

EXCELLENCE THROUGH EQUITY



“RAISING RIGOR AND ENGAGEMENT FOR ALL STUDENTS”



**Dorrell Green,
Brandywine School District
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PURPOSELY DESIGNED, SAFE, HEALTHY LEARNING ENVIRONMENTS

- The quality and consistency of **interpersonal interactions** within school community that influence student's cognitive, social, and psychological development.

PURPOSELY DESIGNED, SAFE, HEALTHY LEARNING ENVIRONMENTS

- The quality and character of school life that includes norms, values, and expectations that support **people feeling socially, emotionally, and physically safe.**

WHY IS SCHOOL CLIMATE IMPORTANT?

School Climate is linked to a wide range of academic, behavioral, and socio-emotional outcomes for students:

- Academic achievement
- Student academic, social, and personal attitudes and motives
- Attendance and school avoidance
- Behavior problems, delinquency, victimization
- Emotional well-being



WHY IS SCHOOL CLIMATE IMPORTANT?

School Climate is also linked to outcomes for teachers:

- Less burnout and greater retention in the profession
- Greater implementation fidelity of new curriculum and interventions
- Greater levels of job satisfaction



2015-2016 FOCUS

EXCELLENCE THROUGH EQUITY

- Establishing Multi-tiered Systems of Support
- Systematic Data Protocol (Big 5)
- Compassionate School Model (Trauma)
- Anti-Bullying Program

***Emphasis on Equity in Brandywine Schools**

DE-PBS (A MTSS) FOR STUDENT SUCCESS

Academic Systems

Response to Intervention (RTI)

Behavioral Systems

*1 Research-Based System:
Positive Behavior Supports (PBS)*

Tier 3/Tertiary Interventions 1-5%

- Individual students
- Assessment-based
- High intensity

Tier 2/Secondary Interventions 5-15%

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

Tier 1/Universal Interventions 80-90%

- All students
- Preventive, proactive

1-5%

5-15%

80-90%

Tier 3/Tertiary Interventions

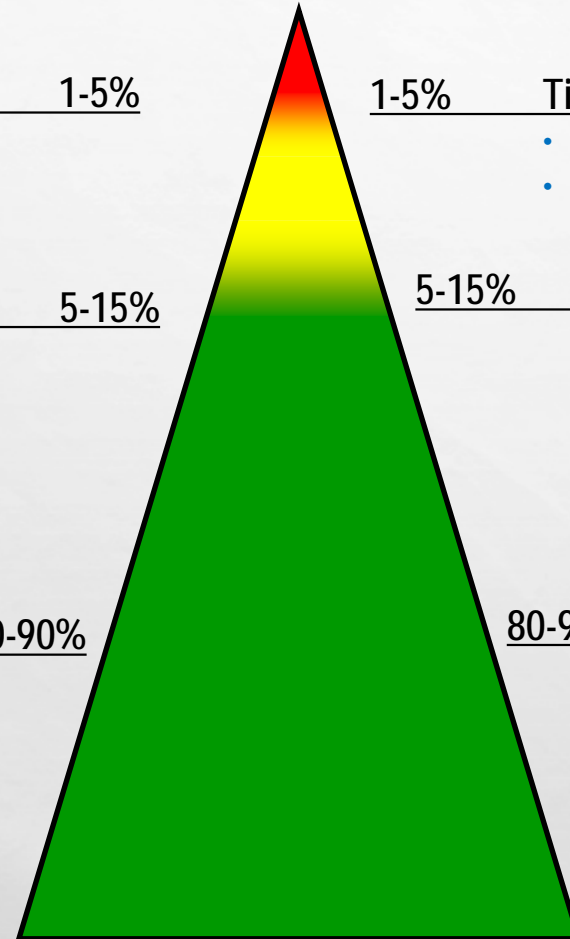
- Individualized Behavior Intervention System
- Prevent, Teach, Reinforce System (PTR)

Tier 2/Secondary Interventions

- Targeted PBS
- Small Group Social Emotional Learning Programs
 - PEERS
 - Solution Teams (No Bully)
 - Achievers Academy *

Tier 1/Universal Interventions

- School-Wide (SW) PBS
- SW Social Emotional Learning Programs (K-2)
 - Cultural Competency
 - PATHS
 - Trauma-Informed Practices



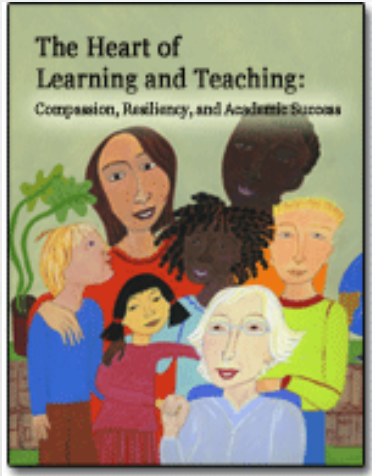
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AT THE SCHOOL-WIDE LEVEL: TIER 1

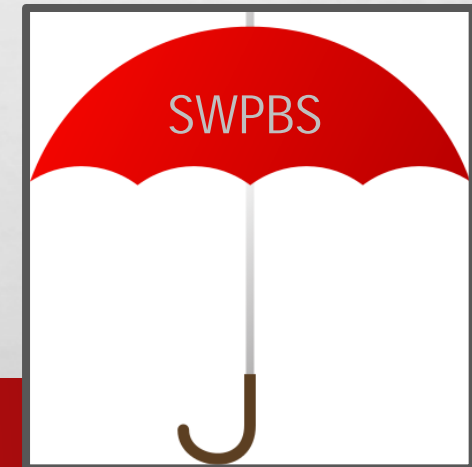
- Problem-solving leadership team with administration
- Ongoing data-collection, analysis and action planning
- Prevention through established SW & Classroom systems
- Positive social expectations defined, actively taught, and recognized
- Focus on relationship building (students, staff, home)
- Arrange consistent consequences for problem behavior
- Focus on developing self-discipline

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COMPASSIONATE SCHOOLS



- ***The Heart of Learning and Teaching: Compassion, Resiliency, and Academic Success*** (Wolpow, Johnson, Hertel & Kincaid, 2011)
 - *5 Chapters*
 - *Chapter 1: Compassion and Resiliency: Background and Definitions*
 - *Chapter 2: Self-Care: An Ethical Obligation for Those Who Care*
- *Working to operationalize and fold into SWPBS*



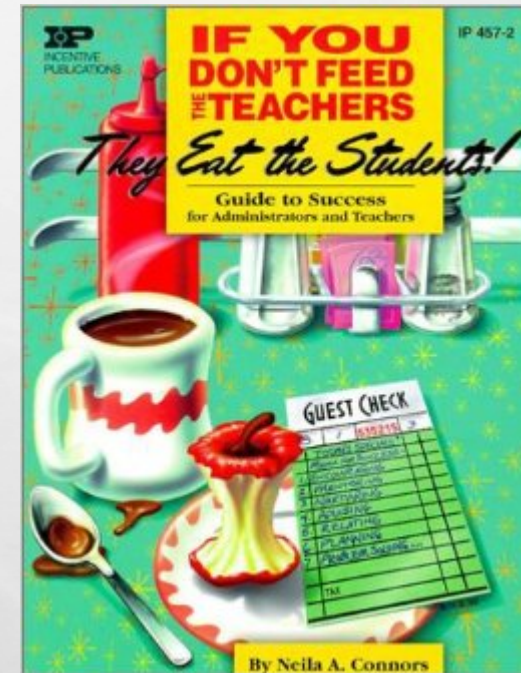
" IF YOU DON'T FEED YOUR TEACHERS THEY WILL EAT THE KIDS." ~ PEDRO NOGUERA

Child Development- requires a holistic approach to education and differentiation

Neuroscience – elasticity of brains requires personalized approaches to learning

Understanding the **social construct of student lives....**

- Family
- Peers
- Community
- Society



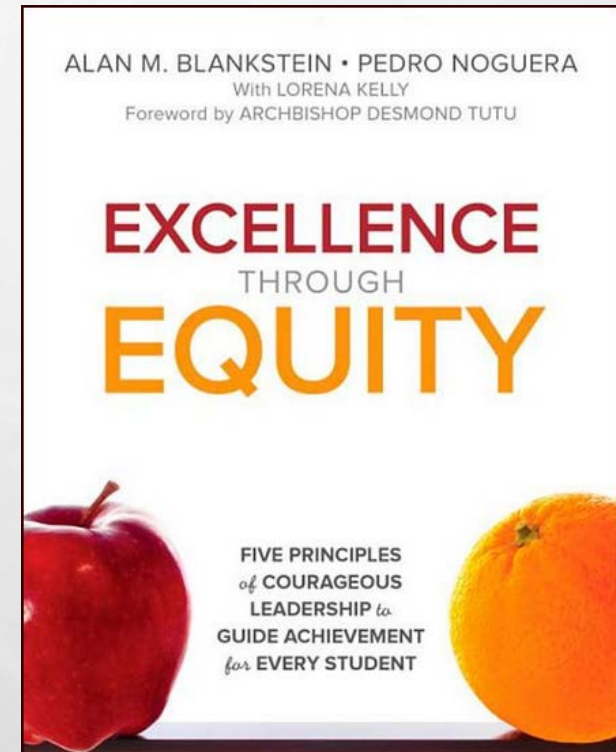
" EXCELLENT THROUGH EQUITY ~ BLANKSTEIN & NOGUERA

Emerging Trends

- Safety
- Culture
- Health

Leadership on the Line

- Technical vs. Adaptive – leaders are more than just managers.



BASIC ELEMENTS OF PURSUING EQUITY

- Get to know students.
- Spend time cultivating talent and building potential.
- Address factors underlying learning difficulty and behavior issues.
- Support, encourage, and nurture.
- Understand environmental, influencing factors.
- Celebrate diversity.

BASIC ELEMENTS OF PURSUING EQUITY

- Go “where students are.”
- Integrate students from a variety of backgrounds.
- Differentiate support.
- Reach every student.
- Incorporate every learning style.
- Create environments where all students are able to thrive.

STRATEGIC PLANNING FOR EQUITY AND POSITIVE CULTURE

Strategic Partners

- DEDOE/DE-PBS
- Casey Family Programs
- No Bully
- New Castle County Consortium
- Delaware Valley Consortium for Excellence and Equity
- Brandywine Education Foundation
- Prevention Child Abuse Delaware
- Others.....

THANK YOU

Keep meetings and hard work going

School	Team Leader(s)
Brandywine Community	James French
Carrcroft	Deanna Eyler & Larry Christie
Claymont	Erin Binder & Laura Schwait
Forwood	Sarah Foster, Denise Nuss & Elizabeth Johnson
Hanby Elementary	Tara Souffie & Sandy Meredith
Harlan	Julie Shino
Lancashire	Laura Becker
Lombardy	Susan Gould & Deanna Eyler
Maple Lane	Julie Nickle & Christopher Romano
PS duPont Middle	Stacey Falls & Agnes Paul
Springer	Devearl Royster
Talley	Tamecah Taylor
Mt. Pleasant High	Bill O'Hanlon

Help reinforce efforts to try new prosocial initiatives

Advocates for colleagues and students