

Delaware Department of Education (DDOE) Focus School Grant Application

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Abstract

The Abstract is a brief, precise narrative summary of how this grant will impact the schools' plans for continuous improvement, and should include:

- Major program outcomes,
- The name(s) of school reform models, local innovations, and/or external supports,
- A brief description of activities supported by these funds,
- Time frames for implementation of these grant activities,
- The total amount of allocations, and
- The amount of funds requested, which must be equal to the total of funds requested on the summary budget page

Strategies for Chosen Interventions:

- Continue the use of Response to Intervention- targeted intervention/enrichment with a constant focus on growth for all students (Head Sprout and Homework Club)
- Continue the collaborative planning time for Professional Learning Communities with a focus on data disaggregation and targeted groups for intervention
- Continued use of the CCI and the PDSA process
- Provide tutoring opportunities through a homework club
- Provide community outreach activities
- Build Community partnerships to offer more mentoring opportunities
- Conduct Parent Olympic/Nemours Workshops- targeted meetings to share Focus School data on math and reading
- Support strong Instructional practices within the core curriculum
- Provide additional professional development opportunities
- Provide additional reading tutors for afterschool tutoring program

Rationale for Interventions:

Research suggests that parents' engagement with children's academic lives improves attendance, grades, test scores, graduation rates, motivation and self-esteem, the Michigan Department of Education reports. Students with involved parents are also less likely to behave violently, be suspended or use drugs and alcohol. A 2002 Southwest Educational Development Laboratory report cited by the National Education Association found that the positive effects of parent involvement held true, whatever a family's background or income level. In addition, professional learning communities have been cited as one of the most promising strategies to increase student success. The following interventions were chosen because they offer scaffolding opportunities and maintain or expand systems to support student achievement.

The interventions chosen are:

- Extended Time (day, week, year) for students with designated intervention strategies
- Partnerships with the community,
- Assignment of Development Coach to support educator evaluation/improvement
- Targeted and refocused use of Data Coaches in LEA and School Leadership Professional Learning Communities (PLC)

Background information for existing or expansion of interventions:

During the 2007-2008 school year, Milford prepared for the implementation of Response to Intervention (RtI). Various individuals attended conferences and workshops, scoured available literature and books, and met regularly. A long-term plan and an implementation process were developed.

Tier 1 was being addressed with the adoption of a new reading series. The series added rigor, updated general 'best practices' and placed considerable

emphasis on differentiated instruction while also providing a myriad of materials to facilitate these changes. Professional Development in the form of direct training, model lessons, a cluster, and team meetings took place throughout the 2007-2008 school year.

Tiers 2 and 3 were addressed by first considering the needs of the students. The team utilized various data to help determine the specific instructional areas in which interventions were needed. Next, the team considered the process for the delivery of services and what features/elements would be necessary for the interventions to possess. During a summer task force, the team then gathered information about resources already available in our buildings. These existing resources were evaluated for multiple factors, including the existence of a scientific research base, levels of effectiveness, direct match to identified areas of need, degree of targeted intervention versus broad spectrum, etc. Any existing programs and resources that met the requirements were designated as available and appropriate interventions for specific, targeted areas of need. The task force was then able to determine for which targeted instructional areas intervention resources were still needed. The task force conducted a search for corresponding materials and resources available on the market. The developed set of standards for evaluating the programs/materials was applied to each consideration. Samples were reviewed. Independent evaluations were obtained from various sources. Finally, the task force made prioritized recommendations regarding materials to be purchased. As budgetary considerations allowed, initial materials were purchased and necessary training for implementation was provided to all interventionists.

Banneker has one school level Data Coach whose primary responsibilities are to work with teacher leaders (Instructional coaches) and school administrators in the collection and analysis of student data. The school will leverage the Data Coach to fully capitalize and monitor school PLC's where grade level teachers use the prepared data to effectively plan for rigorous instruction. In prior years, the teacher leaders (Instructional coaches) served as grade level data coaches as well. The district has shifted the responsibilities to a school level data coach so to provide school-wide support in analyzing data and achievement information. As a continual part of Milford's RtI implementation, student progress, relevant needs, program fidelity, levels of effectiveness, etc. are regularly reviewed. As needs change, data indicates, and new research prompts, new products and programs are continually considered. To address specific concerns, groups of students, etc. new materials are piloted and purchased as possible. In this way, Milford ensures that the targeted needs of students are being addressed in the best possible manner with the best possible materials. In collaboration with the Milford School District efforts, Banneker Elementary School provides RtI support to all students within the school.

Another intervention chosen by Banneker Elementary School is Head Sprout. This existing tutoring intervention program will be expanded from 2 to 5 tutors in order to target specific students with a special focus on Hispanic and Special Education students identified as at risk under the Focus School mandates. Head Sprout will take place on Monday through Thursday for 30 minutes each day (it will be determined by the individual tutor if this occurs before or after school depending on student needs). Five tutors will be paid to provide the support to the targeted students mentioned above. These tutors will be monitored by the RtI coordinator and meet with her on a weekly basis to review student data and plan instructional interventions. This existing program has shown significant student gains for all students.

New interventions for Banneker Elementary School are research based and include the need for building strong community relationships and resource support for specific student groups. These new interventions encompass: conducting several Parent Olympic nights with a focus on data, communication of the school vision, and wellness activities provided by Nemours; hiring a full time ELL para; building community partnerships with First State Manufacturing in Year 1, L.D. Caulk & Sea Watch in Year 2, and Perdue in Year in order to expand mentoring efforts with a focus on identified students; providing a Homework Club.

As a part of this intervention for ELL students, Banneker Elementary School would like to hire a new ELL teacher and expand the part-time ELL instructional assistant to a full-time ELL instructional assistant. Furthermore, Banneker Elementary would like to ensure that the new hires receive training and resources necessary to ensure the success of the ESL students. More importantly, the SIOP Sheltered Instruction Observation Protocol method of teaching ELL students suggests that smaller class sizes for Level one and two students is the most significant strategy that can be utilized to ensure the success of ELL students beginning to adapt the English Language. This SIOP training would be provided to all teachers working with the ELL population.

In addition, the partnership expansion between community organizations and Banneker Elementary School is designed to enhance mentoring efforts for at risk students. Furthermore, the rise in single parent household, increase of poverty, increasing mobility among other social factors has reduced the number of adult role models for many school-aged children, making the need for mentors crucial in the success of students. The mentoring program is an existing program in the Milford School District; the greatest impact has been witnessed at the secondary level. However, Banneker Elementary School would like to partner with other community organizations to provide mentors to elementary level students identified as a part of the Focus School efforts. These organizations would include: Sea Watch, Nemours, and First State Manufacturing, and Perdue. Many of Banneker Elementary parents currently work as employees for these businesses and would benefit from the support for their students and would serve as positive role models for all students.

Finally, the Homework Club is an intervention that will provide extended time for learning. The focus of the Homework Club will be provide a safe place for students to receive assistance for homework before or after school. Classroom teachers and Instructional Paras will support the overall tutoring program.

Research suggests that many at-risk students go home to fewer opportunities for parent support, raising a sibling, or other responsibilities. The Homework Club is designed to offer a bridge between school and community for student success. These interventions were chosen to strengthen, expand, or support current systems in place to support Hispanic and low socio-economic students at Banneker Elementary School. The LEA's plans is to work collaboratively with school, parent, and community to bolster academic achievement scores for all AYP groups as measured on the Delaware Comprehensive Assessment System (DCAS).

Success Plan for: Milford Administrative Office

Years: 2011-2012 to 2013-2014

Mission Statement : It is the mission of the Milford School District to insure that all students receive a comprehensive, personalized, quality education in a safe, supportive learning environment where students can gain the knowledge, skills, attitudes, and values that will enable each of them to achieve success in their life pursuits. While a major portion of schooling in the district is devoted to developing excellence in reading, writing, mathematics, science, and social studies, we remain committed to the arts, world languages, vocational studies, athletics, and values education as we strive to provide our students with a well rounded educational experience.

Vision Statement :

By the year 2014, all students will participate in more academically challenging courses, engage in higher order thinking and problem solving and be college ready and/or prepared to enter the world of work.

The Milford School District's vision and commitment is to accelerate the achievement of all students, especially those currently targeted as underperforming. We will increase the rigor of our courses while providing all staff with appropriate professional development to support an increase in teacher effectiveness. We will also provide all staff with diversity training, assign mentors to those students struggling academically or behaviorally and offer assistance to parents. To further support students, we will offer extended day and year learning opportunities. Struggling students will be identified as those students falling behind academically and scoring below grade level on several measures, (DCAS, teacher tests, common assessments, etc.) These students will be provided opportunities to receive tutorial assistance beyond the classroom, either during the day, after school or during summer months. Furthermore, trained mentors and tutors will be called upon to work with each student on a one-on-one basis and provide extra supports. Pull out or push in models will be utilized, dependent upon the needs of the struggling students.

Therefore, by 2014, we will:

- reduce the achievement gap among minority students and white students by 50%
- increase the growth and achievement for all special education students
- ensure all graduates have met the requirements to qualify for college acceptance and/or the world of work.
- increase the total enrollment in Honors and Advanced Placement classes at the high school, for all students, by 100% to 272 (current enrollment is 136).
- increase the number of minority students from 36 (out of 136) students in the Honors and Advanced placement classes at the high school to at least 72 students.
- increase the total enrollment in Advanced and Honors classes at the middle school, for all students by 100% (current enrollment is 175).
- increase the number of minority students from 43 (out of 175) students in Advanced and Honors classes at the middle school to at least 83 students.
- increase the total enrollment in accelerated/enriched classes in the elementary schools by 100% (current enrollment is 80).
- increase the number of minority students from 7 (out of 80) students in the accelerated/enriched classes in the elementary schools to at least 48 students (out of 160)

(See appendix for data)

It is essential that the district addresses the underrepresentation of minorities in advanced classes. Our goal in increasing the number of minorities will be addressed through our offerings of accelerated summer programs, expanding the criteria for entry into advanced courses and providing extra supports through mentoring and parental involvement. We also will realize this goal through our sensitivity training and cultural diversity sessions for our staff members as we work to provide equity for all students in the district.

By 2014, the Milford School District will work collaboratively to transform schools. Administrators will ensure that large-scale, sustainable, continuous improvement is embedded into every mode of operation. The goal is to create schools in which all students learn, the achievement gap is eliminated and students are prepared for career and college options. In reaching this goal, all staff will complete training in diversity and cultural sensitivity, proficiently develop and implement differentiated instruction, incorporate higher order questioning techniques, utilize inquiry based learning and best practices towards increasing the academic rigor in the classroom. All staff will utilize data to inform instruction and guide instructional decisions to meet the needs of all students.

Needs Assessment

Staff & Community Needs Assessment

17 : Administration

Need: Identify a project manager to monitor and measure RTTT progress in the district as well as ensure the implementation of the district's activities.

Root Cause:

Data Source: Quarterly report to Superintendent

30 : Teachers

Need: Provide a school-based performance bonus to schools that meet AYP in special education cell

Root Cause:

Data Source: Spreadsheet showing school ratings; NCLB report

5 : Parents and family members

Need: Improve communications with minority families

Root Cause:

Data Source: District data on attendance at events, disaggregated by minority group.

31 : Administration

Need: Ensure novice and high-need school principals participate in State instructional leadership training

Root Cause:

Data Source: List of mentors assigned to new administrators; quarterly report to Superintendent; Reflection journals

35 : Teachers

Need: Provide a reading specialist/RTI Coordinator to the high school

Root Cause:

Data Source: DPAS II observations; monthly report by reading specialist

18 : Administration

Need: Integrate development coaches into the evaluation

Root Cause:

Data Source: Agendas and minutes from monthly meetings

36 : Teacher

Need: Provide district-wide math specialist

Root Cause:

Data Source: Observations through DPAS II; monthly report by math specialist to Director of Learning

11 : Teachers and Administration

Need: Align 8th and 9th grade math curriculum

Root Cause:

Data Source: Curriculum Map for CMP (grade 8) and Core Plus (grade 9)

23 : Teachers

Need: Define the career ladders already in place.

Root Cause:

Data Source: Defined list of processes of career pathways for teachers aspiring within and beyond classroom

37 : Administration

Need: Hire a project manager to monitor and measure RTTT progress in the district as well as ensure the implementation of the district's activities

Root Cause:

Data Source: Quarterly report to Superintendent and School Board

12 : Teachers

Need: Train all staff in the common core standards

Root Cause:

Data Source: % of all staff trained in the common core standards by Spring 2011

4 : Parents and family members

Need: Increase communications with community through technology.

Root Cause:

Data Source: Parent survey responses, number of hits on district website

6 : Teachers

Need: Ensure that all curriculum aligns with standards

Root Cause:

Data Source: Review of curriculum maps by district curriculum cadres by August 2012 and reviewed annually

19 : Teachers

Need: Provide professional development offerings that are aligned with improvement plans

Root Cause:

Data Source: WSummary report provided by Data Service Center; spreadsheet of monitoring to include informal walkthrough checklists, formal & informal observations, student data reports

10 : Teachers

Need: Align 8th and 9th grade math curriculum

Root Cause:

Data Source: Curriculum maps

8 : Teachers

Need: Pilot curriculum draft and make revisions

Root Cause:

Data Source: Curriculum maps; DCAS Benchmarks

29 : Teachers

Need: Attract and retain highly effective special education teachers who have demonstrated results

Root Cause:

Data Source: Hiring roster; differentiated compensation scale

26 : Teachers & Community

Need: Forecast hiring needs and use succession planning

Root Cause:

Data Source: Report based on letters of intent

16 : Teachers

Need: Use State data coaches to facilitate collaborative time

Root Cause:

Data Source: Agendas and minutes of the PLC collaborative time

1 : Teachers

Need: Increase percent of highly qualified teachers. Current rate is 97.4

Root Cause:

Data Source: HQT survey

32 : Administration; Teachers

Need: Distribute leadership in schools through the integrated use time studies and coaching (SAMS)

Root Cause:

Data Source: List of SAMs available for distribution in each building

27 : Teachers

Need: Place highly effective teachers with students showing the highest needs

Root Cause:

Data Source: Master schedule; DCAS benchmark scores

13 : Teachers and Administration

Need: Ensure vertical alignment, district wide

Root Cause:

Data Source: Meeting agendas and minutes; curriculum maps

7 : Teachers and Administration

Need: Ensure curriculum is implemented with fidelity

Root Cause:

Data Source: Instructional audit check points based on student progress as measured by the common assessments; Walk-through checklist reflecting the fidelity to the curriculum

14 : Teachers

Need: Provide 90 minutes of weekly collaborative time

Root Cause:

Data Source: Minutes and agendas from PLC meetings

2 : Teachers

Need: Provide staff development to improve pedagogy. Current rate of participation is 90%.

Root Cause:

Data Source: Rate of participation in development of strategic plans and in high quality staff development

34 : Administrators

Need: Building principals will be directly supervised and evaluated by the Superintendent

Root Cause:

Data Source: Goal setting forms; formative evaluation forms of DPAS II; summative evaluation

24 : Teachers

Need: Establish and staff a teacher leader position in each high-need school.

Root Cause:

Data Source: Minutes & agendas for PD; record of attendance & participation, reflection log

20 : Administration

Need: Conduct a quarterly audit to review evaluations and observations of all staff by school

Root Cause:

Data Source: Report provided to each administrator based on Personnel Directors' review of evaluations

28 : Teachers & Community

Need: Attract and retain highly effective principals for schools in corrective action by offering incentives and a performance bonus

Root Cause:

Data Source: Hiring report; differentiated compensation scale

33 : Administrators

Need: Provide opportunities for building administrators to participate in monthly PD aligned to instructional leadership needs.

Root Cause:

Data Source: Monthly agendas and minutes

25 : Teachers and Community

Need: Use the central website for applications

Root Cause:

Data Source: Roster of potential hires

9 : Teachers and Administration

Need: Develop district-wide common assessments in core content K-12

Root Cause:

Data Source: Common assessment scores

22 : Teachers

Need: Provide district wide training to facilitate collaborative planning time

Root Cause:

Data Source: Agendas and minutes; report submitted to district office by each school indicating time and date of training for staff

21 : Administration

Need: Provide a quarterly report to School Board that reflects % of evaluations completed and % of teachers on improvement plans

Root Cause:

Data Source: Spreadsheet which includes summary of needed improvements, district's actions to assist teachers on improvement, PD and the monitoring process

3 : Teachers

Need: Increase staff use of technology for instruction and school management. LoTi results indicate 23% received training on integrating technology in instruction.

Root Cause:

Data Source: LoTi survey results

15 : Teachers

Need: Implement (or enhance) an instructional improvement system

Root Cause:

Data Source: Agendas, minutes, and evaluations of the instructional improvement models

Student Needs Assessment

26 : Administration

Need: Partner with Vision Network for the Milford Central Academy

Root Cause:

Data Source: Plan created by Vision Network to focus on teaching & learning at MCA

23 : Administration and Teachers

Need: Review existing PD to determine if it is high-impact and prioritize participation in high-impact PD offerings to address identified needs

Root Cause:

Data Source: PD review list, evaluation survey

27 : Students 10th grade

Need: Provide extended learning opportunities and support for 10th graders who do not meet AYP standards

Root Cause:

Data Source: List of "at-risk" 10th grade students for enrollment in LEAD Academy; Quarterly reports to monitor student progress

9 : ELL students

Need: Support non- and limited-English speaking students in their learning of English language skills. This is indicated by Annual Measurable Achievement Objectives (AMOA) calculating student progress measured by the ACCESS test and AYP, with a target of 86%. 2007 AMAO (83.7%)

Root Cause:

Data Source: AMOA results

25 : Teachers; Administration
Need: Provide opportunities for staff to attend conferences based on PLC's, special education instruction and differentiated instruction as well as bring in consultants who have expertise in these areas
Root Cause:
Data Source: Identified staff list, summary reports of PD completed by staff attending conferences

13 : Building Administrators
Need: Target high-need or low-achieving students for enrollment in advanced coursework
Root Cause:
Data Source: Percent of high-need or low-achieving students enrolled in advanced coursework

20 : Teachers
Need: Provide mentors to new administrators through the DASL program
Root Cause:
Data Source: Reflection of goal-based project learning, minutes from mentoring and formal classroom sessions

28 : Students
Need: Provide mentors to targeted students in schools that have not met AYP
Root Cause:
Data Source: Report on student progress, list of active mentors

31 : Administration
Need: Provide funding for AP Tests: reimbursement for passing AP tests, financial assistant for low SES students
Root Cause:
Data Source: List of students taking and passing AP tests

29 : Students
Need: Partner with People's Place to provide after school homework assistance for students in grades 6-12
Root Cause:
Data Source: Quarterly reports to monitor student progress

3 : All students
Need: Improve student attendance - all grades
Root Cause:
Data Source: District attendance data and visiting teacher reports

33 : Teachers/Administration

Need: Partner with "Communities in Schools"

Root Cause:

Data Source: Monthly report prepared by CIS providing data in developing & monitoring early dropout prevention programs for grades 8 and 9

1 : Low income, minority, special education, ELL

Need: Increase performance of minority, special education and low income students on core literacy areas - grades K-11
This is based upon DCAS data, disaggregated for economically disadvantaged, racial/ethnic minorities, LEP/ESL, disabilities, by grade/education level.

Root Cause:

Data Source: DCAS results

21 : Teachers

Need: Partner with Teach for America program for potential hires or utilize other alternative teacher pathways (STEM residency, TNTP)

Root Cause:

Data Source: Recruiting lists in high need areas

5 : Secondary students

Need: Reduce suspension rates for grades 6-12
This is based upon district discipline data, disaggregated for economically disadvantaged racial/ethnic minorities, LEP/ESL, disabilities by grade/education level. Out of School Suspensions All (7%)

Root Cause:

Data Source: Out of School Suspension rates

17 : Teachers & Administrators

Need: Implement ITracker Pro from the Data Service Center for the entire district

Root Cause:

Data Source: Reports from ITracker including DSTP, DCAS, DIBELS, and district assessments

12 : Administration

Need: Provide professional development to all elementary and secondary teachers related to acceleration strategies

Root Cause:

Data Source: List of teachers completing PD

8 : Entering-Kindergarten children

Need: Provide Early Intervention for at-risk; 4-5 year olds entering school

Root Cause:

Data Source: Enrollment figures in Early Start program

4 : All students, low income, minority, special needs, ELL

Need: Improve math skills, all students

This is based upon DCAS data and curriculum-based assessments, with DCAS results disaggregated for economically disadvantaged racial/ethnic minorities, LEP/ESL, disabilities by grade/education level.

Root Cause:

Data Source: DCAS test results

19 : Teachers

Need: Provide opportunities for staff to participate in an Aspiring Leader Program-intern positions within the district.

Root Cause:

Data Source: Letter of interest, resume, summative eval, student achievement impact, professional goals, recommendation letters

11 : Teachers and Administrators

Need: Provide rigorous advanced coursework

Root Cause:

Data Source: DCAS test results; number of students enrolled in advanced courses

18 : Teachers and Administrators

Need: Implement and support the improvement of state longitudinal data system

Root Cause:

Data Source: State of Delaware generated reports

16 : Administration

Need: Provide extended learning opportunities for students who score below a 3 on DCAS

Root Cause:

Data Source: Spreadsheet indicating student names and support provided

22 : Teachers

Need: Target top ranked graduates of teacher education preparation programs regionally

Root Cause:

Data Source: Mentor list; participant list

2 : All students

Need: Increase parent involvement in child's education and school operations
This is measured by parent survey results and parent attendance logs to events. The present rate of participation is greater than 90%.

Root Cause:

Data Source: Parent participation logs and surveys

32 : Teachers/Administration

Need: Partner with local employers and community agencies to identify mentors to work with targeted students.

Root Cause:

Data Source: Monthly report submitted to Director of Student Support; Student reports on attendance, grades, testing results submitted quarterly

10 : All students

Need: Improve student knowledge and skills in science and social studies - all grades
This is based upon DSTP data disaggregated for economically disadvantaged racial/ethnic minorities, LEP/ESL, disabilities by grade/education level. Social Studies grades 4 (84%), grade 6 (68%), grade 8 (51%), grade 11 (47%). Science grades 4 (96%), grade 6 (81.5%), grade 8 (56.5%), grade 11 (58%).

Root Cause:

Data Source: DSTP Science and Social Studies

30 : Students

Need: Provide in-school tutoring to students in need

Root Cause:

Data Source: Weekly tutoring time sheets; report cards; DCAS results

7 : Secondary students

Need: Implement Prevention/Education Strategies in health, safety and drug awareness for all secondary students
This measure reviews discipline data and the annual Delaware Youth Risk Behavior report, considering disaggregated results for economically disadvantaged, racial/ethnic minorities, gender, LEP/ESL, disabilities, by grade/education level. 08-09 drug, alcohol, tobacco offenses

Root Cause:

Data Source: Discipline data and Delaware Youth Risk Behavior report

24 : Teachers; Administration

Need: Implement an individual development plan for each teacher and leader based on continuing improvement and student needs

Root Cause:

Data Source: IDP plan

15 : Administration

Need: Develop task force to review and refine current advanced and honors programs

Root Cause:

Data Source: Professional development agendas; evaluation surveys; attendance in advanced and honors courses

14 : Teachers and Administration

Need: Proactively support students in advanced coursework

Root Cause:

Data Source: DCAS results, SAT scores

6 : High School students, Regular and Special education

Need: Reduce drop-out rates for grades 9-12

This is based upon graduation rates. All (80%), Special Education (63.3%)

Root Cause:

Data Source: Graduation rates

Goals & Objectives

Goal 1: Accelerate achievement and improve outcomes for all students with rigorous standards, curriculum, and assessments

Objective 1.1: Implement college and career ready standards and assessments

Need(s) Influenced by this Objective:

1	Staff & Community Need	(Teachers and Administration) Align 8th and 9th grade math curriculum
2	Staff & Community Need	(Teachers) Train all staff in the common core standards
3	Staff & Community Need	(Teachers) Ensure that all curriculum aligns with standards
4	Staff & Community Need	(Teachers) Pilot curriculum draft and make revisions
5	Staff & Community Need	(Teachers and Administration) Ensure vertical alignment, district wide
6	Staff & Community Need	(Teachers and Administration) Ensure curriculum is implemented with fidelity
7	Staff & Community Need	(Teachers and Administration) Develop district-wide common assessments in core content K-12
8	Student Need	(Building Administrators) Target high-need or low-achieving students for enrollment in advanced coursework
9	Student Need	(Administration) Provide professional development to all elementary and secondary teachers related to acceleration strategies
10	Student Need	(Teachers and Administrators) Provide rigorous advanced coursework
11	Student Need	(Administration) Provide funding for AP Tests: reimbursement for passing AP tests, financial assistant for low SES students

Strategy(s):

- 1 Support the development of new standards, align curriculum, and conduct assessments (SoW 1)
- 2 Build a culture of college- and career-readiness in schools (SoW 2)
- 3 Enrichment programs will be provided in grades 2-5 in such areas as reading, writing and math.
- 4 Materials and supplies and capital items will be purchased for new programs or to take current programs to a higher level.
- 5 Students will receive instruction using appropriate instructional resources in courses in the CTE Pathways.
- 6 Vocational and career education students in the Business Pathway will have the opportunity to participate in VSO competitions to enhance and apply their skills learned in their CTE pathway courses. Other vso's funded elsewhere.
- 7 Vocational teachers will be trained on current business software and will develop unit assessments to measure student outcomes for their Career Pathways.
- 8 Teachers will develop student outcomes for the content of sequenced vocational courses for certificate programs.
- 9 CTE program instruction will be supplemented with work study and career assessments for special needs students.
- 10 Ag teacher/FFA advisor will supervise coop students and FFA students involved in travel to leadership workshops and competitions.

Measure(s):

Measure: Percent of Curriculum Maps complete
Start Year: 2012 **Baseline:** 10%
DOE (none)
Indicator:
Perspective: Student Achievement/Student Performance
Period: Yearly

Target Date	Target	Actual Date	Actual
8/1/2012	100%	4/8/2011	10%

Measure: Percent reduction in minority achievement gaps in Reading as measured by DCAS
Start Year: 2011 **Baseline:** 30%
DOE (none)
Indicator:
Perspective: Student Achievement/Student Performance
Period: Monthly

Target Date	Target	Actual Date	Actual
6/1/2014	100%	9/1/2010	30%

Measure: Percent of 8th and 9th grade math curriculum maps completed
Start Year: 2012 **Baseline:** 50%
DOE (none)
Indicator:
Perspective: Student Achievement/Student Performance
Period: Monthly

Target Date	Target	Actual Date	Actual
8/1/2011	100%	4/8/2011	50%

Measure: Percent of increase in student achievement in 8th and 9th grade Math
Start Year: 2011 **Baseline:** 39%
DOE (none)
Indicator:
Perspective: Student Achievement/Student Performance
Period: Quarterly

Target Date	Target	Actual Date	Actual
6/1/2014	100%	9/1/2010	39%

Measure: Percent of staff trained in the Common Core Standards

Start Year: 2011

Baseline: 0%

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Monthly

Target Date	Target	Actual Date	Actual
6/6/2011	100%	8/24/2010	0%

Measure: Percent of elementary students enrolled in enrichment offerings

Start Year: 2011

Baseline: 5%

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Quarterly

Target Date	Target	Actual Date	Actual
8/24/2011	10%	8/24/2010	5%

Measure: Percent of middle school (grades 6 & 7) students enrolled in advanced courses

Start Year: 2011

Baseline: 20%

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Quarterly

Target Date	Target	Actual Date	Actual
8/24/2011	25%	8/24/2010	20%

Measure: Percent of Central Academy (grades 8 & 9) students enrolled in Honors courses

Start Year: 2011

Baseline: 20%

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Quarterly

Target Date	Target	Actual Date	Actual
8/24/2011	25%	8/24/2010	20%

Measure: Percent of High School (grades 10, 11, & 12) students enrolled in Honors and AP courses

Start Year: 2011

Baseline: 20%

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Quarterly

Target Date	Target	Actual Date	Actual
8/24/2011	25%	8/24/2010	20%

Measure: Percent of common assessments developed for core content in grades K-12

Start Year: 2012

Baseline: 70%

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Monthly

Target Date	Target	Actual Date	Actual
8/1/2012	100%	4/8/2011	70%

Measure: Percent instructional audit check points based on student progress measured by Common assessments

Start Year: 2012

Baseline: 0%

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Monthly

Target Date	Target	Actual Date	Actual
8/29/2011	100%	4/8/2011	0%

Measure: Percent of walk-throughs reflecting fidelity to curriculum

Start Year: 2012

Baseline: 50%

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Monthly

Target Date	Target	Actual Date	Actual
8/24/2011	100%	4/8/2011	70%

Measure: Percent increase in student achievement as measured by DCAS

Start Year: 2011

Baseline: 55%

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/1/2014	95%	4/19/2011	25%

Measure: Percent of students passing AP tests

Start Year: 2011

Baseline: 25%

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/1/2014	40%	4/19/2011	30%

Measure: Percent of students scoring at or above the national levels on the SAT test

Start Year: 2011

Baseline: 25%

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/1/2014	55%	4/19/2011	25%

Measure: Percent reduction in minority achievement gaps in Math as measured by DCAS

Start Year: 2011

Baseline: 27%

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Monthly

Target Date	Target	Actual Date	Actual
6/30/2014	100%	9/1/2010	27%

Goal 2: Accelerate achievement and improve outcomes for all students with sophisticated data systems and practices

Objective 2.1: Improve access to and use of data systems

Need(s) Influenced by this Objective:

1	Student Need	(Teachers & Administrators) Implement ITracker Pro from the Data Service Center for the entire district
2	Student Need	(Teachers and Administrators) Implement and support the improvement of state longitudinal data system

Strategy(s):

- 1 Implement and support improvement of the state longitudinal data system (SoW 3)

Measure(s):

Measure: Percent of administrative staff and RTI coordinators trained on ITracker Pro

Target Date	Target	Actual Date	Actual
6/1/2011	100%	1/1/2011	0%

Start Year: 2011 **Baseline:** 0%

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Monthly

Measure: Percent of administrative staff and RTI coordinators utilizing ITracker Pro

Target Date	Target	Actual Date	Actual
6/1/2011	100%	1/1/2011	0%

Start Year: 2011 **Baseline:** 0%

DOE (none)

Indicator:

Perspective: District/School Processes

Period: Quarterly

Measure: Percent of instructional staff trained on ITracker Pro

Start Year: 2011

Baseline: 0%

DOE (none)

Indicator:

Perspective: Professional Development

Period: Quarterly

Target Date	Target	Actual Date	Actual
6/1/2012	100%	1/1/2011	0%

Measure: Percent of instructional staff utilizing ITracker Pro

Start Year: 2011

Baseline: 0%

DOE (none)

Indicator:

Perspective: District/School Processes

Period: Quarterly

Target Date	Target	Actual Date	Actual
6/1/2012	100%	1/1/2011	0%

Measure: Percent of parents accessing student data through Home Access

Start Year: 2011

Baseline: 50%

DOE (none)

Indicator:

Perspective: District/School Processes

Period: Monthly

Target Date	Target	Actual Date	Actual
6/1/2014	80%	4/19/2011	50%

Objective 2.2: Build the capacity to use data

Need(s) Influenced by this Objective:

1	Staff & Community Need	(Teachers) Use State data coaches to facilitate collaborative time
2	Staff & Community Need	(Teachers) Provide 90 minutes of weekly collaborative time
3	Staff & Community Need	(Teachers) Provide district wide training to facilitate collaborative planning time
4	Staff & Community Need	(Teachers) Implement (or enhance) an instructional improvement system
5	Staff & Community Need	(Administration) Hire a project manager to monitor and measure RTTT progress in the district as well as ensure the implementation of the district's activities

Strategy(s):

- 1 Ensure implementation of instructional improvement systems (SoW 4)

Measure(s):

Measure: Percent of staff engaging in 90 minute weekly collaborative planning time

Target Date	Target	Actual Date	Actual
6/1/2014	100%	4/19/2011	5%

Start Year: 2011 **Baseline:** 5%

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Monthly

Measure: Percent of staff trained in LFS strategies and Baldrige (Continuous Classroom Improvement Systems)

Target Date	Target	Actual Date	Actual
6/1/2011	100%	4/19/2011	95%

Start Year: 2011 **Baseline:** 95%

DOE (none)

Indicator:

Perspective: Professional Development

Period: Monthly

Measure: Percent of assigned time data coaches collaborate with district

Start Year: 2012 **Baseline:** 0%

DOE (none)

Indicator:

Perspective: District/School Processes

Period: Monthly

Target Date	Target	Actual Date	Actual
6/1/2012	100%	4/19/2011	0%

Measure: Percent of completion of the district Race to the Top Plan

Start Year: 2012 **Baseline:** 33%

DOE (none)

Indicator:

Perspective: District/School Processes

Period: Yearly

Target Date	Target	Actual Date	Actual
6/1/2014	100%	4/19/2011	33%

Measure: % teachers proficient in analyzing & using student data measured by data coach & principal assessments

Start Year: 2011 **Baseline:** 50%

DOE (none)

Indicator:

Perspective: District/School Processes

Period: Monthly

Target Date	Target	Actual Date	Actual
6/1/2012	100%	4/19/2011	50%

Measure: % teachers implementing instructional improvement system measured by classroom walkthroughs

Target Date	Target	Actual Date	Actual
6/1/2014	100%	4/19/2011	70%

Start Year: 2011 **Baseline:** 70%

DOE (none)

Indicator:

Perspective: District/School Processes

Period: Monthly

Measure: Increase of student growth as measured by DCAS

Target Date	Target	Actual Date	Actual
6/1/2014	95%	4/19/2011	55%

Start Year: 2011 **Baseline:** 55%

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Goal 3: Accelerate achievement and improve outcomes for all students with effective teachers and leaders

Objective 3.1: Improve the effectiveness of educators based on performance

Need(s) Influenced by this Objective:

1	Staff & Community Need	(Administration) Integrate development coaches into the evaluation
2	Staff & Community Need	(Teachers) Provide professional development offerings that are aligned with improvement plans
3	Staff & Community Need	(Administration) Conduct a quarterly audit to review evaluations and observations of all staff by school
4	Staff & Community Need	(Administration) Provide a quarterly report to School Board that reflects % of evaluations completed and % of teachers on improvement plans
5	Staff & Community Need	(Teachers) Define the career ladders already in place.
6	Staff & Community Need	(Teachers) Establish and staff a teacher leader position in each high-need school.
7	Staff & Community Need	(Administration; Teachers) Distribute leadership in schools through the integrated use time studies and coaching (SAMS)
8	Staff & Community Need	(Administrators) Building principals will be directly supervised and evaluated by the Superintendent
9	Staff & Community Need	(Administrators) Provide opportunities for building administrators to participate in monthly PD aligned to instructional leadership needs.

Strategy(s):

- 1 Use evaluations as a primary factor in educator development, promotion, advancement, retention, and removal (SoW 5)
- 2 Establish new educator career paths linked to evaluation (SoW 6)

Measure(s):

Measure: Percent of administrators rated highly effective

Start Year: 2012 **Baseline:** 0%

DOE (none)

Indicator:

Perspective: District/School Processes

Period: Yearly

Target Date	Target	Actual Date	Actual
6/1/2014	100%	4/19/2011	80%

Measure: Percent of teachers evaluated as "highly effective"

Start Year: 2012 **Baseline:** 0%

DOE (none)

Indicator:

Perspective: District/School Processes

Period: Yearly

Target Date	Target	Actual Date	Actual
6/1/2014	100%	4/19/2011	0%

Measure: Percent of increase in student achievement as a measure of effectiveness of instructional coaches

Start Year: 2011 **Baseline:** 10%

DOE (none)

Indicator:

Perspective: District/School Processes

Period: Yearly

Target Date	Target	Actual Date	Actual
6/1/2014	40%	4/19/2011	10%

Measure: % of highly qualified teachers who have applied for career pathway (within or beyond classroom)

Start Year: 2011 **Baseline:** 0%

DOE (none)

Indicator:

Perspective: District/School Processes

Period: Yearly

Target Date	Target	Actual Date	Actual
6/1/2014	30%	4/19/2011	0%

Objective 3.2: Ensure equitable distribution of effective educators (SoW 7)

Need(s) Influenced by this Objective:

1	Staff & Community Need	(Teachers) Provide a school-based performance bonus to schools that meet AYP in special education cell
2	Staff & Community Need	(Teachers) Attract and retain highly effective special education teachers who have demonstrated results
3	Staff & Community Need	(Teachers & Community) Forecast hiring needs and use succession planning
4	Staff & Community Need	(Teachers) Place highly effective teachers with students showing the highest needs
5	Staff & Community Need	(Teachers & Community) Attract and retain highly effective principals for schools in corrective action by offering incentives and a performance bonus
6	Staff & Community Need	(Teachers and Community) Use the central website for applications

Strategy(s):

- 1 Increase the concentration of highly-effective teachers and leaders in high need schools (SoW 7 req.)

Measure(s):

Measure: Percent of highly qualified teachers hired

Start Year: 2011 **Baseline:** 98%

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/1/2014	100%	4/19/2011	98%

Measure: Percent of highly qualified teachers teaching high need students

Start Year: 2011 **Baseline:** 98%

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/1/2014	100%	4/19/2011	98%

Measure: Percent increase measuring growth in achievement for special education students

Start Year: 2011

Baseline: 10%

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/1/2014	40%	4/19/2011	10%

Measure: Percent increase in teachers HQT in special education and in a content area placed in high need area

Start Year: 2011

Baseline: 2%

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

No measure details are defined for this measure.

Measure: Retention rate of highly effective teachers and principals receiving retention incentives

Start Year: 2012

Baseline: 0%

DOE (none)

Indicator:

Perspective: District/School Processes

Period: Yearly

Target Date	Target	Actual Date	Actual
6/1/2012	100%	4/19/2011	0%

Objective 3.3: Ensure that educators are effectively prepared (SoW 9)

Need(s) Influenced by this Objective:

1	Student Need	(Teachers) Provide mentors to new administrators through the DASL program
2	Student Need	(Teachers) Partner with Teach for America program for potential hires or utilize other alternative teacher pathways (STEM residency, TNTP)
3	Student Need	(Teachers) Provide opportunities for staff to participate in an Aspiring Leader Program-intern positions within the district.
4	Student Need	(Teachers) Target top ranked graduates of teacher education preparation programs regionally

Strategy(s):

- 1 Target recruiting and hiring to the most effective preparation programs (SoW 9 req.)

Measure(s):

Measure: Percent of aspiring leaders in the district

Start Year: 2011 **Baseline:** 8

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/1/2014	12	4/20/2011	8

Measure: Percent of Teach for America or alternative pathway candidates hired and retained

Start Year: 2011 **Baseline:** 2

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/1/2014	6	4/20/2011	2

Measure: Percent of mentors for newly appointed administrators

Start Year: 2011

Baseline: 2

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
4/20/2011	2	4/20/2011	2

Measure: Percent of candidates interviewed that represent top ranking in their class

Start Year: 2011

Baseline: 0%

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/1/2012	10%	4/20/2011	0%

Objective 3.4: Provide effective support to educators

Need(s) Influenced by this Objective:

1	<i>Student Need</i>	(Administration) Partner with Vision Network for the Milford Central Academy
2	<i>Student Need</i>	(Administration and Teachers) Review existing PD to determine if it is high-impact and prioritize participation in high-impact PD offerings to address identified needs
3	<i>Student Need</i>	(Teachers; Administration) Provide opportunities for staff to attend conferences based on PLC's, special education instruction and differentiated instruction as well as bring in consultants who have expertise in these areas
4	<i>Student Need</i>	(Teachers; Administration) Implement an individual development plan for each teacher and leader based on continuing improvement and student needs
5	<i>Staff & Community Need</i>	(Administration) Ensure novice and high-need school principals participate in State instructional leadership training
6	<i>Staff & Community Need</i>	(Administration; Teachers) Distribute leadership in schools through the integrated use time studies and coaching (SAMS)
7	<i>Staff & Community Need</i>	(Administrators) Building principals will be directly supervised and evaluated by the Superintendent
8	<i>Staff & Community Need</i>	(Administrators) Provide opportunities for building administrators to participate in monthly PD aligned to instructional leadership needs.

Strategy(s):

- 1 Adopt a coherent approach to professional development (SoW 10)
- 2 Accelerate the development of instructional leaders (SoW 11)

Measure(s):

Measure: Percent of time spent as an instructional leader by each administrator

Target Date	Target	Actual Date	Actual
6/1/2014	60%	4/20/2011	40%

Start Year: 2011 **Baseline:** 30%

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Monthly

Measure: Percent of highly effective PD measured by evaluation survey ratings & input from the PD committee

Target Date	Target	Actual Date	Actual
6/1/2014	100%	4/20/2011	85%

Start Year: 2011 **Baseline:** 75%

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Monthly

Measure: Percent of teachers/leaders implementing IDP plans

Target Date	Target	Actual Date	Actual
6/1/2014	100%	4/20/2011	0%

Start Year: 2012 **Baseline:** 0%

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Semi-Yearly

Measure: Percent staff completing summary reports & providing PD to those attending out of district PD

Target Date	Target	Actual Date	Actual
6/1/2012	100%	4/20/2011	0%

Start Year: 2012 **Baseline:** 0%

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Measure: Percent of all new administrators with assigned mentors completing training

Target Date	Target	Actual Date	Actual
6/1/2012	100%	4/20/2011	0%

Start Year: 2012 **Baseline:** 0%

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Goal 4: Accelerate achievement and improve outcomes for all students with deep support for the lowest-achieving schools

Objective 4.1: Provide deep support to the lowest-achieving schools

Need(s) Influenced by this Objective:

1	<i>Student Need</i>	(Students 10th grade) Provide extended learning opportunities and support for 10th graders who do not meet AYP standards
2	<i>Staff & Community Need</i>	(Teachers) Provide a reading specialist/RTI Coordinator to the high school
3	<i>Staff & Community Need</i>	(Teacher) Provide district-wide math specialist
4	<i>Student Need</i>	(Students) Provide mentors to targeted students in schools that have not met AYP
5	<i>Student Need</i>	(Students) Provide in-school tutoring to students in need
6	<i>Student Need</i>	(Students) Partner with People's Place to provide after school homework assistance for students in grades 6-12
7	<i>Student Need</i>	(Low income, minority, special education, ELL) Increase performance of minority, special education and low income students on core literacy areas - grades K-11 This is based upon DCAS data, disaggregated for economically disadvantaged, racial/ethnic minorities, LEP/ESL, disabilities, by grade/education level.
8	<i>Student Need</i>	(High School students, Regular and Special education) Reduce drop-out rates for grades 9-12 This is based upon graduation rates. All (80%), Special Education (63.3%)
9	<i>Student Need</i>	(All students, low income, minority, special needs, ELL) Improve math skills, all students This is based upon DCAS data and curriculum-based assessments, with DCAS results disaggregated for economically disadvantaged racial/ethnic minorities, LEP/ESL, disabilities by grade/education level.

Strategy(s):

- 1 Follow the process for turning around schools selected for the Partnership Zone (SoW 12)
- 2 Teachers and teacher assistants will provide instruction and implement small group instruction for at-risk, low achieving students.
- 3 Translation services will be provided to support communication with parents and LEP student success in the schools, and for student assessment and IEP meetings.
- 4 Computers, hardware and software and related equipment supporting instruction will be purchased, including classroom amplification systems. These purchases will support implementation of the district goals and compliance with legislative mandates.
- 5 An Early Start Program for at-risk elementary children will provide instruction prior to the beginning of school.
- 6 Extended School Year (ESY) services will be provided to special education students.
- 7 Low achieving kindergarten through third grade students will be identified and will work one-on-one and in small groups with reading tutors and reading staff to accomplish district objectives to receive additional and alternative intervention in
- 8 First and Second grade students will receive one-on-one mentoring by parent and community volunteers utilizing the HOSTS program.
- 9 Resources will be provided to students to support Response to Intervention and Enrichment Programs.
- 10 An ESL Program will be provided to limited English Proficient students, including migrant and immigrant students.
- 11 Instructional materials, library materials, supplies, computers, software and assessment materials will be provided.
- 12 Instructional specialists and lead teachers will be employed to support district initiatives, especially in the areas of reading, math, writing and assistive technology.
- 13 Costs of field trips will be defrayed for students from poverty conditions.
- 14 Purchase of technology hardware and software to integrate with instruction in core subjects.
- 15 Summer programs will be provided to assist approximately 350 (including LEP and immigrant) students who need extra time to achieve state and district standards by providing an extended school year.

Measure(s):

Measure: Percent of minority students meeting the State Standard in Reading and Math respectively

Start Year: 2011

Baseline: 57/47%

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/1/2014	97/90%	5/6/2011	57/47%

Measure: Percent of "at-risk" students receiving mentoring services

Start Year: 2011

Baseline: 66

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Monthly

Target Date	Target	Actual Date	Actual
6/4/2014	95	5/6/2011	66

Measure: Percent of student growth as measured by DCAS

Start Year: 2011

Baseline: 58/55%

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/1/2014	90/85%	4/21/2011	58/55%
6/1/2014	90/85%	4/21/2011	58/55%

Objective 4.2: Engage families and communities effectively in supporting students' academic success (SOW8)

Need(s) Influenced by this Objective:

1	<i>Student Need</i>	(Teachers/Administration) Partner with local employers and community agencies to identify mentors to work with targeted students.
2	<i>Student Need</i>	(Teachers/Administration) Partner with "Communities in Schools"
3	<i>Staff & Community Need</i>	(Parents and family members) Improve communications with minority families
4	<i>Student Need</i>	(All students) Improve student attendance - all grades
5	<i>Student Need</i>	(All students) Increase parent involvement in child's education and school operations This is measured by parent survey results and parent attendance logs to events. The present rate of participation is greater than 90%.

Strategy(s):

- 1 Reconfigure a Director position to become the Director of Student Support
- 2 Partner with local employers and community agencies to identify mentors to work with targeted students
- 3 Partner with "Communities in School"
- 4 Partner with local employers to strengthen community ties by creating a Parent Resource Center
- 5 Develop the Milford Parent Advisory Council (MPAC)
- 6 Develop a comprehensive, user friendly website
- 7 Parents and teachers will participate in training workshops, conferences, and meetings geared toward strengthening parent school and parent-child relationships.
- 8 All schools will conduct family nights and parent involvement activities.
- 9 Translators will provide for non-English speaking family and community members.
- 10 Materials will be purchased to encourage and support parent involvement and communication.

Measure(s):

Measure: Percent Parent Participation for District
Start Year: 2011 **Baseline:** 80
DOE (none)
Indicator:
Perspective: Student Achievement/Student Performance
Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2008	81	6/30/2008	93
6/30/2009	94	6/30/2009	97
6/30/2010	97	(none)	

Measure: Increase in NCLB Graduation Rate
Start Year: 2011 **Baseline:** 80%
DOE (none)
Indicator:
Perspective: Community
Period: Yearly

Target Date	Target	Actual Date	Actual
6/1/2014	90%	5/6/2011	80%

Measure: # of community partnerships
Start Year: 2012 **Baseline:** 0
DOE (none)
Indicator:
Perspective: Community
Period: Yearly

Target Date	Target	Actual Date	Actual
6/1/2012	1	5/6/2011	0

Measure: % increase in parent involvement
Start Year: 2012 **Baseline:** 75%
DOE (none)
Indicator:
Perspective: Community
Period: Yearly

Target Date	Target	Actual Date	Actual
6/1/2014	95%	5/6/2011	75%

Measure: Increase number of recorded site visits on district website

Start Year: 2012

Baseline: 10%

DOE (none)

Indicator:

Perspective: Community

Period: Yearly

Target Date	Target	Actual Date	Actual
6/1/2014	10% increase per yr.	5/6/2011	N/A

Objective 4.3: Students with special needs will meet targets for State Performance Plan Indicators in Graduation rates, Dropout rates, DCAS participation and performance, Discipline rates, LRE disproportionality, Parent satisfaction, Part C referral data, and Transition compliance

Need(s) Influenced by this Objective:

1	<i>Student Need</i>	(Low income, minority, special education, ELL) Increase performance of minority, special education and low income students on core literacy areas - grades K-11 This is based upon DCAS data, disaggregated for economically disadvantaged, racial/ethnic minorities, LEP/ESL, disabilities, by grade/education level.
2	<i>Student Need</i>	(All students, low income, minority, special needs, ELL) Improve math skills, all students This is based upon DCAS data and curriculum-based assessments, with DCAS results disaggregated for economically disadvantaged racial/ethnic minorities, LEP/ESL, disabilities by grade/education level.
3	<i>Student Need</i>	(Entering-Kindergarten children) Provide Early Intervention for at-risk; 4-5 year olds entering school
4	<i>Student Need</i>	(High School students, Regular and Special education) Reduce drop-out rates for grades 9-12 This is based upon graduation rates. All (80%), Special Education (63.3%)
5	<i>Student Need</i>	(All students) Increase parent involvement in child's education and school operations This is measured by parent survey results and parent attendance logs to events. The present rate of participation is greater than 90%.
6	<i>Student Need</i>	(Secondary students) Reduce suspension rates for grades 6-12 This is based upon district discipline data, disaggregated for economically disadvantaged racial/ethnic minorities, LEP/ESL, disabilities by grade/education level. Out of School Suspensions All (7%)
7	<i>Staff & Community Need</i>	(Parents and family members) Improve communications with minority families

Strategy(s):

- 1 Translation services will be provided to support communication with parents and LEP student success in the schools, and for student assessment and IEP meetings.
- 2 A before/after school tutorial and instructional services will be provided to assist approximately 200 low achieving students (including LEP), who need extra time to learn by providing an extended school day. This will include vocational programs.
- 3 Summer programs will be provided to assist approximately 350 (including LEP and immigrant) students who need extra time to achieve state and district standards by providing an extended school year.
- 4 Instructional and Assistive Technology materials will be purchased to fulfill IEP goals and objectives.
- 5 Child Find activities will include preschool screening for approximately 400 children and follow-up evaluations for approximately 45 children. Teachers, related services personnel and teacher assistants will be employed to conduct these activities.
- 6 Teachers will be reimbursed for IEP planning and meetings conducted outside of the school day.
- 7 Related/family services will be provided for identification and assessment of students, and to provide direct services as specified on individual student IEPs.
- 8 Substitute teachers will be employed to provide release time for teachers to attend IEP meetings and for professional development.
- 9 Supportive programs, such as Keenote music and language programs, will be purchased to support student learning.
- 10 Personnel will be employed to implement IEPs, providing instruction and assessment services.
- 11 Special needs students will be supported in their participation in Special Olympics.

Measure(s):

Measure: Disproportionality in Out-of-School Suspension Rate (Special ed to Regular)(Indicator 4)

Start Year: 2008

Baseline: 00

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2008	1.4	6/30/2008	0
6/30/2009	1.4	(none)	
6/30/2010	1.4	(none)	

Measure: Percent increase in student achievement as measured by DCAS

Start Year: 2011

Baseline: 55%

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/1/2014	95%	4/19/2011	25%

Measure: % increase in parent involvement

Start Year: 2012

Baseline: 75%

DOE (none)

Indicator:

Perspective: Community

Period: Yearly

Target Date	Target	Actual Date	Actual
6/1/2014	95%	5/6/2011	75%

Objective 4.4: ELL students will improve their English language skills, as indicated by annual AMAO results, with a target of 86% showing improvement.

Need(s) Influenced by this Objective:

1	<i>Student Need</i>	(ELL students) Support non- and limited-English speaking students in their learning of English language skills. This is indicated by Annual Measurable Achievement Objectives (AMOA) calculating student progress measured by the ACCESS test and AYP, with a target of 86%. 2007 AMAO (83.7%)
2	<i>Staff & Community Need</i>	(Parents and family members) Increase communications with community through technology.
3	<i>Student Need</i>	(Low income, minority, special education, ELL) Increase performance of minority, special education and low income students on core literacy areas - grades K-11 This is based upon DCAS data, disaggregated for economically disadvantaged, racial/ethnic minorities, LEP/ESL, disabilities, by grade/education level.

Strategy(s):

- 1 Translation services will be provided to support communication with parents and LEP student success in the schools, and for student assessment and IEP meetings.
- 2 An ESL Program will be provided to limited English Proficient students, including migrant and immigrant students.
- 3 A before/after school tutorial and instructional services will be provided to assist approximately 200 low achieving students (including LEP), who need extra time to learn by providing an extended school day. This will include vocational programs.
- 4 Summer programs will be provided to assist approximately 350 (including LEP and immigrant) students who need extra time to achieve state and district standards by providing an extended school year.

Measure(s):

Measure: Percent of student growth as measured by DCAS

Start Year: 2011

Baseline: 58/55%

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/1/2014	90/85%	4/21/2011	58/55%
6/1/2014	90/85%	4/21/2011	58/55%

Objective 4.5: Student Behavior will improve as evidenced by a 5% decrease in the number of offenses, as reported in the Student Code of Conduct at the elementary, middle, and high school levels. The ultimate goal is not have any schools that are persistently dangerous. Information will be obtained from statewide pupil accounting system, ESchool.

Need(s) Influenced by this Objective:

1	<i>Student Need</i>	(Secondary students) Reduce suspension rates for grades 6-12 This is based upon district discipline data, disaggregated for economically disadvantaged racial/ethnic minorities, LEP/ESL, disabilities by grade/education level. Out of School Suspensions All (7%)
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Strategy(s):

- 1 A behavior specialist will be employed at Morris, Ross and at Banneker Schools to conduct small group and individual counseling sessions for disruptive students and to provide assistance to teachers through modeling, consulting, coaching and intervention strategies.
- 2 An ISS program will be provided to monitor at-risk behavior, counsel students, reduce the number of out-of-school suspensions and refer repeat offenders to counseling services.
- 3 A Dean of Students will be employed at the high school and middle school to oversee the discipline and to conduct individual and group meetings to discuss behavior and school climate concerns.
- 4 Activities, such as mentoring, and materials will be provided to support acceptance of diversity, conflict resolution, development of emotional intelligence, and encouragement of academic success.

Measure(s):

Measure: Percent of student growth as measured by DCAS

Start Year: 2011

Baseline: 58/55%

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/1/2014	90/85%	4/21/2011	58/55%
6/1/2014	90/85%	4/21/2011	58/55%

Goal 5: E. School Operations/Class Size Reduction: Students will attend schools that are focused on continuously improving service-oriented systems and processes for school operations.

Objective 5.1: E1.0 As of September 30, class size for grades K-3 will be 22 or fewer students per regular class, and 25 or fewer students for TAM classes.

Need(s) Influenced by this Objective:

1	<i>Student Need</i>	(Low income, minority, special education, ELL) Increase performance of minority, special education and low income students on core literacy areas - grades K-11 This is based upon DCAS data, disaggregated for economically disadvantaged, racial/ethnic minorities, LEP/ESL, disabilities, by grade/education level.
2	<i>Student Need</i>	(All students, low income, minority, special needs, ELL) Improve math skills, all students This is based upon DCAS data and curriculum-based assessments, with DCAS results disaggregated for economically disadvantaged racial/ethnic minorities, LEP/ESL, disabilities by grade/education level.

Strategy(s):

- One teacher will participate in the Aspiring Leader Program and two teachers will be assigned as content specialists.

Measure(s):

Measure: Class Size Max K-3

Start Year: 2011

Baseline: 22

DOE (none)

Indicator:

Perspective: Student Achievement/Student Performance

Period: Yearly

Target Date	Target	Actual Date	Actual
6/30/2008	22	6/30/2008	22
6/30/2010	22	(none)	n/a
6/30/2009	22	6/30/2009	22

Common Measure Appendix

[CM-R2T] % Advanced in Math on the DCAS (All Students - Grade 8)			
[CM-R2T] % Advanced in Math on the DCAS (All Students - Grade 8)			
Target Date	Target Value	Actual Date	Actual Value
6/11/2011	27.7	6/11/2011	37.3
6/30/2015	55		
[CM-R2T] % Advanced in Math on the DCAS (All Students - Grade 4)			
[CM-R2T] % Advanced in Math on the DCAS (All Students - Grade 4)			
Target Date	Target Value	Actual Date	Actual Value
6/30/2011	20.7	6/30/2011	12.6
6/30/2015	60		
[CM-R2T] % Meets Standard in Science on the DCAS (All Students - All Grades)			
[CM-R2T] % Meets Standard in Science on the DCAS (All Students - All Grades)			
Target Date	Target Value	Actual Date	Actual Value
6/30/2011	45.8	6/30/2011	41.6
6/30/2011	45.8	6/30/2011	41.6
[CM-R2T] % Meets Standard in Social Studies on the DCAS (All Students, All Grades)			
[CM-R2T] % Meets Standard in Social Studies on the DCAS (All Students, All Grades)			
Target Date	Target Value	Actual Date	Actual Value
6/30/2011	60.1	6/30/2011	51.7
[CM-R2T] % Advanced in Reading on the DCAS (All Students - Grade 4)			
[CM-R2T] % Advanced in Reading on the DCAS (All Students - Grade 4)			
Target Date	Target Value	Actual Date	Actual Value
6/30/2011	32.1	6/30/2011	32.5
6/30/2015	55		
[CM-R2T] % Advanced in Reading on the DCAS (All Students - Grade 8)			
[CM-R2T] % Advanced in Reading on the DCAS (All Students - Grade 8)			
Target Date	Target Value	Actual Date	Actual Value
6/30/2011	37.2	6/30/2011	39.9

6/30/2015	55		
[CM-R2T] % Meets Standard in Reading on the DCAS (All Students - All Grades)			
[CM-R2T] % Meets Standard in Reading on the DCAS (All Students - All Grades)			
Target Date	Target Value	Actual Date	Actual Value
6/30/2011	50	6/30/2011	67.8
6/30/2012	66.5	6/30/2012	79.7
6/30/2013	83.3		
6/30/2014	100		
[CM-R2T] % Meets Standard in Math on the DCAS (All Students - All Grades)			
[CM-R2T] % Meets Standard in Math on the DCAS (All Students - All Grades)			
Target Date	Target Value	Actual Date	Actual Value
6/30/2011	49	6/30/2011	67.7
6/30/2012	66.3	6/30/2012	81.1
6/30/2013	83.2		
6/30/2014	100		
[CM] % Proficient in Math on the DSTP (All Students - All Grades)			
[CM] % Proficient in Math on the DSTP (All Students - All Grades)			
Target Date	Target Value	Actual Date	Actual Value
6/15/2008	50	6/15/2008	79.1
6/15/2009	58	6/15/2009	78.0
6/15/2010	67	6/15/2010	79.0
6/15/2011	75		
6/15/2012	83		
6/15/2013	92		
6/15/2014	100		
[CM] % Proficient in Math on the DSTP (American Indian/Alaska Native - All Grades)			
Target Date	Target Value	Actual Date	Actual Value
6/15/2008	50	6/15/2008	52.9
6/15/2009	58	6/15/2009	60.0
6/15/2010	67	6/15/2010	62.5

6/15/2011	75		
6/15/2012	83		
6/15/2013	92		
6/15/2014	100		

[CM] % Proficient in Math on the DSTP (Afr. American - All Grades)

Target Date	Target Value	Actual Date	Actual Value
6/15/2008	50	6/15/2008	65.4
6/15/2009	58	6/15/2009	63.2
6/15/2010	67	6/15/2010	66.6
6/15/2011	75		
6/15/2012	83		
6/15/2013	92		
6/15/2014	100		

[CM] % Proficient in Math on the DSTP (Asian/Pacific Islander - All Grades)

Target Date	Target Value	Actual Date	Actual Value
6/15/2008	50	6/15/2008	90.0
6/15/2009	58	6/15/2009	87.5
6/15/2010	67	6/15/2010	92.5
6/15/2011	75		
6/15/2012	83		
6/15/2013	92		
6/15/2014	100		

[CM] % Proficient in Math on the DSTP (Hispanic - All Grades)

Target Date	Target Value	Actual Date	Actual Value
6/15/2008	50	6/15/2008	75.1
6/15/2009	58	6/15/2009	73.5
6/15/2010	67	6/15/2010	77.6
6/15/2011	75		
6/15/2012	83		

6/15/2013	92		
6/15/2014	100		
[CM] % Proficient in Math on the DSTP (White - All Grades)			
Target Date	Target Value	Actual Date	Actual Value
6/15/2008	50	6/15/2008	85.8
6/15/2009	58	6/15/2009	85.8
6/15/2010	67	6/15/2010	85.1
6/15/2011	75		
6/15/2012	83		
6/15/2013	92		
6/15/2014	100		
[CM] % Proficient in Math on the DSTP (ELL - All Grades)			
Target Date	Target Value	Actual Date	Actual Value
6/15/2008	50	6/15/2008	67.3
6/15/2009	58	6/15/2009	65.1
6/15/2010	67	6/15/2010	53.5
6/15/2011	75		
6/15/2012	83		
6/15/2013	92		
6/15/2014	100		
[CM] % Proficient in Math on the DSTP (Special Ed - All Grades)			
Target Date	Target Value	Actual Date	Actual Value
6/15/2008	50	6/15/2008	50.8
6/15/2009	58	6/15/2009	38.9
6/15/2010	67	6/15/2010	43.0
6/15/2011	75		
6/15/2012	83		
6/15/2013	92		
6/15/2014	100		

[CM] % Proficient in Math on the DSTP (Low Income - All Grades)			
Target Date	Target Value	Actual Date	Actual Value
6/15/2008	50	6/15/2008	71.7
6/15/2009	58	6/15/2009	70.0
6/15/2010	67	6/15/2010	71.8
6/15/2011	75		
6/15/2012	83		
6/15/2013	92		
6/15/2014	100		
[CM] % Proficient in Reading on the DSTP (All Students - All Grades)			
[CM] % Proficient in Reading on the DSTP (All Students - All Grades)			
Target Date	Target Value	Actual Date	Actual Value
6/15/2008	68	6/15/2008	83.8
6/15/2009	73	6/15/2009	82.8
6/15/2010	79	6/15/2010	82.3
6/15/2011	84		
6/15/2012	89		
6/15/2013	95		
6/15/2014	100		
[CM] % Proficient in Reading on the DSTP (American Indian/Alaska Native - All Grades)			
Target Date	Target Value	Actual Date	Actual Value
6/15/2008	68	6/15/2008	84.6
6/15/2009	73	6/15/2009	64.3
6/15/2010	79	6/15/2010	75.0
6/15/2011	84		
6/15/2012	89		
6/15/2013	95		
6/15/2014	100		

[CM] % Proficient in Reading on the DSTP (Afr. American - All Grades)			
Target Date	Target Value	Actual Date	Actual Value
6/15/2008	68	6/15/2008	72.4
6/15/2009	73	6/15/2009	70.9
6/15/2010	79	6/15/2010	72.3
6/15/2011	84		
6/15/2012	89		
6/15/2013	95		
6/15/2014	100		
[CM] % Proficient in Reading on the DSTP (Asian/Pacific Islander - All Grades)			
Target Date	Target Value	Actual Date	Actual Value
6/15/2008	68	6/15/2008	92.0
6/15/2009	73	6/15/2009	84.8
6/15/2010	79	6/15/2010	80.0
6/15/2011	84		
6/15/2012	89		
6/15/2013	95		
6/15/2014	100		
[CM] % Proficient in Reading on the DSTP (Hispanic - All Grades)			
Target Date	Target Value	Actual Date	Actual Value
6/15/2008	68	6/15/2008	77.8
6/15/2009	73	6/15/2009	82.2
6/15/2010	79	6/15/2010	76.7
6/15/2011	84		
6/15/2012	89		
6/15/2013	95		
6/15/2014	100		
[CM] % Proficient in Reading on the DSTP (White - All Grades)			
Target Date	Target Value	Actual Date	Actual Value
6/15/2008	68	6/15/2008	89.6

6/15/2009	73	6/15/2009	88.6
6/15/2010	79	6/15/2010	88.5
6/15/2011	84		
6/15/2012	89		
6/15/2013	95		
6/15/2014	100		

[CM] % Proficient in Reading on the DSTP (ELL - All Grades)

Target Date	Target Value	Actual Date	Actual Value
6/15/2008	68	6/15/2008	70.5
6/15/2009	73	6/15/2009	74.8
6/15/2010	79	6/15/2010	48.0
6/15/2011	84		
6/15/2012	89		
6/15/2013	95		
6/15/2014	100		

[CM] % Proficient in Reading on the DSTP (Special Ed - All Grades)

Target Date	Target Value	Actual Date	Actual Value
6/15/2008	68	6/15/2008	57.4
6/15/2009	73	6/15/2009	53.5
6/15/2010	79	6/15/2010	45.7
6/15/2011	84		
6/15/2012	89		
6/15/2013	95		
6/15/2014	100		

[CM] % Proficient in Reading on the DSTP (Low Income - All Grades)

Target Date	Target Value	Actual Date	Actual Value
6/15/2008	68	6/15/2008	75.7
6/15/2009	73	6/15/2009	75.8
6/15/2010	79	6/15/2010	76.0

6/15/2011	84		
6/15/2012	89		
6/15/2013	95		
6/15/2014	100		
[CM] % Proficient in Science on the DSTP (All Students - Grade 4)			
[CM] % Proficient in Science on the DSTP (All Students - Grade 4)			
Target Date	Target Value	Actual Date	Actual Value
2/28/2008	95	2/28/2008	95.5
2/28/2009	95	2/28/2009	96.7
2/28/2010	95		
[CM] % Proficient in Science on the DSTP (All Students - Grade 6)			
[CM] % Proficient in Science on the DSTP (All Students - Grade 6)			
Target Date	Target Value	Actual Date	Actual Value
2/28/2008	95	2/28/2008	81.0
2/28/2009	95	2/28/2009	78.6
2/28/2010	95		
[CM] % Proficient in Science on the DSTP (All Students - Grade 8)			
[CM] % Proficient in Science on the DSTP (All Students - Grade 8)			
Target Date	Target Value	Actual Date	Actual Value
6/30/2008	95	6/30/2008	56.0
6/30/2009	95	6/30/2009	64.4
6/30/2010	95	6/30/2010	55.3
[CM] % Proficient in Science on the DSTP (All Students - Grade 11)			
[CM] % Proficient in Science on the DSTP (All Students - Grade 11)			
Target Date	Target Value	Actual Date	Actual Value
6/30/2008	95	6/30/2008	56.4
6/30/2009	95	6/30/2009	55.1
6/30/2010	95	6/30/2010	57.9

[CM] % Proficient in Social Studies on the DSTP (All Students - Grade 4)			
[CM] % Proficient in Social Studies on the DSTP (All Students - Grade 4)			
Target Date	Target Value	Actual Date	Actual Value
2/28/2008	95	2/28/2008	84.0
2/28/2009	95	2/28/2009	71.8
2/28/2010	95		
[CM] % Proficient in Social Studies on the DSTP (All Students - Grade 6)			
[CM] % Proficient in Social Studies on the DSTP (All Students - Grade 6)			
Target Date	Target Value	Actual Date	Actual Value
2/28/2008	95	2/28/2008	67.3
2/28/2009	95	2/28/2009	63.5
2/28/2010	95		
[CM] % Proficient in Social Studies on the DSTP (All Students - Grade 8)			
[CM] % Proficient in Social Studies on the DSTP (All Students - Grade 8)			
Target Date	Target Value	Actual Date	Actual Value
6/30/2008	95	6/30/2008	50.6
6/30/2009	95	6/30/2009	57.0
6/30/2010	95	6/30/2010	55.3
[CM] % Proficient in Social Studies on the DSTP (All Students - Grade 11)			
[CM] % Proficient in Social Studies on the DSTP (All Students - Grade 11)			
Target Date	Target Value	Actual Date	Actual Value
6/30/2008	95	6/30/2008	45.7
6/30/2009	95	6/30/2009	40.0
6/30/2010	95	6/30/2010	49.6
[CM] NCLB Graduation Rate (All Students)			
[CM] NCLB Graduation Rate (All Students)			
Target Date	Target Value	Actual Date	Actual Value
6/30/2008	81	6/30/2008	81.1
6/30/2009	82.5	6/30/2009	80.4
6/30/2010	84	6/30/2010	84.2

[CM] NCLB Graduation Rate (Special Ed)			
Target Date	Target Value	Actual Date	Actual Value
6/30/2008	76	6/30/2008	63.3
6/30/2009	78	6/30/2009	64.7
6/30/2010	79	6/30/2010	83.8
[CM] Dropout Rate (All Students)			
[CM] Dropout Rate (All Students)			
Target Date	Target Value	Actual Date	Actual Value
6/30/2008	4.8	6/30/2008	6.4
6/30/2009	4.8	6/30/2009	5.0
6/30/2010	4.7	6/30/2010	5.3
[CM] Dropout Rate (Special Ed)			
Target Date	Target Value	Actual Date	Actual Value
6/30/2008	6.8	6/30/2008	4.4
6/30/2009	6.2	6/30/2009	3.6
6/30/2010	5.6	6/30/2010	9.3
[CM] Percent of classes taught by Highly Qualified Teachers (HQT)			
[CM] Percent of classes taught by Highly Qualified Teachers (HQT)			
Target Date	Target Value	Actual Date	Actual Value
6/15/2008	100	6/15/2008	95.7
6/15/2009	100	6/15/2009	97.4
6/15/2010	100	6/15/2010	98.7
6/15/2011	100	6/15/2011	97.0
6/15/2012	100	6/15/2012	98.9
6/15/2013	100		
6/15/2014	100		
[CM] Out-of-School Suspension Rate (All Students)			
[CM] Out-of-School Suspension Rate (All Students)			
Target Date	Target Value	Actual Date	Actual Value
6/30/2008	12.8	6/30/2008	9.5

6/30/2009	12.8	6/30/2009	20.5
6/30/2010	12.8	6/30/2010	18.6
[CM] Percent of children with IEPs aged 6 through 21 inside regular class 80%+ of day			
[CM] Percent of children with IEPs aged 6 through 21 inside regular class 80%+ of day			
Target Date	Target Value	Actual Date	Actual Value
3/30/2008	56	3/30/2008	74.6
3/30/2009	59	3/30/2009	72.0
3/30/2010	62	3/30/2010	75.1
CTE/Perkins Indicators			
[CM] 1S1 - % Proficient in Reading on the DSTP (CTE Concentrators - 12th Graders testing in Grade 10)			
Target Date	Target Value	Actual Date	Actual Value
6/15/2008	62	6/15/2008	79.6
6/15/2009	68	6/15/2009	84.1
6/15/2010	68	6/15/2010	76.7
[CM] 1S2 - % Proficient in Math on the DSTP (CTE Concentrators - 12th Graders testing in Grade 10)			
Target Date	Target Value	Actual Date	Actual Value
6/15/2008	41	6/15/2008	69.9
6/15/2009	50	6/15/2009	54.2
6/15/2010	50	6/15/2010	62.2
[CM] 2S1 - % of CTE Concentrators Passing Technical Skills Assessment			
Target Date	Target Value	Actual Date	Actual Value
6/15/2008	69	6/15/2008	83.9
6/15/2009	71	6/15/2009	95.6
6/15/2010	72	6/15/2010	100.0
[CM] 3S1 - % of CTE Concentrators Completing CTE Pathway and Graduating			
Target Date	Target Value	Actual Date	Actual Value
6/15/2008	66	6/15/2008	81.4
6/15/2009	70	6/15/2009	94.7
6/10/2010	70	6/10/2010	99.1

[CM] 4S1 - NCLB Graduation Rate (CTE Concentrators)			
Target Date	Target Value	Actual Date	Actual Value
6/15/2008	81	6/15/2008	84.2
6/15/2009	82.5	6/15/2009	97.4
6/15/2010	84	6/15/2010	99.1
[CM] 5S1 - % of CTE Concentrator Graduates in Secondary Placement			
Target Date	Target Value	Actual Date	Actual Value
6/15/2008	95	6/15/2008	92.6
6/15/2009	96	6/15/2009	52.7
6/15/2010	52	6/15/2010	48.4
[CM] 6S1 - % of CTE Participants in Programs in Non-Traditional Fields			
Target Date	Target Value	Actual Date	Actual Value
6/15/2008	38	6/15/2008	34.2
6/15/2009	38.5	6/15/2009	41.3
6/15/2010	36.5	6/15/2010	38.7
[CM] 6S2 - % of CTE Concentrators Completing CTE Pathways in Non-Traditional Fields			
Target Date	Target Value	Actual Date	Actual Value
6/15/2008	20	6/15/2008	23.2
6/15/2009	21	6/15/2009	33.0
6/15/2010	16	6/15/2010	27.5

Success Plan Team Members

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Hall, Donna	Supervisor of Instruction	422-1620	dhall@msd.k12.de.us
Conaway, Beth	Principal - Morris	422-1650	bconaway@msd.k12.de.us
Wylie, Jean	Principal - Banneker	422-1630	jwylie@msd.k12.de.us
Kilgore, Bobbie	Ass't Principal - BB	302-422-1630	bkilgore@msd.k12.de.us
McKenzie, Cindy	Principal - Ross	422-1640	cmckenzi@msd.k12.de.us
Wallace, Teresa	Ass't Principal - Ross	302-422-1640	twallace@msd.k12.de.us
Donahue, Susan	Principal - Mispillion	422-1650	sdonahue@msd.k12.de.us
Carnevale, Nancy	Principal - Middle	302-422-1620	ncarneva@msd.k12.de.us
Hillgoss, Michael	Ass't Principal - Mispillion	424-5800	mhilligo@msd.k12.de.us
McDaniel, Mark	Ass't Principal - Middle	422-1620	mmcdanie@msd.k12.de.us

Harrington, Tina	Parent	249-0233	
Cooper, Tamara	Principal - High	422-1610	tcooper@msd.k12.de.us
Warrington, Craig	Visiting Teacher	422-1600	cwarring@msd.k12.de.us
Melvin, Joseph	School Resource Officer	422-8081	jmelvin@msd.k12.de.us
Dehel, Dawn	Teacher	302-422-1610	ddehel@msd.k12.de.us
DiCostanzo, Kevin	Teacher	302-422-1600	kdicosta@msd.k12.de.us
Worley, Renae	Math Specialist	302-422-1620	rworley@msd.k12.de.us
Bruns, Judith	VocEd Teacher	422-1610	jbruns@msd.k12.de.us
Beale, Jason	Nature Center Docent	422-0847	
Bailey, James	Supervisor	424-5140	
Parker, Rose	BusEd Teacher	422-1610	rparker@msd.k12.de.us
Chorman, Molly	BusEd Teacher	422-1610	mchorman@msd.k12.de.us
White, Sherry	Supervisor	424-7648	
May, Pamela	Behavior Specialist	422-1630	pmay@msd.k12.de.us
Kimmel, Dawn	Parent	430-0410	dawnkimmel@comcast.net
Walker, Garcia	ILC Coordinator	422-1620	gwalker@msd.k12.de.us

2.1 Team Members

List the LEA-level staff members and outside experts who will be supporting each school, and each person's expertise that will contribute to successful implementation of the grant.

<u>First Name</u>	<u>Last Name</u>	<u>Title</u>	<u>Email Address</u>	<u>Constituency</u>	<u>Programs</u>	<u>Perkins</u>
Jean	Wylie	Principal - Banneker	jwylie@msd.k12.de.us	Administrator		
Holly	Hermstedt	District Reading Specialist	hhermsted@msd.k12.de.us	District Employee		
Laurie	Moorman	Special Educaiton Coordinator	lmoorman@msd.k12.de.us	Teacher		
Lisa	Alfaro	School Data Coach	lalfaro@msd.k12.de.us	Teacher		
Illeana	Heredia	Para Professional (ELL)		School Employee		
Travis	Moorman	Director of Teaching & Learning	tmoorman@msd.k12.de.us	Administrator		
Leslie	Mergner	Parent		Parent		
Richard	Biscayart	ESL Teacher	RBiscaya@msd.k12.de.us	Teacher		
Sylvia	Henderson	Director of Student Support	shenders@msd.k12.de.us	Administrator		
Bobbie	Kilgore	Ass't Principal - BB	bkilgore@msd.k12.de.us	Administrator		

2.2 Program Selection

Federal		State	
<input checked="" type="checkbox"/>	Year 1 - Focus School Funds	<input checked="" type="checkbox"/>	Year 1 - State SI Funds
<input checked="" type="checkbox"/>	Year 2 - Focus School Funds	<input checked="" type="checkbox"/>	Year 2 - State SI Funds
<input checked="" type="checkbox"/>	Year 3 - Focus School Funds	<input checked="" type="checkbox"/>	Year 3 - State SI Funds

2.3 Coordinators and Allocations

Federal Programs

<u>Program</u>	<u>Coordinator</u>	<u>Allocation</u>	<u>Project Subgrant Ending Date</u>
Year 1 - Focus School Funds	Henderson, Sylvia shenders@msd.k12.de.us	\$125,000.00	8/28/2012
Year 2 - Focus School Funds	Henderson, Sylvia shenders@msd.k12.de.us	\$125,000.00	9/4/2012
Year 3 - Focus School Funds	Henderson, Sylvia shenders@msd.k12.de.us	\$125,000.00	9/4/2012

State Programs

<u>Program</u>	<u>Coordinator</u>	<u>Allocation</u>	<u>Give Back</u>	<u>Amount Requested (After Give Back To State)</u>	<u>Project Subgrant Ending Date</u>
Year 1 - State SI Funds	Henderson, Sylvia shenders@msd.k12.de.us	\$125,000.00	\$0.00	\$125,000.00	9/6/2012
Year 2 - State SI Funds	Henderson, Sylvia shenders@msd.k12.de.us	\$125,000.00	\$0.00	\$125,000.00	9/6/2012
Year 3 - State SI Funds	Henderson, Sylvia shenders@msd.k12.de.us	\$125,000.00	\$0.00	\$125,000.00	9/6/2012

3.0 Schools to Be Served

School	Subgroup(s)	School Type	Seek Funds
Banneker Elem	SES Gap, Hispanic Perf	Title I	Yes

4.1 Information for the First Focus School

Please answer all questions in this section for your first Focus School.

Question A

A.1 Enter the name of your first Focus School.

Benjamin Banneker Elementary School

A.2 Select the Intervention(s) for your first Focus School.

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

Question B

B.1 Please provide a response below to the general questions for your first Focus School. Please copy and paste the questions and your responses from the word template provided.

General Focus School Questions

4.33 Describe the process used to engage a broad spectrum of stakeholders (including families and communities) to determine the appropriate intervention (s) for the Focus school.

Banneker Elementary School will use a process to engage a broad spectrum of stakeholders (including families and communities) to determine the appropriate interventions for the Focus School. Initial interventions were chosen by the Focus School Advisory Implementation Team based on the School Success Plan and Focus School data points. Banneker Elementary School will continue this process of needs identification throughout the 2012-2013 school year. Banneker Elementary School will conduct a needs survey during two open house events (both on September 20, 2012) to determine the appropriate interventions for the school. Teachers will provide information to parents during parent/teacher conferences in the Fall in addition to the first

Parent/Teacher Organization meeting of the school year. The principal will draft and send home a letter to each family providing further details on the interventions provided to students in the two AYP groups. The principal will solicit members from the community to participate in the Focus School Advisory Implementation Committee.

4.34 Describe how the intervention(s) selected for the Focus School is either new or a significant expansion of existing interventions currently in place at the school. Describe how the Focus School will operate differently as a result of the intervention(s).

Banneker Elementary School has identified several existing and new interventions to support the needs identified through the Focus School report. In addition, the school will expand several existing interventions currently in place as identified in the School Success Plan.

Existing:

Head Sprout, a tutoring intervention managed by hourly reading tutors targeted students from all sub groups with a special focus on Hispanic and Special Education students in the 2011-2012 school year. To expand this intervention, Banneker Elementary School will connect to with community partnerships and the Milford School District to establish mentors for Banneker Elementary School. In addition, to expand this intervention as part of the 2012-2015 Focus School Plan, Banneker Elementary School will continue to include students from Low Income and Hispanic AYP subgroups with laser-like emphasis on specific reading skills identified through multiple data sets as organized through I-Tracker (STAR, DIBELS, classroom grades, teacher recommendations, secondary screeners and progress monitoring information on Tier II and Tier III students). A portion of the grant will also be used to hire additional hourly tutors to accommodate the increased number of targeted students. This group will focus on extra support for struggling students. The instructional model will be push in classroom support for the students during the school day. In addition, Banneker Elementary School will hire a full time ELL para and a full time ELL teacher to support Hispanic students.

New:

The school will hold a series of "Parent Olympics" which communicate the school vision and goals related to Math, Reading content as well as multi-cultural events on and off school grounds which will include wellness activities planned and delivered by Neumours. A homework club will be established to provide students from the targeted sub groups time and space to complete assigned homework and long-term projects. The need is supported through the disadvantages low income and Hispanic students tend to face in trying to complete assignments at home (lack of parental support, care giver to younger siblings, lack of quite space and time in the home, language barriers).

A school-wide Development Coach will be utilized as a resource to work with the school and district administration in providing enhanced feedback to teachers and staff members within the Focus School through the teacher observation system (DPAS II). This feedback will align with the specific evaluation rubrics provided within the system with a core focus on instructional strategies, in depth content knowledge, and using data to drive instruction. With school and teacher level feedback, these areas of focus will directly impact not only students of Low SES and Hispanic (the two subgroups that qualified Banneker as a Focus School), but support students in all subgroups and improve the overall instructional program of the school.

4.35 Describe the fiscal resources the LEA will make available to fully implement the intervention(s) if this grant is not fully funded.

Banneker Elementary School is currently a Title I school and receives Title I funds through a grant. Title I, Part A (Title I) of the Elementary and Secondary Education Act, as amended (ESEA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Federal funds are currently allocated through four statutory formulas that are based primarily on census poverty estimates and the cost of education in each state(ed.gov/programs). The Title I funds are used to enhance parental participation and student engagement among others. The funds cover: technology and software purchases, field trips, activities at the school, Parent Nights, among others.

4.36 Describe the LEA's plan to prepare LEA and school staff for the implementation of intervention(s) in the Focus School.

The LEA's plan to prepare the school staff will include tiered levels of continued communication. Initially, this plan was developed in collaboration with the LEA's Focus School Advisory Implementation Team. This plan will be introduced to the staff during the August/September faculty meeting. Incremental meetings will take place during the remainder of the school year to ensure the staff is aware of the benchmarks, accomplishments, challenges, and objectives of the Focus School Plan.

B.2 Please provide a response below to the intervention-specific questions associated with the intervention(s) selected for your first Focus School. Please copy and paste the intervention name, questions and your responses to these questions from the word template provided.

Intervention 1: Extended time (day, week, year) for students with designated intervention strategies

Success Plan:

- Identify an objective for the Focus School:

By the end of the 2012-2013 school year, students will meet or exceed targets for proficiency or higher in ELA, Math, Science and Social Studies as measured by the DCAS. There will be a specific target focus for students from Hispanic and low socio-economic backgrounds.

- Identify the needs this intervention is addressing:

All students currently participate in the school wide intervention effort of RtI. This addresses the need from the school success plan that states : all Milford students will meet or exceed standards and local curriculum goals in Reading/Language Arts, Mathematics, Science, and Social Studies (report vocational Education for secondary schools) as established by the State Board of Education and the Milford School District. (Associated with State Performance Goals 1, 2, and 5.)

Specific/Targeted Questions:

4.01 Describe how this intervention will address the needs (as described in the needs assessment) of the subpopulations that caused the school to be identified as a Focus School. Describe, including the use of citations, the research that supports that this type of intervention has a proven record of success with the subpopulation(s) identified in the Focus School.

This intervention will address the needs of all underperforming students and reinforces missed skills for the identified AYP Focus School groups (Hispanic and low socio-economic students). Several research students have confirmed the use of RtI with all students to scaffold learning. One report on <http://www.nasponline.org/resources/handouts/revisedPDFs/rtiprimer.pdf> noted, that both the IDEA reauthorization and states have commented on the effectiveness of RtI when implemented with fidelity. An article by Penn State Professors, Charles Hughes and Douglass Dexter entitled "Field Studies of RTI Programs", revised shared field study results of RTI programs and concluded several findings:

Finding 1. All of the studies examining the impact of an RTI program on academic achievement or performance resulted in some level of improvement, and the authors attributed the changes to the RTI approach they used. Thus, there is emerging evidence that a tiered early intervention approach can improve the academic performance of at-risk students. These findings are qualified, however, due to the use of research designs and procedures that hinder the degree the outcomes can be associated with the intervention programs, especially for "existing program" studies. Others have noted these limitations of RTI field study research (Burns et al, 2005; Fuchs et al, 2003; VanDerHeyden et al., 2007). In fairness, we acknowledge that the large-scale RTI models were developed for purposes other than for conducting technically sound research and that conducting RCTs and QEDs in which equivalency is established is difficult when conducting large-scale program evaluations.

Finding 2. While there is some level of support for RTI programs improving academic performance, this finding relates primarily to early reading skills for students at the elementary level. There were only two math studies (Ardoin et al., 2005; Duhon et al., 2009), but because of limited sample sizes (N = 14 and N = 35, respectively), this finding is tentative. It appears that more studies that include a focus on higher level reading skills (e.g., comprehension); on other academic areas such as math, writing, and content area instruction (e.g., social studies, science); and on the middle and high school levels are needed to establish the breadth of impact for RTI programs. This limitation of RTI research has been noted by others in the field (e.g., Division for Learning Disabilities, 2007; Fuchs National Joint Committee on Learning Disabilities, 2005).

Finding 3. With regard to the impact of RTI programs on referral and placement rates, it appears that, overall, referral and placement rates stayed fairly constant, with some studies showing decreases. The design concerns discussed for Finding 1 above apply here also. Thus, while there are emerging data indicating that RTI may not lead to increased special education placements, it is hard to make firm conclusions given that many studies did not clearly identify how they identified nonresponders (e.g., cutoff scores used) or delineated the specific processes and procedures used to establish eligibility. Another concern when using RTI approaches to identify nonresponders in subsequent tiers of intervention (and thus those eligible for special education

services) was noted by O'Connor and her colleagues (2005). They observed that a number of students identified early on as nonresponders did not need Tier 2 or Tier 3 interventions in later grades. Conversely, some students who were responding adequately to Tier 1 interventions in early grades had difficulties in later grades, possibly due to changes in the types of skills taught in later grades. Additionally, there were some students characterized as "in and out" because they moved back and forth between tiers. Based on these observations, there is a clear need for more longitudinal RTI research so that questions about its impact on the stability of placement rates and eligibility decisions can be better answered.

Finding 4. Although not the focus of our review and not an intervention variable that was directly measured, the types of supporting factors that appeared necessary for scalability and sustainability of RTI programs were striking in their consistency. These factors, described in most of the studies we reviewed, include the following:

- extensive, ongoing professional development,
- administrative support at the system and building level,
- teacher buy-in and willingness to adjust their traditional instructional roles,
- involvement of all school personnel, and
- adequate meeting time for coordination

In summary, we characterize the research base for establishing the impact of various models or approaches to RTI as emerging. As with many educational interventions, more longitudinal research is needed in order for professionals to be confident that RTI is an effective early intervention approach for all students, as well as confident in its impact on referral and placement rates in special education. In addition to research on the efficacy of RTI, examination of factors necessary for developing and sustaining RTI is also needed to assist educators as they consider adoption of this approach" (rti.org, 2012).

As a result of the research, Milford School District implemented the Rtl program as an intervention tool for struggling learners.

4.02Describe the specific research based activities that will be used during the increased learning time. Provide an explanation as to how the activities will target individual student needs.

As noted in the previous section (Rationale for Interventions), RTI is a researched based Tiered Intervention implemented by the Milford School District several years ago. Although, performance for all subgroups is well above AYP expectations and there is increased performance in all subgroups. The lowest performing subgroups are currently Special Education students in 5th grade Math (88% meeting/exceeding standard), Special Education students in 3rd grade Reading (86% meeting/exceeding standard), 3rd African American students in Reading (86% meeting/exceeding standard) and 3rd Hispanic students in Reading (87% meeting or exceeding standard). Other cells of note are 5th grade Special education students in Science (80% meeting or exceeding standard) and 4th grade African American students in Social studies (68% meeting/exceeding standard). Social Studies performance, while up from last year, is still the lowest performing subject area for all subgroups at Banneker. All other subgroups are above 90%. All subgroups have increased in percentage of students meeting the standard, see tables, since the 2010-2011 school year. However, all students, 100%, at Benjamin Banneker are placed into targeted intervention/enrichment in Reading and Math RTI based on their identified individual needs. This targeted intervention/enrichment, a constant focus on individual student growth, data discussions at the individual student level done during PLC time, a focus on CCI and the PDSA process, along with strong instruction within the core curriculum has produced great achievement gains this year. This year the concentration will be on monitoring the progress of Hispanic and low socio-economic students; although, all students will receive the targeted interventions.

4.03Describe how the LEA will adjust the school schedule, lengthen the school week or year, and/or use other methods to increase learning time.

The school schedule was adjusted to support the research of younger student learning best in the morning. All elementary students will attend school earlier for the 2012-2013 school year across the district. This was an instructional model that elementary schools in Milford followed for 10 years before delaying start times in 2011-2012. The focus is to maximize the time with students beyond the instructional day. With students dismissed earlier, para-professionals' contract day ends 45 minutes after students leave. These para's will be working with targeted students with tutoring, homework assistance and social/emotional development beyond the traditional student day which provides them with extended learning time.

4.04Describe the LEA's rationale for the duration of extended time to be provided and how the duration of time will be sufficient to meet individual student needs.

With the use of prescribed programs that bring research based interventions for students, the LEA feels that this in a sense extends Rtl for targeted groups. With the use of information from the school's Data Days, interventions are adjusted as needed based on progress monitoring of Tier II and Tier III students.

Those targeted individuals will be provided with the extended time mentioned above to help enhance the intervention and increase student success.

Intervention 2: Partnerships with community
Success Plan:

Identify an objective for the Focus School:

Community partnerships continue to be a focus for the Milford School District and Banneker Elementary school. Banneker Elementary School has as an express goal to build and strengthen partnerships with its parents and the community to accomplish the school mission. (Associated with State Performance Goal 1)

Objective: There will be a 1% increase in the number of parents, guardians and community members attending Open House, Title I workshops, and parent teacher conferences as measured by local sign-in sheets and teacher records.

Objective: There will be a minimum of 10% of students identified as at-risk from the identified Focus School Needs report to receive a mentor.

Identify the needs this intervention is addressing:

This intervention addresses the need to build stronger community and school partnership. There is a significant need in assuring that all students in Banneker Elementary have a positive adult role model, especially those students identified as at risk or falling into several AYP groups.

Specific/Targeted Questions:

4.05 Describe how this intervention will address the needs (as described in the needs assessment) of the subpopulations that caused the school to be identified as a Focus School. Describe, including the use of citations, the research that supports that this type of intervention has a proven record of success with the subpopulation(s) identified in the Focus School.

This intervention will address the needs of the identified subpopulations that caused the school to be identified as a Focus School. The National Alliance.org provided evidence for the need for family involvement as an indicator for student success in the National Standards & Quality Indicators.

"Below are the specific Family Involvement standards and indicators. See also Introduction to the National Standards & Quality Indicators

4.1 School staff members demonstrate a strong commitment to family involvement and understand its critical role in supporting high achievement, access to postsecondary education, employment, and other successful adult outcomes.

See Supporting Evidence & Research

•4.1.1 School programs and activities provide a range of opportunities for family involvement and actively engage families and youth in the home, classroom, school, and community.

•4.1.2 School programs and activities are designed, implemented, and shaped by frequent feedback from youth and families.

•4.1.3 School staff development includes training on youth and family involvement based on individual strengths, interests, and needs.

•4.1.4 Youth and families have clear and accessible information regarding school curricula, the forms of academic assessment used to measure student progress, the proficiency levels students are expected to meet, and how these relate to postsecondary choices.

4.2 Communication among youth, families, and schools is flexible, reciprocal, meaningful, and individualized.

See Supporting Evidence & Research

•4.2.1 Youth, families, and school staff use the telephone, face-to-face meetings, electronic communications, and other methods as needed to support and

enhance communication.

- 4.2.2 School staff individualize communication methods used with youth and families to meet unique needs, including provision of text materials alternate formats and non-English languages.

- 4.2.3 Youth, families, and school staff share reports of positive youth behavior and achievement.

- 4.2.4 Schools, families, and youth enhance communication through participation in school programs that improve literacy and communication skills.

4.3 School staff actively cultivate, encourage, and welcome youth and family involvement.

See Supporting Evidence & Research

- 4.3.1 School staff use formal processes to help youth and families identify their strengths and needs, and to connect them with other youth and families for support, guidance, and assistance.

- 4.3.2 School staff provides flexible meeting arrangements to accommodate the varied needs of youth and families, addressing childcare needs, transportation needs, language barriers, and families' work schedules.

- 4.3.3 Youth, families, and school staff participate in training on parenting, childcare, and positive family-child relationships.

- 4.3.4 School staff participates in training on creating a welcoming school climate and working collaboratively, respectfully, and reciprocally with youth and families.

- 4.3.5 School informational materials, trainings, and resources reflect the demographic, socioeconomic, and ethnic diversity of the community.

- 4.3.6 School staff provides referrals to community programs and resources that meet the individual needs of youth and families and allow youth and families to make informed choices.

4.4 Youth, families, and school staff are partners in the development of policies and decisions affecting youth and families.

See Supporting Evidence & Research

- 4.4.1 Youth, families, and school staff jointly develop a family involvement policy and agreement outlining shared responsibility for improved student achievement and achieving the state's high standards.

- 4.4.2 School staff regularly share information about school improvement, policies, and performance data with youth and families in a variety of formats.

- 4.4.3 School staff ensures school policies respect the diversity of youth and family cultures, traditions, values, and faiths found within the community.

- 4.4.4 School staff provides youth and families with training on school policies, budgets, and improvement initiatives to ensure effective participation in decision-making.

- 4.4.5 Youth and families have a variety of opportunities to participate in decision-making, governance, evaluation, and advisory committees at the school and community levels.”

As noted in the above referenced study, strong family and community partnerships play a key role in strengthening the school and community. The evidence is clear that the most accurate predictor of a school's success is not income or social status, but the extent to which parents are involved. More importantly, elementary students often rely on their parents for support in homework, social development, and basic necessities. So, the critical role of parental involvement in the social well-being of an elementary child is imperative. In addition, having access to at least one positive adult role model is the key to student success where parents may be absent for various societal reasons.

This intervention is two-fold. First, it addresses the needs of students to have strong parental involvement and supports that the notion understanding the key support necessary to ensure student success- parents. Through PTO, Hispanic Parental Night, Hispanic and ELL translators, parent conferences, Parent Olympics, and workshops, the increase of parental involvement will occur. Secondly, this mentoring intervention will also address the needs of Hispanic and low socio-economic students in having one or more positive adult role models. Through the community partnerships and Milford School District's Mentoring Program, it is the goal of this intervention to provide a safety network to scaffold family and student success.

4.06 Provide the name(s) of the community-based organization(s) the LEA and school will partner with and describe the LEA's rationale for how the partnership(s) is aligned to the needs of the school's identified subpopulations.

The LEA will partner with several community-based organizations to support the development of a school level Parent Resource Center (PRC). More specifically, Banneker Elementary School will partner with First State; this partnership will strengthen the community ties for Hispanic and low socio-economic students as there is a strong migrant worker population employed with the company. First State will assist in the promotion of the PRC to provide

parents/families with basic computer access, seminars on supporting their child's education at home, homework support to allow parents to help with homework at home, etc. In addition, Nemours will become another partner to facilitate the process of gaining more mentors and provide parents with parental classes, possible interventions for social/emotional concerns, and overall child development resources to cover not only the education but the quality of life for targeted students identified as needing additional supports within the Focus School Plan. Banneker Elementary School will establish a partnership with LD Caulk to again recruit more mentors for the Banneker Elementary School mentoring program for all students.

4.07 Describe the LEA's plan to integrate the community-based partner(s) into the school's improvement efforts.

The LEA will continue to integrate community-based partners into the school's improvement efforts. Banneker Elementary School will integrate the community-based partners into the school's improvement efforts. First, Banneker Elementary School will enlist members of the community to serve on the Focus School Advisory Implementation Team. Next, Banneker Elementary School will invite community partners to the Parent Olympics and ongoing Focus School Advisory Implementation Team meetings and events. Banneker Elementary will host a series of Parent Olympic meetings centered around providing updated data to the community on the math and reading initiatives as they relate to the Focus School needs plan. Banneker Elementary Schools would like to also hire a Hispanic and ELL liaison to continue with the community outreach. Finally, Banneker Elementary School will integrate the community-based partners in the support of the PRC and school-wide mentoring programs with a focus on Hispanic and low socio-economic students. Through a collaborative effort, Banneker Elementary School will establish the goals for the mentoring partnership as it relates to school improvement efforts and ensuring academic achievement for all students.

4.08 Describe the specific measurable objectives and responsibilities for the community-based partner(s). Describe the LEA's plan to monitor the progress of the partner(s) toward these objectives.

Objectives:

10% of students identified within the Focus School's Plan as Hispanic or low socio-economic status will be partnered with a mentor from a community based agency

100% of the targeted population will show success in academics, attendance, and behavior as measured by the DCAS test, E-School attendance and referrals in the RAP system.

100% of the community-based partners will meet a minimum of a bi-monthly basis with the targeted group of students for a minimum of 45 minutes to provide mentoring and family support.

Banneker Elementary School will hire a teacher leader to monitor the effectiveness of the plan on a weekly and monthly basis through the creation of tracking data base with an emphasis on academics, attendance, and behavior. Adjustments to the overall plan will be made on cyclical basis based on the success of the participants. This program efficacy will be measured by quantitative and qualitative surveys.

Intervention 4: Job-embedded Professional Development

•Identify an objective for the Focus School:

Milford students will attend schools focused on continuous improvement in the instructional skills of teachers, administrators and other staff. (Associated with State Performance Goals 1 and 3)

Banneker Elementary School and other schools in the Milford School District will embark on continuous improvement of professional development opportunities for the Focus School Plan.

•Identify the needs this intervention is addressing:

All teachers and administrators will participate in one or more high quality professional development program(s) designed specifically for ELL students across the district and to increase the success rate of students in DCAS core subjects (reading, mathematics, writing, science and social studies) as measured by (1) District participation records and (2) DCAS outcomes (reductions in students scoring PL 1 will be an evidence of success).

All teachers will be evaluated through the Delaware DPAS system with the goal of reflecting on practices to increase student achievement.

Specific/Targeted Questions:

4.15 Describe how this intervention will address the needs (as described in the needs assessment) of the subpopulations that caused the school to be identified as a Focus School. Describe, including the use of citations, the research that supports that this type of intervention has a proven record of success with the subpopulation(s) identified in the Focus School.

This intervention will address the needs in the needs assessment by ensuring that instructional practices are aligned to the goals of the school's strategic plan for supporting the learning of the Hispanic and low socio-economic status students. The Pearson English Learning Program K-12 for Banneker Elementary School and the rest of the MSD Schools, will participate in a train the model summer institute to learn specific strategies to work with Hispanic and low SES students. This will be 3 days in the summer with 26 staff being trained. In the fall, Pearson will work with staff directly in the classroom to monitor and implement the fidelity of the professional development. The Pearson group will work with the identified Focus School Advisory Implementation Team on a quarterly basis to offer evaluation of the process and updates on the objectives.

4.16 Describe the LEA's comprehensive and systematic approach to support the work of the job embedded professional development.

The LEA will support the Pearson English Language Learning Program K-12 by providing a framework for working with the Focus School's Advisory and Implementation Team. This plan will share the goals, vision, timeframe, and resources necessary to complete the school's Focus Plan and School Success Plan. Pearson will be solicited to attend suggested meetings at the Focus School and provide feedback. The professional development will be supported by the MSD through support, additional follow up training through PLC's, and funding as well.

Intervention 11: Staff Selection and Assignment

- Identify an objective for the Focus School.

Milford students will attend schools focused on continuous improvement in the instructional skills of teachers, administrators and other staff. (Associated with State Performance Goals 1 and 3)

- Identify the needs this intervention is addressing.

Through data days and DCAS scores, SES and Hispanic have been identified for additional support. A bilingual paraprofessional will be hired to move to the secondary buildings to work with RTI targeted groups. This is designed to increase the success rate of students in DSTP core subjects (reading, mathematics, writing, science and social studies) as measured by (1) District participation records and (2) DCAS outcomes (reductions in students scoring PL 1 will be an evidence of success).

All teachers and administrators will give guidance and specific lesson plans to be implemented with the students to the paraprofessional. This is to provide the correct skills to make sure the students that were targeted to put Banneker elementary into a focus are followed through the secondary level. These students are currently at Milford Middle School and Central Academy.

Specific/Targeted Questions:

4.17 Describe how this intervention will address the needs (as described in the needs assessment) of the subpopulations that caused the school to be identified as a Focus School. Describe, including the use of citations, the research that supports that this type of intervention has a proven record of success with the subpopulation(s) identified in the Focus School.

This intervention will provide collaborative professional learning community time for teachers to analyze data and use to inform instructional practices for the Focus School AYP groups. Weekly PLC's consisting of 90 minutes of collaborative time will provide an opportunity for teachers to analyze disaggregated data from the various identified AYP groups and plan interventions accordingly. Research notes "the professional community of learners, in which the teachers in a school and its administrators continuously seek and share learning and then act on what they learn {is a breakthrough}. The goal of their actions is to enhance their effectiveness as professionals so that students benefit. This arrangement has also been termed communities of continuous inquiry and improvement. As an organizational arrangement, the professional learning community is seen as a powerful staff development approach and a potent strategy for school change and improvement. Thus, persons at all levels of the educational system concerned about school improvement - state department personnel, intermediate service agency staff, district and campus administrators, teacher leaders, key parents and local school community members" (sedl.org, 2005) should view this as one of the most promising strategies for creating sustainable frameworks for student success. It is with this research in mind the More specifically, the Milford School District began full district implementation of PLCs during the 2011-2012 school year. This will insure the correct strategies to be taught to the Hispanic and SES students at the secondary level.

4.18 Describe the LEA's comprehensive and systematic approach to support the work of the Staff Selection and Assignment:

Banneker Elementary School and the rest of the Milford School District Schools identified the professional learning community model for use during the 2011-2012 school year. In collaboration with support staff, they are able to analyze data and provided very specific targeted instruction to students that need the assistance. This model was funded through the Race to the Top Grant, Banneker Elementary School currently has the coach to coach model of direct facilitation from the Wireless Generation data coach as well as the other schools. This process involved full day meetings with the coaches from grade levels and the administrative team to look at data and this process was used as a train the trainer model of implementation. Banneker Elementary School met with the coach on a 6 week cycle. They meet multiple times during the school year. During the PLC's, data was shared and discussed to focus on the school success plan. This also includes that paraprofessionals. This model provides direct support to the instructional coaches on best practices for taking action with data and interventions for student success. The LEA has recommended this model for the 2012-2013 school year as well.

B.3 Please provide a response below to the support, monitoring, and evaluation questions for your first Focus School. Please copy and paste the questions and your responses from the word template provided.

District/School Support, Monitoring, and Evaluation
Narrative:

?How will the LEA support the implementation of the focus school plan?

4.37 Describe the LEA-level staff members that have been identified to support the school as it implements the intervention(s). Please describe their individual expertise/responsibility in supporting the school and describe how this expertise is aligned with the needs of the school and is likely to promote successful implementation of the selected intervention(s). Please also note which LEA-level staff member will be responsible for monitoring the implementation of the plan and the monitoring strategy for the duration of the three-year period.

The LEA-level staff members have been identified to support the school as it implements the interventions in the Focus School Plan. Jean Wylie, Banneker Elementary School principal, and Bobbie Kilgore, Banneker Elementary School, will provide the oversight for the meetings and objectives for the Focus School Plan. Sylvia Henderson, Interim Superintendent, will support the Focus School through training and evaluation. Travis Moorman, Director of Teaching and Learning, will provide evaluative support and guidance. A teacher leader will provide monthly updates and data on the Focus School plan. The Rtl Coordinator will provide information on a cyclical basis for all Tiered students. Renee Worley, District Math Specialist, and Holly Hermstead, District Reading Specialist, will provide instructional assistance to Banneker Elementary School. Mrs. Korbeago, Wireless Generation data coach, will continue to scaffold the development of professional learning communities at Banneker Elementary School. The Pearson English Language Learning Program K-12 will be providing ongoing support throughout the year. An ELL para will also continue to be the support for ELL. This team will support the Focus School Advisory and Implementation Team. The members of the Focus School Advisory Implementation Team will be: Jean Wylie (Principal), Bobbie Kilgore (Assistant Principal), Sylvia Henderson (Interim Superintendent), Travis Moorman (Director of Teaching and Learning), Tamara Cooper (Administrator on Special Assignment to the Superintendent), Holly Hermstead (District Reading Specialist), Laurie Moorman (Special Education Teacher), Leslie Mergner (Parent), Illeana Heredia (ELL Instructional Assistant), Lisa Alfaro (Data Coach; 5th Grade Teacher), and Richard Biscayart (ELL Coordinator). A monthly monitoring cycle will take place to provide updates to the plan and revisit items as needed.

4.38 Describe the unique infrastructures that will be in place to monitor and evaluate the academic impact of the intervention(s).

Milford School District currently has numerous student tracking infrastructures in place to monitor and evaluate the academic impact of interventions. I-Tracker, an electronic data tracking system, is currently used to track students through progress monitoring their growth in math and reading. Progress Monitoring is done on a quarterly cycle in which students reading and math progress is evaluated. Students are then placed into various grouping categories based on the reading and math level needs. This tiered system provides individualized teaching for students.

4.39 Describe LEA's plan to sustain and support the intervention(s) in the Focus school after the grant expires.

The LEA's plan to sustain and support the intervention(s) in the Focus School after the grant expires includes support through 5% of district funds being allocated through Title I to continue to sustain the plan.

4.2 Information for the Second Focus School

Please answer all questions in this section for your second Focus School.

Question A

A.1 Enter the name of your second Focus School.

#Error

A.2 Select the Intervention(s) for your second Focus School.

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

Question B

B.1 Please provide a response below to the general questions for your second Focus School. Please copy and paste the questions and your responses from the word template provided.

#Error

B.2 Please provide a response below to the intervention-specific questions associated with the intervention(s) selected for your second Focus School. Please copy and paste the intervention name, questions and your responses to these questions from the word template provided.

#Error

B.3 Please provide a response below to the support, monitoring, and evaluation questions for your second Focus School. Please copy and paste the questions and your responses from the word template provided.

#Error

4.3 Information for the Third Focus School

Please answer all questions in this section for your third Focus School.

Question A

A.1 Enter the name of your third Focus School.

#Error

A.2 Select the Intervention(s) for your third Focus School.

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

Question B

B.1 Please provide a response below to the general questions for your third Focus School. Please copy and paste the questions and your responses from the word template provided.

#Error

B.2 Please provide a response below to the intervention-specific questions associated with the intervention(s) selected for your third Focus School. Please copy and paste the intervention name, questions and your responses to these questions from the word template provided.

#Error

B.3 Please provide a response below to the support, monitoring, and evaluation questions for your third Focus School. Please copy and paste the questions and your responses from the word template provided.

#Error

4.4 Information for the Fourth Focus School

Please answer all questions in this section for your fourth Focus School.

Question A

A.1 Enter the name of your fourth Focus School.

#Error

A.2 Select the Intervention(s) for your fourth Focus School.

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

Question B

B.1 Please provide a response below to the general questions for your fourth Focus School. Please copy and paste the questions and your responses from the word template provided.

#Error

B.2 Please provide a response below to the intervention-specific questions associated with the intervention(s) selected for your fourth Focus School. Please copy and paste the intervention name, questions and your responses to these questions from the word template provided.

#Error

B.3 Please provide a response below to the support, monitoring, and evaluation questions for your fourth Focus School. Please copy and paste the questions and your responses from the word template provided.

#Error

5.0 Budget

Budgeted Item Detail

State Budget Summary

Classification	Account	Activity	Y1-State SI Funds	Y2-State SI Funds	Y3-State SI Funds	Total
Salaries	Professional: Instruction	ELL Para to support targeted Hispanic students. *	\$25,000.00	\$27,500.00	\$27,500.00	\$80,000.00
		Lead Teacher stipend for secondary monitoring of specific activities within the Focus School Plan. This person will coordinate with Dr. Sylvia Henderson to implement and evaluate the overall plan. (58 hours x \$34/hour = \$2000 total stipend) *	\$2,000.00	\$2,000.00	\$2,000.00	\$6,000.00
		ELL Para Professional to work at the LEA level to support targeted students who formally attended the Focus School and are now in subsequent secondary schools. *	\$25,000.00	\$27,500.00	\$27,500.00	\$80,000.00
		Substitute costs for the 21 teachers who will receive continued support for three days within the school year through the Pearson English Learning System which will provide on-site push-in support to teachers on continued implementation of the program. 21 subs x \$113/day x 3 days = \$7,119 *	\$7,119.00	\$7,119.00	\$7,119.00	\$21,357.00
	Account Total	\$59,119.00	\$64,119.00	\$64,119.00	\$187,357.00	
	Professional: Administration	Stipends for 21 teachers to attend 3 days of professional development on non-contractual days at \$35/hour. 21 teachers x 3 days (6 hours per day) x \$35/hour = \$13,230 *	\$13,230.00	\$13,230.00	\$13,230.00	\$39,690.00
	Account Total	\$13,230.00	\$13,230.00	\$13,230.00	\$39,690.00	

			Y1-State SI Funds	Y2-State SI Funds	Y3-State SI Funds	Total	
Salaries	Pension Exempt Positions (including Substitutes and others)		\$0.00	\$0.00	\$0.00	\$0.00	
		Account Total	\$0.00	\$0.00	\$0.00	\$0.00	
	Support Staff		\$0.00	\$0.00	\$0.00	\$0.00	
		Account Total	\$0.00	\$0.00	\$0.00	\$0.00	
	Students (with WC and UI)		\$0.00	\$0.00	\$0.00	\$0.00	
		Account Total	\$0.00	\$0.00	\$0.00	\$0.00	
	Extra Pay for Extra Responsibility (EPER)		\$0.00	\$0.00	\$0.00	\$0.00	
		Account Total	\$0.00	\$0.00	\$0.00	\$0.00	
	OEC	Total OECs	\$21,596.17	\$23,088.67	\$23,088.67	\$67,773.51	
		Account Total	\$21,596.17	\$23,088.67	\$23,088.67	\$67,773.51	
		Classification Total	\$93,945.17	\$100,437.67	\$100,437.67	\$294,820.51	
	Contracted Services	Professional: Instruction	Comprehensive School Success Review - DASL (4 DASL members for 2 1/2 days of support and follow-up = \$9000; Substitutes for in-district employees/teachers to take part in training and follow up strategic planning: \$113 x 26 = \$3000) *	\$12,000.00			\$12,000.00
			Utilize Community Partnerships to develop the School Parent Resource Center. These organizations will help promote the use of this center with their employees to enhance the educational experiences of the children while supporting parental skills and strategies for parents. (First State Manufacturing; LD Caulk and Neumours.) *	\$94.95		\$625.07	\$720.02

			Y1-State SI Funds	Y2-State SI Funds	Y3-State SI Funds	Total	
Contracted Services	Professional: Instruction	On-site PD costs for consultants to deliver the Pearson PD Program English Learning System. 6 total days x \$2000 per day = \$12000 *	\$12,000.00	\$12,000.00	\$12,000.00	\$36,000.00	
		Account Total	\$24,094.95	\$12,000.00	\$12,625.07	\$48,720.02	
	Fixed Charges/ Indirect Costs		\$0.00	\$0.00	\$0.00	\$0.00	
		Account Total	\$0.00	\$0.00	\$0.00	\$0.00	
	Professional: Administration		\$0.00	\$0.00	\$0.00	\$0.00	
		Account Total	\$0.00	\$0.00	\$0.00	\$0.00	
	Classification Total		\$24,094.95	\$12,000.00	\$12,625.07	\$48,720.02	
	Supplies and Materials	Professional: Instruction	Professional Development supplies and materials costs for the Pearson English Learning System for 26 teachers and 7 school administrators @ \$100 per person per year. 33 people x \$100 = \$3200. *	\$3,300.00	\$3,300.00	\$3,300.00	\$9,900.00
			Banneker Elementary currently does not have any publishing software. This item will cover the cost of 71 licenses in year 1, 180 in year 2, and 168 in year 3, of Microsoft Office which provides students with access to quality publishing programs such as Word, Excel, and PowerPoint. This will enhance student use of technology in the everyday lives. The cost per license is \$51.38. *	\$3,659.88	\$9,262.33	\$8,637.26	\$21,559.47
		Account Total	\$6,959.88	\$12,562.33	\$11,937.26	\$31,459.47	
Professional: Administration			\$0.00	\$0.00	\$0.00	\$0.00	
		Account Total	\$0.00	\$0.00	\$0.00	\$0.00	
Classification Total		\$6,959.88	\$12,562.33	\$11,937.26	\$31,459.47		
Travel		Professional: Instruction		\$0.00	\$0.00	\$0.00	\$0.00
			Account Total	\$0.00	\$0.00	\$0.00	\$0.00

		Y1-State SI Funds	Y2-State SI Funds	Y3-State SI Funds	Total
Travel	Professional: Administration	\$0.00	\$0.00	\$0.00	\$0.00
	Account Total	\$0.00	\$0.00	\$0.00	\$0.00
	Classification Total	\$0.00	\$0.00	\$0.00	\$0.00
Capital Outlay	Maintenance of Plant	\$0.00	\$0.00	\$0.00	\$0.00
	Account Total	\$0.00	\$0.00	\$0.00	\$0.00
	Classification Total	\$0.00	\$0.00	\$0.00	\$0.00
	State Total	\$125,000.00	\$125,000.00	\$125,000.00	\$375,000.00

Federal Budget Summary

Classification	Account	Activity	Y1 - Focus School Funds	Y2 - Focus School Funds	Y3 - Focus School Funds	Total
Supplies and Materials	Professional: Instruction	Needs assessment survey 2 times per year *	\$200.00			\$200.00
		Enhance Mentoring Program with a focus on social skills and parent connections (Multiple activity nights including but not limited to bowling, roller skating, movie night, promoting life skills, etc. A total of 10 events will be planned with an allocated budget of \$500 per event to cover costs and fees of student, parent, and mentor admissions, transportation costs and other associated fees. *	\$5,000.00	\$5,000.00		\$10,000.00
	Account Total	\$5,200.00	\$5,000.00		\$10,200.00	
	Professional: Administration		\$0.00	\$0.00	\$0.00	\$0.00
	Account Total	\$0.00	\$0.00	\$0.00	\$0.00	
Classification Total			\$5,200.00	\$5,000.00	\$0.00	\$10,200.00
Contracted Services	Professional: Instruction	Utilize Community Partnerships to develop the School Parent Resource Center. These organizations will help promote the use of this center with their employees to enhance the educational experiences of the children while supporting parental skills and strategies for parents. (First State Manufacturing; LD Caulk and Neumours.) *	\$1,905.00	\$5,000.00		\$6,905.00

			Y1 - Focus School Funds	Y2 - Focus School Funds	Y3 - Focus School Funds	Total
Contracted Services	Professional: Instruction	Monthly meetings - evaluate plan, provide instructional support and conduct monthly meetings. Meeting expenses which include substitute costs to allow teachers to review data, progress monitor and conduct instructional walkthroughs. (Year 1: \$113 sub rate x 17 = \$2000 for sub expenses; Year 2: \$113 x 25 = \$2825 for expenses; Year 3: \$113 x 7 = \$791 for expenses) *	\$2,000.00	\$2,813.76	\$813.76	\$5,627.52
		Comprehensive School Success Review - DASL (4 DASL members for 2 1/2 days of support and follow-up = \$9000; Substitutes for in-district employees/teachers to take part in training and follow up strategic planning: \$113 x 26 = \$3000) *			\$12,000.00	\$12,000.00
		Account Total	\$3,905.00	\$7,813.76	\$12,813.76	\$24,532.52
	Fixed Charges/ Indirect Costs		\$0.00	\$0.00	\$0.00	\$0.00
		Account Total	\$0.00	\$0.00	\$0.00	\$0.00
	Professional: Administration		\$0.00	\$0.00	\$0.00	\$0.00
		Account Total	\$0.00	\$0.00	\$0.00	\$0.00
		Classification Total	\$3,905.00	\$7,813.76	\$12,813.76	\$24,532.52
Salaries	Professional: Instruction	ESL Teacher for Focus School (Average Teacher salary (M15+7 years) *	\$70,000.00	\$70,000.00	\$70,000.00	\$210,000.00
		Stipends for teachers from Banneker to attend 3 days of professional development on non- contractual days at \$35/hour. 5 teachers x 3 days (6 hours per day) x \$35/hour = \$3150 *	\$3,150.00	\$3,150.00	\$3,150.00	\$9,450.00

			Y1 - Focus School Funds	Y2 - Focus School Funds	Y3 - Focus School Funds	Total
Salaries	Professional: Instruction	Substitute costs for the 5 teachers from Banneker who will receive continued support for three days within the school year through the Pearson English Learning System which will provide on-site push-in support to teachers on continued implementation of the program. 5 subs x \$113/day x 3 days = \$1695 *	\$1,695.00	\$1,695.00	\$1,695.00	\$5,085.00
Account Total			\$74,845.00	\$74,845.00	\$74,845.00	\$224,535.00
Pension Exempt Positions (including Substitutes and others)			\$0.00	\$0.00	\$0.00	\$0.00
Account Total			\$0.00	\$0.00	\$0.00	\$0.00
Support Staff			\$0.00	\$0.00	\$0.00	\$0.00
Account Total			\$0.00	\$0.00	\$0.00	\$0.00
Students (with WC and UI)			\$0.00	\$0.00	\$0.00	\$0.00
Account Total			\$0.00	\$0.00	\$0.00	\$0.00
Extra Pay for Extra Responsibility (EPER)			\$0.00	\$0.00	\$0.00	\$0.00
Account Total			\$0.00	\$0.00	\$0.00	\$0.00
OEC	Total OECs		\$37,341.24	\$37,341.24	\$37,341.24	\$112,023.72
Account Total			\$37,341.24	\$37,341.24	\$37,341.24	\$112,023.72
Classification Total			\$112,186.24	\$112,186.24	\$112,186.24	\$336,558.72

			Y1 - Focus School Funds	Y2 - Focus School Funds	Y3 - Focus School Funds	Total
Capital Outlay	Capital Outlay	7 Apple iPads will be purchased for use by the ELL teacher during small group support and instruction in addition to language developing applications that provide students support in areas of need including overcoming language barriers, mathematical skills and reading comprehension. 1 iPad = \$500 x 7 = \$3,500 + \$208.76 credit for purchase of relevant applications including but not limited to iSpeech, ESL Reading Comprehension, and Dragon Box through iTunes Store	\$3,708.76			\$3,708.76
		Account Total	\$3,708.76			\$3,708.76
	Maintenance of Plant		\$0.00	\$0.00	\$0.00	\$0.00
		Account Total	\$0.00	\$0.00	\$0.00	\$0.00
		Classification Total	\$3,708.76	\$0.00	\$0.00	\$3,708.76
Travel	Professional: Instruction		\$0.00	\$0.00	\$0.00	\$0.00
		Account Total	\$0.00	\$0.00	\$0.00	\$0.00
	Professional: Administration		\$0.00	\$0.00	\$0.00	\$0.00
		Account Total	\$0.00	\$0.00	\$0.00	\$0.00
		Classification Total	\$0.00	\$0.00	\$0.00	\$0.00
		Federal	\$125,000.00	\$125,000.00	\$125,000.00	\$375,000.00
		* - Allow Indirect Cost Total				

OEC Summary

Program	FICA	Medicare	Pension	Workman's Comp	Unemployment	Health Ins. \ Non Taxed Benefits	Total OEC Cost
Year 1 - Focus School Funds	\$4,640.39	\$1,085.26	\$15,178.57	\$1,309.78	\$127.24	\$15,000.00	\$37,341.24
Year 1 - State SI Funds	\$4,485.64	\$1,049.07	\$14,672.37	\$1,266.10	\$122.99	\$0.00	\$21,596.17
Year 2 - Focus School Funds	\$4,640.39	\$1,085.26	\$15,178.57	\$1,309.78	\$127.24	\$15,000.00	\$37,341.24
Year 2 - State SI Funds	\$4,795.64	\$1,121.57	\$15,686.37	\$1,353.60	\$131.49	\$0.00	\$23,088.67
Year 3 - Focus School Funds	\$4,640.39	\$1,085.26	\$15,178.57	\$1,309.78	\$127.24	\$15,000.00	\$37,341.24
Year 3 - State SI Funds	\$4,795.64	\$1,121.57	\$15,686.37	\$1,353.60	\$131.49	\$0.00	\$23,088.67
Totals	\$27,998.09	\$6,547.99	\$91,580.82	\$7,902.64	\$767.69	\$45,000.00	\$179,797.23

Indirect Cost Summary

Program	Total Direct Program Charges	Indirect Cost Rate	Indirect Cost Billable
Year 1 - Focus School Funds	\$121,291.24	0.00 %	\$0.00
Year 2 - Focus School Funds	\$125,000.00	0.00 %	\$0.00
Year 3 - Focus School Funds	\$125,000.00	0.00 %	\$0.00
Totals	\$746,291.24		\$0.00

DELAWARE DEPARTMENT OF EDUCATION
ASMINISTRATIVE SERVICE BRANCH

Business Mgr. initials when submitted
as an Application Budget: _____

BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

CHECK ONE:

APPLICATION BUDGET SUMMARY: X

SUBMIT EXPENDITURE REPORT TO:

or EXPENDITURE REPORTS: _____

Program Manager who signed the Notification of Subgrant Award

Annual But Not Final _____ Final Report _____

AGENCY: Milford

PROJECT BUDGET PERIOD

For subgrants extending across two fiscal years, an Annual Expenditure Report is to be submitted within 45 days after June 30 of the first year. A Final Report is due within 90 days after the end of the subgrant award period.

PROJECT TITLE: Y1 - Focus School Funds

BEGINNING: 9/4/2012

GRANT NUMBER: _____

ENDING: 8/28/2012

FUND & LINE: _____

Ind Cost 1st Yr: Ind _____
Cost 2nd Yr: 0.00
Number Exceeds: 0.00

PERIOD COVERED BY REPORT:
(Complete for Expenditure Report Only)
TO

EXPENDITURE ACCOUNTS

EXPENDITURE CLASSIFICATION

Classification		Salaries	Contracted Services	Travel	Supplies and Materials	OECs	Capital Outlay	Total Expenditures	Total Budget
Account	Acct. No								
Administration	100								
Instruction	200	\$74,845.00	\$3,905.00		\$5,200.00	\$37,341.24			\$121,291.24
Attendance Service	300								
Health Services	400								
Pupil Transportation Services	500								
Operation of Plant	600								
Maintenance of Plant	700								
Fixed Charges/ Indirect Costs	800								
Food Services	900								
Student Body Activities	1000								
Community Service	1100								
Capital Outlay	1200						\$3,708.76		\$3,708.76
Total Expenditures	19000								
Total Budget		\$74,845.00	\$3,905.00		\$5,200.00	\$37,341.24	\$3,708.76		\$125,000.00

CHIEF OFFICER: Henderson, Sylvia

DATE: 8/28/2012

PERSON COMPLETING REPORT: _____

(Signature required only when submitted as an Annual or Final Report)

DELAWARE DEPARTMENT OF EDUCATION
ASMINISTRATIVE SERVICE BRANCH

Business Mgr. initials when submitted
as an Application Budget: _____

BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

CHECK ONE:

APPLICATION BUDGET SUMMARY: X

SUBMIT EXPENDITURE REPORT TO:

or EXPENDITURE REPORTS: _____

Program Manager who signed the Notification of Subgrant Award

Annual But Not Final _____ Final Report _____

AGENCY: Milford

PROJECT BUDGET PERIOD

For subgrants extending across two fiscal years, an Annual Expenditure Report is to be submitted within 45 days after June 30 of the first year. A Final Report is due within 90 days after the end of the subgrant award period.

PROJECT TITLE: Y2 - Focus School Funds

BEGINNING: 9/4/2012

GRANT NUMBER: _____

ENDING: 9/4/2012

FUND & LINE: _____

Ind Cost 1st Yr: Ind _____
Cost 2nd Yr: 0.00
Number Exceeds: 0.00

PERIOD COVERED BY REPORT:
(Complete for Expenditure Report Only)
TO

EXPENDITURE ACCOUNTS

EXPENDITURE CLASSIFICATION

Classification		Salaries	Contracted Services	Travel	Supplies and Materials	OECs	Capital Outlay	Total Expenditures	Total Budget
Account	Acct. No								
Administration	100								
Instruction	200	\$74,845.00	\$7,813.76		\$5,000.00	\$37,341.24			\$125,000.00
Attendance Service	300								
Health Services	400								
Pupil Transportation Services	500								
Operation of Plant	600								
Maintenance of Plant	700								
Fixed Charges/ Indirect Costs	800								
Food Services	900								
Student Body Activities	1000								
Community Service	1100								
Capital Outlay	1200								
Total Expenditures	19000								
Total Budget		\$74,845.00	\$7,813.76		\$5,000.00	\$37,341.24			\$125,000.00

CHIEF OFFICER: Henderson, Sylvia

DATE: 8/28/2012

PERSON COMPLETING REPORT: _____

(Signature required only when submitted as an Annual or Final Report)

DELAWARE DEPARTMENT OF EDUCATION
ASMINISTRATIVE SERVICE BRANCH

Business Mgr. initials when submitted
as an Application Budget: _____

BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

CHECK ONE:

APPLICATION BUDGET SUMMARY: X

SUBMIT EXPENDITURE REPORT TO:

or EXPENDITURE REPORTS: _____

Program Manager who signed the Notification of Subgrant Award

Annual But Not Final _____ Final Report _____

AGENCY: Milford

PROJECT BUDGET PERIOD

For subgrants extending across two fiscal years, an Annual Expenditure Report is to be submitted within 45 days after June 30 of the first year. A Final Report is due within 90 days after the end of the subgrant award period.

PROJECT TITLE: Y3 - Focus School Funds

BEGINNING: 9/4/2012

GRANT NUMBER: _____

ENDING: 9/4/2012

FUND & LINE: _____

Ind Cost 1st Yr: Ind _____
Cost 2nd Yr: 0.00
Number Exceeds: 0.00

PERIOD COVERED BY REPORT:
(Complete for Expenditure Report Only)
TO

EXPENDITURE ACCOUNTS

EXPENDITURE CLASSIFICATION

Classification		Salaries	Contracted Services	Travel	Supplies and Materials	OECs	Capital Outlay	Total Expenditures	Total Budget
Account	Acct. No								
Administration	100								
Instruction	200	\$74,845.00	\$12,813.76			\$37,341.24			\$125,000.00
Attendance Service	300								
Health Services	400								
Pupil Transportation Services	500								
Operation of Plant	600								
Maintenance of Plant	700								
Fixed Charges/ Indirect Costs	800								
Food Services	900								
Student Body Activities	1000								
Community Service	1100								
Capital Outlay	1200								
Total Expenditures	19000								
Total Budget		\$74,845.00	\$12,813.76			\$37,341.24			\$125,000.00

CHIEF OFFICER: Henderson, Sylvia

DATE: 8/28/2012

PERSON COMPLETING REPORT: _____

(Signature required only when submitted as an Annual or Final Report)

DELAWARE DEPARTMENT OF EDUCATION
ASMINISTRATIVE SERVICE BRANCH
BUDGET REPORT OF STATE FUNDS

Business Mgr. initials when submitted
as an Application Budget: _____

APPLICATION BUDGET SUMMARY: X

SUBMIT EXPENDITURE REPORT TO:

(Not Required)

AGENCY: Milford

PROJECT BUDGET PERIOD

PROJECT TITLE: Y1-State SI Funds

BEGINNING: 7/1/2012

GRANT NUMBER: _____

ENDING: 9/6/2012

FUND & LINE: _____

For subgrants of State funds, no annual or final expenditure report is required. Prior notification of intent to amend is required when exceeding approved budget amounts by \$1,000 or 5% whichever is greater. This budget form is required for planning purposes only and is to accompany a subgrant application for State funds when application for such funds is required

EXPENDITURE ACCOUNTS		EXPENDITURE CLASSIFICATION							
Classification		Salaries	Contracted Services	Travel	Supplies and Materials	OECs	Capital Outlay	Total Expenditures	Total Budget
Account	Acct. No								
Administration	100	\$13,230.00				\$3,949.15			\$17,179.15
Instruction	200	\$59,119.00	\$24,094.95		\$6,959.88	\$17,647.02			\$107,820.85
Attendance Service	300								
Health Services	400								
Pupil Transportation Services	500								
Operation of Plant	600								
Maintenance of Plant	700								
Fixed Charges/ Indirect Costs	800								
Food Services	900								
Student Body Activities	1000								
Community Service	1100								
Capital Outlay	1200								
Total Expenditures	19000								
Total Budget		\$72,349.00	\$24,094.95		\$6,959.88	\$21,596.17			\$125,000.00

DATE: 8/28/2012

PERSON COMPLETING REPORT: _____

DELAWARE DEPARTMENT OF EDUCATION
ASMINISTRATIVE SERVICE BRANCH
BUDGET REPORT OF STATE FUNDS

Business Mgr. initials when submitted
as an Application Budget:

APPLICATION BUDGET SUMMARY: X

SUBMIT EXPENDITURE REPORT TO:

(Not Required)

AGENCY: Milford

PROJECT BUDGET PERIOD

PROJECT TITLE: Y2-State SI Funds

BEGINNING: 7/1/2012

GRANT NUMBER: _____

ENDING: 9/6/2012

FUND & LINE: _____

For subgrants of State funds, no annual or final expenditure report is required. Prior notification of intent to amend is required when exceeding approved budget amounts by \$1,000 or 5% whichever is greater. This budget form is required for planning purposes only and is to accompany a subgrant application for State funds when application for such funds is required

EXPENDITURE ACCOUNTS		EXPENDITURE CLASSIFICATION							Total Expenditures	Total Budget
Classification	Acct. No	Salaries	Contracted Services	Travel	Supplies and Materials	OECs	Capital Outlay			
Administration	100	\$13,230.00				\$3,949.15			\$17,179.15	
Instruction	200	\$64,119.00	\$12,000.00		\$12,562.33	\$19,139.52			\$107,820.85	
Attendance Service	300									
Health Services	400									
Pupil Transportation Services	500									
Operation of Plant	600									
Maintenance of Plant	700									
Fixed Charges/ Indirect Costs	800									
Food Services	900									
Student Body Activities	1000									
Community Service	1100									
Capital Outlay	1200									
Total Expenditures	19000									
Total Budget		\$77,349.00	\$12,000.00		\$12,562.33	\$23,088.67			\$125,000.00	

DATE: 8/28/2012

PERSON COMPLETING REPORT: _____

DELAWARE DEPARTMENT OF EDUCATION
ASMINISTRATIVE SERVICE BRANCH
BUDGET REPORT OF STATE FUNDS

Business Mgr. initials when submitted
as an Application Budget:

APPLICATION BUDGET SUMMARY: X

SUBMIT EXPENDITURE REPORT TO:

(Not Required)

AGENCY: Milford

PROJECT BUDGET PERIOD

PROJECT TITLE: Y3-State SI Funds

BEGINNING: 7/1/2012

GRANT NUMBER: _____

ENDING: 9/6/2012

FUND & LINE: _____

For subgrants of State funds, no annual or final expenditure report is required. Prior notification of intent to amend is required when exceeding approved budget amounts by \$1,000 or 5% whichever is greater. This budget form is required for planning purposes only and is to accompany a subgrant application for State funds when application for such funds is required

EXPENDITURE ACCOUNTS		EXPENDITURE CLASSIFICATION							
Classification		Salaries	Contracted Services	Travel	Supplies and Materials	OECs	Capital Outlay	Total Expenditures	Total Budget
Account	Acct. No								
Administration	100	\$13,230.00				\$3,949.15			\$17,179.15
Instruction	200	\$64,119.00	\$12,625.07		\$11,937.26	\$19,139.52			\$107,820.85
Attendance Service	300								
Health Services	400								
Pupil Transportation Services	500								
Operation of Plant	600								
Maintenance of Plant	700								
Fixed Charges/ Indirect Costs	800								
Food Services	900								
Student Body Activities	1000								
Community Service	1100								
Capital Outlay	1200								
Total Expenditures	19000								
Total Budget		\$77,349.00	\$12,625.07		\$11,937.26	\$23,088.67			\$125,000.00

DATE: 8/28/2012

PERSON COMPLETING REPORT: _____

Focus Schools 2012 - 2013 : Compliance Signatures

District: Milford School District

Chief School Officer Certification of Compliance

I certify that:

1. I am the chief school officer of the LEA. I am authorized to apply for the funds identified in this Application. I am also authorized to obligate the LEA to conduct any program or activity approved under this Application in accordance with all applicable federal and state requirements, including statutory and regulatory requirements, program assurances, and any conditions imposed as part of the approval of this Application.
2. I have read this Application. The information contained in it is true and correct to the best of my knowledge and belief. The LEA is applying for funding under the programs indicated in Section 1 of this Application.
3. I have also read the attached Assurances. I understand that those Assurances are incorporated into and made a part of this Application as though they were fully set out in this Application with regard to those programs for which funding is sought.
4. The LEA and each of its schools, programs, and other administrative units, will conduct the programs and activities for which funding is sought in this Application as represented in this Application. Further, the LEA and each of its schools, programs and other administrative units, will comply with all applicable federal and state requirements, including statutory and regulatory requirements, attached Assurances, and any conditions imposed as part of the approval of this Application.
5. I understand that compliance with all applicable federal and state requirements, including statutory and regulatory requirements, attached Assurances for and any conditions imposed as part of the approval of this Application, is a condition of receipt of federal and state funding. I understand that such compliance continues through the duration of the funding period, including any extensions to that period.
6. I understand that state and federal funding may be withheld, terminated and recovered, and future funding denied, if the LEA fails to comply with applicable federal and state requirements as promised in this Certification.

Chief School Officer: Henderson, Sylvia

Approval Date: Tuesday, August 28, 2012

Signature:

Chief Financial Officer Certification of Compliance

I certify that:

1. I am the chief financial officer of the LEA and I am authorized to submit the budget and financial information contained in this Application on its behalf.
2. I have read this Application and specifically read and reviewed the budget and financial information contained in or made part of the Application. The information contained in the Application is true and correct to the best of my knowledge and belief.
3. The LEA is applying for funding under the following programs:

Federal Programs

State Programs

Year 1 - Focus School Funds	Year 1 - State SI Funds
Year 2 - Focus School Funds	Year 2 - State SI Funds
Year 3 - Focus School Funds	Year 3 - State SI Funds

4. I have reviewed and approved the submission of the budgets for each of these programs.

Chief Financial Officer: Korosec, Tammy

Approval Date: Tuesday, August 28, 2012

Signature:

Federal Programs

Year 1 - Focus School Funds

Initial Approvals

Program Manager	Approval Date
Brian Curtis	12/13/2012

Year 2 - Focus School Funds

Initial Approvals

Program Manager	Approval Date
Brian Curtis	12/13/2012

Year 3 - Focus School Funds

Initial Approvals

Program Manager	Approval Date
Brian Curtis	12/13/2012

State Programs

Year 1 - State SI Funds

Initial Approvals

Program Manager	Approval Date
Brian Curtis	12/13/2012

Year 2 - State SI Funds

Initial Approvals

Program Manager	Approval Date
Brian Curtis	12/13/2012

Year 3 - State SI Funds

Initial Approvals

Program Manager	Approval Date
Brian Curtis	12/13/2012

Finance

Federal Programs	Approval Date
Eulinda DiPietro	12/19/2012

State Programs

Leah Jenkins

Approval Date

12/14/2012

Director(s)

Director

Theresa Kough

Title

Approval Date

12/20/2012

Secretaries

Secretary

Susan Haberstroh

Mark Murphy

Title

Associate Secretary

Secretary

Approval Date

12/20/2012

12/21/2012