FOCUS SCHOOL MAINTENANCE PLAN

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The School Turnaround Unit Provides Support and Oversight in the Following Areas: Curriculum development aligned to the CCSS; Teacher Instructional Practices and Decisions; Leadership Development; Parent and Community Engagement; Student Social/Emotional and Developmental Health; District Capacity

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Focus Schools are charged with narrowing, with intent to close, the within-school achievement gap between highest-achieving subgroup or subgroups of students and lowest-achieving subgroup or subgroups of students within each school’s overall populations. Focus schools are also charged with increasing the graduation rate for a subgroup, or subgroups, of their students. Consequently, the School Turnaround Unit is charged with a Monitoring and Reporting task as a part of its overall responsibility for providing support to schools in need of improvement, or more specifically, for assisting schools in their efforts to increase the academic performances of a subgroup, or subgroups, of enrolled students. This document explains the shift in the purpose of these monitoring efforts from accountability to support, and all ensuing process modifications, including what will be monitored, and how monitoring will be implemented. The Monitoring instrument illustrates the alignment of each Focus School’s Intervention Options with the School Turnaround Unit’s Six Tenets for maximized support and oversight to LEAs and schools.

In preparation for this Plan, the following documents were consulted and incorporated into the design: The Six Tenets (representing the School Turnaround Unit’s foundation and basis for the Unit’s Theory of Action), and recommendations and frameworks for states as outlined in the High Poverty, High Performance Readiness Triangle (Readiness to Learn, Readiness to Teach, Readiness to Act). In addition, Focus School Plans, School Improvement Plans, RTTT legislation, State regulations, MOUs, and mandated USDOE guidelines were reviewed and inserted where appropriate. The bi-monthly Site Visitation Reports and the data-yield for each variable related to the school’s “Strengths” and “Weaknesses” were carefully reviewed, as were notes and comments from each visit over a six-month period (January through June, 2013).
The purpose of the Maintenance Monitoring Plan is threefold. First, to comply with the condition of the U.S. Department of Education’s ESEA Flexibility Grant; second, to confirm the School Turnaround Unit’s shift from accountability to support; and third, to clarify the School Turnaround Unit’s working relationships to the DOE, to LEAs, and schools.

As a result of the shift from accountability to support, the monitoring instrument has been revised to more accurately reflect ways in which LEAs and schools respond to the needs of a subgroup or subgroups, how funding is applied to those needs, and how data is used to present evidence of fidelity. In this way, lessons learned regarding funding and student improvements may be linked to data that support effective strategies.

Finally, the School Turnaround Unit, as a body of support, will enable Focus schools to ensure that all children enrolled in their schools have an equal and fair opportunity to obtain a high-quality education.
Monitoring Indicators

To determine the degree of implementation of each Focus School’s selected Intervention Options, a revised monitoring instrument has been created. Data from the instrument will be juxtaposed with the Six Tenets of the School Turnaround Unit. In this way, evidence of support to a subgroup or subgroups can be directly linked to student achievement via indicators such as: teaching and learning practices, common assessments, student attendance, discipline, report cards, benchmarks, and DCAS scores, all of which clearly indicate both the intended outcomes as well as the degree of success.

Intervention Options

- Extended time (day, week, year) for students with designated intervention strategies
- Job-embedded Professional Development
- Assignment of Leadership Coach to support administrator evaluation/improvement
- Assignment of Development Coach to support educator evaluation/improvement
- Targeted and refocused use of Data Coaches in LEA and school leadership Professional Learning Communities (PLC)
- Develop and initiate a comprehensive parent engagement plan
- Use of external provider(s) matched to identified school needs
- Staffing selection and assignment
- Locally developed options(s) that are research based and supported by needs assessment data
- Strategies to address social, emotional, and health needs
- Changes to LEA policy, practices, and/or procedures.

When implemented with fidelity, the above listed interventions will impact one or all of the following: effective leadership practices and organizational management; face-to-face student learning; directed social and emotional support; unified school culture; safe school environment; effective teacher professional development; productive human capital; appropriate staffing; robust community engagement; cooperative parental partnerships; and applicable support. When it is determined that schools may have more success with another intervention, the School Turnaround Unit will assist with the selection process. This will be a time-honored support mechanism built into the monitoring process, as early detection will better inform the school’s initiatives.
The School Turnaround Unit Provides Support and Oversight in the Following Areas: Curriculum development aligned to the CCSS; Teacher Instructional Practices and Decisions; Leadership Development; Parent and Community Engagement; Student Social/Emotional and Developmental Health; District Capacity

Monitoring Protocol
The Monitoring Protocol places emphasis on the following: capacity; implementation; fiscal alignment; and data collection (quantitative and qualitative) of each indicator. The School Turnaround Unit will support Focus Schools in their endeavors to correct the past actions for which they have been identified.

Monitoring Process
The School Turnaround Unit will monitor ways in which schools respond to the identified causes of their within-school achievement gaps, and offer assistance in strategically planning to address them. In addition, in collaboration with school leaders, the School Turnaround Team will identify and deliver internal and external services appropriate for addressing the needs of each school. The School Turnaround Unit will collect data on the implementation of each school’s support services, and the delivery of each school’s intervention options, to determine the impact of each on the achievement of students within a subgroup, or subgroups.

In these ways, the Monitoring process strengthens the partnership between the School Turnaround Unit and corresponding LEAs and schools, thereby intensifying the efforts of both parties so that targeted student populations may improve more quickly.

Monitoring Activities
Monitoring activities for SY-2013-2014 include:
- the development of a fall and spring Site Visitation Calendar for school-year 2013-1014
- a Comprehensive School Review on each Focus School, conducted by STU and DASL
- monthly Site Visits to each school with the possibility of altering the schedule in the event that a visit not necessary
- pre-site visitation confirmations to Focus Schools from the School Turnaround Unit
- the development of site visitation agendas, with input items from LEAs and Schools, sent prior to the visit
- school walkthroughs as a part of the monitoring activities for 2013-2014
- a conference convened by the Superintendent (or the LEA School Turnaround Officer or her/his designee), Central Office Administrators and Principals, with members of the School Turnaround Unit, to collaborate on all Site Visits, and discuss information provided on the monitoring instrument, as well as the agenda
- snap-shot interviews in addition to walkthroughs, with prior notification, may be conducted with school personnel including teachers, students, and parents
- an adjusted Visitation to Focus Schools, to accommodate support needed from the School Turnaround Unit for an appropriate and timely resolution in the event of emerging school issues involving a subgroup or subgroups
- a wrap-up or exit conference, to include a brief discussion of the visit’s preliminary findings, and to be followed-up in a written report within seven business days.
The School Turnaround Unit Provides Support and Oversight in the Following Areas: *Curriculum development aligned to the CCSS; Teacher Instructional Practices and Decisions; Leadership Development; Parent and Community Engagement; Student Social/Emotional and Developmental Health; District Capacity*

**Sample Schedule**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-9:00</td>
<td>Entrance Meeting including Leadership Team Discussion and Data Sharing</td>
</tr>
<tr>
<td>9:05-11:00</td>
<td>Classroom Walkthroughs (including brief Student interactions)</td>
</tr>
<tr>
<td><strong>With Prior Notification:</strong></td>
<td></td>
</tr>
<tr>
<td>11:15-12:30</td>
<td>Parent Interviews/Teacher Interviews/Student Interviews</td>
</tr>
<tr>
<td>12:30-1:00</td>
<td>Wrap Up with School Administration</td>
</tr>
</tbody>
</table>

**State of Delaware Focus Schools:**

- Fairview Elementary
- New Moyer Academy
- Washington Elementary
- A. I. du Pont Middle
- Bayard Middle
- Baltz Elementary
- Warner Elementary
- Kirk Middle School
- Newark High School
- Frederick Douglas
- Oberle Elementary
- West Seaford
- Banneker Elementary

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**Report/Response to Monitoring Site Visit:**

Within seven business days following the on-site monitoring visit, a written report summarizing the findings of the visit, will be prepared and sent to the appropriate LEA, District designee, and School. The report will inform the LEA of available DOE and external assistance through clearly articulated areas for improvements and specific timelines for the implementation of support activities. The monitoring targets of such findings and recommendations become the primary monitoring targets for the next site visit. Each site visit report will include findings and observations of how schools are implementing their approved plans including ways in which Intervention Options, programs, strategies, and activities directly support a student subgroup or subgroups. Feedback in each report will parallel the Six Tenets of School Turnaround.
Monitoring and Funding
How are Intervention Options implemented and what is the relationship between the funds schools receive and the achievement of a subgroup or subgroups? For example, are funds used to address the root cause or causes, for the disparity? If so, what Intervention Option or specific programs, strategies, or activities were used to target specific subgroups? Which programs, strategies, or activities were funded with specific subgroups in mind? What evidence was used to measure the individual success of identified subgroup students? Where was the greatest impact to a subgroup or subgroups and the related use of funds to achieve that impact? What is the expected level of sustainability given the capacity and reduction in funding?

Monitoring Instrument
The Monitoring instrument has been revised to better inform LEAs and Schools of their progress as it relates to the implementation of programs, strategies, and activities selected and funded to ensure the academic growth of students within a subgroup or subgroups and the closing or lessening of their within-school achievement gaps. In addition to format changes to the Monitoring Instrument, indicators have been included to improve the way school leaders and their leadership teams approach the selection of Intervention Options and the related selection of evidence used as measures of success:

- Selected Intervention Options
- Person(s) Responsible for strategy/activity used for a subgroup or subgroups
- Amount of funding aligned with the service, strategy/activity
- Evidence used to show the progress of a subgroup or subgroups

(See below)
Revised Focus School Maintenance Monitoring Instrument

<table>
<thead>
<tr>
<th>Focus Year</th>
<th>LEA</th>
<th>School</th>
<th>Date</th>
<th>Total # of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td></td>
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</table>

### Subgroups (Indicate all that apply)

- Low Income v. non-Low Income Gap (5 yr. Trend)
- Low Income Performance
- African American Performance
- Hispanic Performance
- Students with Disabilities Performance
- English Language Learner Performance

<table>
<thead>
<tr>
<th># of Students</th>
<th># of Students</th>
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| (%)
Student Growth | (%)
Student Growth | (%)
Student Growth | (%)
Student Growth | (%)
Student Growth |

### Interventions/Options (Please place an × beneath all that apply)

- Extended Time: Day, Week, Year
- Partnership with 21st Century Community Learning Center (academic + enrichment)
- Strategies to address social, emotional, and health needs
- Job-embedded Professional Development
- Assignment of Leadership Coach to support administrator evaluation/improvement
- Assignment of development coach to support educator evaluation/improvement
- Targeted and re-focused use of data coaches in LEA and school leadership professional development
- Develop and initiate a comprehensive parent engagement plan
- Use of external provider(s) matched to identified student needs
- Changes to LEA policy, practices, and/or procedures
- Staffing selection and assignment

Indicate Below the Type of Evidence Used to Indicate Progress Attach additional sheet(s)

Example: Please Explain how you will indicate the success of your Extended Time Intervention Option?

### Strategies

Please Indicate Below: Example RTI, PLC, PBI, etc.

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### Please Indicate Activities/Services, Evidence of Progress, and Cost of Service(s) from Focus Fund Budget

<table>
<thead>
<tr>
<th>Activity/Type of Service(s)</th>
<th>Beginning Date</th>
<th>Person(s) Responsible</th>
<th># of Students Served</th>
<th>Evidence Used to Indicate Progress</th>
<th>$ Cost of Service(s)</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
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<td>6.</td>
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*Add additional sheets if necessary*

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### Walkthroughs

<table>
<thead>
<tr>
<th>This Visit</th>
<th>Yes _____ No _____</th>
<th>Total Number This Visit: _____</th>
<th>Circle below all classrooms visited</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>Math</td>
<td>SS</td>
<td>Science</td>
</tr>
</tbody>
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**Brief Comments: Use additional sheets where necessary**

- Briefly Describe what the students are doing in this class
- Describe evidence of student engagement in the following: reading, writing, listening, speaking
- Name the Common Core Instructional Strategies/Practices used in this lesson
- Are students/groups engaged in Project Based Instruction?
- Briefly Describe what the teachers are doing in this class
- How is the teacher “Checking on Student Understanding”?
- How are students “Integrating Real-World Connections” in this class?
- Is there evidence of “Student Engagement in Hands-on Activities” during this lesson?
- What evidence is there of “Higher Order Purposeful Student Engagement” during this lesson?