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
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
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
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
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
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
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