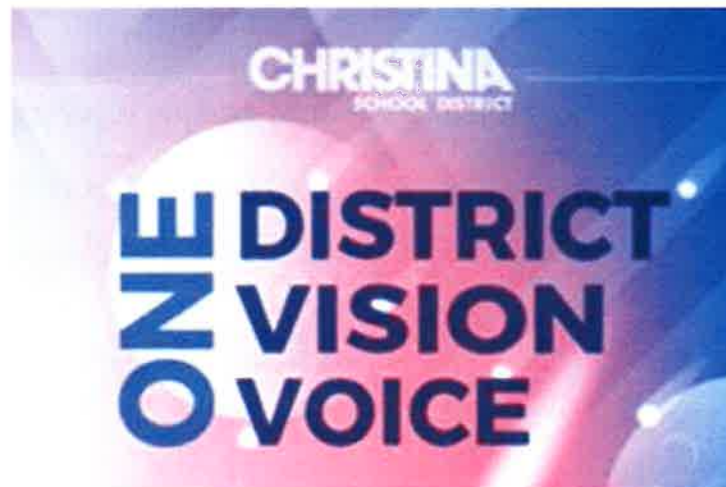


# CHRISTINA BOARD OF EDUCATION

February 6, 2018



## Caveats

- ▶ Vision created with input from Wilmington Building Leaders
- ▶ Consistent with provisions in the current MOU
- ▶ Any final plan or implementation is subject to BOE approval

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# WHAT MIGHT MOU IMPLEMENTATION LOOK LIKE?

- ▶ 2018-2019: Phase 1 of Dual Generation Center
  - ▶ Develop and Implement Adult Education Center at Stubbs (In partnership with Parents as Teachers & Groves)
  - ▶ Move CEEC PreK from Elbert-Palmer to Stubbs (Increase KN and GR1 by 2 Classes)
  - ▶ Stubbs KN-GR5 population remains
- ▶ 2019-2020: Phase 2 of Dual Generation Center, Creation of (2) GR1-GR8 Schools at Bancroft and Bayard & close Elbert-Palmer and Pulaski
  - ▶ Adult Education Center and PreK – KN at Stubbs
  - ▶ Needs Analysis and Implementation Plan for Birth – 2YO Program
  - ▶ Vendor Provided Before/After Care Program at Stubbs
  - ▶ School-based Health Centers at Bancroft & Bayard
- ▶ 2020-2021: Phase 3 of Dual Generation Center
  - ▶ Early Head Start, PreK – KN, Adult Education Center

# SCHOOL RECONFIGURATION

- ▶ Stubbs becomes Dual Generation Center
  - ▶ Birth-K, Adult Education Center
  - ▶ Phase 1 begins 2018
  - ▶ Full Implementation 2020
- ▶ 2018 Needs Analysis for Capital Improvements
  - ▶ e.g. Science Labs needed at Bancroft estimated at ~\$200K/lab
- ▶ 2019
  - ▶ Bancroft and Bayard GR1 – GR8 (School Hours 8:00 a.m. – 3:00 p.m.)
    - ▶ Montessori @ Bancroft
    - ▶ REACH and DAP Classrooms at Bancroft & Bayard
  - ▶ Elbert-Palmer & Pulaski Close
  - ▶ Feeder Patterns Re-determined for East/West GR1-GR8 Schools

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## DUAL GENERATION CENTER

- ▶ Provide Educational and Support Services for Wilmington Students Birth – KN
- ▶ Vendor Provided Services for Birth-2YO
- ▶ Vendor Provided Services for Before and After Care Programs
- ▶ Consolidate and Expand CEEC Programs in One Building
- ▶ Provide Parent and Adult Education Programs
  
- ▶ Note: Cost to Transform Sterck to CEEC in Newark ~\$200K
  - ▶ Estimate ~\$50K/classroom for conversion at Stubbs
  - ▶ Playground Considerations

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## BUILDING LEADERSHIP TEAMS

- ▶ Building Leadership will be determined and staffed according to state formula and identified needs of the individual schools
- ▶ Additional supports for school culture/climate (Deans)
- ▶ Teacher Leadership Team

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# WILMINGTON SCHOOL STAFFING

- ▶ Early recruitment and hiring (Spring) of staff is desired
- ▶ ~ 3 year commitment of staff is desired (exempt from CSD staff reductions)
- ▶ 2018-2019
  - ▶ Maintain Instructional Coach positions (Add Coaches to Elbert-Palmer and Pulaski)
  - ▶ Use Existing Unit Allocation
- ▶ 2019-2020
  - ▶ Math and Reading Instructional Coaches for Bancroft & Bayard
  - ▶ Reading Specialist for Bancroft & Bayard
  - ▶ Staff according to 1:15-18 in K-GR2, current staffing model GR3-GR8
- ▶ Related Arts Staff as needed
- ▶ **Note: Coordinated with CEA through MOU**
- ▶ Note: 1:15 -18 Class size would require ~ 8 additional classroom teachers @~ \$100K/unit

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# IMPACT ON TEACHING & LEARNING

- ▶ 2019-2020 Class Size Reduction 1:15-18 KN-GR2
- ▶ Design and Implement Culturally Responsive Curriculum
- ▶ Professional Development for Consistent Models Across All Schools
  - ▶ 2018-2019 Instructional Model (e.g. LFS, Universal Classroom Expectations, etc.), School Culture (e.g. Restorative Practices, Responsive Classroom, etc.), & Trauma-informed instruction and support
  - ▶ 2019-2020 Instructional Model (e.g. LFS, Universal Classroom Expectations, etc.), School Culture (e.g. Restorative Practices, Responsive Classroom, etc.), & Trauma-informed instruction and support
  - ▶ 2020-2021 Instructional Model (e.g. LFS, Universal Classroom Expectations, etc.), School Culture (e.g. Restorative Practices, Responsive Classroom, etc.), & Trauma-informed instruction and support

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## RELATED ARTS OFFERINGS

- ▶ 2018-2019 No Change
- ▶ 2019-2020 Bancroft & Bayard
  - ▶ Staffing for Library, Art, Chorus/Band
  - ▶ Staffing for CTE Courses (e.g. Family and Consumer Science, Computer Technology, Agriculture, Allied Health)
  - ▶ Staffing for Languages (e.g. Spanish, French, etc.)
- ▶ Align CTE Offerings to be consistent with Middle Level offerings throughout the district

# Extended Day/Year Programs

- ▶ 2018-2021
  - ▶ Develop and implement robust after-school programs (e.g. in-house staff with EPER and an evidence-based curriculum for remediation/enrichment, FAME, etc.)
  - ▶ Summer extended year programs (in-house staff with EPER or vendor provided)
  
- ▶ Note: Funding may be reallocated from school improvement funds to support these programs

## OTHER CONSIDERATIONS

- ▶ Attractive extra-curricular activities that meet the varied needs of students
- ▶ College Trips
- ▶ Field Trips
- ▶ Relevant and meaningful incentives for students
- ▶ Additional athletic programs (e.g. football, swimming, lacrosse, tennis, etc.)
- ▶ Non-Classroom Experiential learning opportunities
- ▶ Other opportunities created and developed by school teams

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