



THE WORLD IS OUR CAMPUS

2011/12 Strategic Plan

We're putting our best foot forward



Appoquinimink School District

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Putting Our Best Foot Forward

Thank you for entrusting the Appoquinimink School District with the education of your child. The plan we present to you today reflects new and continuing strategies to address the most pressing needs of students and families. It also reveals trail-blazing efforts to usher in educational reform across our state, an initiative called Race to the Top (R2T). Combined, they represent a fearless plan for making academic success attainable for ALL children in the coming year.

I'd like to call your attention to several areas receiving special emphasis:

- **The launch of Common Core State Standards.** Approved for use by 42 states (and growing), the standards will help ensure that all students, no matter where they live, are prepared for success in college and the workforce. An informative parent handout, developed by the National PTA, will be provided at all Open House events this year.
- **Programs and services that translate into increased achievement for students with special educational needs.** Eight important strategies have been outlined. We will be welcoming a new Supervisor of Special Education Services to lead this charge, and I have challenged the entire staff to make this a focus for leadership and growth.
- **Professional Learning Communities and Learning Focused Strategies.** These two complimentary processes emphasize teacher collaboration and the continuous review of school data and classroom practices in order to put in place timely, directed supports for students.
- **Accelerated Learning opportunities for students who have demonstrated a combination of high academic ability, task commitment, maturity and creativity.** A pilot program was completed successfully last year, and we are now implementing the program at all elementary and middle schools. After eighth grade, accelerated learners can continue their challenging journey by participating in Honors and Advanced Placement Courses, Dual Credit Enrollment (college and high school), and the Senior Project.

After reading through the plan, you'll have an accurate picture of who we are and where we're going. When you're done, I encourage you to contact a member of our administrative team with your thoughts, ideas and suggestions. We'd like you to be involved and invite you to share your time and talents.

An informative presentation about the strategic plan is available for parent groups, service clubs and business/civic leaders upon request. For more information, please contact the Superintendent's Office at (302) 376-4101, or email superintendent@appo.k12.de.us.



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PRIORITY 1: HIGH QUALITY TEACHING, LEARNING & INSTRUCTIONAL LEADERSHIP

GOAL	STRATEGIES	MEASUREMENT	RATIONALE	OWNERSHIP
1. Ensure that all schools are staffed with highly skilled, effective teachers and leaders able to maximize the learning potential of every child.	<ul style="list-style-type: none"> a. Expand the scope our recruitment efforts and make a good faith effort to reflect diversity in our applicant pool. b. Follow a rigorous screening process to identify outstanding job candidates. c. Refine the interview and hiring processes to assure effective teachers are hired. d. Provide valuable professional development opportunities. e. Evaluate the new teacher mentoring process. f. Provide quality supervision/observation/evaluation of staff. g. Ensure that poor performance is documented in accordance with DPAS II. h. Make certain that unsatisfactory behavior/work ethic and excessive absenteeism are documented. i. Assure that principals place student teachers with experienced, effective teachers. j. Begin discussions on how to move effective teachers to high-needs classrooms and schools. 	<ul style="list-style-type: none"> i. Review DPAS II evaluations of teaching staff and monitor their performance to determine strengths and weaknesses among staff. ii. Provide training to address areas of weakness revealed by data. iii. Survey principals to determine performance-based, non-renewal issues. iv. Review teacher certifications and qualifications as part of the annual renewal process. v. Examine student data to identify classrooms that need effective teaching. 	Great employees who are highly effective teachers and strong leaders are essential for maintaining a quality school system and improving student achievement.	Asst. Supt. HR Director
2. Evaluate the reason teachers and administrators leave the system.	<ul style="list-style-type: none"> a. Maintain strong orientation and mentoring programs for new staff at the district and building level. d. Conduct exit interviews to determine reasons teachers leave/resign when not known. 	<ul style="list-style-type: none"> i. Review and analyze exit interview data, maintaining a Monthly Personnel Report that indicates the reasons given for departure. ii. Maintain data on documentation of poor performance. 	Reviewing the reasons we lose effective teachers will keep quality teachers in the classroom and help improve student achievement.	HR Director
3. Make certain that substitute teachers are well qualified to succeed in their assignments.	<ul style="list-style-type: none"> a. Closely review credentials to ensure applicants are well qualified to teach in our district. b. Provide a quality orientation and training program for substitutes. c. Evaluate the effectiveness of the Substitute Handbook. d. Require that teachers observe and review the performance of substitutes and ask that substitutes evaluate the effectiveness of the teacher's plans. 	<ul style="list-style-type: none"> i. Develop a rating system for substitute teachers and develop placements. ii. Input to be provided by classroom teachers upon their return as well as teachers present to assist the substitute during his/her assignment. 	Qualified substitutes will help assure a continuation of learning in the absence of the regular classroom teacher.	HR Director
4. Track the number of excused teacher absences other than approved leaves.	<ul style="list-style-type: none"> a. Inform all staff of the attendance policy and the subsequent value of accumulated days when they leave the system. b. Work with school administrators to scrutinize requests for leave, verifying that they follow established policy and procedures. 	<ul style="list-style-type: none"> i. Attendance records will be reviewed and monitored and appropriate action will be taken when an employee's attendance appears to interfere with his/her job performance. 	Valuable classroom instruction time is lost when teachers are not in the classroom teaching.	HR Director School Leaders

PRIORITY 1: HIGH QUALITY TEACHING, LEARNING & INSTRUCTIONAL LEADERSHIP

GOAL	STRATEGIES	MEASUREMENT	RATIONALE	OWNERSHIP
4. <i>Continued</i> Track the number of excused teacher absences other than approved leaves.	<ul style="list-style-type: none"> c. Use the automated system for tracking absences and study the resulting data to establish reasonable goals. d. Maintain an automated leave request tracking system and evaluate data to determine if problem areas exist. 	<ul style="list-style-type: none"> ii. Teachers who are in a deduct status must have their records reviewed for excessive absenteeism. 	Valuable classroom instruction time is lost when teachers are not in the classroom teaching.	HR Director School Leaders
5. Research new educator career paths linked to evaluation.	<ul style="list-style-type: none"> a. Define the career ladders already in place that link evaluation to professional development, promotion, advancement and compensation. b. Create new career ladders that link evaluation to professional development, promotion, advancement and compensation (i.e. proven programs such as the Teacher Advancement Program “TAP”). c. Define teacher leader roles and responsibilities in accordance with the state’s definition. d. Implement a rigorous selection process that considers only highly effective teachers for Teacher Leader roles. e. Require “highly effective” ratings for at least two out of every three evaluations for Teacher Leaders to remain in that position. f. Negotiate changes in the current collective bargaining agreement to support career path advancements. 	<ul style="list-style-type: none"> i. Program design completed by the end of the 2011/12 school year. ii. Identify the terms of the collective bargaining agreement that would need to be changed in order to bring about the career paths and compensation program. 	Effective teachers who excel in the classroom should have an avenue for advancement, recognition and compensation.	Asst. Supt. HR Director School Leaders
6. Accelerate the development of instructional leaders.	<ul style="list-style-type: none"> a. Ensure that all new administrators participate in intensive state instructional leadership training. b. Schedule principal to principal “Learning Walks” among schools to establish consistency and ensure that best practices are being utilized. c. Forecast hiring needs for leaders and use succession planning to identify high-potential candidates for school leadership positions. d. Maintain quality mentoring and coaching for district instructional leaders. 	<ul style="list-style-type: none"> i. Review and analyze student achievement data. ii. Review DPAS II evaluations that identify recommended areas of professional development. Establish plans to ensure these are met. iii. Record dates of Instructional Leadership Training and attendees. 	Student success is closely linked to strong educational leadership.	Asst. Supt. HR Director School Leaders

PRIORITY 2: INCREASED STUDENT ACHIEVEMENT

GOAL	STRATEGIES	MEASUREMENT	RATIONALE	OWNERSHIP
1. Align and implement curriculum and assessment to Common Core State Standards (CCSS), the new national model approved by 42 member states.	<ul style="list-style-type: none"> a. Create common unit learning maps which will be disseminated to teachers for use in developing acquisition lessons. b. Develop common assessments to monitor the implementation of aligned curriculum. c. Provide district-specific training for teachers in the use of pacing guides, learning maps and common assessments for the implementation of CCSS in reading and math. d. Utilize classroom walkthroughs and observations to monitor the implementation of CCSS. e. Ensure that the curriculum aligns with standards, is implemented with fidelity, is having the desired impact on student achievement and is modified if ineffective. f. Revise and implement the curriculum review cycle for non-CCSS subjects to insure alignment to standards. 	<ul style="list-style-type: none"> i. Increased performance of students on national, state and local assessments. 	It is important that our district provide a consistent, clear understanding of what students are expected to learn and demonstrate mastery of within each grade level and subject area. Alignment with national standards will help to prepare our students with the knowledge and skills needed for success in college and careers.	Curriculum Dir. Special Ed. Supv.
2. Surpass the state average when measuring the percentage of students with special educational needs who are able to meet/exceed the standard on DCAS, Delaware's standardized testing tool.	<ul style="list-style-type: none"> a. Establish individual accommodations for students with disabilities when implementing common assessments. b. Provide necessary training for teachers in the use of pacing guides, learning maps and common assessments. c. Utilize Professional Learning Communities (PLCs) to deliver professional development on how to analyze and use data to drill-down to the root cause of student learning needs. d. Implement walkthroughs to insure implementation of Common Core State Standards (CCSS), use of Learning Maps, implementation of Learning Focused Strategies (LFS), differentiated instruction, and best practices in co-teaching. e. Maximize the co-teaching model through curriculum, training and accountability to ensure that co-teachers are breaking students into small groups for instruction or pre-teaching within the classroom in order to capitalize on all available resources. <ul style="list-style-type: none"> 1) Provide professional development to co-teaching pairs on collaborative teaming and co-teaching models and practices, with follow-up coaching. 2) Conduct training for administrators to ensure proficiency in evaluating the effectiveness of inclusion pairs/ co-teaching. 3) Create a research-based rubric for walkthroughs of inclusion classrooms to ensure implementation of best practices in co-teaching. Blend inclusion rubric with LFS strategies, differentiated instruction and best practices in co-teaching. 	<ul style="list-style-type: none"> i. Improved performance of students with disabilities on assessments. ii. Increased graduation rates of students with disabilities. iii. Decreased drop-out rates of students with disabilities. iv. Increased numbers of students with disabilities meeting post-secondary requirements as outlined by the University of Delaware. v. Increased numbers of students gaining and maintaining community-based employment. 	Our elementary students with special learning needs are not achieving at acceptable levels and will have difficulty becoming productive adults when they graduate without targeted, effective support from us now.	Spec. Ed. Supv. Curriculum Dir. HR Director

PRIORITY 2: INCREASED STUDENT ACHIEVEMENT

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<p>2. <i>Continued</i> Surpass the state average when measuring the percentage of students with special educational needs who are able to meet/exceed the standard on DCAS, Delaware’s standardized testing tool.</p>	<p>4) Implement walkthroughs to insure instructional goals outlined in the rubric are being met with fidelity.</p> <p>5) Communicate district-wide instructional expectations to co-teaching pairs and monitor the implementation process.</p> <p>f. Investigate additional acceleration programs (pre-teaching) at the elementary level.</p> <p>1) Explore a continuum of research-based interventions in reading and math.</p> <p>2) Pilot new interventions that match student needs and analyze results.</p> <p>3) Provide professional development to teachers and administrators on differentiated instruction to create more accountability on the part of teachers during daily instruction.</p> <p>4) Provide professional development to staff and administrators on researched-based interventions.</p> <p>5) Analyze the effectiveness of training activities.</p> <p>g. Create a Teacher Leader role that is specific to the needs of students with special learning challenges and includes responsibilities for leading professional development and providing accountability for teachers working with students with special needs.</p> <p>h. Investigate the supports needed to formalize a “Three-Year Commitment” with educators working with special needs students.</p> <p>1) Conduct interviews and research to determine why special ed. teachers transfer into regular ed. classrooms and explore how the district can ensure the best teachers stay with our special education population.</p> <p>2) Compile and report on the information gathered.</p> <p>3) Explore the possibility of an incentive program for special education and/or inclusion teachers.</p> <p>4) Create a new rubric for interviewing special education candidates that includes a teaching sample/lesson plan.</p> <p>5) Identify postsecondary educational institutions graduating high-performing special education teachers, and invest additional resources to recruit from those programs.</p> <p>6) Strengthen the existing relationship with University of Delaware to ensure high quality/quantity in the pool of applicants seeking careers in special ed. in our district.</p> <p>7) Create a local and national recruitment campaign to attract the best special ed. teachers - highest service incentive.</p>	<p>i. Improved performance of students with disabilities on assessments.</p> <p>ii. Increased graduation rates of students with disabilities.</p> <p>iii. Decreased drop-out rates of students with disabilities.</p> <p>iv. Increased numbers of students with disabilities meeting post-secondary requirements as outlined by the University of Delaware.</p> <p>v. Increased numbers of students gaining and maintaining community-based employment.</p>	<p>Our elementary students with special learning needs are not achieving at acceptable levels and will have difficulty becoming productive adults when they graduate without targeted, effective support from us now.</p>	<p>Spec. Ed. Supv. Curriculum Dir. HR Director</p>

PRIORITY 2: INCREASED STUDENT ACHIEVEMENT

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3. Provide more learning opportunities that engage, challenge and advance the achievement of our more academically talented students.	<ul style="list-style-type: none"> a. Implement programs currently identified for district-wide accelerated learners. b. Explore additional district-wide programs to support accelerated learners. c. Train teachers in appropriate educational practices designed to meet the diverse population within this group of learners. d. Reflect AP-potential information when implementing course schedules at the high school level. e. Expand dual enrollment (high school/college credit) options. f. Offer enrichment opportunities for students during designated times. g. Develop a continuum or “ladder” of college exposures for students as they move from elementary through high school, studying districts that already have these programs in place to learn best practices. 	<ul style="list-style-type: none"> i. Maintain or increase the number of highest-achieving students based on national, state and local assessments. ii. Increased SAT performance. iii. Increased AP pass rates. iv. Earned college credits. 	Our more accelerated learners need to be challenged to achieve at higher levels.	Asst. Supt. Curriculum Dir. Spec. Ed. Supv. Research Coor.
4. Ensure that students new to the district meet with academic success, meeting or exceeding state and local standards within one year of enrolling in our school district.	<ul style="list-style-type: none"> a. All schools will continue to follow new student orientation procedures during registration for grades K-12. <ul style="list-style-type: none"> 1) Parents/guardians will meet with an administrator within one week of the student’s enrollment to discuss strengths, needs and interests. 2) Parents and/or students will complete an interest inventory during the registration process. 3) The classroom teacher will make a telephone call to the home within the first week of registration. 4) Academic assessment of new students will be completed within 2 weeks of enrollment. 5) Orientation sessions will be scheduled on a weekly basis for new students. 6) Personalized plans will be established and monitored for students with parent/guardian input. 7) Program adjustments will be made based on progress monitoring checkpoints. 8) The school counselor will contact the family after 30 days to discuss adjustment to the school. 	<ul style="list-style-type: none"> i. DCAS scores. ii. Teacher-reported grades and credits earned. 	Students transferring to the district score significantly lower than their peers on the state’s standardized tests. The quicker we evaluate and provide appropriate support, the more successful these students will be in subsequent years.	Student Srvcs. Curric. Dir. Research Coor.

PRIORITY 2: INCREASED STUDENT ACHIEVEMENT

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5. Accelerate achievement and improve outcomes for all students by accessing and using state data effectively.	<ul style="list-style-type: none"> a. Provide 90 minutes of weekly collaboration where teachers and leaders participate in instructional improvement systems in small, relevant groups. b. Use state data coaches to assist with the facilitation of collaborative time, observe instruction and provide feedback. c. Provide input into the development of dashboards (e.g. feedback on which indicators are most relevant to different stakeholders). d. Provide professional development to staff to teach them how to deeply analyze and use the data (i.e. how to make the instructional match from data to practice). e. Provide workshops and expand data access to parents and community members. 	<ul style="list-style-type: none"> i. Increased performance of students on national, state and local assessments. ii. PLC records which include meeting date(s), attendees, agenda, minutes and action items. 	The effective use of data can help guide instruction and will have a positive impact on student achievement.	Research Coor.
6. Continue to build writing mastery among all students.	<ul style="list-style-type: none"> a. Develop a scope and sequence for writing instruction. b. Establish required writing activities. c. Create a communication that informs district staff and stakeholders about the framework used for writing instruction. d. Increase opportunities for concrete and authentic purposes for writing across the content areas. e. Administer district-wide writing prompts – a minimum of two per year – at targeted grade levels. f. Provide training to staff on how to implement technology into writing (wikis, blogs, online journals...). g. Supply training for any teachers new to the district in the approved writing model and expectations. h. Gauge the success of professional development by conducting walkthroughs within five days of completion of training. At least half of all attendees will be visited. i. Monitor, by means of DPAS II and walkthroughs, the implementation of writing across the curriculum. 	<ul style="list-style-type: none"> i. SAT writing scores. ii. Results from district writing assessment. 	Effective writing skills are necessary for success in school and beyond.	Curriculum Dir. Research Coor.
7. Continue to build high levels of literacy among all students.	<ul style="list-style-type: none"> a. Provide professional development for research-based reading comprehension strategies that are appropriate to grade-level bands. b. Monitor the implementation of reading within all content areas through walkthroughs and DPAS II. c. Promote literacy through the common summer reading experiences such as <i>One Book, One School</i> (secondary) and common reading lists (elementary). 	<ul style="list-style-type: none"> i. DCAS reading scores. ii. Walkthrough data. 	As indicated in the CCSS for English language arts, students are expected to comprehend materials at more rigorous levels across a larger span of informational text and literature.	Curriculum Dir. Research Coor.

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8. Increase the high school graduation rate from 84% to 87%.	<ul style="list-style-type: none"> a. All grade 9-11 students will carry a full course load. No students will be permitted to take a partial load prior to senior year. b. All high schools will institute a building-based mentoring program for students at risk of dropping out, establish an ad hoc committee to analyze student failures and develop a plan aimed at reducing the number of course failures each semester. c. Increase student aspirations through the use of the Student Success Plan (SSP) process as well as vocational and career education. d. Develop a continuum or “ladder” of college exposures for students as they move from elementary through high school, studying districts that already have these programs in place to learn best practices. 	<ul style="list-style-type: none"> i. Increased graduation rates in all subgroups. ii. Decreased drop-out rates in all subgroups. 	Students who fail to complete their high school education are at a disadvantage when competing for jobs, facing far less earning potential and a higher likelihood that they will experience unemployment sometime in their career.	Curriculum Dir. Spec. Ed. Supv.
9. Prevent students from dropping out of the traditional or alternative process required for graduation from high school.	<ul style="list-style-type: none"> a. Formalize the immediate process that will occur (meeting with a counselor, administrator, social worker, parent/guardian, etc.) before allowing a student to withdraw. b. Establish a process so that administrators can review students who are at risk. c. Convene a district committee to create an intervention plan that addresses these two issues: 1) students who are in the process of dropping out, 2) identification of students who are at risk of dropping out. 	<ul style="list-style-type: none"> i. Increased graduation rates in all subgroups. ii. Decreased drop-out rates in all subgroups. 	Students who fail to complete their high school education are at a disadvantage when competing for jobs, facing far less earning potential and a higher likelihood that they will experience unemployment sometime in their career.	Student Srvc. Supv. Research Coor.
<p>10. Reduce the achievement gap separating African American and Caucasian students: - To 10% or less on the state’s reading assessment and 15% or less on the math assessment.</p> <p>Reduce the achievement gap separating low income and non low-income students: - To 13% or less in both reading and math.</p>	<ul style="list-style-type: none"> a. Schools will identify students for additional support in the area of academics and life skills based on standardized test results. b. Support will be recruited from appropriate outside agencies and/or organizations. c. High school counselors will hold informational sessions to communicate AP potential to African American and low-income families. 	<ul style="list-style-type: none"> i. Increased performance of students on national, state and local assessments. ii. Increased number of mentors active in our schools. iii. Enrollment of minorities and low-income students in AP courses. iv. Test participation rates of minorities and low-income students in AP courses. 	Success in our public schools cannot be predicated by the resources a student has at home. It is our duty to ensure that everything is done to provide a fair and equitable education to all students.	Curric. Dir. Research Coor.

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11. Monitor the impact of International Education and 21st century skills initiatives on instructional delivery in every K-12 classroom.	<ul style="list-style-type: none"> a. Define 21st century skills/literacies and higher-order thinking skills. b. Require teachers to adapt their instructional process to integrate 21st century learning, including higher-order thinking skills. c. Provide professional development to support the integration of 21st century skills in instruction and assesment. d. Create a task force to evaluate current world language initiatives and to make recommendations for future world language programming. e. Incorporate cultures and customs of the target languages (Chinese, Japanese, French and Spanish) into the instruction provided by elementary related arts teachers. f. Identify staff integrating 21st century skills and conduct peer observations as a means of professional development. 	<ul style="list-style-type: none"> i. Documented walkthroughs. ii. Examination of daily lesson plans with a focus on 21st century skills. iii. Examination of all assessments to ascertain that 21st century skills are appropriately applied. iv. Assess the use of technology in daily instruction across the content areas. v. Data on Levels of Technology Implementation (LoTI) among staff. vi. DPAS II rubric. 	Success in the 21st Century will rely upon critical thinking skills, interpretation of information, interaction with diverse groups of people, motivation and the ability to use technology to support completion of tasks. It is essential that students have the ability to transfer these skills to new and varied situations in life beyond high school.	Curric. Dir. Spec. Ed. Supv.
12. ASD graduates will perform as well or better than their college peers in all levels of academic performance.	<ul style="list-style-type: none"> a. Provide standards-driven instruction with opportunities to connect learning to success in college and the real world. b. Provide guidance in the development of positive work habits, work ethics and the prioritization of responsibilities. c. Integrate communication skills (writing, speaking and listening) in all courses. d. Make the services of a career counselor available to matriculating students at the end of each year. Areas of concern will be assessed. e. Establish a committee to review current career & technical education (CTE) offerings and investigate new pathways that will serve the future career market. 	<ul style="list-style-type: none"> i. Analyze the success rate after the first & third year of college. ii. Analyze successful completion rate from 2- or 4-year colleges. iii. Disaggregate college enrollment information. 	Successful completion of college will impact the employability rate for students and their earning capacity in a global society.	Curric. Dir. Spec. Ed. Supv. Research Coor.
13. Exceed the state average for SAT scores in math, reading and writing in all subgroups.	<ul style="list-style-type: none"> a. All grade 9-11 students will participate in the PSAT. b. Math and English teachers will utilize SAT Prep periods beginning in Grade 8. c. A SAT Prep course will be offered at both high schools for students who might not otherwise have access to this training. d. Math teachers will utilize SAT Prep materials. e. English teachers will infuse instruction with exposure to the SAT vocabulary. 	<ul style="list-style-type: none"> i. SAT scores. 	Strong SAT scores help students compete for scholarship assistance and admission to top colleges.	Curric. Dir. Research Coor. PIO

PRIORITY 2: INCREASED STUDENT ACHIEVEMENT

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<p>13. <i>Continued</i> Exceed the state average for SAT scores in math, reading and writing in all subgroups.</p>	<ul style="list-style-type: none"> f. The SAT test will be offered once a month at alternating high schools in our district. g. A funding strategy will be developed to assist students with limited means so that they are able to take the test more than once if desired. h. A public awareness campaign will be developed to educate families about college opportunities. 	<ul style="list-style-type: none"> i. SAT scores. 	<p>Strong SAT scores help students compete for scholarship assistance and admission to top colleges.</p>	<p>Curric. Dir. Research Coor. PIO</p>
<p>14. Increase the number of students earning a score of 3 or higher on an Advanced Placement (AP) test by 3% annually. Raise number of minority students enrolled in AP-level courses by 3% annually.</p>	<ul style="list-style-type: none"> a. All AP courses will be approved through the College Board audit process. b. All AP staff will receive content-specific training prior to teaching the course and periodically thereafter. c. Middle school content-area teachers (identified by their administrators) will be trained to teach the Spring Board® curriculum, a pre-AP program designed to prepare students for success in accelerated classes. d. Pre-AP teams will be established with representation from all middle and high schools to ensure proper sequencing of instruction and prevent possible gaps in education. e. PSAT scores will be used to identify AP-potential students from under-represented groups. f. High school counselors will develop a plan to meet with AP-potential students & parents prior to scheduling each year. 	<ul style="list-style-type: none"> i. Results of annual AP exams. ii. AP course enrollment data. iii. Parent/student attendance at AP information meetings. iv. Enrollment in honors classes. 	<p>Students successful in completing AP-level coursework are better prepared to handle the rigors of college-level work. Students who score a 3 or higher on the AP exams have the potential to earn college credit prior to entrance into post-secondary studies.</p>	<p>Curric. Dir. Research Coor.</p>
<p>15. Increase parent/guardian connections to our schools in order to achieve academic success for each child.</p>	<ul style="list-style-type: none"> a. Focus group sessions and informational meetings will occur on a regular basis with key stakeholders. These sessions will allow our new superintendent to meet constituents, share news about the district and hear their concerns. b. Teachers will make a positive telephone call to the parent/guardian of each student within the first month of school. c. Parents/guardians will be provided information regarding the grade-level curriculum through school-level activities. d. Parent information nights (Meet the Teacher, Open House events, conferences, the new parent orientation) will include information about statewide initiatives including CCSS and DCAS testing. e. Technology will be used to capture parent information and workshops with results posted on school and district websites. f. A quarterly district-wide parent communication will be published. 	<ul style="list-style-type: none"> i. School climate survey results. ii. Parent and staff stakeholders will be surveyed to ascertain their knowledge, satisfaction and concerns about the district's response to strategic initiatives. 	<p>Parent/guardian, family and community involvement is critical to student learning and success.</p>	<p>Superintendent Curric. Dir. PIO Research Coor. Student Srvc. Supv.</p>

PRIORITY 2: INCREASED STUDENT ACHIEVEMENT

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15. <i>Continued</i> Increase parent/guardian connections to our schools in order to achieve academic success for each child.	<ul style="list-style-type: none"> g. The practice of establishing business partnerships that support academic growth will be continued. h. Parenting classes will continue to be a feature of our elementary schools. i. Our preschool collaboration will be continued in order to foster academic preparedness. j. Electronic media (websites, automated calling, signage, home access...) will continue to support engagement. 	<ul style="list-style-type: none"> i. School climate survey results. ii. Parent and staff stakeholders will be surveyed to ascertain their knowledge, satisfaction and concerns about the district's response to strategic initiatives. 	Parent/guardian, family and community involvement is critical to student learning and success.	<ul style="list-style-type: none"> Superintendent Curric. Dir. PIO Research Coor. Student Srvc. Supv.
16. Collect and examine data to determine whether significant disproportionality is based on race and ethnicity not occurring within the district with respect to: 1) the identification of children with disabilities, including certain disability classifications; and 2) placement in the particular educational settings of these children.	<ul style="list-style-type: none"> a. Conduct a self-assessment to review and, if appropriate, revise the district's policies, procedures and practices. b. Ensure that the district reserves 15% of its IDEA funds for comprehensive early intervention services. c. Report publicly on the revision of procedures, policies and practices, if any, as a result of the review. 	<ul style="list-style-type: none"> i. Eligibility determination rubric. ii. IEP process survey. iii. Focus group with staff that conduct evaluations. iv. Initial Eligibility Tracking Form. 	The district has a legal, ethical and moral obligation to identify and report on disproportionate representation of students receiving special education services based on race and ethnicity.	<ul style="list-style-type: none"> Special Ed. Supv. Research Coor.
17. Increase opportunities for early childhood education.	<ul style="list-style-type: none"> a. Reach out to the community to identify 3-4 year olds not currently served by preschool programs. b. Create a data field in the registration process to track preschool experiences. c. Investigate opportunities for expanding preschool experiences for typical peers and meeting least restrictive environment (LRE) requirements. 	<ul style="list-style-type: none"> i. Number of students identified who are not in existing programs. ii. Preschool coalition meeting evaluations. iii. Proposal for preschool expansion. iv. District LRE data. 	Effective PK programs provide eager young learners with early academic and social skills that prepare them to be effective learners in kindergarten.	<ul style="list-style-type: none"> Special Ed. Supv. Curriculum Dir.
18. Promote nutrition education, physical activity and school-based activities designed to support student wellness.	<ul style="list-style-type: none"> a. Provide elementary students with opportunities to achieve 150 minutes of physical activity per week. b. Establish nutrition goals though leadership provided by school nutrition managers at each building. 	<ul style="list-style-type: none"> i. School-level data for minutes of physical activity. ii. Fourth grade fitness-gram results. 	Being overweight, undernourished and/or inactive has profound educational implications for children. Both good nutrition and physical fitness have been linked to improved academic performance in school.	<ul style="list-style-type: none"> Curriculum Dir. Nutrition Dir. Student Srvc. Supv.

PRIORITY 3: SAFE, ORDERLY & WELL-MAINTAINED SCHOOLS

GOAL	STRATEGIES	MEASUREMENT	RATIONALE	OWNERSHIP
1. Provide a safe environment to enhance learning for every student.	<ul style="list-style-type: none"> a. Each school will have a School Safety Team with support provided by the District Crisis Team. b. Positive Behavior Support (PBS) programs will be conducted in all K-12 schools. c. The student Code of Conduct will be updated annually. d. Discipline audits will be conducted at all secondary schools. e. Each school will have a plan for bullying prevention. f. Each school will have a team trained in the use of non-violent crisis intervention. g. Students who have repeat offenses will be involved in individualized interventions. h. We will explore the feasibility of installing GPS trackers on school buses - cost, funding sources, utility, legalities, etc. i. The process of installing digital cameras on buses will continue with staff trained in the use of the equipment. j. Driver's safety meetings will occur at least twice a year. 	i. School climate survey results.	Students who feel safe in school are able to focus on learning.	Student Srvc. Supv. Transport. Supv.
2. Create a supportive, caring environment for students and their families.	<ul style="list-style-type: none"> a. Building administrators will set goals with office staff to ensure visitors are provided with a welcoming environment. b. A bus safety handbook will be produced and distributed. c. Families and community members will be informed, welcomed and involved in school- and district-wide activities that support learning. 	i. School climate survey results.	Student achievement increases when parents and community members are our partners.	Student Srvc. Supv.
3. Maintain our properties and facilities at the highest levels.	<ul style="list-style-type: none"> a. A preventative maintenance program will protect the community's investment in our buildings. Ex. Boilers and chillers will be examined every six months. Roofs will be surveyed every six months. Filters will be changed regularly. 	<ul style="list-style-type: none"> i. Survey building administrators. ii. Walkthroughs. iii. Monitor complaint levels. 	Safe and clean buildings support a positive learning environment.	Facilities Supv.

GLOSSARY OF EDUCATIONAL TERMINOLOGY

AP	Advanced Placement Courses	College-level courses that a student can take in high school. An AP class is designed to prepare a student to take an AP test at the end of the year. Students who pass the AP exam with a score of 3+ may be awarded college credit.
CCSS	Common Core State Standards	A state-led effort to identify the knowledge and skills young people need for success in college and careers. Coordinated by the National Governors Association Center for Best Practices and the Council of Chief State School Officers, the Standards have been adopted in 42 states.
CTE	Career and Technical Education	A planned course sequence which introduces targeted academic content and technical skills that focus on specific career clusters designed to prepare students to successfully transition to postsecondary education and the world of work.
DCAS	Delaware Comprehensive Assessment System	An online, web-based testing system that measures progress in reading and mathematics for grades 3-10; social studies in grades 4 and 7; and science in grades 5, 8 and 10.
DPAS II	Delaware Performance Appraisal System	A five-part assessment system used to evaluate staff classified as teachers, specialists and administrators. Components for the teacher evaluation include: Planning and Preparation, Classroom Environment, Instruction, Professional Responsibilities and Student Improvement. Note: Each group - teachers, specialists, administrators - has its own unique, but complimentary components for evaluation of job performance.
IDEA	Individuals with Disabilities Education Act	Federal law which provides for special education and related services to meet the unique learning needs of eligible children with disabilities, ages PK-21 years.
IEP	Individualized Educational Plan	A legally binding document that spells out exactly what special education services a child receives and why. It includes the child's classification, placement, services such as physical or speech therapies, academic and behavioral goals, a behavior plan if needed, percentage of time in regular education, and progress reports from teachers and therapists. The IEP plan is created during a collaborative meeting that includes the child's parents, teachers and other educators.
LFS	Learning Focused Strategies	A framework for lesson planning and rigorous instructional practices used by teachers.
LRE	Least Restrictive Environment	Defined as the opportunity for students with disabilities to be educated with non-disabled peers, to the greatest extent appropriate.
PBS	Positive Behavior Support	A school-wide approach that stresses proactive, positive strategies to achieve important learning results, prevent problem behaviors and achieve a positive school climate and culture.
PLC	Professional Learning Communities	A data-driven decision making process through which teams of teachers and administrators work collaboratively to seek out best practices, test them in the classroom, continuously improve instructional practices, and focus on measurable results.
PSAT	Preliminary Scholastic Aptitude Test	A standardized test administered by the College Board and National Merit Scholarship Corporation. Participation provides firsthand practice for the SAT, and gives students the chance to qualify for National Merit Scholarship Corporation (NMSC) scholarship programs in the eleventh grade.
RTTT/R2T	Race to the Top	A federal grant awarded to states who have committed to innovative educational reforms. In 2010, Delaware became one of the first states selected for an R2T award, earning a grant totalling \$119 million which will be administered over four years to support progressive initiatives in K-12 and beyond.
SAT	Standardized Achievement Test	The nation's most widely used college admission exam. Nearly every college in America accepts the SAT or Subject Tests as a part of its admissions process.
SSP	(Delaware) Student Success Plan	An initiative to help students learn about careers and colleges/universities, set goals and develop a plan for academics, activities or other experiences they'll need during high school. Teachers and guidance counselors guide students in developing an individual SSP. Through high school, students will continue to refine their plans so they are prepared to graduate and pursue college and a career successfully.
TAP	Teacher Advancement Program	A system that provides opportunities for career advancement, professional growth, instructionally-focused accountability and competitive compensation.

1 Central Administrative Offices

313 South Fifth Street
PO Box 4010
Odessa, DE 19730
p 302.376.4128 / f 302.378.5007
www.apposchooldistrict.com

2 Alfred G. Waters Middle

1235 Cedar Lane Road
Middletown, DE 19709
p 302.449.3490 / f 302.449.3496
www.agwaters.org

3 Appoquinimink Adult Continuing Education Programs

120 Silver Lake Road
Middletown, DE 19709
p 302.378.5037 / f 302.378.0362
www.appoadulted.com

4 Appoquinimink Early Childhood Center

502 South Broad Street
Middletown, DE 19709
p 302.376.4400 / f 302.378.5696
www.appoecc.org

5 Appoquinimink High

1080 Bunker Hill Road
Middletown, DE 19709
p 302.449.3840 / f 302.378.5130
www.appohigh.org

6 Appoquinimink Training Center

118 South Sixth Street
Odessa, DE 19730
p 302.376.4128

7 Brick Mill Elementary

378 Brick Mill Road
Middletown, DE 19709
p 302.378.5288 / f 302.378.5299
www.brickmilldolphins.org

8 Bunker Hill Elementary

1070 Bunker Hill Road
Middletown, DE 19709
p 302.378.5135 / f 302.378.5139
www.bunkerhillelem.org

9 Cedar Lane Early Childhood Center

1221 Cedar Lane Road
Middletown, DE 19709
p 302.449.5873 / f 302.449.5877
www.clecc.org

10 Cedar Lane Elementary

1259 Cedar Lane Road
Middletown, DE 19709
p 302.378.5045 / f 302.378.5091
www.cedarlaneschool.org

11 Everett Meredith Middle

504 South Broad Street
Middletown, DE 19709
p 302.378.5001 / f 302.378.5008
www.meredithmiddle.org

12 Louis L. Redding Middle

201 New Street
Middletown, DE 19709
p 302.378.5030 / f 302.378.5080
www.reddingms.org

3 Middletown High

120 Silver Lake Road
Middletown, DE 19709
p 302.376.4141 / f 302.378.5268
www.middletownhs.org

13 Olive B. Loss Elementary

200 Brennan Boulevard
Bear, DE 19701
p 302.832.1343 / f 302.832.3213
www.olivebloss.org

14 Silver Lake Elementary

200 East Cochran Street
Middletown, DE 19709
p 302.378.5023 / f 302.378.5092
www.sleschool.org

15 Townsend Early Childhood Center

10 Brook Ramble Lane
Townsend, DE 19734
p 302.378.9960 / f 302.378.5128
www.townsendecc.org

16 Townsend Elementary

126 Main Street
PO Box 369
Townsend, DE 19734
p 302.378.5020 / f 302.378.5088
www.townsendthunderbirds.org



The mission of the Appoquinimink School District is to provide a world-class education where each of our students gains the knowledge, understanding, skills and attitudes needed to contribute and flourish in a global society.

Equal Opportunity For All. The Appoquinimink School District does not discriminate on the basis of race, color, gender, religion, age, disability, marital status, national origin, or other legally protected categories in its educational programs, activities, employment, or student admissions policies or practices. Inquiries regarding compliance with the above can be directed to: **Section 504 Contact** Kittie Rehrig, Supervisor of Student Services, Appoquinimink School District, 313 S. Fifth Street, PO 4010, Odessa, DE 19730, phone (302) 376-4111. Responsibilities: To coordinate the Appoquinimink School District's efforts to comply with the disability discrimination laws. **Title IX Contact** Matt Fallis, Director of Personnel, Appoquinimink School District, 313 S. Fifth Street, PO 4010, Odessa, DE 19730, phone (302) 376-4275. Title IX Coordinator's Responsibilities: To coordinate the Appoquinimink School District's efforts to comply with and carry out the District's responsibilities under Title IX, including any investigation of any complaint alleging noncompliance with Title IX or alleging actions which would be prohibited by Title IX.