



2017 Recognition Schools

❖ **H. O. Brittingham Elementary School**, Cape Henlopen School District, Recognition School

Ned Gladfelter, Principal

H.O.B. is a Title I school located in Milton, Delaware in the Cape Henlopen School District. In 2017, the school transitioned to a school-wide philosophy based upon “Leader in Me” concepts, in which students were encouraged to take ownership of their learning throughout the entire school environment. As part of this process, staff introduced the use of data binders to assist students and families in setting goals and tracking student progress. In addition, systems were put in place to personalize learning with a focus on utilizing technology more creatively than ever before. Collaboration among the staff and students has increased using Schoology and a majority of the staff completed advanced training to help the district achieve “Apple Distinguished” status as well. The school also implemented a new reading framework by the American Reading Company in which students now take part in at least 60 minutes of reading each day and teachers individually conference with each of their students to help them set individualized power goals.

With this Recognition School award, H. O. Brittingham Elementary School hopes to continue building upon their success and promote a deeper understanding of leadership within the school community (among students, staff, and families). The school plans to increase the amount of hands-on opportunities for students to create and problem-solve. Students will extend what they are learning in computer and math classes by extending technology in their new school that will open in the fall of 2018.

❖ **Brookside Elementary School**, Christina School District, Recognition School

Eric Stephens, Principal

At Brookside Elementary, they have incorporated a “whole child, one student at a time” approach to education. From kindergarten through 5th grade, each students’ academic and social/emotional progress is monitored with a team approach. They utilize input from teachers, parents, and support staff when making evaluations and decisions related to the students’ well-being.

Two areas that are working well are the academic team and school climate/behavior target team.

Brookside is fortunate to have target team members who have been together long enough to have established roles and skill sets that are unique to the school. Team members include teachers, the principal, the academic dean, the school psychologist, the educational diagnostician, the school counselor, the nurse, the Family Crisis Therapist, and the behavior interventionist.

The 2017 test scores are a result of the teachers effectively progress monitoring students and making the necessary intervention adjustments. Teachers collaborate with each other during Professional Learning Communities (PLCs) to plan lessons and manage the RTI process.

The staff are proud of the students’ constant efforts to do their “Brookside B-E-S-T...Best!” The teachers, Positive Behavior Support (PBS) Team, Target Teams, and Parent Teacher Organization (PTO) set different academic and behavioral goals during the year with incentives tied to these goals. Highlights are monthly Student of The Month assemblies and School Wide PBS reward activities.

❖ **W. Reily Brown Elementary School**, Caesar Rodney School District, School of Continued Excellence

Susan Frampton, Principal

The success of the students at W. Reily Brown Elementary school is the result of the safe, loving, learning environment that has been created by the staff, families and community. When the students arrive on their



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campus, their home, they know that they are loved, heard, accepted, supported, acknowledged, respected and nurtured. They are provided opportunities to demonstrate their individual strengths and build new strengths academically and socially. The learning environment allows them to take risks and make mistakes, knowing that making mistakes is the only way to learn.

The school attracts a highly qualified staff that is academically and experientially prepared with ongoing leading-edge expertise. The W.R. Brown staff is made up of deeply reflective practitioners and researchers who know the value of working together to improve the learning environment for the children where the only prize is setting up the students for a happy, healthy and fulfilling life.

❖ **Forwood Elementary School**, Brandywine School District, Recognition School

Michael McDermott, Principal

The students at Forwood Elementary are successful because of a multitude of factors. Below are some of the components that have the greatest impact today, and during the prior testing year 2016-17

The Target Team is a highly specialized group of staff that meet every Thursday morning to discuss academic and/or behavior concerns. The Target Team consists of administrators, the counselor, the nurse, the psychologist, the educational diagnostician, the speech therapist, the ELL Teacher, and regular and special education teachers. Having such a large group of specialized individuals really helps us create an action plan for the specific needs of each student.

The Positive Behavior Support (PBS) Program has made a tremendous impact on the morale of students and staff. The overall culture of the school is extremely positive. Staff members reward students, with Paw Prints each time students demonstrate one of the three school traits: Responsible, Respectful, and Safe. Homerooms collect the paw prints and reward the class when they reach designated amounts. Students are also recognized at monthly school assemblies.

Grade-level Professional Learning Communities (PLCs) met for 90 minutes per week during the 2016-17 school year. (It is 45 minutes in 2017-18.) During that time, staff and administrators review grade-level data, including classwork (tests/homework), STAR Assessments, prior Smarter Scores (if available), along with any other available data. These data “digs” are essential for identifying specific student needs, along with creating an action plan to meet those needs.

The Testing Schedule was very strategically made. Considerations include giving teachers the most possible time with students prior to testing. (Pushing testing back far back as possible); using mobile computer carts to test a larger number of students at one time; starting with the strongest subject area (reading), to allow more time for teachers to give support in math.

The overall culture that has been developed at Forwood is ideal. When you walk in the building, you feel a sense of family. In fact, many families outside the feeder pattern choose to enroll at Forwood because of the close-knit family environment. This collaborative partnership between students, families, staff, administrators, and the community is essential to the past and future success.

❖ **Allen Frear Elementary School**, Caesar Rodney School District, National Title They Distinguished and Recognition School

Julie Lavender, Principal

Allen Frear Elementary School is “One Team, One Goal, No Limits”! As One Team, the school engages students, parents, and members of the community in the educational process. With students as the focus, it



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is the Goal to reach all learners as they see No Limits in a child's ability to achieve success. Teachers are empowered and involved in developing school goals, professional development, and foster a collaborative environment with one another.

Students are taught to nurture their own emotional well-being through mindful practices while striving to achieve rigorous academic goals for themselves. Students develop personal strengths including perseverance, emotional regulation, and positive academic mindsets. This balanced approach allows students to take risks as individuals and creates a more engaging environment that prepares the students for the challenges of the world.

Allen Frear Elementary is home to many specialized programs that help to develop the whole child such as the Chinese Immersion Program, Frear Gives Back Club, Girls on the Run, Gifted Enrichment Education Program (GEEP), Mentoring, Student Council, Math League, Good News Club, and Odyssey of the Mind. As a school community, the school truly believes there is no limit to a child's full potential as the goal is to ensure that each child is provided the opportunity to grow and learn with no limits.

❖ **Georgetown Elementary School**, Indian River School District, Recognition School

Neil Stong, Principal

For the past two school years, the school has been using sheltered instruction strategies to increase student language acquisition. The focus was the implementation of content and language objectives as well as student interaction techniques in an effort to increase student engagement. Teachers taught much needed language skills (listening, speaking, writing, etc.) that are used to demonstrate mastery of content skills. Utilizing language objectives that are critical in students' skill development encourages teachers to delve deeply into the grade level standards and plan activities that rely on students using their developing language skills.

A large emphasis is put on vocabulary instruction including tier one vocabulary for struggling students as well as tier two and three for all students. Teachers plan for the acquisition of language, specifically academic language during instruction. A greater emphasis is placed on direct teaching of vocabulary while supporting skills such as using context clues to determine meanings.

Teachers and support staff dedicate themselves to the students' learning needs by collaborating with each other as they search for ideas and strategies that influence students the most. The school has a great mix of veteran and novice teachers that openly share ideas and questions and they solve problems together. The entire staff holds the students to high expectations and the staff goes beyond for the kids, and each other, every day.

❖ **Georgetown Middle School**, Indian River School District, Recognition School

David Hudson, Principal

The Georgetown Middle School vision is to provide a rigorous learning environment where students succeed, excel and embrace 21st century skills to become lifelong learners. The Georgetown Middle School learning community is a diverse community with a mission of creating partnerships with families and the community to facilitate a student-centered education through a challenging and comprehensive curriculum. Georgetown Middle School is a Title I school whose population is growing rapidly. There are currently over 750 students who attend Georgetown Middle. Approximately 60% of these students are Hispanic, 16%



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are special education, over half of the school population qualifies for free and reduced lunch, and more than 100 students are considered English Language Learners.

The Georgetown Middle School staff has been committed to closing the achievement gap. Much of the success that students at Georgetown Middle School have experienced is due to the school's dedication to meeting the individual needs of every student. The Georgetown Middle School staff meets daily in Professional Learning Communities. In order to create systematic change, Georgetown Middle School focuses the efforts on excellent instruction, rich strategies and collegial dialogs among the staff. Georgetown Middle School Professional Learning Communities have driven the teachers to become collaborative learners. Each day one can find clusters of teachers scoring common assessments together, planning innovative lessons together that meet the needs of all the learners, building flexible groups, and/or discussing how to expand their teaching repertoire. This renewed focus on the art of teaching along with individualized instruction, has allowed Georgetown Middle School to succeed.

❖ **William B. Keene Elementary School**, Christina School District, Recognition School

Mariellen Taraboletti, Principal

Keene has a wonderful community of teachers, parents, and students who work together to do the Koala-ty Best! They believe for effective teaching and learning to take place, good relationships need to be at the heart of everything that happens at Keene Elementary School. One way they do this is through Restorative Practices. Students "circle up" daily to develop community and to manage conflict and tensions by repairing harm and building relationships. The emphasis focuses on building, nurturing, and repairing relationships.

Every child is provided reading and math interventions targeting areas of need or acceleration. Staff members analyze student data to identify needs that are specific to individual students. During Professional Learning Communities, teams work together to create a strategic learning plan for student success in all academic areas. Technology enhances instruction throughout the day. Every classroom is equipped with a SmartBoard and they have recently begun coding across all grade levels. Keene offers academic and extracurricular programs to the community focusing on developing and enriching the whole child.

❖ **Lake Forest Central Elementary School**, Lake Forest School District, Recognition School

Michele Martel, Principal

Lake Forest Central Elementary serves over 630 4th and 5th grade students in the Lake Forest School District. They strive to provide all students with a high quality education. The fourth graders come from three lower elementary schools in the District. To help all students meet success, Central Elementary aligns its curriculum to the National Common Core Standards. Central uses Learning-Focused Strategies to help guide the instructional practices. In compliance with Response to Intervention (RTI), they have a designated building-wide RTI time where the students receive targeted, differentiated instruction in both reading and mathematics. Teachers, paraprofessionals, specialists and administration work together to ensure all student needs are being met through the development of quality lessons and activities, as well as data driven decisions. Lake Forest Central Elementary is committed to giving all students the opportunity to shine.



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❖ **Lake Forest East Elementary School**, Lake Forest School District, School of Continued Excellence

Doug Brown, Principal

East Elementary is a K-3 school located in Frederica, Delaware, that is home to 310 Lake Forest students. East Elementary in 2016-2017, maintained a high percentage of students being proficient on the Smarter Balance Assessment: 80% for Math and 73% for ELA, which were both more than 20 percentage points higher than the state average.

East Elementary is proud of its instructional schedule that allows students to receive the services needed at an individual level. The teams extensively look at data to make decisions for RTI, Instructional Groups and Professional Learning Communities (PLC) topics. The PLCs incorporate decision-making, team planning, data digs, and strategic planning for student needs.

The teachers follow the Lake Forest School District-created scope and sequence for units of study for instructional purposes. This is supplemented with instructional programs such as Achieve 3000, Dreambox, and Renaissance Learning. The key, however, is strong teaching practices by an experienced staff. The staff at East Elementary works hard to deliver high instructional strategies to the students and use differentiated instruction to ensure that the needs of the various levels within their classroom are being met.

East Elementary continues to make all decisions based upon what is best for students.

❖ **Lake Forest North Elementary School**, Lake Forest SD, School of Continued Excellence

Erin Dotson, Principal

Lake Forest North Elementary is composed of dedicated and highly qualified administrators, teachers, support staff, and involved parents, united in the belief that every child is born with great potential and deserves the opportunity to reach that potential. They understand that each child has individual needs that must be identified and provided for to ensure they learn at their own academic pace. They strive to provide educational experiences that challenge and encourage every child to develop academically, emotionally, physically, socially, and culturally. At Lake Forest North Elementary, they believe that the student's success is a direct result of the strong commitment of the hardworking students, many whom have overcome multiple adversities to meet the challenges of today's academic environment. North uses data driven instructional practices to target the individual needs of every student. Highly qualified teachers and support staff work collaboratively in grade level meetings and PLCs to create engaging, rigorous differentiated lessons that target all modalities of learners. They believe that change provides an opportunity to expand the skills and discover new ways to meet student needs. Through dedication, creativity, and adaptability they endeavor to demonstrate that Lake Forest North is proud of the school's ability to increase student achievement in the ever-changing world of education.

❖ **Lake Forest South Elementary School**, Lake Forest School District, Recognition School

Clifford Owens, Principal

The Lake Forest South Elementary School staff embarked on this great journey with a pledge to the students and parents to continue engaging in meaningful and rigorous work in the classrooms. In addition, staff held special events and a plethora of celebrations and activities to reward student success.

These highly qualified professional educators and support personnel are committed to providing the students many learning opportunities inside and outside of the classroom. They invite and encourage students and parents to work in partnership with them to seize opportunities to implement all three of the



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District Strategic Goals – Academic Success for Every Student, Partnerships with Families, Communities and Businesses and School Facilities and Learning Environments.

The staff is diligently looking at data and having continuous discussions to determine how they can better assist the students and meet their needs. This endeavor allows everyone to experience success and grow academically, culturally and behaviorally.

❖ **Maple Lane Elementary School, Brandywine School District, Recognition School**

Yulonda Murray, Principal

Maple Lane Elementary School is located in Claymont, DE. Maple Lane is part of the Brandywine School District. It is a Title 1 school with grades K-5 and approximately 440 students and 45 staff members. Maple Lane is in its first year of implementing the Spanish Immersion program with 50 students in Kindergarten. Maple Lane is most proud of the diversity that makes up the school family and the four C's (being careful, caring, considerate, and courteous). They believe in celebrating the students and staff for their achievements, improvements and support of one another to be the best at whatever they do. This motto has pushed the staff to be open to taking risk. This past year they decided to loop the entire third grade team to fourth grade testing the theory that extended time with the same students could have a positive impact on the achievement scores. The gamble paid off. Those results combined with the hard work of the 5th grade team helped us to obtain the goal. Maple Lane is excited and honored to be identified as one of the Delaware Recognition Schools for 2017.

❖ **Mispyllion Elementary School, Milford School District, Recognition School**

Teresa Wallace, Principal

Mispyllion Elementary, which opened in 2011, is comprised of a staff committed to best supporting educational needs of all students and advancing student achievement. Together they built a positive learning culture by making connections with the community, parents and students. They have embraced growth mindset and the compassionate school model to overcome obstacles of poverty and challenging behaviors.

To increase student achievement teachers used pre/post assessments, reflected collaboratively and addressed student learning gaps. They advanced students' understanding at all levels using proven and new instructional strategies shared by staff members at the Teaching and Learning meetings and PLCs. Teachers implemented IABs, whole brain learning, flipped classrooms and differentiated instruction thru Google to increase learning which impacted test scores. They earned a Reimaging Grant to implement "Number Talks" in all classrooms. Teachers participated in differentiated professional development to meet their needs of implementation.

Students embraced "Number Talks," the use of instructional technology and ownership of their learning to enhance their academic understanding. Students participated in many activities, such as "Fuel UP to Play 60" which promotes healthy, well-rounded students who are more equipped to learn.

Mispyllion Elementary is proud to have a safe and nurturing environment with a staff that is dedicated to each student's success by using the best teaching practices.



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❖ **North Smyrna Elementary School**, Smyrna School District, Recognition School

Kelly Holt, Principal

North Smyrna Elementary is one of four elementary schools in the Smyrna School District. They have 602 students in grades Pre K thru four. The school has several programs for the district elementary schools: Pre K, Comprehensive Learning Program and Spanish Immersion. As a Child Nutrition Program (CNP) school, all students receive free breakfast and lunch as well as fresh fruits and vegetables with the Fresh Fruit and Vegetable Program (FFVP) grant. Serving a diverse group of students requires everyone to be flexible and resourceful. They use creative scheduling to support students.

North Smyrna Elementary has a true culture of doing what is best for students. Staff meets on a regular basis to look at student needs and develop plans of intervention. Everyone is on board, supporting students in whatever areas are needed. In Professional Learning Community (PLC) teams, staff work on assigned goals each week and then spend time working with other grade levels to ensure there is articulation from grade to grade. The staff reflects on assessments to ensure they are standards based and put students on a trajectory to meet goals. Most importantly, staff cares for the students; they know them by name and work to learn their story. Staff supports them as learners and ensures their growth as students.

❖ **Positive Outcomes Charter School**, Camden, Recognition School

Edward Emmett, Director

Positive Outcomes Charter School was founded to serve students experiencing academic challenges in a traditional school environment. For the last 22 years, the school has strived to focus continuously on the growth and improvement of the students in the social, emotional and academic development.

Positive Outcomes Charter School was created to help students find success. Each day the dedicated faculty and staff give tirelessly to achieve this goal. “What is best for the students?” is the first question they ask in all they do in all facets of the school’s operation. This award is the result of the teachers and advisors sole focus on putting students’ success as the core of the work. Each student receives one-on-one support and attention to drive his or her success and achievement. Each student is part of small advisory of students that works together to also support and help each other.

The students receive multiple areas of support in the areas of reading and mathematics. Each student has a core reading and mathematics class and a direct intervention support class in these areas. Each student also has access to several hours of tutoring each week in each subject.

❖ **Selbyville Middle School**, Indian River School District, Recognition School

Jason Macrides, Principal

Selbyville Middle School is a public middle school located in Selbyville, Delaware, serving the Indian River School District. Selbyville Middle School consists of three grade levels, 6 – 8 and is comprised of 739 diverse students. For the previous four school years, Selbyville Middle School has maintained a singular goal: to design and deliver the most effective learning experiences for its students.

Building capacity within the faculty of Selbyville Middle School has significantly improved both educator and student performance. Professional development for the faculty of Selbyville Middle School has focused on Learning Focused lesson development, delivery of research based instructional strategies, differentiation, previewing, accelerating, and incorporation of a blended learning model. Using technology in tandem with traditional brick and mortar learning experiences has significantly and positively affected



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student performance. Improved student performance on state testing is also attributed to the school's expanded Business program that explicitly teaches students keyboarding skills. These skills have proven invaluable in all classrooms and on Smarter Balanced computerized testing. Additionally, improved performance on standardized testing can be attributed to the implementation of a student assessment calendar that maximizes student learning opportunities by conducting testing late in the school year. Finally, Selbyville Middle School is most thankful for the strong support of the Selbyville community and the dedication of the faculty, staff, and students to making Selbyville Middle School a model of excellence.

❖ **Jennie E. Smith Elementary School**, Christina School District, School of Continued Excellence

Mae Gaskins, Principal

Jennie E. Smith Elementary School is a diverse community of students, teachers, staff, families and community members dedicated to building a solid academic foundation for the children in reading, writing, math, science, social studies, citizenship, technology and the arts in a safe, nurturing environment that challenges and motivates all students to achieve academic success. Jennie Smith has a student population of 544. Sixty-one percent of the students are low income and they serve 131 English language learners (ELLs) from 14 countries and 13 different native languages.

Jennie Smith's focus is on instruction driven by the Common Core Standards. All of the programs encourage problem-solving skills and higher order thinking through problem based learning, questioning and answering evidence based questions.

The students are doing well because both teachers/staff and students are in the business of relationship building. Smith teachers are building relationships with their students through the Positive Behavior Support Program. Students are developing relationships through the Book Buddies Peer Reading and Writing Program. The parents provide much needed support by collaborating with us to ensure students come to school every day, on time and complete all assignments. The three-pronged approach to building relationships among parents, students and teachers and staff has set the tone for trust, high expectations and growth. Relationships are being built to ensure "Success for All".

❖ **South Dover Elementary School**, Capital School District, National Title They Distinguished and Recognition School

Jeffrey Sheehan, Principal

This award is the result of the combined efforts by all South Dover staff, students and families. The approach is focused around providing all students with prescriptive instruction through personalized learning. The South Dover staff works together to give all students a personalized learning experience. This school year, the staff focused on creating more authentic opportunities to collaborate. Staff began peer-to-peer observation cycles that really worked to spotlight and spread the strong instructional practices happening within the school. Staff members were able to share ideas, highlight strengths, and plan new ways to reach students within this practice. By being receptive and responsive to students individually, the staff believes that the success will continue to grow.

The approach to student assessment included a focus on creating less stressful testing environments with the intent to remove common barriers such as test anxiety and fatigue that often impede student's abilities to demonstrate their achievement. The slogan for testing was "Roll to Success" and included more than 150 third and fourth grade South Dover students celebrating their success at the rolling skating rink.