

Positive Outcomes  
Charter School

Partnership Zone Plan

Submitted  
December 22, 2010



Celebrating 15 Years  
1996-2011

## **Positive Outcomes Charter School**

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December 22, 2010

Dr. Lillian Lowery  
Secretary of Education  
Delaware Department of Education  
401 Federal Street, Suite 2  
Dover, DE 19901

Dear Secretary Lowery:

Attached you will find the proposed Partnership Plan for Positive Outcomes Charter School. This plan was developed after numerous hours of collaboration and discussion with all constituencies of our school community. Over the last three months our school community have given generously of their personal time to create this plan, which we believe thoughtfully addresses our shortcomings and promises a brilliant future for Positive Outcomes Charter School.

Our Partnership Planning Team believes that this plan fulfills the directive that you gave to us when you met with us earlier this year. That directive was to develop a bold plan that goes to extraordinary measures to improve the academic achievement of our students. No aspect of the school has escaped scrutiny and review. We believe that with this new design and plan, our commitment to student success, and the intended additional funding, our school is positioned to be a leader in education reform in the state and a model for others to follow.

Our Partnership Plan has been presented to the Positive Outcomes Charter School Board of Directors on December 21, 2010 and was unanimously approved for submission by POCS Board Resolution 11-33.

It is our hope that you will review this submission and provide approval so that we may begin our new journey from planning to implementation.

If you have any questions please do not hesitate to contact us at the numbers listed above.

Sincerely,

Edward J. Emmett Jr.  
Director

Steven W. Norman  
Principal

We would like to thank all of the members of our Partnership Planning Team who gave their time each week to complete this crucial step in our development. The plan that follows is the collective work of the individuals listed below.

**Members of the Partnership Planning Team**

Al Sharp	Melisa Stilwell
Annamay Zimmerman	Melissa Stiller
Carol Apgar	Michael Rasmussen
Courtney Hamlet	Michael Riggleman
Dana Nemecek	Mike Apgar
David Rose	Monique Exum
Debora Goldstein	Patti Kobus
Dorothy Sbriglia	Peter Appel
Dwayne Turner	Rachel Warren
Edward Emmett	Rasheena Kyler
Elisa Legard	Robert Halama
Frank Filemyr	Robert Overmiller
Gary Powers	Ronald Stiller
Henry Coverdale	Sandra Hill
John Dunick	Stephanie Zimmerman
John Lawrence	Steven Norman
Julie Logan	Susan Wills
Kane Swanney	Therese Benjamin
Kim Smith	Thomas White
Lindsey Richardson	Tommy Nye
Mark Davis	Tonya Messick
Mary Chaisson	Troy Turner
Megan Nelson	Wende Davis
Melinda Weber	

**Partners for Partnership Plan Implementation**

Southern Delaware Professional Development Center  
Delaware Academy for School Leadership  
Devereux Center for Effective Schools  
Devereux Center for Autism Research and Educational Services  
Big Picture Learning  
Innovative Schools

## **Plan Abstract**

Positive Outcomes Charter School is creating an innovative and dynamic educational delivery system to address its partnership zone obligations. Faced with the reality of being one of the lowest performing schools in the state of Delaware, our school is using the transformation model to redefine education in Delaware. This \$1.66 million project will be funded with Race to the Top Partnership Zone Funds, School Improvement Grant Funds (SIG 1003g), Title I, Title II - TQ and State and Local moneys.

Positive Outcomes has created partnerships with several leaders in education. A new curriculum with all supporting documents and materials will be created by the Southern Delaware Professional Development Center (SDPDC). This curriculum will be aligned vertically and horizontally with the Delaware Prioritized Standards and the Core Curriculum Standards in the areas of social studies, language arts, math and special education. This new curriculum will also be paired with the implementation of Learning Focus Strategies which will begin in the fall of 2011. This collaboration with SDPDC has led to a partnering with the Delaware Academy of School Leadership (DASL). Partnering with SDPDC and DASL will provide support to both the instructional leader of our school and our core area teachers to bring about instructional reform and increase student achievement at Positive Outcomes Charter School.

The key partnership that will lead to revolutionary instructional delivery reform in Delaware is Positive Outcomes' relationship with Big Picture Learning. Big Picture shares Positive Outcomes' long-standing commitment to educate one child at a time. Students will participate in real-world learning through internships and project-based experiences. The current 120 students will be divided into two "schools" - grades 7 through 9 and other for grades 10 through 12. Every student will be assigned to an advisor who will remain with that student during his entire enrollment at Positive Outcomes.

All students in grades 11 and 12 will be out of the school on Tuesdays and Thursdays. In the community they will have the opportunity to participate in internships that are related to areas that they find personally interesting. Positive Outcomes is aware that some of our students will need support to function in these internships. To address this concern, a partnership has been established with Devereux CARES. This foundation will share its rich experiences with the autistic students they support in their community in Pennsylvania.

The Devereux Center for Effective Schools will develop a Parent Investment Project to strengthen Positive Outcome's relationship with its parents. This partnership will provide training and technical assistance to parents of children attending Positive Outcomes Charter School, to improve parent knowledge of evidence-based parenting practices intended to improve student behavior at home and school.

This transformation process is very time intensive. Curriculum will be changed. Instructional delivery will be changed. Parental involvement will be strengthened. All this will be accomplished by a very small staff with an even smaller core of administrators. Time will be precious and will need to be well spent. Innovative Schools will step in to support those critical areas that will not be covered by the school's other partners.

This project will commence in January, 2011 and be concluded on June 30, 2013. The focus of the first year/6 months, is the gathering of data and resources. The summer of 2011 will be crowded with professional development activities at the school and in Rhode Island. During year two of the project, the new curriculum will be incorporated in the real-world learning setting through internships and project-based experiences. The school and its partners will continually monitor and evaluate the various components of this transformational project. This data will lead to the refinement of the project during year three. Positive Outcomes is committed to the long-term continual delivery of the final product.

## Positive Outcomes Charter School Partnership Planning Team

First Name	Last Name	Constituency	Other Information
Carol	Apgar	Parent of 8th Grade Student	
Michael	Apgar	Parent of 8th Grade Student	
Peter	Appel	Community Representative to POCS Board of Directors	Local Mental Health Counselor
Therese	Benjamin	Parent Representative to POCS Board of Directors, 11th Grade Student	
Mary	Chaisson	Parent of 10th Grade Student	
Henry	Coverdale	12th Grade Student	Student Council President
Mark	Davis	Parent of 8th Grade Student	
Wende	Davis	Parent of 8th Grade Student	
John	Dunick	Faculty Member - CTE - Business	8 Years with POCS
Edward	Emmett	School Director - Former Teacher LA	14 Years with POCS
Monique	Exum	Faculty Member - Middle School Mathematics	4 Years with POCS
Frank	Filemyr	Faculty Member - Math Specialist	2 Years with POCS - 39 Years in Education
Debora	Goldstein	School Business Manager - Parent 11th Grade Student	15 Years with POCS
Robert	Halama	School Counselor	15 Years with POCS
Courtney	Hamlet	Faculty Member - High School LA	2 Years with POCS
Sandra	Hill	Parent of 10th Grade Student	
Patti	Kobus	Faculty Member - Reading Specialist	1 Year with POCS
Rasheena	Kyler	Parent of 7th and 8th Grade Student	
John	Lawrence	Parent of 10th Grade Student	
Elisa	Legard	Parent of 10th Grade Student	
Julie	Logan	Parent of 12th Grade Student	
Tonya	Messick	Parent of 9th Grade Student	

<b>First Name</b>	<b>Last Name</b>	<b>Constituency</b>	<b>Other Information</b>
Megan	Nelson	Faculty Member - 7th Grade Co-Teacher	1 Year with POCS
Dana	Nemecek	Parent of 9th Grade Student	
Steven	Norman	School Principal - Former Teacher MS Science and Social Studies	10 Years with POCS
Tommy	Nye	Parent of 9th Grade Student	
Robert	Overmiller	Faculty Member - MS Science and Social Studies	1 Year with POCS
Gary	Powers	Faculty Member - High School Mathematics	13 Years with POCS
Michael	Rasmussen	Rodel Foundation	Observed and provided input
Lindsey	Richardson	10th Grade Student	Student Council Secretary
Michael	Riggleman	Faculty Member - High School Science	3 Years with POCS
David	Rose	Special Education Coordinator	2 Years with POCS - 36 Years in Education
Dorothy	Sbriglia	Community Representative to POCS Board of Directors	Board Chair
Al	Sharp	Community Representative to POCS Board of Directors	HR with Kraft Foods Inc.
Kim	Smith	Faculty Member - MS and HS Health/Physical Education	8 Years with POCS
Melissa	Stiller	Faculty Member - HS Lifeplanning - Former Language Arts	3 Years with POCS
Ronald	Stiller	Faculty Member - HS Social Studies	3 Years with POCS
Melissa	Stilwell	Parent of 11th Grade Student	Teacher in Appoquinamink
Kane	Swaney	Parent Representative to POCS Board of Directors, 12th Grade Student	
Dwayne	Turner	Parent of 11th Grade Student	
Troy	Turner Sr.	Parent of 11th Grade Student	
Troy	Turner Jr.	11th Grade Student	Student Council Treasurer
Rachel	Warren	Faculty Member - MS Language Arts	4 Years with POCS
Melinda	Weber	Parent of 11th Grade Student	
Thomas	White	10th Grade Student	

<b>First Name</b>	<b>Last Name</b>	<b>Constituency</b>	<b>Other Information</b>
Susan	Wills	Parent Representative to POCS Board of Directors, 10th Grade Student	
Annamay	Zimmerman	Parent of 11th Grade Student	
Stephanie	Zimmerman	11th Grade Student	

## Positive Outcomes Charter School Partnership Planning Team Outside Partners

First Name	Last Name	Outside Partner	Other Information
Joe	Battaglia	Big Picture Learning	Met with Team in Providence to Provide Ideas and Support
Deborah	Doordan	Innovative Schools	Lead - Innovative Schools
Dawn	Downes	Innovative Schools	
Todd	Harris	Devereux Center for Autism for Autism Research and Educational Services	Lead - Devereux CARES
Shannon	Holston	Delaware Academy for School Leadership	
Tracy	Hudson	Southern Delaware Professional Development Center	Lead - SDPDC
Barry	McCurdy	Center for Effective Schools	Lead - CES Project
Kari	Thierer	Big Picture Learning	Lead - BPL
Timothy	Young	Southern Delaware Professional Development Center	Assisting with Planning Meeting for SDPDC Team

## Positive Outcomes Charter School Partnership Planning Team Meeting Dates

Meeting Date	Meeting Purpose and/or Members
September 1, 2010	Parent Action Committee meeting
September 8, 2010	POCS Board of Directors Meeting
September 13, 2010	POCS Staff meeting
September 15, 2010	Community Partnership Zone meeting
September 22, 2010	Open House with Parents, Dr. Lowery, Dan Cruse and Noreen LaSorsa
September 29, 2010	POCS Board of Directors Meeting
September 29, 2010	Community Partnership Zone meeting
October 4, 2010	POCS Staff meeting
October 5, 2010	Noreen LaSorsa and POCS Administration meeting
October 6, 2010	Community Partnership Zone meeting
October 11, 2010	Southern Delaware Professional Development and POCS Administration meeting
October 13, 2010	Community Partnership Zone meeting
October 14, 2010	Noreen LaSorsa and POCS Administration meeting
October 20, 2010	POCS Board of Directors Meeting
October 21, 2010	Michael Rasmussen, Rodel Foundation and POCS Administration meeting
October 25, 2010	Southern Delaware Professional Development and POCS Administration
October 27, 2010	Community Partnership Zone meeting
October 28, 2010	Noreen LaSorsa and POCS Administration meeting
November 1, 2010	College School, University of Delaware visit
November 2 <sup>nd</sup> , 3 <sup>rd</sup> , and 4 <sup>th</sup> , 2010	POCS Staff and Administration visit The Met, a Big Picture School , Providence, RI
November 9, 2010	Noreen LaSorsa and POCS Administration meeting
November 10, 2010	Parent Action Committee meeting
November 10, 2010	Southern Delaware Professional Development, Delaware Academy and POCS Administration
November 17, 2010	POCS Board of Directors Meeting
November 22, 2010	Innovative Schools and POCS Administration meeting

<b>Meeting Date</b>	<b>Meeting Purpose and/or Members</b>
November 23, 2010	Devereux and POCS Administration meeting
November 23, 2010	Dan Cruse, Noreen LaSorsa, John Carwell and POCS Administration meeting
November 30, 2010	Noreen LaSorsa and POCS Administration meeting
December 2 <sup>nd</sup> and 3 <sup>rd</sup> , 2010	Big Picture site visit
December 3, 2010	Southern Delaware Professional Development and POCS Administration
December 5 <sup>th</sup> , 6 <sup>th</sup> and 7 <sup>th</sup> , 2010	POCS Staff and Administration visit The Met, a Big Picture School, Providence, RI
December 8, 2010	Noreen LaSorsa and POCS Administration meeting
December 9, 2010	Community Partnership Zone meeting
December 14, 2010	Final Community Partnership Zone meeting
December 21, 2010	Southern Delaware Professional Development and POCS Administration
December 21, 2010	POCS Board of Directors Meeting

## **Introduction**

Positive Outcomes Charter School welcomed its first students 15 years ago. The charter school was founded by a group of educators and physicians who recognized that students struggling with mental health issues were an underserved population in desperate need of a small school setting that was not tied to district rules or geographic boundaries. Positive Outcomes, which serves students in the seventh through the twelfth grades, has evolved from its first days where it was located in a building that formerly a Department of Motor Vehicles inspection station. However, its core mission of providing individualized attention for students at risk of academic failure has never wavered.

The charter that governs Positive Outcomes under the Delaware Department of Education authorizer has been renewed three times. At each renewal, the school received commendations for its work with a very challenging population. As a charter school, Positive Outcomes was able to apply for and receive a waiver for charter school student achievement standards because of its service commitment to students at risk of academic failure. The school began with a small population, and remains the smallest charter school in the state. Currently, Positive Outcomes' charter allows for 120 students.

Throughout the history of Positive Outcomes, it has worked tirelessly to serve as a magnet for students demonstrating dramatic academic deficits in addition to identified special needs in education. School districts throughout Kent County regularly recommend Positive Outcomes to families as another setting for public education. Currently, Positive Outcomes draws students from all three counties, with some students commuting more than an hour and a half daily to attend the school.

What brings families to the school is its attention to the individual needs of students. Small class sizes (most have fewer than 13 students), assistive technology for all, a focus on collaboration and teamwork of all members of the school community, and a highly qualified staff with special education experience are the primary reasons that families choose Positive Outcomes. What also draws families is the dramatic gains in both academic confidence and capacity of students as demonstrated by documented nationally normed testing (STAR reading and math) and the number of students who return to their district ready for the challenges of a larger school setting. Today, nearly 100% of the students attending the school have identified needs ranging from federally mandated 504 or individualized education plans to mental health issues and challenges. Almost all new students arrive with academic deficits, with some functioning up to three, four or more years below grade level.

Delaware's state testing scores for students identified with special education needs are among the greatest achievement gap areas throughout the state. Positive Outcomes is proud to note that its 10<sup>th</sup> grade DSTP special education subgroup scores in both math and reading were greater than 90% of same subgroups in high schools statewide. Positive Outcomes is also proud of the number of students (at key entry and exit times, the school population may shift by 50%) who are able to return to a larger public school, and by utilizing the skills learned at Positive Outcomes, attain success. State-wide, Positive Outcomes is recognized as a school that rescues students who may otherwise be lost to drugs, despair, or worse, death.

When Positive Outcomes Charter School was first founded, the federal No Child Left Behind regulation had yet to be enacted. As the school encountered more and more students with

greater and greater deficits, it became clear that, even with the waiver as allowed by charter school law, the federal mandates would be an unconquerable threat to continued operation. Despite efforts to increase student performance, the school struggled to meet the “whole school” mandates set by No Child Left Behind. Unfortunately, Positive Outcomes whole school population is unlike that of any other school in the state – and, in fact, is almost an anomaly across the country.

In 2010, Positive Outcomes was identified in Tier 1 of the schools in Delaware under improvement as identified by No Child Left Behind. The Positive Outcomes community worked hard to develop a School Improvement Grant application that would address our challenges within the confines of the federal law, state law, and charter school law. However, making bold changes that had the greatest potential of impacting student performance academically and in lifelong skills was unlikely because of the bureaucracies created by all three areas of regulation.

It is inevitable that Positive Outcomes would be among the schools placed in the first round of Delaware’s Partnership Zone. With the lowest whole school test scores in the state, the community braced for the worst. Upon being named to the state’s Partnership Zone, the school was immediately labeled a failure in the media, resulting in a surge in the school community of both pride and commitment. Parents who had never been involved in the school were now members of a team committed to making the Partnership Zone an opportunity for bold change that would impact their children’s lives forever. Teachers and administrators shared the commitment to work as many hours as necessary to deliver those bold changes. Because of the fundamental autonomy afforded the charter school through site based management, a nimble and diverse team was assembled and given the charge to make effective and timely decisions with the support of the entire school community from governing board members to students.

The result that follows is the opportunity to change not only the lives of students at Positive Outcomes, but the lives of at-risk students throughout Delaware who continue to lag in success. The Positive Outcomes community has gathered a team of education leaders who have demonstrated expertise in working with our unique student population to serve as partners in fulfilling our plan. Our plan calls for action that reflects modern schooling that is student centered, futures based, and replicable in a variety of school settings. At the conclusion of our term in the Partnership Zone, the Positive Outcomes community will serve as leaders who can support other learning communities struggling to provide at-risk students the necessary skills for lifelong success.

### **Vision**

Positive Outcomes Charter School strives to provide an individualized educational opportunity that provides each student with core knowledge skills needed to excel in the world.

### **Beliefs**

- Education is the key to productive and responsible living in our society.
- All children can learn, but the rate at which they learn and how they learn differs.
- All instruction focuses on one student at a time.
- Education builds an understanding and respect for all cultures and ethnic groups in a global society.
- Effective education requires support and accountability at all levels.

- High quality, highly motivated and creative staff is essential for student success.
- Effective education can be measured.
- School success requires a partnership of community and school resources.
- Learning in a nurturing and academically challenging environment builds character, enhances self-esteem and leads to success.
- Education and learning begin in the home with the family and require their ongoing involvement throughout the school years.

### **Identified Needs of Our Program**

The POCS Partnership Planning Team identified the following core needs for our school:

- Create and implement a new completely aligned curriculum in Fall 2011
- Identify and implement a new instructional model for our school and secure the required professional development for the new instructional model
- Identify school models that have shown success working with students at-risk or students with disabilities
- Change school structure to yield high achievement gains for all students
- Evaluate the use of instructional time and school calendar
- Create a parent educational component that integrates parents into the school processes and engages them in their child's education
- Improve the use and access of data for all school community members (Staff, Parents and Students)
- Collect, analyze and disaggregate all school level data for use in all areas of school improvement
- Provide parents easy access to information about their child's progress and other relevant assessment data
- Provide enhanced support for our high needs students
- Leverage outside support to guide and ensure implementation of the large scale programmatic changes while considering the human capital needs of a small school staff

### **School Intervention Model Chosen and Rationale**

Our school improvement team and advisory council reviewed each option and weighed the advantages of each. Of the four intervention models available, the school team has decided that the Transformation Model would provide consistency in services for our families and students. This model would also enable the school to continue our school improvement program that began several years ago while also transforming our school program into a new school model that others can emulate in the future.

Our team concluded that this model is the best fit for Positive Outcomes Charter School for the following reasons:

- 93% of the current faculty members are identified as highly qualified. In addition, 40% are also Special Education certified. Replacing at least 50% of this staff and the principal (Turnaround Model) is not feasible at this time, especially in central Delaware, due to a lack of qualified candidates and very limited timeframe (it is not possible to start a substantial overhaul of this magnitude in January and be ready to open school in the fall,

let alone be poised to quickly implement substantial new curriculum and instructional changes with the new staff). Both the new DPAS II-revised system that will be implemented and the Race to the Top initiative will provide stronger systems that will use multiple measures to determine teacher effectiveness. With the new system in place next year, this renewed process will support removing ineffective teachers in a time-sensitive manner with the necessary documentation. Additionally, it will be a tool to ensure our students are receiving the best possible education without conducting a complete staff overhaul. The team determined through a review of the current staff that the potential for a successful reform effort is in place with the continued support and relentless focus on professional development and research-based best practices. The school team believes that all of our teachers are working as hard as possible to help Positive Outcomes Charter School students achieve their maximum potential. All current staff members work extra hours, are committed to our school program, spend extra time working with students, provide deep rich instructional lessons, and are experts in working with students who have not been successful in traditional classrooms. To select only 50% of the staff to continue would not improve our school program, but would weaken our school.

- The school team rejected the Restart Model as the result of the 15 years of work that has gone into the development of our school and program. Turning over operation of our school to a Charter Management Organization or Education Management Organization, would set the progress of our program back many years and might result in the loss of many of our key personnel.
- As a school that seeks to work with students who have not been successful in traditional school classrooms, School Closure was never an option. Most of our students enroll in our school after many years of struggle in traditional school settings. Our students enter our program with significant learning deficits that would continue to worsen if our school was not available as an option.

The school team has embraced the idea of transformation as a qualitative change that will forever alter and improve Positive Outcomes Charter School. There is not a single facet of the school's operations that has not undergone scrutiny and review in preparation for our transformation. The four basic principles of the transformation model are fully embraced in this plan.

The Transformation Model fits Positive Outcomes' current and continued work on school improvement. The model requires that our school will substantially change school schedule, curriculum, and operational procedures under a new instructional leader, with an emphasis on increased academic learning time, improved teacher effectiveness and increased professional support.

Positive Outcomes Charter School is preparing to implement a new instructional model based on Learning Focused Strategies and extensive professional development to support this new effort. Our school is also planning to implement a new horizontally and vertically aligned curriculum based on Core Content Standards and the Delaware Prioritized Curriculum guidance.

Positive Outcomes has been in a constant state of review over the last few years and has implemented many changes that have yet to spur substantial gains in student academic achievement. Implementing the Transformation option with a new instructional leader, a new model of teaching and learning, new supporting resources and a new model school design model will be the catalyst for change and measurable improvement.

## **Recent Implemented Changes**

Positive Outcomes Charter School was established to provide an opportunity for children to learn in a safe, caring, respectful environment where their individuality is valued and their needs are addressed. Our target population includes students who are experiencing academic difficulties in a traditional school setting. The number of students who apply to our school continues to rise each year and is currently at an all time high. For the past five school years we have witnessed a dramatic increase in the number of applications from students who qualify as "students with disabilities".

Students who enroll in our school are coming with greater and greater levels of deficiency in basic skills. This is characteristic of our target population. Academically, our students start their journey with us, significantly lower than students in typical public schools. Over the past eight years each of our incoming student cohorts has started with lower entry achievement levels than the cohort that came before it, with the exception of 2002. Given the deficiency of incoming students, it is an ongoing challenge to improve achievement up to the state and federal grade level achievement requirements.

Based on current data, the grade level deficiencies that our students exhibit is challenging. When looking at aggregated school wide data, our students are 2.1 grade levels behind in Mathematics and 1.99 grade levels behind in Reading. Our entire school program is focused on stopping the rate of decline and erasing deficits for all students. Every program, policy and practice is focused on this goal. Our processes are individualized for each individual student.

The school, over the past three years, has been in a constant state of review, correction and improvement. This school year, the school implemented many new programs and changes with the sole purpose of boosting overall student achievement.

### **New Principal Position**

Since the inception of our school in 1996, the school has only had a director, who was responsible to oversee the operation of the entire school. The time requirements of this position have grown significantly over the past years. The school recognized this concern and as a result, the director participated in a complete time assessment project with the University of Delaware's Delaware Academy for School Leadership. The data from the 2009-2010 school year indicated that the role of director is overburdened with management tasks and does not have the capacity to dedicate adequate time to vital instructional facets of the school.

To remedy this situation, the school created a new principal position to focus on teacher observations, curriculum and classroom support of both students and teachers. The new principal began work at our school on August 1, 2010. The principal has taken on a similar role as other principals throughout the state which includes the handling of all day to day instructional operation of the school.

Additionally, the responsibility of the principal is to work with our partners and staff to ensure that our curriculum aligns vertically and horizontally to the state standards that exist currently. The majority of the principal's time is spent in classrooms to promote and monitor effective curriculum implementation and quality instruction.

The principal also evaluates faculty using the DPAS II evaluation system. Faculty members are held accountable to these standards and are required to implement any improvements suggested with the DPAS II regarding their teaching methods/strategies and/or curriculum. Positive Outcomes is utilizing the student growth requirement a year earlier than other programs. The administration will be thoroughly prepared for the implementation of the DPAS II-revised on July 1, 2011.

The process of hiring the new principal at Positive Outcomes Charter School is unique because of its high need population and established culture. All facets of the school's operation have received scrutiny and review as the school moves towards "Transformation". Positive Outcomes Charter School has been in a constant state of review over the last two years as it has implemented many changes, the position of a new principal being one of them. The interview team was the staff, community and school board of Positive Outcomes Charter School. The hiring from within the ranks of our staff stemmed from the uniqueness of Positive Outcomes Charter School's professional and community population and is consistent with the established culture of school-based decision making.

### **New Student Schedule**

In an effort to enable teachers to develop deep complex lesson plans that allow teachers to drill deeper into content, the school switched from a traditional school schedule to an alternating A/B block schedule. This change increased each class period from 51 minutes to 93 minutes and eliminated three transition periods each day. This change added a total of 12 minutes of instruction per day, totaling 36 hours of additional instruction time per year.

### **Extended School Hours**

To further instructional time, the school day was extended from 2:42 to 3:00. This change has added 18 minutes of instructional time to each day, totaling 54 additional hours of instructional time per year. The school day could not be extended further given our transportation program with the Caesar Rodney School District.

### **New Student Mentoring Program**

The school created the POCS Assisting with Student Success (PAWSS) program. Each person, from director to paraprofessional, who is employed at our school, is assigned a group of students that he/she will work with during this school year. To facilitate this process and ensure success each mentor worked with Creative Mentoring during a half day workshop on quality mentoring. These mentors have access to all student data (IEP, Progress Reports, Report Cards, Discipline and attendance data) which enables them to provide support and guidance for their mentees. Additionally, mentors maintain regular contact with parents of the mentees to provide support. Each mentor attends all meetings (IEPs, Parent Teacher Conferences and others) with their students to serve as an advocate for the student. These mentors also meet with students and parents to discuss Student Success Plans and post secondary goals during two days in early March.

### **New Enrichment Period**

With the switch to an alternating block schedule, the school was able to add an enrichment period to the school day. On every other school day, students are placed in an enrichment

program designed to target areas of deficiency or areas for acceleration. During the first two weeks of school each student is given a Star Math and Star Reading Assessment. Following these assessments, students are grouped by areas of need as compared to grade level. Students are provided direct targeted intervention for their areas of needs.

Students who are on grade level in both reading and math are provided opportunities for accelerated learning. This acceleration will vary depending on the student but could come in the form of credit recovery, independent advanced placement coursework, or accelerated study in other areas of strength.

At the mid-point of the school year, each student will be assessed again. Following this mid-year assessment, student intervention assignments will be modified or continued.

### **PSAT Program**

Beginning this fall Positive Outcomes Charter School provided the PSAT for all 9<sup>th</sup> and 10<sup>th</sup> grade students. We have added this opportunity for all students to enable them to begin planning and preparation for the SAT in later grades. We plan to use the results of the PSAT to assist our school in the development of transition services for all students as they begin to develop the plan for post secondary life.

### **SAT Prep Program and SAT Program**

Beginning in January, the school will provide, free of charge to all 11<sup>th</sup> and 12<sup>th</sup> grade students, access to the College Board SAT Preparation Program. The school will provide all 11<sup>th</sup> and 12<sup>th</sup> grade students time during the school day to work on the preparation program. The school will provide direct teacher support to these students to work on any issues and concerns related to their performance on the SAT at the end of this school year. Our goal is to not only have 100% of all 11<sup>th</sup> and 12<sup>th</sup> grade students take the SATs, but also, maximize their achievement on these tests.

### **New Grading Scale**

In response to our goal of accelerating and maximizing student success and achievement, the school has increased academic requirements across the board. The first step was to modify our grading scale to align with surrounding districts. Our new grading scale enables teachers to expect and require higher levels of student performance in all facets of the school.

### **Accelerated learning for all students**

Another step toward improving student achievement is to accelerate learning for all students by adding a higher level math for all 12<sup>th</sup> grade seniors. This new class is designed to enable all students the opportunity to maximize math achievement at levels not previously offered at our school. This course also will focus on job embedded math skills, data analysis and math careers. In addition, the school is offering credit recovery to all 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade students to enable them to accelerate achievement and regain lost ground, and graduate with their 9<sup>th</sup> grade cohorts. We are also offering additional credit opportunities to all students who wish to pursue and explore other course offerings not available at our small school.

### **Reading Specialist**

The school has hired a certified reading specialist to work on improving reading throughout our entire school. The reading specialist is working to identify students in need of individual, small group and large group intervention to improve reading skills. The reading specialist is responsible for working with each classroom teacher to improve reading skills across the curriculum. This new position is working closely with the Math Specialist and Special Education Coordinator to facilitate student placement during the enrichment period and schedule tutoring before and after school for all identified students.

### **DMRI – Diagnostic Math and Reading Intervention Program**

Our DMRI program enables Math and Reading Specialists to coordinate all intervention and tutoring programs for identified students. These two specialists have access to all required data sources and work with teachers to identify appropriate strategies to improve students' performance. These specialists work with parents to encourage tutoring attendance and share skills that can be reinforced in the home.

### **Continuation of Enhanced Tutoring Programs**

The school continues to offer 1400 hours of after school tutoring and enrichment per year. Tutoring is focused on Reading and Mathematics improvement primarily; however, Science and Social Studies are also offered.

### **Mental Health Services**

The 2009-2010 school year was marked with a dramatic increase in the need for critical mental health services for our students. 7% of our student population spent more than 3 days in a mental health out-patient or in-patient treatment program. These students experience significant mental health impediments to their achievement. In response to this need, the school has contracted with a Family Crisis Therapist for the 2010-2011 school year. This new contract enables our school to act immediately to collaborate with families, to try and resolve issues before they have a long term impact on student achievement. This contract also enables the school to offer parent learning opportunities around mental health issues and how to access services when needed.

In addition, the school increased its time with the contracted Psychologist 33% from last year. The needs of our students required this addition to his schedule.

### **Summer Learning Camps**

The summer learning camps continued into this school year with a strong focus on real world skills and the continued development of our student council. The student council worked side by side with staff to design and paint the interior of the entire school. This volunteer activity provided many hours of collaborative work and demonstrates the pride that our students take in their school.

### **Math Specialist**

The school hired a special education certified mathematics co-teacher to work in classrooms to assist with instruction. This co-teacher came to our school with over 40 years of educational experience and was an integral part of the improvement in mathematics achievement that our school experienced in the 2009-2010 school year.

**Reading Intervention Program**

The school continued to utilize the Read Now Power Up program of reading intervention in the 7<sup>th</sup> and 8<sup>th</sup> grades to improve student performance in reading. This program provided students with 255 minutes per week of dedicated targeted reading intervention.

**Double Math and Double Language Arts in Middle School**

Beginning in 2005 our school required all 7<sup>th</sup> and 8<sup>th</sup> grade students to have two periods of math and two periods of language arts per day. This enables teachers to focus on improving student performance in core areas of historical deficiencies.

In addition to all of the items listed above, each student's progress is regularly discussed throughout the school year in many sections. Teachers in both middle school and high school meet weekly to discuss student progress and support needs. Together the school works to provide each student with the required steps or intervention needed to ensure his success.

**Partnership Plan Overview**

This plan marks a turning point for our school. Being identified as one of the lowest achieving schools in the state has forced all members of our school's community to review our current program. This review has led to significant discovery of methods and models that our school can implement that would move Positive Outcomes Charter School into a position as a leader in school reform. The ideas presented below represent the collective work of a large group of people.

Positive Outcomes Charter School does not plan to embark on this journey alone. We have explored relationships with several partners to join with us on this adventure to reinvention. The school has developed partnerships with the Southern Delaware Professional Development Center, the Center for Effective Schools, The Devereux Center for Autism Research and Educational Services, The Delaware Academy for School Leadership, Innovative Schools and with Big Picture Learning. These partnerships will enable Positive Outcomes Charter School to move forward in education reform where no Delaware school has gone before.

Positive Outcomes Charter School began this journey of self discovery by identifying with our community areas that we felt needed to be improved. The school community felt that we needed a new complete vertically and horizontally aligned curriculum that prepared the school to meet all curriculum needs well into the future. We also felt that we needed to work with all teachers on the delivery of the new curriculum as well as new instructional strategies to ensure student growth and achievement. The community also felt that we needed to do more to prepare our students for the next steps of their lives, either into the workforce or into post-secondary education.

With these areas identified, the school began to seek partners for innovation within our school. A new curriculum with intensive support would build the foundation of change and improvement for our students. Without a strong curriculum all other school initiatives would fail in the end. To ensure a successful plan the school sought a local provider of curriculum support who understood local curriculum expectations as well as a focus on future changes. The school team

identified the Southern Delaware Professional Development Center (SDPDC) as a leader in curriculum alignment and instructional support throughout the state.

In addition to a strong aligned curriculum, the school team felt that critical continued support was necessary to support the new instructional leader of the school. To that end in collaboration with SDPDC, the school is also partnering with the Delaware Academy for School Leadership (DASL). Partnering with SDPDC and DASL will provide support to both the instructional leader of the school and the core area teachers, to bring about instructional reform and increase student achievement at Positive Outcomes Charter School that was not possible in the past.

Our proposed agreement with SDPDC provides for the following elements: The Southern Delaware Professional Development Center will:

- Develop a curriculum with all supporting documents and materials aligned with the Delaware Prioritized Standards and the Core Curriculum Standards adopted this year for social studies, language arts, math and special education.
- Assist and guide in the purchasing of textbooks and supplemental materials needed for the aligned curriculum.
- Differentiate the science curriculum to meet the needs of all our population.
- Embed learning focused strategies (LFS) into lessons and professional development for staff.
- Create formative testing for social studies and science with tests at the beginning of the year, middle of the year, and end of the year to establish data showing student growth for the year.
- Create formative testing in all areas enabling data to drive lessons.
- Include ongoing professional development throughout this curriculum development process and into the future enabling our school to continue a high level of learning.
- Provide eight LFS training sessions for all staff.
- Monitor implementation of LFS and aligned curriculum through data collection and coaching support.
- Provide core area teachers outside coaching and mentoring.
- Prepare the curriculum for implementation starting fall of 2011.
- Modify curriculum and assessments as needed from data review.
- Provide data research days in collaboration with provided State Data Coach.
- Provide a technology survey and any identified technology training needs.

Our proposed agreement with DASL provides for the following:

- Conduct and analyze a school community climate survey.
- Discuss action steps and strategies to address areas of need identified by climate survey.
- Administer five days of DPAS II training modules developed by DASL
- Collaborate with SDPDC staff to plan and implement data days.

In addition to our curriculum work, the school team felt that we needed to provide additional parent outreach and support. The school began conversations with the Devereux Center for Effective Schools (CES) to develop a new Parent Investment Project. The Devereux CES will

provide training and technical assistance to parents of children attending the Positive Outcomes Charter School to improve parent knowledge of evidence-based parenting practices intended to improve child behavior at home and school. This will be accomplished through training and technical assistance.

Our proposed agreement with Devereux CES provides for the following:

- Develop a pilot parent training program adapted from their Toolbox of Parent Skills (TOPS)
- Pilot the program with our parents in grades 7 to 12
- Collect data on the effectiveness of our program and make programmatic modifications based on the data
- Train local personnel to take over the program after the 3 year pilot program
- Continue to support our parent education program into the future
- Develop a program that can be replicated at other schools.

We choose to work with Devereux Center for Effective Schools (CES) because the mission of CES is to build capacity in schools for serving children with, or at-risk for developing, emotional and behavioral disorders. This mission is accomplished through training, consultation, new model program development, and applied research. The CES subscribes to a multi-tiered (universal, secondary, and tertiary) prevention and intervention approach to service delivery. Populations served through CES include, but are not limited to, students and staff within primary and secondary public schools and districts; parents of school-aged children; pre-referral intervention teams; intermediate units; approved private day schools; and other non-profit organizations focused on education and violence prevention. Services include training and technical assistance for School-wide Positive Behavior Support, Class-wide Positive Behavior Support including Strengthening Emotional Support Services for emotional support classrooms, interventions for non-classroom settings including the Lunchroom Behavior Game, Response-to-Intervention, as well as individual student services including Functional Behavior Assessment, Curriculum Based Measurement, and general academic and behavioral assessment to generate empirically-based behavior and academic support plans. CES staff members pride themselves on being consumer-driven by developing programs that are tailored to meet the needs of the individual, schools, and districts served.

### **Support for high needs students in community based settings**

To support our high needs students into work based community settings we sought the support and help from Devereux CARES. The goal of this partnership is to design and implement a state-of-the-art transition program for high need students with disabilities attending Positive Outcomes that integrates seamlessly with the school's other partner relationships. This goal will be achieved through staff training and support, ongoing consultation and performance feedback, and progress monitoring.

Our agreement with Devereux CARES is for them to do and provide the following:

- Implementation of a comprehensive assessment package for all targeted students (that will include skills assessments, person-centered futures planning, preference assessments and inventories, ecological assessments, and situational assessments).

- All targeted students will participate at least twice weekly in community-based employment training, employment preparation activities, development and maintenance of a personal resume.
- All targeted students will routinely participate in instructional activities that will enhance their personal independence skills (including community skills, money management, domestic skills, and healthy lifestyle practices).
- Utilization of individualized positive behavior support practices to teach and support skill development for targeted students across four specific areas:
  - Social skills
  - Organizational skills
  - Coping skills
  - Problem solving skills

### **Innovative Schools**

To support successful implementation of the Big Picture High School model, POCS will contract with Innovative Schools, a Wilmington-based non-profit education resource center for Delaware public schools. Innovative Schools serves as the intermediary for researching and replicating new, innovative school designs in the state of Delaware and facilitated the introduction of Positive Outcomes staff to the Big Picture school model. In this plan, Innovative Schools will provide targeted support to ensure the fidelity of implementation of the Big Picture model elements adopted by POCS and to extend the capacity of POCS staff to implement the program successfully over the next two years. Support for POCS will be specifically targeted to promoting the benefits of this new school model for students and families, and project management and coordination to ensure that all POCS Partnership Zone components work in tandem to support the new school design and meet the requirements outlined by the Delaware Department of Education. More details about Innovative Schools' supports are listed below:

- the promotion of the school's new vision to current parents and students as well as prospective parents and students;
- the recruitment of new teachers in areas of identified need;
- the facilitation of project management with Big Picture project with the school;
- the facilitation of waivers surrounding Big Picture Implementation in Delaware with the Department of Education;
- the facilitation of the CTE project being accepted by Delaware and funded through DDOE CTE Office with assistance from Big Picture;
- the coordination of the Advisory Board of all lead partners with POCS;
- consultation with SDPDC around Big Picture ideas and ensuring that both Projects can work together

Our agreement with Innovative Schools is for them to do and provide the following:

- **Marketing Collateral:**
  - Innovative Schools will work with school leaders and staff in developing relevant print and electronic materials to communicate and promote the new school model. Specific items which the school has preliminarily requested include:
    - Marketing materials to promote the redesign of POCS
    - Marketing materials to recruit new teachers

- Marketing to send to parents and students
- Supports for the development of promotional materials will include, but is not limited to:
  - Development of a Comprehensive Marketing Strategy
  - Content Development
  - Design Work
  - Project Management
  - PR Support
  - Additional supports as requested
- **Community Engagement:**
  - Innovative Schools will coordinate up to 3 engagements for POCS's key stakeholders such as parents/families, board members, staff, PTA, members of the business community, and other interested groups in an effort to keep them informed and engaged in the school community and redesign process. Innovative Schools will:
    - Complete program development (meeting format customized to audience with materials)
    - Staff support for event planning, event staffing, facilitation, etc.
    - Marketing assistance (and follow-up to ensure attendance)
    - Light refreshments, as needed
- **Business Partnerships:**
  - Innovative Schools will assist in developing relationships with the business community in support of the implementation of school models. Innovative Schools will:
    - Assist in identifying business partners that can provide technology support
    - Assist in working with businesses to develop community-based project opportunities
    - Assist with identification of appropriate internship opportunities
    - Develop appropriate agreements or MOUs with business partners
- **Comprehensive Project Management and Assessment**
  - Innovative Schools will coordinate the interface with POCS and Big Picture Learning in the redesign process, including the following:
    - Design, develop, maintain and execute (as appropriate) work plans and applications associated with assigned projects (deliverables)
    - Development of timeframes, next steps, summary updates, and other communications and documents related to each assigned project
    - Management of communications, task assignments, due dates, draft preparations, and preview/edit processes for assigned projects
    - Monitoring of the implementation of Southern Delaware Professional Development Center (SDPDC) project deliverables with BPL objectives

- Innovative Schools will facilitate and coordinate required Partnership Zones initiatives and deliverables on behalf of Positive Outcomes Charter Schools, including the
  - Facilitation of Waivers surrounding Big Picture Implementation with the Delaware Department of Education (DDOE)
  - Facilitation of the CTE project acceptance , approval and funding through the DDOE’s CTE office
  - Coordination of an Advisory Board of all lead partners serving POCS
- **Teacher Recruitment:**
  - Innovative Schools will assist in developing internal capacity to find and attract culturally & philosophically aligned teachers in support of the implementation of school models. Furthermore, Innovative Schools will assist in teacher sourcing and selecting during an initial ramp up phase::
    - Develop internal capacity to recruit, screen and select and retain qualified and culturally & philosophically aligned teachers
    - Assist in teacher recruitment, screening and selection
    - Link local teacher recruitment efforts with state-wide programs and national resources
- **Project Evaluation and Oversight**
  - On-going assessment of BP implementation
  - Monitoring of Big Picture and Innovative Schools deliverables
- **Continuous Improvement Feedback:**
  - To ensure the fidelity of implementation of the new school model, Innovative Schools will:
    - Develop benchmarks and standards for quality implementation, with Big Picture Learning
    - Supervise Big Picture Learning’s staffing recommendation to POCS
    - Provide status updates on established benchmarks to allow for early course corrections as needed

### **Big Picture Learning**

To support the school in developing authentic internships for our students, the school was invited to visit a Big Picture Learning model school in Rhode Island with Innovative Schools. This non-traditional school design provided valuable ideas that have been tested over time.

The school has formulated a plan to incorporate Big Picture ideas combined with required core content area courses taught by highly qualified teachers.

Big Picture Schools share Positive Outcomes Charter School’s longstanding commitment to educate “One Student at a Time.” Both are built around the recognition that each child has unique interests, needs, and abilities that the educational program must take into account. We believe that the key to achievement lies in fostering students’ individual interests and encouraging their active participation in the learning process.

Big Picture Schools add an additional focus on authentic learning in order to develop students' passions and to apply knowledge and skills to real life experience and challenges. Because of their philosophical commitment to interest-generated, real-world, personalized learning, Big Picture Schools have a markedly different structure than other schools. These differences may necessitate waiver language, particularly around curriculum requirements and personnel regulations.

### **Essential Components and Elements**

As Positive Outcomes Charter School has explored the components and elements of the Big Picture design, we find a philosophy and structure that appears to meet our goal of meeting the needs of students who have not been successful in the traditional setting.

1. **Learning in the real world.** The most important element of the education at a Big Picture School is that students learn in the real world. The main component of every student's education is the LTI (Learning Through Internship). In this minimum 10-12 hour, two-day-a-week internship with a mentor, an expert in the field of the student's interest, the students complete authentic projects (projects at internship sites that benefit the student and the mentor) with deep investigations. These projects are the main route to academic growth and investigation in the curriculum. These authentic projects are connected to the student's interests and needs and are "real to" or meet the needs of the mentors. Students have an LTI each year they are in school, unless in 12th grade their senior thesis project (the large, culminating independent real world project) encompasses the LTI.
2. **Personalization—One Student at a Time.** Learning is not constrained by the school day or the school year. Students are encouraged to pursue their interests and grow academically. Therefore, they will be given credit for activities outside of the school day and the school year. One student at a time expands beyond "academic" work and involves looking at a student holistically. Every student's work is documented on an Individual Learning Plan created and updated each quarter with the learning team (the student, parent, advisor, and whenever possible, mentor) in a Learning Plan meeting. The curriculum, learning environment, use of time during the school day, choice of workshops or college class, focus and depth of investigation are based on the student's individual interests, talents, and needs. Students with IEP's follow the same process, personalized to their needs. It involves "doing what's best for kids": pushing and pulling at the right time, not dictating or punishing, but problem solving and mediating. Overall, the advisor's job is to know students well and provide the right measure of challenge and support for each student in each activity to promote growth. Students are responsible to follow their interests and passions in the real world and in their project work.

Five general learning goals provide a framework around which the student and advisor organize this customized plan. The learning goals are:

- Empirical reasoning – *How do I prove it?*
- Quantitative reasoning – *How do I measure, compare or represent it?*
- Social reasoning – *What are other people's perspectives on this?*

- Communication – *How do I take in and express ideas?*
- Personal qualities – *What do I bring to this process?*

3. **Authentic Assessment.** Learning is a process that is substantiated with quality products. There are high expectations for each student. The criteria of assessment are individualized to the student and the real world standards of a project (as gauged by the mentor). The assessments include public exhibitions (one per marking period) that track growth, progress, and quality work in the learning plan and academic depth in the Learning Goals), daily check-in meetings with advisors, weekly journals, yearly presentation portfolios, and transcripts (to translate the information in a way colleges can understand). Gateways for students' progress are between 10th and 11th grade and at graduation.

Positive Outcomes Charter School will still utilize a grade scale for all core content areas with work graded and supported by Highly Qualified core content area teachers. This work will be merged with authentic assessments to offer students a complete profile of their success and areas in need of intervention and support. It is our belief that a hybrid system of instructional delivery will enable the school to more completely support student growth and achievement.

4. **School Organization.** Positive Outcomes Charter School will use time, people, facilities/space, and other resources in unique ways. In order to carry out this design we would serve no more than 126 students, with no more than 15 in an advisory. Students work in one-on-one and small group learning environments around their interests and needs both in and outside of school doing authentic work.

The Positive Outcomes Charter School family will be part of the network of Big Picture Schools. This will offer the opportunity to share with other small schools as we all share similar outside-in, inside-out design of our schools where real world learning occurs in the community and is also occurring in each school. The design necessitates interdependence between the school and the community

A Big Picture School cannot exist in a vacuum outside of the community. The core of the students' education is the LTI. As a result, the community plays an integral role in the educational success of the school.

5. **Advisory Structure.** The advisory structure is the core organizational and relational structure of a Big Picture School. It is the heart and soul of the school and is often described as the "home" and "second family" by students. All BP schools have a small number of students in each advisory (goal of 15) with one advisor for a minimum of two years (preferably four and perhaps even six).

The advisor's role is to manage the student's LTIs and individual, personalized Learning Plans. To do this, the advisor must get to know and build relationships with each student and his or her family (this includes home visits and one-on-one meetings with each student). Though certified in one area, the advisor does not "teach" his or her subject

area; rather he or she draws on many disciplines to meet the needs of each student, their projects, and the advisory activities. Ultimately, the success of the student is the responsibility of the advisor.

The advisor also organizes the “advisory time” (the half-hour to hour-long meetings of the group) in the morning and the afternoon to meet the needs of the students. He or she facilitates the group activities that are designed to expose students to new ideas and concepts, provide academic learning opportunities, create a group identity and group process, and build a sense of belonging and trust in school and the educational process.

6. **School Culture.** School culture is not a means to an end, but an end in itself. One of the things that is striking about Big Picture Schools is the ease with which students interact with adults. There is culture of trust, respect, and equality between students and adults, as well among themselves. Students are encouraged to take leadership roles in the school and student voice is valued in decision making processes.

For the adults in Big Picture Schools, team work is a defining aspect of the culture. Principals create regular opportunities for professional development and life-long learning. Staff members also reflect regularly and share ideas through a weekly publication called TGIF. Additionally, staff members meet regularly in a variety of configurations (whole staff, grade level, buddies, etc.).

7. **Leadership.** In Big Picture Schools, leadership is shared and spread between a strong, visionary principal and a dedicated, responsible team of advisors. The community functions as a democracy. In addition, the director of the school will work as the school chief executive officer to work with all external groups and maintain management of overall school operation freeing the principal to spend time on instructional improvement and support.

#### **Principal Leadership:**

All BP principals will be trained by Big Picture staff through immersion. They are trained around BP principal leadership criteria as delineated in our materials through mentor/intern relationships with other Big Picture principals and coaches including: human relations and communication, moral courage, vision, flexibility and efficiency, life-long love of learning and leading, and public support. The principals participate in on-going year-round professional development by BP and are supported in the start-up years of operation by Big Picture. They are part of, and actively participate in, the Big Picture network of schools nationally and in their locale. Overall, the success of the instructional portion of the school and the advisors in particular is the responsibility of the principal.

#### **Advisor Leadership:**

All advisors are trained by Big Picture-trained principals and supported, through the principal, with BP materials and coaching. Advisors take great responsibility in the day-to-day organization of the school, the successful managing of the school, successful implementation of the curriculum, and generally the success of students in the school. In

addition to formal professional development, advisors learn from each other on a daily basis; they serve as mentors and leaders to one another. Each year they talk about what they taught, passing down information from year to year. Much of the learning about how to be an advisor is done by interactions and the collegial relationship with other advisors, which results in a collaboration and a passing on of knowledge.

8. **Parent/Family Engagement and Adult Support.** Parents and families are an essential element of a Big Picture School from start up through everyday operation. They feel welcome and valued at a Big Picture school. Families are engaged around each one of their children by participating in Learning Plan meetings and exhibitions. Families are resources at these meetings for knowledge about their children as well as supporting the school community by suggesting mentoring possibilities and using their assets in ways that support the school. They play an active role in the school community that includes political issues, social gatherings, and supporting new parents and students. They get educated in playing a proactive role in the school life of their children through high school and out to college.
9. **School-College Partnership/College Preparation.** Big Picture Schools show deep faith in all students and work to make college an opportunity for all of their students in order to provide options for them in life. They plan backwards to maximize these opportunities: challenging individual learning plans, visits to colleges, educating families about the process, and building relationships with local colleges.

All students must take college entrance exams and apply to college or post-secondary school programs. In addition, Big Picture schools continue to follow and support their students even when they become alumni. Big Picture schools require and help students to create post-high school plans.

10. **Professional Development.** Professional development for advisors is done at each and every school by principals, other staff at the school, and by BP staff and coaches at staff meetings and retreats. Professional development is on-going both at the school and within the Big Picture network. Advisors participate in all BP professional development activities including an annual Big Bang conference, TV workshops, and other Big Picture events.

### **Big Picture Learning Inspired School Program Overview**

The Positive Outcomes educational program will reflect best practices in both traditional and vocational teaching, providing an integrated approach for students to learn solid academic skills through real-world experiences that can be applied immediately. There are four programmatic elements that are critical to achieving this vision.

*Advisory & Strong Relationships:* First and foremost, students at the Positive Outcomes will be well-known. Our students will select the Positive Outcomes because their academic needs haven't been met by a traditional school. We will serve students who are looking for a personalized education that demonstrates the real-world connection to academics. Many of the students we will serve will need customized supports because of their unique learning styles and

academic gaps. We know that adolescents who have positive adult mentors who they may reference in times of uncertainty often make more productive life choices<sup>1</sup>. In order to develop these kinds of consistent adult-student relationships, one of the central structural elements will be advisory. Much more than a traditional homeroom, each student is paired with an advisor for the duration of their tenure at Positive Outcomes. Advisors guide and help students manage Individualized Learning Plans mapping the skills, requirements, and goals necessary for graduation. Advisors help manage and assess student projects and help students develop critical life skills. The advisor is also a central point of contact for all parents – so that the family engagement can be streamlined.

*Learning Through Interest:* We understand that engaging our students is critical to their academic success. Helping students to see the relevance of school to their individual lives is an important key to guiding them through to graduation. All students at Positive Outcomes will discover and explore their personal passions through research and real world experience. Advisors and content area specialists will then tie these passions into academic content. Students identify passions through exposure to opportunities in the community via advisory based field-trips, community service, and guest speakers, explore those passions through research and shadow days, and expand their learning and skills through these passions through internships. The foundations of these explorations will begin immediately in the middle school 7<sup>th</sup>-9<sup>th</sup> grade through projects tied to students work interests, using community mentors to provide the real-world connection. Beginning in 10<sup>th</sup> grade, students will have the opportunity to explore their interests through job shadows and field experiences, with full internship opportunities beginning in the 11<sup>th</sup> grade.

*Individualized Learning Plan:* Each student who enrolls at the Positive Outcomes Charter School brings a specific set of life circumstances and academic experience. In order to best serve each of our students, advisors work with students to create individualized learning plans (ILP) which map academic and personal goals and make specific plans to accomplish these goals. Through this process, our students are appropriately guided to meet academic credit requirements and identified for support services including remediation as needed. Advisors hold students accountable for making progress toward their identified goals. Each student's ILP is reviewed and updated 4 times a year and form the core of our assessment process.

*Personalized instruction utilizing best practices:* Positive Outcomes students will meet their academic requirements in a variety of ways. In addition to direct instruction in content courses, students will achieve their academic goals utilizing some of the following best practices:

- *Project-Based Learning and Field Studies:* According to research on situated cognition, learning is maximized if the context for learning resembles the real-life context in which the to-be learned material will be used<sup>2</sup>. In traditional classrooms, students typically work on simple assignments that emphasize short-term content memorization; they work alone, write for the teacher alone, and rarely make presentations<sup>3</sup>. Project Based Learning (PBL) is not simply doing activities injected into traditional education to enliven things as a culminating event for a

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<sup>1</sup> Erikson (1980)

<sup>2</sup> Brown, Collins, and Duguid (1989).

<sup>3</sup> B. Pearlman (2006).

learning unit. Real PBL, by contrast, is deep, complex, rigorous, and integrated. Its fundamentals are fourfold:

- Projects occur over a substantial period of time in order to allow for deeper learning.
- Complex entry questions are asked that establish a student's need to know, and scaffold the project with activities and new information that deepens the work.
- Organizational skills are developed throughout the projects by developing plans, drafts, and timely benchmarks.
- Students must be held accountable for making progress toward specific goals through project work. Timely assessments and/or feedback on the projects for content, oral and written communication, teamwork, critical thinking, and other important skills should be provided.

Project-based, real-life learning at the Positive Outcomes is also characterized by the following:

- Project-based learning will occur within the advisory and classroom group sometimes focusing on issues in the school's surrounding community and involving people and resources outside the school. (Community Service)
- Project Based Learning will also be a component of internships and field studies in which students are engaged in real work with a community mentor.

- *One on One Instruction:* The daily structure and open format schedule offers both students and teachers many opportunities to work individually on both life and academic skill development. The two advisory periods allow for personalized attention, in addition to academic and personal growth opportunities. Each advisor is responsible for helping 15 students create, manage and execute individual plans utilizing any of the resources available at the Positive Outcomes Charter School and in the community. Among other options, students will have access to highly qualified teachers certified to teach all of the Delaware courses. Students may work with these teachers in a variety of ways including seminars, and through individual tutoring and instruction.

- *Online and Off-site Coursework:* Students may obtain course credit via state and district approved online coursework, coursework at community colleges or in a summer school program where appropriate. There are several hybrid curriculums' that provide rich on-line content, supported by in-classroom work. These include Carnegie Learning's Cognitive Tutor program, the APEX learning software and the ALEK's math program. These programs provide students the opportunity for remediation and acceleration with access available off-campus and at times that fit the students' schedule.

### **The Research**

At Positive Outcomes Charter School, we rely first on the research on what constitutes effective teaching and learning for all students and then look for how that practice and pedagogy best applies to the demographic we serve. Contemporary socio-cultural research tells us that knowledge is constructed as students and more capable others, in this case, advisors, work together toward common goals<sup>4</sup>. Rooted in the discourse of L.S. Vygotsky (1978), this

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<sup>4</sup> R. Tharp, P. Estrada, S. Dalton, and L. Yamauchi (2000). Teaching Transformed.

constructivist theory of education believes that development occurs when the learner engages in the use of the tools of learning (e.g., language and skills) toward a meaningful outcome. Furthermore, research has shown that learning is most productive when new material is introduced in the context of the learner's life and values<sup>5</sup>. This research supports the manner in which we structure our academic program to include the development of strong adult-student relationships and the integration of content area learning into real-life contexts.

### **Academic Structure**

Positive Outcomes will follow a calendar with 180 days, followed by six-weeks of an intensive summer academy. The school year for teachers will be 200 days with 20 days dedicated to professional development, data review and monitoring activities.

Positive Outcomes Charter School will split the current school into two academies, Alpha and Omega. Each academy will be composed of four advisories of 15 students, five content area teachers and shared support faculty. The Alpha Academy will be home to students in grades 7, 8 and 9. The Omega Academy will be home to students in grades 10, 11 and 12.

The Alpha Academy will be composed of the following faculty:

- Language Arts
- Social Studies
- Science
- Mathematics
- Social Service/Community Based Learning
- Shared Reading Specialist
- Shared LTI Coordinator
- Shared Lifetime Fitness Teacher

The Omega Academy will be composed of the following faculty:

- Language Arts
- Social Studies
- Science
- Mathematics
- Post POCS Planning
- Shared Reading Specialist
- Shared LTI Coordinator
- Shared Lifetime Fitness Teacher

Additional expectations for faculty who will be part of the implementation of Big Picture Learning design elements in our school will be:

- To have a student first mentality
- To be high school certified and highly qualified
- Preferred to possess dual certification in targeted curricular area and special education
- Experience providing an enthusiastic and positive learning climate that promotes appropriate behavior and successful learning

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<sup>5</sup> National Council of Teachers of Mathematics (1991).

- Ability to communicate effectively and openly with parents and community on a regular basis
- Ability to manage all student data for their advisory in formats parents and students can understand
- Complete dedication to working in a team-oriented setting

On all regular school days, there are five opportunities for core academic instruction, with additional advisory time in the morning and afternoon for independent work time - additional content support or on-line instruction to fulfill students academic deficiencies, learning plan support, interest exploration/career exploration curriculum, and assessment opportunities.

In the Alpha Academy, students will explore their interests through a Learning Through Volunteering or Connected Learning Experience where community outreach projects are designed to complement and enhance the instructional units in the four core content area classes. Each quarter, the content area teachers (who are also the advisors) will design a project that expands the content from their course and includes problem solving and community outreach. Students can choose among the four projects each marking period. However, by the time they exit the Alpha Academy, they will need to participate in each content area's project and accompanying exhibition twice. The other four projects and exhibitions can be focused in a single content area where the student's advisor works with the student to determine if the project would support an area of deficiency.

In the Omega Academy, students will have the opportunity for off-campus field experiences and internships on Tuesdays and Thursdays. These experiences allow students to participate in authentic, real-world experiences that integrate them into the community. School is no longer an isolated occurrence, but a place to learn the information and practice the skills required by the outside world. As part of their internship, students will complete a substantial project with their site mentor that is linked to our school's academic standards. The advisor will help the mentor and student to refine the project so that it is a learning tool for an area with which the students struggles or for which the student has not met the standard. After the selection process, students are asked to stay with an internship for at least 12 weeks. Students may participate in two different internships per year, allowing them to fully explore their passions and find a direction for post-POCS education or entry into an alternative certification program or the work force.

### **An educated Person of the 21<sup>st</sup> Century**

The Positive Outcomes believes an "educated person" in the 21<sup>st</sup> century must be prepared from school-to-career. The following learning goals will be the foundation of the instructional program:

- **Communication Skills: "How do I take in and express information?"** A focus on public speaking, reading, writing, computer/multimedia, listening, foreign language, and creative expression.
- **Empirical Reasoning Skills: "How do I prove it?"** A focus on the analytical processes, the scientific method, logic, research, ability to develop strategies to test hypotheses, and the study of sciences, biology, chemistry, and physics.

- **Personal Qualities: “What do I bring to this process?”** A focus on the personal habits of academic inquiry, time management, empathy, respect, responsibility, leadership, organization, physical fitness, perseverance and self-awareness.
- **Social Reasoning Skills: “What do other people have to say about this?”** A focus on citizenship, understanding diverse perspectives and cultures; learning cooperation, conflict resolution, and studying past experience/history, world history, geography, U.S. History, government, and economics.
- **Quantitative Reasoning Skills: “How do I measure or represent it?”** A focus on mathematical topics and data manipulation, intermediate algebra, statistics, geometry, basic operations, tables, graphs, estimating, and number sense.

The following narrative is a glimpse into what a day might be like for a Positive Outcomes student in a Big Picture school.

### **A ‘Day in the Life’ of a Positive Outcomes student**

Monday, May 16, 2012

#### **7:45 am**

Samantha, 15, hops off the morning bus and trots towards her school. She’s excited about the day ahead and silently rehearses her role in the day’s Pick-Me-Up. She still gets a little nervous speaking in front of the whole school, but her advisor, Ms. Meyers, specifically challenged her to lead the activity this morning as a warm up for this evening’s exhibition. She would have never agreed to do something like this at her old school, but since coming to The Positive Outcomes, Samantha had found a new kind of confidence in herself. She felt it was safe to take risks. Ms. Meyers had gone through some tough times with her this past school year, and Samantha knew she could count on her. Samantha really wanted to make her proud at tonight’s exhibition.

#### **8:00 am**

Samantha meets her advisory in the cafeteria and they wait for the rest of the school to come in. they go over the script they’ve put together for Pick Me Up, a whole-school kickoff to the day that is part team-building activity, part school assembly, and part administrative business. Samantha and three students from the advisory have planned to role-play a hazing/bullying incident, then the other students in their advisory will debrief with the rest of the school. When Pick-Me-Up ends, they hope the whole school community will have thought carefully about how to treat each other with respect.

#### **9:12 am**

Samantha and Ms. Meyers sit together in the advisory room. This is the first year that Samantha has worked with her advisor. They are going over the last minute details for the exhibition this evening. After spending the first ½ hour of advisory doing calendar and planning for the upcoming college visit, it’s time for Samantha to meet one-one-one with Ms. Meyers to make sure she is prepared for this evening.

“Okay, so you’re sure the spreadsheet simulation will work? You’ve had a chance to test it out?” Ms. Meyers asks.

Samantha nods. “Everything’s working. I went through it two times yesterday, and will go try it again this afternoon during advisory. Michael and Rosalie have already said they’d help. Don’t worry, Ms. Meyers.”

For the past two quarters, Samantha has had an internship with Mr. Patrick, owner of a local movie theater chain. Normally, on Wednesdays, she spends her days on-site at Mr. Patrick’s office, but is at school today to prepare for her exhibition. Each Wednesday, Samantha works closely with her mentor to learn the ins and outs of the theater business. For the past two months, Samantha has conducted a cost-benefit analysis of vendors subleasing the concessions stand at 5 of the 10 theaters. Tonight, she’ll present the results of that study and tie it into the learning goals she set along with Ms. Meyers and Mr. Patrick.

### **10:40am**

“It’s just like arguing a point in a debate, Samantha,” explained Mr. Rossi, another instructor at The Positive Outcomes and a certificated Geometry teacher, “but here you have to use mathematical logic as your evidence.” Samantha knows she wants to get a diploma and apply to Delaware State University. She had surprised herself by completing all of her Algebra 1 requirements last year as a 9<sup>th</sup> grade student. The concepts in Geometry were somewhat more challenging, but Samantha was determined to understand.

### **1:30 pm**

After completing the final reflection during her creative writing class, Samantha walks through the rest of her day mentally to make sure she has enough built-in practice time to insure that her exhibition is ready. She wants to do a good job and knows she needs to practice a few more times before she is completely comfortable.

### **2:35 pm**

After her final academic class, Intro to Shakespeare, Samantha rushes back to her advisory room. Michael and Rosalie, students in Samantha’s advisory, sit at computers. They are helping Samantha finalize her Exhibition by testing out her computer model, asking questions, and giving her feedback. She appreciates their willingness to help, and her confidence grows that her Exhibition will go well.

“Sammi, this is so cool. I can tell exactly how much those theaters have saved over the past year using the sublease system,” says Michael.

“So what’s the most important thing you learned?” asks Rosalie.

Samantha smiles because she knows Ms. Meyers is likely to ask the same question later. She puts on a theatrical and fake- sophisticated voice: “In response to your query, I conclude that my most important learning realization is that one should never be defeated by a problem simply because one can’t yet see a solution...just messin’! – Really, I had this idea to help the theaters figure out if they should start subleasing their concession stands based on the rising costs of employee benefits, but I didn’t really know how. Once I saw all the data, I knew I could figure it out. If I had given up because I didn’t have the skills, I never would have taken this on. But Mr. Patrick saw it was a good idea and helped me figure out how to calculate and report the possibility of savings based on the little data we had. So I guess what I learned is, if you’ve got a

hard problem, you have to have patience to go after what you still may need to learn if you really want to solve it.”

**3:00 pm**

Ms. Meyers reminds everyone of the exhibition schedule for the remainder of the week and makes sure everyone is scheduled to be a panelist at least three times, and observe a minimum of 7 exhibitions. Ms. Meyers had stressed the importance of pre-arranging for panelists during these Exhibitions as part of the daily life skills instructions they had in their advisory. Samantha was thankful she would have a little downtime prior to the 6:45 exhibition.

**6:45 pm**

Ms. Meyers, Mr. Patrick, Michael, Rosalie, Lourdes, the school counselor, the school principal, Samantha’s mom and three invited guests from the community are seated in the computer room. Several terminals are displaying an interactive spreadsheet that Samantha designed. At the front of the room, Samantha begins her Exhibition.

**8:15 pm**

Samantha opens the door to her apartment. She and her mom come in, still discussing some of the details from her exhibition. Samantha is tired, but also feels an enormous sense of pride at completing such a successful exhibition. She is replaying the feedback from the community participants – one of whom would like to borrow her cost analysis system for his own business. As she enters her room, Samantha notices a card on her desk. She sits down to read the note from Ms. Meyers, and signed by the rest of the advisory. “Dear Samantha, Be proud of your accomplishments as a student, and a friend. We are proud to be your advisory.” Samantha closes her eyes for a moment, feeling the warmth of her Positive Outcomes advisory family, and looking forward to another day.

The following two pages include the Alpha and Omega Academy's schedule and a graphic of team composition and academic rotations.

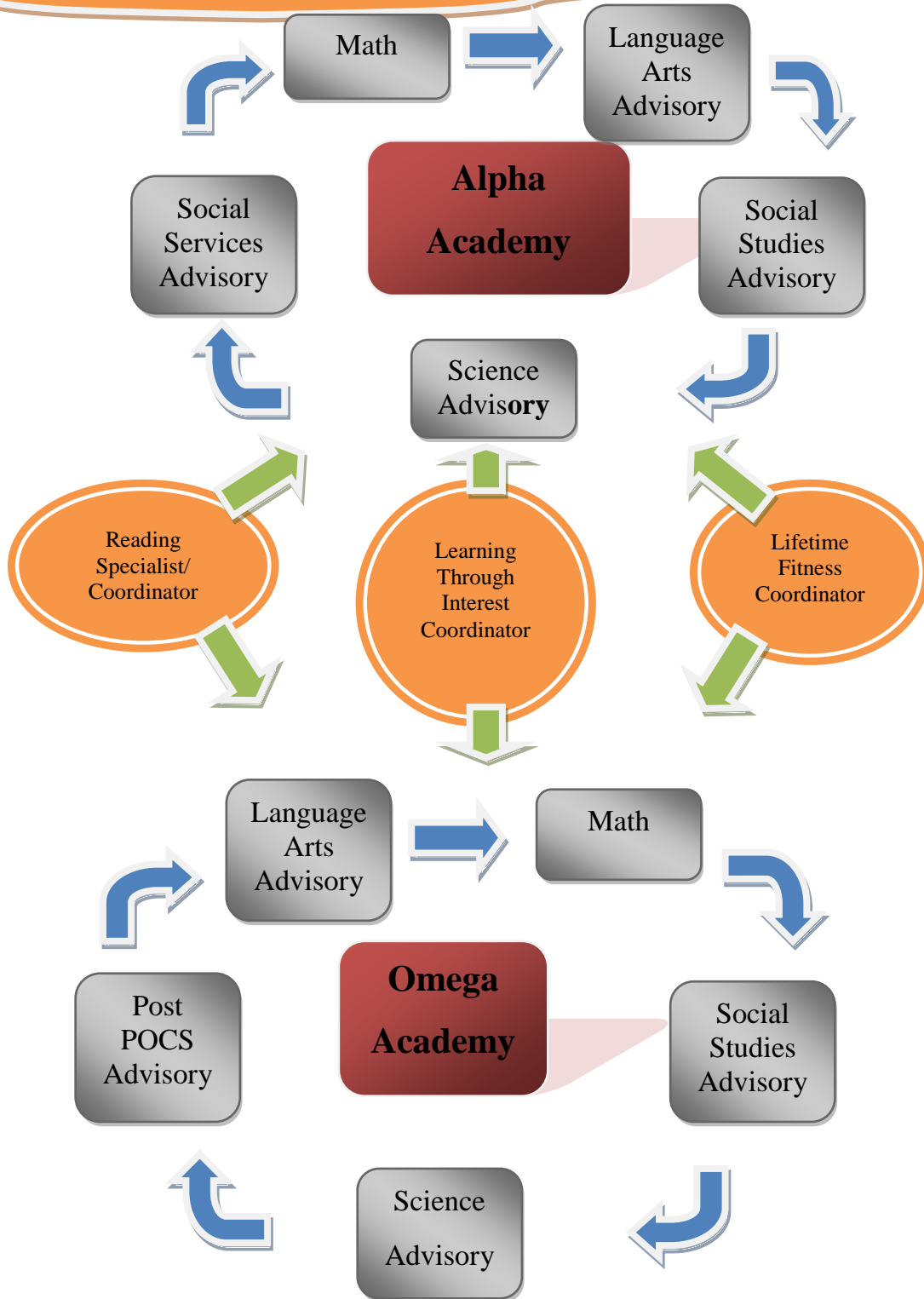
### Alpha Academy Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 to 8:15	School Wide Pick Me Up	School Wide Pick Me Up	School Wide Pick Me Up	School Wide Pick Me Up	School Wide Pick Me Up
8:15 to 9:00	Advisory	Advisory	Advisory	Advisory	Advisory
9:00 to 9:45	Advisory Academic Instruction	Advisory Academic Instruction		Advisory Academic Instruction	Advisory Academic Instruction
9:45 to 10:30	Academic Instruction	Academic Instruction	Real World Learning & Projects	Academic Instruction	Academic Instruction
10:30 to 11:15	Academic Instruction	Academic Instruction		Academic Instruction	Academic Instruction
11:15 to 11:45	Lunch	Lunch	Lunch	Lunch	Lunch
11:45 to 12:30	Academic Instruction	Academic Instruction	Advisory Independent Work Time	Academic Instruction	Academic Instruction
12:30 to 1:15	Academic Instruction	Academic Instruction		Academic Instruction	Academic Instruction
1:15 to 3:00	Advisory	Advisory		Advisory	Advisory

### Omega Academy Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 to 8:15	School Wide Pick Me Up	Internships Real World Learning Opportunities	School Wide Pick Me Up	Internships Real World Learning Opportunities	School Wide Pick Me Up
8:15 to 9:00	Advisory		Advisory	Advisory	Advisory
9:00 to 9:45	Advisory Academic Instruction		Advisory Academic Instruction	Advisory Academic Instruction	Advisory Academic Instruction
9:45 to 10:30	Academic Instruction		Academic Instruction	Academic Instruction	Academic Instruction
10:30 to 11:15	Academic Instruction		Academic Instruction	Academic Instruction	Academic Instruction
11:15 to 11:45	Lunch		Lunch	Lunch	Lunch
11:45 to 12:30	Academic Instruction		Academic Instruction	Academic Instruction	Academic Instruction
12:30 to 1:15	Academic Instruction		Academic Instruction	Academic Instruction	Academic Instruction
1:15 to 3:00	Advisory	Advisory	Advisory	Advisory	

# Positive Outcomes Charter School Alpha and Omega Advisories



Our proposed agreement with Big Picture Learning is for them to do and provide the following:

### **Big Picture School Modeling Planning Year 1**

1. Innovative Schools and Big Picture Learning will support POCS with **Partnership Zone Plan** development including
  - Planning, facilitation of and participating in design and decision-making meetings
  - Identifying text and information that can be used to build out descriptions of the program for the Partnership Zone application
2. Big Picture Learning and Innovative Schools will work with POCS to develop a **Transition Plan** to
  - Guide the school leaders, teachers, and school community through the process of transforming into a Big Picture school
  - Identify the roles and responsibilities of Big Picture Learning, Innovative Schools, and POCS through the school's transition
  - Define benchmarks and indicators of a successful transition and apply them to POCS
3. On-Site coaching 15 days per month from BP coaches during the planning year to begin
  - Communicating with students, parents, and staff about the transition from a traditional school to a Big Picture model school
  - Participation of a Big Picture leader, principal, advisor, or coach in most community engagement events coordinated by Innovative Schools
  - Planning, organizing, and consulting with building leadership and teachers to execute the BP Transformation Plan
  - Phone coaching, email coaching also available
4. Implementation planning and set-up process including tech system creation
  - Middle School (grades 7-9) BP implementation planning (Daily, weekly, yearly schedule; real-world learning activities; assist in curriculum development to wrap around the LTI, addressing all four content areas; advisor tracking system)
  - High School (grades 10-12) BP implementation planning (Daily, weekly, yearly schedule; real-world learning activities; assist in curriculum development to wrap around the LTI, addressing all four content areas; advisor tracking system)
5. Identification of some Big Picture elements that can be incorporated during the 2010-2011 school year to begin the transition to the Big Picture model
6. Creation of the individualized Student Learning Plan to guide each students' academic program
7. Transformation into a Big Picture Model (Logistics)
  - Adaptation of Big Picture Learning Model to POCS's school design, including the adaptation of BP school facilities and organizational structure (e.g. rooms and spaces, school calendar and schedules, staffing, school budget development) and program development (e.g. daily schedule, organization of advisories, integration of Learning Through Interests).
  - Staff Selection which includes developing position descriptions and selection criteria and processes
  - Development of recruitment activities, including student entrance materials
8. Leadership Training for the Building Principal
  - Attendance of Principal at New Principal's Retreat

- Principal Training – mentor principal, principal training, instructional leadership plan, visits to other BP school
- POCS will provide for mandatory attendance at all teacher professional development including data collection and analysis, instructional planning, Learning Through Internship, and using assessment to drive instruction.

#### Data Plan Development

- Development of data portfolio for the school that describes the data to be collected by the school which will present a multi-faceted picture of the school.
- Development of intake/baseline data collection system
- Development of a data tracking system for teachers
- Begin to collect and compile data on current student

#### **Big Picture School Modeling Planning Year 2**

1. Principal and Staff Training
  - Big Bang Attendance for the entire instructional staff, director, and principal, including travel and conference costs
2. Continued visitation of POCS leaders, teachers, and community members to other Big Picture schools Project-based learning training for all instructional staff as applicable to the LTI component of the model
3. Leadership Training for the Building Principal
  - Attendance of Principal at New Principal's Retreat
  - Principal Training – mentor principal, principal training, instructional leadership plan, visits to other BP school
  - Principal Training and Development: On-site and off-site coaching and support for the principal, mid-year principal retreat with other network principals, and network mentor principal for POCS principal
  - Peer Review: On-site review by network principal. POCS instructional coaches and principals attend peer reviews of other network Big Picture Schools
  - Mandatory attendance at all teacher professional development sessions.
4. Big Picture Coaching – 15 days per month
  - Development of common and formative assessments in collaboration with content teachers in grades 7-12.
  - Utilization of BP protocols for analyzing student work and planning for student achievement
  - Utilization of BP protocols for data analysis and using data to inform instruction
  - Collaborative curriculum planning to facilitate Learning Through Connected Questions in grades 7-9, Learning Through Volunteering at grade 9, Learning Through Internship in grades 10-12.
  - Providing expertise and collaboration on differentiating instruction based on student data.
  - Support for the Delaware Data Coach
5. Data Collection and Data Days
  - Assistance with school-wide data collection and needs assessment.

- Data coach from BP to be on-site for two days per month to collect data, plan, and implement monthly “Data Days” (Note: These two days are part of the 15 days per month a BP coach will be in the building.)
  - Collaboration with and support of DDOE Data Coach assigned to Positive Outcomes
  - Support in implementing the Delaware Data Dashboard when established by DDOE
6. Adoption and Training on BP Materials
- Adoption and purchase of Big Picture materials necessary for transformation (Super-calendars for students and staff, advisor guides, LTi guides, etc.) for all three years of implementation
  - Big Picture Online accounts for all staff to ensure collaboration for staff with the BPL Network

### **Big Picture School Modeling Planning Year 3**

1. Principal and Staff Training
  - Big Bang Attendance for the entire instructional staff, director, and principal, including travel and conference costs
2. Continued visitation of POCS leaders, teachers, and community members to other Big Picture schools Project-based learning training for all instructional staff as applicable to the LTI component of the model
3. Big Picture Coaching
  - Continued visitation of POCS leaders, teachers, and community members to other Big Picture schools through all three years of implementation
  - 10 days of monthly on-site support each month, unlimited phone and email coaching and support
  - Meet with advisors to discuss bi-weekly check-in with students about each students’ individual learning plans
  - Support with building the Learning Through Interests components of the Big Picture model.

### Building Principal Leadership Training

- Attendance of Principal at New Principal’s Retreat
- Principal Training – mentor principal, principal training, instructional leadership plan, visits to other BP school
- Principal Training and Development: On-site and off-site coaching and support for the principal, mid-year principal retreat with other network principals, and network mentor principal for POCS principal
- Peer Review: On-site review by network principal. POCS instructional coaches and principals attend peer reviews of other network Big Picture Schools
- Mandatory attendance of the principal at teachers’ staff development

### Data Collection and Data Days

- Assistance with school wide data collection and needs assessment.
- Data coach from BP to be on-site for two days per month to collect data, plan, and implement monthly “Data Days” (Note: These two days are part of the 15 days per month a BP coach will be in the building.)
- Collaboration with and support of DDOE Data Coach assigned to Positive Outcomes

- Support in implementing the Delaware Data Dashboard when established by DDOE

Adoption and Training on BP Materials

- Adoption and purchase of Big Picture materials necessary for transformation (Supercalendars for students and staff, advisor guides, LTi guides, etc.) for all three years of implementation
- Big Picture Online accounts for all staff to ensure collaboration for staff with the BPL Network

**Big Picture Professional Development**

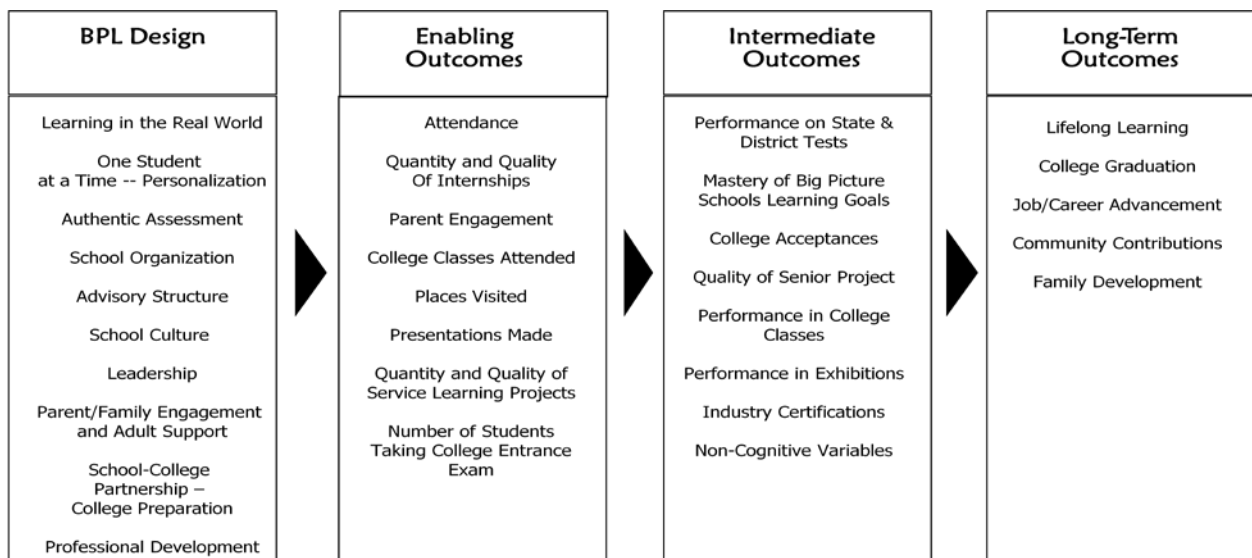
Positive Outcomes Charter School will partner with Big Picture Learning to support the professional development of the school design implementation.

Big Picture Learning ([www.bigpicturelearning.org](http://www.bigpicturelearning.org)) is a not-for-profit organization dedicated to a fundamental redesign of schools and schooling in the United States. Currently there are more than 70 Big Picture Learning Schools (9000 students) across 16 states and another 50 (5000 students) in 6 countries around the world. Since 1996, BPL’s schools have served over 26,000 students, most of whom are members of the U.S. demographic groups least likely to complete high school, enroll in college, or attain postsecondary degrees (85% of BPL schools receive Title I funding; 66% of students are eligible for free/reduced lunch).

Figure 1 presents the BPL theory of action that leads to the accomplishment of intermediate and the long-term outcomes that are assessed using multiple measures, some of which are collected several years after graduation as part of BPL’s longitudinal research described below. The BPL design incorporates features and components ("BPL Distinguishers") that are supported by substantial literature and research testifying to their importance in supporting significant learning, particularly with respect to the student population BPL schools serve.

Figure 1

Big Picture Learning Design: Theory of Action



### **Big Picture School Design Elements**

BPL configures these components in a highly innovative **school structure and culture** focused on an individual program of study that addresses each student's academic and career interests.

### **Big Picture School Design Components**

- **Personalized curriculum.** The BPL design customizes a learning program and pathway for each student that is addressed to essential learning standards, developing what amounts to a Positive Outcomes for each student. BPL schools are small and advisors (teachers) typically work with a cohort of students for all four years in high school (Dweck, 2006; Erikson, 1968; Gustavson, 2007; Levine, 2002; Pink, 2009; Sarason, 2006).
- **Applied learning** challenges students to apply their academic skills and understandings to real-world problems through individual and small group projects (Berryman, 1993; Coyle, 2009; Brown & Vaughan, 2009; Gustavson, 2007; 2004; Sennett, 2008).
- **Project-based learning** focused on each student's interests provides a context and structure for integrating academic, technical, and career skills and dispositions into holistic learning opportunities (Berger, 2003; Boss & Krauss, 2007; Levine, 2002; Trilling & Fadel, 2009).
- All BPL students complete interest-based **Learning Through Internships (LTIs)** and community service projects **outside of school** working with adults whose careers match the students' own career aspirations (Christensen, Horn, & Johnson, 2008; Bailey, Hughes, & Moore, 2004; Blustein, 2006; Halpern, 2009; Pink, 2009; Resnick, et al., 1996).
- **Embedded/integrated academics with a deep emphasis on literacy and numeracy skills.** Students work in classes, small groups, and one-on-one tutoring for direct instruction, including online learning, based on their assessed needs (Jacobs, 2010; Lesgold, 2009).
- BPL Schools employ comprehensive, **performance-based assessments** in addition to traditional assessments. Each quarter students demonstrate their skills and understandings through exhibitions of their work and learning on individual and group projects, service learning, college classes, and community-based internships (American Educational Research Association, 2000; Baker, 2007; Linn, 1994; Berger, 2003; Lesgold, 2009; Silva, 2008).
- **Parents' involvement** in their children's education is required through quarterly meetings regarding the student learning plan and participation in reviewing their children's exhibitions of learning and work (Berger, 2003; Gustavson, 2007; Epstein, 2009).
- **College-and-career readiness and transition support and longitudinal tracking** are an integral part of the entire K-12 experience (Arnold, Fleming, DeAnda, Castleman, & Wartman, 2009; Bloom, 2007; Conley, 2003; Kahlenberg, 2004; Sedlacek, 2004).

### **Other Proposed Programmatic Changes and Items**

#### **Modified Physical Education and Health Instruction Delivery**

In its desire to increase quality instructional time on core subjects, Positive Outcomes will be converting a large room that is currently being used for storage into a fitness center. The current physical education and health program will be modified so that students will not be instructed in

the conventional classroom-based setting by the current physical education/health teacher. Anaerobic and aerobic fitness equipment will be purchased and installed in the fitness center.

The current physical education/health teacher will be responsible for developing and monitoring individual fitness and health plans for each student. Individualized health needs would be addressed through independent study and the utilization of outside resources (for example a nutritionist and strength coaches). Each student will receive an identification card with a personalized barcode that will be used to record the amount of time that the fitness center equipment is used.

The new POCS Fitness Center will be open before school, during school and after school. The Fitness Center will also be open two nights per week. This center will also be available for all faculty, staff and parents.

Students requiring a physical education credit will use their identification cards to record the amount of time they are actively engaged on the fitness center's equipment. The goal for each student is to log in 120 hours over a two year period to meet the state of Delaware's requirements. Students requiring a credit in health education will work with the teacher to develop an individual health plan that focuses on maintaining or improving each student's current physical health. The teacher will maintain an encounter log to monitor the hours each student devotes to his physical well-being.

### **Parent Liaison**

The role of Parent Liaison is a part-time position developed to improve the link between Positive Outcomes Charter School and its parents. The Parent Liaison coordinates family/school engagement in order to enhance the school's ability to meet its academic mission, especially when home, school and community collaborations are key ingredients.

Included in the duties and responsibilities is the provision of information to parents about Positive Outcomes procedures and instructional programs. The Parent Liaison will develop and maintain contacts with the greater Positive Outcomes family. The new model that is being developed requires a greater dependence on volunteers. The Parent Liaison will be responsible for recruiting these volunteers and maintaining accurate records to record the active involvement of these volunteers.

The Parent Liaison will be responsible for informing families about the Parent Center, which will be housed in the new Fitness Center. He/she will be available at the Center to assist parents in completing paperwork, and provide other assistance for individual families. This person will serve as a contact person for parents to call about questions regarding school services or specific activities and events. This Parent Liaison will participate and help with Parent Action Committee and School Improvement Committee. He/she will develop results-oriented, school-based programming to support parents' participation in the academic and social programs of the school to foster increased academic results and a richer environment.

### **Parent Center**

Positive Outcomes Charter School will create a Parent Center within the newly planned fitness center. The family-friendly section of the Center will be dedicated to our parents and their children. Computers, a fax machine, and a copy machine will be available. A library of books and periodicals that are parent/family oriented will be available. Family-friendly furniture (a couch, comfortable chairs, and several work areas) will be available before and after school. The Parent Liaison will ensure that all Positive Outcomes' parents are aware of these facilities and their availability. Parents can set up appointments with their student's teacher(s) to review progress. The exercise equipment in the fitness center will be available free of charge.

The intent of the Center is to create an open door, family friendly environment where families and teachers can gather and share ideas and gain information that will have a positive impact on each student's success. The Parent Liaison will be responsible for staffing the Center with competent volunteers. A weekly schedule will be available online at <http://www.pocs.charter.k12.de.us/>.

### **Evaluation Systems**

In anticipation of the July 1, 2011 implementation of DPAS II-revised, Positive Outcomes Charter School and the Southern Delaware Professional Development Center (SDPDC) will develop and deliver a thorough teacher Professional Development (PD) system for its staff. A professional evaluation, aligned with the DPAS II-revised, will also be concurrently developed based on student performance measures, SDPDC developed assessment, and administrator observation(s). The areas to be addressed and measured will be: planning and preparation; classroom environment; instruction; professional responsibilities; and student involvement.

Each teacher will select instructional goals that align with the Delaware content standards in the school's curriculum. Goals will be appropriate for the learners and reflect high expectations for all students, consistent with the Delaware assessment levels of performance. Their plans for learning activities will align with their instructional goals and support student learning. Instructional planning will show a structure and selection of materials and activities that support student learning relative to the school's curricula. Each teacher will show knowledge of content and how to teach it to a variety of learners. Each teacher's plans will include natural connections among content areas that deepen student learning. They will show knowledge of student development characteristics; approaches to learning, knowledge, and skills; interests; cultural heritage; and, where applicable, Delaware assessment performance levels.

Teachers will utilize clearly defined procedures for managing learning time, transitions between learning events, and routines that maximize learning time. They will establish behavioral expectations and consequences and monitor student conduct. Each teacher will respond to student behavior in appropriate and effective ways to minimize disruptions. They will create and maintain an atmosphere in which learning is valued. Teacher-to-student and student-to-student interactions will show rapport that is grounded in mutual respect. Each teacher will organize, allocate, and manage physical space to create a safe learning environment. Physical resources will be used to contribute to the effective instruction. These resources will be accessible to all students.

Instructional content will be appropriate, clear, and linked to student knowledge and experience. With the support of the SDPDC, the content will be aligned with the school's curricula. Activities and assignments will engage all students. Instructional materials will be suitable for

the instructional goals. Instruction will be coherent and paced appropriately for all students. Each teacher will have a repertoire of instructional strategies and make use of them to make modifications to lessons, as needed. Each teacher will differentiate instruction based on learner characteristics and achievement data. Verbal and written communication will be clear and appropriate to the students' ages, backgrounds, and levels of understanding. Questions will be appropriate to the content and level of the students' understanding. Each teacher will encourage students to pose their own questions and be responsive to these questions. They will facilitate student led discussions.

Each teacher's professional responsibilities will include the sharing of information about the school's educational program and expectations for student performance. They will develop a mechanism for two-way communication with families about student progress, behavior, and personal needs or concerns. Each teacher will record attendance, disciplinary actions, emergency contact information, and personal information. They will share relevant information with appropriate school personnel. Each teacher will choose and participate in professional development that is aligned with his or her professional needs and aligned with the needs of the school and students. They will engage in reflective thinking as an individual, as a team participant, or as a school community member with the goal of improving instruction and learning for all students.

Each teacher will work with each student to ensure that their community involvement activities are appropriate to address their individual areas of interest and will also meet the Delaware Content Standards.

### **Extended Learning Time**

Time in school is measured in two important dimensions. First is the amount of time students spend at school. This is typically 7 hours per day, 180 days per year. The second is the way that allocated time is utilized. Extended learning time is defined by the Center for American Progress as "The lengthening of the school day, school week or school year for all students in a given school...to focus on core academic learning and enrichment activities to enhance student success." Some define it more broadly to include any programmed time involving students, including out-of-school time and extended time that targets specific populations rather than the entire school.

This school year, in an effort to maximize instructional time, the school day was already extended from 2:42 to 3:00. This change has added 18 minutes of instructional time to each day, totaling 54 additional hours of instructional time per year. The school day could not be extended beyond that point given our transportation program with the Caesar Rodney School District.

Positive Outcomes Charter School will add additional extended learning time to its instructional program in three ways: increasing the amount of quality instruction within the current academic schedule; extending the school day for academically at-risk students through after school tutoring; adding a high interest summer program for all students.

The principal of Positive Outcomes will monitor classroom instruction to ensure that all instruction in each classroom in each period starts up at the beginning bell and continues to the end of class. Teachers will participate in professional development trainings that will focus on class management, diversified instruction, increased student on-task time, and quality teacher preparedness.

Positive Outcomes will increase the amount of highly focused direct intervention available for at-risk students after each school day. This direct intervention will be provided by the school's highly qualified staff for an additional 1½ hours per day. This will increase the amount of instruction available by 7.6%. If transportation is an issue, the school work with individual families to explore alternatives so that our at-risk students will receive the quality support needed.

The school will provide a four to six week targeted summer learning academy to all students starting during the summer of 2012. This program will provide a variety of opportunities to its students. Students requiring remedial help will receive individualized or small group instruction by highly qualified teachers. Students requiring credit recovery will be given opportunities during the summer with appropriate support from highly qualified staff. Students interested in enrichment courses that are not offered during the year, such as Spanish, will be given this opportunity during the summer. Highly qualified teachers from other schools will be hired to provide this instruction. Most summer learning academy programs will run from 9:00 to noon. This will extend the school year by an additional 60 to 90 hours per year.

### **Flexibility for Hiring Retaining or Transferring Staff**

Positive Outcomes Charter School is a school with 120 students and a staff totaling 22 educators and administrators. The imposition of this Partnership Zone plan marks a turning point for our school. Being identified as one of the lowest achieving schools in the state has forced all members of our school's community to review our current programs. This review has led to significant self discovery of methods and models that our school can implement that will move Positive Outcomes Charter School into a position as a leader in school reform. The ideas presented below for hiring, retaining and transferring of staff represent the collective work of our school team.

Positive Outcomes Charter School will:

- Implement new financial incentives and increase opportunities for promotion and career growth for effective teachers and provide more flexible work conditions designed to recruit, place, and retain quality staff with the skills necessary to meet the needs of the students in this transformation school;
- Form and implement a committee to develop a compensation schedule for teachers and staff based on the teacher evaluation system;
- Implement strategies to recruit, place, retain effective teachers and replace ineffective teachers after opportunities to improve (through DPAS II and DPAS II-revised Improvement Plan) these include:
  - Strengthen early outreach through the DOE mentoring program;
  - Screen rigorously, including the submission of at least two formative or summative evaluations of potential candidates;
  - Observe and evaluate 100% of all teachers using the DPAS II (and DPAS II-revised) system;
  - Financially compensate teachers for assignments in critical areas;
  - Link teacher salaries with higher teaching standards;
  - Provide ongoing professional development;
  - Support and assess beginning teachers through DPAS II and New Teacher Mentoring;

- Use detailed student performance data to improve instructional practices;
- Provide mentors/coaches/lead teachers/consultants to assist with professional development and school improvement programs;
- Implement a weekly, 90 minute common planning time for the Professional Learning Community model;
- Employ teachers who graduate from highly effective teacher programs approved by DDOE.
- Employ only High School qualified teachers, enabling POCS to implement the Big Picture Design in addition to the rigorous new curriculum.
- Implement an “At-Will” contract for all staff members.

**Response to Intervention:**

- **Initiating RTI with an Additional Social and Emotional Component**

Response to Intervention (RTI) ensures that scientifically research-based instructional practices, matched to individual student instructional and behavioral needs, occur in general education. RTI requires teachers to replace practices that do not generate student improvement with those that do. Federal law drew attention to these practices as an approach to identify and provide early intervention to struggling students. The State of Delaware requires all middle and high schools to implement Response to Intervention (RTI) by 2013. While Positive Outcomes Charter School has been incorporating best practices and a data-driven system to close achievement gap of its students, the school will formally initiate this requirement two years before the state’s deadline.

Positive Outcomes will be working with Big Picture Learning to take the established RTI approach and expand it in order to encompass the social and emotional needs of our students on multiple levels. While numerous layers of support already exist within our school that ensure that students do not, “slip through the crack,” our intention is to catch students at each stage of need, in order to provide appropriate interventions. Interventions will be tightly woven into our strong parent/family relationships as well – and will often involve the family as a level of support and intervention.

Through our RTI system, students will be reviewed on a monthly basis and assessed to determine their level of need. Students will either be in the “red, yellow, or green” zone each month. These levels will be assessed using a scale measuring four areas of functioning: learning in the real world, academic work production, community membership (including behavior), and attendance. Students in the red zone will often be struggling with at least two areas of functioning – with interventions varying according to student need. Students in the red zone will often require multiple layers of support for both student and often family to address the presenting issues at hand and move them out of the danger zone. Strong community relationships will also be forged in order to offer, comprehensive supports to the student and family both in and out of school time.

Students who continue “in the red zone” following repeated levels of intervention will be referred to our multi-disciplinary student intervention team, which will meet weekly. This team, consisting of the student and his family, our school psychologist, special

educator, school counselor, advisor, school principal and possibly mentor and/or other involved adult, will provide an additional safety net to the student and will actively involve him in the process of finding solutions to the struggles that he is facing.

Throughout the RTI process, the student intervention team, and various other student/parent/advisor meetings, creative strategies will continually be initiated in order to engage the student in a transformational process that ignites their passions and interests. Strategies might include: an outdoor leadership program, leadership training programs, community service opportunities, advisory changes, college classes, increased internship days, intensive mental health services. Philosophically, we will do “whatever it takes” to engage the student in order to provide the opportunity for his success.

#### Essential Components of Academic Safety Nets

- **Intensive literacy training program**

In addition to the literacy and numeracy strategies previously stated, students who still fall below benchmarks will be provided with targeted individual and small group instruction specifically designed to improve their literacy levels. The school is currently exploring the use of several research-based instructional practices including Read 180, Score Four, and SOAR to support this endeavor.

- **Executive functioning challenges**

Many students come to us with both diagnosed and undiagnosed difficulties in the area of executive functioning. Many of these students come diagnosed with ADHD, or other learning differences. This is demonstrated in numerous ways including the inability to plan, organize and execute project work, materials management issues, and chronic disorganization resulting in poor performance. Through training of all specialist staff in effective strategies to address executive functioning issues, students will receive directed support to enhance their ability to plan, organize and execute their work.

- **Intensive math intervention program**

Students with significant gaps in math achievement will be supported through a variety of creative and multi-modal means to enhance math skills. This includes advisory activities, small workshop formats, project-based math skill development, individual math tutoring and Renaissance Learning Accelerated Math Program.

- **Awareness of student learning styles**

Special educators, learning specialists, tutors, and support staff will be trained in the strength-based model of “all kinds of minds” – understanding various learning styles with which students present. Training on these various styles of learning, and looking through a strengths-based lens will enable students to identify the ways that they learn best. This will empower students with language to talk about their learning styles and for faculty and staff to differentiate instruction ensuring that students can learn, regardless of their unique styles.

- **Small school**

An essential component of Positive Outcomes and Big Picture Learning is the small school environment. With a small community, everyone is known well within the school. The cultivation of a diverse, supportive and challenging learning environment is the backdrop for student growth. The small school community is the largest of the “safety nets” holding the student and family in a safe yet challenging learning community.

- **Advisory model**

Through the advisor model where one adult (the teacher/advisor) is partnered with a small cohort of students for up to six years, students and their families will be known deeply and issues will naturally surface for their response and resolution. Advisors will create a culture of mutual respect, acceptance of the rich diversity within the advisory, and a culture of learning and support. It is in this context of a deep, long-term advisor-student relationship that new pathways will be formed for relational models of learning, support and growth.

- **Relevant Curriculum**

Within the design, students in the early part of their work at the school will do a, “Who am I Project” that has them begin the process of self-exploration. This process will ultimately become an extensive autobiography by the time the student graduates from Positive Outcomes. This, coupled with the learning goal of “personal qualities” will encourage the development of the whole student. In this way, areas of past wounds for students will be worked through, using cognition and reflection to heal past traumatic events and put them in perspective.

- **Learning through Internship**

As students progress through the grades, they will enter the community at least two days a week at an internship. These placements will be based on their passions and interests, and can meet student needs on many levels. Students with significant past traumatic issues may use internships to “turn weaknesses into strengths” by cultivation and teaching of skill areas where they too, must develop. Giving students these islands of competency and strength will allow them to rebuild self-esteem, change cognition about their own abilities, and provide real world success on a regular basis.

- **Prevention and Intervention Support**

Our school counselor and psychologist will provide both preventive strategies in advisory and cultivation of leadership and resiliency skills as well as peer refusal and alternative engagement skills. The presence of positive, healthy relationships with adults (advisor, specialist staff, mentor) as well as building healthy family relationships, will assist the student in addressing needs.

For students in need of increased social/emotional support, collaborative relationships will be formed with area mental health providers who offer more intensive individual, family and home-based services to address student need.

Through our Academic, Social and Emotional Safety Net system, Positive Outcomes will offer immediate and relevant responses when needs arise. Our faculty, staff, parents and

community partners will work together to identify creative ways to use school, family and community resources to meet student needs and maximize time spent learning.

<b>Problem</b>	<b>Common Response</b>	<b>The Learning Community Strategy</b>
<p><b>A student frequently loses self-control</b> in the advisory or other school setting. He or she loses their temper, screams, or is violent toward teacher or peers.</p>	<p><b>Suspension</b> Parent is called to pick up student. Student is suspended for up to 3 days. Instructional time is lost. The pattern continues and usually worsens over time.</p>	<p><b>Assessment, intervention, and strategy</b> Small school team works with student and family to identify the nature of the outbursts – when they happen, what the triggers are, and possible intervention strategies. Student is an active participant in this plan and development of strategies is woven into the personal qualities learning goal. Advisory-mates are engaged in assisting student in learning about his/her self without the shame usually attached to this “problematic behavior” as all students have identified personal qualities to work on.</p>
<p><b>A student is disengaged</b> in their learning, is unmotivated, and has a subsequent low self-esteem and a sense of shame as a result. He or she has little motivation to attempt school work in or out of the advisory. Interaction with peers has become limited.</p>	<p><b>Special Education Class</b> A student who is underperforming may be labeled as special-education and moved to a self-contained classroom with fewer students so the teacher can spend more time working with the student. This may result in lowered self-esteem, a decrease in expectation of self, and further isolation from peers.</p>	<p><b>Real World Learning and Interest along with Identification of Need</b> Student would be brought to the attention of the RTI team during their monthly meeting as a student in need of additional assistance. First, interventions would be made to attempt to engage the student. Primary focus would be two-fold: placement in an internship that sparked the student’s passions and interests. Additional interventions would try to identify other islands of competency for student in order to improve self-esteem and school functioning.</p>
<p><b>A student presents with past trauma and multiple current stressors.</b> He or she is unable to concentrate on the work of advisory or internship, is withdrawn and disengaged and at times hostile. Although attempts have been made to contact the family, these have been unsuccessful.</p>	<p><b>Outside Scope of School</b> In many cases, this unresponsive family is viewed as not caring about or not being involved with their child and family and/or child may be written off as unable to assist.</p>	<p><b>Engagement with student and family</b> Multiple layers of intervention and assistance would be mobilized to work with this student. Within the school environment, the student would be encouraged to work, at multiple levels, on engaging with their past in order to bring a sense of mastery over their life experiences. Using the strategy of turning weaknesses into strengths, the student would be assisted in finding an internship experience that would help cultivate the skills they need that were affected by the trauma (e.g., self advocacy skills, creating non-violent avenues for community change, teaching young women to be assertive and find their voice).</p>

Problem	Common Response	The Learning Community Strategy
<p><b>A student is chronically late and/or truant.</b> A student is frequently late to school with some extended absences as well. Student is on the verge of a referral to truancy court.</p>	<p><b>Disciplinary Measures and consequence based system</b> In most cases, student would have disciplinary measures taken against them such as staying after school, and ultimately a referral to truancy court.</p>	<p><b>Unannounced Home Visit and intervention</b> The student’s advisor and team would make every effort to understand why the student is frequently late or absent with appropriate intervention, depending on the circumstances. In many cases, older siblings are needed to stay home and watch younger siblings when parents need to work. Many teens are responsible to get their younger siblings to school, often resulting in their own tardiness. Work with students and family would assist them in connecting to community resources to arrange early morning childcare as well as alternative options when a sibling was home sick. Additionally, the student who was late/truant would be able to “buy back” time at school decreasing their truancy days and getting them back into good standing with their attendance.</p>
<p><b>A student presents with a history of school failure, low literacy levels, and disengagement from school.</b></p>	<p><b>Repeated attempts to solve the problem in the same way, without success</b> Often school systems are structured in such a way that despite their best intentions, the interventions they can provide result in doing the same thing over and over again, expecting different results.</p>	<p><b>Engagement in the real world and relevant, intensive literacy support</b> At the heart of every intervention is the mission to connect every student with meaningful work that they are engaged in and excited about. This work serves as the spring board for other learning to take place. Engaged in meaningful work, the student feels more encouraged to learn the much needed literacy skills needed for their chosen area of interest. Intensive literacy supports are crafted around their interests and passions, so reading and writing are relevant, interesting and engaging to the student. As the student experiences continued success, they become more and more engaged in their work and life.</p>

**Strategies to Recruit Develop and Retain Staff**

As Positive Outcomes Charter School develops its Partnership Plan, a strategy to recruit, develop and retain staff has become a high priority. Positive Outcomes will implement activities and elicit help from partners to recruit and retain highly qualified staff. The school supports staff who prepare and pass additional certification exams such as Praxis and Para-Pro to meet the needs of our unique population. Positive Outcomes Charter Schools will actively seek to employ teachers who graduate from highly effective teacher programs acknowledged through DOE.

One of the core elements of our Partnership Plan was the development of a rigorous, customized professional development plan for all staff members. By providing professional development that is driven by data and information from data coaches, time to plan and collaborate will be available to develop a single approach to student, teacher, and leader growth. By using a coherent approach to professional development, the staff at Positive Outcomes will address the educational processes required to address our students’ social, emotional and basic skills needs. Our partners are developing a plan that demonstrates clear alignment of multiple research based recruitment and professional development strategies for Positive Outcomes’ staff. Part of the plan will include:

- 100% of teachers will be observed and evaluated using the DPAS II and DPAS II-revised systems;
- Support will be given for staff to prepare and pass additional certification exams such as Praxis;
- Professional development activities will be offered to staff members in order to meet state certification requirements;
- Data coaches will work with teachers and administrators;
- A Teaching and Learning Conditions Survey for all of 2011 will be created;
- A Professional Development Committee to plan for PD activities will be developed;
- Professional development activities will be offered to staff members in order to meet requirements for continued state certification requirements.;
- Mentors/coaches/lead teachers/consultants will assist with professional development and/or school improvement programs.

Positive Outcomes Charter School plans to begin a significant outreach to identify and recruit quality teachers who understand the school's new redevelopment. The school plans to contract with Innovative Schools who will develop and host a new teacher job fair in the Spring/Summer 2011. This job fair will follow a renewed effort to publicize and inform the public about our new school plan. The job fair will enable the school to present the qualities the school needs to make our plan a success into the future.

### **Expanded Credit Options for Students**

Positive Outcomes Charter School will offer all Omega Academy students the opportunity to begin taking outside courses to enrich interests or to expand options for college or career transitional growth. Our school will seek outside vendors to provide technology based credit earning courses. Our school is looking to vendors such as APEX Learning.

Our school is also in conversations with Delaware Technical and Community College to offer our Omega Academy students four courses per year. It is our plan to offer college level introductory courses in Math and Writing. We also are seeking to offer foreign language credit eligible courses in American Sign Language and Spanish. These courses will be offered in two blocks, one of each in the Fall and Spring.

### **Graduation and Promotion Requirements**

As Positive Outcomes Charter School progresses from a traditional school model to a school that empowers its students to take charge of their learning, to become responsible citizens and lifelong learners, we must re-examine our graduation requirements and consider applying for waivers from the State of Delaware. Students at Positive Outcomes will be required to compile a digital portfolio of their best work with evidence applying the five core academic learning goals to real world problems and situations. Each senior will be required to complete a year-long thesis and a 75 page autobiography. All students will complete a postsecondary plan that will require a minimum of three applications to postsecondary schools or programs. All seniors will have taken a SAT college entrance examination. Participation in community service is also a requirement for graduation. Every student will be required to complete quarterly oral public exhibitions of their work. Graduating Seniors will be required to present a complete exhibition of their authentic work product and achievement.

Positive Outcomes will infuse the above requirements into Delaware's traditional requirement of a specific number of credits for graduation. Included in these requirements are four credits in English Language Arts; four credits in Mathematics that include no less than the equivalent of the traditional requirements of Geometry, Algebra I and Algebra II courses, three credits in Science in courses that are related the State Science Standards; three credits in Social Studies; one credit in Physical Education; one half credit for health education. Due to the project-based component that is wound throughout the Positive Outcomes curriculum, the school will be requesting the Delaware Department of Education to modify requirements of three credits in the Career Pathway and the 3½ credits in Elective courses as these will take a different path in our new school program.

Graduating students from Positive Outcomes Charter School will have received an education that is community based and personally relevant to each individual. During the 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades, each student will have spent approximately 40% of their academic time participating in real-world learning and internships. Students graduating from Positive Outcomes Charter School will enter the postsecondary world prepared for success.

#### Promotion Requirements

- Alpha Academy (Grades 7, 8 and 9)  
In order to be promoted to the next grade, a seventh or eighth grade student must pass English, Math, and earn three other credits, be recommended for promotion by exhibition review panel (comprised of Advisor, Administrator and Parents or Guardians), in addition to meeting attendance requirements. If a student qualifies for special education services and has a current individual education program, promotion and remediation will be determined by the IEP team.

Ninth grade students will be required to meet all of the requirements listed above and must also complete a Gateway project that will demonstrate that the student is ready to move into the Omega Academy. Once again, if a student qualifies for special education services and has a current individual education program, promotion and remediation will be determined by the IEP team.

- Omega Academy (Grades 10 and 11)  
In order to be promoted to the next grade, a tenth or eleventh grade student must pass English, Math, and earn four other credits, be recommended for promotion by exhibition review panel (comprised of Advisor, Administrator, Mentor and Parents or Guardians), in addition to meeting attendance requirements. If a student qualifies for special education services and has a current individual education program, promotion and remediation will be determined by the IEP team.

#### **Positive Outcomes Charter School Partnership Zone Advisory Board**

Another main goal of Positive Outcomes Charter School Partnership Zone effort is create a student-centered education option that seamlessly weaves best practice in curriculum, special education services, parent integration, performance management, and life skills and transition planning. In order to achieve this high level of collaboration among our partners in this effort,

Positive Outcomes Charter School Governing Board will adapt its by-laws to institute an Advisory Board during this period. Advisory Board membership will include all primary partners in the effort, as well as any additional business, education, or community organizations that may be identified as key partners for the success of this effort.

All partners in this project have been asked to commit to a quarterly Advisory Board meeting at which each will be asked to share out information, data, and any other pertinent elements that are critical to the success of this effort. Report expectations will be developed between the School Director and each individual partner, and the school director will monitor the progress of the partners through performance management tools. As each partner selected to participate in this effort has demonstrated exceptional qualifications, each has the capacity to provide peer review of the quarterly report as well as identify areas of further collaboration that will result in improved student outcomes.

While all Positive Outcomes Charter School governing board members will be invited to attend the advisory board meetings, the school director will be charged with providing the governing board members a compilation of the quarterly reports along with meeting minutes as they relate to the governing boards strategic goals for the Partnership Zone effort. This will ensure that all governing board members are apprised of the performance management of the effort.

#### **Partnership Zone Plan Board Oversight and Evaluation**

Positive Outcomes Charter School governing board will gauge the success of the Partnership Zone based on three performance management systems. First, the board will engage in the use of the Charter School Quality Indicators (Included in Appendix) as a measure of success for the school organization as a whole, according to best practice measures and metrics identified both nationally and state-wide.

Secondly, the governing board will gauge success of all newly implemented systems using the Deming Model of continuous quality improvement that will be discussed through the Advisory Board quarterly meeting process.

Finally, the governing board will gauge success through at minimum annual comparative analysis of performance of similar populations in the state and nation, in both formative and summative data, with constant focus on the unique school population (atypical of any public school in Delaware) and whole school expectations as set by federal regulations in No Child Left Behind. This three-tiered evaluative system will not only serve as a model for charter schools, but will also provide clear indicators to the stakeholders of Delaware's public education system and the United States Department of Education that the funding being provided through the Partnership Zone has resulted in documented improvement in student achievement.

### Anticipated Outcomes of Positive Outcomes Charter School Partnership Plan

Measures of Success	Current	10-11	11-12	12-13	13-14
% proficient or advanced (4 or 5) on DCAS 8th grade math [ <i>Relevant State goal: 55% proficient or advanced on NAEP by 2014-15</i> ] <i>Source(s): DSTP Online Reports (includes aggregable only)</i>	1 Student (5.26%)	2 Students (10.52%)	4 Students (21.05%)	6 Students (31.57%)	6 Students (31.57%)
% proficient or advanced (4 or 5) on DCAS 8th grade reading [ <i>Relevant State goal: 55% proficient or advanced on NAEP by 2014-15</i> ] <i>Source(s): DSTP Online Reports (includes aggregable only)</i>	0 Students (0%)	2 Students (10.52%)	4 Students (21.05%)	6 Students (31.57%)	6 Students (31.57%)
% meets-standard (3) on DCAS [ <i>Relevant State goal: 100% meets-standard by 2013-14</i> ] <i>Source(s): DSTP Online Reports (includes aggregable only)</i>	<b>DSTP "Proficient" (PL3+)</b>  <b>8th GRADE Math:</b> 8 Students (42.11%)  <b>Reading:</b> 10 Students (52.63%)  <b>10th GRADE Math:</b> 7 Students (25.93%)  <b>Reading:</b> 7 Students (25.93%)	10 (52.6%)  10 (52.6%)  10 (37%)  10 (37%)	13 (68.4%)  13 (68.4%)  15 (55.5%)  15 (55.5%)	16 (84.2%)  16 (84.2%)  21 (77.7%)  21 (77.7%)	19 (100%)  19 (100%)  27 (100%)  27 (100%)
% graduation rate [ <i>Relevant State goals: 87% graduation rate by 2013-14 and a 92% graduation rate by 2016-17</i> ] <i>Source: DOE School Profiles</i>	<b>NCLB</b> All Students – 72.22%  Special Education – 77.78%  Economically Disadvantages – 71.43%	78%  78%  78%	81%  81%  81%	84%  84%  84%	86%  86%  86%
% college enrollment [ <i>Relevant State goals: 70% by 2013-14</i> ] <i>Source: POCS Internal Data</i>	All Students – 33.33%	40%	47%	55%	60%
% college retention rate (students earning at least a year of credit within two years of enrollment) [ <i>Relevant State goals: 85% by 2013-14</i> ]	No Data Tracked For previous years		25%	35%	45%
% college acceptance rate (graduating seniors who receive acceptance into a two or four year post-secondary education institution)	No Data Tracked For previous years		50%	60%	70%
% of Staff Identified as Highly Qualified <i>Source: DOE Data</i>	93% Highly Qualified	100%	100%	100%	100%
% of Growth on DCAS Blended Assessment <i>Source: POCS NWEA Data</i>	Percent of Students Reaching Growth Targets Reading – 51.4%  Math- 61.8%	55%  63%	63%  68%	70%  72%	75%  75%

Measures of Success	Current	10-11	11-12	12-13	13-14
PSAT test completion rates Source: DOE Data - % of Eligible 9 <sup>th</sup> and 10 <sup>th</sup> Grade Students	0 Students (0%)	50%	60%	65%	70%
SAT test completion rates Source: DOE Data - % of Eligible 11 <sup>th</sup> and 12 <sup>th</sup> Grade Students	2 Students (6.25%)	50%	60%	65%	70%
Post-Secondary Employment Rate Source: Post Secondary Employment Surveys	Benchmark to be set	50%	50%	50%	50%
% of teachers considered highly effective Source: DPAS II Data	N/A	N/A	50%	75%	100%
% of Teacher Retention Source: POCS Data	92.8%	93.3%	100%	100%	100%

### Required Federal Elements

The requirements of the Transformational Model will be met through various methods outlined in this Partnership Plan. Funding for these elements will involve Race to the Top Partnership Zone Funds, School Improvement Grant Funds (SIG 1003g), Title I, Title II - TQ and State and Local funds.

1. Required Federal Element: Replace the principal who led the school and describe the process used to select the new principal
  - Positive Outcomes Charter School has revised the role of the school director. For the past six years, he has been the instructional leader of the school. The new school principal is a strong instructional leader who is respected by our entire school community. The school principal had previously been the school's top performing teacher based on student growth on DSTP and also local assessment tools. He has been a leader of our middle school program and developed and implemented our new teacher mentoring program for the last four years. He has successfully worked with and developed the strong teachers working with us today. He was selected after a complete review of our school and meetings with the school board and community.
  - The principal will be solely responsible for the instructional delivery to our students in all settings. The director will handle all non-instructional requirements and all site management tasks. This will enable the instructional leader to be in classrooms for a majority of each day, monitoring teacher growth, development and instructional practices.
  - Following the implementation of the new curriculum and Learning Focused Strategies (LFS) in our school, the instructional leader will begin the process of becoming a certified LFS trainer.
  - The instructional leader will be trained on using McRel Power Walkthrough software with the Southern Delaware Professional Development Center (SDPDC) to conduct school wide walkthroughs. The goal is to ensure that there is consistent and purposeful feedback provided throughout the day and in all settings.
  - The instructional leader will work with the Delaware Academy of School Leadership (DASL) to receive five days per year in DPAS II-revised training and coaching to ensure that quality evaluations are conducted for all instructional staff.

- The instructional leader will work with SDPDC and DASL to develop skills in data analysis and lead data review days with all instructional staff.
  - The instructional leader will receive ongoing onsite and offsite coaching to support the implementation of Big Picture Learning school design at our school.
2. Required Federal Element: Use rigorous, transparent and equitable evaluation systems for teachers and principals that take into account data of student growth, multiple assessments and increased graduation rates. (Evaluations are developed with teacher and principal input. LEA assures participation in DPAS II-Revised to measure the effectiveness of principal and staff).
- Positive Outcomes Charter will adopt the revised DPAS II model when it is implemented statewide in 2011.
  - The school will review the revised DPAS II model and identify which local assessment data should also become part of the evaluation system. These decisions about these data pieces will be made with direct involvement of teachers and the instructional leader.
  - New Formative Assessments will be developed with the Southern Delaware Professional Development Center (SDPDC) to cover all subjects and grade levels. These new assessments will drive instructional improvement and also be used to track growth for all core content area teachers.
3. Required Federal Element: Reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates. Remove those who, after opportunities have been provided to improve, have not shown improvement progress. (LEA includes strategies to reward staff who are effective and to remove those who, after receiving ample support and opportunity to improve, have not done so)
- As a small school with a unified team, development of a reward structure that provides incentives for only core area teachers and the principal could be a detriment and create negative effects on school morale. As a result, the school plans to provide a school-wide reward for achievement and improvement to all school staff members, with the exception of the school director and business manager.
  - The school will provide staff performance incentives for exceptional student performance. Each staff member will receive \$750 if students average over one year of growth on the DCAS blended assessments. The entire school staff will receive \$500 if the school makes AYP for the given school year. In addition, each teacher will receive \$250 if 75% of the tested student body reaches their growth targets on the NWEA MAP assessment.
  - The school will create a benchmark in 2010-2011 for a school wide measure of school success using the following areas: student attendance, staff attendance, disciplinary referrals, students achieving honor roll, DCAS growth and School Climate Data. The school will then create a reward system for growth on the school wide measure of school success in each subsequent year.
  - Following feedback from Big Picture Learning and also SDPDC, the school will identify one highly effective teacher to be designated as the Lead Teacher for Positive Outcomes Charter School. The Lead Teacher will be used as a model of classroom

- excellence and assist in school wide professional development. This Lead Teacher will receive an instructional stipend.
- Positive Outcomes will identify and remove those staff members who, after ample opportunities have been provided for them, have failed to demonstrate the level of instructional competence required to address and meet the unique educational needs of its students.
4. Required Federal Element: Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the instructional program and designed with school staff (LEA includes ongoing professional development opportunities, aligned with the school's comprehensive instructional program, that meet the state's definition of high quality professional development)
- Positive Outcomes Charter School will partner with SDPDC to implement Learning Focus Strategies (LFS) in our school.
  - Professional development to support the implementation of LFS will begin during the Summer of 2011. Four training days are scheduled to ensure that teachers are trained to regularly implement these evidence-based strategies with fidelity.
  - During the Summer of 2012, LFS training will continue with the focus related to incorporating more rigorous lessons through extending and refining activities, using assessment prompts and distributed summarizing of material to give formative feedback in order to adjust instruction and more effectively incorporating previewing strategies.
  - SDPDC staff will also provide monthly coaching visits and meetings working with and strengthening LFS implementation during the implementation period.
  - The instructional leader and SDPDC staff will also be conducting monthly walkthroughs to monitor LFS implementation.
  - Positive Outcomes Charter School has chosen to implement parts of the Big Picture Learning School Design. The remainder of the 2010-2011 school year and the Summer of 2011 will be delegated for planning and professional development prior to the school's design at the start of the 2011-2012 academic year.
  - The school will require all teachers to meet each morning for additional planning time, collaborative team time, and time to work with data coaches to review all relevant data sources and plan accordingly for student improvement and achievement. Teachers will work in collaborative planning teams of High School and Middle School and also by content area teams.
  - State data coaches will be integrated into daily, weekly and/or monthly staff meetings and all professional development programs focusing on data.
  - With intensive support and coaching from SDPDC, teachers will begin the transition for aligned curriculum and assessment from the Delaware Prioritized curriculum to the Core Curriculum that will be adopted in 2011. Professional development and curriculum/assessment alignment work will be needed to ensure a seamless transition. This plan will provide after school and summer stipends, as well as substitutes to help this process over the first two years of the plan.
5. Required Federal Element: Implement strategies such as financial incentives, promotion, career growth, and flexible work conditions that are designed to recruit, place and retain

staff (LEA includes multiple coordinated strategies to provide incentives and rewards to recruit, place and retain effective staff).

- Positive Outcomes Charter School will continue to offer favorable employment conditions that will recruit, place, and retain staff with the skills necessary to meet the needs of the students in this transformation model. The school provides its staff with an equitable salary scale. There will be multiple opportunities for financial reward for improved student achievement and increased graduation rates. Positive Outcomes Charter School continues to have a reputation of being a great place to work with friendly, dedicated, and hard-working professionals.
6. Required Federal Element: Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards (LEA describes how the school will identify and implement an instructional program that is research-based, vertically aligned and aligned with the State Standards).
- Positive Outcomes Charter School will partner with SDPDC to implement Learning Focused Strategies.
    - Learning-Focused is a comprehensive, continuous school improvement model that:
      - i. provides schools with consistent learning
      - ii. provides exemplary instruction strategies
      - iii. integrates research-based exemplary practices.
    - Through practical frameworks and strategies that focus on creating and sustaining balanced achievement, Learning-Focused helps schools make Planning, Prioritized Curriculum, Exemplary Instruction, Assessment, and Organization connections. Learning-Focused, a research based model, is able to integrate with and help prioritize many initiatives already being implemented in schools, creating a focus on increasing student achievement.
  - Positive Outcomes Charter School has partnered with Big Picture Learning to create a new school model inspired by Big Picture Concepts.
    - Big Picture Learning's design is utilized in over 60 schools.
    - Big Picture Schools are based on 10 distinguishing characteristics
      - i. Learning in the Real World: LTI
      - ii. One Student At A Time: Personalization
      - iii. Authentic Assessment
      - iv. School Organization
      - v. Advisory Structure
      - vi. School Culture
      - vii. Leadership
      - viii. Parent/Family Engagement: Adult Support
      - ix. School/College Partnership: College Preparation and Support
      - x. Professional Development
    - Big Picture Learning (BPL) Schools have shown tremendous success in many areas (Listed Below), As a Big Picture Inspired School we anticipate improvement in these areas as well:
      - i. Average Daily Attendance - Over 92%

- ii. 95% graduation rate throughout the BPL network
  - iii. 98% college acceptance rate throughout the BPL network
  - iv. 75% college enrollment throughout the BPL network
  - v. 75% college retention rate throughout the BPL network
  - vi. 93% passing state-mandated English Language Achievement Tests throughout the BPL network
  - vii. 81% passing state-mandated Mathematics Achievement Tests throughout the BPL network
- Partner with Big Picture Learning to provide onsite coaching support and additional professional development assistance.
  - Partner with Innovative Schools, the local Big Picture Learning Intermediary, to support and coordinate implementation closely with other elements of the plan.
7. Required Federal Element: Promote the continuous use of student data to inform and differentiate instruction (LEA describes a process for the school staff to use student data on a continuous basis to inform and differentiate instruction).
- DASL and SDPDC will provide the instructional leader with the data analysis skills to collect, analyze and evaluate a variety of student and school data. DASL's support will be closely coordinated with the work of the Data Coach. Types of data to be used will include disaggregated summative assessments from DCAS, SDPDC developed formative assessments, marking period grades, dropout rates, and attendance, discipline, and graduation rates.
  - Positive Outcomes Charter School will partner with the Southern Delaware Regional Professional Development Center to develop formative assessments for English, mathematics, science and social studies. These formative assessments will provide a set of common measures to help guide teaching and learning throughout the school. The secondary content specialists from this organization will work directly with the teachers on the formative assessment project with an emphasis on using the data to influence instruction.
  - Incorporate the use of Data Coaches as professional developers. The RTTT grant will provide Positive Outcomes Charter School with the use of a Data Coach. The Data Coach will meet with teachers and administrators at least once per month beginning in January, 2011 or later. The weekly 90 minute common planning time established through the RTTT grant will provide the professional development time for the Data Coach to work with the staff.
  - Allow access to the state longitudinal data system. Through the RTTT grant the Delaware Department of Education is creating a Digital Dashboard that will be used by schools to access the multitude of data housed in the state's data warehouse.
8. Required Federal Element: Establish schedules and implement strategies that provide increased learning time (LEA includes strategies to increase learning time).
- Approximately 60% of the students at Positive Outcomes Charter School are not meeting state standards in reading and mathematics. Additional focused learning time will be made available to these students after school and during the summer. Rather than using this time for remedial support for students who failed to successfully complete class work, these sessions will also provide academic previewing sessions

- where students will receive accelerated instruction on topics and prerequisite skills required of them the following week or semester. These preview sessions will also provide for the review of academic skills necessary to be successful in the classroom.
- Traditional physical education and health instruction will be replaced by an individualized contract physical education and health program. This will require the purchase of anaerobic and aerobic fitness center equipment and time tracking system. The physical education/health teacher will be responsible for developing and monitoring individual plans for every student. Individualized health needs will be addressed through independent study and the utilization of outside resources. Each student would receive an identification card with personalized barcode that will be used to record the amount of time that the fitness center equipment is used. Students will have access to the fitness center before and after school.
9. Required Federal Element: Provide ongoing mechanisms for family and community engagement (LEA includes strategies to provide ongoing mechanisms for family and community engagement)
- Positive Outcomes Charter School will continue to increase its support for and engagement with its families through its fitness center. Parents and family members will have access to the fitness center before and after school. The center will also contain computers with Internet access, a fax machine, and a copier for family use.
  - The voluntary position of parent liaison will be expanded to assist the school with recruiting parents for volunteer work, with arranging transportation to parents who need rides into school for conferences and with mailing school information to parents. The primary focus of the parent liaison's work will be to forge positive partnerships between the school and families/parents in support of their student's learning.
  - Positive Outcomes Charter School has partnered with the Center for Effective Schools to develop a new parent investment project focused on developing parents as their student's educational advocate and supporting their student's educational needs.
10. Required Federal Element: Give the school sufficient operational flexibility such as staffing, calendars/time, and budgeting (LEA includes strategies to grant the school sufficient operational flexibility to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates)
- Positive Outcomes Charter School will provide its new instructional leader with sufficient operating flexibility (including in decisions on staffing, calendars/time, and instructional budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes.
  - As the instructional leader of the school, the principal will be empowered to work directly with the Positive Outcomes Charter School Board of Directors on all items directly related to instructional delivery without requiring approval of the school's director. The instructional leader will present these items to the Board for final approval.
11. Required Federal Element: Ensure that the school receives ongoing, intensive technical assistance and support from the LEA, SEA, or designated external lead partner

organization (LEA describes how the LEA or other providers will provide the school with ongoing, intensive technical assistance and related support)

- Positive Outcomes Charter School will partner with Tracy Hudson (SDPDC), Jackie Wilson (DASL), Barry McCurdy (CES Devereux), Todd Harris (Devereux CARES), Keri Thierer (Big Picture), Dawn Downs (Innovative Schools) and Debbie Doordan (Innovative Schools) to work with the Positive Outcomes Charter School Director, Board of Directors and instructional leaders to create a POCS Partnership Zone Advisory Board to monitor the planning, implementation and evaluation of the Transformational Model implemented with this Partnership Plan.
- The Delaware Department of Education will provide additional support to the school administrators and leaders through the Delaware Educational Support System model they have created and implemented.
- The POCS Partnership Zone Advisory Board will continue to work with the Delaware Department of Education's Race to the Top Turn Around Unit to monitor the implementation of the plan.

### **Anticipated Waivers**

- **Career and Technical Education Programs**

Positive Outcomes Charter School is planning to utilize a new Career and Technical Education Program (CTE) for our school. The new CTE program has been designed by Big Picture Learning and has received approval for use in several other states. This new program will not be submitted to the Delaware Department of Education prior to the required date.

Pending a complete submission of the required documents for CTE programs the school also might need waivers surrounding implementation of the new programs in the school.

- **Seat Time Requirements**

Given the unique nature of the new program being planned for implementation in 2011-2012 the school would need a waiver of the 135 hour seat time requirement to award credit for classes. The school is planning to integrate several project-based learning experiences through the Learning Through Volunteering at middle school and the Learning Through Internship at the high school with the core curriculum developed by SDPDC. These work would be documented and tracked for how these projects reflect robust student learning.

- **Visual and Performing Arts**

The school is planning to integrated the curriculum standards for Visual and Performing Arts throughout the new curriculum being developed. As a result, the school would need a waiver is the method for awarding credit for students who fulfill all required elements.

### **Project Management**

The implementation of the aggressive Partnership Zone plan proposed by Positive Outcomes will require a strong leadership team. The principles in this effort will be required to carefully carve roles that maintain critical operational core responsibilities to address day to day operations and meet federal, state, and charter regulatory expectations and facilitate the change management

process that the school will be undertaking during the term of the Partnership Zone. The board determined that the current leadership team of Edward Emmett, who serves as Director and under that title will serve as project manager, and Steven Norman, who serves as Principal and under that title will serve as instructional operations leader, meet the leadership requirements.

In identifying the project manager for this effort, the governing board recognized the following qualities were necessary in order to maintain operations and effectively implement the Partnership Zone plan.

- Leadership in this effort must have expertise in the delivery and support of Individualized Education Plans and 504 plans. With more than 60% of the students at Positive Outcomes arriving at the school with these plans that give a very finite definition to the academic, social, and emotional supports the school must legally provide, it is imperative to have leadership that can implement these plans while responding to changes that may be encountered, either in updated plans or implications of the Partnership Zone plan.
- Leadership in this effort must have expertise in working with both the public and private mental health system. With more than 10% of students at Positive Outcomes facing identified mental health issues that require either in- or out-patient intensive services, it is imperative to have leadership with established relationships in the mental health community to ensure continuity of service and strong connection between the aggressive Partnership Zone plan and the fragility of some students.
- Leadership in this effort must have expertise in the Delaware charter school system. As the only charter school in the Partnership Zone, it is critical that the program manager understand the system under which charters operate in Delaware in addition to the complexities of the Partnership Zone.
- Leadership in this effort must have the flexibility to adapt to various roles. Unlike district schools that are members of the Partnership Zone, Positive Outcomes does not have layers of administrators available to allow compartmentalization. While this may be perceived as a detriment to the implementation of the Partnership Zone plan, the board perceives this as perhaps the most important component for success as it creates an important bridge between the Positive Outcomes of today and the school as it is envisioned for the future.
- Leadership in this effort must be committed to the Deming Cycle of Plan, Do, Study, Act and be willing to engage in further training that would allow them the expertise to manage this evolution.
- Leadership must have a strong and effective relationship with staff in order to ensure authenticity and commitment to the new strategies being deployed.

The board recognized that within the school community, the current director met all of the above qualifications to serve as project manager. In addition, the director has

- demonstrated the capacity to effectively implement and study initiatives that have resulted in school improvements in the past three years and thus has institutional knowledge of efforts that have been successful with the population and those that pose challenges to implementation;
- demonstrated exceptional leadership in tough decision making, including staff firings, student behavior challenges, and parent interactions over controversial issues.

- demonstrated effective interpersonal relationships with external stakeholders, such as the Delaware Department of Education, DASL, Delaware Department of Mental Health, Dover Behavioral Health and thus exhibits the qualities necessary to manage the multiple partners that will be engaged in the Partnership Zone process.

The board further recognized that the current director, having served as the instructional leader of the school in the past, is capable of serving in that role when the current instructional leader is out of the building, ensuring that at all times, senior management that is versed in all aspects of operation are on site and available to address issues immediately. Again, this is critical based on the population being served.

### **Process to recruit External Partners**

Positive Outcomes Charter School began the process of identifying external partners by first identifying school needs. Once the school needs were identified the school began searching for qualified external partners with a proven track record for successfully working with schools and districts through Delaware and also the Nation. It was crucial to find partners who could provide support for implementation of action steps that would address core identified needs.

The POCS Partnership Planning Team identified the following core needs for the school:

- Create and implement a new completely aligned curriculum in Fall 2011
- Identify and implement a new instructional model for our school and secure the required professional development for the new instructional model
- Identify school models that have shown success working with students at-risk or students with disabilities
- Change school structure to yield high achievement gains for all students
- Evaluate the use of instructional time and school calendar
- Create a parent educational component that integrates parents into the school processes and engages them in their child's education
- Improve the use and access of data for all school community members (Staff, Parents and Students)
- Collect, analyze and disaggregate all school level data for use in all areas of school improvement
- Provide parents easy access to information about their child's progress and other relevant assessment data
- Provide enhanced support for our high needs students
- Leverage outside support to guide and ensure implementation of the large scale programmatic changes while considering the human capital needs of a small school staff

The following external partners have been identified by the POCS Partnership Planning Team to address the core needs in our Partnership Plan over the past few months.

### **Southern Delaware Professional Development Center (SDPDC)**

#### **Mission of the Southern Delaware Professional Development Center:**

Established by the University of Delaware, the Southern Delaware Professional Development Center is dedicated to providing school districts and current/future educators with resources and support needed to create learning environments that will allow students to meet or exceed the Delaware State Standards and become world-class citizens ready to interact in the interdependent world of the twenty first century.

Through developing partnerships with educational communities, the SDPDC will supply the tools, training, support and inspiration needed for children to realize their fullest potential. These partnerships will value one another's ideas and opinions and work together to ensure that each individual educational community's goals are met.

### **Organizational Background**

The Southern Delaware Professional Development Center (SDPDC) began in August of 2007. The organization provides professional development primarily to school districts and charter schools in Kent County and Sussex County, Delaware. What makes the SDPDC unique is the ability to provide content-specific professional development in the core areas of Literacy (ELA), Science, Mathematics and Social Studies. SDPDC customizes professional development offerings based on the needs of client partners in line with current state initiatives. The SDPDC specialists are certified Learning Focused trainers available to districts as they implement the Learning Focused (LFS) model. This training includes LFS Days 1-4, Vocabulary, Scaffolding and Catching Kids Up. Additionally, our specialists maintain close relationships with other affiliates in the realm of education by attending the Access to General Education Committee meetings, the Teaching and Learning Cadre meetings and Response to Intervention trainings. An advisory group consisting of the curriculum directors of Kent and Sussex County meets quarterly to plan and implement best practice strategies in secondary schools.

### **Previous Experience/Projects**

The specialists from the Southern Delaware Professional Development Center bring with them a variety of past professional experiences and training. Staff members have filled diverse roles within the educational system ranging from teacher, mentor, administrator, professor, and supervisor. Each member of the SDPDC works closely with counterparts at the university level as well as at the state level. This includes working with other state leaders on such projects as developing and implementing the training for Component II for Common Core State Standards (CCSS), aligning current standards and GLEs to CCSS, and attending state-wide coalition and cadre meetings. The specialists stay abreast of all developments with DPAS II as well as all changes to the new state testing system (DCAS). The specialists have been involved with prioritizing the Delaware Standards, developing the crosswalk of the Delaware Prioritized Curriculum with the Common Core Standards along with writing lessons and reviewing materials for teachers to use during this transition. They have also been involved with item writing for DCAS in various content areas.

Within the school districts, SDPDC assists with providing professional development to teachers within their respective content areas. This ranges from helping create common assessments to observing teachers in a coaching capacity to training teachers in Learning Focused Strategies. Several members of SDPDC have background in special education and English Language Learners education which further assists school districts in these challenging times of leaving no

child behind. SDPDC specialists have presented at national conferences and regularly partake in professional development of their own in order to stay up-to-date with current initiatives including Response to Intervention.

Not only has the Southern Delaware Professional Development Center maintained up to twelve district and charter school partnerships annually in Kent and Sussex Counties, but they have also trained teachers throughout the state with specialized contracts through the Delaware Department of Education. These include the APIP (Advance Placement) grant, DOE LFS training and coaching contract for secondary and elementary teachers and DOE LFS training and coaching training for the career and technical Education teachers (CTE). SDPDC staff have also had training and coaching contracts with Christina, Red Clay, and New Castle Vocational School Districts and the Delaware Department of Services for Children, Youth and Their Families. In short, there is an extensive track record of their work with teachers, with schools and with districts.

The Southern Delaware Professional Development Center also sponsors Multi-district events. These are after school training sessions which have included Smart board and Content Specific State Testing Training.

### **Staff Biographies**

- **Tracy Hudson** is the coordinator and Literacy Specialist for SDPDC. During her 30 years in public education, Tracy has served as a secondary reading teacher, elementary teacher, Special Education Coordinator, Reading Specialist and administrator. Her responsibilities have included coordinating and meeting with the district's principals, Reading Specialists, ELL teachers, counselors, and Mentor Coordinator. She has taught both graduate and undergraduate classes, traveled with the Delaware Department of Education to observe a model RTI high School, traveled to Tobago with the Delaware Association of School Leadership to provide Walk Through Training for school leaders. She has also been a Vision 2015 Facilitator.
- **Molli Carter** is the mathematics specialist for SDPDC. In addition to teaching a variety of mathematics courses from grades 6-12 such as Algebra I, Algebra II, Geometry, Trigonometry, Statistics, and AP Statistics, Mrs. Carter has taught at the graduate level. She is trained in SMART Technology as a SMART Board trainer in addition to being a trainer for a textbook company.
- **Timothy Young** is the social studies specialist for SDPDC. Tim Young's career as a social studies educator spans over 36 years in Delaware and Maryland. His experience includes teaching at the middle, high school and college levels. He has served on the committee that wrote the Delaware State Social Studies Standards, has mentored 27 student teachers, and is past President of the Delaware Council for the Social Studies. Mr. Young was also the 1990 Delaware State Teacher of the Year.
- **Chantel Janieswski** is the science specialist for the SDPDC team. Chantel has 15+ years of diverse experience in the field of education. Her teaching experience includes teaching science at the high school level as well as at the graduate level. She has worked at the state level for the Delaware Department of Education to develop statewide curricula and provide professional development around the use of the Science Coalition science kits, and at the district level as a District Testing Coordinator, K-12 Math and Science

Specialist, and instructional coach. Chantel is a certified SMART Board trainer and a certified Learning-Focused Solutions trainer.

- **Patricia Bunting** has 33 years of special and regular education teaching experience at the pre-kindergarten through fifth grade and high school levels. She earned National Board Teacher Certification (Early Childhood Generalist) in 2006. During her teaching career, Patti was a district-lead math teacher, building mentor coordinator for new teachers, practicum mentor for undergraduate education majors, and led teachers as they aligned curriculum and the state standards.

### **Additional Capacity Information**

SDPDC has the capability of hiring additional staff for specified periods of time if there is a need for additional personnel or expertise. We have hired staff in the past using such contracts to provide additional training as needed in a specialized areas. These contracts are used on an as needed basis.

### **Delaware Academy of School Leadership (DASL)**

#### **Mission of the Delaware Academy of School Leadership:**

The Delaware Academy for School Leadership (DASL) is a professional development, research and policy center at the University of Delaware's College of Education and Public Policy.

Together with state, university and community partners, DASL works to improve public education by developing its leaders.

DASL believes that outstanding leaders drive educational improvement and ensure student success.

DASL serves leaders throughout their careers and at all levels of the educational system, providing a range of research-based training programs, policy initiatives and consulting services.

#### **Organizational Background**

The Delaware Academy for School Leadership (DASL) is a professional development, research and policy center at the University of Delaware's College of Education and Public Policy. Together with state, university and community partners, DASL works to improve public education by developing its leaders. DASL believes that outstanding leaders drive educational improvement and ensure student success. DASL serves leaders throughout their careers and at all levels of the educational system, providing a range of research-based training programs, policy initiatives and consulting services.

DASL has developed national partnerships with a variety of organizations to augment services we can provide to Delaware educators and national and international clients. Currently we have partnerships and working relationships with the following organizations; Mid-Continent Research for Education and Learning (McREL); the NYC Leadership Academy; the University of Virginia; the National School Administration Manager (SAM) Project; the University of Washington, College of Teacher Quality & Public Policy; and the Wallace Foundation. We have also worked with nationally recognized researchers such as: Dr. Joseph F. Murphy (Vanderbilt), Dr. Margaret Terry Orr (Bank Street College); Drs. Brad Portin, Michael Knapp, and Michael Copeland (University of Washington); Dr. Ben Sayeski (Education Strategy Consulting, Inc.);

Dr. Michelle Young (University of Texas/Austin); Dr. Pedro Noguera (New York University); Dr. Ken Leithwood (University of Toronto); and Dr. Ron Ferguson (Harvard University).

### **Experience**

DASL has earned credibility by working collaboratively with schools, districts and DDOE for the past eleven years. The staff has also earned a national and international reputation, providing consultative and advisory services to Department of Education staff and professional administrators' organizations in Kentucky, Ohio, New York, Iowa, Kansas, Wyoming, New Mexico, Georgia, and Alabama and training in the country of Trinidad and Tobago. DASL's staff is comprised of experienced and dynamic school and district leaders, expert facilitators, engaging trainers and rigorous researchers. DASL tailors and distributes cutting-edge school leadership practices and research for fast and effective implementation of breakthrough ideas. All DASL's work is customized to the individual leader, school or district.

Our past experience includes managing a 5.6 million dollar grant from The Wallace Foundation for the past seven years on behalf of DDOE. Responsibilities include: managing the budget and providing detailed budget reports as required by the DE Clearing House, DDOE, and The Wallace Foundation; developing a scope of work; developing a comprehensive work plan which includes goals, strategies, timelines, staff assignments, and deliverables; hiring, deploying, supervising, and evaluating contracted staff; providing quarterly progress reports to both DDOE and foundation program officers; developing a communication plan; developing sub-contracts for school district and charter school partners; identifying consultants and negotiating contracts; identifying national partners; participating in national evaluations and issue groups; administering focus and advisory committees; and working with national partners (CCSSO, ECS, NASBE, NGA, and NSLA).

### **Staff and Capacity**

The Delaware Academy for School Leadership has eight full time employees with school-based experience. The Director has 38 years of school leadership experience both at the school and state level. The expertise of the full-time staff includes experiences in district and school leadership as well as teaching in elementary and secondary schools. DASL works with faculty from the College of Education and Human Development, the School of Urban Affairs and Public Policy, the Southern Delaware Professional Development Center, the Math Science Education Research Center, and the Delaware Center for Teacher Education on an as needed basis.

In addition to full-time staff, DASL employs 35 leadership trainers who have received specialized training on topics such as: Learning Focused Strategies (Thompson); Balanced Leadership (McREL); Balanced Scorecard (UVA); Turnaround Leadership (UVA); Comprehensive Review for School Success Planning (DOE); DPAS II; DCAS Standards Setting; Executive Leadership (UVA); Coaching and Mentoring (New York Leadership Academy); Data Wise (Harvard); What Works in Schools (ASCD); High Schools That Work (SREB); Professional Learning Communities (DuFours); Breaking Ranks (NASSP); NASSP's Development Assessment Center; Assessment for Learning (Stiggins); and Frameworks for Teaching (Danielson), AED Conditions Rubrics; Implications Wheel and Public Engagement (Barker); and VAL-ED (Murphy & Porter). Both full and part-time staff is assigned to work based on a team planning process.

DASL has the ability to scale up our capacity on an as needed basis. We also work in collaboration with the Delaware Principals' Academy and the Delaware Association for School Administrators to recruit retired administrators for specific projects based on their areas of skill and knowledge. DASL works closely with the Delaware State Education Association to recruit teacher leaders for professional development and technical assistance. Most recently DASL partnered with DSEA and the Caesar Rodney School District to host a Teacher Leadership Institute, which over 140 participants attended.

DASL has also developed a network of support and resources from 21 states and 15 urban districts which is the direct result of the cross-state work initiated by the Wallace Foundation. DASL has worked with all 19 Delaware School Districts and eight charter schools from projects ranging from Vision 2015, Balanced Leadership, SAM, Distributed Leadership, and Coaching and Mentoring new administrators. We have access to a rich data-base of resources that can be accessed for training and support. DASL staff also develops specialized training materials that are customized for clients. For example, we have used tools from Kansas to support the work we do with teacher leaders. We have used resources from the Education Development Corporation to evaluate the aspiring leadership programs in districts.

DASL has developed protocols for monitoring the quality of the work we do which includes setting goals and targets, planning activities and timelines, and evaluating progress. The design and delivery of high quality programs is at the core of our mission. As a professional development and policy center in the College of Education and Human Development, our work is aligned to the values and mission of the college. DASL services are aligned to the pre-service preparation programs in school leadership and continue to evolve based on the needs of school leaders both in Delaware and surrounding states that we serve. At no time would DASL staff jeopardize or dilute the quality of trainers by designing a process that was less than stellar.

### **Data and Supporting Evidence: Case Study of DASL work**

#### *Distributed Leadership*

The Distributed Leadership (DL) Project focused on creating a collaborative school culture in order to improve student performance. Established in 2004, the DASL Distributed Leadership Project expanded to include 15 middle and high schools throughout the state of Delaware, representing seven of the 19 districts. The DL Project accomplishes its goals through training and coaching. First, the DL Project provides professional development related to improving student achievement. Schools receive training on creating the structure and culture that allows for leadership opportunities to spread throughout the organization (professional learning communities). Teacher leaders have been trained to facilitate meetings, analyze and interpret student data, and take on leadership responsibilities. By sharing the responsibilities for school improvement, teacher leaders engage in decision-making and planning for curriculum, instruction and assessment. They are also involved in many of the management responsibilities that provide a culture for teaching and learning. Secondly, each school also receives a coach, a successful, retired administrator, dedicated to helping the schools succeed. The coach meets with the school team once a month and attends all professional development sessions. In addition, the six coaches meet monthly to share best practices and deal with barriers to progress.

This project exemplifies DASL's ability to scale up an initiative as well address multiple levels of need across the same program. Of the 15 schools in the project, eight had novice principals.

There were also many high-need schools: 13 had at least 40% of students classified as low-income, and eight had at least 50% minority students. The DL project is an example of DASL's ability to problem-solve, provide quality resources, and constantly improve across time.

The Delaware Education Research and Development Center (DERDC) conducted a study of the Distributed Leadership Project in 2009 (Buttram & Pizzini, 2009), including interviews in six of the 15 DL schools, followed by a survey administered in 13 of the 15 schools as well as three comparison schools. Statistical analysis revealed a significant difference between DL and comparison schools. The report states, "these responses reinforce the positive impact that the DL program is having on schools. DL schools did better on DL success indicators and on a majority of the overall school success indicators" (Buttram & Pizzini 2009, p. 19). Additionally, schools in the DL project experienced less teacher turnover and all but three schools in the project either maintained or increased their student attendance rate since becoming a part of the project. While we recognize that each school employs many strategies for improving student achievement, and Distributed Leadership is only one piece, evidence of improving student performance includes:

- Eight schools have either maintained or increased the percent of students scoring at proficient or higher on the DSTP in reading.
- Nine schools increased the percent of students scoring at proficient or higher on the DSTP in math.
- Eight schools earned increases in both reading and math on the DSTP (or maintained levels above the accountability targets).

**Table 2: Distributed Leadership Student Achievement Results**

<b>Student Achievement – Reading</b>			
<b>Schools</b>	<b>Reading Proficient Baseline Year</b>	<b>Reading Proficient Current Year</b>	<b>Difference</b>
Gauger-Cobbs Middle School*	71	77	+6
Seaford Middle School	70	76	+6
Delcastle High School*	70	75	+5
Hodgson High School	75	80	+5
W. T. Chipman Middle School	81	85	+4
Kirk Middle School	70	73	+3
Selbyville Middle School	86	88	+2
Shue-Medill Middle School	74	74	0
<b>Student Achievement - Math</b>			
<b>Schools</b>	<b>Math Percent Proficient Baseline Year</b>	<b>Math Percent Proficient Current Year</b>	<b>Difference</b>
Gauger-Cobbs Middle School*	42	68	+26
Delcastle High School*	57	69	+12
Kirk Middle School	54	66	+12
Hodgson High School	64	72	+8
Lake Forest High School	52	59	+7
Shue-Medill Middle School	61	67	+6
W. T. Chipman Middle School	77	82	+5
Seaford Middle School	61	65	+4
Selbyville Middle School	81	83	+2

\*Baseline data for these schools was from 2004-2005. All other schools baseline data was from 2006-2007. Baseline data points coincide with the school's entry into the DL project.

### **Big Picture Learning**

#### **Mission of Big Picture Learning<sup>6</sup>:**

Big Picture Learning's mission is to lead vital changes in education, both in the United States and internationally, by generating and sustaining innovative, personalized schools that work in tandem with the real world of the greater community. We believe that in order to sustain successful schools where authentic and relevant learning takes place, we must continually

<sup>6</sup> Information taken from <http://www.bigpicture.org/about-us/>

innovate techniques and test learning tools to make our schools better and more rigorous. Lastly, we believe that in order to create and influence the schools of the future, we must use the lessons learned through our practice and research to give us added leverage to impact changes in public policy.

### **Organizational Background and Previous Experience<sup>7</sup>**

Dennis Littky and Elliot Washor established Big Picture Learning in 1995 with the sole mission of encouraging, inciting and effecting change in the U.S. educational system. Dennis and Elliot merged their thirty years of individual experiences as teachers and principals in public high schools and their distinct national reputations for successful educational innovation to co-direct this effort.

**With a motto of ‘education is everyone’s business’ and an intention to demonstrate that schooling and education can and should be radically changed, the Big Picture was born.**

In the schools that Big Picture Learning envisioned, students would take responsibility for their own education. They would spend considerable time doing real work in the community under the tutelage of volunteer mentors and they would not be evaluated solely on the basis of standardized tests. Instead, students would be assessed on their performance, on exhibitions and demonstrations of achievement, on motivation, and on the habits of mind, hand, heart, and behavior that they display – reflecting the real world evaluations and assessments that all of us face in our everyday lives. Around the same time, the state of Rhode Island was re-examining its educational system, particularly its vocational and technical programs.

**Big Picture proposed a school design – a bold new school dedicated to educating one student at a time.** After garnering considerable community support, the state legislature approved the concept for the Metropolitan Regional Career and Technical Center, informally referred to as ‘the Met’. The first of the six schools opened in 1996 with a freshman class of 50 students – mostly ‘at-risk’ African American and Latino students who ‘did not fit’ in conventional schools.

The first Met class graduated in 2000 with a 96% graduation rate. Ninety-eight percent of the graduates were admitted to postsecondary institutions. They received \$500,000 in scholarship funds to help fund their college educations.

Clearly, the Met worked. And each subsequent graduating class has matched or bettered its predecessor. Many of these teenagers are the first in their families to earn a high school diploma, and 80% of them are the first in their families to enroll in college.

With these ground-breaking successes came considerable national attention. **The director of educational programs at the Bill and Melinda Gates Foundation announced that the Met was his favorite high school in America, and that the U.S. needs more schools like it.** In 2001, the Bill and Melinda Gates Foundation gave Big Picture Learning a large grant to replicate the Met around the country. In 2003, after the continued success of Big Picture schools, the Bill and Melinda Gates Foundation pledged a second grant to fund the launch of even more schools. Also, in 2003, the Gates Foundation awarded Big Picture monies to make them lead convener of the newly formed Alternative High School Initiative (AHSI).

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<sup>7</sup> Information taken from <http://www.bigpicture.org/big-picture-history/>

By 2008, over 60 Big Picture schools are operating in 14 states, supported by yet another investment in Big Picture Learning by the Bill & Melinda Gates Foundation. Our international presence continues to grow, with schools in Australia, Israel and the Netherlands utilizing the Big Picture Learning design. **All of these schools – from Tennessee to Tasmania, from New York City to the Netherlands – embody the fundamental philosophy of Big Picture Learning, educating one student at a time in a community.** In addition, Big Picture and the National League of Cities were awarded a second grant in 2008 from the Gates Foundation to further the work of AHSI through partnerships with select American cities (Nashville, Indianapolis, Camden) to expand the portfolio of educational options available to students.

Within a decade, we established ‘proof of concept’ and demonstrated that Big Picture schools can be replicated. **Now, we are preparing to begin a new phase of Big Picture’s evolution.** We will be devoting our time and energy to the challenging and urgent mission of changing the way Americans think about the public education system. Instead of one that judges students and sets limits for achievement, we are building a school system that inspires and awakens the possibilities of an engaged and vital life within our youth.

Big Picture Learning is shifting our emphasis from directly starting new schools to three broad areas of work that are strategic, unified and synergistic, informed by research and best practice, and respectful of individual and organizational change. Through our practices and schools, and our intense dissemination efforts, all of our work is intended to influence the national debate about public education. We want to help convince opinion leaders (policymakers, business leaders, media representatives, and educators) as well as parents and the public, that there are better ways to educate our children.

### **Evidence of Effectiveness**

Big Picture schools can be found worldwide. With over sixty schools in the United States and partnering organizations supporting numerous Big Picture schools abroad – Big Picture Learning is truly a global community. Big Picture Learning schools consistently achieve significant gains in attendance and performance on state and district academic assessments in essential skill areas, as well as dramatically reducing dropout and suspension/expulsion rates, increasing graduation rates, and increasing college acceptance, matriculation, and persistence in comparison to similar populations in other similar schools. For 31 BPL schools across 18 districts with graduating classes in 2008-09 and for which comparison data was available, the graduate rate at BPL schools (92%) dramatically exceeded the district rate (74%) and the national rate for similar populations (52%). About 95% of BPL’s students were accepted into college (compared to 45% nationally). About 78% of BPL's students enroll in college (two-year, four-year, or technical school/program); over 60% of those students have attended or are still enrolled in postsecondary learning.

BPL schools consistently achieve significant gains in attendance and performance on state and district academic assessments in essential skill areas, as well as dramatically reducing dropout and suspension/expulsion rates, increasing graduation rates, and increasing college acceptance, matriculation, and persistence in comparison to similar populations in other similar schools. The tables below present outcome data on BPL schools selected based on the availability of

comparison school data (i.e., based on poverty, race/ethnicity, and grade levels). Table 1 presents data on the percentage of students in BPL's California schools who passed the California High School Exit Exam (CAHSEE). Table 2 provides similar data for the BPL school in Camden, NJ.

For 31 BPL schools across 18 districts with graduating classes in 2008-09 and for which comparison data was available, the graduate rate at BPL schools (92%) dramatically exceeded the district rate (74%) and the national rate for similar populations (52%).

**Table 1<sup>8</sup>**

**Percent of Students Passing CAHSEE (California High School Exit Exam) in 2008-09**

Test	San Diego Met	Comparison School (Garfield HS)	San Diego District
Math	100%	26%	81%
ELA	98%	47%	79%
Test	Met West Oakland, CA	Comparison School (Rudsdale HS)	Oakland District
Math	58%	24%	64%
ELA	77%	29%	60%
Test	Sacramento Met	Comparison School (George Carver)	Sacramento District
Math	78%	56%	77%
ELA	78%	71%	73%
Test	Freda Kahlo BPL Los Angeles, CA	Comparison School (Romona)	Los Angeles District
Math	56%	33%	70%
ELA	65%	62%	71%

**Table 2<sup>9</sup>**

**Data from BPL School in Camden, NJ**

Test	Met East	Comparison School (Camden HS)	Camden District
Math	25%	11%	35%
ELA	85%	30%	13%

About 95% of BPL's students were accepted into college (compared to 45% nationally). About 78% of BPL's students enroll in college (two-year, four-year, or technical school/program); over 60% of those students have attended or are still enrolled in postsecondary learning.

**BPL Longitudinal Tracking System**

Karen Arnold of Boston College, in collaboration with BPL and with funding from the Lumina and Irvine Foundations (2005-2008), is conducting a longitudinal study that tracks the lives of students from high school until age 30 in order to document their postsecondary outcomes, understand the conditions for successful transitions to college and careers, inform school improvement, and support the continued personal and professional development of alumni. BPL

<sup>8</sup>California Dept of Ed DataQuest: <http://dq.cde.ca.gov/dataquest/cahsee/dataquest.asp>

<sup>9</sup>Source: <http://www.state.nj.us/education/schools/achievement/index.html>

employs an annual cycle of web-based surveys to assess long-term economic self-sufficiency, family and social relationships, and community involvement of alumni. The longitudinal study is based in part on examining the non-cognitive indicators described by Sedlacek (2004) and used by the Gates Foundation in selecting its Millennium Scholars (Washor, Arnold, & Mojkowski, 2009).

The most recent survey data reveal that the majority (65%) of alumni reported that they would be the first in their families to go to college; two-thirds (67%) of students indicated that attending a BPL school influenced their decision to go to college. Nearly two-thirds (63%) of BPL students enrolled in college courses while in high school with the majority completing at least one course. About 60% credited the early college exposure with preparing them for postsecondary success. Almost 80% of BPL students plan to begin college immediately after graduation and aspire to attain a BA or advanced degree.

The longitudinal study has also shown that about 15% of BPL graduates plan to defer their college acceptances for 1-2 years due to affordability and other concerns (Arnold et al., 2008). A relatively large percentage (20%) of graduates who were accepted to college did not enroll in the fall after their high school graduation. In response, BPL has intensified its efforts to support a meaningful post-graduation pathway for every student.

### **Other Research Support**

An independent evaluation conducted for the Gates Foundation by the American Institutes for Research in 2006 identified the BPL design as one of three highly successful school designs based on student performance and on its ability and capacity to scale (American Institutes for Research, 2006). BPL was able to accomplish this replication using the per-pupil funding available and to exceed by 30% the projected number of schools. All but three of the 73 schools started by BPL are still operating and are part of the BPL School Network. None of the three schools was closed because of poor academic performance.

### **BIG Picture Learning Team Members:**

- **Elliot Washor**

Elliot Washor, Ed.D. is the co-founder and co-director of Big Picture Learning. He is also the co-founder of The Met Center in Providence, RI.

Elliot has been involved in school reform for more than 30 years as a teacher, principal, administrator, video producer, and writer. He has taught and is interested in all levels of school from kindergarten through college, in urban and rural settings, across all disciplines. His work has spanned across school design, pedagogy, learning environments, and education reform and is supporting others doing similar work throughout the world. Elliot's interests lie in the field of how schools can connect with communities to understand tacit and disciplinary learning both in and outside of school. Elliot is deeply committed to imagining Big Picture Learning as a 'do-think-do' organization, and persistently pushes the boundaries of its design in order to continually innovate practice and influence in the world of education.

At Thayer High School in Winchester, N.H., Elliot's professional development programs won an "Innovations in State and Local Government Award" from the Ford Foundation

and the Kennedy School of Government at Harvard University. He has been selected as an educator to watch in Rhode Island and has recently been selected as one of the Daring Dozen – the Twelve Most Daring Educators in the World by the George Lucas Educational Foundation. His dissertation on Innovative Pedagogy and New Facilities won the merit award from DesignShare, the international forum for innovative schools.

Elliot has an M.A. in Education from Harvard University and a Doctorate in Education from Johnson and Wales University in Providence, RI.

- **Kari Thierer**

Kari Thierer is the National Director for the Big Picture Learning network. Her work is to connect and directs the multiple school-based national initiatives sponsored by Big Picture including established school support (coaching), principal leadership training and coaching, curriculum development & assessment strategies, and post-high school planning. She is also responsible for the peer review process and self assessment of Big Picture Learning schools.

Kari supports the new school development process and manages monies received through grants and fee-for-service work, and is the liaison to other education networks including AHSI.

Kari has a Master's Degree in Educational Administration and has been actively involved in school reform for over 16 years, teaching and working in schools from grades K to 12.

- **Dr. Carol Myers**

Carol Myers is a lead coach for the Big Picture Learning Network. She was the founding principal of the Indianapolis Metropolitan High School (a Big Picture Learning school) and has served as a consultant for several education and business companies including the Harmony School Education Center, The Domestic Violence Prevention Network of Central Indiana, and multiple schools across the United States as a National School Reform Faculty Facilitator. Carol is an action researcher, assisting her schools with detailed implementation and improvement plans that are based on regular data collection and is gifted at working with teachers and advisors to collect and understand data as a means of improving instruction. She brings 35+ years of education experience and is gifted at supporting schools through transition while helping them create learning environments where students can excel.

- **Joe Battaglia**

Joe is a founding member of the Big Picture Learning network of schools. He began his work as an advisor at the MET school in Providence, and continued as the director of the Big Picture Learning network of schools. Joe has a masters degree in education from Harvard University and was a member of Teach for America in his early career. In addition to teaching, Joe has experience writing curriculum at a national level and tying the work into state and local standards. Most recently, Joe has been supporting schools when implementing the Big Picture design by helping to develop focused data collection systems to document student growth and inform teacher instructional practices.

- **Dana Luria**

Dana Luria has been a part of the Big Picture Learning Network for 7 years, serving as an advisor, social worker, internship coordinator and now as an instructional coach. Dana has a masters degree in Social Work and has experience working with high needs students throughout her education career. Dana is the lead internship program consultant and runs the Big Picture Learning internship network. She assists schools in designing and implementing internship programs – from identifying mentors to developing processes and structures.

## **Innovative Schools**

### **Mission of Innovative Schools:**

Our mission is to empower educators and communities to adopt modern school models proven to inspire passionate teaching and learning.

### **Organizational Background and Previous Experience**

Innovative Schools is a non-profit resource center for Delaware public schools. Founded in 2002 as a charter support organization, Innovative Schools is proud to have raised over \$5 million to support the charter movement in purchasing or renovating school buildings. The organization continues to support the charter movement and has recently begun to serve district schools in support of the state's efforts to improve its public school system.

Innovative Schools serves the State of Delaware as a local intermediary and public schools as an on-the-ground partner. As the DDOE adjusts their policies and practice in an effort to address chronically underperforming schools, Innovative Schools, as a local intermediary, researches highly successful programs around the country that align with the State's direction and initiatives. We then work with national partners to customize and replicate these initiatives in Delaware. As an on-the-ground partner, we then work directly with local schools and districts to help implement these best practice programs effectively within their building, customizing initiatives based on the school's unique circumstances.

In alignment with this work, Innovative Schools has expanded its Board of Directors to include a National Advisory Board. Now thirteen members strong, the joint Board and Advisory Board keeps Innovative Schools' staff apprised of national best practices as well as strong local representation to ensure that these programs are a good fit for Delaware. The organization has also restructured its services into three divisions:

- We deliver Innovative School Models that embody modern ways of teaching and learning and have been replicated successfully in existing public schools across the country.
- We provide Innovative School Staffing to ensure that schools have a reliable source of leaders and teachers trained to lead and inspire modern schooling.
- We offer Innovative School Solutions to streamline school administrative functions, allowing more dollars to be directed toward the classroom.

The work in our Innovative School Model and Innovative School Staffing divisions are directly aligned with two key Race to the Top initiatives: turning around the lowest performing schools and equitable distribution of talent.

Innovative Schools is especially proud of the work of our Innovative School Model division, which advocates for replicating proven 21<sup>st</sup> century school designs in Delaware's public schools. In line with this work, since 2009, the organization has hosted 10 Model School Tours, taking over 100 Delaware educators to see what modern schooling can look like and facilitating conversation about whether these models are a good fit for Delaware. Over the next 5 years, Innovative Schools will work with local school districts and charter schools to replicate these promising new school designs in Delaware, creating a network of high performing, Innovative School Models across the State that are leading the path forward to modern schooling. In 2011, the first of these models will open in Seaford Senior High School as a small school within a school – Delaware New Tech Academy.

As a local, on-the-ground partner, Innovative Schools provides a variety of supports to ensure the success and sustainability of local implementation of these new school models. Supports include but are not limited to curriculum alignment, professional development, coordination of additional model school tours, marketing and community engagement, developing partnerships with local businesses, project management and evaluation, and more. References for a few of these services are listed below:

- **Anthony C. Skoutelas**  
Odyssey Charter School  
*Curriculum Alignment, Charter Application*
- **Tennell Brewington**  
Family Foundations Academy  
*Curriculum Alignment, Marketing (website), Professional Development*
- **Steve Garner**  
Seaford School District  
*Model School Tours, Marketing and Community Engagement*

#### **Innovative Schools Team Members:**

- **Deborah L. Doordan, Ed.D. – Executive Director**  
Dr. Deborah L. Doordan is Innovative Schools' Executive Director. Since joining the organization in February 2008, her leadership has provided direction through major restructuring; transforming and reframing the organization as the Center for School Innovation, and has poised it to play an intrinsic role in revolutionizing public education in Delaware.

Debbie professionally dedicated more than 20 years serving public education in the Christina School District. As a teacher, her work in special education helped to move students with disabilities out of isolated special schools and into their age-appropriate home schools. As an urban school principal in Wilmington, Debbie's team significantly raised the academic performance of students at-risk for failure and narrowed the achievement gap among disaggregate student groups. And as a district administrator, her experiences broadened to include extensive work in curriculum and instruction, professional development, and secondary education reform.

Among her many leadership abilities, Debbie's commitment to innovative school reform, dedication to cultivating effective partnerships, and capacity to foster

collaborative teamwork have strengthened the organization's potential to promote outstanding student achievement in Delaware by developing excellent schools.

Debbie earned her B.S. in Special Education from Lynchburg College, and her M.Ed, and Ed.D. in Educational Leadership from the University of Delaware. Debbie lives with her husband and two sons in the City of Wilmington.

- **Amanda Dixon**

Amanda joined Innovative Schools, June 2010, as the Administrative Assistant.

Prior to joining Innovative schools, Amanda was enlisted in the U.S. Air Force, with the Delaware Air National Guard. There Amanda worked closely with the Commander of the 142d Airlift Squadron as there Commander Support Staff for over 10 years. Amanda is currently enrolled at Wilmington University working towards her degree in Human Resource Management.

- **Dawn Downes, Ed.D.**

Dr. Dawn Downes is the Curriculum Support Specialist at Innovative Schools. In addition to earning a doctorate degree in Curriculum and Instruction with a literacy specialization, Dawn holds a Master's degree in administration and has extensive experience within the field of curriculum, instruction, assessment, and professional development. While working in public schools, Dawn held the position of middle and high school English Language Arts teacher, Coordinating Lead Teacher, and Literacy Instructional Coach. At the University of Delaware, Dawn supported the Delaware Reading and Writing Project as the Program Coordinator for secondary partnership schools and taught undergraduate and graduate courses. Dawn has presented at local, regional, and national conferences, served as an evaluator for the Struggling Readers federal grant and a reviewer for several professional books, and worked on numerous Delaware Department of Education committees, including assessment development and DCAS alignment studies. She has developed and aligned curriculum for several successful charter school applications as well as customized and implemented the Learning Focused Strategies (LFS) professional development model.

- **Katherine Gallup**

Katie Gallup joined Innovative Schools July 2007. In her role as Director of Marketing and Development, Katie works with the Executive Director to develop new initiatives and new growth. This includes community outreach, marketing, new program development, and fundraising.

Prior to joining Innovative Schools, Katie attended Drexel University's Arts Administration Graduate Program, focusing on fundraising needs and strategies for today's non-profit organizations. Katie also worked as a Grant Writer for The Wilma Theater, writing proposals for the theater's general operating expenses, artistic projects, education programs, and conducting research to expand the theater's contributed income base.

Katie holds a Master of Science Degree in Arts Administration from Drexel University and a Bachelor of Arts Degree in Art History from Gettysburg College.

- **Melissa Hentges**

Prior to joining Innovative Schools Melissa taught pre-k and kindergarten in Houston, TX for four years. While teaching, she had the opportunity to help found two schools, one for New Orleans evacuee children and another dual language, early childhood and elementary KIPP school. During this time she also served as grade level chair, curriculum chair, developing curriculum and assessments for multiple grade levels, and as the school's community liaison coordinating parent outreach and partnerships with local community groups.

Three years ago Melissa moved to Philadelphia to obtain her masters in urban education at Temple University, while also working at KIPP Philadelphia Charter School in north Philadelphia. In addition to teaching 8<sup>th</sup> grade reading, Melissa also served as the school's test coordinator and spearheaded a community outreach effort to identify viable partnerships that would complement both the organizations growth plan and other strategic initiatives. This past summer Melissa had the opportunity to work alongside the chief academic officer and Chancellor Rhee of DC Public Schools organizing and leading their Instructional Superintendent orientation and on-boarding process. This experience helped her to expand her knowledge of districts, and their relationship to other institutions of learning.

Melissa is currently a second year doctoral candidate in Literacy at the University of Pennsylvania and also earning principal certification in their aspiring leaders program.

- **Amelia Hutchinson**

Amelia (Minnie) Hutchinson retired as full-time art educator and Christina School District Art Chairperson in 2008 after 30 years of teaching. She continues to teach art as Adjunct Professor at Wilmington University. Before retiring Minnie worked at the local, state and national levels to improve art instruction and to promote its value. Her philosophy is: Art instruction is an essential component of effective teaching if the needs of all children are to be met. Some of her accomplishments include:

- Presenter – National Marine Educators' Conference How to teach Marine Biology to Elementary Students Using Art as The Basis.
- Collaborated with Vicki Spandel, the developer of "The Six Traits of Writing" on her new book, Creating Young Writers.
- Presenter at National Re:Learning Conference in Chicago
- Delaware's 2006 Art educator of the Year
- Member of the Delaware's Curriculum Design Team
- Member of the Delaware's Arts Advisory Council
- Assisted in organizing Delaware's March For the Arts in Education and created CDs of art work and music by Delaware's students to present to state legislators in 2004, 2005, and 2006

- **Alain Oliver**

Alain Oliver joined Innovative Schools in November 2010. In his role as Director of Operations, Alain manages the accounting, finance and human resource departments of the organization and supports the execution of the School Solutions Division.

Alain brings ten years of nonprofit management and organizational development experience to Innovative Schools. In addition, he served as the Finance Director for a \$5.1 million, 100 employee nonprofit in Delaware. Alain also offers experience in the fields of leadership development, team building, experiential learning, and performance coaching. He holds an MBA from the State of Pennsylvania's Smeal College of Business and a bachelors in Economics from Emory University.

- **Deborah Rodenhouser, M.Ed.**

Following more than 30 years with the Christina School District as a teacher, program manager and district administrator, Deborah Rodenhouser established DLR Education Consulting to assist organizations associated with public education through administrative and project management, policy and procedural planning, and technical assistance related to program development and implementation.

Mrs. Rodenhouser's broad leadership experiences in public school district administration have enabled the establishment of an expansive repertoire of consultation services including, but not limited to, grant and application development, program enhancement and implementation, organizational policy and procedural foundation, project management and execution, strategic planning and staff training. Her professional skills, along with her proficiency in the public relations arena, combine to offer valuable consultation assistance.

Mrs. Rodenhouser earned her M.Ed. in Educational Leadership from the University of Delaware, and her B.S. in Health and Physical Education from West Chester University.

### **Devereux Center for Autism Research and Educational Services (CARES)**

#### **Mission of Devereux CARES:**

Devereux CARES provides comprehensive and high quality therapeutic treatment, educational and support services to children, adolescents and families in a way that reflects:

- A dignity and respect for those we serve.
- A recognition of individual characteristics.
- A team approach that utilizes the resources of the Devereux network of treatment.
- A safe, nurturing and sensitive environment.
- An approach that leads to successful integration into society.
- A community where all members clients, families and staff are challenged and can thrive.
- A commitment to excellence and innovation through self evaluation and improvement.

#### **Organizational Background**

Devereux CARES, a private school for students with an autism spectrum disorder (ASD) located in Downingtown PA, utilizes evidence-based instructional strategies implemented through the

foundation of the science of applied behavior analysis. The mission of all aspects of CARES, from its on-site program to its highly regarded consultation unit, is to ensure that students are given the greatest opportunity for success as adults. Key to the success of this mission is effective assessments and extensive use of data analysis to create highly specialized instruction. All staff are provided targeted and ample professional development and expected to be highly competent in using data to drive instruction. All students are engaged in intensive learning plans that maximize individual potential.

As CARES students enter their teenage years, the school places greater emphasis on community and domestic skills, and staff also begin more formal employment instruction. All students at CARES (beginning at 5 years old) have written IEP objectives to ensure development of community skills that are critical to workplace success. As students become older, their time in the community increases, thus establishing and reinforcing the necessary skills to be as independent as possible. CARES students also receive instruction in domestic skills, self-care routines, and other important and healthy lifestyle habits that will lead to increased autonomy and an enhanced quality of life as students enter adulthood.

Perhaps most important for CARES students as they age into young adulthood is preparing them for work by introducing CARES supported community-based employment training sites that ultimately result in developing each student's capacity for competitive employment. These training sites provide experiences that allow for an individualized assessment of learning styles, strengths and needs, and employment preferences that increase the likelihood of lifetime employment.

Throughout these processes, families and caregivers play an integral role and are considered equal partners during the planning and implementation stages that identify skill development. This collaboration is facilitated through daily communication among teachers and families as well as scheduled meetings such as the IEP, Futures Planning, Parent-Teacher Organization, and Quality Improvement meetings (where program planning and development occurs). Additionally, there are parent-professional committees that focus upon transitional planning and adult services.

In September 2004, with the expertise and research-based tools that had proved successful in the school program, CARES Consultants began delivering intensive consultative services to school districts across the region (working with approximately 15 school districts presently). As part of this program, consultants provide training and support to staff working with students with IEPs in regular education settings, and have worked with districts to specifically design and implement state-of-the-art programs for high school students with an ASD.

Beginning in 2006, CARES was awarded three consecutive "Transition for Students with Autism Spectrum Disorder" performance grants from Pennsylvania Department of Education (PDE). The outcomes of these grants included a systematization of our transition program (including skill assessments, futures planning processes, community-based instruction and job training, and parent education); a demonstration project that illustrated how our transition model could be replicated in regular education high schools through a comprehensive staff training and support model; and a structured program to educate and support families during these years.

In the spring of 2008, Devereux CARES developed and implemented a new adult program with the assistance from a grant from Pennsylvania's Bureau of Autism Services (BAS). The mission of the Community Adult Autism Partnership Program (CAAPP) is to provide community-based state-of-the-art support services to adults with autism spectrum disorders and their families. These services include support in employment, college, community, and home settings; employment preparation and placement; skill and preference assessment; and organizing and implementing "after hours" social groups.

### **Devereux CARES Project Staff Biographies**

- **Todd Harris, Ph.D., Director of Autism Services, Devereux Pennsylvania**

Dr. Harris is presently the Director of Autism Services for Devereux Pennsylvania. He was previously Director of Devereux's Center for Autism Research and Education Services (CARES), which is an approved private school, a consultation and training program, and a community-based adult program located in Downingtown, PA. He received his doctoral degree at the University of Massachusetts, Amherst, where he focused upon the use of applied behavior analysis techniques to instruct and support students with autism and their families.

Along with teaching the Autism Specialization courses at the University of Delaware in the past, Dr. Harris has also published and presented research in the areas of teaching functional communication skills and PECS, staff and family support and training practices, community-based transition programming, and methods to reduce unwanted behaviors through positive approaches. He is presently on the advisory board for the Cambridge Center for Behavioral Studies and a member of the peer review committee for the Delaware Autism Program.

- **Brandee El Attar, MS, CARES Consultants**

Mrs. El Attar is a graduate of Shippensburg University where she received a Master of Science degree in psychology. She currently holds a dual role at Devereux CARES where she works as both an educational consultant, assisting area school districts with students with ASD's within their districts, as well as the project manager on the transition grant for the second consecutive year. Mrs. El Attar has had a variety of experiences working with individuals with autism over the past twelve years. From early intervention consulting, to serving as the clinical director and clinical coordinator for two adult programs, Keystone Service Systems and The Chimes; which were focused on providing residential and employment options for adults on the spectrum, to her current position aimed at preparing school-aged students to transition to adulthood. She has led various workshops and has presented at conferences including EPA, Penn ABA and PDE. Additionally, she currently oversees the autism educational training for individuals working in Chester County.

- **Cathleen Albertson, MA, BCBA, Devereux CARES, Clinical Coordinator**

Ms. Albertson is the Clinical Coordinator for Devereux CARES in Downingtown, PA. She received her BA in Psychology from the University of Richmond in Richmond, VA and her Master's Degree in Psychology from Brandeis University in Waltham, MA. She has been a Board Certified Behavior Analyst since 2006. She

started to work with children with autism at Melmark New England, an educational and residential facility for individuals with development disabilities in Woburn, MA. She went on to work for Melmark, Inc. in Berwyn, PA. While at Melmark, Ms. Albertson gained extensive experiences working with a multi-disciplinary team as a Program Manager, Behavior Analyst and finally as the Director of Children's Residential Services. Ms. Albertson has presented at national and regional conferences. Areas of interest include staff training, transition services, collaboration with multiple disciplines, and feeding disorders.

### **Professional Activities Related to Transition Services by CARES Staff**

#### **RECENT PUBLICATIONS, MANUALS, and SUPPORTS**

Lehigh University ASERT and Devereux Pennsylvania (2010). *Community Inclusion for Adults with Autism*. Published through a grant from Pennsylvania's Bureau of Autism Services. ([http://autismhandbook.org/images/3/38/Lehigh\\_Devereux\\_ASERT\\_Community\\_Inclusion\\_Manual.pdf](http://autismhandbook.org/images/3/38/Lehigh_Devereux_ASERT_Community_Inclusion_Manual.pdf)).

Devereux Pennsylvania (May 2010). *Autism Transition Wiki*. An internet-based support tool for families developed through a grant from Pennsylvania DOE. ([autismhandbook.org](http://autismhandbook.org)).

Hansen, B., Harris, T.A., & Dickey, K.H. (2009). *Family Handbook on Transition Services*. Published through a grant from Pennsylvania DOE.

#### **PRESENTATIONS, PAPERS, AND APPEARANCES**

Harris, T. A., El-Attar, B., & Albertson, C. (March, July, and August, 2010). *Supporting Families Through the Transition years*. Pennsylvania's Autism Network Conference, Horsham, PA; Pennsylvania's Community on Transition Conference, State College, PA., and The National Autism Conference, State College, PA.

Albertson, C.M., Hirst, J.M., Pallotta, A. & Janyszek, L. (2010, May). *Determining the most effective treatment for increasing active engagement and decreasing inappropriate work behavior for an individual with autism*. Poster presented at the Annual Conference of the Association for Behavior Analysis International, San Antonio, TX.

Harris, T.A., El-Attar, B.L., Albertson, C.M. & Burgess, C. (2010, April). *Best Practices in Transition: Critical Components Related to Educating Adolescents with Autism*. Webinar broadcast from PDE PaTTAN, King of Prussia, PA.

Harris, T. A. (2010, April). *Informing and Supporting Families during the Transition to Adulthood*. Appearance on the television show: Philly Factor; Philadelphia, PA.

Harris, T. A. (2010, February). *Issues Related to Serving Adults with Autism*. Appearance on the television show: For the Health of It; Phoenixville, PA.

Albertson, C.M. & Troy, L.F. (2009, October). *Collaborating with ancillary therapies to provide effective services*. Workshop presented at Autism New Jersey, Atlantic City, NJ.

Frey, A.J. & Bennett, J. (2009, August). *Decreasing aberrant behavior through the use of differential reinforcement of lower rates of behavior*. Poster presented at the National Autism Conference, State College, PA.

Harris, T.A., El-Attar, B.L., Schweizer, J., & Koser, Ondrea (2009, July). *Effective Partnerships in Transition Programming for Students with Autism*. PA Community on Transition Conference, State College, PA.

Neifer, K., Harris, T.A., & Dickey, K.H. (2008, November). *Utilizing a Systematic Observation System to Monitor Progress of Students with Autism during Community-Based Employment Training*. **Poster presented at the Annual Conference for the Association for Behavior Analysis International, Chicago, IL.**

Harris, T. A. & Bates, B. (2008, March). *Increasing Meaningful Skill Instruction Through the Use of Service Learning*. Conference sponsored by the Bucks County Autism Support Coalition, Doylestown, PA.

Harris, T.A. (2007, November). *Supporting Adults with Autism*. Pennsylvania State Subcommittee Hearing (sponsored by Rep. Barbara McIlvaine-Smith), West Chester, PA.

Harris, T.A. & Neifer, K. (2007, July). *Implementing a Structured Community-Based Instruction program*. PA Community on Transition Conference, State College, PA.

Tuzikow, J., & Harris, T.A. (2007, May). *Teachers' Accuracy in Reporting Students' Challenging Behaviors*. **Association for Behavior Analysis International, Sydney, Australia.**

Harris, T.A., & Evans, V. (2007, April). *Effectively Educating Children with Autism in Public School Settings*. Pennsylvania's Coalition of Charter School Annual Conference, Philadelphia, PA.

Harris, T.A. (2007, April). *Critical Components Related to Educating Adolescents with Autism*. Pennsylvania's Children's Interagency Training Conference, State College, PA.

Harris, T.A., Neifer, K., & Witherspoon, C. (2007, March). *Supporting Students with Autism Through Community-Based Instruction*. University of Pennsylvania's Autism Network Conference, Philadelphia, PA.

Harris, T.A. (March 2006 and 2007). *Functional Behavioral Assessment and Positive Behavior Support*. Presented to Psychiatry Residents at CHOP, Philadelphia, PA.

Harris, T.A. (2005, November). *Best Practices in Educating Individuals with Autism*. Annual Conference for the Independent Educational Consultants Association. Philadelphia, PA.

Harris, T.A. (2004, November). *Siblings of Special Needs Children*. National Public Radio (WHYY, Philadelphia) Panel Discussion; Dr. Dan Gottlieb's Voices in the Family.

#### RECENT MULTI-DAY WORKSHOPS AND CONFERENCES

Devereux/SPARC Transition Conference: Pressing Issues; Promising Solutions (October, 2010). Along with SPARC, we conceptualized and implemented a one-day conference on issues related to the transition to adulthood for individuals living with an autism spectrum disorder.

Devereux CARES' Summer Autism Conferences, August 2009 and 2010. Developed and implemented three day conferences on autism, applied behavior analysis, and positive behavior support practices for educators working with students with an ASD in public and private school settings.

Note- in the summer of 2010, we trained over 100 staff during three conferences in PA and DE

Chester County Autism Training Project, Fall 2004 to Present. Developed and implemented a series of two-day workshops for all BSCs, MTs, and TSS working with individuals with autism in Chester County, PA. To date, over 1200 staff have been trained.

### **The Center for Effective Schools - A Division of Devereux**

#### **Mission of the Center for Effective Schools:**

The mission of the CENTER FOR EFFECTIVE SCHOOLS, a part of Devereux's larger [Institute of Clinical Training and Research](#), is to build capacity in schools for serving children with, or at-risk for developing, emotional and behavioral disorders. This mission is accomplished through training, consultation, new model program development, and applied research.

#### **Organization Background**

Our mission is accomplished through training, consultation, new model program development, and applied research. The CES subscribes to a multi-tiered (universal, secondary, and tertiary) prevention and intervention approach to service delivery. Populations served through CES include, but are not limited to, students and staff within primary and secondary public schools and districts; parents of school-aged children; pre-referral intervention teams; intermediate units; approved private day schools; and other non-profit organizations focused on education and violence prevention. Services include training and technical assistance for School-wide Positive Behavior Support, Class-wide Positive Behavior Support including Strengthening Emotional Support Services for emotional support classrooms, interventions for non-classroom settings including the Lunchroom Behavior Game, Response-to-Intervention, as well as individual student services including Functional Behavior Assessment, Curriculum Based Measurement, and general academic and behavioral assessment to generate empirically-based behavior and academic support plans. CES staff members pride themselves on being consumer-driven by developing programs that are tailored to meet the needs of the individual, schools, and districts served.

Since 1999, the CES staff have coordinated the following projects relevant to parent training:

“Building School Capacity to Serve All Students”

The Parent Investment Project (PIP): The Parent Investment Project (PIP) was a school-based parent training program targeting the parents of students in emotional support classes in two urban elementary schools. A series of intensive parent training classes as well as flexible support groups were offered at both schools during the school year. In total, three groups completed the program across the school year, with most parents reporting positive outcomes for improved behavior at home.

Parent Liaison Services (PaLS): PaLS was part of a larger program funded by the U. S. Department of Education, entitled the School-Wide Behavior and Parent Support Initiative (S-

WPBSI). PaLS supported the hiring of community-based parent liaison staff to assist in the recruitment and retention efforts associated with a school-based parent training program. Across the three years of the grant, all parents of children in kindergarten and third grade were provided with parent training either through classroom, home, phone, or mail delivery so that at the end of the grant period, all parents in the school received effective parenting information. In addition, school counselors were trained to deliver the parent training curriculum.

**Toolbox of Parenting Skills (TOPS):** A product of PaLS, TOPS is a group-based parent training curriculum based on the parent management training (PMT) model. TOPS includes five distinct modules (following directions and giving attention, effective requests and praise, household rules, reward systems, and reducing negative behavior) that are typically delivered to parents across five sessions. Evaluations of parent participants in the TOPS program were consistently positive during the course of the PaLS project.

### **Devereux Project Staff Biographies**

- **Barry L. McCurdy, PhD, NCSP, BCBA-D:** Dr. McCurdy is the Director of Devereux's Institute of Clinical Training and Research and the Director of Devereux's Center for Effective Schools. He earned his Ph.D. in School Psychology from Lehigh University and his service record includes various research, administrative and clinical positions in residential and day treatment programs, university-based training programs, and public schools. Dr. McCurdy's primary research interest in the treatment of disruptive behavior disorders has led to several prevention/early intervention initiatives in urban schools including the development of models for school-wide positive behavior support, school-based parent training, and classroom-based behavior management. Dr. McCurdy has published his work in refereed journals, written book chapters, presented at both state and national conferences, and obtained government and private foundation grant awards. He is also an active member of a number of professional organizations concerned with special education and school psychology.
- **Amanda L. Lannie, PhD, BCBA-D:** Dr. Lannie is a Research Psychologist with the Center for Effective Schools. She earned her PhD in school psychology from Syracuse University. She is a licensed psychologist and certified school psychologist in Pennsylvania, and a Board Certified Behavior Analyst. Her professional experiences have included providing training and consultation services to teachers, parents, and multidisciplinary teams in school-based settings. The majority of Dr. Lannie's current work is focused on implementation of school-wide approaches to behavior support. In her work with over 20 urban and suburban schools implementing school-wide positive behavior support, she has trained and provided technical assistance to school staff at the primary, secondary, and tertiary levels of prevention and intervention.
- **Juan Carlos Lopez, PhD, BCBA-D:** Dr. Lopez is a Research Psychologist with the Center for Effective Schools. He earned his Ph.D. in Curriculum and Instruction from the University of Kansas. Dr. Lopez has over twenty years of experience working with children and adults with developmental disabilities and severe problem

behaviors. Dr. Lopez has also taught courses in behavior therapy and applied behavior analysis at national and international universities. He also has been a senior clinician in several human service organizations. Dr. Lopez' current research interests include the effectiveness of school-wide positive behavior support with underserved populations, particularly Latino students.

### Previous Projects

- **Strengthening Emotional Support Services (SESS)**  
SESS is a training and consultation program intended to build capacity in special education classrooms designed to serve children and adolescents with emotional and behavioral disorders. With a focus on ecological and individual support, curriculum-based assessment, and empirically supported instructional practice, staff are prepared to help students gain greater access to inclusive environments within the school setting. The SESS pilot project was funded with a grant from the Philadelphia Mental Health Care Corporation and the Philadelphia School District.
- **School-Wide Positive Behavior Support (PBS) Model Demonstration Projects**  
The School-Wide PBS Model Demonstration Projects are intended to prevent the escalation of disruptive and violent behavior in schools. Through training and consultation, CES staff work with faculty leadership teams to develop school-wide "common area" routines and expectations for student behavior, teach rules and prosocial skills to all students, and develop individual behavior support plans. Current and previous School-Wide projects include:
  - **School District of Philadelphia – District Wide Initiative**
    - Devereux CES is working in partnership with the School District of Philadelphia, Public Citizens for Children and Youth (PCCY), and Arcadia University to support the district wide adoption of SWPBS. Twenty schools will comprise the first cohort in the 2009-2010 school year.
  - **Building Responsive and Inclusive Teaching Environments (BRITE)**
    - Project BRITE is a four year (2007-2011) demonstration project, funded through the Marcus Foundation. The focus of the project is to build Atlanta Public Schools' district capacity for SW-PBS by (a) developing and sustaining district leadership for project oversight, (b) hiring, training, and consulting with district level coaches to support schools in bringing on models of SW-PBS, and (c) embedding data-based decision making throughout the process for ongoing sustainability of SW-PBS models.
  - **Pottstown Area School District, Pottstown, PA.**
    - Devereux CES has been consulting with two Pottstown Area School District elementary schools, since 2007, to establish and maintain systems of SWPBS.
  - **Lindenwold School District, Lindenwold, NJ.**
    - Devereux CES has been consulting with the Lindenwold School District since 2002. Services include training and consultation to teams on SWPBS, consulting with district personnel, and conducting individual student assessments (e.g., FBA) and behavior support planning for complex cases.

- The School-Wide Parent and Behavior Support Initiative (S-WPBSI)
  - The S-WPBSI was a five year (2001-2006) model-demonstration grant, funded through the U.S. Department of Education, Office of Special Education Programs, and targeted for three elementary schools within the School District of Philadelphia. The focus of the project was to further our knowledge base of school-wide models of discipline by comparing the effects of (a) School-Wide Positive Behavior Support and (b) School Wide Positive Behavior Support plus Parent Training on student behavior.
- Role Expansion and Advancement for Counselors Intending to Help (REACH)
  - Project REACH was a three year (2003-2006) counselor training grant funded through the U.S. Department of Education, Office of Elementary and Secondary Education. The focus of the project was to enhance the role of the counselor, and thereby improve service delivery to students, in 9 elementary schools within the School District of Philadelphia. Role expansion was accomplished by preparing counselors to serve as behavioral consultants and to lead efforts to establish school-wide positive behavior support models in their respective schools.
- School-Based Parent Training Programs  
Parent Management Training (PMT) is a model of parent training that has been consistently associated with positive outcomes for children and youth with disruptive behavior disorders. Based on social learning theory, PMT is designed to promote positive interactions between parents and children in an effort to strengthen prosocial behavior. School-based parent training programs developed by CES and based on the PMT model include:
  - Parent Investment Program (PIP)
    - The PIP is a school-based parent training project focused on improving home-school consistency. The curriculum focuses on teaching and strengthening compliance as a keystone behavior. With funding from The Pew Charitable Trusts, the PIP was evaluated in two elementary schools in the School District of Philadelphia
  - Toolbox of Parenting Skills (TOPS)
    - TOPS is a brief (5-module) parent training curriculum intended for use by counselors and school social workers. Based on the PMT model, TOPS focuses on the basic skills involved in promoting more compliant, prosocial child behavior. TOPS was developed with funding from The Pew Charitable Trusts and evaluated in one elementary school in the School District of Philadelphia.
- The Lunchroom Behavior Game  
The Lunchroom Behavior Game is a training program for professional and paraprofessional staff. Based on the “blue print” model program, the Good Behavior Game, the Lunchroom Behavior Game has been adapted for use in large, non-classroom settings (e.g., cafeteria, school yard). Results of an evaluation conducted in a large, urban elementary school showed that the Lunchroom Behavior Game was effective in reducing violent and aggressive behaviors and creating a more positive cafeteria environment.
- Early Literacy Prevention and Intervention

Literacy skills and prosocial behaviors are intricately linked. In an effort to provide a comprehensive continuum of prevention services, the CES has coordinated two grant funded projects (2008-2009 and 2009-2010) that investigate supplemental literacy intervention programs within a response to intervention framework (RtI).

### **Project Impact**

Projects of the Center for Effective Schools have been in operation since 1999 in the cities of Philadelphia, Chester, and Reading, PA; Lindenwold and Vineland, NJ; Atlanta and Kennesaw, GA; and Washington, D.C. To date, over 2208 staff across 55 schools within 10 school districts have been affected. In total, the Center for Effective Schools has improved programs for more than 19,400 students and 340 families.

### **Project Outcomes**

The Devereux Center for Effective School has accomplished the following since its inception in 1999:

- Documented positive outcomes associated with schools implementing SW-PBS including:
  - A reduction in disruptive and non-compliant behavior that ranges from 20% - 50%
  - A significant decrease in discipline referrals (again, up to 50%)
  - Improved academic performance
  - Improvement in school climate
- Increase in parents' knowledge of critical parent management skills.
- Documented decreases in disruptive behavior in the cafeteria setting.
- Improvement in teacher classroom management skills with collateral improvements in student time-on-task and decreases in disruptive behavior.
- Improvements in individual student's meeting behavior and academic goals based on functional assessment data.
- Improvements in student social skills for targeted students participating in skills groups.

### **Products and Services**

#### ***Student-Focused Consultation Services***

Consultation services are offered to school-based teams and family members to enhance the educational services for all students. CES consultants employ a problem-solving approach, based on a functional behavioral assessment, to design effective, evidence-based interventions for students with a variety of concerns, including (a) school adjustment and conduct problems, (b) emotional and behavioral disorders, (c) attention-deficit hyperactivity disorder (ADHD), and (d) learning problems. Schools and school districts can meet the ***Responsiveness to Intervention*** standard called for in the newly authorized IDEA legislation through CES-assisted, *Student Focused Consultation Services*.

#### ***Teacher-Focused and School-Wide Consultation***

Consultation services at the individual teacher and school-wide level efficiently impact large numbers of students through on-site professional development and technical assistance. CES employs a collaborative process of consultation with individual teachers to identify areas of need, prioritize goals, and plan strategies, typically involving training, coaching, and feedback on

instructional and behavior management practices. At the school-wide level, CES consultants work closely with district- and school-based teams to develop contextually-appropriate models of prevention and intervention to address academic and/or behavioral concerns.

### **Grants**

School-wide Positive Behavior Support-Philadelphia. United Way. \$250,000. 2009-2010.

Program-Wide Positive Behavior Support. The Ron Burd 21st Century Fund. \$50,000. 2008-2009.

Building Responsive and Inclusive Teaching Environments. The Marcus Foundation. \$1,389,478. 2007- 2011.

Literacy Link. The Lincoln Financial Foundation. \$16,500.00. 2008-2009.

Early Literacy for All (Project ELF-A). The Lincoln Financial Foundation. \$10,000.00. 2007-2008

The Student-Focused Behavior Support Project. Lincoln Financial Group. \$10,000. 2005-2006.

The Classwide "TEEMS" (Teachers Employing Effective Management Strategies) Project. School District of Philadelphia, Office of Specialized Services. \$50,000. 2004-2005.

Role Expansion and Advancement for Counselors Intending to Help (PR/Award No. Q215E030271). Office of Safe and Drug-Free Schools' Elementary and Secondary School Counseling Program, U.S. Department of Education. \$1,139,382. 2003-2006. Written by B. L. McCurdy, K. D. Sawka, & M. Schulman. Awarded to the School District of Philadelphia (subcontracted to Devereux Center for Effective Schools).

The Parent Liaison Service Project (Grant No. 2001-003846). Pew Fund/Children, Youth and Their Families, The Pew Charitable Trusts. \$107,000. 2002-2004.

School-Wide Behavior and Parent Support Initiative (Grant No. H324T010052). Office of Special Education Programs, U.S. Department of Education. \$449,490. 2001-2005.

Parent Investment Project (Grant No. 2000-000123). Pew Fund/Children, Youth and Their Families, The Pew Charitable Trusts. \$109,000. 2000-2002.

Strengthening Emotional Support Services. Philadelphia Mental Health Care Corporation. \$109,000. 1999-2000.

### **Manuscripts in Preparation**

Wright, R. A., & McCurdy, B. L. (2009). Classwide positive behavior support and group contingencies: Examining a positive variation of the Good Behavior Game. Manuscript submitted for review.

Jeffrey, J. L., & Horner, R. H. (2009). Evaluation of a cafeteria social skills program on student behavior and peer-to-peer interactions within an urban school. Manuscript submitted for review.

Lannie, A. L., Coddling, R. S., & McDougal, J. L. (2008). The use of change-sensitive measures to evaluate tertiary level therapeutic interventions in the schools: A case example. Manuscript submitted for review.

Dullum, L., Jeffrey, J. L., McCurdy, B. L. (2008). Comparing maintenance effects of two classwide interventions aimed at reducing disruptive behavior in an urban classroom. Manuscript in preparation.

### **Publications**

McCurdy, B. L., Lannie, A. L., & Jeffrey, J. L. (in press) Evaluating students with emotional and behavioral concerns. In T. M. Lionetti, E. Snyder, & R. W. Christner (Eds.), *A practical guide to developing competencies in school psychology*. New York: Springer.

McCurdy, B. L. & Jeffrey, J. L. (in press) Conduct disorder: Information for educators. In Canter et al. (Eds.), *Helping children at home and school II: Handouts for parents and educators*. Bethesda, MD: National Association of School Psychologists.

Sawka-Miller, & McCurdy, B.L. (2009). Preventing antisocial behavior: Parent training in low-income urban schools. In J.K. Levine (Ed.), *Low incomes: social, health and educational impacts*. (pp. 1- 30). New York: Nova Science Publishers, Inc.

Jeffrey, J. L., McCurdy, B. M., Ewing, S., & Polis, D. (2009). Classwide PBIS for students with EBD: Review of a direct observation integrity tool. *Education and Treatment for Children, 32*, 537-550.

McCurdy, B.L., Lannie, A.L., & Barnabas, E. (2009). Reducing disruptive behavior in an urban school cafeteria: An extension of the Good Behavior Game. *Journal of School Psychology, 47*(1), 39-54.

Lannie, A. L. & Martens, B. K. (2008). Targeting performance dimensions in sequence according to the instructional hierarchy: Effects on children' math work within a self-monitoring program. *Journal of Behavioral Education, (14)*, 356-375.

Lannie, A.L., & McCurdy, B.L. (2007). Preventing disruptive behavior in the urban classroom: Effects of the Good Behavior Game on student and teacher behavior. *Education and Treatment of Children, 30*, 85-98.

McCurdy, B. L., Kunsch, C., & Reibstein, S. (2007). Secondary prevention in the urban school: Implementing the behavior education program. *Preventing School Failure, 51*, 12-19.

Lannie, A. L. & McCurdy, B. L. (2007, March). The challenge of conduct disorder. *Principal Leadership, 7*, 11-15.

Lannie, A. L., & McCurdy, B. L. (2007). Preventing disruptive behavior in the urban classroom: Effects of the Good Behavior Game on student and teacher behavior. *Education and Treatment of Children, 30*, 85-98.

McCurdy, B. L., Kunsch, C., & Reibstein, S. (2007). The urban school, antisocial behavior and secondary prevention: Implementing the behavior education program. *Preventing School Failure, 51*, 12-19.

McCurdy, B. L., & Sawka, K. (2006). School-wide positive behavior support: Preventing the escalation of antisocial behavior in schools. *Publication Series*. Harrisburg, PA: PA CASSP Training and Technical Assistance Institute.

Lannie, A. L. & Martens, B. K. (2004). Effects of task difficulty and type of contingency on students' allocation of responding to math worksheets. *Journal of Applied Behavior Analysis, 37*, 53-65.

McCurdy, B. L. (2004). Conduct disorder: Information for parents. In A. S. Canter, L. Z. Paige, M. D.

Roth, I. Romero, & S. A. Carroll (Eds.), *Helping children at home and school II* (2nd ed.; pp. S-4 43-46). Bethesda, MD: National Association of School Psychologists.

McCurdy, B. L. (2004). Conduct disorder: Information for educators. In A. S. Canter, L. Z. Paige, M. D. Roth, I. Romero, & S. A. Carroll (Eds.), *Helping children at home and school II* (2nd ed.; pp. S-4 39-42). Bethesda, MD: National Association of School Psychologists.

Martens, B. K., Hilt, A. M., Needham, L. R., Sutter, J. R., Panahon, C. J., & Lannie, A. L. (2003). Carryover effects of free reinforcement on children's work completion. *Behavior Modification, 27*, 560-577.

McCurdy, B. L., Mannella, M., & Eldridge, N. (2003). Positive behavior support in urban schools: Can we prevent the escalation of antisocial behavior? *Journal of Positive Behavior Intervention, 5*, 158-170.

Martens, B. K., Ardoin, S. P., Hilt, A. M., Lannie, A. L., Panahon, C. J., & Wolfe, L. A. (2002). Sensitivity of children's behavior to probability reward: Effects of a decreasing-ratio lottery system on math performance. *Journal of Applied Behavior Analysis, 35*, 403-406.

Sawka, K. D., McCurdy, B. L., & Mannella, M. (2002). Strengthening emotional support services: An empirically-based model for training teachers of students with behavior disorders. *Journal of Emotional and Behavioral Disorders, 10*, 223-231.

Knoster, T. P., & McCurdy, B. L. (2002). Best practices in functional behavioral assessment. In A. Thomas and J. Grimes (Eds.), *Best practices in school psychology IV*. Washington, DC: The National Association of School Psychologists.

**Recent National Presentations**

Jeffrey-Pearsall, J., McCurdy, B., & Simonsen, B. (March, 2010). *The OTHER Service Delivery Settings: PBS in Alternative Programs*. Paper presented at the 7th International Conference on Positive Behavior Support, Denver, CO.

McCurdy, B., Jeffrey, J., & Clemens, N. (March, 2010). *Reading and Students with Behavior Disorders: Unraveling the Conundrum*. Poster presented at the National Association of School Psychologists' Annual Conference, Chicago, IL.

Jeffrey, J., McCurdy, B., Lannie, A., & Kunsch, C. (March, 2010). *Consulting in the Classroom: Helping Teachers Implement Classwide Best Practices*. Paper presented at the National Association of School Psychologists' Annual Conference, Chicago, IL.

McCurdy, B., Jeffrey, J., Winterling, V., Waldron, A., Butler, D., & Coleman, D. (March, 2009). *"Program-Wide" is the New "School-Wide:" Scaling Up in Residential Treatment*. Paper presented at the 6th International Conference on Positive Behavior Support, Jacksonville, FL.

Jeffrey, J. L., Lannie, A. L., Lawrence, D., Brown, V. (March 2009). *From universal to tertiary in urban districts: A principal's and coach's perspective*. Paper to be presented at the Sixth International Conference on Positive Behavior Support, Jacksonville, FL.

Dullum, L.C., Jeffrey, J., & McCurdy, B. (February, 2009). *Caught Being Good Game: Class-wide Intervention to Increase On-Task Behavior*. Poster presented at the National Association of School Psychologists' Annual Conference, Boston, MA.

Jeffrey, J. L., Dullum, L., Ritvalsky, K. (February 2009). *RtI strategic literacy interventions: Peer tutoring and internet-based instruction*. Paper to be presented at the National Association of School Psychologists 2009 Conference, Boston, MA.

Kunsch, C.A., McCurdy, B., & Lannie, A. (February, 2009). *Creating Positive Environments: Key Classroom management Skills and Observation Tools*. Paper presented at the National Association of School Psychologists' Annual Conference, Boston, MA.

Lannie, A.L., Jeffrey, J., & McCurdy, B.L. (March, 2008). *School Climate and SWPBS: Can We Have an Impact in Urban Schools*. Paper presented at the Fifth International conference on Positive Behavior Support, Chicago, IL.

McCurdy, B.L., Jeffrey, J., Ewing, S., & Polis, D. (March, 2008). *Improving the Fidelity of Classroom Systems: Impacting Classrooms for Students with EBD*. Paper presented at the Fifth International conference on Positive Behavior Support, Chicago, IL.

Jeffrey, J. L. (February 2008). *Thinking outside of the lunchbox: Psychologist's role in non-classroom settings*. Mini-skills workshop presented at the National Association of School Psychologists 2008 Conference, New Orleans, LA.

Jeffrey, J. L. (February 2008). *Building a coaching model of district-level school-wide positive behavior support*. Paper presented at the National Association of School Psychologists 2008 Conference, New Orleans, LA.

Lannie, A.L., McCurdy, B.L., & Wright, R.A. (February, 2008). *How “Good” is the Good Behavior Game? Extensions in Schools*. Paper presented at the National Association of School Psychologists 2008 Annual Convention, New Orleans, LA.

Wright, R.A., & McCurdy, B.L. (February, 2008). *Playing Games with Disruptive Behavior*. Poster presented at the National Association of School Psychologists 2008 Annual Convention, New Orleans, LA.

McCurdy, B.L. (October, 2007). *Schoolwide Positive Behavior Support: Expanding the Role of School Psychologists*. Paper presented at the Association of School Psychologists of Pennsylvania Annual Conference, State College, PA.

McCurdy, B., & Putnam, B. (October, 2007). *Urban Schools: Strategies at the Building Level*. Invited presentation for the Forum for Change conference, Chicago, IL.

Jeffrey, J., Lannie, A.L., & McCurdy, B.L. (April, 2007). *Changing school climate through schoolwide positive behavior support*. Paper presented at the 19th Children’s Interagency Training Conference, State College, PA.

McCurdy, B.L., Lannie, A.L., Mannella, M.C., & Patil, S. (March, 2007). *“Yes, We Have No Integrity”: Treatment Integrity and RTI*. Paper presented at the National Association of School Psychologists 2007 Annual Convention, New York, NY.

Patil, S. & McCurdy, B. L. (March, 2007). *Does consultation facilitate “resistant teachers” classroom management skills?* Poster presented at the National Association of School Psychologists’ 2007 Annual Convention, New York, NY.

McCurdy, B. L., Lannie, A. L., Mannella, M. C., & Patil, S. (March, 2007). *“Yes, we have no integrity”: Treatment integrity and RTI*. Paper presented at the National Association of School Psychologists’ 2007 Annual Convention, New York, NY.

Mannella, M. C., Patil, S., Lannie, A., L., & Jeffrey, J. L. (March, 2007). *Social skills training: Training alternative skills in a broom closet*. Poster presented at the National Association of School Psychologists’ 2007 Annual Convention, New York, NY.

McCurdy, B. L., Lannie, A. L., Bohanon, H., Handler, M., & Their, K. (March, 2007). *From soup to nuts: Urban SW-PBS from elementary to high school*. Symposium presented at the 4th International Conference on Positive Behavior Support, Boston, MA.

Sawka-Miller, K. D., & McCurdy, B. L. (March, 2007). *What THEY think: School-wide behavior support and urban students’ perceptions of safety*. Paper presented at the 4th International Conference on Positive Behavior Support, Boston, MA.

Sawka, K. D. & Lannie, A. L. (March, 2006). *We're "Ready, Respectful, and Responsible"! Now what?! Moving beyond universals*. Paper presented at the National Association of School Psychologists' 2006 Convention, Anaheim, CA.

Jeffrey, J. L. (March, 2006). *"If you can't take the heat...": PBS in the urban cafeteria*. Poster presented at the 3rd International Conference on Positive Behavior Support, Reno, NV.

Sawka, K. D., McCurdy, B. L., George, M., Lohrmann, S., & March, R. (March, 2006). *Improving outcomes for all students: Integration of universal, selected and tertiary programming*. Symposium presented at the 3rd International Conference on Positive Behavior Support, Reno, NV.

Sawka, K. D., & Lannie, A. (March, 2005). *"Is there a principal in the house?" And other challenges to school-wide PBS in urban schools*. Paper presented at the National Association of School Psychologists' 2005 Convention, Atlanta, GA.

Lannie, A. (March, 2005). *"All for one and one for all": Classroom group contingencies*. Poster presented at the National Association of School Psychologists' 2005 Convention, Atlanta, GA.  
McCurdy, B. L., Jeffrey, J., Travnikar, B., Hunt, Z., Englebrick, L., & McCart, A. (March, 2005). *That Might Work in the Suburbs but...PBS in the Urban School*. Panel session presented at the 2nd International Conference on Positive Behavior Support, Tampa, FL.

McCurdy, B., & Sawka, K. (April, 2004). *School-Wide Positive Behavior Support: Enhancing Data-Based Decisions*. Paper presented at the 83rd Annual Conference of the National Association of Elementary School Principals, San Francisco, CA.

Sawka, K. D., & McCurdy, B. L. (March, 2004). *School-Wide Positive Behavior Support: Implementation training for Universal Interventions*. Workshop presented at the National Association of School Psychologists' 2004 Annual Convention, Dallas, TX.

Sawka, K. D., & Jeffrey, J. (March, 2004). *"Oops, We Did It Again!" – How Schools Contribute to Antisocial Behavior*. Paper presented at the National Association of School Psychologists 2004 Annual Convention, Dallas TX.

McCurdy, B. L., Ritch, C., & Jeffrey, J. (March, 2004). *Parent Training in Urban Schools: Improving Availability and Utility*. Paper presented at the National Association of School Psychologists 2004 Annual Convention, Dallas, TX.

McCurdy, B. L., McIntyre, E. K., & La Monica, S. (March, 2004). *School-Wide PBS: Enhancing Integrity Through Improved Data Management*. Paper presented at the National Association of School Psychologists 2004 Annual Convention, Dallas, TX.

McCurdy, B. L. (October, 2003). *Working in the Schools: Preventing the Escalation of Antisocial Behavior*. Paper presented at Teaching Family Association's 26th Annual Conference, Cape May, NJ.

**Positive Outcomes Charter School**  
**Transformational Intervention Plan (Includes Budget/Timeline)**  
Description of Activities to be implemented between January 2011 and June 2013

**Goal: Accelerate achievement and improve outcomes for all students with great teachers and leaders**

**Developing teacher and school leader effectiveness**

PZ Year	Strategy/Activity	Timeline	Accountability Measures	Budget	Responsibility/Oversight
Year 1	Replaced the previous instructional leader of the school.	August 1, 2010	<ol style="list-style-type: none"> <li>1. Increased student performance on DCAS, MAP, Star Math and Star Reading.</li> <li>2. Number of students taking advanced courses at outside institutions</li> <li>3. Increased student attendance rate</li> <li>4. Decrease in student truancy</li> <li>5. Decrease in student dropouts</li> <li>6. Increase in number of student graduating</li> <li>7. Decrease in disciplinary referrals</li> </ol> Average days missed per teacher	\$70,000 - Salary \$21,700 - OEC Cost	POCS School Board
Year 1	New Principal will: <ul style="list-style-type: none"> <li>• Participate in any Development Coaches programs from RTTT that the State of Delaware's Department of Education provides.</li> <li>• Principal will receive training on School Walk-through software specialized to Delaware.</li> <li>• Receive on-site coaching with Big Picture coach on School Design Implementation</li> </ul>	September 1, 2010 - June 30, 2011	<ul style="list-style-type: none"> <li>• Number of teachers being evaluated as effective through the DPASII assessment system</li> <li>• Certificates of Participation in Development Coaches Trainings or Sessions</li> <li>• Data collected from school walk-through</li> </ul>	\$7,015 - Software and Technology from SDPDC Big Picture	POCS Director POCS School Board SDPDC Big Picture Learning

Year 2	<p>School Principal will:</p> <ul style="list-style-type: none"> <li>• Participate in any Development Coaches programs from RTTT that the State of Delaware's Department of Education provides.</li> <li>• Will receive one-on-one training on five days of DPASII training models developed by DASL.</li> <li>• Will receive one-on-one coaching and mentoring for DPASII assistance and support from DASL and SDPDC.</li> <li>• Will attend Big Picture Principal Training and Big Bang Event.</li> <li>• Will receive weekly coaching support from Big Picture Learning</li> <li>• Participate in four Learning Focused Strategies Events (LFS)</li> <li>• Participate in one day of monitoring training with Max Thompson</li> <li>• Receive on-site coaching with Big Picture coach on School Design Implementation</li> </ul>	July 1, 2011 - June 30, 2012	<ul style="list-style-type: none"> <li>• Number of teachers being evaluated as effective through the DPASII assessment system</li> <li>• Certificates of Participation in Development Coaches Trainings or Sessions</li> </ul>	<p>DASL Big Picture \$11,200 - SDPDC \$4,500 - SDPDC</p>	<p>POCS Director POCS School Board SDPDC Big Picture Learning</p>
Year 3	<p>School Principal will:</p> <ul style="list-style-type: none"> <li>• Participate in any Development Coaches programs from RTTT that the State of Delaware's Department of Education provides.</li> <li>• Receive one-on-one training on five days of DPASII training models developed by DASL.</li> <li>• Receive one-on-one coaching and mentoring for DPASII assistance and support from DASL and SDPDC.</li> <li>• Attend Big Picture Principal Training and Big Bang Event.</li> <li>• Receive weekly coaching support from Big Picture Learning</li> <li>• Participate in four Learning Focused</li> </ul>	July 1, 2012 - June 30, 2013	<ul style="list-style-type: none"> <li>• Number of teachers being evaluated as effective through the DPASII assessment system</li> <li>• Certificates of Participation in Development Coaches Trainings or Sessions</li> </ul>	<p>DASL \$??,??? - Big Picture \$11,200 - SDPDC</p>	<p>POCS Director POCS School Board SDPDC Big Picture Learning</p>

	Strategies Supplemental Trainings (LFS) (Catching Kids Up, etc.)				
Year 1	Job-embedded coaching for leadership team to investigate and develop the following transformational intervention strategies: <ul style="list-style-type: none"> <li>o DPAS II with Growth Measures to be an effective teacher evaluation system.</li> <li>o Plan to recruit, train, and retain quality teachers</li> <li>o Develop a summer program for new to POCS and teachers not meeting specified growth requirements.</li> <li>o Extended learning time</li> </ul>	January 2011 to June 30, 2011	1. Increased student performance on DCAS, MAP, Star Math and Star Reading. 2. Number of students taking advanced courses at outside institutions 3. Increased student attendance rate 4. Decrease in student truancy 5. Decrease in student dropouts	\$5,000 for New teacher summer program \$5,000 for consultants to work with leadership team on strategies.	POCS Director POCS School Board
Year 2	Job-embedded coaching for leadership team to implement the following transformational intervention strategies: <ul style="list-style-type: none"> <li>o DPAS II with Growth Measures to be an effective teacher evaluation system.</li> <li>o Plan to recruit, train, and retain quality teachers</li> <li>o Develop a summer program for new to POCS and teachers not meeting specified growth requirements.</li> <li>o Extended learning time</li> </ul>	July 2011-June 2012	6. Increase in number of students graduating 7. Decrease in disciplinary referrals 8. Average days missed per teacher	\$5,000 for New teacher summer program \$5,000 for consultants to work with leadership team on strategies.	POCS Director POCS School Board
Year 3	Job-embedded coaching for leadership team to evaluate, revise and implement the following transformational intervention strategies: <ul style="list-style-type: none"> <li>o DPAS II with Growth Measures to be an effective teacher evaluation system.</li> <li>o Plan to recruit, train, and retain quality teachers</li> <li>o Develop a summer program for new to POCS and teachers not meeting specified growth requirements.</li> <li>o Extended learning time</li> </ul>	July 2012-June 2013		\$5,000 for New teacher summer program \$5,000 for consultants to work with leadership team on strategies.	POCS Director POCS School Board

Year 1	Form a committee to develop a teacher evaluation system based on student performance measures, SDPDC developed assessments and teacher observation that includes: <ul style="list-style-type: none"> <li>o Use of DCAS data to examine connections between teacher and student performance</li> <li>o Formative and summative assessments in ELA, Science, Social Studies and Mathematics developed by SDPDC.</li> <li>o Observation of teacher performance</li> </ul>	July 2010-June 2011	By the end of year one, the teacher evaluation system will be developed and approved by the POCS board of directors for implementation in Year 2		Leadership Team POCS Board of Directors
Year 2	Implement teacher evaluation system and use it to link teacher and student performance: <ul style="list-style-type: none"> <li>o Provide targeted professional development to teachers based on DPASII evaluation data</li> <li>o Develop a compensation reward system for teachers and staff based on performance growth data</li> </ul>	July 2011-June 2012	By the end of year 2, POCS will use the teacher evaluation system to identify professional development strategy for individual teachers	\$16,000 - SDPDC	Leadership Team POCS Board of Directors SDPDC
Year 3	Evaluate, revise, and re-implement teacher evaluation system	July 2012-2013	By the end of year 3, the teacher evaluation system will be firmly established at POCS and used to reward and train teachers and staff	\$8,000 - SDPDC	Leadership Team POCS Board of Directors SDPDC
Year 1	Form a committee to develop a compensation schedule for teachers and staff based on the teacher evaluation system	January 2011-2011	By the end of year one, the compensation schedule for teachers and staff will be approved by the POCS Board of Education	\$7,800 - RTTT \$5,000 - State	POCS Board of Directors School Director Principal
Year 2	Implement the compensation schedule for teachers and staff based on the teacher evaluation system	July 2011-July 2012	Compensation schedule for teachers and staff will be implemented	\$7,800 - RTTT \$5,000 - State	POCS Board of Directors School Director Principal
Year 3	Implement compensation schedule that rewards teachers for required student growth	July 2012-2013	Full integration of compensation system for teachers and staff	\$7,800 - RTTT \$5,000 - State	POCS Board of Directors School Director Principal
Year 1 -3	Train leadership teams and instructional staff on the Learning Focus Strategies and	July 2011 - August 2011	Principal and SDPDC Core areas support specialists will	Year 2 - \$36,000 Walk-throughs	Director POCS Board of Directors

	implementation of KUD/SLM.		monitor implementation of LFS through school walk-throughs and individual coaching and support sessions DPASII Evaluations	Year 2 - \$18,000 Coaching Year 3 - \$18,000 Walk-throughs Year 3 - \$18,000 Coaching	SDPDC
Year 2 - 3	Job-embedded coaching with SDPDC will be provided to core academic area teachers	July 2011 to June 2013	<ol style="list-style-type: none"> <li>1. Increased student performance on DCAS, MAP, and End-of-Course assessments</li> <li>2. Increased student attendance</li> <li>3. Decrease in student truancy</li> <li>4. Decrease in student dropouts</li> <li>5. Increase in number of students graduating</li> <li>6. Decrease in disciplinary referrals</li> </ol>	Year 2 - \$18,000 Coaching Year 3 - \$18,000 Coaching	Director POCS Board of Directors SDPDC
Year 2-3	Implement strategies to recruit, place, retain effective teachers and replace ineffective teachers after opportunity to improve (DPASII Improvement Plan)	July 2011-July 2013	Teachers and staff will be evaluated using the DPASII with growth expectation		Principal Director POCS Board of Directors

**GOAL:** Positive Outcomes Charter School will increase student performance by providing a curriculum delivery system that infuses student-centered, inquiry and project based instruction with the Common Core Standards and Prioritized Curriculum.

### Comprehensive Instructional Reform Strategies

PZ Year	Strategy/Activity	Timeline	Accountability Measures	Budget	Responsibility/Oversight
Year 1	Work with SDPDC Specialist to select appropriately aligned curriculum materials to support new curriculum for Mathematics, ELA, Social Studies and Science	January 2011 to June 2011	Team will select materials that align with Common Core and State of Delaware Prioritized Curriculum and State of Delaware Standards	\$12,000 - SDPDC \$30,000 Mathematics \$30,000 ELA \$10,000 Science \$30,000 Social Studies	Core Area Teachers SDPDC Specialists Principal
Year 1	Curriculum design and planning team meetings with SDPDC Specialists and core area teachers	January 2011 to June 2011	Teams will meet with SDPDC Specialists to develop POCS ideas to be incorporated into developed curriculum	\$7,500 - SDPDC	Core Area Teachers SDPDC Specialists Principal
Year 2	KUD/SLM Writing of aligned curriculum materials for Mathematics, ELA, Social Studies and Science.	July 2011 to September 2011	A new aligned curriculum will be developed and implemented for fall 2011 in all core classes as measured by: <ol style="list-style-type: none"> <li>1. Increased student performance on DCAS, MAP, and End-of-Course assessments</li> <li>2. Increased student attendance</li> <li>3. Decrease in student truancy</li> <li>4. Decrease in student dropouts</li> <li>5. Increase in number of students graduating</li> <li>6. Decrease in disciplinary referrals</li> </ol>	\$36,000 - SDPDC	Core Area Teachers SDPDC Specialists Principal
Year 2	Develop a differentiated instructional model for science and science kits (KUD/SLM)	July 2011 to September 2011	A new aligned curriculum will be developed and implemented for fall 2011 in science with differentiated strategies and methods to be measured by: <ol style="list-style-type: none"> <li>1. Increased student performance on DCAS,</li> </ol>	\$6,000 - SDPDC	Science Teachers SDPDC Science Special Education Staff Principal

			<p>MAP, and End-of-Course assessments</p> <ol style="list-style-type: none"> <li>2. Increased student attendance</li> <li>3. Decrease in student truancy</li> <li>4. Decrease in student dropouts</li> <li>5. Increase in number of students graduating</li> <li>6. Decrease in disciplinary referrals</li> </ol>		
Year 2	Train leadership teams and instructional staff on the Learning Focus Strategies and implementation of KUD/SLM.	July 2011 - August 2011	Principal and SDPDC Core areas support specialists will monitor implementation of LFS through school walk-throughs and individual coaching and support sessions DPASII Evaluations	Year 2 - \$36,000 Walk-throughs Year 2 - \$18,000 Coaching Year 3 - \$18,000 Walk-throughs Year 3 - \$18,000 Coaching	Director POCS Board of Directors SDPDC
Year 2	SDPDC will develop formative and summative assessments for each core content area with benchmarks to drive instructional improvement and intervention	August 2011 to January 2012	<ol style="list-style-type: none"> <li>1. Increased student performance on DCAS, MAP, and End-of-Course assessments</li> <li>2. Increased student attendance</li> <li>3. Decrease in student truancy</li> <li>4. Decrease in student dropouts</li> <li>5. Increase in number of students graduating</li> <li>6. Decrease in disciplinary referrals</li> </ol>	\$16,000 - SDPDC	Core Area Teachers SDPDC Specialists Principal
Year 2	Curriculum design and planning team meetings with SDPDC Specialists and core area teachers	August 2011 to June 2012	Teams will meet with SDPDC Specialists to monitor curriculum implementation and LFS implementation	\$15,000 - SDPDC	Core Area Teachers SDPDC Specialists Principal
Year 2 - 3	Job-embedded coaching with SDPDC will be provided to core academic area teachers	July 2011 to June 2013	<ol style="list-style-type: none"> <li>1. Increased student performance on DCAS, MAP, and End-of-Course assessments</li> </ol>	Year 2 - \$18,000 Coaching Year 3 - \$18,000 Coaching	Director POCS Board of Directors SDPDC

			<ol style="list-style-type: none"> <li>2. Increased student attendance</li> <li>3. Decrease in student truancy</li> <li>4. Decrease in student dropouts</li> <li>5. Increase in number of students graduating</li> <li>6. Decrease in disciplinary referrals</li> </ol>		
Year 2 -3	Principal and core area teachers will participate in a quarterly "Data Day" to review and analyze student data and direct instruction.	August 2011 to June 2013	1. Increased student performance on DCAS, MAP, and End-of-Course assessments	\$20,000 - SDPDC	Core Area Teachers SDPDC Specialists Principal
	State of Delaware Data Coach will meet with Core area teachers weekly to utilize data in unique and innovative methods to drive instructional delivery		2. Increased use of data to drive instructional practice	State RTTT Funds	Core Area Teachers RTTT Data Coach Principal
Year 2	SDPDC will provide 10 days of instructional technology training and support for classroom level technology integration.	July 2011 to June 2012	<ol style="list-style-type: none"> <li>1. Increased technology integration in classroom level instruction as monitored through walk-throughs</li> <li>2. Increased use of technology in classrooms</li> </ol>	\$5,000 - SDPDC	All Teachers SDPDC Specialists Principal
Year 3	Curriculum design and planning team meetings with SDPDC Specialists and core area teachers	July 2012 to June 2013	Teams will meet with SDPDC Specialists to monitor curriculum implementation and LFS implementation	\$15,000 - SDPDC	Core Area Teachers SDPDC Specialists Principal
Year 3	Train leadership teams and instructional staff on the Supplemental Learning Focus Strategies and implementation of KUD/SLM.	July 2012 - June 2013	Principal and SDPDC Core areas support specialists will monitor implementation of LFS through school walk-throughs and individual coaching and support sessions DPASII Evaluations	\$11,200	Core Area Teachers SDPDC Specialists Principal
Year 3	SDPDC will modify current formative and summative assessments for each core content area with benchmarks to drive instructional improvement and intervention	July 2012 - June 2013	<ol style="list-style-type: none"> <li>1. Increased student performance on DCAS, MAP, and End-of-Course assessments</li> <li>2. Increased student</li> </ol>	\$8,000 - SDPDC	Core Area Teachers SDPDC Specialists Principal

			<ul style="list-style-type: none"> <li>attendance</li> <li>3. Decrease in student truancy</li> <li>4. Decrease in student dropouts</li> <li>5. Increase in number of students graduating</li> <li>6. Decrease in disciplinary referrals</li> </ul>		
Year 2	Develop a pilot program for students on the Portfolio Assessment (DAPA) program to participate in the DCAS testing program to track growth and utilize Learning Point lessons and also submit a DAPA portfolio	August 2011 to June 2012	<ul style="list-style-type: none"> <li>1. Monitor growth of DAPA students</li> <li>2. Increased interventions using Learning Point</li> </ul>		Special Education Staff Core Area Teachers Principal
Year 3	Analyze student data of Portfolio students on DCAS	July 2012 to August 2012	Determine effectiveness of Data collected		Special Education Staff Core Area Teachers Principal
Year 3	Continue Portfolio-DCAS pilot program	September 2012 - June 2013	<ul style="list-style-type: none"> <li>1. Monitor growth of DAPA students</li> <li>2. Increased interventions using Learning Point</li> </ul>		Special Education Staff Core Area Teachers Principal
Year 1	Monitor growth of students following implementation of Student Enrichment block in the 2010-2011 school year	January 2011 to June 2011	<ul style="list-style-type: none"> <li>1. Increased student performance on DCAS, MAP, Star Reading and Star Math</li> <li>2. Decrease of student grade level deficiencies in Math and Reading</li> </ul>		Special Education Staff Core Area Teachers Math Specialist Reading Specialist Principal
Year 2 - 3	Continued use of targeted intervention block for reading and mathematics with individualized placement in small learning groups based on achievement levels	August 2011 to June 2012	<ul style="list-style-type: none"> <li>1. Increased student performance on DCAS, MAP, Star Reading and Star Math</li> <li>2. Decrease of student grade level deficiencies in Math and Reading</li> </ul>		Special Education Staff Core Area Teachers Math Specialist Reading Specialist Principal
Year 1	Planning for an implementation of Big Picture School Design combined with Core Area Aligned Instruction	November 2010 to June 2011	The net result of infusing Big Picture Design into our program will be:	\$125,000 for model design programming and data plan	Entire School Community

	Participate in initial onsite evaluation by Big Picture Learning Staff	November 2010-December 2010	<ol style="list-style-type: none"> <li>1. Increased student performance on DCAS, MAP, Star Math, Star Reading and End-of-Course assessments</li> <li>2. Increased student attendance</li> <li>3. Decrease in student truancy</li> <li>4. Decrease in student dropouts</li> <li>5. Increase in number of students graduating</li> <li>6. Decrease in disciplinary referrals</li> <li>7. Increase in students taking college credit bearing courses</li> <li>8. Increased Post-secondary college enrollment</li> <li>9. Increased fluency for all students</li> <li>10. Authentic exhibitions of student learning</li> <li>11. Students involved in authentic internships</li> <li>12. Increase the number of students accepted into college</li> <li>13. Increase student post-secondary employment options</li> </ol>	development	
	Receive School Evaluation	December 2010			
	Seek any applicable waivers	January 2011-June 2011			
	Discuss with State Stakeholders program needs and expectations				
	Sign Agreement with Big Picture				
	Work collaboratively with Big Picture on Hybrid delivery system				
	Begin community outreach about Internships				
	Begin outreach to all local colleges and universities in areas				
	Begin outreach to Dover Airbase for internships, mentoring and other support				
	Submit Big Picture CTE program for DOE evaluation				
	Participate in any and all Big Picture trainings and events as required by agreement				
	Develop an internship program supported by the Devereux Foundation for job placement of low incident high needs students with disabilities in the community				
	Investigate the use of credit bearing technology delivered curriculum	November 2010-June 2011			
Year 2-3	Implement Big Picture Design Hybrid integrating new curriculum and required core course instruction with internship and individualized instructional program supported by new Partners	July 2011 to June 2013			
Year 1 -2	Develop an electronic student portal that: <ul style="list-style-type: none"> <li>• Allows for the development of an individual learning plan</li> <li>• Allows for electronic communication with all staff, students and parents</li> <li>• Allows for a common calendar to</li> </ul>	January 2011 to August 2011	<ol style="list-style-type: none"> <li>1. Continuous progress monitoring and data tracking of work</li> <li>2. Collaboration and feedback for student learning plans</li> <li>3. Increase in work completion for all students</li> </ol>	\$25,000 - Google \$100,000 - Dell \$7,500	Director School Staff

	<ul style="list-style-type: none"> <li>track assignments and work</li> <li>Allows for storage of documents for easy retrieval</li> <li>Allows for self reflection on goals and achievements</li> <li>Allows for continuous progress monitoring of work completion</li> </ul>		4. Access to personal data for students on and off site.		
Year 1	<p>Upgrade current school technology to allow for continuous data access and communication of all students and staff.</p> <ul style="list-style-type: none"> <li>Purchase 10 laptop carts for each advisory room with 12 laptops per cart.</li> <li>Purchase 22 staff laptops</li> <li>Purchase 10 laptop carts</li> <li>Purchase Office 2010 for each laptop</li> <li>Purchase other productivity software</li> </ul>	January 2011 - June 2011			
Year 3	Monitor and improve system for efficiency and utilization	July 2012- June 2013			
Year 1	<p>To increase college readiness Positive Outcomes Charter School will:</p> <ul style="list-style-type: none"> <li>Increase PSAT participation of all students. Mentors will meet with all freshman and sophomore students individually to discuss how PSAT participation would be beneficial in meeting their career goals.</li> <li>Provide PSAT administration at the school's expense.</li> <li>Explore using POCS as a SAT testing site. The school counselor will contact the College Board to determine the feasibility of becoming a testing site.</li> <li>Provide SAT prep program for all 11th and 12th grade students who are signed up for SAT testing</li> </ul>	Fall 2010	Increase PSAT Participation	\$2,000 - POCS	School Counselor Principal

	<ul style="list-style-type: none"> <li>Provide SAT administration at the school's expense</li> </ul>				
Year 2 - 3	Continue PSAT and SAT Prep programs at POCS expense and utilize State resources for SATs	Fall 2011 to Spring 2013	Increase PSAT and SAT participation	\$1,400 - POCS SAT - State	School Counselor Principal
Year 2	Develop an individualized contract physical education and health program to enable students to increase instructional time in core content areas while still meeting State Physical Education and Health requirements	July 2011 to August 2011	<ol style="list-style-type: none"> <li>Increased student performance on DCAS, MAP, Star Reading and Star Math</li> <li>Decrease of student grade level deficiencies in Math and Reading</li> </ol>	\$75,000 to purchase anaerobic and aerobic fitness center equipment and time tracking system	Director Health and PE Teacher Principal
Year 2	Eliminate Art as a requirement for graduation from Positive Outcomes Charter School to be replaced by other academic and CTE programs	June 2011	Increased student time in core academic areas		Director POCS Board of Directors
Year 2	Approve and integrate new graduation requirements related to Hybrid Big Picture Model	Fall 2011			

**GOAL:** Positive Outcomes Charter School will implement time-effective strategies and engage families and communities to support the academic success of its students

**Extending Learning Time and Creating Community-Oriented schools**

PZ Year	Strategy/Activity	Timeline	Accountability Measures	Budget	Responsibility/Oversight
Year 2-3	POCS will provide flexible scheduling opportunities and extend the school year by: 1. Providing an intensive invitation only learning academy for math and ELA for academically at risk students 2. Reconstitute learning time to focus on core area instruction for all students. 3. Integrate advisory periods to allow individual project based learning 4. Offer non-traditional credit bearing courses through technology 5. Provide after school targeted intervention support to at-risk students 2 days per week	August 2011 to June 2013	1. Increased student performance on DCAS, MAP, Star Math, Star Reading and End-of-Course assessments 2. Increased student attendance 3. Decrease in student truancy 4. Decrease in student dropouts 5. Increase in number of students graduating 6. Decrease in disciplinary referrals	\$46,648	Principal Director POCS Board of Directors Core Area Teachers
Year 3	Evaluate and monitor the success of extended learning time	July 2012-June 2013			
Year 1	Work with the Center For Effective Schools on the development of a new pilot Parent Investment Project (PIP) <i>Session 1: Teaching through Encouragement</i> • Helps parents to establish house rules and to use point charts to encourage chore compliance. <i>Session 2: Praise and Reinforcement</i> • Introduces the skill of “contingent parenting” including the use of praise and reinforcement. <i>Session 3: Assertive Discipline</i> • Introduces limit setting and generally how to address rule violations, like curfew	November 2010-June 2011	Successful implementation of the following strategies: • Increase parent and community participation in school-wide decision and events • to develop a parent training program designed to help parents address the behavior management needs of their children, including behavior related to academic performance (e.g.,	\$10,169 - Center for Effective Schools	Center for Effective Schools Counseling Staff Principal

	<p>violations.</p> <p><i>Session 4: Problem-Solving</i></p> <ul style="list-style-type: none"> <li>• Introduces a step-by-step method for negotiating sensitive issues.</li> </ul> <p><i>Session 5: Homework Compliance</i></p> <ul style="list-style-type: none"> <li>• Helps parents to address concerns with homework including homework completion.</li> </ul> <p><i>Session 6: Monitoring "Street Time"</i></p> <ul style="list-style-type: none"> <li>• Introduces methods for monitoring the adolescent's whereabouts when not at home</li> </ul>		<p>homework completion, school attendance)</p> <ul style="list-style-type: none"> <li>• to train 1 to 2 professionals at POCS to deliver the parent training program with high fidelity.</li> </ul>		
Year 2 -3	<p>Devereux CES staff will provide training for the first cohort of parents. Training will be delivered on-site for 1.5 hours in the evening or at another time convenient to the parents, POCS and Devereux. Following each training, acceptability measures will be collected to assess participant satisfaction. Following the first cohort, Devereux CES staff will co-train with one or two members of POCS professional staff. Potential trainers will be selected by POCS with input from Devereux CES. Trainers will be trained on each module and will participate in joint training sessions with Devereux CES staff for the duration of the second cohort (6 sessions). Following each training session, staff trainers will receive feedback from Devereux trainers.</p>	July 2011- June 2013			
Year 1	<p>Staff and Students will complete a school culture survey to measure school climate. DASL Staff will analyze school data and make programmatic recommendations.</p>	January 2011 - June 2011	<p>Review Data of school climate and recommend changes for implementation</p>	<p>\$3,600 - DASL</p>	<p>DASL Staff Director Principal</p>
Year 2 - 3	<p>Staff and Students will complete school culture survey to measure school climate and monitor implemented improvements</p>	July 2011 - June 2013			

Year 2	Locate Parent Center in Fitness Center to encourage students and parents to practice fitness together and also have access to school information about their children	June 2011	<ol style="list-style-type: none"> <li>1. Parents have access to data about their students</li> <li>2. Parents and students will develop a fitness plan together</li> </ol>		Director Principal
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**Goal: Accelerate achievement and improve student outcomes by turning around low achieving schools**

**Providing Operating Flexibility and Sustained Support**

<b>PZ Year</b>	<b>Strategy/Activity</b>	<b>Timeline</b>	<b>Accountability Measures</b>	<b>Budget</b>	<b>Responsibility/Oversight</b>
Year 1-3	Positive Outcomes Charter School will adopt a board policy to provide school principal at POCS with sufficient operating flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes	July 2011-2013	Adoption of board policy		POCS Board of Directors
Year 1-3	<p>Positive Outcomes Charter School will receive ongoing, intensive, and technical assistance from the Southern Delaware Professional Development Center, Delaware Academy of School Leadership and Big Picture Learning. Services include:</p> <ul style="list-style-type: none"> <li>• Coaching for principal and leadership team</li> <li>• Job-embedded training for teachers and instructional staff</li> <li>• Professional development in all areas identified in our school transformation plan</li> <li>• Support in school planning and development</li> <li>• Model school design</li> <li>• Curriculum integration and design</li> </ul>	January 2011-2013	<ol style="list-style-type: none"> <li>1. Increased student performance on DCAS, MAP, Star Math, Star Reading and End-of-Course assessments</li> <li>2. Increased student attendance</li> <li>3. Decrease in student truancy</li> <li>4. Decrease in student dropouts</li> <li>5. Increase in number of students graduating</li> <li>6. Decrease in disciplinary referrals</li> <li>7. Increase in students taking college credit bearing courses</li> <li>8. Increased Post-secondary college enrollment</li> <li>9. Increased fluency for all students</li> <li>10. Authentic exhibitions of student learning</li> <li>11. Students involved in authentic internships</li> <li>12. Increase the number of students accepted into college</li> <li>13. Increase student post-secondary employment options</li> </ol>		

<b>January 2011</b>		<b>Partnership Zone Year 1</b>	
<b>Project Area</b>	<b>Responsible Party</b>	<b>Work to be completed</b>	<b>Completion Status/Prerequisites</b>
<b>Partnership Plan</b>	POCS Board of Directors POCS Director Innovative School Liaison	Partnership Plan Approval <ul style="list-style-type: none"> <li>• Submit modified items as required</li> <li>• Any other required items</li> <li>• Finalize Partnership Zone Advisory Board</li> <li>• Initiate facilitation of waivers surrounding BP Implementation with the DDOE</li> <li>• Initiate facilitation of the CTE project acceptance , approval and funding through the DDOE’s CTE office</li> </ul>	
<b>Curriculum</b>	POCS Director POCS Principal SDPDC - Lead SDPDC Content Area Specialist	<ul style="list-style-type: none"> <li>• Finalize SDPDC Agreement</li> <li>• Finalize Deliverable Timeline</li> <li>• Finalize Meeting Timeline</li> <li>• Purchase Apple Ipads for Walk-through data collection</li> <li>• Purchase McRel Power-Walkthrough Software</li> <li>• Monthly planning meeting with project lead and content area specialists</li> <li>• Begin selection of curriculum materials for new curriculum</li> </ul>	Prerequisite <ul style="list-style-type: none"> <li>• Partnership Plan Approval</li> </ul>
<b>Leadership Development</b>	POCS Director POCS Principal BPL Coach	<ul style="list-style-type: none"> <li>• Develop Leadership Development Plan</li> <li>• Principal and Director Attend BP Principal’s Retreat</li> </ul>	Prerequisite <ul style="list-style-type: none"> <li>• Partnership Plan Approval</li> </ul>

<b>Big Picture Learning Design</b>	BPL Coach	Initiate onsite coaching	Prerequisite <ul style="list-style-type: none"> <li>Partnership Plan Approval</li> </ul>
<b>Parent Investment Project</b>		<ul style="list-style-type: none"> <li>Finalize Center for Effective Schools Agreement</li> <li>Finalize Deliverable Timeline</li> </ul>	
<b>High Needs Internship Support</b>	POCS Director POCS Principal POCS Special Education Coordinator Devereux CARES Lead	<ul style="list-style-type: none"> <li>Finalize Devereux CARES Agreement</li> <li>Finalize Devereux CARES Deliverable Timeline</li> </ul>	
<b>Internships</b>		<ul style="list-style-type: none"> <li>Continue development of relationship with Dover Air Force Base for internships</li> <li>Finalize new LTI Coordinator Job Description</li> </ul>	
<b>Community Based Learning</b>			
<b>Fitness Center</b>		<ul style="list-style-type: none"> <li>Finalize Quotes for Purchase of Fitness Center Equipment</li> <li>Finalize quote for purchase of Gym Assistant program, computer and key tags</li> <li>Solicitation of quotes for required renovation of fitness center space.</li> </ul>	
<b>Parent Center</b>			
<b>Instructional Program Implementation</b>			
<b>POCS Items</b>		Culture Survey <ul style="list-style-type: none"> <li>Conduct annual school climate survey of students</li> <li>Submit survey results to DASL</li> </ul>	Completed survey

February 2011		Partnership Zone Year 1	
Project Area	Responsible Party	Work to be completed	Completion Status/Prerequisites
<b>Partnership Plan</b>	POCS Director BPL Liaison Innovative Schools Liaison	<ul style="list-style-type: none"> <li>• Hold POCS PZ Advisory Board Meeting</li> <li>• Develop Transition Plan</li> <li>• Conduct third party audit</li> <li>• Continue facilitation of waivers surrounding BP Implementation with the DDOE</li> <li>• Continuation facilitation of the CTE project acceptance , approval and funding through the DDOE’s CTE office</li> </ul>	Developed and approved Transition Plan
<b>Curriculum</b>	POCS Director POCS Principal SDPDC - Lead SDPDC Content Area Specialist	<ul style="list-style-type: none"> <li>• Training on use of McRel Power-Walkthrough Software</li> <li>• Begin data collection by content specialist</li> <li>• Monthly planning meeting with project lead and content area specialists</li> <li>• Continue selection of curriculum materials for new curriculum</li> </ul>	Prerequisite <ul style="list-style-type: none"> <li>• Purchase of iPads and Software</li> </ul>
<b>Leadership Development</b>	POCS Principal BP Coach	<ul style="list-style-type: none"> <li>• Onsite BP coaching</li> </ul>	
<b>Big Picture Learning Design</b>	POCS Principal BP Coach/Liaison	<ul style="list-style-type: none"> <li>• Onsite BP coaching</li> <li>• Develop data portfolio</li> </ul>	Data Portfolio
<b>Parent Investment Project</b>		<ul style="list-style-type: none"> <li>• Meeting to discuss implementation for 2011-2012 School year</li> </ul>	
<b>High Needs Internship Support</b>	POCS Director POCS Principal POCS Special Education	<ul style="list-style-type: none"> <li>• Devereux CARES lead meets with POCS administrators to develop program design and plan</li> </ul>	Plan developed

	Coordinator Devereux CARES Lead		
<b>Internships</b>			
<b>Community Based Learning</b>			
<b>Fitness Center</b>			
<b>Parent Center</b>			
<b>Instructional Program Implementation</b>			
<b>POCS Items</b>		Culture Survey <ul style="list-style-type: none"> <li>• Meet with DASL to discuss strategies and to develop actions steps that address areas of need identified by review of School Culture results</li> </ul>	Culture Survey
<b>Innovative Support</b>	Innovative Learning	Develop marketing plan	

<b>March 2011</b>		<b>Partnership Zone Year 1</b>	
<b>Project Area</b>	<b>Responsible Party</b>	<b>Work to be completed</b>	<b>Completion Status/Prerequisites</b>
<b>Partnership Plan</b>	Innovative Schools Liaison	<ul style="list-style-type: none"> <li>• Conclude facilitation of waivers surrounding BP implementation with the DDOE</li> <li>• Conclude facilitation of the CTE project acceptance , approval and funding through the DDOE’s CTE office</li> </ul>	Waivers approved
<b>Curriculum</b>	POCS Director POCS Principal SDPDC - Lead SDPDC Content Area Specialist	<ul style="list-style-type: none"> <li>• Continue data collection by content specialist</li> <li>• Monthly planning meeting with project lead and content area specialists</li> <li>• Finalize selection of curriculum materials for new curriculum</li> <li>• Begin KUD/SLM Writing</li> </ul>	
<b>Leadership Development</b>	POCS Director POCS Principal Innovative Schools Liaison DOE Data Coach	<ul style="list-style-type: none"> <li>• Visit other BP School</li> <li>• Attend quarterly Principal’s Academy</li> <li>• Data Day</li> </ul>	
<b>Big Picture Learning Design</b>	BP Coach POCS Principal POCS Staff	<ul style="list-style-type: none"> <li>• Implementation planning</li> <li>• Tech system creation</li> <li>• Coaching continues</li> <li>• Adaptation of Big Picture Model to POCS’s school design</li> </ul>	
<b>Parent Investment Project</b>			
<b>High Needs Internship Support</b>	POCS Director POCS Principal POCS Special Education Coordinator	<ul style="list-style-type: none"> <li>• Initiate assessment of the all targeted students</li> <li>• Initiate training of staff on critical issues in instructional</li> </ul>	

	POCS Staff Devereux CARES Staff	strategies related to transition	
<b>Internships</b>			
<b>Community Based Learning</b>			
<b>Fitness Center</b>			
<b>Parent Center</b>			
<b>Instructional Program Implementation</b>			
<b>Innovative Support</b>	Innovative Learning	<ul style="list-style-type: none"> <li>• Community engagement with POCS's key stakeholders</li> <li>• Work with business community to develop partnerships</li> </ul>	

<b>April 2011</b>		<b>Partnership Zone Year 1</b>	
<b>Project Area</b>	<b>Responsible Party</b>	<b>Work to be completed</b>	<b>Completion Status/Prerequisites</b>
<b>Partnership Plan</b>	POCS Director	<ul style="list-style-type: none"> <li>Hold POCS PZ Advisory Board Meeting</li> </ul>	
<b>Curriculum</b>	POCS Director POCS Principal SDPDC - Lead SDPDC Content Area Specialist	<ul style="list-style-type: none"> <li>Continue data collection by content specialist</li> <li>Monthly planning meeting with project lead and content area specialists</li> <li>Begin purchase of curriculum materials for new curriculum</li> <li>Continue KUD/SLM Writing</li> <li>Schedule any identified technology training required</li> </ul>	Prerequisite <ul style="list-style-type: none"> <li>Selection of new curricular materials</li> </ul>
<b>Leadership Development</b>	POCS Director POCS Principal Innovative Schools Liaison DOE Data Coach	<ul style="list-style-type: none"> <li>Visit other BP School</li> <li>Data Day</li> </ul>	
<b>Big Picture Learning Design</b>	BP Coach POCS Principal POCS Staff	<ul style="list-style-type: none"> <li>Coaching continues</li> <li>Initiate Student Learning Plan</li> </ul>	
<b>Parent Investment Project</b>			
<b>High Needs Internship Support</b>	POCS Director POCS Principal POCS Special Education Coordinator POCS Staff Devereux CARES Lead	<ul style="list-style-type: none"> <li>Continue on-site training and consultation</li> </ul>	Prerequisite <ul style="list-style-type: none"> <li>comprehensive assessment of all targeted students</li> </ul>
<b>Internships</b>			
<b>Community Based</b>			

<b>Learning</b>			
<b>Fitness Center</b>			
<b>Parent Center</b>			
<b>Instructional Program Implementation</b>			
<b>Innovative Support</b>	Innovative Learning	<ul style="list-style-type: none"> <li>• Community engagement with POCS's key stakeholders</li> <li>• Work with business community to develop partnerships</li> <li>• Initiate teacher recruitment</li> </ul>	

May 2011		Partnership Zone Year 1	
Project Area	Responsible Party	Work to be completed	Completion Status/Prerequisites
<b>Partnership Plan</b>			
<b>Curriculum</b>	POCS Director POCS Principal SDPDC - Lead SDPDC Content Area Specialist	<ul style="list-style-type: none"> <li>Continue data collection by content specialist</li> <li>Monthly planning meeting with project lead and content area specialists</li> <li>Continue purchase of curriculum materials for new curriculum</li> <li>Continue KUD/SLM Writing</li> <li>Plan for professional development events for instructional staff related to LFS Implementation</li> </ul>	Prerequisite <ul style="list-style-type: none"> <li>Selection of new curricular materials</li> </ul>
<b>Leadership Development</b>	POCS Director POCS Principal Innovative Schools Liaison	<ul style="list-style-type: none"> <li>Visit other BP School</li> <li>Attend quarterly Principal Academy</li> </ul>	
<b>Big Picture Learning Design</b>	BP Coach POCS Principal POCS Staff	<ul style="list-style-type: none"> <li>Coaching continues</li> <li>Continue individual learning plans</li> </ul>	
<b>Parent Investment Project</b>			
<b>High Needs Internship Support</b>	POCS Director POCS Principal POCS Special Education Coordinator Devereux CARES Lead	<ul style="list-style-type: none"> <li>Continuation of –on-site training and support</li> <li>Included in the training would be a discussion of strategies to best support families during transition</li> </ul>	
<b>Internships</b>			
<b>Community Based Learning</b>			

<b>Fitness Center</b>			
<b>Parent Center</b>			
<b>Instructional Program Implementation</b>			
<b>Innovative Support</b>	Innovative Learning	<ul style="list-style-type: none"> <li>• Community engagement with POCS's key stakeholders</li> <li>• Continue teacher recruitment</li> <li>• Work with business community to develop partnerships</li> </ul>	

<b>June 2011</b>		<b>Partnership Zone Year 1</b>	
<b>Project Area</b>	<b>Responsible Party</b>	<b>Work to be completed</b>	<b>Completion Status/Prerequisites</b>
<b>Partnership Plan</b>			
<b>Curriculum</b>	POCS Director POCS Principal SDPDC - Lead SDPDC Content Area Specialist	<ul style="list-style-type: none"> <li>Continue data collection by content specialist</li> <li>Monthly planning meeting with project lead and content area specialists</li> <li>Finish purchase of curriculum materials for new curriculum</li> <li>Continue KUD/SLM Writing</li> <li>Provide two professional development events for instructional staff related to LFS Implementation (2 of 4)</li> </ul>	Prerequisite <ul style="list-style-type: none"> <li>Selection of new curricular materials</li> </ul>
<b>Leadership Development</b>	BP Liaison Innovative Schools Liaison POCS Principal POCS Director DOE Data Coach	<ul style="list-style-type: none"> <li>Data Collection continues</li> <li>Data Day</li> </ul>	
<b>Big Picture Learning Design</b>	BP Coach POCS Principal POCS Staff	<ul style="list-style-type: none"> <li>Coaching ends and results are reviewed</li> </ul>	
<b>Parent Investment Project</b>			
<b>High Needs Internship Support</b>			
<b>Internships</b>			
<b>Community Based Learning</b>			
<b>Fitness Center</b>			
<b>Parent Center</b>			

<b>Instructional Program Implementation</b>			
<b>Innovative Support</b>	Innovative Learning	<ul style="list-style-type: none"> <li>• Complete teacher recruitment</li> <li>• Work with business community to develop partnerships</li> </ul>	

<b>July 2011</b>		<b>Partnership Zone Year 2</b>	
<b>Project Area</b>	<b>Responsible Party</b>	<b>Work to be completed</b>	<b>Completion Status/Prerequisites</b>
<b>Partnership Plan</b>	POCS Director	<ul style="list-style-type: none"> <li>• Hold POCS PZ Advisory Board Meeting</li> </ul>	
<b>Curriculum</b>	POCS Director POCS Principal SDPDC - Lead SDPDC Content Area Specialist	<ul style="list-style-type: none"> <li>• Evaluate walk-through data collected by content specialist</li> <li>• Monthly planning meeting with project lead and content area specialists</li> <li>• Continue KUD/SLM Writing</li> <li>• Begin Science differentiation of KUD/SLM</li> <li>• Provide final two professional development events for instructional staff related to LFS Implementation (2 of 4)</li> <li>• Hold Data day with teachers and administration to review 2010-2011 assessment data</li> </ul>	
<b>Leadership Development</b>	BP Network Principal POCS Principal	<ul style="list-style-type: none"> <li>• On-site principal review</li> </ul>	
<b>Big Picture Learning Design</b>	BP Liaison Innovative Schools Liaison POCS Director POCS Principal POCS LTI Coordinator	<ul style="list-style-type: none"> <li>• Review assessment results of initial year of Big Picture</li> <li>• Plan for year 2</li> <li>• Purchase Big Picture materials</li> <li>• Project-Based Learning training initiated</li> </ul>	
<b>Parent Investment Project</b>			
<b>High Needs Internship</b>	POCS LTI Coordinator	<ul style="list-style-type: none"> <li>• Review progress of year 1</li> </ul>	Assessments completed

<b>Support</b>	POCS Special Education Coordinator POCS Principal		Year 1 training completed.
<b>Internships</b>	POCS LTI Coordinator	<ul style="list-style-type: none"> <li>Work with Innovative Schools to explore identified business partners to serve as potential mentors</li> </ul>	
<b>Community Based Learning</b>			
<b>Fitness Center</b>			
<b>Parent Center</b>			
<b>Instructional Program Implementation</b>			
<b>Innovative Support</b>	Innovative Schools	Continue support	

<b>August 2011</b>		<b>Partnership Zone Year 2</b>	
<b>Project Area</b>	<b>Responsible Party</b>	<b>Work to be completed</b>	<b>Completion Status/Prerequisites</b>
<b>Partnership Plan</b>			
<b>Curriculum</b>	POCS Director POCS Principal SDPDC - Lead SDPDC Content Area Specialist	<ul style="list-style-type: none"> <li>• Monthly planning meeting with project lead and content area specialists</li> <li>• Finalize KUD/SLM development</li> <li>• Finalize Science differentiation of KUD/SLM</li> <li>• Hold technology training sessions as identified from evaluations</li> <li>• Begin Mentoring/Coaching with teachers</li> </ul>	
<b>Leadership Development</b>	POCS Principal	<ul style="list-style-type: none"> <li>• Attend Principal’s Academy at Big Bang</li> </ul>	
<b>Big Picture Learning Design</b>	POCS Staff	<ul style="list-style-type: none"> <li>• Attend Big Bang in Rhode Island</li> <li>• Project-Based Learning training continued</li> </ul>	
<b>Parent Investment Project</b>			
<b>High Needs Internship Support</b>	POCS LTI Coordinator POCS Special Education Coordinator Devereux CARES Lead	<ul style="list-style-type: none"> <li>• Review progress of year 1 with Devereux lead and plan for year 2</li> </ul>	
<b>Internships</b>	POCS LTI Coordinator	<ul style="list-style-type: none"> <li>• Work with Innovative Schools to explore identified business partners to serve as potential mentors</li> </ul>	
<b>Community Based</b>			

<b>Learning</b>			
<b>Fitness Center</b>			
<b>Parent Center</b>			
<b>Instructional Program Implementation</b>			
<b>Innovative Support</b>	POCS Director POCS Principal POCS Staff DOE Data Coach BP Data Coach	<ul style="list-style-type: none"> <li>Data Day</li> </ul>	

September 2011		Partnership Zone Year 2	
Project Area	Responsible Party	Work to be completed	Completion Status/Prerequisites
<b>Partnership Plan</b>			
<b>Curriculum</b>	POCS Director POCS Principal SDPDC - Lead SDPDC Content Area Specialist	<ul style="list-style-type: none"> <li>• Monthly planning meeting with project lead and content area specialists</li> <li>• Continue Mentoring/Coaching with teachers</li> <li>• Begin walk-through data collection by content specialist</li> <li>• Begin written summaries for walk-through and LFS Implementation</li> </ul>	
<b>Curriculum</b>	BP Liaison POCS Staff POCS LTI Coordinator	Initiate BP Design: <ul style="list-style-type: none"> <li>• Learning Through Connected Question (gr 7-9)</li> <li>• Learning Through Volunteering (gr 9)</li> <li>• Learning Through Internships (gr 10-12)</li> </ul>	
<b>Leadership Development</b>	POCS Principal BP Network Principal DASL Staff	<ul style="list-style-type: none"> <li>• School Principal will meet monthly with DASL Staff for DPAS II training modules</li> <li>• On-site peer review</li> </ul>	
<b>Big Picture Learning Design</b>	BP Coach	<ul style="list-style-type: none"> <li>• BP Coaching differentiates, depending on grade level</li> </ul>	
<b>Parent Investment Project</b>	POCS Director Center for Effective Schools - Lead	<ul style="list-style-type: none"> <li>• Begin Monthly Parent Investment Project Parent Meetings (Session 1)</li> <li>• POCS Staff present to observe meetings to replicate offerings in 2012-2013</li> </ul>	

		<ul style="list-style-type: none"> <li>• Begin data collection on project</li> </ul>	
<b>High Needs Internship Support</b>	POCS Staff POCS Principal POCS Special Education Coordinator POCS LTI Coordinator Devereux CARES Staff	<ul style="list-style-type: none"> <li>• Assessments begin on new high need students</li> <li>• On-site training and support</li> </ul>	
<b>Internships</b>	POCS LTI Coordinator	<ul style="list-style-type: none"> <li>• Work with Innovative Schools to explore identified business partners to serve as potential mentors</li> </ul>	
<b>Community Based Learning</b>			
<b>Fitness Center</b>			
<b>Parent Center</b>			
<b>Instructional Program Implementation</b>			
<b>Innovative Support</b>	POCS Director POCS Principal POCS Staff DOE Data Coach BP Data Coach	<ul style="list-style-type: none"> <li>• Data Day</li> </ul>	

<b>October 2011</b>		<b>Partnership Zone Year 2</b>	
<b>Project Area</b>	<b>Responsible Party</b>	<b>Work to be completed</b>	<b>Completion Status/Prerequisites</b>
<b>Partnership Plan</b>	POCS Director	<ul style="list-style-type: none"> <li>Hold POCS PZ Advisory Board Meeting</li> </ul>	
<b>Curriculum</b>	POCS Director POCS Principal SDPDC - Lead SDPDC Content Area Specialist	<ul style="list-style-type: none"> <li>Monthly planning meeting with project lead and content area specialists</li> <li>Continue Mentoring/Coaching with teachers</li> <li>Continue walk-through data collection by content specialist</li> <li>Continue written summaries for walk-through and LFS Implementation</li> <li>Begin development of content area benchmarking assessments</li> <li>Hold Data day with teachers and administration to review start of year Star Math, Star Reading, NWEA and DCAS assessment data</li> </ul>	
<b>Leadership Development</b>	POCS Principal DASL Staff	<ul style="list-style-type: none"> <li>School Principal will meet monthly with DASL Staff for DPAS II training modules</li> <li>Begin DPAS II coaching and support</li> </ul>	
<b>Big Picture Learning Design</b>	BP Coach	<ul style="list-style-type: none"> <li>BP Coaching continues</li> </ul>	
<b>Parent Investment Project</b>	POCS Director Center for Effective Schools - Lead	<ul style="list-style-type: none"> <li>Continue Monthly Parent Investment Project Parent Meetings (Session 2)</li> </ul>	

		<ul style="list-style-type: none"> <li>• POCS Staff present to observe meetings to replicate offerings in 2012-2013</li> <li>• Continue data collection on project</li> </ul>	
<b>High Needs Internship Support</b>	POCS Staff POCS Principal POCS Special Education Coordinator POCS LTI Coordinator Devereux CARES Staff	<ul style="list-style-type: none"> <li>• Continuation of on-site training and support</li> <li>• Discuss strategies to best support families during transition</li> </ul>	<ul style="list-style-type: none"> <li>• Assessments completed</li> </ul>
<b>Internships</b>	LTI Coordinator	Internships begin for grades 11 & 12	
<b>Community Based Learning</b>			
<b>Fitness Center</b>			
<b>Parent Center</b>			
<b>Instructional Program Implementation</b>			
<b>Innovative Support</b>	POCS Director POCS Principal POCS Staff DOE Data Coach BP Data Coach	<ul style="list-style-type: none"> <li>• Data Day</li> </ul>	

<b>November 2011</b>		<b>Partnership Zone Year 2</b>	
<b>Project Area</b>	<b>Responsible Party</b>	<b>Work to be completed</b>	<b>Completion Status/Prerequisites</b>
<b>Partnership Plan</b>			
<b>Curriculum</b>	POCS Director POCS Principal SDPDC - Lead SDPDC Content Area Specialist	<ul style="list-style-type: none"> <li>• Monthly planning meeting with project lead and content area specialists</li> <li>• Continue Mentoring/Coaching with teachers</li> <li>• Continue walk-through data collection by content specialist</li> <li>• Continue written summaries for walk-through and LFS Implementation</li> <li>• Finalize development of content area benchmarking assessments</li> </ul>	
<b>Leadership Development</b>	POCS Principal BP Network Principal DASL Staff	<ul style="list-style-type: none"> <li>• School Principal will meet monthly with DASL Staff for DPAS II training modules</li> <li>• Continue DPAS II coaching and support</li> <li>• On-site peer/principal review</li> </ul>	
<b>Big Picture Learning Design</b>	POCS Principal POCS Director Selected POCS Staff BP Coach	<ul style="list-style-type: none"> <li>• Visit BP school</li> <li>• BP coaching continues</li> </ul>	
<b>Parent Investment Project</b>	POCS Director Center for Effective Schools - Lead	<ul style="list-style-type: none"> <li>• Continue Monthly Parent Investment Project Parent Meetings (Session 3)</li> <li>• POCS Staff present to observe meetings to replicate offerings in 2012-2013</li> <li>• Continue data collection on</li> </ul>	

		project	
<b>High Needs Internship Support</b>	POCS Staff POCS Principal POCS Special Education Coordinator POCS LTI Coordinator Devereux CARES Staff	<ul style="list-style-type: none"> <li>Continuation of on-site training and support</li> </ul>	
<b>Internships</b>	LTI Coordinator	Internships continue for grades 11 & 12	
<b>Community Based Learning</b>			
<b>Fitness Center</b>			
<b>Parent Center</b>			
<b>Instructional Program Implementation</b>			
<b>Innovative Support</b>	POCS Director POCS Principal POCS Staff DOE Data Coach BP Data Coach	<ul style="list-style-type: none"> <li>Data Day</li> </ul>	

December 2011		Partnership Zone Year 2	
Project Area	Responsible Party	Work to be completed	Completion Status/Prerequisites
<b>Partnership Plan</b>			
<b>Curriculum</b>	POCS Director POCS Principal SDPDC - Lead SDPDC Content Area Specialist	<ul style="list-style-type: none"> <li>• Monthly planning meeting with project lead and content area specialists</li> <li>• Continue Mentoring/Coaching with teachers</li> <li>• Continue walk-through data collection by content specialist</li> <li>• Continue written summaries for walk-through and LFS Implementation</li> </ul>	
<b>Leadership Development</b>	POCS Principal DASL Staff	<ul style="list-style-type: none"> <li>• School Principal will meet monthly with DASL Staff for DPAS II training modules</li> <li>• Continue DPAS II coaching and support</li> </ul>	
<b>Big Picture Learning Design</b>	BP Coach	<ul style="list-style-type: none"> <li>• BP Coaching continues</li> </ul>	
<b>Parent Investment Project</b>	POCS Director Center for Effective Schools - Lead	<ul style="list-style-type: none"> <li>• Continue Monthly Parent Investment Project Parent Meetings (Session 4)</li> <li>• POCS Staff present to observe meetings to replicate offerings in 2012-2013</li> <li>• Continue data collection on project</li> </ul>	
<b>High Needs Internship Support</b>	POCS Staff POCS Principal POCS Special Education Coordinator	<ul style="list-style-type: none"> <li>• Continuation of on-site training and support</li> </ul>	

	POCS LTI Coordinator Devereux CARES Staff		
<b>Internships</b>	LTI Coordinator	Internships continue for grades 11 & 12	
<b>Community Based Learning</b>			
<b>Fitness Center</b>			
<b>Parent Center</b>			
<b>Instructional Program Implementation</b>			
<b>Innovative Support</b>	POCS Director POCS Principal POCS Staff DOE Data Coach BP Data Coach	<ul style="list-style-type: none"> <li>Data Day</li> </ul>	

<b>January 2012</b>		<b>Partnership Zone Year 2</b>	
<b>Project Area</b>	<b>Responsible Party</b>	<b>Work to be completed</b>	<b>Completion Status/Prerequisites</b>
<b>Partnership Plan</b>	POCS Director	<ul style="list-style-type: none"> <li>• Hold POCS PZ Advisory Board Meeting</li> </ul>	
<b>Curriculum</b>	POCS Director POCS Principal SDPDC - Lead SDPDC Content Area Specialist	<ul style="list-style-type: none"> <li>• Monthly planning meeting with project lead and content area specialists</li> <li>• Continue Mentoring/Coaching with teachers</li> <li>• Continue walk-through data collection by content specialist</li> <li>• Continue written summaries for walk-through and LFS Implementation</li> <li>• Hold Data day with teachers and administration to review middle of year Star Math, Star Reading, NWEA and DCAS assessment data</li> </ul>	
<b>Leadership Development</b>	POCS Director POCS Principal	<ul style="list-style-type: none"> <li>• School Principal will meet monthly with DASL Staff for DPAS II training modules</li> <li>• Continue DPAS II coaching and support</li> <li>• Attend Principal Retreat</li> </ul>	
<b>Big Picture Learning Design</b>	BP Coach	<ul style="list-style-type: none"> <li>• BP Coaching continues</li> </ul>	
<b>Parent Investment Project</b>	POCS Director Center for Effective Schools - Lead	<ul style="list-style-type: none"> <li>• Continue Monthly Parent Investment Project Parent Meetings (Session 5)</li> <li>• POCS Staff present to observe</li> </ul>	

		<p>meetings to replicate offerings in 2012-2013</p> <ul style="list-style-type: none"> <li>• Continue data collection on project</li> </ul>	
<b>High Needs Internship Support</b>	<p>POCS Staff                  POCS Principal                  POCS Special Education Coordinator                  POCS LTI Coordinator                  Devereux CARES Staff</p>	<ul style="list-style-type: none"> <li>• Continuation of on-site training and support</li> <li>• Initiate performance feedback system</li> </ul>	
<b>Internships</b>	LTI Coordinator	Internships continue for grades 11 & 12	
<b>Community Based Learning</b>			
<b>Fitness Center</b>			
<b>Parent Center</b>			
<b>Instructional Program Implementation</b>			
<b>POCS Items</b>		<p>Culture Survey</p> <ul style="list-style-type: none"> <li>• Conduct annual school climate survey of students</li> <li>• Submit survey results to DASL</li> </ul>	Culture Survey
<b>Innovative Support</b>	<p>POCS Director                  POCS Principal                  POCS Staff                  DOE Data Coach                  BP Data Coach</p>	<ul style="list-style-type: none"> <li>• Data Day</li> </ul>	

<b>February 2012</b>		<b>Partnership Zone Year 2</b>	
<b>Project Area</b>	<b>Responsible Party</b>	<b>Work to be completed</b>	<b>Completion Status/Prerequisites</b>
<b>Partnership Plan</b>			
<b>Curriculum</b>	POCS Director POCS Principal SDPDC - Lead SDPDC Content Area Specialist	<ul style="list-style-type: none"> <li>• Monthly planning meeting with project lead and content area specialists</li> <li>• Continue Mentoring/Coaching with teachers</li> <li>• Continue walk-through data collection by content specialist</li> <li>• Continue written summaries for walk-through and LFS Implementation</li> </ul>	
<b>Leadership Development</b>	POCS Director POCS Principal POCS Staff DOE Data Coach BP Data Coach BP Network Principal	<ul style="list-style-type: none"> <li>• School Principal will meet monthly with DASL Staff for DPAS II training modules</li> <li>• Continue DPAS II coaching and support</li> <li>• Peer/Principal review</li> <li>• Data Day</li> </ul>	
<b>Big Picture Learning Design</b>	POCS Principal POCS Director Selected POCS Staff BP Coach	<ul style="list-style-type: none"> <li>• Visit BP school</li> <li>• BP coaching continues</li> </ul>	
<b>Parent Investment Project</b>	POCS Director Center for Effective Schools - Lead	<ul style="list-style-type: none"> <li>• Continue Monthly Parent Investment Project Parent Meetings (Session 6)</li> <li>• POCS Staff present to observe meetings to replicate offerings in 2012-2013</li> <li>• Continue data collection on project</li> </ul>	

<b>High Needs Internship Support</b>	POCS Staff POCS Principal POCS Special Education Coordinator POCS LTI Coordinator Devereux CARES Staff	<ul style="list-style-type: none"> <li>Continuation of on-site training and support</li> <li>Continue performance feedback system</li> </ul>	
<b>Internships</b>	LTI Coordinator	Internships continue for grades 11 & 12	
<b>Community Based Learning</b>			
<b>Fitness Center</b>			
<b>Parent Center</b>			
<b>Instructional Program Implementation</b>			
<b>POCS Items</b>		Culture Survey <ul style="list-style-type: none"> <li>Meet with DASL to discuss strategies and to develop actions steps that address areas of need identified by review of School Culture results</li> </ul>	
<b>Innovative Support</b>	POCS Director POCS Principal POCS Staff DOE Data Coach BP Data Coach	<ul style="list-style-type: none"> <li>Data Day</li> </ul>	

<b>March 2012</b>		<b>Partnership Zone Year 2</b>	
<b>Project Area</b>	<b>Responsible Party</b>	<b>Work to be completed</b>	<b>Completion Status/Prerequisites</b>
<b>Partnership Plan</b>			
<b>Curriculum</b>	POCS Director POCS Principal SDPDC - Lead SDPDC Content Area Specialist	<ul style="list-style-type: none"> <li>• Monthly planning meeting with project lead and content area specialists</li> <li>• Continue Mentoring/Coaching with teachers</li> <li>• Continue walk-through data collection by content specialist</li> <li>• Continue written summaries for walk-through and LFS Implementation</li> </ul>	
<b>Leadership Development</b>	POCS Director POCS Principal POCS Staff DOE Data Coach BP Data Coach BP Network Principal	<ul style="list-style-type: none"> <li>• School Principal will meet monthly with DASL Staff for DPAS II training modules</li> <li>• Continue DPAS II coaching and support</li> <li>• Peer/Principal review</li> </ul>	
<b>Big Picture Learning Design</b>	BP Coach	<ul style="list-style-type: none"> <li>• BP Coaching continues</li> </ul>	
<b>Parent Investment Project</b>	POCS Director Center for Effective Schools - Lead	<ul style="list-style-type: none"> <li>• Continue Monthly Parent Investment Project Parent Meetings (Session 7)</li> <li>• POCS Staff present to observe meetings to replicate offerings in 2012-2013</li> <li>• Continue data collection on project</li> </ul>	
<b>High Needs Internship Support</b>	POCS POCS Principal POCS Special Education	<ul style="list-style-type: none"> <li>• Continuation of on-site training and support</li> <li>• Continue performance feedback</li> </ul>	

	Coordinator POCS LTI Coordinator Devereux CARES Staff	system	
<b>Internships</b>	LTI Coordinator	Internships continue for grades 11 & 12	
<b>Community Based Learning</b>			
<b>Fitness Center</b>			
<b>Parent Center</b>			
<b>Instructional Program Implementation</b>	POCS Director POCS Principal POCS Staff DOE Data Coach BP Data Coach BP Network Principal	<ul style="list-style-type: none"> <li>School Principal will meet monthly with DASL Staff for DPAS II training modules</li> <li>Continue DPAS II coaching and support</li> <li>Peer/Principal review</li> </ul>	
<b>Innovative Support</b>	POCS Director POCS Principal POCS Staff DOE Data Coach BP Data Coach	<ul style="list-style-type: none"> <li>Data Day</li> </ul>	

<b>April 2012</b>		<b>Partnership Zone Year 2</b>	
<b>Project Area</b>	<b>Responsible Party</b>	<b>Work to be completed</b>	<b>Completion Status/Prerequisites</b>
<b>Partnership Plan</b>	POCS Director	<ul style="list-style-type: none"> <li>Hold POCS PZ Advisory Board Meeting</li> </ul>	
<b>Curriculum</b>	POCS Director POCS Principal SDPDC - Lead SDPDC Content Area Specialist	<ul style="list-style-type: none"> <li>Monthly planning meeting with project lead and content area specialists</li> <li>Continue Mentoring/Coaching with teachers</li> <li>Continue walk-through data collection by content specialist</li> <li>Continue written summaries for walk-through and LFS Implementation</li> <li>Hold Data day with teachers and administration to review Star Math, Star Reading, NWEA and DCAS assessment data</li> </ul>	
<b>Leadership Development</b>	POCS Director POCS Principal POCS Staff DOE Data Coach BP Data Coach BP Network Principal	<ul style="list-style-type: none"> <li>School Principal will meet monthly with DASL Staff for DPAS II training modules</li> <li>Continue DPAS II coaching and support</li> <li>Peer/Principal review</li> </ul>	
<b>Big Picture Learning Design</b>	POCS Principal POCS Director Selected POCS Staff BP Coach	<ul style="list-style-type: none"> <li>Visit BP school</li> <li>BP coaching continues</li> </ul>	
<b>Parent Investment Project</b>	POCS Director Center for Effective Schools - Lead	<ul style="list-style-type: none"> <li>Continue Monthly Parent Investment Project Parent Meetings (Session 8)</li> <li>POCS Staff present to observe</li> </ul>	

		<p>meetings to replicate offerings in 2012-2013</p> <ul style="list-style-type: none"> <li>• Continue data collection on project</li> </ul>	
<b>High Needs Internship Support</b>	<p>POCS Staff                  POCS Principal                  POCS Special Education Coordinator                  POCS LTI Coordinator                  Devereux CARES Staff</p>	<ul style="list-style-type: none"> <li>• Continuation of on-site training and support</li> <li>• Continue performance feedback system</li> </ul>	
<b>Internships</b>	LTI Coordinator	Internships continue for grades 11-12	
<b>Community Based Learning</b>			
<b>Fitness Center</b>			
<b>Parent Center</b>			
<b>Instructional Program Implementation</b>			
<b>Innovative Support</b>	Innovative Schools	<ul style="list-style-type: none"> <li>• Teacher Recruitment</li> </ul>	

<b>May 2012</b>		<b>Partnership Zone Year 2</b>	
<b>Project Area</b>	<b>Responsible Party</b>	<b>Work to be completed</b>	<b>Completion Status/Prerequisites</b>
<b>Partnership Plan</b>			
<b>Curriculum</b>	POCS Director POCS Principal SDPDC - Lead SDPDC Content Area Specialist	<ul style="list-style-type: none"> <li>• Monthly planning meeting with project lead and content area specialists</li> <li>• Continue Mentoring/Coaching with teachers</li> <li>• Continue walk-through data collection by content specialist</li> <li>• Continue written summaries for walk-through and LFS Implementation</li> </ul>	
<b>Leadership Development</b>	POCS Director POCS Principal POCS Staff DOE Data Coach BP Data Coach BP Network Principal	<ul style="list-style-type: none"> <li>• School Principal will meet monthly with DASL Staff for DPAS II training modules</li> <li>• Continue DPAS II coaching and support</li> <li>• Peer/Principal review</li> </ul>	
<b>Big Picture Learning Design</b>	BP Coach	<ul style="list-style-type: none"> <li>• BP Coaching continues</li> </ul>	
<b>Parent Investment Project</b>	POCS Director Center for Effective Schools - Lead	<ul style="list-style-type: none"> <li>• Continue Monthly Parent Investment Project Parent Meetings (Session 9)</li> <li>• POCS Staff present to observe meetings to replicate offerings in 2012-2013</li> <li>• Continue data collection on project</li> <li>• Review Data of project at conclusion of first year</li> </ul>	
<b>High Needs Internship</b>	POCS Director	<ul style="list-style-type: none"> <li>• Continuation of on-site training</li> </ul>	

<b>Support</b>	POCS Principal POCS Special Education Coordinator POCS LTI Coordinator Devereux CARES Staff	and support <ul style="list-style-type: none"> <li>Continue performance feedback system</li> </ul>	
<b>Internships</b>	LTI Coordinator	Internships continue for grades 11 & 12	
<b>Community Based Learning</b>			
<b>Fitness Center</b>			
<b>Parent Center</b>			
<b>Instructional Program Implementation</b>			
<b>Innovative Support</b>	Innovative Schools	<ul style="list-style-type: none"> <li>Teacher Recruitment</li> </ul>	

<b>June 2012</b>		<b>Partnership Zone Year 2</b>	
<b>Project Area</b>	<b>Responsible Party</b>	<b>Work to be completed</b>	<b>Completion Status/Prerequisites</b>
<b>Partnership Plan</b>			
<b>Curriculum</b>	POCS Director POCS Principal SDPDC - Lead SDPDC Content Area Specialist	<ul style="list-style-type: none"> <li>• Monthly planning meeting with project lead and content area specialists</li> <li>• Continue Mentoring/Coaching with teachers</li> <li>• Continue walk-through data collection by content specialist</li> <li>• Continue written summaries for walk-through and LFS Implementation</li> <li>• Hold end of year data day with teachers and administration to review Star Math, Star Reading, NWEA and DCAS assessment data</li> </ul>	
<b>Curriculum</b>			
<b>Leadership Development</b>	BP Mentor POCS Principal	<ul style="list-style-type: none"> <li>• On-site principal mentoring</li> </ul>	
<b>Big Picture Learning Design</b>	POCS Director POCS Staff POCS Principal BP Coach	<ul style="list-style-type: none"> <li>• Review Year 2's progress</li> </ul>	
<b>Parent Investment Project</b>			
<b>High Needs Internship Support</b>	POCS Director POCS Principal POCS Special Education Coordinator POCS LTI Coordinator	<ul style="list-style-type: none"> <li>• Analyze performance and outcome data</li> </ul>	<ul style="list-style-type: none"> <li>• Performance and outcome data completed</li> </ul>

	Devereux CARES Staff		
<b>Internships</b>	LTI Coordinator	Review success of Year 2	
<b>Community Based Learning</b>			
<b>Fitness Center</b>			
<b>Parent Center</b>			
<b>Instructional Program Implementation</b>			
<b>Innovative Support</b>	POCS Director POCS Principal POCS Staff DOE Data Coach BP Data Coach	<ul style="list-style-type: none"> <li>Data Day</li> </ul>	

<b>July 2012</b>		<b>Partnership Zone Year 3</b>	
<b>Project Area</b>	<b>Responsible Party</b>	<b>Work to be completed</b>	<b>Completion Status/Prerequisites</b>
<b>Partnership Plan</b>	POCS Director	<ul style="list-style-type: none"> <li>• Hold POCS PZ Advisory Board Meeting</li> </ul>	
<b>Curriculum</b>	POCS Director POCS Principal SDPDC - Lead SDPDC Content Area Specialist	<ul style="list-style-type: none"> <li>• Evaluate walk-through data collected by content specialist</li> <li>• Monthly planning meeting with project lead and content area specialists</li> <li>• Revise KUDs/SLMs</li> <li>• Revise Science differentiation of KUD/SLM</li> <li>• Provide first two professional development events for instructional staff related to Supplemental LFS Implementation (2 of 4)</li> <li>• Hold Data day with teachers and administration to review 2011-2012 assessment data</li> <li>• Begin modifying assessments related to feedback from 2011-2012</li> </ul>	
<b>Leadership Development</b>	BP Network Principal POCS Principal	<ul style="list-style-type: none"> <li>• Onsite principal review</li> </ul>	
<b>Big Picture Learning Design</b>	BP Liaison Innovative Schools Liaison POCS Director POCS Principal POCS Staff POCS LTI Coordinator	<ul style="list-style-type: none"> <li>• Review assessment results of initial year of Big Picture</li> <li>• Plan for year 3</li> <li>• Project-Based Learning training</li> </ul>	

<b>Parent Investment Project</b>			
<b>High Needs Internship Support</b>	POCS LTI Coordinator POCS Special Education Coordinator Devereux CARES Lead	<ul style="list-style-type: none"> <li>Continuation of review of progress of year 2 with Devereux lead and plan for year 3</li> </ul>	<ul style="list-style-type: none"> <li>Assessments completed</li> <li>Year 2 initial implementation completed.</li> </ul>
<b>Internships</b>		<ul style="list-style-type: none"> <li></li> </ul>	
<b>Community Based Learning</b>			
<b>Fitness Center</b>			
<b>Parent Center</b>			
<b>Instructional Program Implementation</b>			
<b>Innovative Support</b>	Innovative Schools	Continue support	

August 2012		Partnership Zone Year 3	
Project Area	Responsible Party	Work to be completed	Completion Status/Prerequisites
<b>Partnership Plan</b>			
<b>Curriculum</b>	POCS Director POCS Principal SDPDC - Lead SDPDC Content Area Specialist	<ul style="list-style-type: none"> <li>• Monthly planning meeting with project lead and content area specialists</li> <li>• Finalize revised KUDs/SLMs</li> <li>• Finalize revised Science differentiation of KUD/SLM</li> <li>• Provide final two professional development events for instructional staff related to Supplemental LFS Implementation (2 of 4)</li> <li>• Hold technology training sessions as identified from evaluations</li> <li>• Finalize modifying assessments related to feedback from 2011-2012</li> </ul>	
<b>Leadership Development</b>	POCS Principal	<ul style="list-style-type: none"> <li>• Attend Principal’s Academy at Big Bang</li> </ul>	
<b>Big Picture Learning Design</b>	POCS Staff Innovative Schools Liaison BP Support staff	<ul style="list-style-type: none"> <li>• Attend Big Bang in Rhode Island</li> </ul>	
<b>Parent Investment Project</b>			
<b>High Needs Internship Support</b>	POCS LTI Coordinator POCS Special Education Coordinator Devereux CARES Lead	<ul style="list-style-type: none"> <li>• Continuation of review of progress of year 2 with Devereux lead and plan for year 3</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of POCS staff that will be trained in the implementation of the training program</li> </ul>
<b>Internships</b>			

<b>Community Based Learning</b>			
<b>Fitness Center</b>			
<b>Parent Center</b>			
<b>Instructional Program Implementation</b>			
<b>POCS</b>	POCS PZ Advisory Board POCS Board of Directors POCS Director	Charter Renewal <ul style="list-style-type: none"> <li>• Submit Data from All Partners about Partnership Plan Success</li> <li>• Complete Charter Renewal Application</li> <li>• Submit Completed Core Aligned Curriculum to DDOE</li> <li>• Complete five year evaluation on school</li> </ul>	
<b>Innovative Support</b>	POCS Director POCS Principal POCS Staff DOE Data Coach BP Data Coach	<ul style="list-style-type: none"> <li>• Data Day</li> </ul>	

<b>September 2012</b>		<b>Partnership Zone Year 3</b>	
<b>Project Area</b>	<b>Responsible Party</b>	<b>Work to be completed</b>	<b>Completion Status/Prerequisites</b>
<b>Partnership Plan</b>			
<b>Curriculum</b>	POCS Director POCS Principal SDPDC - Lead SDPDC Content Area Specialist	<ul style="list-style-type: none"> <li>• Monthly planning meeting with project lead and content area specialists</li> <li>• Continue Mentoring/Coaching with teachers</li> <li>• Begin walk-through data collection by content specialist</li> <li>• Begin written summaries for walk-through and LFS Implementation</li> </ul>	
<b>Leadership Development</b>	POCS Principal BP Network Principal DASL Staff	<ul style="list-style-type: none"> <li>• School Principal will meet monthly with DASL Staff for DPAS II training modules</li> <li>• On-site peer review</li> </ul>	
<b>Big Picture Learning Design</b>	BP Coach	<ul style="list-style-type: none"> <li>• BP coaching continues available onsite, and via e-mail and phone</li> </ul>	
<b>Parent Investment Project</b>	POCS Director Center for Effective Schools - Lead	<ul style="list-style-type: none"> <li>• Begin Monthly Parent Investment Project Parent Meetings presented by POCS Staff (Session 1)</li> <li>• Center for Effective Schools Staff present to observe meetings to monitor implementation for 2012-2013</li> <li>• Begin data collection on current year project</li> </ul>	
<b>High Needs Internship Support</b>	POCS Staff POCS Principal POCS Special Education	<ul style="list-style-type: none"> <li>• POCS Staff trained to perform assessments</li> <li>• Assessments begin on new high</li> </ul>	

	Coordinator POCS LTI Coordinator Devereux CARES Staff	need students by POCS Staff <ul style="list-style-type: none"> <li>Begin transformation trainings, support, and feedback to identified POCS staff</li> </ul>	
<b>Internships</b>	POCS LTI Coordinator	<ul style="list-style-type: none"> <li>Expands internship to grade 10</li> </ul>	
<b>Community Based Learning</b>			
<b>Fitness Center</b>			
<b>Parent Center</b>			
<b>Instructional Program Implementation</b>			
<b>Innovative Support</b>	POCS Director POCS Principal POCS Staff DOE Data Coach BP Data Coach	<ul style="list-style-type: none"> <li>Data Day</li> </ul>	

<b>October 2012</b>		<b>Partnership Zone Year 3</b>	
<b>Project Area</b>	<b>Responsible Party</b>	<b>Work to be completed</b>	<b>Completion Status/Prerequisites</b>
<b>Partnership Plan</b>	POCS Director	<ul style="list-style-type: none"> <li>Hold POCS PZ Advisory Board Meeting</li> </ul>	
<b>Curriculum</b>	POCS Director POCS Principal SDPDC - Lead SDPDC Content Area Specialist	<ul style="list-style-type: none"> <li>Monthly planning meeting with project lead and content area specialists</li> <li>Continue Mentoring/Coaching with teachers</li> <li>Continue walk-through data collection by content specialist</li> <li>Continue written summaries for walk-through and LFS Implementation</li> <li>Hold Data day with teachers and administration to review start of year Star Math, Star Reading, NWEA and DCAS assessment data</li> </ul>	
<b>Leadership Development</b>	POCS Principal DASL Staff	<ul style="list-style-type: none"> <li>School Principal will meet monthly with DASL Staff for DPAS II training modules</li> </ul>	
<b>Big Picture Learning Design</b>	BP Coach	<ul style="list-style-type: none"> <li>BP coaching continues available onsite, and via e-mail and phone</li> </ul>	
<b>Parent Investment Project</b>	POCS Director Center for Effective Schools - Lead	<ul style="list-style-type: none"> <li>Continue Monthly Parent Investment Project Parent Meetings presented by POCS Staff (Session 2)</li> <li>Center for Effective Schools Staff present to observe meetings to monitor implementation for</li> </ul>	

		2012-2013 <ul style="list-style-type: none"> <li>Continue data collection on current year project</li> </ul>	
<b>High Needs Internship Support</b>	POCS Staff POCS Principal POCS Special Education Coordinator POCS LTI Coordinator Devereux CARES Staff	<ul style="list-style-type: none"> <li>Continuation of transformation trainings, support, and feedback to identified POCS staff</li> </ul>	<ul style="list-style-type: none"> <li>Assessments completed</li> </ul>
<b>Internships</b>	LTI Coordinator	Internships for grades 10-12	
<b>Community Based Learning</b>			
<b>Fitness Center</b>			
<b>Parent Center</b>			
<b>Instructional Program Implementation</b>			
<b>POCS</b>	POCS PZ Advisory Board POCS Board of Directors POCS Director	Charter Renewal <ul style="list-style-type: none"> <li>Submit Data from All Partners about Partnership Plan Success</li> <li>Submit Charter Renewal Application</li> <li>Submit Completed Core Aligned Curriculum to DDOE</li> <li>Submit five year evaluation on school</li> </ul>	
<b>Innovative Support</b>	POCS Director POCS Principal POCS Staff DOE Data Coach BP Data Coach	<ul style="list-style-type: none"> <li>Data Day</li> </ul>	

November 2012		Partnership Zone Year 3	
Project Area	Responsible Party	Work to be completed	Completion Status/Prerequisites
<b>Partnership Plan</b>			
<b>Curriculum</b>	POCS Director POCS Principal SDPDC - Lead SDPDC Content Area Specialist	<ul style="list-style-type: none"> <li>• Monthly planning meeting with project lead and content area specialists</li> <li>• Continue Mentoring/Coaching with teachers</li> <li>• Continue walk-through data collection by content specialist</li> <li>• Continue written summaries for walk-through and LFS Implementation</li> </ul>	
<b>Leadership Development</b>	POCS Principal BP Network Principal DASL Staff	<ul style="list-style-type: none"> <li>• Continue DPAS II coaching and support</li> <li>• On-site peer/principal review</li> </ul>	
<b>Big Picture Learning Design</b>	POCS Principal POCS Director Selected POCS Staff BP Coach	<ul style="list-style-type: none"> <li>• Visit BP school</li> <li>• BP coaching continues available onsite, and via e-mail and phone</li> </ul>	
<b>Parent Investment Project</b>	POCS Director Center for Effective Schools - Lead	<ul style="list-style-type: none"> <li>• Continue Monthly Parent Investment Project Parent Meetings presented by POCS Staff (Session 3)</li> <li>• Center for Effective Schools Staff present to observe meetings to monitor implementation for 2012-2013</li> <li>• Continue data collection on current year project</li> </ul>	
<b>High Needs Internship Support</b>	POCS Staff POCS Principal	<ul style="list-style-type: none"> <li>• Continuation of transformation trainings, support, and feedback</li> </ul>	

	POCS Special Education Coordinator POCS LTI Coordinator Devereux CARES Staff	to identified POCS staff	
<b>Internships</b>	LTI Coordinator	Internships continue for grades 10-12	
<b>Community Based Learning</b>			
<b>Fitness Center</b>			
<b>Parent Center</b>			
<b>Instructional Program Implementation</b>			
<b>POCS</b>	POCS PZ Advisory Board POCS Board of Directors POCS Director	Charter Renewal <ul style="list-style-type: none"> <li>• Receive Initial Report on Charter Renewal</li> <li>• Evaluate Report</li> <li>• Collect Information to resubmit if necessary</li> </ul>	
<b>Innovative Support</b>	POCS Director POCS Principal POCS Staff DOE Data Coach BP Data Coach	<ul style="list-style-type: none"> <li>• Data Day</li> </ul>	

December 2012		Partnership Zone Year 3	
Project Area	Responsible Party	Work to be completed	Completion Status/Prerequisites
<b>Partnership Plan</b>			
<b>Curriculum</b>	POCS Director POCS Principal SDPDC - Lead SDPDC Content Area Specialist	<ul style="list-style-type: none"> <li>• Monthly planning meeting with project lead and content area specialists</li> <li>• Continue Mentoring/Coaching with teachers</li> <li>• Continue walk-through data collection by content specialist</li> <li>• Continue written summaries for walk-through and LFS Implementation</li> </ul>	
<b>Leadership Development</b>	POCS Principal DASL Staff	<ul style="list-style-type: none"> <li>• Continue DPAS II coaching and support</li> </ul>	
<b>Big Picture Learning Design</b>	BP Coach	<ul style="list-style-type: none"> <li>• BP coaching continues available onsite, and via e-mail and phone</li> </ul>	
<b>Parent Investment Project</b>	POCS Director Center for Effective Schools - Lead	<ul style="list-style-type: none"> <li>• Continue Monthly Parent Investment Project Parent Meetings presented by POCS Staff (Session 4)</li> <li>• Center for Effective Schools Staff present to observe meetings to monitor implementation for 2012-2013</li> <li>• Continue data collection on current year project</li> </ul>	
<b>High Needs Internship Support</b>	POCS Staff POCS Principal POCS Special Education Coordinator POCS LTI Coordinator	<ul style="list-style-type: none"> <li>• Continuation of transformation trainings, support, and feedback to identified POCS staff</li> </ul>	

	Devereux CARES Staff		
<b>Internships</b>	LTI Coordinator	Internships continue for grades 10-12	
<b>Community Based Learning</b>			
<b>Fitness Center</b>			
<b>Parent Center</b>			
<b>Instructional Program Implementation</b>			
<b>Innovative Support</b>	POCS Director POCS Principal POCS Staff DOE Data Coach BP Data Coach	<ul style="list-style-type: none"> <li>Data Day</li> </ul>	

<b>January 2013</b>		<b>Partnership Zone Year 3</b>	
<b>Project Area</b>	<b>Responsible Party</b>	<b>Work to be completed</b>	<b>Completion Status/Prerequisites</b>
<b>Partnership Plan</b>	POCS Director	<ul style="list-style-type: none"> <li>• Hold POCS PZ Advisory Board Meeting</li> </ul>	
<b>Curriculum</b>	POCS Director POCS Principal SDPDC - Lead SDPDC Content Area Specialist	<ul style="list-style-type: none"> <li>• Monthly planning meeting with project lead and content area specialists</li> <li>• Continue Mentoring/Coaching with teachers</li> <li>• Continue walk-through data collection by content specialist</li> <li>• Continue written summaries for walk-through and LFS Implementation</li> <li>• Hold Data day with teachers and administration to review middle of year Star Math, Star Reading, NWEA and DCAS assessment data</li> </ul>	
<b>Leadership Development</b>	POCS Director POCS Principal	<ul style="list-style-type: none"> <li>• Continue DPAS II coaching and support</li> <li>• Attend Principal Retreat</li> </ul>	
<b>Big Picture Learning Design</b>	BP Coach	<ul style="list-style-type: none"> <li>• BP coaching continues available onsite, and via e-mail and phone</li> </ul>	
<b>Parent Investment Project</b>	POCS Director Center for Effective Schools - Lead	<ul style="list-style-type: none"> <li>• Continue Monthly Parent Investment Project Parent Meetings presented by POCS Staff (Session 5)</li> <li>• Center for Effective Schools Staff present to observe meetings to monitor implementation for</li> </ul>	

		2012-2013 <ul style="list-style-type: none"> <li>Continue data collection on current year project</li> </ul>	
<b>High Needs Internship Support</b>	POCS Staff POCS Principal POCS Special Education Coordinator POCS LTI Coordinator Devereux CARES Staff	<ul style="list-style-type: none"> <li>Continuation of transformation trainings, support, and feedback to identified POCS staff</li> </ul>	
<b>Internships</b>	LTI Coordinator	Internships continue for grades 10-12	
<b>Community Based Learning</b>			
<b>Fitness Center</b>			
<b>Parent Center</b>			
<b>Instructional Program Implementation</b>			
<b>POCS Items</b>		Culture Survey <ul style="list-style-type: none"> <li>Conduct annual school climate survey of students</li> <li>Submit survey results to DASL</li> </ul>	Culture Survey
<b>Innovative Support</b>	Innovative Schools POCS Director POCS Principal POCS Staff DOE Data Coach BP Data Coach	<ul style="list-style-type: none"> <li>Data Day</li> <li>Explore funding alternatives through grants and foundations</li> </ul>	

<b>February 2013</b>		<b>Partnership Zone Year 3</b>	
<b>Project Area</b>	<b>Responsible Party</b>	<b>Work to be completed</b>	<b>Completion Status/Prerequisites</b>
<b>Partnership Plan</b>			
<b>Curriculum</b>	POCS Director POCS Principal SDPDC - Lead SDPDC Content Area Specialist	<ul style="list-style-type: none"> <li>• Monthly planning meeting with project lead and content area specialists</li> <li>• Continue Mentoring/Coaching with teachers</li> <li>• Continue walk-through data collection by content specialist</li> <li>• Continue written summaries for walk-through and LFS Implementation</li> </ul>	
<b>Leadership Development</b>	POCS Director POCS Principal POCS Staff DOE Data Coach BP Data Coach BP Network Principal	<ul style="list-style-type: none"> <li>• Continue DPAS II coaching and support</li> <li>• Peer/Principal review</li> <li>• Data Day</li> </ul>	
<b>Big Picture Learning Design</b>	POCS Principal POCS Director Selected POCS Staff BP Coach	<ul style="list-style-type: none"> <li>• Visit BP school</li> <li>• BP coaching continues</li> </ul>	
<b>Parent Investment Project</b>	POCS Director Center for Effective Schools - Lead	<ul style="list-style-type: none"> <li>• Continue Monthly Parent Investment Project Parent Meetings presented by POCS Staff (Session 6)</li> <li>• Center for Effective Schools Staff present to observe meetings to monitor implementation for 2012-2013</li> <li>• Continue data collection on</li> </ul>	

		current year project	
<b>High Needs Internship Support</b>	POCS Staff POCS Principal POCS Special Education Coordinator POCS LTI Coordinator Devereux CARES Staff	<ul style="list-style-type: none"> <li>Continuation of transformation trainings, support, and feedback to identified POCS staff</li> </ul>	
<b>Internships</b>	LTI Coordinator	Internships continue for grades 10-12	
<b>Community Based Learning</b>			
<b>Fitness Center</b>			
<b>Parent Center</b>			
<b>Instructional Program Implementation</b>			
<b>POCS Items</b>		Culture Survey <ul style="list-style-type: none"> <li>Meet with DASL to discuss strategies and to develop actions steps that address areas of need identified by review of School Culture results</li> </ul>	
<b>Innovative Support</b>	Innovative Schools POCS Director POCS Principal POCS Staff DOE Data Coach BP Data Coach	<ul style="list-style-type: none"> <li>Data Day</li> <li>Explore funding alternatives through grants and foundations</li> </ul>	

<b>March 2013</b>		<b>Partnership Zone Year 3</b>	
<b>Project Area</b>	<b>Responsible Party</b>	<b>Work to be completed</b>	<b>Completion Status/Prerequisites</b>
<b>Partnership Plan</b>			
<b>Curriculum</b>	POCS Director POCS Principal SDPDC - Lead SDPDC Content Area Specialist	<ul style="list-style-type: none"> <li>• Monthly planning meeting with project lead and content area specialists</li> <li>• Continue Mentoring/Coaching with teachers</li> <li>• Continue walk-through data collection by content specialist</li> <li>• Continue written summaries for walk-through and LFS Implementation</li> </ul>	
<b>Leadership Development</b>	POCS Director POCS Principal	<ul style="list-style-type: none"> <li>• Continue DPAS II coaching and support</li> </ul>	
<b>Big Picture Learning Design</b>	BP Coach	<ul style="list-style-type: none"> <li>• BP Coaching continues on-site, via phone and e-mail</li> </ul>	
<b>Parent Investment Project</b>	POCS Director Center for Effective Schools - Lead	<ul style="list-style-type: none"> <li>• Continue Monthly Parent Investment Project Parent Meetings presented by POCS Staff (Session 7)</li> <li>• Center for Effective Schools Staff present to observe meetings to monitor implementation for 2012-2013</li> <li>• Continue data collection on current year project</li> </ul>	
<b>High Needs Internship Support</b>	POCS Staff POCS Principal POCS Special Education Coordinator	<ul style="list-style-type: none"> <li>• Begin preparation of documents outlining project outcomes for publication and dissemination</li> </ul>	

	POCS LTI Coordinator Devereux CARES Staff		
<b>Internships</b>	LTI Coordinator	Internships continue for grades 10-12	
<b>Community Based Learning</b>			
<b>Fitness Center</b>			
<b>Parent Center</b>			
<b>Instructional Program Implementation</b>			
<b>Innovative Support</b>	Innovative Schools POCS Director POCS Principal POCS Staff DOE Data Coach BP Data Coach	<ul style="list-style-type: none"> <li>• Data Day</li> <li>• Explore funding alternatives through grants and foundations</li> </ul>	

<b>April 2013</b>		<b>Partnership Zone Year 3</b>	
<b>Project Area</b>	<b>Responsible Party</b>	<b>Work to be completed</b>	<b>Completion Status/Prerequisites</b>
<b>Partnership Plan</b>	POCS Director	<ul style="list-style-type: none"> <li>Hold POCS PZ Advisory Board Meeting</li> </ul>	
<b>Curriculum</b>	POCS Director POCS Principal SDPDC - Lead SDPDC Content Area Specialist	<ul style="list-style-type: none"> <li>Monthly planning meeting with project lead and content area specialists</li> <li>Continue Mentoring/Coaching with teachers</li> <li>Continue walk-through data collection by content specialist</li> <li>Continue written summaries for walk-through and LFS Implementation</li> <li>Hold Data day with teachers and administration to review Star Math, Star Reading, NWEA and DCAS assessment data</li> </ul>	
<b>Leadership Development</b>	POCS Director POCS Principal POCS Staff DOE Data Coach BP Data Coach BP Network Principal	<ul style="list-style-type: none"> <li>Continue DPAS II coaching and support</li> <li>Peer/Principal review</li> </ul>	
<b>Big Picture Learning Design</b>	POCS Principal POCS Director Selected POCS Staff BP Coach	<ul style="list-style-type: none"> <li>Visit BP school</li> <li>Modified BP coaching continues</li> </ul>	
<b>Parent Investment Project</b>	POCS Director Center for Effective Schools - Lead	<ul style="list-style-type: none"> <li>Continue Monthly Parent Investment Project Parent Meetings presented by POCS</li> </ul>	

		<p>Staff (Session 8)</p> <ul style="list-style-type: none"> <li>Center for Effective Schools Staff present to observe meetings to monitor implementation for 2012-2013</li> <li>Continue data collection on current year project</li> </ul>	
<b>High Needs Internship Support</b>	<p>POCS Staff                  POCS Principal                  POCS Special Education Coordinator                  POCS LTI Coordinator                  Devereux CARES Staff</p>	<ul style="list-style-type: none"> <li>Continue preparation of documents outlining project outcomes for publication and dissemination</li> </ul>	
<b>Internships</b>	LTI Coordinator	Internships continue for grades 10-12	
<b>Community Based Learning</b>			
<b>Fitness Center</b>			
<b>Parent Center</b>			
<b>Instructional Program Implementation</b>			
<b>Innovative Support</b>	<p>Innovative Schools                  POCS Director                  POCS Principal                  POCS Staff                  DOE Data Coach                  BP Data Coach</p>	<ul style="list-style-type: none"> <li>Data Day</li> <li>Explore funding alternatives through grants and foundations</li> </ul>	

<b>May 2013</b>		<b>Partnership Zone Year 3</b>	
<b>Project Area</b>	<b>Responsible Party</b>	<b>Work to be completed</b>	<b>Completion Status/Prerequisites</b>
<b>Partnership Plan</b>			
<b>Curriculum</b>	POCS Director POCS Principal SDPDC - Lead SDPDC Content Area Specialist	<ul style="list-style-type: none"> <li>• Monthly planning meeting with project lead and content area specialists</li> <li>• Continue Mentoring/Coaching with teachers</li> <li>• Continue walk-through data collection by content specialist</li> <li>• Continue written summaries for walk-through and LFS Implementation</li> </ul>	
<b>Leadership Development</b>	BP Mentor POCS Principal	<ul style="list-style-type: none"> <li>• On-site mentoring</li> </ul>	
<b>Big Picture Learning Design</b>	POCS Director POCS Staff POCS Principal BP Coach	<ul style="list-style-type: none"> <li>• Begin review of three year program</li> </ul>	
<b>Parent Investment Project</b>	POCS Director Center for Effective Schools - Lead	<ul style="list-style-type: none"> <li>• Continue Monthly Parent Investment Project Parent Meetings presented by POCS Staff (Session 9)</li> <li>• Center for Effective Schools Staff present to observe meetings to monitor implementation for 2012-2013</li> <li>• Continue data collection on current year project</li> <li>• Review end of year data</li> <li>• Review end of project data</li> <li>• Discuss future implementation</li> </ul>	

		and changes	
<b>High Needs Internship Support</b>	POCS Director POCS Principal POCS Special Education Coordinator POCS LTI Coordinator Devereux CARES Staff	<ul style="list-style-type: none"> <li>Continue preparation of documents outlining project outcomes for publication and dissemination</li> </ul>	
<b>Internships</b>			
<b>Community Based Learning</b>			
<b>Fitness Center</b>			
<b>Parent Center</b>			
<b>Instructional Program Implementation</b>			
<b>Innovative Support</b>	Innovative Schools POCS Director POCS Principal POCS Staff DOE Data Coach BP Data Coach	<ul style="list-style-type: none"> <li>Explore funding alternatives through grants and foundations</li> <li>Begin review of three year program</li> </ul>	

<b>June 2013</b>		<b>Partnership Zone Year 3</b>	
<b>Project Area</b>	<b>Responsible Party</b>	<b>Work to be completed</b>	<b>Completion Status/Prerequisites</b>
<b>Partnership Plan</b>	POCS Director	<ul style="list-style-type: none"> <li>Hold Final POCS PZ Advisory Board Meeting - Plan for Future</li> </ul>	
<b>Curriculum</b>	POCS Director POCS Principal SDPDC - Lead SDPDC Content Area Specialist	<ul style="list-style-type: none"> <li>Final Monthly planning meeting with project lead and content area specialists</li> <li>Continue Mentoring/Coaching with teachers</li> <li>Continue walk-through data collection by content specialist</li> <li>Continue written summaries for walk-through and LFS Implementation</li> <li>Hold end of year data day with teachers and administration to review Star Math, Star Reading, NWEA and DCAS assessment data</li> <li>Review end of project data and discuss next steps</li> </ul>	
<b>Leadership Development</b>		Review success of three year plan Complete summary documents	
<b>Big Picture Learning Design</b>		Review success of three year plan Complete summary documents	
<b>Parent Investment Project</b>			
<b>High Needs Internship Support</b>	POCS Director POCS Principal POCS Special Education Coordinator	<ul style="list-style-type: none"> <li>Complete publication of program outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Published report</li> </ul>

	POCS LTI Coordinator Devereux CARES Staff		
<b>Internships</b>			
<b>Community Based Learning</b>			
<b>Fitness Center</b>			
<b>Parent Center</b>			
<b>Instructional Program Implementation</b>			
<b>Innovative Support</b>	Innovative Schools	<ul style="list-style-type: none"> <li>Review success of plan</li> </ul>	

Positive Outcomes Charter School  
Partnership Zone Plan

Appendix B

Partnership Zone Plan Evaluation Reports

- Big Picture Learning On-Site Evaluation Report



## Big Picture Learning Site Visit Report

### **Objective**

The objectives of this site visit was to learn more about Positive Outcomes Charter School (POCS) as they have been identified as a member of the Delaware Partnership Zone; interview students, parents and staff about successes and challenges; and to create a plan of action to help POCS engage students in a more intentional way while also being mindful of current Department of Education concerns as well as school-based concerns about changes.

### **Profile of Positive Outcomes Charter School:**

Positive Outcomes Charter School is a charter school in Delaware that opened in 1996 one of the oldest charter schools in Delaware. The school's mission is to "provide an opportunity for children to learn in a safe, caring, respectful environment, where their individuality is valued and their individual needs are addressed".

The school serves a unique population in that they actively recruit students who have had difficulty learning in traditional schools. Approximately 60% of the student body is identified as having learning disabilities. Additionally, they also have a number of students who are high needs, without being identified as SPED – including students with mental health issues that may be interfering with school success.

There is an amazing level of support for wrap-around services for these students. The faculty and staff work diligently to provide support for all students, and families, and adjust their expenditures to serve students in non-traditional ways. In many ways, they have already adopted the 'one kid at a time' mantra employed by Big Picture Learning and are striving to do what is best for kids and families.

The school was identified as a Partnership Zone School in the early fall of 2010. The first four schools identified by the state were selected because they are "persistently low-performing". The criterion of selection is unclear, and it is unclear if the DOE took into account the unique population when making this determination. The PZ classification allows the school some additional financial resources and requires them to select one of four options for moving forward – Closure, Restart, Transformation or Turnaround. Innovative Schools, a local Delaware non-profit, helped connect POCS with Big Picture as a potential partner in this work.



## Big Picture Learning Site Visit Report

### ***Data about the population of POCS:***

- Current total enrollment is 116 in grades 7-12
- Demographic information:
  - o 28.1% African American
  - o 67.5% White
  - o 2.6% Hispanic
  - o 1.8% Asian American
- Other student characteristics:
  - o Low Income: 38.6%
  - o Special Education 60.5%
- Largest enrollment by grade level this year is in the 9<sup>th</sup> grade class, with approximately 32 students.
- For the 2009-2010 school year they had a 92% attendance rate
- The school is on the academic watch list for not meeting AYP

### **Successes**

In year 16 of POCS, it is obvious that there are some successes to celebrate. These were shared with me during the interviews, but also things I observed during my time on campus:

- The students, staff and parents want to be there and are very proud of their school.
- Students feel comfortable talking about themselves as learners and are able to identify their areas of weakness and point to ways the school is supporting those areas.
- Most students feel safe on campus and are connected to adults who care about them. This was obvious from the exchanges between students and staff, as well as observing the flow of the day.
- Teachers honestly care about the well-being of students and not just around academics. There were multiple staff/student interactions that I observed that strengthen school data around climate. Staff members care about students' success both academically and socially/emotionally. Students were able to identify at least one adult (sometimes more) that they felt connected to, and said that the school helped them feel welcome.
- The staff recognizes the challenges of their students, and is prepared to make changes to do what is best for students.
- The parent community is very dedicated to the school and anxious to help the school be recognized for the success that they are having with students.
- The staff is willing to make adjustments to meet the needs of students, and have utilized the self reflection process to identify gap areas and make adjustments. This school year included some.



## Big Picture Learning Site Visit Report

### Concerns

There were some concerns listed by students and parents, as well as some observed. These concerns, combined with the successes mentioned above, helped guide the recommendations listed.

- ***Academic Rigor.*** Many students enter the school several grade levels behind in basic skills. A few students enter with strong skills in most areas, but with weaknesses in one area. The level of differentiation needed is a challenge for teachers. A few parents and students mentioned that in some classes they felt challenged, but in other classes they felt that the curriculum moved too slowly or was geared towards lower level students. During observations, the middle school curriculum appeared heavy on utilizing worksheets, and little to no academic instruction was observed. In the high school classrooms observed, many teachers were trying to differentiate for students, but there were always students who were sitting idly while the teacher worked with those that needed their attention. Students expressed some difficulties with the new A/B schedule because they were forgetting homework between class sessions, or that the class sessions were too long and used for lecture primarily. There were very few examples of student work present in the classrooms (very little posted on walls, no samples of exemplars), and no references to any specific academic goals/outcomes for lessons that were being presented. Academic intervention and remediation is a high need, and a structure to do this well has to be developed. While student planners (agendas) were referenced, they were not actively used as a tool to support student academic planning and follow-through.
- ***Understanding data points for guiding student instruction.*** As a small school, students are known well. The student and parent climate survey data supports this and there is a very strong school culture. However, that culture does not include the use of data driven instructional planning. I was not able to meet with teachers extensively to understand how they are currently planning their lessons. From what was observed, it was unclear that curriculum was geared towards the strengths/gap areas of the students in the room, or that there was a high level of intentionality in the design of the curriculum based on student needs.
- ***Post High School Preparation.*** Students need additional support to prepare for their post high school world. The seniors we interviewed talked about college and a few had plans to attend, but they were not quite sure about what they would do and several mentioned career paths that they were hoping to follow, but didn't have real understanding of the requirements to enter college or to follow those career paths. The school has added the PSAT



## Big Picture Learning Site Visit Report

for all 9<sup>th</sup> & 10<sup>th</sup> grade students as a preliminary step in planning for post high school Additional career and college conversations would benefit students as they plan for their next steps, and account for what are very real challenges that many of them will face because of academic and mental health concerns.

- **Student Ability.** While recognizing that many of the students are challenged academically and emotionally, there was quite a bit of deficit language used when talking about what students were able to do. It was observed in students when voiced as a concern ‘unsure if *these* students could do any better academically’, as well as expressed by parents and staff in a somewhat defeated manner ‘we’re doing the best we can with the kids we have’. While students understand their own abilities, changing the conversation to growth and empowerment will greatly benefit the tone of the school and the way they view themselves as a school, and how outsiders view the school in general. Individual learning plans with individualized goals and academic plans for all students will help build the culture that all students learn differently, but that all students are also capable of high levels of academic rigor.

### Recommendations

I believe that Big Picture Learning would be a strong partner in supporting changes at POCS, building on the strong culture they already have and supporting their areas of weakness. The following academic program is recommended, and the rationale is listed.

**Adjust the daily and weekly schedule.** The current A/B schedule has filled some gaps, but has created others. A new schedule that builds in academic rotation opportunity, in addition to some new advisory time and flexible scheduling to be able to incorporate the real-world learning design elements. Recommended schedules for middle school and high school are listed below and would be further finalized with the staff.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-9:30	Morning Gathering/PMU Advisory	Advisory (ELA & SS)	Advisory (ELA & SS)	Advisory (ELA & SS)	Advisory (ELA & SS)
9:30-11:00	Academic Rotation	Academic Rotation	Real World Learning & Projects	Academic Rotation	Academic Rotation
11:00-12:30	Academic Rotation	Academic Rotation		Academic Rotation	Academic Rotation
12:30-1:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00-	Academic	Academic	Real World	Academic	Academic Rotation



## Big Picture Learning Site Visit Report

1:00-2:30	Academic Rotation	Academic Rotation	Real World Learning & Projects	Academic Rotation	Academic Rotation
2:30-3:00	Advisory	Advisory		Advisory	Friday afternoon Send me Off (whole

### Middle school (grades 7-9)

This middle school schedule offers students the opportunity for core academic instruction (ELA & SS through advisory, Math & science through rotation), while also providing a third academic rotation for enrichment or remediation as needed by students. The additional time in advisory also supports students with time to build additional school success skills (organizational strategies, planning, etc.). The Wednesday schedule provides flexibility to do interest exploration, community service, career exploration, etc.

### High School (grades 10-12)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-9:30	Morning Gathering/PMU Advisory	Internships Real World Learning Opportunities	Advisory (ELA & SS)	Internships Real World Learning Opportunities	Advisory (ELA & SS)
9:30-11:00					
11:00-12:30	Academic Rotation		Academic Rotation		Academic Rotation
12:30-1:00	Lunch		Lunch		Lunch
1:00-2:30	Academic Rotation		Academic Rotation		Academic Rotation
2:30-3:00	Advisory		Advisory		Friday afternoon Send me Off (whole school gathering)

This high school schedule provides plenty of opportunity for core academic instruction, with additional support in advisory. It also introduces the internship opportunity to help with post high school planning and academic engagement through the internship process. The Real-world learning (LTI) work is discussed in more detail later on.

**Advisory & Strong Relationships:** While students feel known by adults, there is not one central adult who tracks student data and helps the student and family navigate their school career. Many of the students served have unique educational gaps and learning styles. Having one teacher, acting as an advisor, will support the student in a more intentional way. The Advisors will help guide and implement student



## Big Picture Learning Site Visit Report

Individualized Learning Plans mapping the skills, requirements, and goals necessary for graduation. Advisors will help manage and assess student projects while also supporting the development of critical life skills. The advisory is also a central point of contact for all parents – so that family engagement and support can be streamlined.

### Recommendation:

- Create an advisory that meets daily.
- The advisor will be the data holder for the students in his/her advisory and will ensure that academic placement is supported by the individual student data.
- Utilize the Advisory as a combined English Language Arts/Social Studies class to build in additional literacy support strategies for all students as well as create opportunities for more in-depth exploration and critical thinking skill building through strategies such as Socratic Seminar.

### ***Instruction:***

With the high level of differentiation needed, supporting all students through personalized learning plans and utilizing instructional planning and best practices, students individual needs will be met and growth can be tracked over time, rather than relying on single measure of student success. A more personalized curriculum will also allow students that may be accelerated with the opportunity for extension and enrichment activities. In order to best serve each student, advisors work with students to create individualized learning plans (ILP) which map academic and personal goals and make specific plans to accomplish these goals. Through this process, students are appropriately guided to meet academic credit requirements and identified for support services including remediation as needed. Advisors hold students accountable for making progress toward their identified goals. Each student's ILP is reviewed and updated 4 times a year and form the core of the assessment process.

### Recommendations:

- Develop a POCS Learning Plan template and process that is utilized by the entire community (may be adjusted as necessary for middle school and high school). This learning plan should be tied to Delaware State graduation requirements, as well as identifying college admissions requirements for students who are hoping to pursue a 4-year college degree.
- Research, design and implement a new curriculum map that utilizes personalized instructional best practices including:
  - o Project-based learning
  - o Thematic, integrated units of study
  - o One-on-one and small group instruction for remediation support
  - o Online and off-site coursework (dual enrollment, as well as online learning classes)



## Big Picture Learning Site Visit Report

- Proficiency based assessments – tied to state standards, but allowing for demonstrations of learning rather than following a specific scope and sequence
- Create specific grade-level expectations that are both academic and skill based, with a grade 7-12 scope of skills.
- Develop a data collection system that collects individual student data, classroom data, grade level data and school level data. Work with teachers to understand how to utilize data to inform instruction and planning over time. Work with students to recognize and identify their own strengths and areas for improvement and utilize data to document growth.

### ***Student Engagement & Learning Through Interests:***

Students expressed the desire to more fully explore post high school options, as well as identifying some needs for different types of opportunities and instruction (need to see academics applied in a different way). Engaging students is essential for student academic success. The Big Picture learning through interests design allows students to explore the world while also creating opportunities for students to demonstrate academic proficiency through integrated project-based curriculum. Students will identify passions through exposure to opportunities in the community via advisory based field-trips, community service, and guest speakers; explore those passions through research and shadow days; and expand their learning and skills through these passions through internships. The foundations of these explorations will begin immediately in the middle school 7<sup>th</sup>-9<sup>th</sup> grade through projects tied to student's interests, using community mentors to provide the real-world connection. Beginning in 10<sup>th</sup> grade, students will have the opportunity to explore their interests through job shadows and field experiences, with full internship opportunities beginning in the 11<sup>th</sup> grade.

### Recommendations:

- Develop a POCS Real-world learning curriculum, scaffolded from 7<sup>th</sup> – 12<sup>th</sup> grade that includes academic core content integrated through student interests.
- Work with high school students to find internship opportunities within the community in businesses that allow the student to learn more about their interests and passions and tie it to the world of work.

### ***Staff Support and Professional Development***

Mr. Emmett expressed the concern of staff burn out. The school definitely needs some human capital to support the next phase of implementation. This should be done in combination with local partners, as well as Big Picture Learning. Utilizing local resources that are familiar with Delaware State Curriculum and resources and who understand the Big Picture Learning design, as well as partners who can support the community engagement aspect will be particularly helpful.

Positive Outcomes Charter School  
Partnership Zone Plan

Appendix C

Partnership Zone Plan Partner Agreements and Quotes

- Southern Delaware Professional Development Center
- Delaware Academy for School Leadership
- Devereux Center for Effective Schools
- Devereux Center for Autism Research and Educational Services
- Innovative Schools
- Big Picture Learning

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Appendix E

Other Related Documents

- Charter School Quality Indicators



## Charter School Quality Indicators

Quality indicators for charter schools in Delaware are derived from the efforts of the Consensus Panel of the Building Quality Charter Schools initiative. These indicators are based on the Principles of Delaware Charter Schools and are intended to serve as a guide for public charter schools in their efforts to successfully fulfill their role in the Delaware public school landscape.

The Four Essential Indicators of Delaware Charter School Operational Quality

- 1) Student Achievement
- 2) Fiscal Responsibility
- 3) Responsible Governance
- 4) Community Support

### Quality Indicator 1 Student Achievement

Measures	Metrics
<b>Academic Performance</b>	Academic growth over time based on DCAS or Absolute performance or Comparative performance
<b>Mission Achievement</b>	Minimum one measureable mission-related goal articulated

### Quality Indicator 2 Fiscal Responsibility

Measures	Metrics
<b>Student Enrollment</b>	$\frac{\text{Actual student enrollment}}{\text{Budgeted Student Enrollment}}$
<b>Liquidity</b>	$\frac{(\text{Current assets} - \text{Current liabilities})}{\text{Total expenses}}$
<b>Sustainability</b>	$\frac{\text{Total unrestricted net assets}}{\text{Average monthly expenses}}$
<b>Occupancy</b>	$\frac{\text{Total occupancy costs (lease or mortgage)}}{\text{Total revenues}}$
<b>Audit</b>	Absence of material or repeated audit finding in annual audit by qualified independent auditor



## Charter School Quality Indicators (continued)

### Quality Indicator 3 Responsible Governance

Measures	Metrics
<b>Setting Expectations</b>	Board-approved goals related to: Student Achievement, Student Behavior, Financial Health, Organizational Development
<b>Regulator and Reporting Compliance</b>	Compliance with required filings as identified by DDOE that are complete, accurate and on time
<b>Leadership Oversight and Evaluation</b>	Annual evaluation of school leader performance against established performance expectations
<b>Public Accountability and Transparency</b>	Clear, accurate, and regular communication by the school on its academic and operational performance as identified in performance contract, regulation, and statute
<b>Securing the Future/ Continuous Improvement</b>	<p>Documented board and leadership attention to significant changes or deficiencies in school performance.</p> <p>Formal annual board review of performance related to academic and operating performance goals</p> <p>Regular review of school's performance contract</p>
<b>Diversity of Board</b>	Board composition reflects appropriate expertise and skills or maintains access to expertise to effectively govern a public school.

### Quality Indicator #4 Community Support

Measures	Metrics
<b>Student and Parent Satisfaction</b>	<p>Percentage of parents who give the school a high rating on satisfaction surveys</p> <p>Re-enrollment ratio: School's rate of student re-enrollment of students, not including those students who are no longer enrolled due to moving, change in family situations, or other similar causes that would make attendance a hardship.</p>