receive Modified RSS intervention - Students with decoding, but weak in comprehension (3-8) should receive Project Success intervention 	ongoing	<p>ELA Cadre and ELA Supervisor</p> <p>Principals, Special Education Supervisor, and Teachers</p>	<p>Cadre reports, Teacher sign in sheets Early Intervention Data Sheets Collected by ELA Supervisor each year</p> <p>Classroom Visits, IIP, IEP, and IRP Documentation</p>	<p>Staff Development, District ELA, Teacher to Teacher Cadre, Educational Expense Funds, Building Funds Early Intervention</p> <p>District ELA, Title I, State Early Intervention, and Special Education Funds</p>

Strategy	Activity or Task to be Completed	Timeline	Person or Group Responsible	Evaluation	Resources
1 and 3	6. <u>District Curriculum Guide</u> <ul style="list-style-type: none"> • Revise and distribute K Curriculum • Revise and distribute 1-3 Curriculum • Revise and distribute 4-6 Curriculum • Revise and distribute 7-12 Curriculum 	2001 2002 2003 2004	ELA Supervisor	Curriculum Guide Document	Staff Development ELA, Title II Local, Title I, and Educational Expense
1, 2. 3	<u>STAFF DEVELOPMENT</u> <ul style="list-style-type: none"> • (Develop and provide Staff Development Listed within the instruction and assessment sections above) • Provide coaching and demonstration lessons in all staff development offered • Continue to support and increase the number of ELA cadre teachers • Continue to provide the current staff development offerings • Continue to offer refresher workshops upon teacher request • Expand current staff development offerings for both teachers and paraprofessionals • Provide the staff development necessary to support each building's School Improvement Plan 	ongoing	ELA and Staff Development Supervisor and Cadre	Teacher Sign In Sheets, Cadre Daily Reports, Staff Development Booklet, Teacher Evaluations	Staff Development, ELA, Title II, Special Education, Title I, Educational Expense, State Early Intervention, and Mentor Grant
Strategy	Activity or Task to be Completed	Time-line	Person or Group Responsible	Evaluation	Resources
	<ul style="list-style-type: none"> • Provide staff development support for new teachers (or teachers new to a grade level) • Provide staff development for teachers in helping their students prepare for the DSTP 	ongoing	ELA and Staff Development Supervisors	Teacher Sign-In Sheets, Mentor Reports, Teacher Evaluations,	Staff Development, ELA, Title II, Special

	<ul style="list-style-type: none"> • Provide support for peer visitations • Provide training (workshops, conferences, guest speakers, etc.) for ELA Teacher to Teacher Cadre members • Develop and expand library of video taped lessons for teachers to view and for training and workshops. • Develop each year a booklet each fall of staff development offerings in ELA • Provide time for teacher and paraprofessional training by: <ul style="list-style-type: none"> -incorporating time during the day and/or -bringing an expert into the building and/or -releasing teachers for training out of the building and/or -investigate flexible scheduling to provide staff development and services to students 		<p>ELA Supervisor and Supervisor of Staff Development</p> <p>ELA Supervisor, Staff Development Supervisor, and ELA Cadre</p> <p>ELA Supervisor, Supervisor of Staff Development, and ELA Cadre Principals</p>	<p>Cadre Daily Reports</p> <p>Inventory</p> <p>Booklet Document Building Documentation Of Staff Development Offerings And Cadre Reports</p>	<p>Education, Title I, Educational Expense, Early Intervention, Mentor grant</p>
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Strategy	Activity or Task to be Completed	Time-line	Person or Group Responsible	Evaluation	Resources
	<ul style="list-style-type: none"> - investigate flexible scheduling to provide staff development and services to students • Research flexibility in the design of staff development day offerings • Provide staff development for teachers and paraprofessionals in intensive intervention strategies • Principals/schools collaborate in scheduling staff development offerings • Develop training for teachers of Language Minority Students • Offer opportunities and provide support for the Lesson Study model of staff development (See Glossary) • Develop and provide technology staff development integrated with ELA 	<p>Ongoing</p> <p>2002-2003</p> <p>ongoing</p>	<p>Supervisor of Staff Development</p> <p>Principals</p> <p>Special Services and Cadre</p> <p>Cadre</p>	<p>Supervisors Reports to Assistant Superintendent</p> <p>Cadre reports and Supervisors Report to Assistant Superintendent</p>	<p>District</p>

GLOSSARY OF EDUCATIONAL TERMS

- Analytic Scoring -** Analytic scoring is based on the premise that it is possible to define the components of good writing and that a piece of writing may be excellent in one respect while revealing significant weaknesses in others.
- Anchor Paper -** An example of a student's writing to which the rubrics have been applied and a rating assigned. This paper may then be used as a reference for rating other students' writing.
- Anecdotal Notes -** Teacher written recording of specific behaviors, interactions, etc. which should include checklist or ratings.
- Assessment -** The process of observing, recording, and otherwise documenting work that children do and how they do it. These findings should be used as a basis for a variety of educational decisions that affect the child.
- Balanced Literacy -** An instructional framework incorporating on a daily basis the different approaches to reading: Guided Reading, Self-Selected Reading, Writing and Working with Words. Daily instruction in all four approaches provides numerous and varied opportunities for all children to learn to read and write.
- Benchmark -** A description of student performance, perhaps accompanied by anchor papers or other samples of student work, which indicates measurable progress toward a standard.
- Best Practices -** Serious, thoughtful, informed, responsible, state-of-the-art teaching.
- Big Book -** An enlarged book that children can see from a distance and can read in a group; re-creates the lap method of teaching reading in a school setting, since children can see the words as they hear them read aloud.
- Coaching -** A partnership that assists one in creating and identifying goals, raising standards, improving effectiveness, and continuing growth.

Comprehension Strategy-	The strategic process in which readers adjust their reading to suit their purpose and the type of text that they are reading.
Conference -	An occasion when two or more people have a discussion for a given purpose.
Content Area Reading -	Students read to acquire knowledge from content area materials.
Corrective Reading -	A supplemental direct instruction reading strategy, which assists students who have intensive reading needs.
Criteria Reference Tests -	Tests that are designed to compare a student's test performance to clearly defined curricular objectives, skill levels, or areas of knowledge rather than with scores or a sample of other students (like norm-referenced tests).
Curriculum -	An operational plan for instruction that details what students need to know, how students are to achieve the identified curricular goals, what teachers are to do to help students develop their knowledge, and the context in which learning and teaching occur.
Decoding -	Turning print into language; determining letter-sound correspondences; constructing meaning from the graphic symbols of language.
Demonstration Lessons -	Demonstrations designed to enable teachers to observe and consider a lesson then perform it individually later.
Discipline Specialist -	Content area teacher.
Discourse Categories -	Categorization of written and oral communication, usually according to form, genre, purpose, situation, or mode.
District Performance Based Assessments -	A testing activity which requires students to demonstrate their skill or knowledge in a variety of ways. Performance-based activities typically assess students' ability to read by requiring them to

read a whole selection reflective of the type of reading actually done in school and in the world. Writing assessment require students to write. The goal is to foster and assess higher order thinking rather than rote recall of information or the mechanical following of a fixed process to a predetermined “right” answer.

- ESL -** English as a Second Language, support programs for students whose native language is not English.
- Expressive Writing -** Written communication intended to allow the writer to reveal his or her own thoughts, beliefs, feelings, etc.
- Fluency -** Reading quickly, smoothly, expressively, and silently. Fluent reading approaches the speed of speech.
- Gates MacGinitie -** *Gates-MacGinitie Reading Tests (GMRT)* is an assessment tool for teachers and schools to know the general level of reading achievement of tested students.
- Guided Reading -** This instructional format exposes children to a wide range of literature, teaches comprehension, and teaches children how to read with books that become increasingly harder.
- IEP -** Individual Educational Plan required by law for special education students.
- IIP -** An Individual Improvement Plan is a requirement for all regular education students who do not meet or exceed the standards on the DSTP. This plan could include summer school, before and/or after school instruction, etc.
- IRP -** Individual Reading Plan required for all students in primary grades who do not have an IIP but are reading below grade level.
- Independent Reading -** Time when students self-select and independently read appropriate books.
- Individual Reading Inventories (IRI) -** Formal assessment tool, which consists of a series of samples of text organized in increasing

difficulty; students individually read the texts orally and/or silently. An IRI gives information on a student's ability to recognize words and to comprehend text.

- Informative Writing -** Writing that focuses primarily on the subject-matter element in communication. This writing is used to share knowledge and to convey messages, instruction, and ideas.
- Instructional Strategies-** Directing students to appropriate learning activities; guiding students to appropriate knowledge; helping students rehearse, encode, and process information; monitoring student performance; and providing feedback as to the appropriateness of the student's learning activities and practice performance.
- Integrated Curriculum -** Teaching social studies, science, math, language arts, and other content areas as related parts of a whole.
- Intervention -** Programs that target at-risk students to prevent possible later need for remediation.
- Isolated Skill Practice -** Individual skill practice not related or integrated into a strategy or another skill
- Language Minority Students -** Native speakers of any language other than English.
- Lesson Study -** A popular professional development activity for Japanese elementary and middle-school teachers. Teachers routinely engage in lesson study in order to continually refine their understanding of how to provide rich experiences for their students. Lesson study begins by teachers agreeing on an important goal that they all want to achieve with their students. The group then carefully plans actual lessons, known as study lessons, which serve as a concrete way to explore the chosen study goal. One or more of the teacher will then teach the lesson in a real classroom. Finally, the teachers will revise and re-teach the lesson based on the group's observations and discussions of the trial instruction.
- Leveled Books -** Books leveled by grade and Reading Recovery level. A method of organizing books in order of difficulty.

Literary Devices -	Devices that guide our interpretation and help us to better understand the story’s complexities and overall meaning including: irony, symbol, flashback, simile, etc.
Literature Circles -	Small, temporary discussion groups comprised of students who have chosen to read the same story, poem, article, or book. While reading each group-determined portion of the text (either in or outside of class), each member prepares to take specific responsibilities in the upcoming discussion, and everyone comes to the groups with the notes needed to help perform that job. The circles have regular meetings, with discussion roles rotating each session. When they finish a book, the circle members plan a way to share highlights of their reading with the wider community; then they trade members with other finishing groups, select more reading, and move into a new cycle. Once readers can successfully conduct their own wide-ranging, self-sustaining discussions, formal discussion roles may be dropped.
Mini-lesson -	A brief instructional session, provided when a teacher diagnoses a need in which concepts, skills, or strategies are introduced in a meaningful context through student-teacher interaction.
Modeling -	A demonstration of behaviors for novices to imitate; “thinking aloud” to make explicit or public what one does or thinks about while reading, writing, spelling, viewing, listening, or speaking.
Modified RSS -	A modified version of <i>Reading Success from the Start</i> (RSS a successful early intervention model developed by Dr. John J. Pikulski at the University of Delaware) providing a strong foundation in the fundamentals of reading for intermediate grade students with an emphasis on fluency and decoding.
Multi-level Instruction -	Instruction that is designed to meet the needs of children at various performance levels.
Multi-method Instruction-	Instruction that is designed to incorporate more than one method of teaching.
Open-ended Questions/ responses -	A question which requires students to produce their own answers and to which there might be more than one acceptable, well-reasoned response.
Peer Visitations -	Teachers visiting their peers in a non-evaluative observation.

Persuasive Writing -	Writing that aims to influence other to take some action or to bring about change.
Phonemic Awareness -	The understanding that spoken language is composed of a series of separate sounds; the ability to segment language in phonemes.
Phonics -	The science of matching speech sounds to printed letters in reading and spelling.
Portfolios -	A systematic and purposeful collection of a variety of materials related to student learning. The essential contents of both instructional and assessment portfolios are samples of student performance in important learning activities, student, teacher, and parent reflections on those samples, and any other relevant information that documents a student's developmental status and progress over time.
<u>Project CRISS -</u>	C reating I ndependence through S tudent-owned S trategies is an interdisciplinary program incorporating reading, writing and study strategies for literature and content classes in the upper grades (5-12). It focuses on helping all students read, understand, organize and study materials to facilitate their learning. Students learn to integrate new information with prior knowledge thereby becoming actively involved in their learning. The Project was approved as a National Diffusion Network program and is recommended by the National Staff Development Council.
Project Success -	A research based reading intervention program for students in grades 3-8 who are reading significantly below grade level. It is a small-group model that uses motivating literature, reciprocal teaching, and graphic organizers in fast-paced lessons to help students in grades 3-8 accelerate their reading growth with emphasis on comprehension strategies.
Read-aloud -	Block of time when the teacher's reads aloud high interest, good literature to students.
Readers' Workshop -	A comprehensive reading framework that advocates child centered activities and fosters a love of reading by providing: Choice - self selection of reading materials; Time - significant amounts of time for reading; Community - sharing and listening to responses to reading; Responsibility - ownership for own learning and behavior.

Reading Adoption -	The process of selecting, sampling, and field testing reading materials.
Reading Benchmark Assessments -	Assessments designed to provide teachers, students, parents, school administrators, and district administrators with periodic information about the amount of progress students have made toward the goal of achieving grade-level proficiency in reading.
Reading Genre -	Category, especially literary compositions. (ex. Mystery, nonfiction, fiction, poetry, etc.)
Reading Mastery -	DISTAR. A commercially developed reading program with an emphasis on decoding.
Retellings -	"Retellings are postreading or postlistening recalls in which readers or listeners tell what they remember either orally or in writing" (Morrow, 1989).
RSS -	<i>Reading Success from the Start</i> (RSS) is an early intervention model developed by Dr. John J. Pikulski at the University of Delaware. Based on research that suggests that most reading problems are preventable if students receive intense, expert help in the early grades, RSS provides a strong foundation in the fundamentals of reading for young children. Emphasis in this model is on fluency and decoding.
Rubric -	Scoring criteria based on descriptions of what to look for in a student response to an open-ended question or prompt.
Running Record -	An instrument used to record and analyze miscues in reading.
Self-selected Reading -	A daily block on time where students select and read text most appropriate to their own independent reading levels, conference with the teacher about their understanding and interest in the text, and share briefly what they have read with all students gathered.
Shared Reading -	An interactive group reading of a book (generally a big book) while a teacher or child points to (tracks) the words.
Shared/guided writing -	An interactive group-writing process in which teachers and children work together to compose or

record meaningful messages and stories.

Six Traits Analytical Scoring Model -

The process of teaching and scoring writing using the traits of good writing (simply qualities that are noticeable to others and that help teachers define whether performance-any performance-is strong or not) as defined by a writing rubric.

Six-blocks Instruction -

Kindergarten instruction including the six critical areas: independent reading, independent writing, shared reading, shared writing, teacher read aloud, and language activities.

Stand-alone Writing Prompt -

“Stand-Alone” means that the writing prompt is not based on a passage that the students have read. Instead, a stand-alone prompt provides an authentic context in which to write about a topic.

STAR -

A computer-generated test that provides in-context vocabulary questions. The questions continually adjust to each student’s response pattern. Test results can be immediately accessed.

Story Retellings -

Story "retellings are postreading or postlistening recalls in which readers or listeners tell what they remember either orally or in writing" (Morrow, 1989).

Strategy -

A systematic plan for achieving a specific goal or result; an approach to learning that gives children methods for mastering tasks and gaining skills.

Text-based Writing Prompts -

Text-Based Writing Prompts are used to measure both reading comprehension (using a four-point, item-specific rubric) and writing performance (using the five-point DSTP General Rubric for Writing). Text-Based Writing Prompts intend to integrate reading and writing. Text-Based Writing Prompts are “Constructed Response” items. What distinguishes a Text-Based Writing Prompt from an ordinary extended response item is that the prompt provides an audience, a purpose, and a format for the writing that intend to scaffold students’ responses.

Walkthroughs -

"Classroom walkthroughs" is a technique that was developed by curriculum auditors to be used

when visiting many classrooms in a short period of time. Classroom walkthroughs maximize the impact of the principal or auditor in a brief period of observation. Generally, walkthroughs are done for a specific purpose.

Word Walls -

A systematically organized collection of words displayed in large letters on a wall or other large display place in the classroom. It is a tool designed to increase children's reading and spelling vocabulary.

Writers' Workshop -

A block of time devoted to writing; including mini-lessons and the writing process; a session that provides time to write, teacher-student conferences, student ownership of written products, and time to share them.



STRATEGIC ACTION PLAN Early Childhood Education

OBJECTIVE #2 - By 2006, 70% of eligible children enrolled in early childhood education programs will meet or exceed State standards by the end of kindergarten.

Action Team:

**Sally Farr, Co-Chair
Linda McDermott, Co-chair
Dawn Picollelli, Co-chair
Pat Buchanan
Suzanne Burnette
Linda Clark
Ellen Dotts
Chris Feidler
Linda LaPointe
Mary Minker
Laura Morris
Suzanne Salaita
Judy Shulley
Mary Stokes
Richelle Talbert**

June, 2001

STRATEGIC PLAN – EARLY CHILDHOOD

Strategies:

1. Define/describe what a comprehensive early childhood education program would look like.
2. Collect and analyze data about the target population and service needs.
3. Define eligibility criteria.
4. Research best practices in early childhood education.
5. Aggressively pursue and obtain financial resources to develop and implement a comprehensive early childhood education program.

Chairperson: Sarah J. Farr

If this set of action plans is implemented, what results will be achieved:

By 2006, 70% of eligible children enrolled in early childhood education programs will meet or exceed state standards by the end of kindergarten.

Strategy 1,4	Activity or Task to be Completed	Timeline	Person or Group Responsible	Evaluation	Resources/ Costs
1, 4	Develop a framework in “Curriculum Best Practices” <ul style="list-style-type: none"> • Promote a positive climate for learning <ol style="list-style-type: none"> 1. Teachers help children learn how to establish positive, constructive relationships with adults and other children. 	Fall, 2001	Christina School District Early Childhood Team	Implementation evidenced through observation	Staff Development provided by University of Delaware Individual and Family Studies Program

STRATEGIC PLAN – EARLY CHILDHOOD

Strategies:

1. Define/describe what a comprehensive early childhood education program would look like.
2. Collect and analyze data about the target population and service needs.
3. Define eligibility criteria.
4. Research best practices in early childhood education.
5. Aggressively pursue and obtain financial resources to develop and implement a comprehensive early childhood education program.

Strategy 1,4	Activities/Tasks to be Completed	Timeline	Person or Group Responsible	Evaluation	Resources/ Costs
1,4	<p>Foster a cohesive group and also meet individuals needs</p> <ul style="list-style-type: none"> • Teachers know individual children well and design activities to meet their developmental levels and approaches to learning. <ol style="list-style-type: none"> 1. Teachers use many strategies to help build a sense of the group as a cohesive community. Children have opportunities to work as a group on projects. 2. Teachers recognize the value of working and playing collaboratively; they provide many opportunities for children to work in small groups. Whole group time is used as an opportunity to build a sense of community and shared purpose, such as book reading, story-telling, problem-solving as a group, or taking attendance. 	Fall, 2001	Christina School District Early Childhood Team	<p>Implementation evidenced through observation</p> <p>Improved behavioral/social skills as evidenced on LAP (Learning Accomplishment Profile)</p> <p>Implementation evidenced through observation</p>	Annual Cost: \$2,000

STRATEGIC PLAN – EARLY CHILDHOOD

Strategies:

1. Define/describe what a comprehensive early childhood education program would look like.
2. Collect and analyze data about the target population and service needs.
3. Define eligibility criteria.
4. Research best practices in early childhood education.
5. Aggressively pursue and obtain financial resources to develop and implement a comprehensive early childhood education program.

Strategy	Activities/Tasks to be Completed	Timeline	Person or Group Responsible	Evaluation	Resources/ Costs
1.4	<ul style="list-style-type: none"> • Create an environment and schedule conducive for early childhood education <ol style="list-style-type: none"> 1. Teachers plan and prepare a learning environment that fosters children’s initiative, active exploration of materials, and sustained engagement with other children, adults, and activities. 2. Teachers maintain healthy, safe environment and provide careful supervision. 	<u>Fall, 2001</u>	Christina School District Early Childhood Team	Implementation evidenced through observation	Annual Cost: \$2,000

STRATEGIC PLAN – EARLY CHILDHOOD

Strategies:

1. Define/describe what a comprehensive early childhood education program would look like.
2. Collect and analyze data about the target population and service needs.
3. Define eligibility criteria.
4. Research best practices in early childhood education.
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Strategy	Activities/Tasks to be Completed	Timeline	Person or Group Responsible	Evaluation	Resources/ Costs
1,4	<ul style="list-style-type: none"> • Learning Experiences <ol style="list-style-type: none"> 1. Teachers encourage children’s developing language and communication skills by talking with them throughout the day, speaking clearly and listening to their responses and providing opportunities for children to talk to each other. 2. Single most important activity-reading aloud to children and providing opportunities for children to read. 3. Alphabetic Principle: the understanding that there is a systematic relationship between letters and sounds. 	Fall, 2001	University of Delaware Individual & Family Studies Team/ Christina School District Early Childhood Team District Cadre	Increased Confidence in Literacy Increased Confidence in Literacy	

STRATEGIC PLAN – EARLY CHILDHOOD

Strategies:

1. Define/describe what a comprehensive early childhood education program would look like.
2. Collect and analyze data about the target population and service needs.
3. Define eligibility criteria.
4. Research best practices in early childhood education.
5. Aggressively pursue and obtain financial resources to develop and implement a comprehensive early childhood education program.

Strategy	Activity or Task to be Completed	Timeline	Person or Group Responsible	Evaluation	Resources/ Costs
1,4	Develop and nurture a positive relationship with families through education and communication	Fall ± 200 1	Christina School District Early Childhood Team	Increased parent participation through increased parent attendance at conferences and school activities.	Staff Development in multiple programs specializing in phonemic awareness
1,4	Develop opportunities to build capacity within the early childhood partners; i.e., teachers, parents, medical professionals, and Headstart. 1. organize a staff development committee whose sole purpose is to plan meaningful staff development for the entire staff.	Fall ± 200 1 Spring, 2002	Early Childhood Coordinator Christina School District Early Childhood Team/Director of Special Services	Increased parent participation through increased parent attendance at conferences and school activities. Increased paraprofessional and teacher knowledge of issues and instructional best practices in the field of early childhood education.	Annual Cost: \$5,000 <u>State Grants</u> Cost: \$5,000

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STRATEGIC PLAN – EARLY CHILDHOOD

Strategies:

1. Define/describe what a comprehensive early childhood education program would look like.
2. Collect and analyze data about the target population and service needs.
3. Define eligibility criteria.
4. Research best practices in early childhood education.
5. Aggressively pursue and obtain financial resources to develop and implement a comprehensive early childhood education program.

Strategy 1,4,5	Activity or Task to be Completed	Timeline	Person or Group Responsible	Evaluation	Resources/ Costs
1,4	2. administer a yearly needs assessment of staff to provide data to plan for professional development.	Spring, 2002	Early Childhood Coordinator	Increased paraprofessional and teacher knowledge of issues and instructional best practices in the field of early childhood education.	Cost: \$5,000
5	3. plan staff development to keep staff informed of current research and “best practices” in the area of early childhood education.	Ongoing	Early Childhood Coordinator		
	Apply for and obtain accreditation through the National Association for the Education of Young Children (NAEYC)	Ongoing Fall, 2003	Early Childhood Coordinator	Successful accreditation of preschool programs located in city and suburban schools.	Cost: \$6,000

STRATEGIC PLAN – EARLY CHILDHOOD

Strategies:

1. Define/describe what a comprehensive early childhood education program would look like.
2. Collect and analyze data about the target population and service needs.
3. Define eligibility criteria.
4. Research best practices in early childhood education.
5. Aggressively pursue and obtain financial resources to develop and implement a comprehensive early childhood education program.

Strategy	Activity or Task to be Completed	Timeline	Person or Group Responsible	Evaluation	Resources/ Costs
5	<ul style="list-style-type: none"> • Establish preschool programs for all 4-year old students in each elementary school 	2003	Director of Special Services	Increased number of preschool classrooms in elementary schools	Cost: \$1,000,000
	<ol style="list-style-type: none"> 1. expand district scholarship program to assist with tuition for non-eligible students 	2002	Early Childhood Coordinator		
	<ol style="list-style-type: none"> 2. develop sliding scale tuition rate for non-eligible students 	2002	Childcare Coordinator		
	<ol style="list-style-type: none"> 3. provide “purchase of care” for students and their families 	2003	Childcare Coordinator		
1,4	<ul style="list-style-type: none"> • Establish full day kindergarten for all students if desired. 	2005	Department of Education	Increase in families Utilizing “purchase of care” Implementation of full-day kindergarten for all elementary schools	Cost: \$1,000,000 State Funds/ Federal Funds

STRATEGIC PLAN – EARLY CHILDHOOD

Strategies:

1. Define/describe what a comprehensive early childhood education program would look like.
2. Collect and analyze data about the target population and service needs.
3. Define eligibility criteria.
4. Research best practices in early childhood education.
5. Aggressively pursue and obtain financial resources to develop and implement a comprehensive early childhood education program.

Strategy	Activity or Task to be Completed	Timeline	Person or Group Responsible	Evaluation	Resources/ Costs
1,4	<ul style="list-style-type: none"> • Develop a comprehensive pilot early childhood program to include: social worker, counselor, expanded daycare hours, parent advocates, family transportation, parenting classes, and year-round school 	2005	Early Childhood Coordinator/Department of Education/Christina School District Administrative Staff	Implementation of state-of-the-art Early Childhood Program	State Funds/ Federal Funds
2,3	<p>Collect data of current students participating in programs.</p> <ol style="list-style-type: none"> 1. survey all kindergarten and first grade Christina School District students to determine preschool/childcare experiences. 2. Analyze current available preschool programs provided to Christina School District preschool students (Head Start; ECAP; Wings for Learning.) 	2001	<p>Early Childhood Coordinator</p> <p>Early Childhood Coordinator/NAEYC Accreditation Process</p>	<p>Obtain data to support the need to expand Early Childhood opportunities for young children</p> <p>Successful NAEYC Accreditation</p>	University of Delaware



STRATEGIC ACTION PLAN

Math

OBJECTIVE #3 - By 2006, all students will be able to do math at or above the proficiency level, category III, on the DSTP, SAT 9 or other state designated tests

Action Team:

Carol L. Russell, Chair
Bob Anderson
Karen Ernst
Andy Hegedus
Ellie Ludwigsen
Jen Mayer
Judie McCord
Sandra Mercado
Gina Moody
Matthew Ng
Linda Ochenrider
Elaine Scholz
Paul Sedacca
Kathy Williams
Sue Yeager
Michele Yon

June, 2001

STRATEGIC PLAN –MATH

Strategies:

1. Develop and implement a comprehensive intervention plan to address the math needs of under performing students.
2. Develop and implement a comprehensive staff development plan to address the District math objectives.
3. Develop and implement a comprehensive plan to address the math needs of students meeting the state standards.

Chairperson: Carol L. Russell

If this set of action plans is implemented, what results will be achieved:

By 2006, all students will be able to do math at or above the proficiency level, category III on the DSTP, SAT 9 or other state designated tests.

Strategy 1, 2, 3	Activity or Task to be Completed	Timeline	Person or Group Responsible	Evaluation	Resources/ Costs
1, 2, 3	Develop & implement a framework that describes lesson components that foster mathematical proficiency (Framework for Mathematical Proficiency). The five components are interdependent and interwoven and include: <ol style="list-style-type: none"> 1. Provide hands-on opportunities for students to develop conceptual understanding and make connections between topics 2. Provide opportunities for students to develop procedural fluency through meaningful practice 3. Provide opportunities for students to develop strategic competence by investigating challenging questions that encourage multiple and varied strategies in formulating and solving problems 4. Provide opportunities for students to develop their capacity for logical thought, reflection, explanation, and justification 	2001-2002 Re-evaluate and revise 2005-2006	District math Committee and math cadre under direction of Math Supervisor	-Implementation evidenced through observation of components in lessons taught -Increased student achievement as evidenced by building, district, &/or state assessments -Reference of Framework in Mathematics sections of School Improvement Plan (SIP)	Math Budget, Title I, Staff Development, Title II, DEMCI

STRATEGIC PLAN –MATHEMATICS

Strategies:

1. Develop and implement a comprehensive intervention plan to address the math needs of under performing students.
2. Develop and implement a comprehensive staff development plan to address the District math objectives.
3. Develop and implement a comprehensive plan to address the math needs of students meeting the state standards.

Strategy 1, 2, 3	Activity or Task to be Completed	Timeline	Person or Group Responsible	Evaluation	Resources/ Costs
Continued 1, 2, 3	5. Provide opportunities for students to see mathematics as sensible, useful, and worthwhile	2001-2002 Re-evaluate and revise 2005-2006	District math Committee and math cadre under direction of Math Supervisor	-Increased student achievement evidenced by building, district, & state assessments	Math Budget, Title I, Staff Development, Title II, DEMCI
1, 3	Provide a user-friendly, comprehensive curriculum guide aligned to state standards and end of cluster expectations K-12 <ul style="list-style-type: none"> • Grade level objectives • Provide a sample of exemplars for use in instruction, assessment, intervention, and enrichment • Provide guidance regarding units, chapters, or lessons of adopted materials that are most essential to meet state and local standards 	Spring 2001-2002 complete secondary 2003-2004 revisit and revise elementary	District Math Supervisor, Math Cadre and District Math Committees (Elementary, Middle, and High Schools)	-Building principals to monitor availability to all staff, especially new staff -Evaluation by users -Survey on extent of usage and quality of materials in Years 2 and 5	Math Budget, Title I, Staff Development, Title II, DEMCI, Local Funds
1, 3	Clearly communicate expectations for student learning and quality of student work to parents, students, and community <ul style="list-style-type: none"> • Define the Framework for Mathematical Proficiency to all stakeholders • Provide parent handbook of example anchor items, essential vocabulary etc. 	2001-2002 and ongoing as need indicates	District Math Committees, Math Cadre, Building Admin., and District Math Chair	-Parent Survey -Lesson plans that include sharing expectations and exemplars with students -Evidence on walls in rooms	Math Budget, Building Funds, Grants, DEMCI, Local Funds. Title I, Title II, Staff Development

STRATEGIC PLAN –MATH

Strategies:

1. Develop and implement a comprehensive intervention plan to address the math needs of under performing students.
2. Develop and implement a comprehensive staff development plan to address the District math objectives.
3. Develop and implement a comprehensive plan to address the math needs of students meeting the state standards.

Strategy 1, 2, 3	Activity or Task to be Completed	Timeline	Person or Group Responsible	Evaluation	Resources/ Costs
Continued 1, 3	<ul style="list-style-type: none"> • Parent training on problem-centered/standards based approaches to mathematics in building and district level Math Nights • Provide suggestions for helping w/ homework • Provide examples of student work and varied problem solving approaches • Provide a Parent Staff Development Day devoted to parent workshops on such topics as reviewing student work, understanding tests, promoting process standards • Encourage recognition of parent participation in student learning (e.g. Parent Appreciation Math Night), especially with regards to the District/Parent Responsibility Model 	2001-2002 and ongoing as need indicates	District Math Committees, Math Cadre, Buildings, and District Math Chair	-Survey parents to determine satisfaction with district/parent communication & training and/or collect data on parent concerns & questions about curriculum -Communication plans for parents evident in School Improvement Plan	Math Budget, Building Funds, Grants, DEMCI, Local Funds. Title I, Title II, Staff Development
1, 3	Increase mathematics instructional time by approximately 15-20 minutes daily to accommodate the Framework for Mathematical Proficiency <ul style="list-style-type: none"> • Explore scheduling alternatives that will allow for more instruction (e.g. rotating, block, modified block, lab time, etc. and insure the timing of assessment is considered) • Monitor interruptions of instructional time and develop a plan to decrease transitions 	Fall 2001-Summer 2005 continuous Investigate 2001-2002 Implement 2002-2003	Building Principals, Elementary Grade and/or Dept. Chairs, Secondary Dept. Chairs, Math Cadre, Math Supervisor	-Building and team schedules, administrative walk-through, increased student achievement as evidenced by district, building, state assessments -Decrease in interruptions	Grants, Building Budgets, DEMCI, local funds. Title I, Title II, Staff Development

STRATEGIC PLAN –MATH

Strategies:

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<u>Strategy</u> 1, 2, 3	Activity or Task to be Completed	Timeline	Person or Group Responsible	Evaluation	Resources/ Costs
1, 3	<ul style="list-style-type: none"> • Explore ways to integrate additional mathematics instruction in other content areas • Explore ways to capture time used in non-instructional ways (e. g. homeroom time) 	<p style="text-align: center;">Investigate 2001-2002</p> <p style="text-align: center;">Implement 2002-2003</p>	Building Principals, Elementary and Secondary Dept. Chairs, Math Cadre, Math Supervisor	<p>-Building and team schedules, administrative walk-through</p> <p>-Evidence of exploration and implementation in SIPs</p>	Grants, Building Budgets, DEMCI, local funds. Title I, Title II, Staff Development
1	<p>Identify/Develop diagnostic tool(s) to assess gaps in student math knowledge</p> <ul style="list-style-type: none"> • Make available pre-test and post tests for building use for each grade level K-8 • Develop a bank of items to be made available for building use in K-12 • Identify/develop diagnostic tool(s) to determine skills of ninth graders, test will be used for placement purposes and to help plan instruction • Identify supplemental materials to be used to close identified gaps • Research tools available to assess math readiness for students entering first grade 	<p style="text-align: center;">2001-2002 K-8</p> <p style="text-align: center;">2002-2003 Grade 9-12</p> <p style="text-align: center;">2001-2003 Available Spring 2003</p> <p style="text-align: center;">Materials Fall 2003</p>	Building, and District Math Committee, Math Cadre with Math Supervisor	<p>-Results of diagnostic test used to inform instruction as evidenced in teacher plans and SIP</p> <p>-Teacher feedback on effectiveness of tool for identifying student needs</p> <p>-Measure effectiveness by reassessing students achievement in</p>	Grants, Math Budget, DEMCI, Local Funds. Title I, Title II, Staff Development

				targeted areas after instruction	
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STRATEGIC PLAN –MATH

Strategies:

1. Develop and implement a comprehensive intervention plan to address the math needs of under performing students.
2. Develop and implement a comprehensive staff development plan to address the District math objectives.
3. Develop and implement a comprehensive plan to address the math needs of students meeting the state standards.

Strategy 1, 2, 3	Activity or Task to be Completed	Timeline	Person or Group Responsible	Evaluation	Resources/ Costs
1, 3	Analyze results of building, district and state assessments to identify student strength and weaknesses <ul style="list-style-type: none"> • Identify practices to attribute to student strengths • Identify profound patterns of weaknesses and seek clarity on nature of problems • Identify research-based best practices associated with areas of weakness • Provide staff development on instructional practices to address area of weakness • Review literature and research on how students learn 	2001-2005 ongoing SIP Process Summer 2002 Grade 2, 3, 4, 5 Summer 2003 Grade 1, 6-10	Building, and District Math Committee, Math Cadre with Math Supervisor	-Results of assessments evident in SIP along with desegregation data -Increases in student achievement as reported in SIPs -Teacher best practice evident during walk- throughs	Grants, Math Budget, DEMCI, Local Funds. Title I, Title II, Staff Development
1, 3	Develop formative and end of cluster alternative assessments <ul style="list-style-type: none"> • Investigate and use alternate and varied forms of assessments including student portfolios to show student progress 	2002 Grade 7, 8, 9,10 2003 Grade 2, 3, 4, 5, 6	Buildings with assistance from Secondary Math Committee Elementary Math Committee & Math Cadre	-Portfolios and other alternate forms available for students not meeting the standard -SIPs reflect plan for training teachers on alternate assessments	Grants, Math Budget, DEMCI, Local Funds. Title I, Title II, Staff Development

STRATEGIC PLAN –MATH

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1. Develop and implement a comprehensive intervention plan to address the math needs of under performing students.
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3. Develop and implement a comprehensive plan to address the math needs of students meeting the state standards.

<u>Strategy</u> 1, 2, 3	Activity or Task to be Completed	Timeline	Person or Group Responsible	Evaluation	Resources/ Costs
1	Develop and implement an effective summer school program for students <i>below the standards</i> using problem-centered/standards based materials <ul style="list-style-type: none"> • Make pre-tests and post tests available for students participating in summer school intervention programs and determine the effectiveness of the program • Identify supplemental materials/software different than those being used during school year to use with students <i>below the standards</i> 	Spring 2002 Grade 5, 7, 8, 10 Spring 2003 Grade 3, 4, 6, 9, 11	District Elementary and Secondary Math Committees, math cadre and Math Supervisor in collaboration with buildings	-Pre and Post test for summer school showing student progress -Adjusted programs based on assessment results and needs of students	Grants, Math Budget, DEMCI, Local Funds. Title I, Title II, Staff Development, Building Budgets
1	Develop and implement an effective program using problem-centered/standards based materials for students <i>below the standards</i> outside of the school day <ul style="list-style-type: none"> • Provide opportunities for after school or Saturday programs • Make pre-tests and post tests available for students participating in out of school intervention programs and determine the effectiveness of the program 	Spring 2002 Grade 4, 5, 7, 8 Spring 2003 Grade 3, 6, 9, 10	Building Admin. in collaboration w/ Math Cadre, District Elementary and Secondary Math Committees and Math Supervisor	-Pre and Post test for out of school programs showing student progress -Adjusted programs based on assessment results and needs of students	Grants, Math Budget, DEMCI, Local Funds. Title I, Title II, Staff Development, Building Budgets

1	Investigate and implement strategies for providing an additional mathematics instructional period during the school day for students <i>below the standard</i>	Investigate 2001-2002 Implement 2002-2003	Building Administrators , Math chairs, team leaders, Site Councils	Building schedules, looking particularly for intervention periods for targeted students	Building budgets
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STRATEGIC PLAN –MATH

Strategies:

1. Develop and implement a comprehensive intervention plan to address the math needs of under performing students.
2. Develop and implement a comprehensive staff development plan to address the District math objectives.
3. Develop and implement a comprehensive plan to address the math needs of students meeting the state standards.

Strategy 1, 2, 3	Activity or Task to be Completed	Timeline	Person or Group Responsible	Evaluation	Resources/ Costs
1	Develop and implement an effective summer school <i>enrichment program</i> for students who meet or exceed the standard using materials different than those being used during school year <ul style="list-style-type: none"> • Pretest and posttest made available for students participating in summer school enrichment and to determine the effectiveness of the program 	Summer 2002 Grade 5-6 Summer 2003 Grade 7-8 Summer 2004 Grade 2,3,4	Building Admin. in collaboration w/ Math Cadre, District Elementary and Secondary Math Committees and Math Supervisor	-Survey parents & students to measure affective effect -Positive growth in program participation	Grants, Math Budget, DEMCI, Local Funds. Title I, Title II, Staff Development, Building Budgets, Excel
1 Special Education	Develop strategies for inclusion of students with disabilities into problem-centered/standards-based math instruction based on the Framework for Mathematical Proficiency <ul style="list-style-type: none"> • Review of literature and research regarding learning modalities of special needs children • Collaborate with outside agencies such as the University of Delaware, Center for Disabilities Studies and Math Science Educational Resource Center • Collect and evaluate data on the short-term and longitudinal achievement of students with disabilities 	Begin work in 2001-2002 2002-2006 collect data	Collaborative effort of Learning Division, Special Services, Math and Special Ed Cadre and outside agencies	-Number of students included in problem-centered standards based mathematics -Increased achievement/performance on school-wide, District and State Math Assessments	Staff Development, Title I, Title II, Local funds, Special Education Funds, Grants

STRATEGIC PLAN –MATH

Strategies:

1. Develop and implement a comprehensive intervention plan to address the math needs of under performing students.
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3. Develop and implement a comprehensive plan to address the math needs of students meeting the state standards.

Strategy 1, 2, 3	Activity or Task to be Completed	Timeline	Person or Group Responsible	Evaluation	Resources/ Costs
1 Special Education	Develop pilot program(s) for students with disabilities to access problem-centered/standards based mathematics <ul style="list-style-type: none"> • Pilot program implementation within each school and a minimum of one per grade level • Derive IEP benchmarks from Delaware State Standards at the appropriate level • Provide for students with disabilities to participate in problem-centered/standards based mathematics • Determine the concepts for which each individual student receiving special education services will be accountable 	2001-2002 research 2002-2003 set up pilot 2004-2005 implement	Collaborative effort of Learning Division, Special Services, Math and Special Education Cadre, and outside agencies	-Pilot program appears in SIP that are participating -Use any available tools from outside agency	Special Education Funds, Local Funds, Grants
2	Establish math professional development committee to plan for yearly staff development needs in coordination with math supervisor, principals, and Math Cadre <ul style="list-style-type: none"> • Develop and distribute voluntary teacher needs survey • Align plan with known best practices, School Improvement Plans, and State and District goals • Use trends in data and diagnostic and achievement data to inform plan 	2001-2002 and ongoing	District K-6 and 7-12 Math Committee, Math Cadre, Principals	-Useable plan published for all schools -Survey of staff and administration -Increased student achievement as reported in SIP	Local Funds, Math Budget, Title I, Title II, Staff Dev,, DEMCI, Grants

STRATEGIC PLAN –MATH

Strategies:

1. Develop and implement a comprehensive intervention plan to address the math needs of under performing students.
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Strategy 1, 2, 3	Activity or Task to be Completed	Timeline	Person or Group Responsible	Evaluation	Resources/ Costs
2 Continued	<ul style="list-style-type: none"> • Identify research-based best practices associated with areas of weakness identified in diagnostic tests. Provide staff development on instructional practices to address area of weakness 	2001-2006	District K-6 and 7-12 Math Committee, Math Cadre, Principals	-Alignment of plan and SIPs -Sign-in sheets, agendas	
2	Research literature and work with Adult Education to establish best practices for working with adult learners with diverse needs with regards to content knowledge and educational practice	2002-2003	District instructional supervisors, cadre	-Presentations and trainings accessible to all adult learners -Increased attendance	Building, Title I, Staff Development, Special Ed., Mentor, Grants, Title II
2	Provide Professional development to increase math content knowledge of regular, special education teachers and paraprofessionals <ul style="list-style-type: none"> • Conduct voluntary self-assessment with regards to content knowledge of regular & special education teachers with regard to content knowledge at all levels • Provide opportunities for teachers to increase content knowledge through district offered and university offered coursework and workshops • Use multiple and varied strategies to reach diverse adult needs within professional development sessions 	Ongoing Staff Development 2001-2006	Cooperative efforts of SIP Teams, Principals, Team Leaders, Math Supervisor, outside resources such as UD Staff Use Adult Education staff as resource for information	-Increased teacher and paraprofessional confidence as reported in surveys and as observed by presenters and cadre -Sign-in sheets, agendas	Building, Title I, Staff Development, Special Education, Mentor, Grants, Title II, DEMCI

STRATEGIC PLAN –MATH

Strategies:

1. Develop and implement a comprehensive intervention plan to address the math needs of under performing students.
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3. Develop and implement a comprehensive plan to address the math needs of students meeting the state standards.

Strategy 1, 2, 3	Activity or Task to be Completed	Timeline	Person or Group Responsible	Evaluation	Resources/ Costs
2	Provide professional development for all teachers, administrators and paraprofessionals on the Framework for Mathematical Proficiency <ul style="list-style-type: none"> • Provide specific feedback to teachers and adjust Professional Development based on observation trends 	2001-2002 and refresh yearly	Supervisor of Math, Math Cadre and Principals	-Sign-in sheets, agendas -Observation of lessons taught in classrooms	Building, Title 1, Title II, Staff Development, DEMCI, Special Education, Mentor, Grants
2	Provide initial and on-going training for adopted materials that support a problem-centered/standards based classroom <ul style="list-style-type: none"> • Workshops • Coaching/mentoring/modeling • Opportunities for teacher collaboration 	2001and ongoing	Supervisor of Math, and Building Principals	-Observed increased use of best practices -Improvement in pacing of instruction -Sign-in sheets, agendas	Local Funds, Math Budget, Staff Development, DEMCI, Grants
2	Increase coaching of classroom teachers using District Math Cadre and Lead Teachers <ul style="list-style-type: none"> • Support and increase the number of Math Cadre through grants and district funds • Identify master teachers (lead teachers) to assist w/ math and SIP goals <ul style="list-style-type: none"> • Identify teachers who exemplify best practice to assist with coaching, mentoring and training within and across buildings 	Fall 2001-Summer 2006	Building administration and instructional division	-Teacher contact hours reported for coaching, professional development -Teacher surveys re: effectiveness, increased student achievement in classrooms serviced	Building, Local Funds, Title I, Title II, Staff Develop., Special Ed., Mentor, Grants, DEMCI, budget, Teacher to Teacher cadre budget, Staff Development budget

STRATEGIC PLAN –MATH

Strategies:

1. Develop and implement a comprehensive intervention plan to address the math needs of under performing students.
2. Develop and implement a comprehensive staff development plan to address the District math objectives.
3. Develop and implement a comprehensive plan to address the math needs of students meeting the state standards.

Strategy 1, 2, 3	Activity or Task to be Completed	Timeline	Person or Group Responsible	Evaluation	Resources/ Costs
2	<p>Plan/Schedule Professional Development for regular and special education teachers and paraprofessionals related to evaluating student understanding such as:</p> <ul style="list-style-type: none"> • Analyzing student work • Analyzing classroom discourse • Using collaborative study to focus on student actions in the classroom and shared teacher responsibility in lesson development • Using known best practices identified to increase student achievement • Training in ASCD model of Backward Lesson Design • K-3 Report card training • Identify instructional strategies that address students learning modalities & learning needs • Developing effective and appropriate rubrics • Scoring consistently and accurately with rubrics 	<p>Spring 2001-2005 Fall 2001-2006</p> <p style="text-align: center;">On-going during school year and summer</p>	<p>Building and district level teams of teachers and administrators</p> <p>Math Supervisor in concert with a team of administrators and math professional developers (Cadre and Lead Teachers)</p>	<p>-Written staff development plan aligning objectives of staff development to student needs assessment and supporting documentation of best practices</p> <p>-Sign-in sheets, agendas</p> <p>-School Improvement Plans reflect staff development needs aligned to student needs and instructional best practice</p>	<p>Building Budgets, Local Funds, Math Budget, Grants, Special Education, Title I, Title II, DEMCI, Staff Development</p>

STRATEGIC PLAN –MATH

Strategies:

1. Develop and implement a comprehensive intervention plan to address the math needs of under performing students.
2. Develop and implement a comprehensive staff development plan to address the District math objectives.
3. Develop and implement a comprehensive plan to address the math needs of students meeting the state standards.

<u>Strategy</u> 1, 2, 3	Activity or Task to be Completed	Timeline	Person or Group Responsible	Evaluation	Resources/ <u>Costs</u>
2	Improve student achievement through teacher collaboration <ul style="list-style-type: none"> • Research models of lesson study-focusing on problem-centered/standards based learning • Investigate strategies by individual schools that allow for teachers to collaborate such as provide time in the school day, EPER, and other creative scheduling techniques • Develop a system of sharing instructional practice across District and/or State • Research technological tools to share plans, videos, and teacher discourse 	Begin 2001-2006	Building Administration, Math Cadre, building teachers and instructional division	-Improved student achievement as evidenced by district, state, and building assessments -Increased teacher participation in study groups -Increased teacher confidence -Plans for teacher collaboration I	Building budgets, Staff Development, Math Budget, Local Funds, Grants, Title I, Title II, DEMCI
2	Provide professional development for Administrators related to instructional practices <ul style="list-style-type: none"> • Attributes in teacher lesson plans, teacher-made assessments, scheduling and classroom practice of teachers and students that reflect best practices and the Framework for Mathematical Proficiency 	2001 and ongoing	Supervisor of Math, Assistant Superintendent and Building Principals	Evaluation linked to best practices, sign-in sheets, agendas	Local Funds, Math Budget, Staff Development

STRATEGIC PLAN –MATH

Strategies:

1. Develop and implement a comprehensive intervention plan to address the math needs of under performing students.
2. Develop and implement a comprehensive staff development plan to address the District math objectives.
3. Develop and implement a comprehensive plan to address the math needs of students meeting the state standards.

Strategy 1, 2, 3	Activity or Task to be Completed	Timeline	Person or Group Responsible	Evaluation	Resources/ Costs
2	<p>Provide professional development for regular education and special education teachers and paraprofessionals in using appropriate technology to support problem and project/standards-based instruction and assessment</p> <ul style="list-style-type: none"> • Locate, evaluate and use internet resources • Use District-licensed software to support problem-centered/standards based instruction (ex. MS Office, Outlook, etc.) • Use appropriate hardware, selected software, and resources • Provide opportunities to develop appropriate use of Graphing Calculators and interactive instructional software • Provide opportunities to develop appropriate use of other technical supports such as electronic data collecting instruments (CBL, CBR etc.) • Learn about emerging technologies and their uses in the classroom • Assess and update discrete technology skills within an integration framework 	Begin 2001-2006	Math Supervisor in collaboration with Technology, Math and Technology Cadre, Learning Division	<p>-Increased teacher technology literacy - Appropriate use of technology in classrooms as observed by administrators</p> <p>-Increase in volume of effective software</p>	Technology Funds, Local Funds, Math Funds, Building Budgets, Title I, Title II, Special Education, Grants, Staff Development, DEMCI

GLOSSARY OF TERMS

Alternative Assessments: Assessments other than the DSTP and nationally normed assessments that will show the educational progress of a student. Examples of alternative assessments are a portfolio, an audio or video response to tasks, student projects or products.

Anchor Paper- A sample of student work that best shows the qualities of a specific score.

ASCD- Association for Supervision of Curriculum Development.

Best Practice- The current, national consensus recommendations about “best educational practices” that foster high achievement in students.

Cadre- A master district teacher assigned to provide staff development to teachers through lesson demonstration, mentoring, peer coaching, and initial and ongoing training in using the district curricular instructional materials.

Conceptual Understanding- A student who has conceptual understanding of a mathematical idea understands why it is important and the kinds of situations in which it is useful. Conceptual understanding demands more than knowing isolated facts and procedures. When facts and methods are learned with understanding, ideas become connected and retention is supported.

Curriculum- (1) An educational program which may include a program of studies, a program of activities, and a program of guidance; (2) a plan that details what students need to know, how students are to achieve the identified goals, what teachers are to do to help students develop their knowledge, and the context in which learning and teaching occur.

End of Cluster - The end-of-cluster years for the Delaware Student Testing Program are grades 3, 5, 8, and 10.

Formative Assessments: Assessments of student growth over time, not limited to the end-of-cluster grades.

Framework for Mathematical Proficiency- A framework that describes the student experiences necessary to foster maximum student learning in mathematics. This view addresses the student need to grow in mathematical knowledge, understanding, and skill. This framework is a reflection of work done by the Center for Education and the National Research Council resulting in the following publication: Kilpatrick, J., Swafford, J., Findell, B. (2001). Adding It Up: Helping Children Learn Mathematics. Washington D.C.: National Academy Press

Portfolio- This is a conscious collection of a variety of materials related to student learning. The content is samples of student work in important learning activities that documents a student's developmental standing and progress over time.

Problem-Centered/Standards Based Mathematics- a view of mathematics that focuses on minimum process and content standards of performance for all students. These standards of performance are based on conceptual understanding and reasoning as well as on procedural skill. It supports the view that all students should understand mathematical principles (such as change, function, and quantitative relationships), develop mathematical ways of thinking and solving problems, and develop fluency with number, geometry and data. A problem-centered approach means that the learning is prompted by and embedded in a meaningful context that engages the student in the mathematics. It establishes a 'need to know' the mathematical principles under study.

Procedural Fluency- skill in carrying out a variety of procedures, accurately, efficiently, and appropriately. These procedures are not limited to the standard traditional procedures prevalent in most textbooks of the past several decades, but include student-developed procedures that produce the same accurate results, but may be less abstract or more meaningful to the student.

SIP- School Improvement Plan

Strategic Competence- The ability to analyze a given contextual problem, make reasonable decisions on how to approach the problem, develop the appropriate formula(s) or representation(s) that will allow for a mathematical solution, and solve the problem. For the skill of manipulation of algebraic symbols or the reading of graphs or tables to be useful, students must be able to translate a real, and possibly unique, situation into an equation, graph, or table and then solve the problem.



STRATEGIC ACTION PLAN Capital Improvement

OBJECTIVE #4 - 100% of capital building construction and renovation projects approved and funded in a fiscal year will be completed within 3 years.

Action Team:

Jeff Edmison, Chair
Chuck Baldwin
Jim Baustert
Al Johnson
Chalmer Low
Gregg McNeill
Bob Sharkey
Rolando Toccafondi

June, 2001

STRATEGIC PLAN – CAPITAL IMPROVEMENT

Strategies:

1. Develop and implement a comprehensive facilities management program which includes:
 - Conduct a study of current facility conditions, needs, and costs
 - Gain project(s) approval and certification of necessity (CN) from DOE
 - Develop a timeline and special election materials for major capital bond referendum
 - Select and acquire land (new construction only)
 - Develop Educational Specifications (new construction only)
 - Develop specifications for projects and bid documents
 - Develop a timeline to complete each project

2. Develop and implement community communication plan

Chairperson: Jeff Edmison

If this action plan is implemented the following results will be achieved:

100 % of approved capital building construction and renovation projects will be completed within three (3) years after receipt of the bonds

RENOVATIONS

Strategy #	Activities/Tasks to be Completed	Timeline	Person or Group Responsible	Evaluation	Resources/ Costs
1	Conduct a study of current facility condition, needs, and costs <ul style="list-style-type: none"> ▪ Establish condition study guidelines, format, and scope ▪ Send out “Request for Proposals” (RFP) for professional architectural and engineering (A&E) services ▪ Establish RFP selection committee and evaluate proposals ▪ Gain approval for selected firm and establish contract ▪ Give A&E notice to proceed and review study results and conclusions 	8 months 4 weeks 4 weeks 2 weeks 6 weeks 16 weeks	Facilities Management Division	N/A	Local Funding \$400,000
1	Gain project(s) approval and certificate of necessity (CN) from Department of Education <ul style="list-style-type: none"> ▪ Produce comprehensive project(s) scope and summary documentation ▪ Submit MAJCAP program recommendation to local Board of Education for approval ▪ Submit major capital improvement request to Department of Education for approval and issuance of CN's 	6 months 12 weeks 4 weeks 8 weeks	Facilities Management Division	N/A	Local Funding \$100,000

1	<p>Develop a timeline and special election materials for major capital bond referendum (Election Day = E)</p> <ul style="list-style-type: none"> ▪ Set date for the bond referendum ▪ Establish and initiate referendum campaign ▪ Coordinate activities with Department of Elections for the ballot question(s), work forces, polling places, etc..... ▪ Advertise notice of election ▪ Post notice of election bulletins ▪ Ensure polling sites are opened and staffed 	<p>6 months</p> <p>E-180 days E-120 days E-90 days</p> <p>E-30 days E-21 days E-0 days</p>	Facilities Management Division	District Attorney	Local Funding \$50,000
1	<p>Develop specifications for projects and bid documents</p> <ul style="list-style-type: none"> ▪ Send out RFP for professional A&E services ▪ Select, gain approval, and contract with approved A&E firm for services ▪ Produce schematic plans ▪ Review schematic plans and gain approval from Board of Education and Department of Education ▪ Consider finding alternate school site for staff and students for the duration of the construction ▪ Produce preliminary plans ▪ Review preliminary plans and gain approval from Board of Education and Department of Education ▪ Produce final plans ▪ Review final plans and gain approval from Board of Education and Department of Education ▪ Advertise for construction bids ▪ Review bids and gain approval from Board of Education ▪ Produce and sign contract and purchase order 	<p>12 months</p> <p>4 weeks 4 weeks</p> <p>6 weeks 4 weeks</p> <p>0 weeks</p> <p>8 weeks 6 weeks</p> <p>4 weeks 6 weeks</p> <p>4 weeks 4 weeks 2 weeks</p>	Facilities Management Division	Independent Contracted Review	Bonds
1	<p>Develop a timeline to complete each project</p> <ul style="list-style-type: none"> ▪ Relocate school site for staff and students for the duration of the construction (Optional) ▪ Hire field supervisor for project ▪ Give notice to proceed, conduct pre-construction activities, and gather preliminary construction documentation ▪ Construction/ Renovation activities ▪ Project closeout/commissioning activities 	<p>24 months</p> <p>3 weeks</p> <p>4 weeks 6 weeks</p> <p>77 weeks 6 weeks</p>	Facilities Management Division	Superintendent	Bonds
2	Develop and implement a community communication plan	On going	Facilities Management Division and Public Relations	Superintendent	Local Funding \$5,000

STRATEGIC PLAN – CAPITAL IMPROVEMENT

NEW CONSTRUCTION

Strategy #	Activities/Tasks to be Completed	Timeline	Person or Group Responsible	Evaluation	Resources/ Costs
1	Conduct a study of current facility condition, needs, and costs <ul style="list-style-type: none"> ▪ Establish condition study guidelines, format, and scope ▪ Send out “Request for Proposals” (RFP) for professional architectural and engineering (A&E) services ▪ Establish RFP selection committee and evaluate proposals ▪ Gain approval for selected firm and establish contract ▪ Give A&E notice to proceed and review study results and conclusions 	8 months 4 weeks 4 weeks 2 weeks 6 weeks 16 weeks	Facilities Management Division	N/A	Local Funding \$400,000
1	Gain project(s) approval and certificate of necessity (CN) from Department of Education <ul style="list-style-type: none"> ▪ Produce comprehensive project(s) scope and summary documentation ▪ Submit MAJCAP program recommendation to local Board of Education for approval ▪ Submit major capital improvement request to Department of Education for approval and issuance of CN's 	6 months 12 weeks 4 weeks 8 weeks	Facilities Management Division	N/A	Local Funding \$100,000
1	Develop a timeline and special election materials for major capital bond referendum (Election Day = E) <ul style="list-style-type: none"> ▪ Set date for the bond referendum ▪ Establish and initiate referendum campaign ▪ Coordinate activities with Department of Elections for the ballot question(s), work forces, polling places, etc..... ▪ Advertise notice of election ▪ Post notice of election bulletins ▪ Ensure polling sites are opened and staffed 	6 months E-180 days E-120 days E-90 days E-30 days E-21 days E-0 days	Facilities Management Division	District Attorney	Local Funding \$50,000
1	Select and acquire land for new building <ul style="list-style-type: none"> ▪ Conduct real estate search ▪ Select preferred site and forward to Board of Education and Department of Education for review and approval ▪ Conduct study and test preferred site to ensure suitability ▪ Purchase site 	8 months 6 weeks 8 weeks 10 weeks 8 weeks	Facilities Management Division	Superintendent	Bonds

1	<p>Develop Educational Specifications</p> <ul style="list-style-type: none"> ▪ Establish Educational Specifications committee ▪ Prepare specification document outlining the educational needs and philosophy for the building ▪ Gain approval of Educational Specification from local Board of Education and Department of Education 	<p>6 months 2 weeks 16 weeks 6 weeks</p>			<p>Local Funds \$15,000</p>
1	<p>Develop specifications for projects and bid documents</p> <ul style="list-style-type: none"> ▪ Send out RFP for professional A&E services ▪ Select, gain approval, and contract with approved A&E firm for services ▪ Produce schematic plans ▪ Review schematic plans and gain approval from Board of Education and Department of Education ▪ Produce preliminary plans ▪ Review preliminary plans and gain approval from Board of Education and Department of Education ▪ Produce final plans ▪ Review final plans and gain approval from Board of Education and Department of Education ▪ Advertise for construction bids ▪ Review bids and gain approval from Board of Education ▪ Produce and sign contract and purchase order 	<p>12 months 4 weeks 4 weeks 6 weeks 4 weeks 8 weeks 6 weeks 4 weeks 6 weeks 4 weeks 4 weeks 2 weeks</p>	Facilities Management Division	Independent Contracted Review	Bonds
1	<p>Develop a timeline to complete each project</p> <ul style="list-style-type: none"> ▪ Hire field supervisor for project ▪ Give notice to proceed, conduct pre-construction activities, and gather preliminary construction documentation ▪ Construction/ Renovation activities ▪ Project closeout/commissioning activities 	<p>20 months 4 weeks 6 weeks 64 weeks 6 weeks</p>	Facilities Management Division	Superintendent	Bonds
2	Develop and implement a community communication plan	On going	Facilities Management Division and Public Relations	Superintendent	Local Funding \$5,000

GLOSSARY OF EDUCATIONAL TERMS

Glossary of Building Terms

a. **Alterations**

Minor changes made internally that do not involve structural changes.

b. **Built-In Equipment**

Equipment that is an integral part of the building and permanently attached thereto.

c. **Floor Plan**

A drawing that shows clearly and accurately the shape of the building, location and square footage

d. **Maintenance of Plant**

Those activities which are concerned with keeping the grounds, buildings, and built-in equipment at their original condition of completeness or efficiency, either through repairs or by replacements with property of equal value and efficiency.

e. **Maintenance of Site**

Repairs and replacements of all developed land, except structures (buildings).

f. **Modernization**

The changing of the design, fixtures, fittings, furnishings, appearance, and service systems of a building to bring it up to a contemporary state consistent with the needs of changing educational programs.

g. Operation of Plant

Those activities which are concerned with keeping the physical plant open and ready for use. It includes cleaning, disinfecting, heating, moving furniture, caring for grounds, and other such housekeeping activities as are repeated somewhat regularly. It does not include repairs or replacements.

h. Structural Renovation

The general overhauling of a complete building or major section thereto to better adapt it for continued use for the school program or to include any major permanent structural improvement to a building or a different type of occupancy.

i. Cosmetic Renovation

The renewing of a building or part thereof without changing structure, function, or design.

j. Repairs

The restoration of a given piece of property to original condition or completeness or efficiency from a worn, damaged, or deteriorated condition.

k. Replacement

The replacing of a piece of property with another new material or like material.

Glossary of Accounting Terms

a. Abstract of Title

A document showing the condensed history of the title to property, containing portions of all conveyances or other pertinent instruments relating to the estate or interest in the property, and all liens, charges, encumbrances and releases.

b. Accounting System

Records and procedures for the assembling, recording and reporting of information related to the financial operations of a fund or governmental unit.

c. Acquisition or Taking

The process of obtaining land, or that which is acquired or taken.

d. Adjustment of Improvements

Where the taking for educational purposes would include buildings or other improvements the State and the grantor may agree that the grantor may retain title to such improvements and such improvements may be moved or readjusted by the district for the property owner or payment may be made to the property owner to reimburse him for the established cost of such removal or readjustment providing that such removal or adjustment is not more costly than outright purchases.

e. Allot

To divide an appropriation into amounts for certain time periods or for specific purposes.

f. Allotment

The amount allotted for a certain time or purpose.

g. Appropriation

An authorization granted by the legislative body to make expenditures and to incur obligations for specific purposes. An appropriation is usually limited in amount and in the time during which it is expended.

h. Appropriation Expenditure

An expenditure chargeable to an appropriation.

i. Audit

The examination of some or all of the following items: documents, records, reports, systems in internal control; accounting procedures and other evidence, for one or more of the following purposes: (a) determining the propriety, legality and mathematical accuracy of proposed or consummated transactions; (b) ascertaining whether all transactions have been recorded; and (c) determining whether transactions are accurately reflected in the accounts and in the statements drawn therefore, in accordance with accepted accounting principles.

j. Award

The written notice by the district's contracting officer to the successful bidder.

k. Bid

The offer of the bidder submitted in the prescribed manner to furnish all labor, equipment and materials and to perform the specified work within the time prescribed therein for the consideration of payment at the prices stated in the bid schedule.

l. Bond Fund

A fund provided by the legislative act, expenditures from which are designated for specific purposes as outlined in Department resolutions. The financing for the fund is derived from State of Delaware Bonds.

m. Budget

A financial plan showing estimates of the future costs of proposed operating or project activities for a given period and the proposed means of financing them for the purpose of establishing performance standards and current operating controls. The internal budget may allocate the appropriation into sums setting forth in detail-estimated amounts of the appropriations for each major function and to sub divisional units of major functions when considered necessary.

n. Certificate of Necessity

A document issued by the State Board of Education covering one or several separate projects in a school district to be performed in that district.

o. Certificate of Title

A document based on a title search stating that title or interest in property is vested in a designated person and showing outstanding liens, charges or other encumbrances.

p. Change Order

A written order issued by the engineer to the contractor requiring the contract work to be performed in accordance with a change or changes that involve an adjustment in the basis of payment determined to be necessary under the provisions of the specifications, or requiring performance of any unforeseen work essential to complete the contract but for which the basis of payment may or may not be provided in the contract.

q. Clearing

Removal prior to building construction of improvements title to which is vested in the State, or the local school district.

r. **Concurrent Audit**

An audit or project costs on a current basis following the recording of the expenditure by the Department. Actually, the word concurrent in most cases would mean the month following the recording of costs and reconciliation of the business practices employed including the accounting system and the effectiveness of the system, recommendations for changes in/or acceptance of the procedures, and the audit of results (costs) for a particular period to assure reasonableness and accuracy.

s. **Condemnation**

The process by which property is acquired for educational purposes through legal proceedings under power of eminent domain.

t. **Construction Items**

Items shown on the approved plans for rehabilitation of the adjoining property required for the proper completion of the project such as reconstruction or adjustment of driveways, fences, etc.

u. **Continuing Appropriation**

An appropriation which, once established, is automatically renewed without further legislative action for a specified period or periods until altered or revoked.

v. **Contract**

The written instrument executed by the contractor and the contracting officer, by which the contractor is bound to furnish all labor, equipment and materials and to perform the specified work, and by which the school district is obligated to compensate the contractor at the prices set forth therein.

w. **Contractor**

The individual, firm or corporation, undertaking the execution of the work under the terms of the contract and acting directly or through his, their, or its agents, employees or subcontractors.

x. **Damages**

Compensation awarded by law to one injured in his person or property.

y. **Deed**

A duly attested written instrument, under seal, conveying real property or interest therein.

aa. **Disbursement of Education Funds**

Payment from public funds for contracts, right-of-way, etc. by a check, voucher, warranty, or similar documents as distinguished by a mere transfer from one department to another.

bb. **Easement**

A right acquired by public authority to use or control property for a designated education purpose.

cc. **Encroachment**

Those improvements or other facilities title to which is generally vested in private owners which lie upon or touch upon the education right-of-way and which are not a necessary part of the completed educational facility.

dd. **Encumbrance**

An accounting procedure that sets aside available funds before ordering goods and services, to ensure the availability of funds when payment is requested. Obligations in the form of orders issued, contracts awarded, commitments for services, or any other transactions, which reserve such amount of an appropriation to cover payment therefore. Such items cease to be encumbrances when paid or when liability therefore is established.

ee. **Expenditures**

Where accounts are kept on the accrual basis, this term designates total charges incurred, whether paid or unpaid, including expenses, provision for retirement of debt, and capital outlays. If accounts are kept on the cash basis, the term covers only actual disbursements for these purposes.

ff. **Fiscal Period**

Any period at the end of which a governmental unit determines its financial condition and the results of its operations and closes its books. For the State of Delaware, the fiscal period runs July 1 to June 30.

gg. **Fund**

A sum of money or other resources segregated for the purpose of carrying on specific activities or obtaining certain objectives in accordance with special regulations, restrictions or limitations and constituting an independent fiscal and accounting entity.

hh. General Fund

The fund appropriated by the Legislature which is available for any legally authorized purpose and which is therefore used to account for all revenues and all disbursements not provided for in other funds. The General Fund is used to finance the ordinary operations of any agency. This fund is used to account for all receipts from specified sources which are available for the purpose of financing the ordinary activities of the State Board of Education as authorized by law, including all legally authorized activities not chargeable to special funds, including operation, maintenance and construction.

ii. Guarantee Title

A title, the validity of which is insured by an abstract, title or indemnity company (sometimes called Insured title).

jj. Indirect Charges

Costs incurred which from its nature cannot be readily allocated to an activity or function but must be prorated to the functions benefited.

kk. Interdepartmental

Refers to transactions for services performed by one agency or subdivision of the Department for another agency or subdivision.

ll. Internal Check

An accounting method or procedure so designed that the work performed by certain employees as far as practicability is complementary to that performed by others, thus insuring the general correctness of the records and the accountability for funds.

mm. Internal Control

Internal control comprises the plan of organization and all of the coordinate methods and measures adopted within a business to safeguard its assets, checks the accuracy and reliability of its accounting data, promotes operational efficiency, and encourages adherence to prescribed managerial policies.

nn. Just Compensation

A full and fair equivalent for the loss sustained by the owner as a result of taking or damaging of private property for educational purposes.

oo. Marginal (Or Excess) Land

Land bordering the right-of-way obtained or controlled to protect the school and its future improvements.

pp. Market Value

The highest price for which property can be sold in the open market by a willing seller to a willing purchaser, neither acting under compulsion and both exercising reasonable judgment.

qq. Negotiation

The process by which property is sought to be acquired for educational purposes through discussion, conference and final agreement upon the terms of a voluntary transfer of such property.

rr. Non-Revenue Receipts

Collections, other than revenue, such as receipts from loans, where the liability is recorded in the fund in which the proceeds are placed and receipts of recoverable expenditures.

ss. Objective Classification

A system of classifying actual or contemplated expenditures in prescribed terms of its physical or service characteristics as distinguished from the function or activities furthered thereby. The purpose of this classification is to permit analysis of obligations and expenditures according to types of articles or other items involved, e.g., personal service, materials and supplies, and so forth.

tt. Obligation

An authorized order, requisition or engagement that represents an expenditure of State funds incurred in compliance with statutory provisions.

uu. Open-End Encumbrance

An accounting procedure that sets aside available funds for goods and services automatically charged as part of a normal operating procedure without being ordered with a specific purchase order, to ensure the availability of funds when payment is requested.

vv. Option

A written agreement granting a privilege to acquire property or interest therein at a fixed price within a specified period.

ww. Outside Employees

Persons not regularly on the State's payroll; usually private attorneys employed as negotiators or acquisition agents.

xx. Performance Bond

The security required to be furnished by the contractor to guarantee completion of the work covered by the contract in conformity with the terms thereof.

yy. Personal Property

Contents of a store or a home or related items, which are not attached to the land or to the improvements on the land.

zz. Petty Cash System

A system for handling minor disbursements whereby a fixed amount of money, designated as petty cash, is set aside for this purpose. Disbursements are made from time to time as needed. At certain intervals, a claim for reimbursement is submitted for the amount disbursed, and the petty cash is replenished for the amount of the disbursements, usually by a check drawn on the fund or funds designated. The total of petty cash plus unreplenished disbursements must always equal the fixed sum of cash set aside.

aaa. Plans

All drawings or reproductions of drawings pertaining to the details of the contract work and which are made a part of the contract.

bbb. Project

The work performed or to be performed which is described in a Certificate of Necessity.

ccc. Purchase Agreement

The complete written agreement between the school district and the property owner signed by both parties setting out the total right-of-way granted and setting the total consideration paid therefore. Depending upon the procedures of the individual State, this document may be called a contract of sale, an option agreement, a deed, an easement, etc.

ddd. Purchase Order

A document that authorizes the delivery of specified merchandise or the rendering of certain service and shows the amount of funds authorized.

eee. Receiving Report

The fourth copy of a purchase order, used to indicate quantities actually received and matched against the invoice.

fff. Refund and Reimbursement Receipts (Expenditures Reducing Items)

Receipts that reduce expenditures in the current fiscal year must be coded 902. Expenditure reducing receipts of a prior fiscal year are coded 901.

ggg. Reimbursement

Cash or other assets received as a repayment of the cost of work or services performed; or of other expenditures made for, or on behalf of, a governmental agency or department.

hhh. Requisition

A written request, usually from sub-agency to the purchasing officer of the agency or between agencies, for specified articles or services.

iii. Retainage

That portion of progress payment which is withheld to insure proper completion of a project. Usually pertains to payments to contractors for construction in place.

jjj. Revenue

This term designates additions to the General fund or Special Funds as reported to the State Treasurer on the Cash Collection Report. Accounts in this category are credit balance accounts which represent additions to assets (usually cash or receivable) which do not increase a liability nor represent the recovery of an expenditure, and which do not correspondingly reduce an asset.

kkk. Special Fund

Any fund provided by legislative act which is restricted as to some special use of expenditures to the specific purposes designated by law and with respect to such funds. The term applies to all funds other than the General Fund.

iii. Unallotted Balance of Appropriation

An appropriation balance available for allotment.

mmm. Unencumbered Balance of Appropriation or Allotment

That portion of an appropriation or allotment not yet expended or encumbered; the balance remaining after deduction of the accumulated expenditures and outstanding encumbrances from the appropriation or allotment.

nnn. Unexpended balance of Appropriation or Allotment

That portion of an appropriation or allotment, which has not been expended; the balance remaining after deduction from the appropriation or allotment of the accumulated expenditures.

ooo. Unliquidated Encumbrances

Encumbrances outstanding.

ppp. Voucher

A document that evidences the authorized approval of transactions; often used in disbursing petty cash funds.

qqq. Work Order

A written order authorizing and directing the performance of certain specific work which is issued to the person who is to direct the work and will usually contain the following information and conditions: (1) an identifying number; (2) a complete and accurate description of the work to be performed; (3) the exact geographical location and limits; (4) any special specifications which must be observed; (5) a limitation as to amount; (6) a limitation as to time within which the work must be completed.