

# Models of Excellence in Education

## School Summaries

### **BRANDYWOOD ELEMENTARY SCHOOL**

Brandywine School District

Instructional Consultation/Support Team Model

In the 1999-2000 school year, Brandywood Elementary School adopted the Instructional Consultation/Support Team Model, which has led to a drop in the number of special education referrals, closing of the achievement gap as indicated by the Delaware State Testing Program and growth in staff matching instruction with student needs. The model is not a quick fix from an expert, but rather voluntary, non-judgmental teamwork using collaborative problem solving to meet the challenges of unique learners in each classroom. The model is data-driven with the team setting clear, measurable goals and charting progress toward achieving the goals. This utilizes a trainer of trainers and the staff grows in expertise with implementation of the model over time.

### **INDIAN RIVER SCHOOL DISTRICT**

Elementary Mathematics Curriculum and Implementation

Starting in 1998 The Indian River School District selected and implemented the Math Trailblazers curriculum in a carefully planned, well-supported manner that utilized lead teacher training, mentoring and professional support opportunities (Math Club) for all teachers. Time was allotted to teach families about this new kind of math. The result was increased achievement for all students and a closing of the achievement gap. There are at least five other districts in Delaware that have begun implementing reform mathematics using this professional development model and LEAD teacher training. Given that the model utilizes two lead teachers in each school, it enables the continuous implementation of the program on a daily basis and mentoring of new teachers.

### **LULU M. ROSS ELEMENTARY SCHOOL**

Milford School District

The Baldrige Model – Plan, Do, Study, Act

Ross was recognized for its use of the Baldrige Plan-Do-Study-Act model to work toward continuous improvement in all areas of the school. Both staff and students track progress toward meeting goals, and students maintain their own data notebooks to record their individual progress. Since Ross School began using this model during the 2000-2001 school year, there has been significant

growth in the areas of reading and math. Based on the DSTP reading test results, 69% of the third grade students met the standard in reading in 1998 and 1999, 70% in 2000, and 80% of the third graders met the reading standard in 2001 and 2002. In the area of math, 64% of the third graders met the standard in 1998, 69% in 1999, 62% in 2000, 77% in 2001, and 78% in 2002. Ross School is constantly monitoring its programs and processes to bring about ongoing improvement.

## **HARRY O. EISENBERG ELEMENTARY SCHOOL**

Colonial School District

Accelerated Reader

Eisenberg's student population has a high percentage of students in poverty, between 45 and 62 percent at any one time, and has 55 percent minority students, including 25 to 30 percent Hispanic. The school has an achievement team that consists of faculty from every grade level, administration and specialist group, as well as parent representation. It meets monthly to review testing data, discuss concerns and make plans to address academic needs. The school implemented the Accelerated Reader program three years ago using a Comprehensive School Reform Demonstration (CSR/D) grant. The program has allowed the school to make thousands of books available to students who previously had no reading material outside of school. DSTP results between 1998 and 2001 have shown double-digit improvements in reading. There are additional parts to the school's Instructional Leadership plan. Administrators and teachers credit Accelerated Reader for producing the most impressive results.

## **SUSSEX TECH**

High Schools That Work

Sussex Tech adopted the Southern Regional Education Board's high school reform model more than 10 years ago and has used it to implement an integrated curriculum that meshes academic and career/technical educations. The model identifies 10 key practices that are used to analyze, plan, implement and assess our progress. These practices align closely with generally accepted characteristics of highly successful schools. DSTP scores have increased steadily since 1996. The High Schools That Work model has been identified by the Delaware Department of Education as an approved comprehensive school reform demonstration model and more than 1,200 high schools in 26 states have implemented it. Sussex Tech has mentored many high schools across the country and is very willing to do the same in Delaware. At least seven high schools in the state are at various points in implementing High Schools That Work.

## **EARLY CHILDHOOD CENTER AT McILVAINE**

Caesar Rodney School District

Climate of High Expectations for Success

The Early Childhood Center at McIlvaine has a student body of 120 kindergarten students. All children enrolling in the Caesar Rodney School District are screened using the DIAL (Developmental Indicators for the Assessment of Learning). Children are selected for the All Day Kindergarten based on the DIAL results. Students scoring below the 50th percentile are eligible for the full day program. These children are identified as students who would benefit from extra support and are offered an early intervention program stressing literacy and math skills. Each classroom has 15 students that are identified for extra support. Additionally, another 5 students are selected for each classroom using an application system and are considered "models" in terms of supporting language and social skills within the context of the class. Each classroom has a trained paraprofessional that works with the classroom teacher to support instruction. The Center uses a number of different programs, including, but not limited to, Reading Success from the Start, Breakthrough to Literacy and Boost Up – which is based on brain research. The entire morning of each day is spent on reading. Metropolitan Readiness Test Summaries indicate that the students identified for the Center started the school year with skills in Prereading and Quantitative Concepts and Reasoning Skills that were below students in the regular kindergarten program. By the conclusion of the year, significant gains in Prereading Skills brought them to the same level as those students placed in the regular kindergarten program. They also increased their Quantitative Concepts and Reasoning Skills to an average performance (from low average).