



2019 Recognition Schools

❖ **Beacon Middle School**, Cape Henlopen School District, Recognition School

Dave Frederick, Principal

Beacon Middle school has 750 kids and is still growing. The school focuses on teaching the standards, assessing the standards, and adjusting instruction as needed, as well as applying high impact instructional strategies, particularly numbered pairs for discussion. The staff is most proud of their diverse student body and what each student has to offer.

❖ **Christiana High School and Middle School Honors Academy**, Christina School District, National ESEA Distinguished and Recognition School

Eunique Lawrence, Principal

This school's reputation is built on providing excellent opportunities for a diverse population of students. Students find a variety of academic and extracurricular opportunities, led by dedicated staff. Christiana offers a traditional, comprehensive school experience, as well as opportunities in Agricultural Science, Health Science, and a rigorous visual and performing arts program. The school welcomes students of all backgrounds and abilities through the Delaware Autism Program, ELL, Networks, and Christiana REACH Program. A point of pride is being at the forefront of developing a dual enrollment partnership with a local university, where students can earn up to 24 college credits. This unique opportunity creates access for students to experience classes on a college campus, and provides staff a chance to be adjunct teachers, while continuing to work in the school building. The school's success on the 2019 standardized tests comes from a belief in a true home-school partnership, where communication and connection with families is a priority. Additional achievement can be attributed to the many inclusive opportunities available to the students. Christiana is most proud of the way ALL students, staff, and families are celebrated, whether small or large and this is what motivates their school community.



2019 Recognition Schools

❖ **John M. Clayton Elementary School**, Indian River School District, Recognition School

Allisa Booth, Principal

This is a “School for Everyone” housing multiple programs, including Spanish immersion since 2011, Project Lead the Way’s STEM Program since 2015, the Howard T. Ennis Satellite Program, the Indian River Autism Program, IRSD’s Hearing and Deaf Program, and one of a kind art and music programs. JMC is proud of its use of data to drive instruction with the support of two Opportunity Grant Interventionists who help guide PLCs and developing Data Action Plans. Teachers are given time daily as a team and weekly with support staff to backwards plan for each unit with a focus on teaching with the end in sight. The teachers, interventionists, and paraprofessionals work with administration, coordinators, and district-level personnel to ensure all student needs are met in whole group, small group, and individual instruction throughout the day. Students also prepare for end of the year testing through quarterly practice. Last year, the school continued to focus on the importance of academics by instituting the first National Elementary Honor Society in the Indian River School District and inducted 60 students. Efforts have also been made to build relationships with students as JMC moves towards becoming a fully trained Responsive Classroom School.

❖ **Frederick Douglass Elementary School**, Seaford School District, Recognition School

Carol Leveillee, Principal

The school is proud of the transformation that has occurred over the last 4 years. The staff and students have worked tirelessly to achieve these results. Everything that is done at Fred is all about the students. Their improvement is due to the collective belief in the students and the staff. When there is a belief in someone and they are held accountable, great things can and will happen. Staff teach using the district curriculum and content standards as the core. They strategically maximize student needs. There is an all-hands on deck approach when creating staff schedules. The staff constantly looks at data and makes decisions based on what the data says whether it is common assessment data, interim Smarter data, discipline data, or attendance data. Through PLCs, faculty meetings, and professional development days, they have fostered a sharing and learning community for not only our students but our staff. Frederick Douglass is a great place to be but they are not finished yet.



2019 Recognition Schools

❖ **Forest Oak Elementary School**, Red Clay School District, Recognition School

Erin NeCastro, Principal and Shane Rifenburg, Acting Principal

The school leaders are very proud of the teachers and students and attribute success to their hard work and building an environment conducive to success. The staff lives the vision: "Together, we grow the whole child, each mighty oak was once an acorn." They strive to meet kids where they are and build them up not only academically, but behaviorally, socially, and emotionally. This vision has provided a strong foundation for continuous school improvement with a focus on student engagement and academic vocabulary. Staff have a strong focus on ensuring that every student is actively engaged with the content. Building background knowledge and teaching students academic vocabulary is focused on so that students can apply these things in their writing and coursework. The school is starting its third year using the IABs as an instructional tool as well as an assessment tool. Teachers utilized the data to determine student strengths and weaknesses and planned instruction accordingly. Teachers and students at Forest Oak work as a collaborative team and are committed to the individual growth of all students.

❖ **Allen Frear Elementary School**, Caesar Rodney School District, Recognition School

Julie Lavender, Principal and Barbara Miklus, Acting Principal

This school is a champion of learning, champion of teaching, and champion in support of each another to ensure success for all: academically, socially, and emotionally. To support all students and staff, a professional development plan was developed to foster a common language, ensure equitable opportunities, and implement techniques that fine-tune their craft as Classroom Champions. A few initiatives that contribute to school growth include professional development for school-wide close reading strategies, performance task writing, vertical articulation, Teach Like a Champion 2.0 Techniques, Champions for Equity training, promoting global read-alouds, and consistently implementing Number Talks in all classrooms. Specialized training has been provided to support the students receiving ELL and special education services through cohorts of teacher leaders. Social Emotional Learning and Mindful Practices have been integrated to support the whole child through teaching with the Second Step Curriculum, implementing an Action Team with case study features, providing Mindful Monday SEL techniques, establishing mentors for students, and developing a solid PBIS program. All school-wide initiatives are sustained through faculty meetings, district-wide professional development days and common planning blocks for teachers.



2019 Recognition Schools

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

David Hudson, Principal

The school's success is due to an unbelievably talented and dedicated instructional staff, an incredible student population, and an amazing school community that supports the efforts of GMS. The staff has internalized the values and practices found in the Learning Focus approach and adapted instruction accordingly. This has allowed for common instructional practices and common academic language across all facets of instruction, resulting in students performing at a high level. Georgetown Middle School's strategic use of data has also been a factor in the school's success. Throughout the year, the teachers provide common summative assessments and utilize state issues IAB's. These are analyzed during daily PLC meetings. Lessons are created and modified according to this analysis. The instructional staff continuously collects and analyzes these assessments as well as formative assessment data student achievement data in order to modify and adjust instruction. The focus on teaching the individual students and engaging all learners has helped to create a positive and successful learning cultural at Georgetown Middle School.

❖ **Love Creek Elementary School**, Cape Henlopen School District, Recognition School

Lisa Morris, Principal

Love Creek Elementary School is a unique makeup of various teachers and students from so many different backgrounds. The school has over 700 children. Dedication and hard work are the major reasons why the school is doing so well. They believe in an all-hands on deck approach to support the students. The school's promise sums it up, "Success, Nothing Less - Every Student, Every Classroom, Every Day!" The staff wants to see students excel to the highest levels possible. They believe building meaningful relationships, high expectations, and rigorous instruction are the main contributors to student achievement. The school is proud to be making a huge impact on so many lives. With a name that has "Love" in it, that says a lot.



2019 Recognition Schools

❖ **R. Elisabeth Maclary Elementary School**, Christina School District, Recognition School

Bartley Dryden, Principal

Maclary is a school community committed to supporting all scholars and their families. The outstanding staff members at Maclary work every day to create a nurturing environment where equity and diversity are valued and used to support rigorous teaching and learning. Maclary is a school community that works collaboratively to support students' growth and achievement. Maclary Elementary School's recent success in raising achievement for all students and subgroups and closing disproportionate achievement gaps is attributable to continual improvement efforts by staff who continue to utilize new and fresh strategies to reach and engage scholars across the spectrum of learners at Maclary. Clever and creative use of time and grouping patterns have also been beneficial in supporting students' growth and engagement in all facets of learning. 2019 has been a great year for the Maclary community. In addition to the School Recognition honor, Maclary has been named a National PTA School of Excellence winner for 2019-2021. These honors demonstrate the joint commitment the Maclary community has made to support all Maclary scholars and their families every day.

❖ **Joseph M. McVey Elementary School**, Christina School District, Recognition School

David Wilkie, Principal

Over the past four years, McVey has worked collaboratively with the International Literacy Association (ILA). The school has created a culture of literacy to increase the love of reading and writing which is the key to unlocking students' desire to achieve. McVey students have engaged in conversations with various authors through Skype. Providing access to books was another priority. McVey built classroom libraries that represented their diverse cultures and appealed to students' interests. Libraries were created outdoors and in the cafeteria to provide continuous access to books. McVey also created a professional development model that included working with a highly respected professional and educator in the field of literacy development, Dr. Carrice Cummins. All staff learned theory and practice, watched newly learned strategies in action, and delivered lessons that were observed by their colleagues. McVey has taken a core of educators to the annual ILA Conference each year. These McVey staff members returned to educate the rest of the school community. To quote, Simon Sinek, "When we tell people to do their jobs, we get workers. When we trust people to get the job done, we get leaders." The McVey staff have been true leaders in closing the achievement gap.



2019 Recognition Schools

❖ **Milton Elementary School**, Cape Henlopen School District, Recognition School

Beth Conaway, Principal

Milton Elementary is home to a diverse student population. The staff at Milton Elementary is committed to demonstrating Cape Henlopen School District's promise statement to each of these students. They strive to promote excellence, equity, and responsiveness for every student in every classroom. Data is used regularly to ensure that targeted interventions are provided in reading and math. This intervention includes small group and individual conferencing for all students. The commitment to teacher learning is ongoing as coaching professional learning communities are held weekly with the reading and math specialists. This community of learners works tirelessly to ensure a positive classroom environment. The staff embeds daily circles in all classrooms to start the school day and uses restorative practices so that all students can learn in an environment that promotes risk taking, perseverance, and collaboration.

❖ **North Dover Elementary School**, Capital School District, Recognition School

Shani Benson, Principal

North Dover is a school dedicated to educating the whole child. There is a strong focus on determining the needs of the child and working together to find strategies that will help the student in addressing any deficits. At North, there is a collaborative spirit aiding teachers in improving their craft for the benefit of their sacred center, the child. The staff looks at all academic and social emotional needs to ensure students become well rounded citizens of the Dover community and beyond. They strive to communicate with all stakeholders and build a community grounded in mutual respect and collaboration for the betterment of all students.

❖ **Rehoboth Elementary School**, Cape Henlopen School District, National ESEA Distinguished and Recognition School

Amanda Archambault, Principal

At Rehoboth Elementary School, they believe in connections and celebrations! Their positive culture of continuous growth and learning, for students and staff, produce successful learners. At the forefront of discussions (PLCs, Staff meetings, School Improvement Team meetings, and Committee meetings) the staff focuses on our "why," in terms of academics and behavior. This drives daily instruction and interactions, while creating a level of vulnerability and self-reflection that makes everyone better than the day before. The staff is confident that their efforts to make sure that all students are exposed to grade level thinking and instruction, exposed to mindful intervention planning, and involved in rigorous, engaging instruction made for excellent test results in 2019. The school is proud of the dedication and love the staff brings to school every day.



2019 Recognition Schools

❖ **Lulu M. Ross Elementary School**, Milford School District, Recognition School

Cynthia McKenzie, Principal

Ross Elementary is a first through fifth school. Over the past several years, they have experienced increases in their student population, with significant increases in our EL and low SES demographics. They are especially pleased with achievements in the area of special education and EL instruction. By educating the entire staff about practices to effectively manage differing academic abilities, student behaviors, and learning styles, and providing all students with the least restrictive learning environment, the school has benefitted all students. The entire staff works as a team, across all grade levels, to look at student needs and how they can support students. Through the State Opportunity Grant, they have been able to bring on board an additional EL teacher and a Reading Specialist to support students and staff. These additional adults have enabled them to reduce the amount of time students spend out of the classroom by providing targeted instructional support in the classroom setting. In addition, they have a strong support staff team of counselors and family interventionists to provide emotional and behavioral support to students so the teachers can continue to focus on academic learning.

❖ **Star Hill Elementary School**, Caesar Rodney School District, Recognition School

Katie Fitzgerald, Principal

Star Hill can attribute their exceptional test scores to illuminating energy, our stellar attitude, and cosmic process. Math was identified as a school-wide area of focus through their School Success Plan. The staff created specific and measurable action steps to ensure growth for students. Goals included weekly Number Talks in each classroom and teacher-student accountability processes. Each student was required to meet iReady standards mastery equaling 45 minutes per week per child. Student Success Block discussions center around growth: data review, instructional victories, and lesson mishaps. Meetings are continuously refined to increase productivity but one constant remains: the focus is growth. Targeted professional development impacted test scores. Star Hill's participation with the Southern Regional Education Board (SREB) helped everyone to use common terms, strategies, and approaches to solving word problems throughout grades 3 – 5. This yearlong opportunity allowed teachers to be immersed in a process where learning was coupled with implementation and feedback was provided regularly. Star Hill's staff believes in holding students to high standards both academically and behaviorally. Pride shines through our students as they continue to rise to their highest potential.



2019 Recognition Schools

- ❖ **West Park Place Elementary School**, Christina School District, School of Continued Excellence

Tracy Novack, Principal

West Park Place Elementary School is the hidden jewel in a wooded community in Newark. The school is small, yet a diverse community of learners representing ten countries and eleven different languages. West Park Place is a two-time recipient of the National Blue Ribbon School Award, 2011 and 2019. High expectations continue for staff and students alike. The staff exhibits a love of learning with students and provide opportunities for students to take risks and discover their strengths. Parental engagement remains a priority and working together as a team, West Park Place continues to succeed.

- ❖ **Etta J. Wilson Elementary School**, Christina School District, School of Continued Excellence

Natalie Birch, Principal

The school creates a safe, nurturing, and caring environment in which our students can thrive through the schoolwide Positive Behavior Support program. Four PBS expectations at Wilson are to Be Respectful, Be Responsible, Manage Yourself, and Follow Directions the first time. A few examples of interventions include Check-In Check out, Mentoring, Social Skills Instruction and a Chill Zone in every classroom. The school is proud of the teamwork and collaboration among the faculty and families. Wilson has a strong PTA and together they provide extracurricular opportunities for students. Wilson was the first school in Delaware to receive the designation as a No Place for Hate School, which enables the school staff and students to challenge anti-Semitism, racism and bigotry in all forms. Wilson would not have received this recognition without the amazing, talented and dedicated teachers. Wilson teachers work tirelessly during Professional Learning Communities, lesson planning and analyzing data, to provide the best instruction possible for their students to succeed at the highest levels possible. At Wilson, there truly is a team approach to teaching and learning.