



2014-15 DDOE Charter School Annual Report

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I. Charter School Program

Narrative:

Provide a Synopsis of the School's Mission and Educational Program, Including Key Components of the Education Model and Any Unique or Innovative Features of the School

In an effort to achieve the vision of creating a full service community school, EastSide serves as a supportive, nurturing school experience for children on their way to becoming passionate, creative, global citizens prepared with the mindset and toolset for long term success.

At EastSide Charter School, our mission is to educate children in a safe, caring, and nurturing environment, so that they can excel academically and socially. EastSide believes that all children are capable of mastering content standards and meeting social expectations when they have comprehensive understanding, adequate time, and appropriate support. Students here are viewed as individuals and every effort is made to accommodate each child's unique gifts and talents.

The educational program delivered at EastSide Charter School is aligned to the mission. We provide clean and caring environment where our staff view themselves as an extension of the student's family. We conduct home visits when families are unavailable to support their students in school, and offer an array of behavior supports to provide safe spaces for mistakes and learning of behavior. EastSide students have a social experience like no other. Our day includes time in CREW, which is an EL (Expeditionary Learning) practice, where they build meaningful relationships with a special adult inside the building that will stay in their lives from year to year. CREW is designed to practice school norms and deep dive into our school's habits of work and learning. Each day, we expect that students are living the EastSide Habits: Responsibility, Collaboration, Persistence, and Responsibility, through their social growth and development, as well as their academic growth and development. To this end, we are committed to doing good work: work that is good in quality, good for the soul, and good for the world around them.

In 2014-2015, EastSide decided to partner with EL Education in an effort push academic boundaries, and to challenge students to think critically and take active roles in their classrooms and communities. EL Education is a national design framework in which children participate in in-depth learning expeditions – interactive, hands-on projects that spark curiosity, promote active learning, encourage teamwork, build character, and capitalize on children's innate spirit of adventure. This framework values how children learn, as much as what they learn, challenging them to think critically and take leadership roles in their classrooms and communities. Students attending EL Education programs have shown significant gains in reading and math and consistently outperform students in neighboring programs. Furthermore, the model's focus on character highlights the importance of developing traits such as grit, persistence, responsibility, empathy and care and concern for their world.

Academically, our students are taught to own their learning, and become strong advocates for themselves as they plan their goals to and through college. Our philosophy on providing students, teachers, and leaders with high quality instructionally focused feedback, is considered a norm. Our teachers use summative and formative data, as quarterly and bi-annual checkpoints to further develop personalized learning experiences for students. Response to Intervention is

not considered a buzz word, but is used to further define targeted supports for learners with intensive or specialized needs. Students are able to articulate their academic strengths and weaknesses, while setting goals to reach the next level.

Unique and Innovative Features

As important as what the school provides is how the school operates. EastSide believes deeply in the marriage of all three dimensions of student achievement: mastery of knowledge and skills, student character, and high quality student work. In order to ensure achievement for all students, in all dimensions we provide various opportunities for students to lead their own learning through collaborative work, leadership opportunities, and engagement with authentic audiences. In order to ensure our families are involved with our work and given an outlet to share their voices, parents are surveyed regularly to determine their level of satisfaction with the school as well as to obtain input.

Our Philosophy and Framework

Our partnership with EL Education is an important commitment that speaks to our belief in students advocating for their own educational journey. We know young children as naturally engaged and curious learners, and that view drives us to provide meaningful, intentional experiences that are not only inspired by the interests of the children, but are designed to promote authentic, self-directed experiences. We look to the latest in neuroscience research to develop environments and experiences for children that stimulate thinking, build confidence, and lay the foundation for creative, scientific, critical thinking.

We see the role of the teacher as a facilitator, stimulator and researcher. As facilitators, we observe; this allows us to really see the children for who they are and where their interests lie. As stimulators, we provide invitations in the form of materials and questions to help children wonder. As researchers, we improve our craft through reflection, conversation, and dissection of our work – always looking to improve our best practices.

Core Knowledge Curriculum

Academically, EastSide works towards individualized measures of student achievement throughout every part of every day. To support each dimension of student achievement for all learners, we create an inclusive environment where small group instruction is the norm and students are placed in groups based on their individual needs. This allows for targeted instruction for all learners at all times. Also, ESCS has developed a high quality (Delaware STARS Star 5 Rated Program) Early Learning Academy for preK 4s that closes the achievement gap from the beginning so that the work of our K-8 teachers can remain rigorous and developmentally appropriate throughout a student's time at EastSide.

Character Development

Every student in our school has a class called "Crew" –a structure established so that every student is known well and feels valued by the entire school community. The structure of Crew allows for relationship building, academic monitoring, and character development. Crew allows students to build positive connections with their peers and with their crew leader. Additionally, we have mentoring partnerships with Barclays and other local businesses and organizations (some that last the entirety of a student's time at EastSide) as well as gender specific mentoring groups that meet during and after school to support students in navigating peer and family

relationships both inside and outside school. Every adult in our building is committed, above anything else, to support each student as a whole-child, not as a vessel to place knowledge into. These initiatives and our approach to student-centered learning create an environment where both students and staff are innovative, all-in, and joyous.

Parent and Community Involvement

As a school and learning center, EastSide values parent and community involvement as a means to increase the trajectory of student achievement far beyond our walls. Within the school, there are structures and traditions in place that support parent involvement and community through our Celebrations of Learning where students present their work and long term projects as experts (real world connections and authentic audiences), report card conferences (twice a year), Back to School Night (Pre-K, Lower School, Middle School), classroom volunteer opportunities, Book Fairs, and more. Our parents are always welcome to meet with leaders and teachers to advocate for their students, and we often partner with parents to create action plans for student success. Our students participate in Community Service Days on the last day of every trimester in order to give back to the community and get involved in a positive way. Our mentoring programs allow for community engagement and relationships to thrive.

Discuss Key Accomplishments of the Charter School Program Over the 2014-15 School Year

Academic Growth:

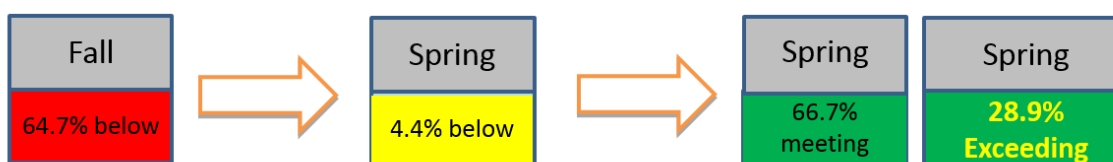
EastSide's mission specific goal is that students will demonstrate significant academic growth by way of the nationally recognized Measures of Academic Progress (MAP) assessment which is a K-12 computer adaptive pre- and post-test in Math and Reading. During the 2014-2015 school year, EastSide students demonstrated tremendous growth, growing 1.38 academic years on average (2.22 years annualized over 10 full months) in Math and 1.16 academic years on average (1.87 years annualized) in Reading.

Pre-Kindergarten Success:

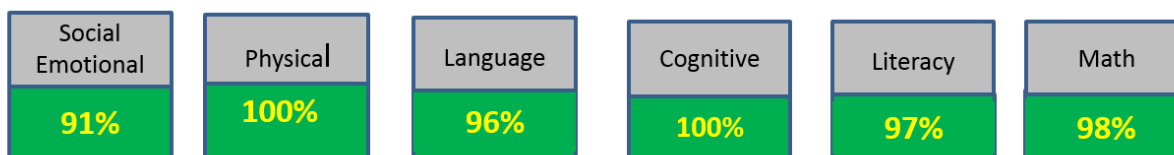
The 2014-2015 school year was the first year of our comprehensive Pre-Kindergarten program. Within 3 months of its opening, EastSide's Early Learning Academy received the State's highest quality rating – Star 5. The percentage of students meeting or exceeding expectations in 6 areas of measurement ranged from 91% to 100% as noted in the table below. One of our goals was to enhance services for our special education program and as a result of the program, 100% of our students were screened for learning disabilities allowing us to properly identify students who will need special education services in the upcoming year's Kindergarten. These students progressed so well that the curriculum for our K program has had to be revised to maintain their learning momentum. We exceeded our goal by having 95% of the 2014-2015 class enroll in EastSide's Kindergarten class for the 2015-2016 school year.

Early Learning Academy: Kindergarten Readiness

Percent of Students Ready for Kindergarten:



Percent of Students Meeting Learning Targets:



Enrollment Growth:

With the advent of our Early Learning Academy and organic growth as a result of increased parent satisfaction and our academic success, our enrollment has grown more than 25% to over 500 students including Pre-Kindergarten. This is an accomplishment not only because it speaks to the quality of the education we have provided but the increased funding has allowed us to provide additional staff and programming to support the diverse and complex needs of our students.

Overall Growth and Flexibility:

During the 2014-2015 school year, EastSide entered into a consulting agreement with Family Foundations Academy pursuant to which EastSide agreed to provide leadership support and oversight of all school-related operations. There have been many positive results of this but one of them is the increased flexibility and opportunity that has presented itself as a result of the economies of scale of the partnering financial models. New positions – Director of Talent and School Psychologist – and enhanced collaboration has been instrumental in the success of both EastSide and Family Foundations Academy.

II. Performance Reflection

Tier 1 Narrative:

What Are the Successful Academic Practices At Your Charter School that Other Schools Can Replicate?

EastSide implements many practices that have had a significant impact on our success. The following is a description of 4 of the most influential best practices.

Rigorous Common Core-aligned Interim Assessments, Data Analysis, and Action Planning

We administer 4 rounds of interim assessments through the web-based Amplify assessment portal. This is used to accomplish the following objectives: provide practice for students, assess student academic growth and progress, identify instructional weaknesses, and identify specific areas of academic focus. Immediately following each round of testing commences a data analysis protocol in which every teacher analyzes their data to determine high and low-level trends, then creates a 6 week action plan that includes individual and small-group interventions and revised instructional focus preceding the next round of assessments. Each action plan is discussed in detail with an instructional leader who ensures that the plan focuses on the highest leverage focus area and includes the most effective improvement plan. See appendix for a sample of an Interim Assessment Analysis and Action Plan.

Teacher Evaluation and Instructional Coaching

EastSide has implemented the Teaching Excellence Framework for the second consecutive year. This alternative teacher evaluation program has raised the bar for what is expected of teachers and leaders and, as a result, has been instrumental in the growth and development of our educators, and the quality of work and professionalism they delivered. With a minimum of 8 lesson observations and coaching sessions, a mid-year and end of year evaluation, and 4 data analysis coaching sessions, our instructional practice has continued to grow infinitely, tremendously enhancing student learning.

Professional Development

We have a strong commitment to the preparation, growth, and development of our teachers and staff. To this end, each member of the professional faculty engages in more than 80 hours in intense professional development each year; two weeks of training and planning in August prior to the start of the school year and up to 3 hours on Fridays, 3 times a month throughout the school year. These professional development sessions are focused on school-wide initiatives, teaching taxonomies, structures and procedures, curriculum, instruction, assessment, data analysis, coaching, academic interventions, climate and other topics determined as areas of need. See appendix for the 2014-2015 Summer PD Schedule and the 2014-2015 Friday PD Schedule.

Leadership Coaching

In line with our focus on professional growth and development, is a strong focus on leadership development. Each member of the school's leadership team engages in 2 weeks of Boot_Camp which encompasses Professional Development training, team building, and planning for the upcoming school year. Throughout the year, each leader receives one-on-one coaching from the

former Head of School on key leadership taxonomies in line with the consistency, structure, and rigor of the Teaching Excellence Framework. See appendix for the 2014-2015 Leadership Team Boot_Camp Schedule.

What Are the Successful Organizational Practices at Your Charter School that Other Schools Can Replicate?

EastSide is led by a strong Board of Directors who collectively have a wealth of experience, skills, and knowledge in a variety of professional fields that has led to a strong level of support for the school. EastSide implements an autonomous leadership structure in which school leaders are empowered to design and implement a strategic educational model that matches the rigor of the Common Core Standards and the complex needs of its student body. School leadership is held accountable to a high standard of excellence by the Board of Directors.

What Are the Successful Financial Management & Stewardship Practices At Your Charter School that Other Schools Can Replicate?

Much of what we are able to do stems from the strong human capital we possess at EastSide. This is present at all levels of our school from the Board of Directors, to the Leadership team and all school staff members. Our success relies heavily on a clear vision from leadership that is present in every one of our staff members' daily work.

Many schools could be successful on DOE's Financial Performance Framework and the practices could look different across each entity. The things that have made EastSide so financially successful are the amount of accountability and transparency that is demanded by our Board, Executive Director and Director of Finance and Operations. Each of these people has a strong hand in the financial overview of the school and has varying degrees of power to make financial decisions. Each stakeholder is aware of the financial decisions being made at the school and their input is invaluable in the decision making process.

This input is most notably present in the Finance Committee meetings where it is clear that the assembled members have a diverse amount of financial and public school experience that when combined help to shape well thought out financial decisions. These decisions would not be possible without school staff who can manage, organize and present financials in a clear and concise manner. EastSide's Executive Director and Director of Finance and Operations are these individuals and because of their skills they are able to provide all stakeholders with the financial information they require to make informed budgetary decisions. The last piece of success is having a team who can make monthly projections on where they anticipate the school to be compared to their budget. This is essential to help the team estimate their end of year performance on the Financial Performance Framework.

- Appendix A: Interim Assessment Analysis and Action Plan
- Appendix B: 2014-2015 Summer PD Schedule
- Appendix C: 2014-2015 Friday PD Schedule
- Appendix D: 2014-2015 Leadership Team BootCamp Schedule



Interim Assessment Analysis & Action Plan

Teacher: Dixon

Grade: 7

Subject: ELA

Assessment: IA #2

Date: February 2015

Standards/Skills
that students have
now mastered

From IA #1 to the IA #1 spiral test, student scores dove to even lower averages. Our average class growth was -2 percentage points. Compared to the IA #1 spiral, students showed much more growth on the IA #2 assessment. 70% of students grew and 50% of students beat their growth goal (+10% points). Our average class growth was +8.

Despite the change in growth, there is not a specific standard that students have shown mastery of. The table below tracks class standard growth from IA #1 to IA #2 (standards that have been taught)

	IA #1	IA #2	Growth
RI.7.1	38%	40%	+2
RI.7.2	20%	36%	+16
RI.7.3	0%	30%	+30
RL.7.1	37%	35%	+2
RL.7.2	13%	30%	+17
RL.7.3	--	36%	--
RL.7.4	--	40%	--
RL.7.6	33%	37%	+4

Observations about small mastery steps within standards:

- Students have mastered literary element questions tied to conflict.
- Students have improved at their ability to accurately identify a concise multiple choice summary.
- General attitude, advocacy, and motivation towards test-taking

Action steps the teacher/team took to ensure this success

Action steps that helped support this success were:

- Providing students the space to complete challenging “initial” reads of texts, debriefing, and then completing a close read of the text.
- Teaching strategy for unpacking questions—not every student adapted unpacking into their independent test taking habits. Although less than 100% of students took ownership of the strategy, I think practicing question analysis increased students’ awareness and understanding of how to think about questions.
 - I want to continue pushing this strategy as a work habit that is a norm in our classroom when tackling text-based questions.
- Power verbs—these gave students a tool for deciphering what questions wanted them to do or how questions wanted them to think.
- I did a small group lesson on frustration strategies where students collaboratively came up with ideas that they could use when they are faced with something challenging on the test. In addition to this, I gave individual coaching based on work habits to students during one of their IA practice test sessions. I saw an increase in student ownership over their self-advocacy during the test. Students asked for breaks before shutting down. More students used hash-tagging to complete their initial read of the passage. Every student read the entire passage once through before analyzing the passage based on questions. Finally, a few students really owned the text chunking strategy. For example, [REDACTED] was able to read every single passage without shutting down because he took a break after every 2 paragraphs that he read. He independently read the paragraph, stopped to make a hashtag, and then would let me know that he was going to use his break pass.

I want to continue implementing practice tests, initial reads with debrief and close read, power verb, question analysis, and work-habit coaching into my future instruction.

Standards Analysis: Complete for standards that were NOT MASTERED

Standards/Q's	Deep-dive Analysis
Constructed Responses	Students write minimal answers. Their answers are short, lack details, lack quotes, and do not always include an understanding of the most relevant information of a text. When students write paragraphs in class, they're given a

specific layout of what is expected and required in their paragraph. For example, they must use the ACE method where they quote and explain evidence. With graphic organizers and scaffolding, students are able to write detailed and accurate constructed responses. I think students aren't making the connection between the criteria and expectations of their classwork and the criteria for written responses on tests. There's also a disconnect in the process of writing. When students write in class, they plan with a graphic organizer, write a rough draft first, and then type their ideas onto the computer.

These lack of connections are my fault because I have not explicitly drawn students' attention to the correlation between in-class writing assignments and constructed assessment responses. I have not taught them or held them accountable to using the same writing process on the interim assessment.

I also fear that I am not incorporating constructed responses into instruction frequently enough. Due to the fact that it takes us a very long time to complete text-analysis activities, readings, or writing paragraphs I always feel the burden of keeping a healthy balance. I think writing has been the first thing to get shorted during our ELA block. I need to be more intentional about incorporating more constructed responses into instruction, but in a way that is efficient and allows us to continue to make progress through curriculum and standards. If there is a high ratio of constructed response questions on the SBAC, then my students may not have the stamina to tackle those questions with effort and determination.

Action Steps

- Plan for more constructed responses in our unit. Tie the constructed response to our text-analysis activities. Find the most efficient way possible to add this in.
 - Rough plan: Assign, unpack question, model, set expectations & criteria—release to students in independent center/station—facilitate peer feedback with rubrics in subsequent center/station—coaching sessions or rubric feedback with revision opportunities.
- Provide graphic organizers for students to plan constructed responses during interim assessments. This scaffold may help strengthen the connection of class expectations and test-response expectations before SBAC when we may not be allowed to provide graphic organizers to plan written responses.
- **Increase stamina with incentivizing writing "steps"**? Break criteria into different milestones that students can progress through on a sticker chart. (Example: 3-5 sentences; 8-10 sentences; 1 quote; 2 quotes; conclusion statement;

	<p>vocabulary words; etc...)</p> <ul style="list-style-type: none"> ○ Sticker chart should be <u>anonymous</u>. Student achievement earns them the chance to add a sticker to the milestone, bringing the class one step closer to reaching 100%. <ul style="list-style-type: none"> ● <u>Goal: One constructed response paragraph achieved every 2-3 weeks?</u>
<p>RL.7.6 RI.7.6 Point of View</p>	<p>This was a standard we had not started before taking the IA. However, we are currently working on that standard. Looking at incorrect responses to the questions correlated to this standard reveals that students are able to make accurate observations or inferences about a generalized point of view. Students struggle to take the next step in being able to recognize or describe a change in point of view or a motivation for point of view.</p> <p style="text-align: center;">Action Steps</p> <p>I need to plan away to facilitate practice of the deeper, higher-order application of point of view:</p> <ul style="list-style-type: none"> ● Teaching point of view (implied): model & facilitate practice of looking for evidence that shows a character or author’s feelings, beliefs, or opinions. When a conclusion is made about that character’s point of view on a topic, push students to use evidence or find new evidence to support <u>why</u> that character or author holds that point of view→tie into “intention”? <ul style="list-style-type: none"> ○ Use personal connections to create foundation for conceptual understanding of motivation. Students identify and articulate a point of view about a topic—challenge them to identify the factors in their lives or personality traits about themselves that have contributed to the development of that viewpoint. <p style="text-align: center;">Focus Question: How does violence effect and impact communities?</p> ● Track point of view of characters through “Scorpions” novel—focus students’ attention to changing points of view during text-analysis activities. <ul style="list-style-type: none"> ○ Compare and contrast different character’s point of view about the same topic. ○ Use anchor chart as a working document to track point of views (Jamal and Tito’s points of view about the Scorpions change as the novel progresses) ● Track different viewpoints from non-fiction articles about the violence in Wilmington (current event articles from Delaware Online). Compare and contrast between articles—compare/contrast to personal viewpoints, perspectives, and motivations—compare/contrast to novel character viewpoints, perspectives, and motivations.

	<ul style="list-style-type: none"> • Point of view center: rewriting paragraphs from a different person’s perspective—rewriting the beginning or ending of paragraphs to show a change in point of view. • Change personal narratives to address focus question and/or convey a shift in point of view to show the theme?
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<p>Additional data-analysis observations to consider when developing text-analysis questions:</p>	<ul style="list-style-type: none"> • Students had a low accuracy with inferencing question that required them to pick the <u>one</u> sentence in the passage that best supported an inference→incorporate applications of selecting/highlighting evidence as the main answer rather than the inference being the main answer (give the inference—ask for the evidence). • Make sure that bulk of instruction around literary elements is focused on intertwining more than one element—emphasize the interaction between them.
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<p>Additional coaching-needs</p>	<p>Molding my Scorpions unit into a project-based learning design!</p> <p>My brainstormed ideas are:</p> <ul style="list-style-type: none"> • Unit focus question: How does violence effect communities <ul style="list-style-type: none"> ○ Driving forces: Our own experiences, Scorpions, Non-fiction articles • Read novel alongside non-fiction articles correlated with gangs and community violence (different perspectives) <ul style="list-style-type: none"> ○ Articles about the recent events in Wilmington that have multiple perspectives: grieving loved ones, angry teens, cops, community members who are untrusting of the police, etc.. ○ Wilmington Murder USA article—author’s intent/purpose and bias ; compare and contrast to their own viewpoint of the city.
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- Articles about gangs (for and against / negative and positive connotations)—correlate with the Scorpions and the author’s purpose and choices in describing Scorpion story events.
- Bias: media portrayal of community violence –stereotypes & misconceptions
- Conclusions taken from these studies to form our own hypothesize about possible causes and effects of violence in our own community. Plan action steps that could have a ripple effect in our community.
 - Possible action steps/service: powerful personal narratives (let your voice be heard—share your feelings in a healthy and positive way); PSA about violence awareness or anti-gang activity? (tie into persuasion)
 - Mini peace rally? Spreading compassion campaign? Give students ownership and voice in planning things that they view as having an impact on their community.
 - Interactive classroom mural—safe place to anonymous express thoughts and feelings: “I feel...” statements (not sure how to ensure that this would stay appropriate and respectful-maybe submit into box so they can be screened by me before applied to the mural?)
 - If fear, rage, and the inability to express our emotions is leading to violence let’s think of ways to promote healthy expression in our community.

Math Correlation?

- Data collection & sampling tied to math—interviewing or surveying real members of the community?
- Planning calculations for setting up interactive mural or other kind of service?
 - Algebra/geometry to calculate dimensions
 - Algebra and expressions to calculate costs

Student Analysis: Enter LOWEST-PERFORMING students

Student Name	Total & Growth	Major areas of weakness	Small group/tutoring?
<p>[REDACTED]</p>	<p>11% (-16)</p>	<p>[REDACTED] decoding and fluency seem to be one of his strengths. He can read texts more accurately than others, but he has very little comprehension of what he reads.</p> <p>[REDACTED] growth and progress has been almost stagnant in both ELA and math. He needs more intervention and attention than I can give him while balancing the needs of others' on my caseload. He is very cooperative and has survival strategies of trying to follow along with what others around him are doing. He struggles in small groups too—often unable to participate in discussions.</p> <p>I've also been concerned by some of the social struggles I've seen in him this year. He has a difficult time knowing what is appropriate to laugh at or what is inappropriate to say to others. He has become more quick to get offended by small things that others do that are not negative or directed at him in a negative way.</p> <p>In class he is very passive. This is a weakness I can help him with that will have long term impact on his ability to better function in a different setting next year and in high school. I've started and need to continue working on the following with [REDACTED]:</p> <ul style="list-style-type: none"> ○ Asking questions when confused ○ Asking questions when not knowing directions ○ Following directions ○ Prepping him to answer questions in discussions ahead of time ○ Encouraging, praising, and scaffolding in risk-taking participation in whole group, small group, or partner discussions (even turn & talk) 	
<p>[REDACTED]</p>	<p>30% (+5) 15% (+9)</p>	<p>Both girls display very similar weaknesses. They are both extremely hard workers during class activities. They are open to feedback, try to fix mistakes, ask for help, display a willingness to tackle difficult tasks.</p>	<p>Tutoring</p>

		<p>When taking assessments, both girls utilize all the test-taking strategies that they've learned: annotating, highlighting, and unpacking questions. They both seem confident when taking assessments and a little taken back when they see their scores (not expecting such a low results). There is a big discrepancy between their effort/confidence and their performance levels. They have minimal and distorted snippets of comprehension of the texts they read.</p> <p><u>Book Club? Here are my brainstormed ideas:</u></p> <ul style="list-style-type: none"> ○ Frame as something special rather than an extra academic. ○ Select a book on their level focused on their interest and read together (give them input on the book) ○ Once per week at lunch—special snack or lunch treat ○ Read and discuss book ○ Special project on ipad for book? 	
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There have been a few things that I've been interested in doing with students during the school day but didn't know how to logistically work it out. After hearing that there is now a third person at lunch each day, I thought I'd propose these ideas and see if they're feasible. Maybe work them into an alternative lunch duty a couple days of the week (small, individualized tutoring sessions)?

- The book club idea mentioned for [redacted] and [redacted] above
- [redacted] and [redacted] have both expressed interest in freedom writers. [redacted] has been reading the novel and I just ordered [redacted] a copy to read too. I know that both girls have a passion for writing and use it is a comfort and outlet in times of emotional turmoil. I very recently had a specific conversation with [redacted] where she explained that she used to write more about the thing that trouble her but she got in trouble for the content of her writing. I asked if she'd be opening to doing a freedom writer's club with [redacted] and I where we could read some of the things they wrote and talk about how to using writing to let our voices be heard in a way that is appropriate but still powerful and meaningful to them. She said that she was interested and [redacted] is as well—could this be a club that I meet with once per week at lunch time as a "special lunch"?

Faculty Orientation Agenda 2014 – Week 1

	Monday August 11	Tuesday August 12	Wednesday August 13	Thursday August 14	Friday August 15
Topic of the Day	The 14-15 Work Plan	Learning Targets	CFU	Models, Critique, and Descriptive Feedback	Instructional Planning
7:30 – 8:15	Breakfast	Team Building Activity (Led by Pre-K Team)	Team Building Activity (Led by Kindergarten Team)	Team Building Activity (Led by 1 st Grade Team)	Team Building Activity (Led by 2 nd Grade Team)
8:15 – 11:30	Welcome/Recap/Forecast LB	Student-Engaged Assessment <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> Para Professionals Close Reading K-5: Part 1 Providence Creek Academy 279 Duck Creek Rd, Clayton, DE 19938 </div>	Student-Engaged Assessment <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> Para Professionals Close Reading K-5: Part 2 Providence Creek Academy 279 Duck Creek Rd, Clayton, DE 19938 </div>	Student-Engaged Assessment Pre-K Developmentally-Appropriate Instructional Practices RS <u>Specials, Sci, & SS Teachers</u> Close Reading RF <u>Math Teachers</u> Scope & Sequence Alignment LB <u>K-2 & 6-8 Teachers</u> Daily Learning Targets DR/KW <u>3-5 ELA Teachers</u> Lesson Planning Module EP	
Adapting to Change DR/RS					
Norms/Common Language: Learning Targets/ Mission&Vision/Work Plan LT					
11:30 – 12:30		Lunch	Lunch	Lunch	Lunch
12:30 – 2:00	<u>Teachers Classroom Set Up</u> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <u>New Teachers</u> Technology 101 KR </div>	Student-Engaged Assessment	Student-Engaged Assessment	Student-Engaged Assessment	<u>Pre-K</u> TEF for Early Learning RS <u>Math Specials, Sci, & SS Teachers</u> Daily Learning Targets RF
2:00 – 3:30	<u>Team Leaders</u> TL Training LT				<u>K-2* & 6-8 Teachers</u> Daily Learning Targets DR/KW Writer's Workshop* <u>3-5 ELA Teachers</u> Lesson Planning Module EP
3:30 – 4:15		<u>LS/MS Team Meetings</u>	<u>Grade Team Meetings</u>	<u>Grade Team Meetings</u>	<u>E-School Training</u>
4:15 – 7:00					

Faculty Orientation Agenda 2014 – Week 2

	Monday August 18	Tuesday August 19	Wednesday August 20	Thursday August 21	Friday August 22
Topic of the Day	Culture of Growth and Compassion	Positive Framing	Accountability	Culture Systems	TEF
7:30 – 8:15	Team Building Activity (Led by 3 rd Grade Team)	Team Building Activity (Led by 4 th Grade Team)	Team Building Activity (Led by 5 th Grade Team)	Team Building Activity (Led by 6 th Grade Team)	Team Building Activity (Led by 7 th /8 th Grade Team)
8:15 – 9:45	Student Culture: Purpose and Perception RF/LB	Grade Team Meetings : Reflection on Our Perspectives	2014-2015 School Culture Rubric AC/LB	<u>1-8</u> Materials Distribution RF Procedures Arrival/Dismissal AC/KW & Lunch/Recess MM/AC	<u>Pre-K</u> Practice and Critique Protocol RS <u>K-8</u> TEF: New & Improved Rubric LB
10:00 – 11:30	Culture of Growth and Compassion DR/RS	Taxonomy Techniques: Positive Framing/Do It Again RF	Taxonomy Techniques: Extended 100% RF/LB	<u>Pre-K/K</u> Responsive Classrooms RS <u>1-8</u> PRACTICE: Transitions RF	<u>Professional Pathways</u> LB Game Day Practice LT
11:30 – 12:30	Lunch	Lunch	Lunch	Lunch	
12:30 – 2:15	Intro to Taxonomies LB	Intro to Practice LB/RF	Taxonomy Techniques: Extended 100% RF/LB	Culture Systems LS – DR MS - RF	Open Time - Lunch - PD Evaluation - Finalize Room Set up - Decorate Bulletin Boards - Complete Routine Lesson plans - Make Copies
	Taxonomy Techniques: Strong Voice KW	<u>K-8</u> Routines and Procedures: Transitions DR/RF <u>Pre-K</u> Student Voice/Student Choice RS		<u>K-8</u> Small Group Transitions – DR <u>Pre-K</u> Engaging in Effective Lessons RS	
2:30	Taxonomy Techniques: What To Do RF				
3:00 – 4:15		Grade Team Meetings: Planning the 1 st 3 Weeks	<u>LS GLT & MS Team Meetings:</u> Culture Rubric: Deep Dive	Grade Team Meetings: Planning the 1 st 3 Weeks	
					Let's Celebrate: Happy Hour Firestone Roasting House 110 South West St, Wilmington, DE 19801



2014-2015 Friday PD Schedule

September	5	12	19	26
	Amplify Pt.1	Reading Instruction/ Close Reading	Amplify Pt.2/ IA Preview	Climate and Culture

October	3	10	17	24	31
	WHOLE DAY: Ins.Planning Mtgs.	Early Dismissal	IA #1 Data Analysis	Climate and Culture	Creating Higher Level Learning Targets

November	7	14	21	28
	GLT: Instructional Planning Meetings	Framing Learning Targets	Report Card Conferences	No School

December	5	12	19	26
	Peer Surveys	IA #2 Data Analysis	Holiday Party*	Winter Break

January	2	9	16	23	30
	Winter Break	GLT: Instructional Planning Meetings	Climate and Culture	Questioning & Student-Led CFU's-Part 1	Questioning & Student-Led CFU's-Part 2

February	6	13	20	27
	Climate and Culture	Early Dismissal	IA #3 Data Analysis	Report Card Conferences

March	6	13	20	27
	GLT: Instructional Planning Meetings	Early Dismissal	TBD*	Climate and Culture

April	3	10	17	24
	Spring Break		GLT: Instructional Planning Meetings	IA #4 (EOY) Data Analysis

May	1	8	15	22	29
	Peer Surveys	Staff Team Building	GLT: Instructional Planning Meetings	Early Dismissal	TBD*

June	5
	Classroom Clean Up

*To Be Determined



Leadership Team Boot Camp 2014 – Week 1

	Monday July 21	Tuesday July 22	Wednesday July 23	Thursday July 24	Friday July 25
	<i>Implementing the Common Core</i>	<i>Common Core</i>	<i>Goal Setting</i>	<i>Data Driven Instruction</i>	<i>Observation & Feedback</i>
7:30-8:00	Welcome Back/ Reflections and Updates and Schedule Review		Team Building Activity LB	Team Building Activity DR	Team Building Activity RF
8:00-12:00	<u>Expeditionary Learning</u> Leading Change: Implementation of the Common Core	<i>Core CC Training Community Education Building 122 N. French St. Wilmington, DE</i>	<i>Professional Norms 2014-2015 Goal Setting Finalize PD Climate Plan</i>	<i>DDI</i>	<i>Observation and Feedback</i>
12:00-12:30			Lunch	Lunch	Lunch
12:30-3:15		<i>Independent Work: - Myers-Briggs - Finalize Climate Plans - PD Planning</i>	<i>PD Practice/Planning</i>	<i>PD Planning - Plan TLTraining (LB Out)</i>	<i>PD Planning</i>
3:15-4:15	<i>ESCS Wrap Up/PD Planning</i>			<i>PD Practice/Feedback</i>	<i>PD Practice/Feedback</i>
Notes & Assignments/ Tasks				When do we dive into SBAC?	



Leadership Team Boot Camp 2014 – Week 2

	Monday July 28	Tuesday July 29	Wednesday July 30	Thursday July 31	Friday August 1
	<i>Bringing Common Core to Life</i>	<i>Common Core</i>	<i>Real Time Feedback</i>	<i>Climate and Culture</i>	<i>Climate and Culture</i>
7:30-8:00	<i>Define Team Leader</i>	Team Building Activity RS	Team Building Activity KW	<i>Ideal Student</i> LB	Team Building Activity AC
8:00-12:00	<u>Expeditionary Learning</u> <i>Bringing Common Core to Life</i>	Review Counseling Resumes <i>Week 2 Climate</i>	<i>2 hr: Finalize Work Plan(DR)</i> <i>1hr: Culture Rubric Planning our culture session</i> <i>Plan TL Training</i> <i>Discuss Common Ground</i>	<i>Travel</i> <i>Management and Maintaining Culture and Procedures</i> located at Community Education Building 122 N. French St. Wilmington, DE	Review stuff from Chris training TL Training (Small group) Grade team meeting protocol <i>Finalize Climate Plans and PD Materials</i> <i>Climate Leader Training</i> HABETLER (LB/AC/MM)
12:00-12:30		Lunch	Lunch		Lunch
12:30-3:15		<i>PD Planning</i>	<i>PD Planning</i>		<i>PD Planning</i> <i>Finalize NTO Plans and docs</i>
3:15-4:15	ESCS Wrap Up/PD Planning	<i>PD Practice/Feedback</i> <i>Common Language (RS)</i>	<i>PD Practice/Feedback</i>		<i>PD Practice/Feedback</i>



Leadership Team Boot Camp 2014 – Week 3

	Monday August 4	Tuesday August 5	Wednesday August 6	Thursday August 7	Friday August 8
	<i>Organizational Focus</i>	<i>Getting Ready</i>			
7:30-8:00			<i>New Teacher Orientation</i>		
8:00-12:00	<i>Personal Schedule Set Up 14-15 PD Plan</i>	LT Evaluations Individual and Team Goals			
	Focus of 1 st 6 Weeks and Week 1 and 2 Schedule	<i>Finalize Teacher Binders</i>			
12:00-12:30	Lunch	Lunch			
12:30-3:15		<i>Walk thru of all PD Sessions</i>			
3:15-4:15	<i>PD Practice/Feedback</i>	<i>New Teacher Orientation Prep</i>			
Notes & Assignments/ Tasks	- Set Up Observation Tracker				