

Delaware Education Plan Update



December 2011

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Delaware's education plan is the product of the 2009 strategic plan and the Race to the Top plan

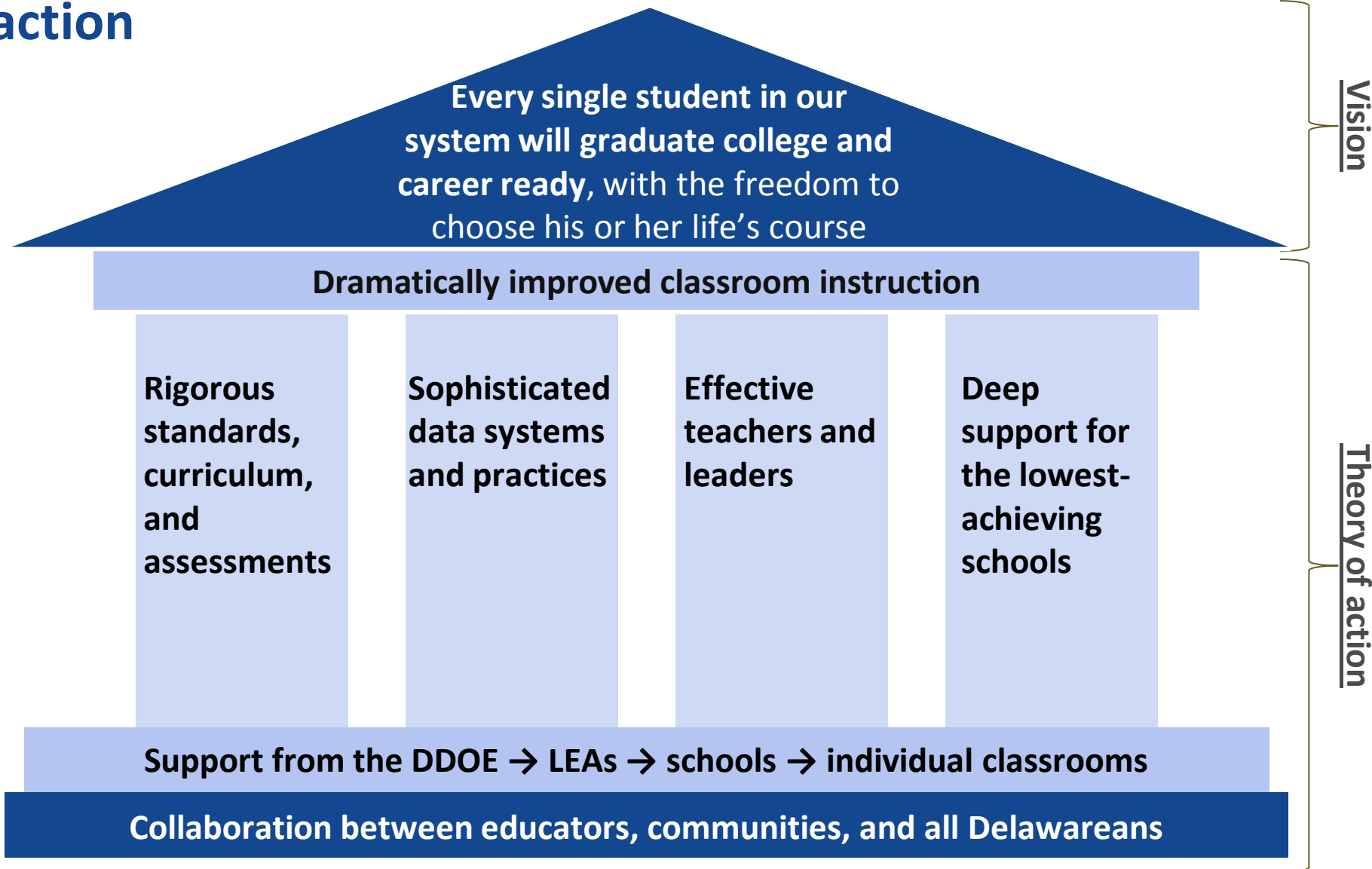
The 2009 strategic plan, created with the input of more than 150 educators, parents, community members, funders and supporters, is the blueprint for reform

The Race to the Top plan provides more detail to that blueprint, and funding to catalyze implementation



Single education plan
for improving outcomes for Delaware's students

Delaware's plan is based on a clear vision and theory of action



Throughout the 2010-11 school year, DDOE supported districts in developing their own aligned plans

Chiefs' Meetings and Workshops

- **Re-purposed Chiefs meetings**, which included additional district leaders and focused on professional development related to DE's education plan (*7 total*)
- **County workshops**, which provided technical assistance and time for district teams to collaborate on plan development (*12 total/4 per county*)
- **Optional additional workshops** on key plan components (*3 total*)

Liaisons and Facilitators

- **A dedicated liaison and facilitator for each district**, available to meet with the district as needed (24 staff members, primarily DOE Directors and Leadership)

School Visits

- **Visits to high-performing schools** featuring RTTT-like initiatives, in partnership with the Rodel Foundation (*6 full-day visits*)

Resources and Examples

- **An online portal for all resources**, including a revised plan template, a detailed plan rubric, sample completed plans and a list of sample activities
- **Examples from Delaware districts**, including 9 district presentations at Chiefs' meetings and 6 districts' follow-up work posted online

Plan Feedback and Revision

- **Detailed feedback and ratings** for different sections/drafts of plans (4 separate submissions with corresponding feedback and ratings)
- **Individual phone calls/meetings with Secretary Lowery** (4 per district)

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Activities across all LEAs

Statewide LEA Activities*

Rigorous Standards, Curriculum & Assessments

- Align curriculum with Common Core Standards
- Provide advanced coursework and target students for enrollment
- Support students in advanced coursework

Sophisticated Data Systems & Practices

- Provide 90 minutes of weekly collaborative time for teachers
- Implement an instructional improvement system

Effective Teachers & Leaders

- Forecast hiring needs and target hiring to the most effective educator preparation programs
- Increase the concentration of highly-effective educators in high-need schools
- Use educator evaluations as a primary factor in educator development, promotion, advancement, retention and removal
- Align professional development with evaluations and prioritize effective PD
- Establish a teacher-leader position in each high-need school
- Develop building leaders' instructional leadership

Deep Support for the Lowest-Achieving Schools

- Provide support to the lowest-achieving schools
- Engage families and communities effectively in supporting students' academic success

* This list is not exhaustive, and it does not include LEA requirements to use statewide initiatives (e.g., data coaches, central hiring website)

Notable district initiatives

Rigorous standards, curriculum, and assessments

- **Create a Freshman Academy** at the high school (Caesar Rodney)
- **Adopt Singapore Math** and a district-wide STEM program (Brandywine)
- **Offer a pre-AP Institute** (Cape Henlopen)
- **Offer “Project Lead the Way”** Bio-Medical courses (NCCVT)
- **Provide AP and SAT preparation courses** (Smyrna)

Sophisticated data systems and practices

- **Design “Data Day” sessions** and utilize a data specialist (Indian River)
- **Provide 140 minutes of common planning time** per week and institute teacher-run PD (Polytech)
- **Provide an instructional achievement specialist** and training to support Professional Learning Communities (Laurel)

Effective teachers and leaders

- **Enhance new teacher mentoring** (Capital)
- **Increase principals’ instructional leadership** with a School Administrative Manager (Lake Forest)
- **Assign Academic Deans to ten schools** to focus on instruction and evaluation of teachers (Red Clay)
- **Develop and implement a Teacher Leadership Academy** (Sussex Tech)

Deep support for the lowest-achieving schools

- **Conduct school success reviews** at the lowest-achieving schools (Appoquinimink)
- **Redesign high school programs**, including a new partnership with Penn Farm (Colonial)
- **Adopt a school-within-a-school model** at the high school (Seaford)
- **Provide additional home support** for students from low-income families (Woodbridge)

Collaboration between educators, communities, and all Delawareans

- **Create a “Parent University”** (Christina)
- **Use an electronic system to track family engagement** and link engagement to student achievement (Delmar)
- **Establish community liaison centers** at two major work sites (Milford)

District Plan Overviews

All districts have one-page overviews in the following format:

[District Name]

Needs identified and addressed through Race to the Top:

Major initiatives and investments

Other innovations within the plan:

All overviews and plans are available on the DDOE website:

http://www.doe.k12.de.us/rttt/dist_planning.shtml

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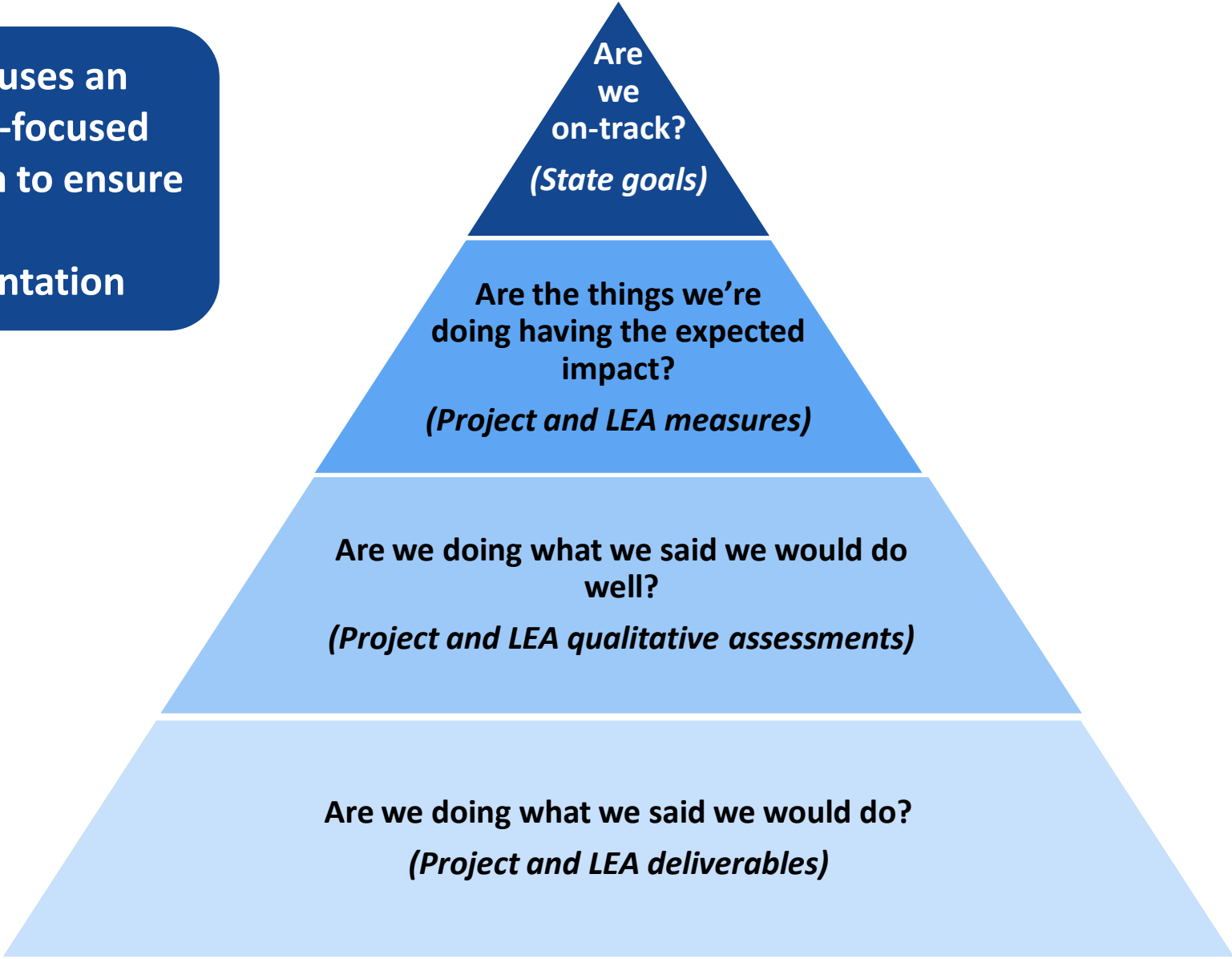
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Delivery Overview

Delivery uses an outcome-focused approach to ensure effective implementation



Delivery Routines

LEA Routines

Progress Reviews to assess progress on plan activities and identify opportunities to improve (*1-3 times a year*)

Performance Evaluations to assess performance on plan measures and identify opportunities to improve (*1-2 times a year*)

Chiefs' meetings to discuss RTTT data and initiatives in professional learning communities (PLCs) and identify opportunities to improve (*monthly*)

DDOE Routines

Branch/Unit Check-ins with the Delivery Unit to assess branch/unit progress and identify opportunities to improve (*bi-monthly*)

Branch/Unit Check-ins with Sec. Lowery to discuss branch/unit progress and identify opportunities to improve (*bi-monthly*)

Leadership Team "Stocktaking" Sessions to discuss branch/unit and overall progress and identify opportunities to improve (*monthly*)

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District Progress Review Recap

Strengths

- ***As identified by districts:*** District-specific initiatives; Professional Learning Communities; Development Coaches
- ***As identified by DDOE:*** Ownership of plans and progress to date; honesty about challenges and DDOE feedback

Challenges

- ***As identified by districts:*** DPAS II evaluations, in particular the time required; scheduling PLCs and Data Coach requirements
- ***As identified by DDOE:*** District capacity; progress on certain more difficult human capital issues (such as equitable distribution and career ladders)

Follow-up

- ***Memos:*** Sent a custom follow-up memo to each district
- ***Accomplishments:*** Compiled accomplishments across districts
- ***Follow-up:*** Pursuing all DDOE-specific follow-up
- ***Future reviews:*** Scheduled targeted follow-up reviews in December as needed; will use information from fall reviews to inform future reviews

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Questions?

