

DELAWARE DEPARTMENT OF EDUCATION
AND
CHRISTINA SCHOOL DISTRICT
Stubbs Elementary, Bancroft Elementary, and Bayard Middle School
PRIORITY SCHOOLS WITHIN THE PARTNERSHIP ZONE

STATEMENT OF AGREEMENT

This Statement of Agreement ("Agreement") is entered into by and between the Delaware Department of Education ("State") and the Christina School District ("District").

This Agreement addresses the critical areas of dramatically improving schools including: Principalship, Autonomy and Accountability, Planning, Professional Educators, Funding, and Governance. The purpose of this Agreement is to establish a framework that will provide the basis for collaboration between the State and the District and must be in accordance with State Law including Title 14 and with provisions outlined in 14 DE Admin Code 103, and the conditions set forth in the flexibility under the federal Elementary and Secondary Education Act (ESEA), and the amendment and one year extension of this flexibility (ESEA Flexibility).

Whereas in 14 DE Admin Code 103 a school that is a Persistently Low-Achieving School and that is determined by the Secretary as likely to benefit from assignment to Priority Schools status shall be designated as a Priority School by the Secretary. The Secretary shall determine which Persistently Low-Achieving Schools would benefit from Priority School status through the provisions outlined in 14 DE Admin Code 103 and ESEA.

Whereas the Secretary of Education has identified the named schools ("Schools") as persistently low performing schools and has identified these Schools as "Priority Schools;"

Whereas, 14 DE Admin Code 103 and state law outlines the actions the State may take to approve or disapprove and to oversee the Schools' plans;

Whereas the Christina Board of Education has elected to support the preliminary findings of the Wilmington Education Advisory Council report dated 26 January, 2015, which includes a reconfiguration of schools in the City of Wilmington including three named Schools within this Agreement, and further agrees to enter into good-faith negotiations and discussions in that spirit;

Whereas this Agreement shall cover one year running from July 1, 2015 through June 30, 2016;

Whereas the 2015-16 school year will be an additional planning year for the Schools.

Whereas in the event that reconfiguration of schools in the City of Wilmington outlined in the report mentioned above do not move forward meaningfully by June 30, 2015, the District will have the opportunity to submit an MOU and School Plans by July 31, 2015, or select from one of the remaining options;

Whereas, the District agrees to implement the initiatives included in attached Plan Summaries during this one-year transition period;

Now therefore, this ____ day of 2015, the parties agree as follows:

TERMS OF AGREEMENT

1. Term. This Agreement shall take effect on the date above written and continue until June 30, 2016.
2. Leadership
 - a. Responsibilities: The Schools will maintain the current administrative staff (Principal and Assistant Principal), at the District's discretion. The State will fully fund an additional Assistant Principal at each School (Transitional Assistant Principal), who will remain with the appointed Schools during the transition period in order to provide stability for the Schools' communities. The primary responsibilities of each position are briefly described below, inclusive of final decision-making authority:
 - i. Principal – School family and community engagement, School non-instructional staff, District relations, oversees the currently seated Assistant Principal
 - ii. Assistant Principal (currently seated) - School culture, School operations, School extra-curricular programs, School discipline
 - iii. Transitional Assistant Principal (new to school) – School academic program and instruction, School instructional staff
 - b. Autonomy: In exchange for assuming the responsibility of implementing these transition plans aimed at improving school performance, the Schools are granted the authority necessary to successfully implement the Plan Summaries attached, subject to applicable law, as described above, and including:
 - i. Participation in the employment process for all staff (including teachers, administrators, support staff, paraprofessionals, etc.) in accordance with state law, job descriptions, and district policy.
 - ii. All programmatic inputs including, but not limited to:
 1. Design of a School calendar to meet Plan requirements
 2. School schedule
 3. Curriculum aligned to Delaware standards and approved by the Board of Education
 4. Instructional practices and methodology
 5. Program emphasis
 - c. Selection: The District Superintendent is responsible for selecting the Principal. The Principal and the District Superintendent are responsible for selecting one of the Assistant Principals. The Transitional Assistant Principal, new to the District this year, will be selected using the following process:
 - i. The State will hold a selection process for this position.
 - ii. The District will participate on the selection panel and may name up to two people (33%) of the panel.
 - iii. The State holds the burden of recruitment for these positions.
 - d. Employment: The District will contract with the Principal and Assistant Principal for the duration of the one-year Priority School Plan period. The contract of the Principal shall include provisions specific to District requirements. The State will fully fund the Transitional Assistant Principal position for a minimum two-year period, through a separate contract committing the leader to a specific School, or set of Schools, throughout the transition period.

- e. Supervision: The Principals will be supervised by the Superintendent. The Principal will supervise the current Assistant Principal in each school. The Transitional Assistant Principal will report to the State's Transition Team and/or designee. The Principal and both Assistant Principals will provide collective reports to both the State and to the District in alignment with the Reporting Template as referenced in Section C.2 of this agreement. The Principal and both Assistant Principals in each school will be required to participate in all monitoring meetings by the State.
- f. Evaluation: The Superintendent will evaluate the performance of the Principals. The Principals will evaluate their current Assistant Principals. The State and the Transition Team will evaluate the Transitional Assistant Principals.
- g. Compensation: The annual 12 month salary of the Principals and seated Assistant Principals will follow the District salary schedule with any additional compensation as outlined in the District's compensation plan.
- h. Dismissal: The District may recommend dismissal of a Principal and the current Assistant Principals to the Christina Board of Education in accordance with their Administrative Contracts. Approval of such dismissal will be communicated to the State by the Superintendent. The Transitional Assistant Principals may only be dismissed by joint agreement between the Christina Board of Education and the State.

3. School Autonomy and Accountability

a. School-level

i. Autonomy:

- 1. The Schools shall have autonomy to propose deviation from any District requirements not mandated by state or federal law and beyond the Plan Summaries as attached.
- 2. The Principal has the authority to make all decisions consistent with the Plan Summaries as attached.

ii. Accountability:

- 1. The Schools and District remain subject to all applicable academic accountability standards and evaluations in use or required by State regulation or law, as the same may be amended from time to time. The Schools are not subject to academic accountability standards and evaluations required by the District that are not also required by the State.
- 2. The Schools' administration will be points of contact for the State, on behalf of the Schools, as listed above.

b. District-level.

i. Autonomy:

- 1. The District will enter into a Memorandum of Understanding with the Christina Education Association in accordance with 14 DE Admin Code 103.7.6.1.3 which includes, among other things, provisions necessary to implement this Agreement, inclusive of Plan Summaries attached.

ii. Accountability:

- 1. Once funding has been received, the District is accountable for providing all District resources and supports described in the attached Plan Summaries.
- 2. The District must accommodate and support programmatic changes included in the Summaries attached.

- c. State-level
 - i. Autonomy:
 - 1. The State shall provide the Schools with the flexibility required to implement the initiatives included in Plan Summaries attached.
 - ii. Accountability:
 - 1. The State shall monitor the Schools' progress and work to remove any barriers to implementation.
 - 2. The State shall inform the district of the monitoring planned for the 2015-16 school year by June 30, 2015. The State shall commit to funding in accordance with the Plan Summaries.

4. School Planning

- a. The Schools shall complete the Plans, as referenced above, that will serve as the roadmap to improving student achievement and will address strategies in the following areas:
 - i. School Model and Planning
 - ii. Leadership
 - iii. Professional Educators
 - iv. School Program
 - v. School Culture
 - vi. Operations and Governance
- b. The Plan Summaries includes meaningful family and community engagement strategies that ensure that current families at the Schools understand the proposed changes.
- c. Schools will be required to implement initiatives in the attached Plan Summaries only when funding is made available.

5. Professional Educators

- a. Selection of School Staff: All incumbent staff in the Schools must indicate in writing to the District and to the Principal an interest in remaining at the Schools.
- b. The District will notify incumbent educational staff of their available options as agreed upon by the collective bargaining unit. All teachers must commit to the schedule of work upon confirmation of selection.
- c. All staff shall be paid through District payroll, and shall receive all fringe benefits (including eligibility in the pension system) in alignment with applicable laws and contracts.

6. Funding

- a. General Funding. The District will at minimum provide the Schools the resources generated by the September 30th earned unit count, any resources identified in the attached summaries, as well as any additional resources currently being provided to the Schools. Should the District be in a position where a district-wide reduction of local operating expenses is necessary, or there is a meaningful change in the September 30th unit count from the previous year, then the District will submit evidence as such, including a reflection of the equitable reduction of resources across all schools in the District (and in proportion to the previous proportional funding of students in high-needs schools).
- b. The State will provide Priority School Funding for initiatives as identified in attached Plan Summaries.
- c. Budget Autonomy. The Schools shall have the right to develop and implement its own school budget and expenditure plan with funding allocated by the State and the District to support

the attached Plan Summaries. Any modifications or revisions to any single item amounting to over \$3,750 in the Summary budget must be approved by the State.

- d. Facilities. Any uses of the facility not directed by the Schools may be permitted, upon mutual agreement between the District and the Schools, such that additional uses do not disrupt the instructional program.

7. Governance

- a. ESEA Flexibility requirements establish a shared reporting structure whereby the Schools' administration reports to the District and to the State as outlined above (including, but not limited to the submission of the reporting template, budget updates, performance routines, and school monitoring visits). The State will establish and communicate by June 30, 2015, clear protocols in this regard to ensure appropriate state reporting and support as part of this Agreement that the School, its district, and the State must complete.

This Agreement shall be amended only by written agreement signed by each of the parties. This Agreement commits the District to meeting the requirements of the Plans, as approved by the State.

This Agreement shall be effective beginning with the date of the last signature hereon and ending June 30, 2016.

Attachments:

- 1. Summary of Programming Initiatives and Funding Commitments for the 2015 – 2016 School Year: Bancroft School
- 2. Summary of Programming Initiatives and Funding Commitments for the 2015 – 2016 School Year: Stubbs School
- 3. Summary of Programming Initiatives and Funding Commitments for the 2015 – 2016 School Year: Bayard School

Any and all recitals herein are part of this Agreement and the understanding of the Parties.

Date of Agreement _____

By: _____

Secretary of Education

Dated: _____

By: 

Christina Superintendent

By: 

Christina Board of Education President



3/6/2015

Instructional Programming PRIORITY SCHOOL SUMMARY

CHRISTINA SCHOOL DISTRICT

Programming will focus on a number of key areas that will supplement and further support improvements in student achievement.

BANCROFT

| Initiative | Cost for One Year 2015/2016 | Funding Source Per Agreement |
|--|--|--|
| Participate in Community School Model including a Community school liaison | \$ 115,000 | Priority School Funding |
| Assistant Principal where one is not earned through traditional funding | \$ 125,000 + OECs and Benefits | Split State and Local. Need State unit regardless of earn |
| Transitional Assistant Principal | \$ State funded contract | Priority School Funding |
| Four interventionists to support to support the Response to Intervention process, two in Reading and two in Math | \$ 100,000 | Title I |
| Dedicated Instructional Coach | \$ 85,000 + OECs and Benefits | Title I or Title II |
| Professional development opportunities for teachers - ASCD | \$ 75,000 | Title II |
| Whole Child Training/ Classroom Management | \$ 58,000 | Title I |
| Leadership Support Training / DASL | \$ 9,500 | Title II |
| DreamBox - computer-based Math intervention | \$ 5,600 | Title II |
| Extend the school year by 10 school days and Add 30 minutes to the length of each school day(including transportation) | \$ 312,100 | Priority School Funding |

| | | |
|---|-----------|------------------|
| Renew focus on literacy with the implementation of Leveled Literacy Intervention (LLI), a program designed to provide small-group intervention to students who struggle with reading and writing PLUS use Edviation | \$ 8,000 | Title I |
| City Wage Tax for all employees | \$ 47,800 | District Funding |
| Implement of new lesson plan templates in core subject areas, developed by Curriculum Specialists in the district, which focus on setting rigorous learning targets and post-learning reflection | \$ 4,000 | Title II |



3/6/2105

Instructional Programming PRIORITY SCHOOL SUMMARY

CHRISTINA SCHOOL DISTRICT

Programming will focus on a number of key areas that will supplement and further support improvements in student achievement.

STUBBS

| Initiative | Cost for One Year 2015/2016 | Funding Source Per Agreement |
|--|------------------------------------|---|
| Participate in Community School Model including a Community school liaison | \$ 115,000 | Priority School Funding |
| Assistant Principal where one is not earned through traditional funding | \$ 125,000 + OECs and Benefits | Split State and Local. Need State unit regardless of earn |
| Transitional Assistant Principal | \$ State funded contract | Priority School Funding |
| Four interventionists to support to support the Response to Intervention process, two in Reading and two in Math | \$ 100,000 | Title I |
| Dedicated Instructional Coach | \$ 85,000 + OECs and Benefits | Title I or Title II |
| Whole Child Training/ Classroom Management | \$ 58,000 | Title I |
| Professional development opportunities for teachers - ASCD | \$ 52,500 | Title II |
| City Wage Tax for all employees | \$ 26,800 | District Funding |
| Leadership Support Training / DASL | \$ 9,500 | Title II |
| DreamBox - computer-based Math intervention | \$ 5,600 | Title II |
| Extend the school year by 10 school days and Add 30 minutes to the length of each school day(including transportation) | \$ 312,100 | Priority School Funding |

| | | |
|---|----------|----------|
| Renew focus on literacy with the implementation of Leveled Literacy Intervention (LLI), a program designed to provide small-group intervention to students who struggle with reading and writing PLUS use Edviation | \$ 8,000 | Title I |
| Implement of new lesson plan templates in core subject areas, developed by Curriculum Specialists in the district, which focus on setting rigorous learning targets and post-learning reflection | \$ 4,000 | Title II |



3/6/2015

Instructional Programming PRIORITY SCHOOL SUMMARY

CHRISTINA SCHOOL DISTRICT

Programming will focus on a number of key areas that will supplement and further support improvements in student achievement.

BAYARD

| Initiative | Cost for One Year 2015/2016 | Funding Source Per Agreement |
|--|--------------------------------|--|
| Participate in Community School Model including a Community school liaison and wellness center partner with Nemours | \$ 200,000 | Priority School Funding |
| Two dedicated Instructional Coaches One in Math and One in ELA | \$ 160,000 + OECs and Benefits | Title I or Title II |
| Assistant Principal where one is not earned through traditional funding | \$ 125,000 + OECs and Benefits | Split State and Local. Need State unit regardless of earn |
| Transitional Assistant Principal | \$ State funded contract | Priority School Funding |
| ELA / Springboard programming + Lexia Reading Solutions + Edivation software | \$ 33,100 | Title I |
| Leadership Support Training / DASL | \$ 9,500 | Title II |
| DreamBox - computer-based Math intervention | \$ 7,200 | Title II |
| Extend the school year by 10 school days and Add 30 minutes to the length of each school day(including transportation) | \$ 225,000 | Priority School Funding |
| Implement the Collaborative for Academic, Social, and Emotional Learning (CASEL), an evidence-based curriculum to support better socio-emotional learning among students | \$ 67,500 | Title II |

| | | |
|--|-------------------------------|------------------|
| Whole Child Training/ Classroom management | \$ 58,000 | Title I |
| Interactive Math Program and Connected Math materials | \$ 47,500 | District Funding |
| Instructional Technology Specialist | \$ 45,000 + OECs and Benefits | Title I |
| City Wage Tax for all employees | \$ 42,700 | District Funding |
| Technology Engagement Project Lead the Way and Rewards + | \$ 17,500 | Title II |
| Infusion of Cross-disciplinary Exploratory projects in each quarter focused on STEAM (science, technology, engineering, art, math) integration as well as service learning projects that are connected to lesson units | NA | NA |