



THE WORLD IS OUR CAMPUS

# 2010/11 Strategic Plan

## Appoquinimink School District



- 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
- 4 Appoquinimink Early Childhood Center**  
502 South Broad Street  
Middletown, DE 19709  
p 302.376.4400 / f 302.378.5696
- 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
- 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.

### BUILDING ON OUR STRENGTHS

- 9,300 students strong and growing daily
- 1,200 full and part-time staff
- 14 schools + 2 new facilities opening in 2012
- a pioneer in "international education"
- world languages begin in elementary school
- 21st Century skills & technology a focus for all
- a unique talent development program
- arts-infused curricula and visiting artist programs
- teacher and student exchanges
- dual enrollment and virtual class offerings
- award-winning libraries + summer library programs
- business partners and mentoring at all schools

TABLE OF CONTENTS

Introduction .....1

Goal I: High Quality Teaching & Learning .....2-3

Goal II: Increased Student Achievement .....4-8

Goal III: Safe, Orderly & Well-Maintained Schools.....9

## The World Is Our Campus

Today’s students need a new set of skills to be successful. In addition to mastering traditional content like English, mathematics, science and history, they must become proficient in world cultures and communication, environmental and social issues, financial and cyber literacies, complex health concerns and more in preparation for their emergence into a technologically savvy and globally competitive society.

As educators in the 21st Century, our job is to help young people understand the interdependence of economies, peoples and cultures around the globe and prepare them to function comfortably and effectively in languages outside their own. We must challenge students to think critically and innovatively to solve problems, use technology as a tool, be skilled in exchanging ideas and information across borders, possess a healthy work ethic and interact effectively in teams. Above all, we must provide our youth and teens with a strong academic foundation.

To meet this challenge, the Appoquinimink School District has become a pioneer in the “international education” movement. With strong support from our community, we purposefully integrate international content and 21st Century technology into the subject matter taught in all grades and schools. It is our goal that Appoquinimink graduates be prepared for success at the highest levels – not just in Delaware or these United States – but anywhere in the world.

Our progress will depend upon the sustained commitment of many partners: educators, students, parents, staff and Board, the business community, volunteers and more. But we are confident that what we dream – preparing students with the skills to become leaders in a global economy – we can accomplish.

As you begin to read our strategies for success in the 2010/11 school year, you can almost feel the energy and enthusiasm. Teachers and students are willing to experiment, take risks and enjoy the process of change. You’ll see intense discussions about setting priorities, developing curriculum and doing what’s best for each child.

We hope you will take a moment to read through this document and contact a member of our staff with your thoughts. An informative presentation 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.

EDUCATION LEADERS

Tony Marchio, Ed.D., *Superintendent of Schools*  
Marion Proffitt, Ed.D., *Assistant Superintendent*

BOARD MEMBERS

Joanne Christian, *President*  
Julie Johnson, *Vice President*  
Norman Abrams  
Edna Cale  
Donna Kimmey

## PRIORITY 1: HIGH QUALITY TEACHING AND LEARNING

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"> <li>a. Increase the percentage of highly effective teaching staff in each school.</li> <li>b. Expand the scope our recruitment efforts.</li> <li>c. Follow a rigorous screening process to identify outstanding job candidates.</li> <li>d. Refine the interview process.</li> <li>e. Streamline the hiring process.</li> <li>f. Provide valuable professional development opportunities.</li> <li>g. Evaluate the new teacher mentoring process.</li> <li>h. Provide quality supervision/observation/evaluation of staff.</li> <li>i. Ensure that poor performance is documented in accordance with DPAS II.</li> <li>j. Increase the number of student teachers placed with seasoned teachers in order to provide a pool of highly effective potential hires.</li> </ul>	<ul style="list-style-type: none"> <li>i. Develop a rating system for new hires and keep a record of all hires and their rating.</li> <li>ii. Review DPAS II evaluations of teaching staff and monitor their performance to determine strengths and weaknesses among staff.</li> </ul>	Great employees who are highly effective teachers are essential for maintaining a quality school system and improving student achievement.	Fallis Proffitt
2. Reduce the turnover rate of teachers and administrators.	<ul style="list-style-type: none"> <li>a. Maintain strong orientation and mentoring programs for new staff at the district and building level.</li> <li>d. Conduct exit interviews to determine reasons for resignation.</li> <li>e. Ensure that poor performance is documented in accordance with DPAS II.</li> </ul>	<ul style="list-style-type: none"> <li>i. Establish an Employee Turnover Report.</li> <li>ii. Review and analyze exit interview data.</li> </ul>	Reducing the turnover rate of employees will keep quality teachers in the classroom and help improve student achievement.	Fallis
3. Ensure that substitute teachers are well qualified to succeed in their assignments.	<ul style="list-style-type: none"> <li>a. Closely review credentials to ensure applicants are well qualified and refine the substitute placement process.</li> <li>b. Provide a quality orientation and training program for substitutes.</li> <li>c. Develop an instructional toolkit to help substitutes perform their responsibilities more effectively.</li> <li>d. Establish permanent substitutes for long-term leave assignments.</li> </ul>	<ul style="list-style-type: none"> <li>i. Develop a rating system for substitute teachers and use data from that system as a means of developing the substitute teacher list.                             <ul style="list-style-type: none"> <li>- Input to be provided by classroom teachers upon their return.</li> </ul> </li> </ul>	Qualified substitutes will help assure a continuation of learning in the absence of the regular classroom teacher.	Fallis
4. Reduce the number of teacher absences.	<ul style="list-style-type: none"> <li>a. Inform all staff of the attendance policy and the subsequent value of accumulated days when they leave the system.</li> <li>b. Work with school administrators to scrutinize requests for leave, verifying that they follow established policy and procedures.</li> <li>c. Work with the teachers' union to develop/support an automated system for tracking absences, and study the resulting data to establish reasonable goals through the collective bargaining process.</li> <li>d. Implement an automated leave request tracking system.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	Valuable classroom instruction time is lost when teachers are not in the classroom teaching.	Fallis

## PRIORITY 1: HIGH QUALITY TEACHING AND LEARNING

GOAL	STRATEGIES	MEASUREMENT	RATIONALE	OWNERSHIP
5. Establish new educator career paths linked to evaluation.	<ul style="list-style-type: none"> <li>a. Define the career ladders already in place (if any) that link evaluation to professional development, promotion, advancement and compensation.</li> <li>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").</li> <li>c. Define teacher leader roles and responsibilities in accordance with the state's definition.</li> <li>d. Implement a rigorous selection process that considers only highly effective teachers for Teacher Leader roles.</li> <li>e. Require "highly effective" ratings for at least two out of every three evaluations for Teacher Leaders to remain in that position.</li> </ul>	<ul style="list-style-type: none"> <li>i. Program design completed by the end of the 2010/11 school year.</li> </ul>	Effective teachers who excel in the classroom should have an avenue for advancement.	Fallis Proffitt School Leaders
6. Ensure the equitable distribution of effective teachers.	<ul style="list-style-type: none"> <li>a. Increase the concentration of highly-effective teachers in high-need schools.</li> <li>b. Participate in statewide recruitment campaign.</li> <li>c. Use central website for applications.</li> <li>d. Forecast hiring needs for teachers.</li> </ul>	<ul style="list-style-type: none"> <li>i. Examine student data to identify schools that need effective teaching.</li> <li>ii. DPAS II evaluations.</li> </ul>	Our best and most effective teachers should serve the students who need them most.	Fallis Proffitt
7. Accelerate the development of instructional leaders.	<ul style="list-style-type: none"> <li>a. Ensure novice principals and principals at high-need schools participate in intensive state instructional leadership training.</li> <li>b. Schedule principal to principal "Learning Walks" among schools to establish consistency and ensure best practices are being utilized.</li> <li>c. Forecast hiring needs for leaders and use succession planning to identify high-potential candidates for school leadership positions.</li> </ul>	<ul style="list-style-type: none"> <li>i. Student achievement data.</li> <li>ii. DPAS II evaluations.</li> </ul>	Student success is closely linked to strong educational leadership.	Fallis Proffitt

## PRIORITY 2: INCREASED STUDENT ACHIEVEMENT

GOAL	STRATEGIES	MEASUREMENT	RATIONALE	OWNERSHIP
1. Provide more learning opportunities that engage, challenge and advance the achievement of our more academically talented students.	<ul style="list-style-type: none"> <li>a. Formalize appropriate district-wide programs to support accelerated learners.</li> <li>b. Train teachers in additional educational practices designed to meet the diverse population within this group of learners.</li> <li>c. Institute a nationally recognized interest inventory survey to immediately impact Talent Development, but with broader applications for all students.</li> <li>d. Align Talent Development offerings with the results of the student interest inventory in each building.</li> <li>e. Present findings to parents/guardians to ensure support at home and in school.</li> <li>f. Reflect AP-potential information when developing course schedules at the high school level.</li> <li>g. Expand dual enrollment (high school/college credit) options.</li> <li>h. Offer enrichment opportunities for students during designated Response to Intervention (RtI) time.</li> <li>f. 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.</li> </ul>	<ul style="list-style-type: none"> <li>i. Maintain or increase the number of highest-achieving students based on national, state and local assessments.</li> <li>ii. Increased SAT performance.</li> <li>iii. Increased AP pass rates.</li> <li>iv. Earned college credits</li> </ul>	Our more accelerated learners need to be challenged to achieve at higher levels.	Proffitt Panchisin Gravuer Klein
2. The percentage of Appoquinimink students with special education needs who meet/exceed the standard on our state’s assessment tool (DCAS) will surpass Delaware’s percentages for students with special education needs.	<ul style="list-style-type: none"> <li>a. Establish training for teachers and administrators in a program called Learning Focus® that will result in better teaching strategies &amp; more individualized responses to student needs.</li> <li>b. Strategically match teaching inclusion pairs, obtaining an agreement that they will co-teach for a minimum of a 3-year period and provide common planning time to the pairs.</li> <li>c. Maximize the use of district office staff by assigning them to classrooms where they can directly support teachers and staff by coaching and modeling best practices.</li> <li>d. Provide support and training for the parents of students with disabilities in order to improve student achievement.                             <ul style="list-style-type: none"> <li>- At their home school.</li> <li>- On a predetermined basis.</li> </ul> </li> <li>e. Expand the training of inclusion pairs on collaborative learning and proven instructional strategies for co-teaching/unit development.</li> </ul>	<ul style="list-style-type: none"> <li>i. Improved performance of students with disabilities on assessments.</li> <li>ii. Increased graduation rates of students with disabilities.</li> <li>iii. Decreased drop-out rates of students with disabilities.</li> <li>iv. Increased numbers of students with disabilities meeting post-secondary requirements as outlined by the University of Delaware.</li> <li>v. Increased numbers of students gaining and maintaining community-based employment.</li> </ul>	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.	Mieczkowski

## PRIORITY 2: INCREASED STUDENT ACHIEVEMENT

GOAL	STRATEGIES	MEASUREMENT	RATIONALE	OWNERSHIP
3. Students new to the district will 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"> <li>a. Schools will create a new student orientation program to include:                             <ul style="list-style-type: none"> <li>- Initial data collection/review.</li> <li>- New Student Inventory.</li> <li>- Assessment of new students within 7 days of enrollment.</li> <li>- A parent/child conference to put a success plan in place.</li> <li>- A teacher telephone call to the home.</li> </ul> </li> <li>b. Each school will organize a team that will be responsible for monitoring the progress of a new student.</li> <li>c. New students will be assigned mentors.</li> <li>d. Orientation sessions will be scheduled on a bi-weekly basis for groups of new students.</li> </ul>	<ul style="list-style-type: none"> <li>i. Increased performance of students on national, state and local assessments.</li> <li>ii. Teacher reported grades/credits earned</li> </ul>	Students transferring to the district score significantly lower than their peers on the state’s standardized tests.	Principals Klein
4. Support the development of new standards, align curriculum and conduct assessments.	<ul style="list-style-type: none"> <li>a. Ensure curriculum aligns with standards, is implemented with fidelity, is having the desired impact on student achievement and is modified if ineffective.</li> <li>b. Ensure teachers and leaders participate in the state’s standards-related professional development.</li> <li>c. Align ASD curriculum and instruction with the new national “Common Core Standards.”</li> <li>d. Classroom walk throughs and observations will monitor the implementation of the Common Core.</li> </ul>	<ul style="list-style-type: none"> <li>i. Increased performance of students on national, state and local assessments.</li> </ul>	It is important that our district stay abreast of, and participate in, all state and federal initiatives that will impact instruction in our district.	Panchisin Gravuer Mieczkowski
5. Accelerate achievement and improve outcomes for all students by accessing and using state data.	<ul style="list-style-type: none"> <li>a. Continue to use the statewide data system in schools.</li> <li>b. Provide real-time data that meets quality standards.</li> <li>c. Provide 90 minutes of weekly collaboration where teachers and leaders participate in instructional improvement systems in small, relevant groups.                             <ul style="list-style-type: none"> <li>- A minimum of 4.5 hours/month will be allotted for collaborative group planning for two years.</li> </ul> </li> <li>d. Use state data coaches to assist with the facilitation of collaborative time, observe instruction and provide feedback.</li> <li>e. Provide input into the development of dashboards (e.g. feedback on which indicators are most relevant to different stakeholders).</li> <li>f. Encourage professional staff to complete surveys relevant to the state data system.</li> <li>g. 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).</li> </ul>	<ul style="list-style-type: none"> <li>i. Increased performance of students on national, state and local assessments.</li> </ul>	The effective use of data can help guide instruction and will have a positive impact on student achievement.	Klein

## PRIORITY 2: INCREASED STUDENT ACHIEVEMENT

GOAL	STRATEGIES	MEASUREMENT	RATIONALE	OWNERSHIP
6. Continue to build writing mastery among all students.	<ul style="list-style-type: none"> <li>a. Establish a new baseline for students in grades 2, 4, 6 and 9 using the Six Traits® writing rubric.</li> <li>b. Train and/or retrain all teachers and administrators in how to use and interpret this tool.</li> <li>c. Establish writing prompts/tasks at targeted grade levels.</li> <li>d. Administer district-wide writing prompts - a minimum of two/year - at targeted grade levels.</li> <li>e. Establish a Scoring Committee trained in consistent grading of responses.</li> <li>f. Require <b>all</b> content area teachers to incorporate Six Traits® instruction within the writing process.</li> </ul>	<ul style="list-style-type: none"> <li>i. SAT writing scores.</li> <li>ii. Results from district writing assessment.</li> </ul>	Effective writing skills are necessary for success in school and beyond.	Panchisin Gravuer Klein
7. Increase the high school graduation rate from 84% to 87%.	<ul style="list-style-type: none"> <li>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.</li> <li>b. The credit recovery process will be revised.</li> <li>c. 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.</li> <li>d. Increase student aspirations through the use of the Student Success Plan (SSP) process as well as vocational and career education.</li> <li>e. 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.</li> </ul>	<ul style="list-style-type: none"> <li>i. Increased graduation rates in all subgroups.</li> <li>ii. Decreased drop-out rates in all subgroups.</li> </ul>	Students who fail to complete their high school education are at a disadvantaged when competing for jobs, facing far less earning potential and a higher likelihood that they will experience unemployment sometime in their career.	Gravuer Mieczkowski

## PRIORITY 2: INCREASED STUDENT ACHIEVEMENT

GOAL	STRATEGIES	MEASUREMENT	RATIONALE	OWNERSHIP
8. 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.  Reduce the achievement gap separating low income and non low-income students: - To 13% or less in both reading and math.	<ul style="list-style-type: none"> <li>a. Schools will identify students for additional support in the area of academics and life skills based on standardized test results.</li> <li>b. Mentors will be established for all identified students.</li> <li>c. Support will be recruited from appropriate outside agencies and/or organizations.</li> <li>d. Data will be analyzed to identify student needs and allocate resources as indicated.</li> <li>e. High school counselors will hold informational sessions to communicate AP potential to African American and low-income families.</li> </ul>	<ul style="list-style-type: none"> <li>i. Increased performance of students on national, state and local assessments.</li> <li>ii. Increased number of mentors active in our schools.</li> <li>iii. Enrollment of minorities and low-income students in AP courses.</li> <li>iv. Test participation rates of minorities and low-income students in AP courses.</li> </ul>	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 .	Panchisin Gravuer Klein Mitchell
9. 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"> <li>a. Encourage teachers to adapt their instructional process to integrate 21st Century learning, especially higher-order thinking skills.</li> <li>b. Use professional development to support the integration of 21st Century skills.</li> <li>c. Provide ongoing training on techniques that measure the alignment of 21st Century skills with appropriate assessment.</li> <li>d. Require frequent use of technology in the assessment process.</li> <li>e. Apply data-driven decisions to manage the instructional process.</li> <li>f. Monitor student's schedules to ensure exposures to world languages and 21st Century experiential connections.</li> </ul>	<ul style="list-style-type: none"> <li>i. Documented walk throughs.</li> <li>ii. Examination of daily lesson plans with a focus on 21st Century skills.</li> <li>iii. Examination of all assessments to ascertain that 21st Century skills are appropriately applied.</li> <li>iv. Assess the use of technology in daily instruction across the content areas.</li> <li>v. Data on Levels of Technology Implementation (LoTI) among staff.</li> </ul>	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.	Panchisin Gravuer Klein
10. ASD graduates will perform as well or better than their college peers in all levels of academic performance.	<ul style="list-style-type: none"> <li>a. Provide standards-driven instruction with opportunities to connect learning to success in college and the real world.</li> <li>b. Provide guidance in the development of positive work habits, work ethics and the prioritization of responsibilities.</li> <li>c. Integrate communication skills (writing, speaking and listening) in all courses.</li> <li>d. Make the services of a career counselor available to matriculating students at the end of each year. Areas of concern will be assessed.</li> </ul>	<ul style="list-style-type: none"> <li>i. Analyze the success rate after the first &amp; third year of college.</li> <li>ii. Analyze successful completion rate from 2- or 4-year colleges.</li> </ul>	Successful completion of college will impact the employability rate for students and their earning capacity in a global society.	Gravuer Klein

## PRIORITY 2: INCREASED STUDENT ACHIEVEMENT

GOAL	STRATEGIES	MEASUREMENT	RATIONALE	OWNERSHIP
11. SAT scores in math, reading and writing will exceed the state average in all subgroups.	<ul style="list-style-type: none"> <li>a. All grade 9-11 students will participate in the PSAT.</li> <li>b. Math and English teachers will utilize SAT Prep periods beginning in Grade 8.</li> <li>c. An SAT Prep course will be offered at both high schools for students who might not otherwise have access to this training.</li> <li>c. Math teachers will utilize SAT Prep materials.</li> <li>d. English teachers will infuse instruction with exposure to the SAT vocabulary.</li> <li>e. The SAT test will be offered once a month at alternating high schools in our district.</li> <li>f. 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.</li> <li>g. A public awareness campaign will be developed to educate families about college opportunities.</li> </ul>	i. SAT scores.	Strong SAT scores help students compete for scholarship assistance and admission to top colleges.	Gravuer Miles Klein
12. The number of students earning a score of 3 or higher on the Advanced Placement (AP) tests will increase by 3% annually.  The number of minority students enrolled in AP-level courses will increase by 3% annually.	<ul style="list-style-type: none"> <li>a. All AP courses will be approved through the College Board audit process.</li> <li>b. All AP staff will receive content-specific training prior to teaching the course and periodically thereafter.</li> <li>c. All middle school content-area teachers will be trained by the College Board to learn more about the rigor and expectations for accelerated classes.</li> <li>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.</li> <li>e. PSAT scores will be used to identify AP-potential students from under-represented groups.</li> <li>f. High school counselors will develop a plan to meet with AP-potential students &amp; parents prior to scheduling each year.</li> </ul>	<ul style="list-style-type: none"> <li>i. Results of annual AP exams</li> <li>ii. AP course enrollment data</li> <li>iii. Parent/student attendance at AP information meetings</li> <li>iv. Enrollment in honors classes</li> </ul>	Students successful in completing AP-level coursework are better prepared to handle the rigors of college-level work. Students who scores a 3 or higher on the AP exams have the potential to earn college credit prior to entrance into post-secondary studies.	Gravuer Klein

## PRIORITY 3: SAFE, ORDERLY AND WELL-MAINTAINED SCHOOLS

GOAL	STRATEGIES	MEASUREMENT	RATIONALE	OWNERSHIP
1. The district will implement strategies to engage families and communities in effectively supporting the academic success of our students.	<ul style="list-style-type: none"> <li>a. Teachers will place a positive telephone call to the parent/guardian of each student within the first month of school.</li> <li>b. Three elementary schools – Brick Mill, Silver Lake and Townsend – will pilot the Love &amp; Logic® Program approach to classroom management.</li> <li>d. Our elementary schools and early childhood centers will continue to offer parenting classes during the school year.</li> </ul>	School climate survey results.	Parental involvement is critical to student learning and success.	Rehrig
2. Students will be provided with a safe environment to enhance learning.	<ul style="list-style-type: none"> <li>a. Each school will have a School Safety Team with support provided by the District Crisis Team.</li> <li>b. Positive Behavior Support (PBS) programs will be conducted in all K-12 schools.</li> <li>c. The student Code of Conduct will be updated annually.</li> <li>d. Discipline audits will be conducted at all secondary schools.</li> <li>e. Each school will have a plan for bullying prevention.</li> <li>f. Each school will have a teamed trained in the use of non-violent crisis intervention.</li> <li>g. Digital cameras will be installed on buses.</li> <li>h. Driver's safety meetings will occur at least twice a year.</li> <li>i. A student/parent handbook for bus riders will be produced.</li> </ul>	School climate survey results. Decrease in disciplinary infractions.	Students who feel safe in school are able to focus on learning.	Rehrig Tulowitzky
3. Each student who has repeat offenses will be involved in individualized interventions.	<ul style="list-style-type: none"> <li>a. School teams will analyze discipline data on a monthly basis.</li> <li>b. Student supports may include mentoring, a daily check in/out process, individual and/or group counseling, social work support, functional behavior assessment and behavior support plan.</li> </ul>	i. School report and monitoring	Students who have higher levels of discipline referrals need extra support in order to achieve academically.	Rehrig
4. Elementary students will achieve at least 150 minutes of physical activity per week.	<ul style="list-style-type: none"> <li>a. Elementary schools will implement a curriculum that utilizes physical activity as an instructional strategy and submit a plan to the district office.</li> </ul>	<ul style="list-style-type: none"> <li>i. School reports</li> <li>ii. Scheduling documentation</li> </ul>	Physical activity is shown to increase students' ability to stay healthy and focus on learning.	Rehrig
5. School nutrition managers will establish wellness/nutrition education goals for their building.	<ul style="list-style-type: none"> <li>a. School nutrition managers in each building will submit educational goals/activities by June for implementation the following year. Upon completion, outcomes will be reported, evaluated and future plans shared.</li> </ul>	<ul style="list-style-type: none"> <li>i. Increase in school breakfast &amp; lunch participation.</li> <li>ii. Satisfaction survey results.</li> </ul>	Healthier students miss less time from school and studies have shown that proper nutrition improves learning and test scores.	Vander-Decker
6. Our properties & facilities will be maintained at the highest levels.	<ul style="list-style-type: none"> <li>a. All schools will work to reduce electricity consumption.</li> </ul>	<ul style="list-style-type: none"> <li>i. Monthly kilowatt (KW) energy usage reports.</li> </ul>	Students are better able to focus on learning in schools that are well maintained.	Hershey