

### **Lulu Ross Elementary**

100% of the Lulu Ross Elementary teachers receive ongoing professional learning from the Delaware Mathematics Coalition and Learn Zillion in order to improve mathematics instruction. 39 teachers benefit from coaching and personalized learning experiences to include district-wide professional development and collaboration with all Milford elementary schools. Nearly 600 students benefit from instruction utilizing 8 mathematical practices and Number Talk strategies.

### **Banneker Elementary**

100% of the Banneker Elementary teachers receive ongoing professional learning from the Delaware Mathematics Coalition and Learn Zillion in order to improve mathematics instruction. 33 teachers benefit from coaching and personalized learning experiences to include district-wide professional development and collaboration with all Milford elementary schools. 518 students benefit from instruction utilizing 8 mathematical practices and Number Talk strategies.

### **Bunker Hill Elementary**

100% of teachers from Bunker Hill Elementary School receive job embedded professional learning and coaching in the Inquiry Model to reform instructional delivery. Over 580 students receive instruction that is student-centered, teachers and students engage in probing questions, and build on students' natural curiosity. The shift to student-centered instruction means the staff need support year round; the Inquiry Schools coach meets with teachers monthly and help to create professional learning opportunities that are tailored to staff and individual needs. The administrators are invested 100% and feel the professional learning grant allows them to stay on top of the teachers' needs – nothing is a one and done – it is a continuous cycle of improvement at BHES.

### **William Penn HS**

Over 30 Science and Social Studies teachers worked together to create benchmark assessments and lessons to improve literacy in these content areas. Both departments received professional learning on writing strategies throughout all content areas with the intent that increased student success in writing will lead to increased content knowledge and improved ability to cite understanding through writing. Teachers assist with refining materials and training content and continue to work with team leaders to identify timing for implementation of strategies and practice to assist with measuring growth more consistently. There is the potential to impact nearly 2,000 students at William Penn HS.

### **Smyrna HS**

Smyrna HS science and social teachers used PSAT-SAT data and historical SBAC data to determine the need for stronger writing in the content areas. The professional learning on writing instruction is teacher-led by department chairs and facilitated by specialists. The professional learning is job embedded and

teachers use the PLC structure to regularly analyze student work to review/track progress. The science and social studies teachers have developed various forms of writing assessments across the curriculum, including quick writes, deep writes, and public writes. The professional learning has the potential to impact over 1,400 students.

### **Wilmington Manor**

100% of teachers from Wilmington Manor engage in an online collaborative learning community via the Schoology Learning Management System. Teachers stay connected with the goals of the Professional Learning grant, Wilmington Manor's School Success Plan, and classroom success stories. 350 students benefit from teacher involvement in this online culture of professional learning. Teachers receive regular feedback from a University of Delaware coach; teachers also participate in learning walks. Administrators seek teacher feedback regularly with surveys in Schoology.

### **Eisenberg**

100% of teachers are working collaboratively to establish a common writing language across Eisenberg Elementary, where teachers naturally integrate writing into their lessons and students become comfortable with writing about a variety of topics. Teachers use the Schoology discussion board to share ideas and struggles; surveys and the discussion board posts assist administrators with personalizing professional learning with the consultant. 550 students benefit from teacher involvement in this development of shared expectations and outcomes. All teachers have been involved with this grant from the very beginning and benefit from a feedback loop of instructional rounds.

### **Allen Frear**

100% of special education teachers at Allen Frear Elementary participated in professional learning on phonological awareness and phonics lessons and strategies in order to provide effective intervention instruction. 699 students benefit from teacher involvement in this professional learning. Teachers are strengthening phonics instruction, analyzing student data and refining progress monitoring to adjust instruction.

### **Mcllvaine**

100% of teachers at Mcllvaine Early Childhood Center are participating in professional learning on phonological awareness and phonics lessons and strategies to provide effective intervention instruction. Teachers have opportunities for collaboration during success blocks designed to share instructional strategies and plan for student success. 475 students benefit from teacher involvement and participation in school success blocks. Initial data is indicating successful implementation and students are showing growth. Teachers report that students are more confident; the first marking period data check shows that students are learning to manipulate sounds and letters.

**Nellie Stokes**

100% of special education teachers at Nellie Stokes Elementary participated in professional learning on phonological awareness and phonics lessons and strategies in order to provide effective intervention instruction. 519 students benefit from teacher involvement in this professional learning. Teachers are strengthening phonics instruction, analyzing student data and refining progress monitoring to adjust instruction.

**W. Reily Brown**

100% of teachers at W. Reily Brown are receiving job embedded professional learning on writing instruction. The school is investing in strong PLCs which include scoring of student writing and analyzing data from writing pretests and daily work. Teachers have a strong feedback loop with lesson studies in which teams of teachers collaboratively plan, research, and study their lesson instruction as a way to determine how students learn best. W. Reily Brown teachers receive regular feedback from their administrators and building leadership team to further assist with adjusting instruction. 488 students are benefitting from strong writing instruction and feedback from their teachers.

**W. B. Simpson**

W. B. Simpson is seeking to strengthen parent involvement with the implementation of student-led conferences. The Simpson teachers and administrators have followed a cycle of continuous improvement by having the building leadership team provide professional learning to pilot teachers, teachers receive feedback from non-pilot teachers, pilot teachers make revisions and retry, collect data and continue to receive feedback from their peers. As a result, pilot teachers were ready to launch the first round of student-led conferences in the fall. The school is now feeding forward the learning from the fall conferences with the non-pilot teachers; 100% of teachers and students will involved in spring parent/student conferences. 591 parents and teachers will benefit from student-led conferences.

**Misphillion**

100% of the teachers and paras at Misphillion Elementary School are engaged in Number Talks professional learning. The teachers benefit from opportunities to participate in differentiated professional learning; the building administrators talk with teachers to determine where they are in the learning and the best path forward. Teachers can choose from 1:1 coaching, video-taping, and getting feedback (I do/you do approach). The district provides support via the district level math coach and opportunities to use the district professional development days to bring all teachers together from all the elementary schools – all working on Number Talks. The administration seeks to refine teacher practices by using Guskey's 5 levels of PD to create surveys at regular intervals, before, during and after professional learning. 544 students benefit from stronger mathematics instruction.

### **Morris ECC**

Morris ECC is in its second year for Number Talks; 100% of teachers and paraprofessionals are involved. The professional learning grant is allowing the staff to go deeper with content and refine practice; the administration continues to strengthen structures to support staff collaboration and learning opportunities. The teachers help to gauge the next steps and areas of focus; the staff values the contracted coach and states, "There is no lack of buy-in at this school!" Morris ECC benefits from the district's support with opportunities to use district professional development days for school use and district-wide collaboration across the elementary schools. 365 kindergartners are benefitting from the professional learning grant and will be 1<sup>st</sup> grade math ready for next year!

### **St. Georges**

100% of St. Georges staff are receiving job-embedded professional learning on literacy strategies. The school has 8 professional learning groups representing all departments and a group for the paraprofessionals. Teachers are involved in school-created professional learning modules on Schoology, a school-based coach and administrators who participate in the groups, regularly. St. Georges teachers receive coverage once a week to ensure all teachers are involved in the face-to-face meetings to discuss the online work done the previous week. The administrators say, "We are an all-in school – this is a schoolwide initiative." St Georges is using the Guskey 5 levels of professional development to regularly evaluate professional learning to meet the needs of the staff. This professional learning grant has the potential to impact over 1,100 students.

### **Colonial School District**

#### **George Read, McCullough, & Gunning Bedford Middle Schools**

Leveraging the outcomes of the Professional Learning Grant, the Colonial School district middle schools and central office have built a strong collaboration to support on-going professional learning for their mathematics teachers. 100% of mathematics staff at each of these schools engage in monthly face-to-face content professional learning with district mathematics coaches to support planning and instruction. The Colonial mathematics coaches are using pre- and post-assessment results of the 30 teachers to measure knowledge of content and the structure of the discipline, knowledge of prerequisite relationships, and quality of questions. Pre-assessment findings have led the coaches to focus professional learning on quality of questioning and a focus on content progressions. This professional learning grant has the potential to impact over 2,500 students.

**William Henry Middle School**

100% of William Henry Middle School mathematics teachers received training on student outcomes and how to connect these outcomes to planning and the learning process. Team members meet with the district mathematics coach to plan collaboratively during PLC time. Teachers then implement the collaboratively planned lesson. This professional learning grant has the potential to impact over 850 students.

**Dover High School**

100% of the teaching staff at Dover High School is engaged in professional learning to support Common Core Implementation for literacy and mathematics across content areas. Dover High School is developing teacher leaders to support professional learning in professional learning communities. Staff members were selected to serve as a guiding coalition to lead the professional learning with peers. The team meets monthly to review teacher surveys and to plan future professional development to meet the needs of staff. This professional learning grant has the potential to impact over 1,700 students.

**Central Middle School**

100% of math teachers participated in a mathematics lesson study professional learning. In this model, teachers plan a lesson together taking into account what type of instructional strategies they wanted to use to best teach the students while also identifying the specific concepts and standards needing to be addressed. The team anticipates student responses and misconceptions and discussed instructional moves to support a productive struggle. One teacher modeled the task with a group of students as other teachers observed. The team then engages in group reflection of the lesson to enhance their planning. Each grade level team has completed at least one round of the lesson study. Over 900 students are benefiting from the professional learning grant.