

**Charter School of New Castle**



**School-Wide Plan**

**Grades K – 8**

**2020-2021**

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**1. Describe your vision and mission for meeting academic, career, and personal needs of students.**

- Our **Vision** is Charter School of New Castle is a K-8 institution serving 760+ students. We are dedicated to acknowledging the learning differences of each individual child and nurturing the uniqueness of each family structure. We offer rigorous instruction directly aligned to the Common Core State Standards. One of our distinctive features is a targeted focus on reading, math and character development. Within our daily structure, we have created routine systems which allow additional instructional time in these focus areas. Additionally, we have two counselors who monitor and oversee the social and emotional needs of all students. We are committed to ensuring that students receive both the academic and personal skills needed to be college and career ready. We believe that the key to success is establishing clear systems and routines. From arrival to dismissal, students are expected to maintain the expectations of a guiding structured environment.
- Our **Mission** is to acknowledge the learning differences of each individual child and nurture the uniqueness of each family structure.

**2. a. List major needs you identified in your strategic planning.**

**2020-21:** Our strategic academically planning has been primarily designed for continuous tracking progress and monitoring. The instructional leadership team has looked closely at several key areas noted below and have created a plan to track progress across the course of 3-5 years and make adjustments accordingly. As we decided to take a page out of the DE ESSA plans and other successful districts it is important to allow a program time to develop and reassess as you go along. Historical reference notes that a successful reading program may require student to maintain foundational skills from Elementary to Middle School before the data reveals new success. It is our goal the following plan will continue to demonstrate student progress and academic growth.

Target Population: All
Needs: <b>Writing Focus</b>
<ul style="list-style-type: none"> <li>• K-2 Text Based Responses (text based answers) <ul style="list-style-type: none"> <li>○ Is this the best answer with text evidence?</li> <li>○ Paragraph Structure</li> </ul> </li> <li>• 3-4 Comprehension &amp; Response (RACE)</li> <li>• 5-8 Comprehension and Responses (RACE) for OEQ and essay development</li> </ul>
Input Method (survey, focus group, program inventory, interviews, etc.): Student Work/SBAC Responses
Root Causes: Student need more practice, “at bats” and exposure to strong curricular practices and quality of feedback to students. Teachers need to intentionally target essay components in regular instruction.
<i>In 2017-2020, the school renewed its focus on writing to address the root causes above. Feedback to student students regarding essays and writing structures should improve with consistent focus on writing.</i>
Data: Exit Tickets
Data Sources: Exit Tickets

Desired Program Outcomes:

K-4 Increase - in accurate responses on SBAC

5-8 Increase in accurate responses on essay development

Target Population: All

**Needs: Reading Comprehension**

- K-4 Using text evidence and mastering the basic STORY elements with fidelity.
- K-4 Responding to Error – Teachers recognizing that students are not providing a quality RETELL
- K-8 Using Data in Moment to Remedy Errors and Student Mastery of Standards
- 5-8 Weekly content meetings to review student data; responding to data in the moment

Input Method (survey, focus group, program inventory, interviews, etc.): Student Work/SBAC Responses

Root Causes: Lack of Consistent Academic Practices, Lesson Plan Deficiencies, Lack of Recording of Student Error (PE, C, L)

Data: Fountas & Pinnell (BAS system); Exit Ticket

Data Sources: Fountas & Pinnell (BAS system); Exit Ticket

Desired Program Outcomes:

K-4 We should see the errors addressed in the BAS system. Meet their component V goals. Increase of students reading on grade level and reaching their independent levels year to year

5-8 ELA teachers consistently track and respond to data in a cyclical manner. In order to improve this process, we added a third action plan cycle to ensure that the practice of responding to interim assessments happens immediately in the beginning of the school year. In addition, teachers meet weekly with school leaders/coaches to ensure that lessons are aligned to the breadth of the standard and to respond to any learning gaps shown in the data.

Target Population: Elementary School

**Needs: Reading Comprehension**

- K-4 Using text evidence and mastering the basic STORY elements with fidelity.
- K-4 Responding to Error – Teachers recognizing that students are not providing a quality RETELL

Input Method (survey, focus group, program inventory, interviews, etc.): Student Work/SBAC Responses

Root Causes: Lack of Consistent Academic Practices, Lesson Plan Deficiencies, Lack of Recording of Student Error (PE, C, L)

Data: Fountas & Pinnell (BAS system)

Data Sources: Fountas & Pinnell (BAS system)

Desired Program Outcomes:

K-4 We should see the errors addressed in the BAS system. Meet their component V goals. Increase of students reading on grade level and reaching their independent levels year to year.

Target Population: All

**Needs: MATH**

K-2 Increasing Math Fluency

K-8 Using Data in Moment to Remedy Errors and Student Mastery of Standards

K-8 Teachers will be using a clip board with power standards/scope and sequence –

K-4 PLC - Moving to another unit – did students master the standard before moving forward and it will be discussed at the PLC
5-8 Weekly meetings to review student data; responding to data in the moment
Input Method (survey, focus group, program inventory, interviews, etc.): Teacher feedback, student referrals, e-school and walk-through rubric
Root Causes: Consistent implementation of school system
Data: Walkthrough Data
Data Sources: MAP; Weekly Exit Tickets; Teachers creating an exemplar to test mastery
Desired Program Outcomes: Walkthrough Data (increase) MAP – Growth Targets & Student Data increases and exit ticket analysis.

Target Population: Tier 3 and Tier 2
<b>Needs: Response to Interevention</b>
K-4 <b>Tier movement and analyzing at every cycle.</b> Teachers need to own and identify which student Following F&P and IA – teachers will analyze students and move names based on data outcomes. Consistent group creating for small group pull out.
5-8 RTI groups will be restructured at the end of each cycle using data gathered from assessments
Input Method (survey, focus group, program inventory, interviews, etc.): EASY CBM
Root Causes: Accountability Structures/Holding Teachers Accountable to Following Schedule Calendaring Analysis Days Submit Groups to Leadership Team
Data: EASY CBM; Freckle/online program
Data Sources: MAP; Weekly Exit Tickets; Teachers creating an exemplar to test mastery
Desired Program Outcomes: 10-15% Fluid Movement from Tier 3 – Tier 2

Target Population: ALL (relevancy of typing skills and center small group experiences): Improve the use of technology in order to improve the academic achievement and digital literacy of all students.
<b>Needs: Digital Literacy</b>
K-2 During centers students would engage with laptops to complete online work such as Freckle. 5-8 Learning to Type program ( <a href="http://www.typing.com">www.typing.com</a> )
Input Method (survey, focus group, program inventory, interviews, etc.): Teacher feedback, tracking WPM in beginning and end of year and walk-through rubric
Root Causes: Consistent implementation of school system
Data: Tracking WPM (Beginning & End of Year) Walkthrough Data
Data Sources: Learning to Type program
Desired Program Outcomes: students would actively increase their WPM.

- School Connectedness, Family Literacy, Family Engagement and Well-Being - Not currently an issue

Target Population: All
<b>Needs: School Connectedness, Family Literacy, Family Engagement and Well-Being</b> (identify specific areas, if possible): Increase Family Participating Throughout Year
<ul style="list-style-type: none"> <li>• Reading Days/Read Aloud (Tri-mester)</li> <li>• Math Nights (Tri-mester)</li> <li>• Parent Days/Parent Breakfast</li> </ul>

<ul style="list-style-type: none"> <li>Grade Team Activities &amp; Community Meetings to Engage Students/Parents</li> </ul>
Input Method (survey, focus group, program inventory, interviews, etc.): Survey
Root Causes: N/A
Data: Sign In Sheet
Data Sources: Sign In Sheet
Desired Program Outcomes: We will see a rotating number 40-75 of students per

**2. b. Cite data used to identify the needs (Example: attendance data, race/ethnic, multicultural data, SES, drop-out suspension data, achievement data).**

The following data sources were used to identify the student needs cited in the strategic plan:

- Student Attendance- N/A (Will use Ed Insight)

School Year	Student Attendance (%)	
	Present	Absent
2015	93%	7%
2016	96%	4%
2017	96%	4%
2018	96%	4%
2019	94%	6%
2020	94%	6%

**Student Behavior**- School Disciplinary from “16-18” school year

School Disciplinary Action	2017-18	2018-19	2019-20
Suspensions	264	153	
Expulsions	0	1	0
School/DOE Crimes & Offenses	0	0	0

**Student Achievement**- SBAC Proficiency and Growth

# SBAC: 2016 – 2019; Year to Year Proficiency

	ELA 2016	Math 2017	Math 2018	Math 2019		ELA 2016	ELA 2017	ELA 2018	ELA 2019
3 <sup>rd</sup>	41%	42%	50%	46%		53%	34%	40%	29%
4 <sup>th</sup>	31%	47%	62%	62%		37%	48%	50%	49%
5 <sup>th</sup>	21%	21%	25%	41%		41%	51%	30%	38%
6 <sup>th</sup>	11%	21%	26%	23%		13%	35%	45%	43%
7 <sup>th</sup>	25%	32%	38%	28%		45%	25%	46%	40%
8 <sup>th</sup>	27%	37%	32%	34%		31%	42%	28%	40%
<b>Total</b>	<b>26%</b>	<b>33%</b>	<b>39%</b> (38.83)	<b>39%</b> (39)		<b>37%</b>	<b>39%</b>	<b>40%</b> (39.83)	<b>40%</b> (40.17)

## Professional Development – Outcomes (Teacher Coaching)

School Wide Data	17-18	18-19	19-20 COVID 19	Growth	TEF Cumulative Score	TEF Component V Rating (Satisfactory/Unsatisfactory)
Math	54%	79%	N/A	+ 25%	2.5-3.0	Satisfactory
ELA	38%	73%	N/A	+ 35%	2.5-3.0	Satisfactory

**Updates 2018/19:** *The Charter School of New Castle focused on percentage meeting their target growth goal for NWEA MAP. See chart above 2018-19 data.*

- School Connectedness, Family Literacy, Family Engagement and Well-Being – N/A
- School Connectedness, Communication – N/A

### **3. Describe staff and school needs that have been identified through your strategic planning efforts. Please reference data used to identify needs.**

Charter School of New Castle has shown an increase in academic achievement and academic growth for the last two consecutive years. In addition to outright proficiency, school success is also measured by student growth. Component V of the state metric for teacher accountability acknowledges the importance of student growth. Each student receives a performance target number that he or she must achieve, which represents appropriate academic growth for the academic school year. Charter School of New Castle continues to demonstrate student growth through multiple data, such as students meeting their growth targets on the state test as well as students meeting and exceeding growth targets on other assessments, such as MAP. During the 16-17, 17-18 and 18-19 school year Charter School of New Castle was ranked in the top 10 in both Math (5<sup>th</sup>) and Literacy (9<sup>th</sup>) growth with respect to the percentage of students who met their annual growth targets. In the 2018-19 school year, over 50% of the students achieved or exceeded their Component V target goals in SBAC and over 70% of the students met or exceeded their individual MAP growth targets. We anticipate receiving an overall rating of at least “approaching standards” with a continuous aim of achieving an overall rating of “meets” or “exceeds.”

Per the DeSSA platform, ELA proficiency was 40% which was 13% less than the State average (53%). Math proficiency was 39% which was slightly lower than the State average (44%). We have found that in addition to students entering the school levels below their peers, other root causes of student performance can be attributed to overall teacher candidate quality (teacher preparation programs and culturally-responsive approaches), as well as instructional data-capturing, such as stream-lining how data is captured within the lesson and norming how teachers respond to the data in the moment.

#### **4. List your strategic goals that are related to your student and staff/school needs.**

##### **1. PD: Elementary Goals**

- Data Tracker
  - Capturing in the moment information regarding mastery of concept.
- Measured - % of students listed weekly on tracker demonstrating a skill deficit
  - The above is aligned to student receiving Tier 3 RTI support
    - The goal is to see shifts in students moving from Tier 3 to Tier 2.
- Guided Reading
  - Students will move 1-2 reading levels per trimester
  - Measured - % of students' growth on F&P per trimester progress monitoring testing.
- 80% Utilizing RAACE during writing instruction
  - Restate & Answer Question
  - Cite Evidence & Explain in writing and while reading
- 80% Utilizing RAACE during math instruction
  - Students demonstrating increase of mastery on word problems based on state ICA/Interim Assessment.

##### **Middle Goals**

- 60% of students demonstrate mastery of standards on interim assessments; 60% of students meet SBAC growth target by the end of the school year
  - Teachers come to meetings prepared to accurately analyze data resulting in either creating or refining an action plan geared to close student gaps
  - Measured -
- 70% of students will meet MAP growth targets by the end of the school year
  - The above is aligned to student receiving Tier 3 RTI support
  - The goal is to see shifts in students moving from Tier 3 to Tier 2.
- Coaching Support
  - New intensive coaching program - instructional coach will pilot an intensive coaching cycle for teachers who need targeted support in executing foundational teaching strategies. Each cycle will last for 6-8 weeks and target a specific action step.

##### **Climate (Student Behavior) - Elementary Goals**

- 80% utilize choral response and rule of thirds in classroom an engagement best practice
- 80% will utilize show call to assist with students demonstrating proficiency with solving problems.  
Weekly Walkthrough Data
- 75% proficiency on above each tri-mester based rubric categories



- Staff will retain professional development materials for PD and reference during PLC. Topics of PLC will be derived from binder contents.
- **Discipline infractions range**
  - Level 1.5 – decrease 15% for 19-20 school year
  - Level 2/3 – Maintain the same level of referrals from 2018 (within 10-15%)
    - 90-95% teacher retention into (2018-19) school year
      - *Same goal from 17-18*
    - 90-95% Grade wide student retention/enrollment
- Routines and systems are approved by leadership team to supporting our academic initiatives.
  - Teachers will submit classroom systems guide which will be a part of the sub plans

**Middle Goals**

- 80% of students will meet ROAR classroom expectations (on task, follow classroom routines, in uniform, in compliance with electronic policy)
- 80% of transitions and dismissals will be quick, quiet and orderly
- 10% decrease in total Level 2 referrals

**2. Student Achievement (Both Schools Below)**

Elementary Goals	Middle School Goals
(INPUT) ▪ 90-100% will teach and eliminate down-time ▪ 75% of staff will be rated “effective” in Component 1 of TEF rubric (OUTCOME) ▪ 65% of Students are growing 15+ points on ICA State approved IA (2-4) ▪ 60% of students are performing proficiently on SBAC in ELA and Math (3-4) ▪ 60% of K proficient on end of year DOE grade goals.	(INPUT) • 100% of teachers bring 100% of sufficient data to weekly data meetings • 80% of teachers will reinforce ROAR classroom expectations (narrate the positive, what to do directions, reinforce classroom/school routines) (OUTCOME) • 60% will meet growth target on SBAC • 70% will meet growth target on NWEA MAP

**3. Technology Focus**

Learn to Type is an extensive digital literacy curriculum that offers the following:

- comprehensive keyboarding
  - engaging lessons, tests and games
  - Robust reporting
  - Full school & district administration tools
  - Customizable lessons
- computer basics & tech literacy
- online behavior & safety
- coding fundamentals
- career prep

Typing & Word per Minute Goal:



As a general rule, keyboarding speeds should be measured as “5 words per minutes (wpm) X grade level.” *Therefore, a student in fifth grade should have a goal of at least 25 words per minute and a sixth grade student should have a goal of 30 wpm.*

5th	25 WPM
6 <sup>th</sup>	30 WPM
7 <sup>th</sup>	35 WPM
8 <sup>th</sup>	40 WPM

## **5. Describe your strategic planning process.**

In order to meet the above goals, the leadership and academic support teams will use a combination of actual data from student assessments, rubrics and walkthroughs. Walkthroughs and environmental scan provide a big picture view of our academic culture and school wide culture. Following the walkthrough, the leadership team will then identify the gaps and compare those to actual data (referrals, student scores) to see if there is a correlation that needs to be addressed. As a team, we meet to discuss data (leadership and teachers, climate) to create goals/target areas. Once plan is finalized we review the plan with teachers, staff and parents to get their feedback and implement, if needed.

**Update:** The above is the set process followed at the Charter School of New Castle.

## **6. Describe your parent involvement policy and family compact. Attach a copy of the documents to this plan.**

See attached. (Appendix A and B)

## **7. Describe the staff development planned for staff.**

See attached (Appendix C) staff professional development schedules. In addition, we schedule an additional 5 professional days for staff throughout the school year.

## **8. Describe how your strategic plan will be evaluated and reported to families and other audiences.**

The school will notify families of the board meeting data and when the results of the strategic plan will be shared. Families are welcome to attend or may request a time to speak with school leadership about specific aspects of the plan. To a degree of when the activities are planned for the year we will engage in quick parent feedback. We will send out an “EOY” survey.

**The following data will be presented at the end of year board meeting and all families and staff will be invited to attend. Families may request a meeting with leadership to review the data if they cannot attend this meeting.**

- Description of the procedure that will be used to communicate student assessment results to families.
- Description of how data will be disaggregated and displayed for ease of understanding.
- Description of how statistically sound results will be attained and the manner in which this data will be communicated to the public so that it may be easily understood.
- The method of reporting evaluations of our plan to parents and other audiences.

**Update:** (Please see attachments below)

**Strategic Plan Goal 1: Professional Development (Elementary School)**

Objective (Focus Area)	End of Year Measures	Target Group	Aug. – Jan.	Feb. - June	Source and Amount of Funds
<p><b><u>Data Tracker &amp; Data Driven Instruction</u></b></p> <ul style="list-style-type: none"> <li>Capturing in the moment information regarding mastery of concept.</li> </ul>	<ul style="list-style-type: none"> <li>Measured - % of students listed weekly on tracker demonstrating a skill deficit</li> <li>The above is aligned to student receiving Tier 3 RTI support</li> </ul> <p>The goal is to see shifts in students moving from Tier 3 to Tier 2.</p>	K-4	<ul style="list-style-type: none"> <li>Each teacher will have a PD with specific goals set to support coaching</li> <li>60% of teachers will receive bi-weekly observation of instructional blocks with feedback around the content the tracker and outcomes.</li> </ul> <p><b>Online Learning:</b> In case on online distant learning: the goals above will be adjusted.</p>	<ul style="list-style-type: none"> <li>Each teacher will have a PD with specific goals set to support coaching</li> <li>90-100% of teachers will receive bi-weekly observation of instructional blocks with feedback around the content the tracker and outcomes.</li> </ul> <p><b>Online Learning:</b> In case on online videos will be reviewed and targeted PD will be provided.</p>	Local/State: No additional cost outside of salaries for leaders providing support and teachers.
<p><b><u>Guided Reading</u></b></p> <ul style="list-style-type: none"> <li>Students will move 1-2 reading levels per trimester</li> </ul>	Measured - % of students' growth on F&P per trimester progress monitoring testing	K-2 & RTI (3 <sup>rd</sup> Gr.)	<p>Each teacher will have a PD with specific goals set to support coaching</p> <ul style="list-style-type: none"> <li>60% of teachers will receive bi-weekly observation of instructional blocks with feedback around the content the tracker and outcomes.</li> </ul> <p><b>Online Learning:</b> In case on online distant learning: the goals above will be adjusted.</p>	<p>Each teacher will have a PD with specific goals set to support coaching</p> <ul style="list-style-type: none"> <li>90-100% of teachers will receive bi-weekly observation of instructional blocks with feedback around the content the tracker and outcomes.</li> </ul> <p><b>Online Learning:</b> In case on online videos will be reviewed and targeted PD will be provided.</p>	Local/State: No additional cost outside of salaries for leaders providing support and teachers.
<p><b><u>80% Utilizing RAACE during writing instruction</u></b></p> <ul style="list-style-type: none"> <li>Restate &amp; Answer Question</li> <li>Cite Evidence &amp; Explain in writing and while reading</li> </ul>	Measured each trimester and student data outcomes on open ended responses. Based on the rubric "Fall" scores would show a 30% increase in higher rubric scores.	K-4 School Wide	<p>80% Utilizing RAACE during writing instruction</p> <ul style="list-style-type: none"> <li>Restate &amp; Answer Question</li> <li>Cite Evidence &amp; Explain</li> </ul>	<p>80% Utilizing RAACE during writing instruction</p> <ul style="list-style-type: none"> <li>Restate &amp; Answer Question</li> <li>Cite Evidence &amp; Explain</li> </ul>	Please see above

<p><b>80% Utilizing RAACE during math instruction</b></p> <ul style="list-style-type: none"> <li>Students demonstrating increase of mastery on word problems based on state ICA/Interim Assessment.</li> </ul>	<p>Measured each trimester and student data outcomes on completion of problem solving and standard that is aligned to the word problems. Based on the rubric “Fall” scores would show a 30% increase in higher rubric scores.</p>	<p>K-4 School Wide</p>	<p>Based on the rubric “Fall” scores would show a 20% increase in higher rubric scores.  <b>Online Learning:</b> In case on online distant learning: the goals above will be adjusted.</p>	<p>Based on the rubric “Fall” scores would show a 30% increase in higher rubric scores.</p>	<p>Please see above.</p>
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**Strategic Plan Goal 1: Professional Development (Middle School)**

Objective (Focus Area)	End of Year Measures	Target Group	Aug. – Jan.	Feb. - June	Source and Amount of Funds
<p><b>Data Driven Instruction</b></p> <ul style="list-style-type: none"> <li>Capturing in the moment information regarding mastery of concept.</li> </ul>	<ul style="list-style-type: none"> <li>100% of teachers bring 100% of sufficient data to weekly planning/data meetings as denoted by the preparation checklist</li> <li>60% of students meet SBAC growth target</li> <li>70% of students meet MAP growth target</li> <li>The goal is to see shifts in students moving from Tier 3 to Tier 2.</li> </ul>	<p>5-8</p>	<ul style="list-style-type: none"> <li>Every teacher receives at least 3 observations and subsequent coaching sessions</li> <li>Every Math and ELA teacher participates in a weekly coaching/planning meeting</li> </ul> <p><b>Online Learning:</b> In case on online distant learning: staff data meetings will take place with some adjustments.</p>	<ul style="list-style-type: none"> <li>Every teacher receives at least 3 observations and subsequent coaching sessions (6 total)</li> <li>Every Math and ELA teacher participates in a weekly coaching/planning meeting</li> <li>60% of students meet SBAC growth target on the ICA</li> </ul>	<p>Local/State: No additional cost outside of salaries for leaders providing support and teachers.</p>

<p><b><u>Coaching Support</u></b></p> <ul style="list-style-type: none"> <li>New intensive coaching program - instructional coach will pilot an intensive coaching cycle for teachers who need targeted support in executing foundational teaching strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Each cycle will last for 6-8 weeks and target a specific action step.</li> </ul>	<p>New Teachers and Developing Teachers</p>	<p>30% of teachers will receive intensive coaching with a specific action step.</p> <p><b>Online Learning:</b> In case on online distant learning: the goals above will be adjusted.</p>	<p>60% of teachers will receive intensive coaching with a specific action step.</p> <p><b>Online Learning:</b> In case on online videos will be reviewed and targeted PD will be provided.</p>	<p>Local/State: No additional cost outside of salaries for leaders providing support and teachers.</p>
<p><b><u>School-Wide Professional Development</u></b></p>	<ul style="list-style-type: none"> <li>100% of teachers participate in meaningful professional development</li> </ul>	<p>Grades 5-8 instructors</p>	<ul style="list-style-type: none"> <li>Every teacher receives at least 3 observations and subsequent coaching sessions</li> <li>During every professional development day (4-6 per year), every core teacher will engage in <ul style="list-style-type: none"> <li>School-Wide “where are we headed” pd to discuss progress towards goals and school-wide trends</li> <li>Breakout subject-specific PD to discuss best practices for core content</li> <li>Culture PD focused on the key school areas: Culturally responsive instruction or Instructional PD responding to focus trends identified in weekly walkthroughs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Every teacher receives at least 3 observations and subsequent coaching sessions</li> <li>During every professional development day (4-6 per year), every core teacher will engage in <ul style="list-style-type: none"> <li>School-Wide “where are we headed” pd to discuss progress towards goals and school-wide trends</li> <li>Breakout subject-specific PD to discuss best practices for core content</li> <li>Culture PD focused on the key school areas: Culturally responsive instruction or Instructional PD responding to focus trends identified in weekly walkthroughs</li> </ul> </li> </ul>	

**Strategic Plan Goal 2: Climate/Student Behavior (Elementary School)**

Objective (Focus Area)	End of Year Measures	Target Group	Aug. – Jan.	Feb. - June	Source and Amount of Funds
<p><b><u>Elementary Goals Engagement</u></b></p> <ul style="list-style-type: none"> <li>80% utilize choral response and rule of thirds in classroom an engagement best practice</li> <li>80% will utilize show call to assist with students demonstrating proficiency with solving problems.</li> </ul> <p><b><u>Weekly Walkthrough Data</u></b></p> <ul style="list-style-type: none"> <li>75% proficiency on above each tri-mester based rubric categories</li> <li>Staff will retain professional development materials for PD and reference during PLC. Topics of PLC will be derived from binder contents.</li> <li>Discipline infractions range</li> </ul>	<ul style="list-style-type: none"> <li>80% utilize choral response and rule of thirds in classroom an engagement best practice</li> <li>80% will utilize show call to assist with students demonstrating proficiency with solving problems.</li> </ul>	All Students	<ul style="list-style-type: none"> <li>80% utilize choral response and rule of thirds in classroom an engagement best practice</li> <li>80% will utilize show call to assist with students demonstrating proficiency with solving problems.</li> </ul> <p><b>Online Learning:</b> In case on online distant learning: the goals above will be adjusted.</p>	<ul style="list-style-type: none"> <li>80% utilize choral response and rule of thirds in classroom an engagement best practice</li> <li>80% will utilize show call to assist with students demonstrating proficiency with solving problems.</li> </ul>	Local/State: No additional cost outside of salaries for leaders providing support and teachers.
<p><b><u>School Culture and Overall Maintenance of Discipline Data</u></b></p>	<ul style="list-style-type: none"> <li>Level 1.5 – decrease 15% for 19-20 school year</li> <li>Level 2/3 – Maintain the same level of referrals from 2018 (within 10-15%)</li> <li>90-95% teacher retention into (2018-19) school year</li> </ul> <p><i>Same goal from 17-18</i></p>	All students	Level 1.5 – decrease 5% T1	Level 1.5 decrease 5% T2/T3	

<p><b>Enrollment Initiatives</b></p>	<p>90-95% Grade wide student retention/enrollment Routines and systems are approved by leadership team to supporting our academic initiatives. Teachers will submit classroom systems guide which will be a part of the sub plans</p>		<p>N/A</p>	<p>Enrollment “Intent to Return” starting off in April (with 80%) and then moving toward goal of 90%</p>	
<p><b>Staff Professional Development and Use of Resources Throughout the Year as it relates to the above goals.</b></p>	<p>80% will support school wide goals:</p>	<p>Staff</p>	<p><b><u>Professional Development</u></b></p> <ul style="list-style-type: none"> <li>• 80% will support school wide goals: <ul style="list-style-type: none"> <li>- School Culture &amp; Student Culture</li> <li>- Staff Culture: Targeted PLC &amp; Data Driven Instruction</li> <li>- Instruction: Urgency/Pacing – Joy &amp; Rigor</li> </ul> </li> <li>• 80% will receive PD binder with resources for the year</li> <li>• 80% of staff will participate in PD “all in”</li> </ul> <p><b><u>Weekly Professional Development</u></b></p> <ul style="list-style-type: none"> <li>- PLC</li> <li>• 85-90% Team Leaders will follow protocol for weekly PLC topics and expectations</li> <li>• Weekly Protocol to Identify misconceptions &amp; errors</li> <li>• 90% of staff will utilize Tier 1 strategies as identified during summer PD related to “Strong Voice”</li> </ul> <p><b><u>Staff Responsibilities &amp; Expectations</u></b></p> <ul style="list-style-type: none"> <li>• 85% of teachers will sign and adhere to staff Code of Conduct,</li> </ul>	<p><b><u>Professional Development</u></b></p> <ul style="list-style-type: none"> <li>• 90% will support school wide goals: <ul style="list-style-type: none"> <li>- School Culture &amp; Student Culture</li> <li>- Staff Culture: Targeted PLC &amp; Data Driven Instruction</li> <li>- Instruction: Urgency/Pacing – Joy &amp; Rigor</li> </ul> </li> <li>• 90% will receive PD binder with resources for the year</li> <li>• 90% of staff will participate in PD “all in”</li> </ul> <p><b><u>Weekly Professional Development – PLC</u></b></p> <ul style="list-style-type: none"> <li>• 85-90% Team Leaders will follow protocol for weekly PLC topics and expectations</li> <li>• Weekly Protocol to Identify misconceptions &amp; errors</li> <li>• 90% of staff will utilize Tier 1 strategies as identified during summer PD related to “Strong Voice”</li> </ul> <p><b><u>Staff Responsibilities &amp; Expectations</u></b></p> <ul style="list-style-type: none"> <li>• 85% of teachers will sign and adhere to staff Code of Conduct,</li> </ul>	<p>Local/State: No additional cost outside of salaries for leaders providing support and teachers.</p>



			<p>Teaching Roles and Responsibilities, Parent Interaction, and School-Wide Communication</p> <ul style="list-style-type: none"> <li>• All staff will have a copy on non-instructional daily calendars</li> <li>• 100% of parents will have orientation around Code of Conduct and “Day in the Life” expectations</li> <li>• 100% of students will participate in a “school wide boot camp” to review school routines &amp; expectations, Behavior Matrix and ROAR Expectations and PBIS program</li> </ul>	<p>Teaching Roles and Responsibilities, Parent Interaction, and School-Wide Communication</p> <ul style="list-style-type: none"> <li>• All staff will have a copy on non-instructional daily calendars</li> <li>• 90% of parents will participate in quarterly report card meetings.</li> <li>• 90-95% will adhere to the school routines &amp; expectations, Behavior Matrix and ROAR Expectations and PBIS program</li> </ul> <p><b>Online Learning:</b> In case on online videos will be reviewed and targeted PD will be provided.</p>	
<p><b>School Culture: Positive Behavior/Character Count System</b></p>	<ul style="list-style-type: none"> <li>• Discipline infractions range <ul style="list-style-type: none"> <li>- Level 1.5 – decrease 15%</li> <li>- Level 2/3 – decrease 15%</li> </ul> </li> <li>• 95-100% teacher retention into 2017-2018 school year</li> <li>• 90-95% Grade wide retention enrollment</li> </ul>	Students/Staff	<ul style="list-style-type: none"> <li>• System (PBIS) across school <ul style="list-style-type: none"> <li>- 70% of students will attend Habits Celebration</li> <li>- Discipline infractions will decrease 10% from Aug. to Nov.</li> </ul> </li> <li>• Process for each time there’s a discipline infraction or persistent issue will be implemented by Culture team and communicated back to the homeroom teacher</li> </ul> <p><b>Morning Meeting</b></p> <ul style="list-style-type: none"> <li>• 70% of student master morning meeting expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of Habits System (PBIS) across school <ul style="list-style-type: none"> <li>- 80% of students will attend Habits Celebration</li> <li>- Discipline infractions will decrease 10% from Nov. to Feb.</li> </ul> </li> <li>• Process for each time there’s a discipline infraction or persistent issue will be implemented by Culture team and communicated back to the homeroom teacher</li> </ul> <p><b>Morning Meeting</b></p> <ul style="list-style-type: none"> <li>• 80% of student master morning meeting expectations</li> </ul>	Title 1: Salaries of Culture Staff \$145,562.11

**Strategic Plan Goal 2: Climate/Student Behavior (Middle School)**

Objective (Focus Area)	End of Year Measures	Target Group	Aug. – Jan.	Feb. - June	Source and Amount of Funds
<b><u>School Systems</u></b>	80% of transitions and dismissals are quick, quiet and orderly	Culture Team	60% -70% of transitions and dismissals are quick, quiet and orderly	70% - 80% of transitions and dismissals are quick, quiet and orderly	Title 1: Salaries of Culture Staff \$277,277.33
<b><u>School Incentive System</u></b>	80% of students meet ROAR expectations daily	Culture Team	60% -70% of students meet ROAR expectations daily	70 - 80% of students meet ROAR expectations daily	Same as above
<b><u>School Behavior</u></b>	Student Behavior Decrease level 2 referrals by10%	Culture Team	Compared to 2018-2019 baseline T1 – 50 referrals less T2 – 40 referrals less T3 – 40 referrals less	Compared to 2018-2019 baseline T1 – 50 referrals less T2 – 40 referrals less T3 – 40 referrals less	Same as above
<b><u>Enrollment</u></b>	90-95% Grade wide student retention/enrollment Routines and systems are approved by leadership team to supporting our academic initiatives. Teachers will submit classroom systems guide which will be a part of the sub plans	Operations Team	NA	Enrollment “Intent to Return” starting off in April (with 80%) and then moving toward goal of 90%	

**Strategic Plan Goal 3: Student Achievement (Elementary School)**

Objective (Focus Area)	End of Year Measures	Target Group	Aug. – Jan.	Feb. - June	Source and Amount of Funds
Focused Instructional Blocks: Standard/Student Mastery <b><u>INPUT PLAN</u></b>	<ul style="list-style-type: none"> <li>90-100% will teach and eliminate down-time</li> <li><b><u>OUTCOME</u></b></li> <li>75% of staff will be rated “effective” in Component 1 of TEF rubric</li> <li>65% of Students are growing 15+ points on ICA State approved IA (2-4)</li> <li>60% of students are performing proficiently on SBAC in ELA and Math (3-8)60% of K proficient on</li> </ul>	Instructional Staff/Students	<ul style="list-style-type: none"> <li>All teachers will be provided a common lesson plan template.                             <ul style="list-style-type: none"> <li>- Feedback provided weekly</li> </ul> </li> <li>All staff will use a data tracker for daily lesson data captured.</li> <li>Model lessons will be uploaded onto the school Google Drive to support struggling planners</li> </ul>	<ul style="list-style-type: none"> <li>All teachers will be provided a common lesson plan template.                             <ul style="list-style-type: none"> <li>- Feedback provided weekly.</li> </ul> </li> <li>All staff will use a data tracker for daily lesson data captured.</li> <li>Model lessons will be uploaded onto the school Google Drive to support struggling planners</li> </ul>	Local/State: No additional cost outside of salaries for leaders providing support and teachers.

	end of year DOE grade goals.				
Focused Instructional Blocks: Standard/Student Mastery <u>INPUT PLAN</u>	(INPUT) <ul style="list-style-type: none"> <li>75% of teachers will develop targeted CFU's that align with the above &amp; standard within unit.</li> <li>Teams meet in their subject planning meetings to discuss the objectives and review learning gaps.</li> <li>75% of teachers will score proficient on walkthrough form; this form provides data on teaching excellence framework.</li> <li>(OUTCOME)65% will meet growth target on SBAC</li> <li>65% will meet growth target on NWEA MAP</li> </ul>	Instructional Staff/Students	<ul style="list-style-type: none"> <li>100% of classrooms will collect daily assessment (exit ticket, work sample, observation notes) aligning to CCSS and/or interim assessment</li> <li>Assessment data will be used to support small group instruction structure and planning</li> <li>Evaluation and reflection on assessments will be done: <ul style="list-style-type: none"> <li>Bi-Weekly in Grade Team Meetings</li> <li>Bi-Weekly in Coaching Sessions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>100% of classrooms will collect daily assessment (exit ticket, work sample, observation notes) aligning to CCSS and/or interim assessment</li> <li>Assessment data will be used to support small group instruction structure and planning</li> <li>Evaluation and reflection on assessments will be done: <ul style="list-style-type: none"> <li>Bi-Weekly in Grade Team Meetings</li> <li>Bi-Weekly in Coaching Sessions</li> </ul> </li> </ul>	Local/State: No additional cost outside of salaries for leaders providing support and teachers.

**Strategic Plan Goal 3: Student Achievement ( Middle) Teacher Accountability Tool**

Execution/Assessment	70% of students will hit their MAP growth target	Instructional Team	MAP Growth Targets T1 – baseline; T2 – 60%; T3 – 70%	MAP Growth Targets T1 – baseline; T2 – 60%; T3 – 70%	Local/State: No additional cost outside of salaries for leaders providing support and teachers.
Execution/Assessment	Math/ELA Teachers :  60% of students will hit the their SBAC growth target  100% of teachers will bring sufficient target data to 100% of meetings	Instructional Team	Interim Assessment #2 – 45% of students will be proficient/advanced  Exit Ticket Mastery – 75% of students will demonstrate content mastery on assigned standard  Preparation Checklist – T1- 60%; T2 – 80%; T3 – 100%	Interim Assessment #2 – 45% of students will be proficient/advanced  Exit Ticket Mastery – 75% of students will demonstrate content mastery on assigned standard  Preparation Checklist – T1- 60%; T2 – 80%; T3 – 100%	
Execution/Assessment	Science/Social Studies/Special Teachers: 60% of students will demonstrate  15% of growth from the pre to post test on Performance Plus for SCI and SS  50% of students will double their baseline score on the Performance Plus test for Specials	Instructional Team	Exit Ticket/Assessment Mastery – 75% of students will demonstrate content mastery on assigned standard	Exit Ticket/Assessment Mastery – 75% of students will demonstrate content mastery on assigned standard	

## **EXHIBIT A: Parental Involvement Policy**

### **Parent Involvement Policy**

#### **Goal**

We are dedicated to supporting the academic and social development of our students and aim to involve their families and our community in the learning process of each of our students. We believe that parent investment and involvement with our school is paramount to the success of our school and the growth of our students. We aim to involve our parents in a meaningful way through a productive partnership that promotes the best possible education for our students.

Parent involvement activities are integrated into our school model. CSNC some of those core elements are explained below.

#### Regular Communication with Parents

In order to build consistent and effective communication between the home and the school and to communicate effectively and in a timely manner with parents, regular communication will include the following:

Academic Calendar	Weekly Parent Bulletins
Special Event/Reminder Notices	Interim Progress Reports and Report Cards
2 required Parent-Teacher Conferences	Family Academic Nights
School Assemblies (Parents Invited)	Vision Contracts
Annual Title 1 Meeting	
Individualized phone calls and invitations from teachers to parents	

Additionally, parents will be involved in annually reviewing the Parental Involvement Policy, the School Parent Compact, and other parent notices through our parent groups and their meetings. All associated materials are distributed to parents and made available through our main office.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, CSNC will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents

#### Title 1 Parent Meetings

CSNC will hold an annual Title I meeting with parents to inform them of the school's participation in the program and to explain its requirements and parents' right to be involved. Parents will be notified via school bulletin and school blasts. The meeting will be held after school in an attempt to accommodate work schedules of our families. Parents will be encouraged to help organize, plan, and review the Title I programs for improvement purposes consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).

If the school's plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of CSNC the school will submit any parent comments with the plan when the school submits the plan to the Delaware Department of Education.

The school will conduct an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the school including identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). CSNC will use the findings of the evaluation to design strategies for more effective parental involvement. If necessary, the school will revise the parent policy based on these evaluations. The review of the parental involvement plan will be accomplished through the following:

- Parent group meetings
- Distribution of the school's parental involvement plan for comment via parent bulletin
  - Copies will be made available at the school upon request and will be offered in languages that are suitable for our population (if necessary).
- Annual Title 1 meeting where parents will be given the opportunity to provide feedback

### **Parent Meetings**

These are opportunities to help parents understand how to support their children's academic efforts & social development. They provide parents with techniques and strategies that they may utilize to improve their child's academic success and to assist their children in learning at home. The school will offer flexible meeting times for parents in order to accommodate schedules of all families.

Charter School of New Castle (CSNC) will provide professional development to assist the teachers, staff and leadership team on how to communicate with, and work with parents as equal partners.

### **Homework**

Homework is assigned to every student (4 -5 times per week) including short and long holiday breaks. Homework serves a number of purposes: to practice and extend classroom learning, to develop responsibility and work habits, and to provide parents and opportunity to interact with their children and their education. Parents can support the school and their child's success by helping with homework in the following ways:

- Provide a consistent, silent, and uninterrupted environment (free from TV, phone family noise, games, etc.) for your child to complete his/her homework each night.
- Make sure your child completes their homework every night checking for completion not accuracy, and encouraging your child to ask for help, then providing such support in an appropriate way.
- Help your child get organized. Remind him/her to bring home the necessary materials: binder, pencils, paper, etc.
- Show genuine interest in what your child does at school.
- Contact the teacher if your child has difficulty understanding an assignment.

### **Citizenship and Student Behavior**

- Students are to display good character in the cafeteria, on the playground, on the bus, and in the classroom.
- Staff and parents should work together to help children understand the meaning and importance of good character. Specific rights, rules and responsibilities regarding student behavior are detailed in the Student Code of Conduct. Each student is provided a link to the student handbook online or may request a physical copy.

### **Visitations**

Our school welcomes any parent who wishes to visit our school to volunteer or support following the guidelines as listed below:

- Schedule your visit with a school leader and classroom teacher at least 24 hours in advance
- The day you visit, stop by the office to sign in as a visitor and receive a visitor's badge.
- Accept the escort of a member of the leadership and/or climate team during your visit
- When in the classroom, do not engage the teacher in conversation that would prevent her/him from supervising and interacting with the students.

### **Parent Participation**

Parents are urged to get involved with the parent working group (PWG), to help volunteer in school activities and support school events.

Notices about meetings and of the activities listed below will be sent home regularly. Parents wishing to participate may contact the school office to volunteer or can normally just show up at the announced time and place.

- Board Member, Parent Representative
- PWG
- Success Plan Team: Meet with leaders and teachers to help devise annual school improvement plan
- Family Academic Nights
- Winter & Spring Programs
- Art Fair/Talent Show
- School Site Activities
- School/Classroom Volunteer

### **Telephone Communication**

We encourage communication between parents and teachers. However, because of their teaching responsibilities, teachers will not be available to answer calls during instructional hours; Elementary (8:00 am – 3:30 pm), Middle School (7:45 am – 2:20 pm). If you would like to talk with the teacher about your child, we will connect you to their voicemail, and you will receive a callback from the teacher when his/her teaching responsibilities are concluded. Parents are also encouraged to e-mail teachers at: first initial of teacher's first name, teacher's last name followed by @csnc.k12.de.us (example: alex.smith@csnc.k12.de.us)

## Appendix B: Parent Compact

### TEACHER'S COMMITMENT:

I fully commit to Charter School of New Castle (CSNC) in the following ways:

- 1.) I will arrive at CSNC every day by 7:30 MS and 8:30 am ES.
- 2.) I will remain at CSNC until the end of each school day.
- 3.) I will always teach in the best way I know how and I will do **whatever it takes** for my students to learn. This means I will prepare incredible lessons and assessments in advance, give feedback in a timely manner, and work productively with my team.
- 4.) I will always make myself available to students, parents, and any concerns they might have during school hours and I will return all correspondence within one school day.
- 5.) I will always do my best to make sure my students and parents feel valued and respected.
- 6.) I will always think highly of my students, speak to them in a positive way and give feedback in a constructive manner.
- 7.) I will always protect the safety, interests, and rights of all individuals in my classroom.
- 8.) I will always act, behave and think in the best manner to ensure that my students can accomplish their vision.

X \_\_\_\_\_

### SCHOOL'S COMMITMENT:

In addition to the teacher's commitments, as the school leader I also commit to Charter School of New Castle (CSNC) in the following ways:

- 1.) I will coach, support and train our teachers in the best way I know how and I will do **whatever it takes** to make them the best educators possible. I will work with them to ensure lessons and instruction are high quality for all students, regardless of their level.
- 2.) I will ensure that the learning environment in our school is conducive to all students' academic achievement.

X \_\_\_\_\_

### PARENTS' /GUARDIANS' COMMITMENT:

I fully commit to Charter School of New Castle (CSNC) in the following ways:

- 1.) I will make sure my child arrives at CSNC or their bus stop in time to be in his/her classroom seat by 8AM MS and 8:30 am ES.
- 2.) I will make arrangements so my child can remain at CSNC for the full school day.
- 3.) I will always help my child in the best way I know how and I will do **whatever it takes** for him/her to learn.
- 4.) I will always make myself available to my child, the school, and any concerns they might have.
- 5.) I will allow and encourage my child to go on CSNC field trips.
- 6.) I will make sure my child comes to school in uniform every day and follows the student code of conduct. If my child is going to be absent, I will call the main office in the morning.
- 7.) I will attend three Vision Plan meetings during the school year with my child's advisor. I will take ownership for my child's data by looking at E-School regularly, and reaching out proactively to teachers when I have questions or concerns. I will also make arrangements to attend all individual or small group meetings that the school requests of me.
- 8.) I understand that my child must follow the CSNC rules so as to protect the safety, interests, and rights of all individuals in the classroom, school bus and on any school activity. I, not the school, am responsible for the behavior and actions of my child.
- 9.) I will always act, behave and think in the best manner so that my child can accomplish their vision.

X \_\_\_\_\_

### STUDENT'S COMMITMENT:

I fully commit to Charter School of New Castle (CSNC) in the following ways:

- 1.) I will be in my classroom seat every day by 8AM MS and 8:30 am ES. I will be in all of my classes throughout the day on time, be fully engaged and ready to learn.
- 2.) I will remain at CSNC for the full school day and I will reach out if I need extra help.
- 3.) I will always work, think, and behave in the best way I know how and I will do **whatever it takes** for me and my fellow students to learn. This also means that I will complete all my homework every night, I will raise my hand and ask questions in class if I do not understand something.
- 4.) I will always make myself available to my parents, teachers, and peers and any concerns they might have. If I make a mistake, this means I will tell the truth and accept responsibility for my actions.
- 5.) I will always behave so as to protect the safety, interests, and rights of all individuals in the classroom, school bus and on any school activity. This also means that I will accept feedback and give everyone my respect.
- 6.) I will come to school in uniform every day and follow the student code of conduct.
- 7.) I am responsible for my own behavior and I will follow all the teachers' directions.
- 8.) I will always act, behave and think in the best manner so as to accomplish my vision.

X \_\_\_\_\_

Note: The commitments above drive the success of students at the Charter School of New Castle. Our mission/vision establishes a platform for parent partnership. Your adherence to the above makes a difference in the overall outcomes for all students. Failure to support the above initiatives may impact overall student outcomes.

**Charter School of New Castle  
Elementary School Faculty Summer Orientation 2020-2021 “Year of Simplicity”**

**Join Zoom Meeting**

<https://us04web.zoom.us/j/72016598406?pwd=aCtQRWJJVm9lQWx0azFJeFlJUEluUT09>

**Meeting ID: 720 1659 8406**

Passcode: RD8bdL

**All Teacher - Orientation**

<b>Monday - Aug 24<sup>th</sup></b>	<b>Tuesday - Aug 25<sup>h</sup></b>	<b>Wednesday - Aug 26<sup>th</sup></b>	<b>Thursday - Aug 27<sup>th</sup></b>	<b>Friday - Aug 28<sup>th</sup></b>
<i>Welcome Back!</i>	<i>School Culture</i>	<i>School Culture</i>	<i>School Culture/Academic &amp; Instruction</i>	<i>School Academic &amp; Instruction</i>
<p><b>8:30AM-12PM</b></p> <ul style="list-style-type: none"> <li>Ops/Tech/HR (All Updates)</li> </ul> <p><b>9:30-10AM</b></p> <ul style="list-style-type: none"> <li>Inspiration from DE Charter Office – Wafa Hozien</li> </ul> <p><b>10:15-12PM</b></p> <ul style="list-style-type: none"> <li>Year of Simplicity Framing School Year and Sharing New Goals.</li> </ul> <p><u>Afternoon Responsibilities</u></p> <p><b>1-3PM Work Time</b></p> <ul style="list-style-type: none"> <li>Reflect on details from PD.</li> <li>Reach out to parents either phone/zoom to establish a connection for the year and scholar is all set.</li> </ul> <p><i>Breaks will be built-in intermittently via zoom)</i></p>	<p><b>8:30-12PM</b></p> <ul style="list-style-type: none"> <li>Culture Part 1: “Trauma-Informed Resilient Schools”                             <ul style="list-style-type: none"> <li>Direct Steps 1-3</li> </ul> </li> </ul> <p><u>Afternoon Responsibilities</u></p> <p><b>1-3PM Work Time</b></p> <ul style="list-style-type: none"> <li>Reflect on details from PD.</li> <li>Reach out to parents either phone/zoom to establish a connection for the year and scholar is all set.</li> </ul> <p><i>(Breaks will be built-in intermittently via zoom)</i></p>	<p><b>8:30-10AM</b></p> <ul style="list-style-type: none"> <li>IXL and EdCite K-8 Training <i>(new Zoom link to be sent)</i></li> </ul> <p><b>10:15-12PM</b></p> <ul style="list-style-type: none"> <li>Culture Part 2: “Trauma-Informed Resilient Schools”                             <ul style="list-style-type: none"> <li>Direct Steps 4-6</li> </ul> </li> </ul> <p><u>Afternoon Responsibilities</u></p> <p><b>1-3PM Work Time</b></p> <ul style="list-style-type: none"> <li>Reflect on details from PD.</li> <li>Reach out to parents either phone/zoom to establish a connection for the year and scholar is all set.</li> </ul> <p><i>(Breaks will be built-in intermittently via zoom)</i></p>	<p><b>8:30-9:30MIN</b></p> <ul style="list-style-type: none"> <li>Final - Culture Review with Trauma Informed Practices</li> </ul> <p><b>9:45AM-12PM</b></p> <ul style="list-style-type: none"> <li>Academics: Being A Master Teacher and Blended Learning</li> </ul> <p><u>Afternoon Responsibilities</u></p> <p><b>1-3PM Work Time</b></p> <ul style="list-style-type: none"> <li>Reflect on details from PD.</li> <li>Reach out to parents either phone/zoom to establish a connection for the year and scholar is all set.</li> </ul> <p><i>(Breaks will be built-in intermittently via zoom)</i></p>	<p><b>8:30-12PM</b></p> <ul style="list-style-type: none"> <li>Academics: Differentiation in a virtual world.</li> </ul> <p><u>Afternoon Responsibilities</u></p> <p><b>1-3PM Work Time</b></p> <ul style="list-style-type: none"> <li>Reflect on details from PD.</li> <li>Reach out to parents either phone/zoom to establish a connection for the year and scholar is all set.</li> <li><b>Begin to create (1) 15MIN and (1) 15MIN for a sub file.</b></li> </ul> <p><i>(Breaks will be built-in intermittently via zoom)</i></p>



## Leadership Team Yearly Work Plan

<b>Role/Title</b>	<b>Key Management Areas</b>
<b>Executive Director</b>	<ul style="list-style-type: none"> <li>• School vision-setting and goal management (overall school growth) and School marketing</li> <li>• Management/support all School Departments               <ul style="list-style-type: none"> <li>○ Instruction (data cycle; science/social studies collaboration)</li> <li>○ Climate (escalated concerns – see below)</li> <li>○ Spec Ed (ensuring compliance and department growth)</li> <li>○ Mental Health Team</li> <li>○ Operations</li> </ul> </li> <li>• Board Liaison Business Management               <ul style="list-style-type: none"> <li>○ Finance/HR/Technology/Talent Recruitment</li> </ul> </li> <li>• Escalated instruction, management concerns and discipline concerns (principal hearings, expulsion, police department involvement, etc.)</li> <li>• DOE reporting</li> </ul>
<b>Assistant Principal (Culture)</b> <ul style="list-style-type: none"> <li>• Substitutes/Data Service Management</li> <li>• Testing/Tech and Ops Support</li> <li>• Mentorship Program (?)</li> </ul> Report Card/Progress Report and gradebook management	<ul style="list-style-type: none"> <li>• School vision-setting and goal management (overall school growth)</li> <li>• Climate &amp; Culture Department               <ul style="list-style-type: none"> <li>○ School Wide Systems &amp; Routines (as related to Culture)                   <ul style="list-style-type: none"> <li>▪ Suspension and Referral Management</li> <li>▪ Character Development Program &amp; JAG</li> </ul> </li> <li>○ Parent Engagement &amp; Events (as related to Culture)</li> <li>○ Grades K-1 – Team Lead Management; accelerated discipline concerns (K-4) (discipline hearings, etc)</li> <li>○ School-wide Culture &amp; Climate Systems</li> </ul> </li> <li>• Instruction               <ul style="list-style-type: none"> <li>○ ELA and Math Data Cycle &amp; RTI &amp; Full School ELA Support</li> </ul> </li> <li>• DOE Reporting &amp; Grant Management (21 C Report Management/Coordinator)</li> </ul>
<b>Assistant Principal (Instruction)</b> <ul style="list-style-type: none"> <li>• Substitutes/Data Service Management</li> <li>• Testing/Tech and Ops Support</li> <li>• Mentorship Program (?)</li> </ul> Report Card/Progress Report and gradebook management	<ul style="list-style-type: none"> <li>• School vision-setting and goal management (overall school growth)</li> <li>• Academic Department               <ul style="list-style-type: none"> <li>○ School Wide Systems &amp; Routines (as related to Academic)                   <ul style="list-style-type: none"> <li>▪ Failures &amp; Grade Book</li> <li>▪ Team Leader Support &amp; Professional Learning Community (DATA program Lead)</li> </ul> </li> <li>○ Parent Engagement &amp; Events (as it relates to K-4 ELA/MATH)</li> <li>○ Grades 2-4 – Team Lead Management; accelerated discipline concerns (discipline hearings, etc)</li> <li>○ School-wide Academic Systems</li> </ul> </li> <li>• Instruction               <ul style="list-style-type: none"> <li>○ ELA and Math Data Cycle &amp; RTI &amp; Full School ELA Support</li> </ul> </li> <li>• DOE Reporting (AP Development &amp; Support of other APs)</li> </ul>
<b>Dean of Students</b>	<ul style="list-style-type: none"> <li>• Climate Team Goal Tracking &amp; Behavior Specialist Management               <ul style="list-style-type: none"> <li>○ ISS Program - JAG/Mentorship program</li> </ul> </li> <li>• Phase I and II of Behavior Concerns not requiring escalation</li> <li>• Transportation concerns/response</li> </ul>