



2011 School-Based Strategy

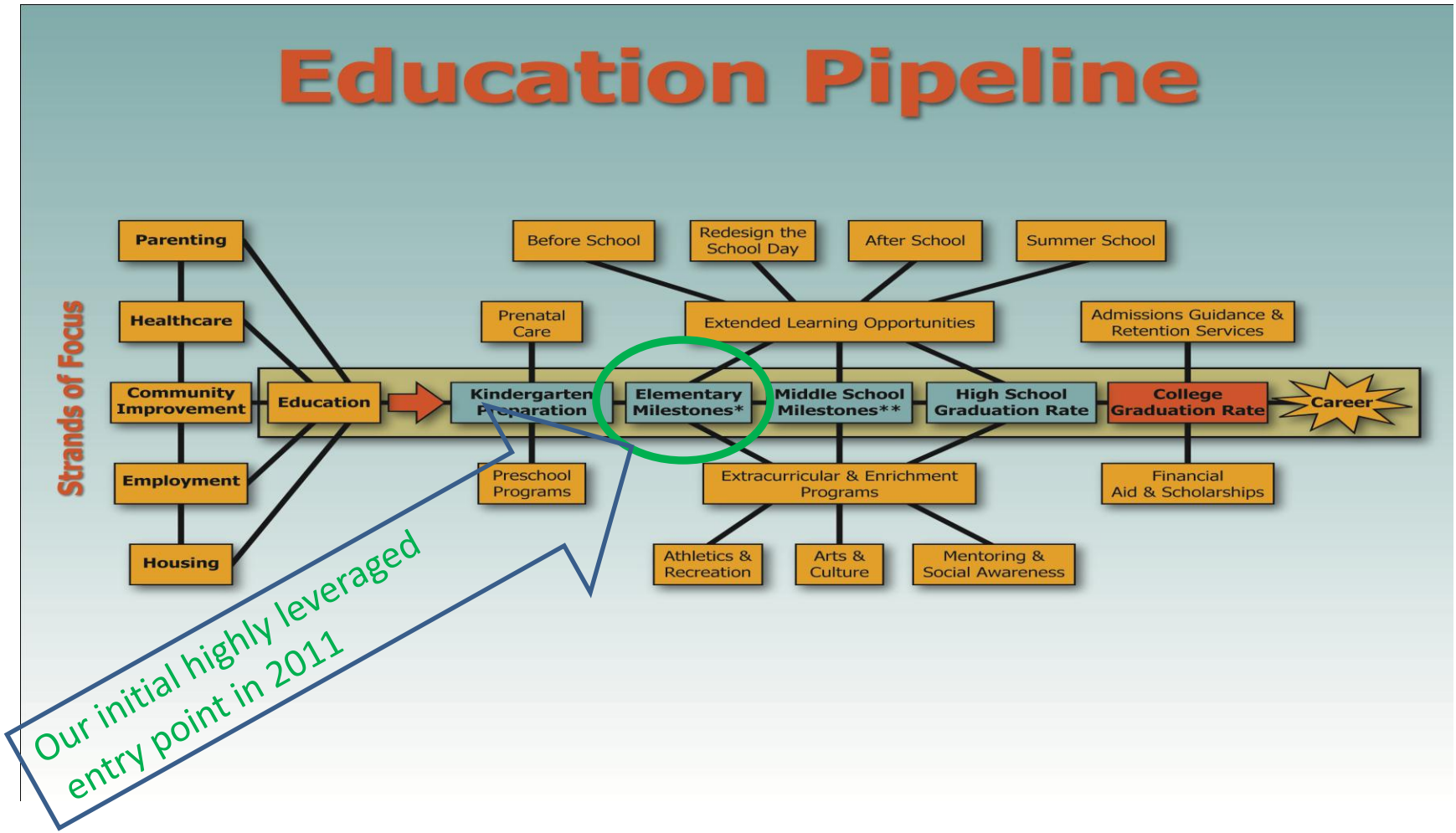
Rev. January 27, 2011

Vision - 2030

The Neighborhood will be socially and economically indistinguishable from the rest of Charleston County within a generation.



How are we going to get there?



Why start at Elementary Age?

- The four CPN schools provide an existing infrastructure to access students.
- We can reach back to early childhood and reach forward to middle school with services and supports as we expand along the age continuum.
- We can help close the achievement gap if we can get children reading proficiently by the end of third grade.

Failure to read proficiently is linked to higher rates of school dropout, perpetuating intergenerational poverty and suppressed earning potential.

Why Elementary – Cont'd

- Dropping out is more of a process than an event, that for some students, begins in elementary school.
- Poor academic achievement, as early as elementary school, is one of the strongest predictors of dropping out.
- Pre-school improves school readiness and early school success, positively affecting student outcomes, including high school completion.

Primary Academic Indicators for Drop Outs

- Low test scores and low grades in high school;
- Low academic achievement in both middle and elementary school (with grades a more consistent predictor than test scores);
- Non-promotional school changes (student mobility) during middle and high school; and,
- Retention (being held back one or more grades), in elementary, middle, and high school.

Our 5-year vision

By 2016, all four CPN elementary schools will be **among the best** in Charleston County, and will be **models** for other schools in the County which desire to dramatically and rapidly improve educational achievement for the children they serve.

- James Simons (Charleston)
- Sanders-Clyde (Charleston)
- Mary Ford (North Charleston)
- Chicora (North Charleston)

What do we mean by “Among the Best”?

Across All 4 Elementary Schools:

- Stable Funding
- Strong School Leadership
- The Best Teachers

Within Each Elementary School:

- Highly Involved Parents
- High Quality, Coordinated In-School Supports
- Safe and Outcomes-Focused Extended Learning Environments

Academic Indicators

Three indicators of academic achievement — test scores, grades and retention—have been shown to predict whether students drop out or graduate from high school even at the elementary level. CPN plans on working closely with CCSD and our Evaluation Partners (United Way, CCF, The Citadel and The Riley Center for Livable Communities at the College of Charleston) to refine these and other indicators as well.

(1) Achievement Test Scores

- DIAL-E – Kindergarten and 1st grade? MAP?
- MAP scores – 2nd grade, English/Language Arts (ELA) and Math
 - RIT band progress as an ongoing indicator? Licensed for 4 times per year?
- MAP and PASS Scores – For ELA and Mathematics for grades 3, 4 and 5

(2) Grades

Test scores represent students' ability usually measured on one or two days; whereas grades reflect students' effort as well as their ability throughout the school year.

(3) Retention

Being held back as early as elementary school is a primary indicator of increased drop-out rates and decreased high-school graduation.

What do we mean by “Models”?

- Evidence-Based – Research-informed
- Effective – Outcomes are meaningful and documented
- Efficient – Implementable and manageable, both at a cost level and a human resource level
- Replicable – Change theory, outcomes, and implementation process are documented for future use.
- Scalable – Principles and practices can be used to serve an increasing population of children
- Securely funded – Once in place, the systems have ongoing financial and human capital allocations to ensure long-term viability and sustainability

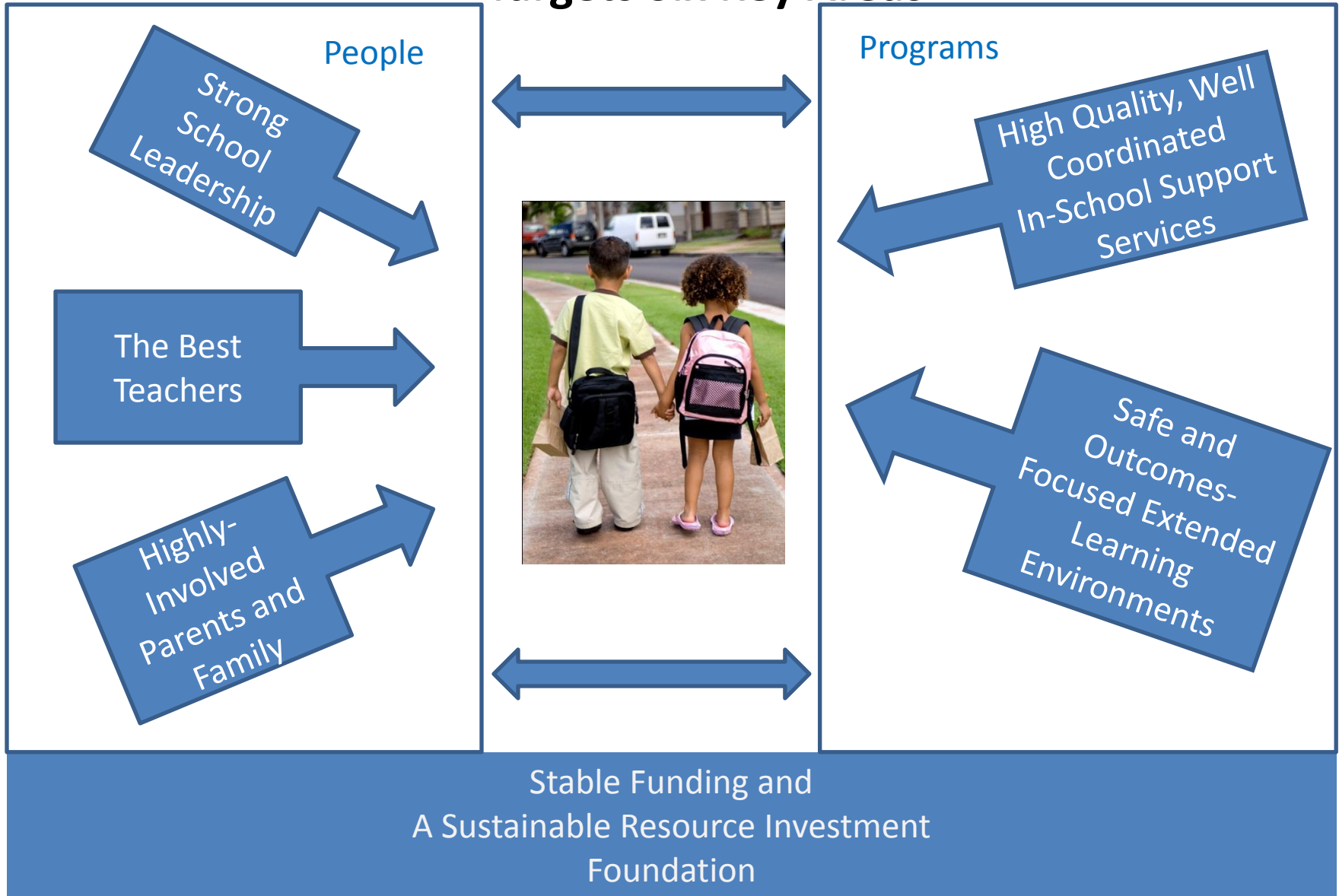
Our Elementary School “Infusion” Strategy

CPN elementary schools receive a flexible and comprehensive infusion of resources based on unique school-based assets and needs.

- Enrolled children receive individualized support services that will likely include Pre-K readiness programs, in-school literacy and learning supports, and other programs and services to create and extend the high-quality learning environment.
- Parents/caregivers become and remain valued and involved partners and are invested in the success of their children’s educational goals.
- Effective principals and teachers receive ongoing opportunities and incentives for professional growth and development designed to attract and retain the best teachers.

Our Elementary School Theory of Change

Targets Six Key Areas



Theory of Change

Stable CCSD funding and a sustainable CPN resource investment is available to support high-quality elementary education and a seamless system of effective and efficient wrap-around services within the Charleston Promise Neighborhood.

CPN elementary-age children attend schools with:

Strong School Leadership

The Best Teachers

Highly Involved Parents

High-quality, coordinated in-school support services

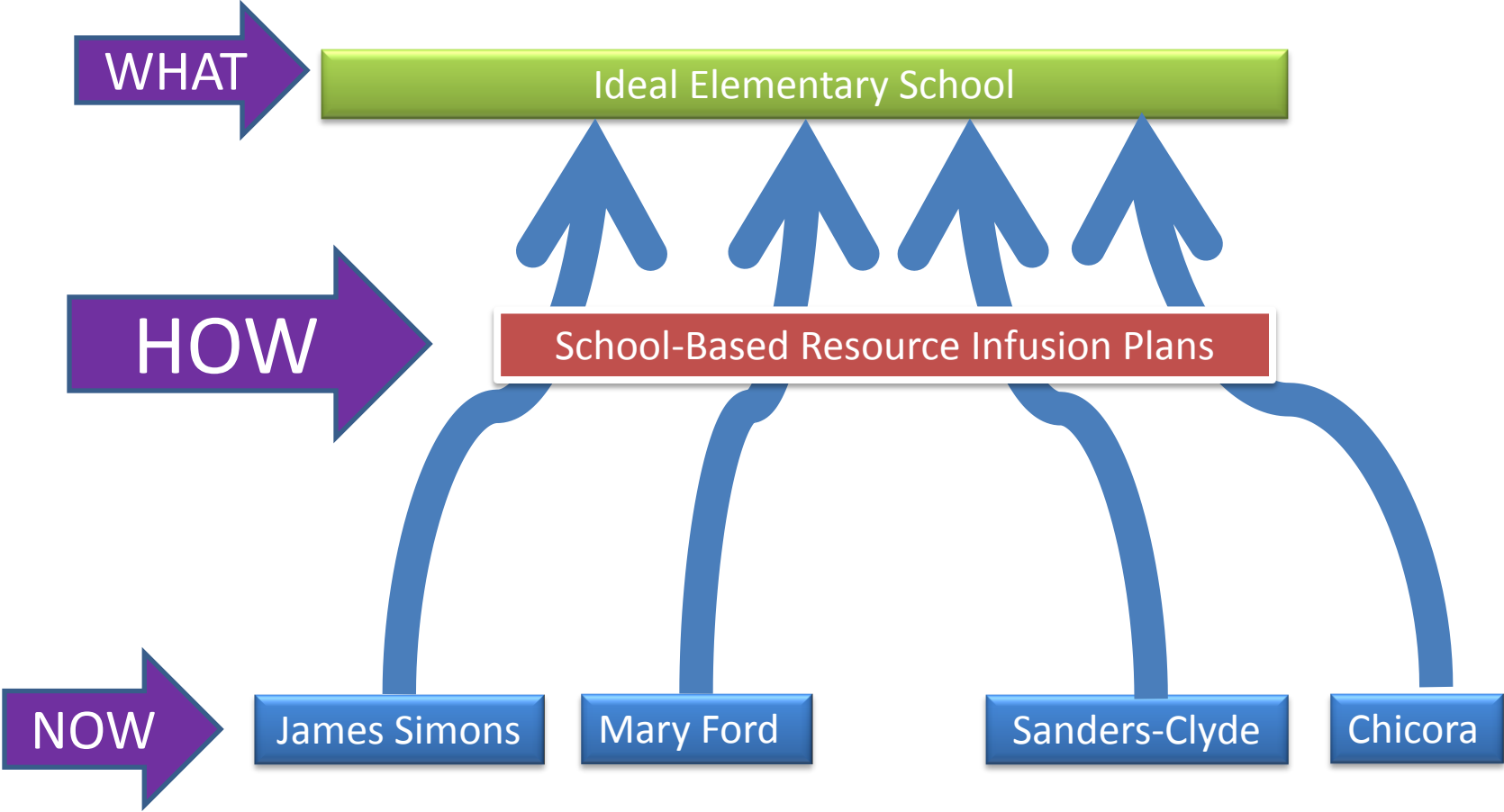
Safe and outcomes-focused extended learning environments

Children achieve grade-level proficiency in major subjects, especially reading and math at 3rd Grade and subsequently.

Early childhood and elementary success prepares children appropriately for middle school, and subsequently high school, with improved graduation rates, test scores, and college readiness

Extending the resource investment beyond elementary school to children of all ages (prenatal, early childhood, middle, high) who live in the Neighborhood will further improve school readiness, test scores, graduation rates and college readiness.

The Approach



Strong School Leadership

- Empowered Visionary Leadership with Clear Management Authority and Responsibility as Evidenced by:
 - Cross-school collaboration that benefits learners at all CPN schools
 - A team-based peer learning/mentoring community among teachers within each school and within the CPN as a whole
 - Parents and the community-at-large are engaged as partners for each school and for Neighborhood-wide change
 - Every school in the Neighborhood demonstrates a positive college-bound school culture
 - Succession planning for teachers and principals is “the norm” and next-generation leadership is actively cultivated

What We Need

- Leadership in:
 - Student learning
 - Continuous improvement
 - Using data to drive change
 - Parent, family and community engagement
- Skilled organizer and manager of an elementary school with 500 students and 35 to 40 staff
- Strong communicator , both verbally and in writing
- Excellent relationship building skills
- Skilled at drawing the best from teachers and support staff; proven team builder
- Builds performance-based meritocracies; believes that measurement is key to management
- Trustworthy; willing to take prudent risks; innovative and entrepreneurial

What CPN Can Provide

- Evidence-based research about best practices in strengthening school leadership
- Financial and other incentives to attract and retain successful principals
- Professional development opportunities to improve/fill skill shortfalls/gaps
- Adequate planning and evaluation time and resource funding
- Strategic and operational planning
- Logistics and management support for CPN-provided resources
- Evidence-based evaluation
- A hands-on partnership for success and the opportunity to lead one of the best schools in the district

The Best Teachers

A growing body of research shows that student achievement is more heavily influenced by teacher quality than by students' race, class, prior academic record, or school a student attends. This effect is particularly strong among students from low-income families and African American students.

We'll know that we have the best teachers when:

- Every child has ambitious goals for student achievement.
- Curriculum is individualized based on students' learning needs and homework designed to help them achieve their individualized goals.
- Technology is effectively leveraged to increase learning.
- Parents are actively engaged in their children's learning, both within and outside the classroom.
- Students' educational achievement rises.
- Teachers within the Neighborhood schools are recognized as "la crème de la crème."

What We Need

- 3-5 years successful experience as an elementary school teacher.
- Core competence and expertise in literacy and numeracy.
- High expectations for students; an honest belief that all children can succeed and go to college.
- Creative, out-of-the box teaching strategies that make classroom experiences exciting and memorable for students.
- Versatility, flexibility, and a willingness to use data to constantly re-evaluate and adjust teaching style and strategy.
- A focus on continuously increasing effectiveness to accelerate student learning.
- Strong communication, with a history of building highly-involved relationships with student, parents and colleagues.
- Perseverance and persistence in the face of ongoing challenges.
- Ability to use time and resources wisely to influence student learning.
- A comprehensive Neighborhood-wide data system for assessing and assuring teacher quality.

What CPN Can Provide

- Evidence-based research about best practices in teaching effectiveness
- High-quality induction/mentoring/coaching/training for CPN teachers, including an external network of teacher supports
- Incentive-based certification and individual professional development opportunities to improve/fill skill shortfalls/gaps
- Common, purposeful planning time and on-going team-based professional development
- Logistics and management support for CPN Provided resources
- Support for the creation and implementation of standards-based evaluation processes that provide intrinsic rewards for teaching excellence, including financial incentives.
- An opportunity for teachers to be part of an entrepreneurial and innovative elementary school model designed to rapidly increase educational achievement.

Highly-Involved Parents & Families

Typically, parents with higher socioeconomic status and education are more involved in their children's educating than poverty level and minority parents. However, research demonstrates that when teachers take clear, deliberate action to involve parents the socioeconomic status and education level of parents disappear as a factor in the willingness of parents to be involved. We'll know that we've been successful when:

- Parents/caregivers are shared decision-makers in the design of individual learning goals for their children.
- Parents/caregivers, teachers, and principals demonstrate regular, high-quality school-parent communication about children's learning goals and accomplishments,
- Parents/caregivers extend the work of the school by fostering learning at home.
- Parents/caregivers are active and frequent volunteers at the school and/or at school-related events.
- Parents/caregivers are advocates for high-quality public education and act as community collaborators and ambassadors.

What We Need

- Parenting skills training, including Pre-K and early childhood.
- One-to-one communication between highly-involved teachers and parents/caregivers that focus on student's success and achievement.
- The creative involvement of school staff, as well as parents and volunteers making calls to their peers; phone access for calling.
- Parent/caregivers activities that appeal to the individual interests and skills of all parents.
- A pervasive culture of interaction; a positive warm environment where parents and extended family feel welcome.
- Personalized invitations to monthly or more frequent opportunities for parent activities on school grounds. Ensure that events are designed with parents, not just for them.
- Provide parents with information and skills training designed to increase learning at home.
- Parent recognition programs.

What CPN Can Provide

- Evidence-based research about best practices in parent/family involvement
- As needed, support for the creation and implementation of parent/family liaison functions at each school.
- Direct support for, and hands-on engagement with, School Improvement Councils and parent-teacher organizations.
- Volunteer recruitment and site-based support for creating “family-friendly” and “family-welcoming” schools and events.
- Core training for principals and teachers on innovative parent/family involvement strategies.
- The creation and ongoing monitoring of an effective year-round parent/family engagement and communication plan.
- Logistics and management support for CPN Provided resources.
- Evidence-based evaluation of the effectiveness of parent involvement programs.

High-Quality, Coordinated In-School Support Services

To attract and retain the best teachers, we must allow them to teach. High quality ancillary services are essential instructional supports for individualized learning, particularly in high-poverty schools.

We'll know that we've been successful when:

- Positive student behavior is “the school norm” and necessary behavioral intervention resources exist on-site and occur in real-time.
- Children receive regular medical, dental, vision, and hearing screenings, receive routine preventive care, and receive specific intervention when needed.
- Children who are performing below grade level, particularly in English/Language Arts and Math, receive supplemental tutoring/instructional support that is individually designed to help them achieve proficiency.
- In-school support services are seamlessly dovetailed with community-based resources for students and their families.

What We Need

A coordinated, evidence-based pipeline of integrated supports, including:

- Literacy specialists and trained tutors
- Student advocates, system navigators and guidance counselors
- Classroom volunteers and educational aides
- Social workers and behavioral specialists
- Nursing/medical/vision/dental
- Administrative capacity and capability to manage these resources

What CPN Can Provide

- Evidence-based research about best practices for high-quality in-school supports.
- The creation, implementation and ongoing monitoring of a prioritized resource infusion plan based on unique school-based needs.
- Targeted funding for high-need services and supports.
- Partnerships with governmental entities, higher ed, and community-based organizations that can be leveraged to pilot and build a seamless system of evidence-based supports.
- Coordination of logistics and management support for CPN-provided and school-based resources.
- Centralized data collection and evidence-based evaluation of the effectiveness of programs.

Safe and Outcomes-Focused Extended Learning Environments

We'll know that we've been successful when:

- Children are engaged and participating in diverse academic and non-academic activities that complement and extend traditional learning hours.
- Children benefit from participating in activities that are tailored to their age, interests, and stage of development.
- Programs incorporate traditional elements from multiple cultures by including activities, celebrations, books, games, and posters that reflect diverse experiences.
- Programs incorporate teachers and dovetail with academic learning objectives via homework support and/or tutoring.
- Frequent and intense program involvement leads to positive impacts on academic outcomes, including self concept, educational expectations, academic achievement, high school completion, and post-secondary attendance.
- Technology is used to increase opportunities for self-paced learning and to increase engagement in program activities.

What We Need

- Based on best available evidence
- Accessible to all children (school-based?)
- Coordinated/integrated with school-day
 - Altered school day or after-school?
 - Summer programs?
 - Extended school year?
- Foster engaging, varying activities, including academic, homework support
- Cultivates parent involvement
- Intense, frequent involvement (mandatory?)
- Free or nominal cost

What CPN Can Provide

- Evidence-based research about best practices for high-quality extended learning environments.
- The creation, implementation and ongoing monitoring of a prioritized plan for extended learning environments based on unique school-based needs.
- Support for required scheduling, school-hour and/or transportation changes to support seamless program integration and maximize learning as well as other activities.
- Targeted funding for high-need services and supports and/or development of resource reallocation plans.
- Partnerships with governmental entities, higher ed, and community-based organizations that can be leveraged to pilot and build a seamless system of evidence-based supports.
- Logistics and management support for CPN-provided resources.
- Evidence-based evaluation of the effectiveness of programs.

Next Steps

- Continue targeted research on 6 areas of “best practices”
 - Parental Involvement
 - In-School Support Services
 - Extended Learning Environments (after-school, summer)
 - Teacher Quality
 - School Leadership
 - Funding (policy)
- Build CPN’s “School Infusion Team” to work directly with the principals, schools, parents and CCSD to develop individualized plans for each CPN school. (January-April)
- Determine concrete goals for years 1-3 and detailed one-year timeline. (January – April)
- Seek collaborative partners, volunteer resources, and funding support as needed to support plans (March-August)
- Begin 2011-2012 “Resource Infusion in Schools” (August, 2011)

CPN's Role as an Enabler

- Data collection, aggregation, analysis and benchmarking.
- Researching efficient and effective targeted best practices.
- Convening necessary stakeholders to provide input and create buy-in.
- Using data, research and input to drive unique school-based resource infusion.
- Seeking funding, partnerships and/or sustainable sources of support for necessary resources.
- Together with CCSD and school leadership, implementing and measuring the success of the new resources. Use data to correct course as needed.

Core Competencies for CPN Project Team

- Data collection and analysis
- Policy analysis
- Strategic and operational planning skills
- Convening/mobilizing skills
- Change management and navigation skills
- A hands-on “expediter/can-do” mentality
- A strong desire, willingness and competence in building “win/win/win” partnerships

APPENDIX

An Example at the School Level

Several factors have contributed to a decline in parent involvement at James Simons Elementary School, and we know that parent involvement is critical for improving children's performance.

CPN will:

- Create and implement a strategy to analyze and understand the existing problem in detail. (Parent and teacher focus groups, surveys, individual conversations, etc).
 - What's been tried that hasn't worked?
 - What's shown glimmers of success?
- Research best practices and existing successes that can be applied to the current situation.
 - What are other schools doing that works?
 - How can we apply that or modify that to increase parental involvement at James Simons in a sustainable and ongoing way?
- Take input and research and create an action plan that creates "win/win/wins" for the schools, the parents, and the families.
- Identify necessary resources and obtain them using our "Buy Not Build" strategy.
- Work alongside all key stakeholders to implement action plan.
- Develop key metrics for success and measure them for real-time improvement.
- Share key learning and best practices, both within and beyond the CPN.

Examples Across Schools

- In-School Student-Focused: Help find funding to expand Book Buddies program to two schools not currently being served. (Sanders-Clyde, Chicora).
- Extended Learning Focused: Find funding for and implement comprehensive, effective extended learning programs (e.g. extended day, after-school, weekend, summer) for all children in CPN elementary schools.
- Teacher-Focused: Work with educational partners to create a targeted teacher orientation and professional development program that is specific to these four elementary schools.
- Principal-focused: Work with educational partners to develop a model for Principal participation in a collaborative learning community.

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