



Leading for Results

The Holistic Plan: Weaving the Initiatives Together

Board of School Trustees

September 28, 2009

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Agenda

- Introduction
- Accountability Models
- Leading for Results – Actions to Date
- Leading for Results – Data Informed Decision Making System
- Summary / Q&A
 - Next Steps



Accountability Models

- **Local**
 - **Balanced Scorecard** (Continuous Improvement)
- **State**
 - Current: **Public Law 221**
 - Proposed: **Growth Model**
- **National**
 - No Child Left Behind (**NCLB**)
 - Adequate Yearly Progress (**AYP**)



FWCS

Continuous Improvement

Focus for 2009-10:

- Data Analysis
 - Quality Improvement Team (QIT) Training
- Curriculum / Instruction
 - Core Standards / Indicators
 - District Models

Leading for Results:

Actions to Date

- **Spring 2009**
 - **ISTEP** administered (grades 3-8)
 - High School Exams transitioning
 - **End Of Course Assessments** (Algebra I, Biology I, English 10)
 - Class of 2010 & 2011 must pass GQE
 - Class of 2012 – Algebra I, English 10

Leading for Results:

Actions to Date

- **Summer 2009**
 - Board workshops on **Balanced Scorecard**
 - Aug. 12: Administrators Leadership “Power of Mindsets”
 - Aug. 20: Opening for Teachers “District Professional Development”
 - Aug. 24: Start of School – Pyramid For Success[™] Support Team implemented
 - Sept. 16: ISTEP Results
 - Sept. 21: New Chief of Academic, Steve Cobb

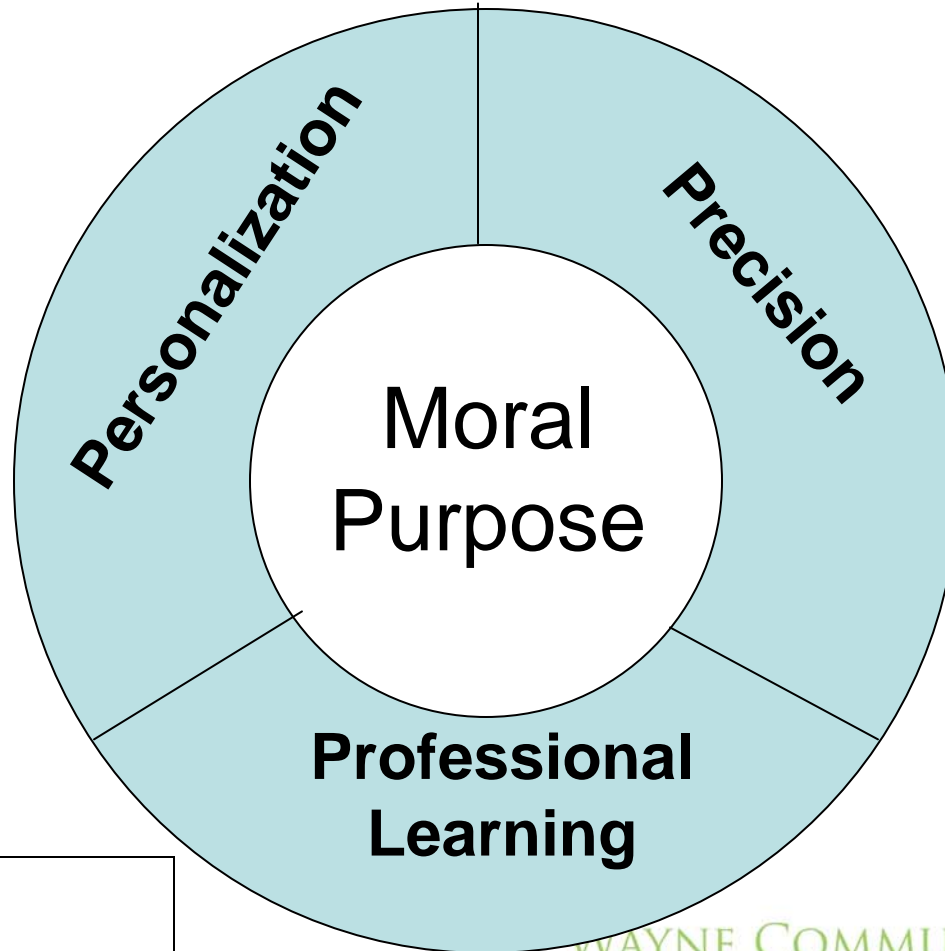


Leading for Results:

Data Informed Decision Making System

FORT WAYNE COMMUNITY SCHOOLS

The Triple P core components provide the overarching focus for all activities

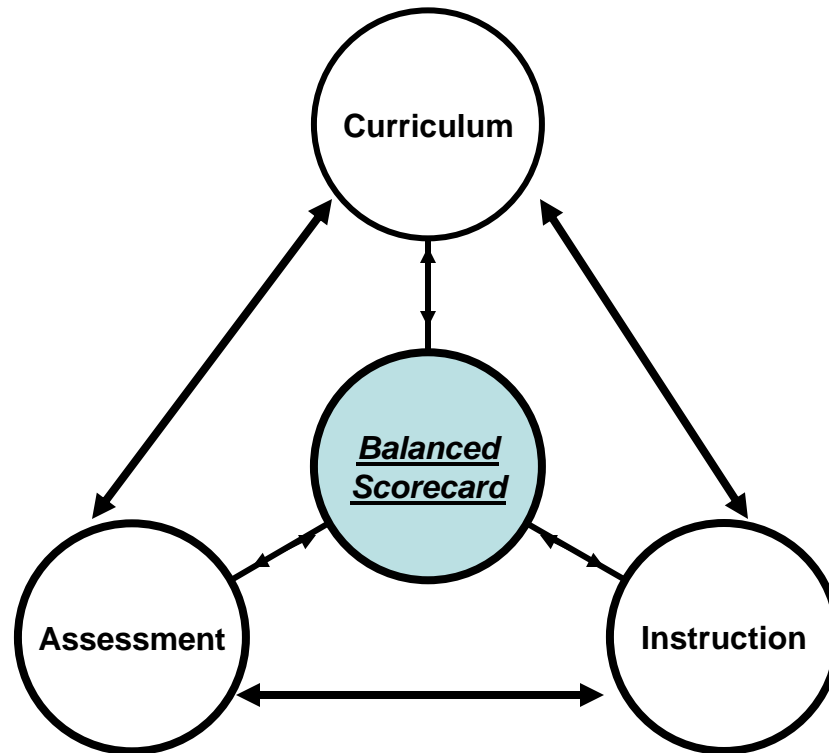


Breakthrough,
Chapter 2, Page 15

“The most sophisticated data warehouse in the world will have no effect on instruction if no one has—or takes—the time to look at the data, reflect on them, and draw inferences for instructional planning.”

Principal's Research Review
September 2009

The Curriculum, Instruction, Assessment Feedback Loop informs actions:



The Curriculum, Instruction, Assessment Feedback Loop informs the purpose of Professional Learning which links directly to FWCS Balanced Scorecard

Dr. Ardys Morgan, The School Improvement Partnership, Inc.



Supporting Programs

HOPE (Harnessing Optimism and Potential through Education)

- The HOPE Foundation's approach links professional learning community practices to school improvement to achieve success for each student.
- The HOPE Foundation facilitates a process that builds the skills of the Quality Improvement Team to form a Professional Learning Community at any building level that will analyze data to improve instruction.

Alan Blankstein, Bloomington, IN

FORT WAYNE COMMUNITY SCHOOLS



Supporting Programs

Project SEED

- The district's Math Framework will be revisited as we prepare for a new math adoption under newly adopted state math standards.
- Project SEED, a non-profit organization dedicated to math instruction, will work with selected elementary schools to model for teachers the best math practices for increasing students' interest and skills.

“Effective data-informed decision making requires schools to develop well-organized processes as well as conditions that support data use.”

Principal's Research Review
September 2009

The Process for Data Analysis

- I understand the results
- I understand my responsibility in the results
- I understand what needs to be done differently to get different results
- I am able to implement the changes to get different results
- I understand the new results



Data Informed Decisions

The Training Process

- **Components:**
 - The Leadership Team
 - The Training Delivery Team
 - The District Support Team

The Training Process

- **The Leadership Team: Friday**
 - Membership: Dr. Robinson, Dan Bickel, Rita Turflinger, Faye Robbins
 - Purpose: Maintaining the focus on the moral purpose with precision, personalization, and professional learning through critical questions
 - Target Audience: Principals

The Training Process

- **The Training Delivery Team: Tuesday**
 - Membership: Steve Cobb, Laura Cain, Jack Byrd, John Kline, Get Nichols, Carolyn Powers, Mark Harmon, Tim Captain, Janel Johnson
 - Purpose: Linking the Balanced Scorecard (BSC) and the School Improvement Plans to document precision, personalization, and professional learning to improve student achievement
 - Target Audience: Principals, Assistant Principals, School Improvement Coordinators, Instructional Coaches, QIT Teams, Teachers

The Training Process

- **The District Support Team: Wednesday**
 - Membership: Steve Cobb, Laura Cain, Ann Barnes-Smith for Theresa Oberley, Schauna Findlay, John Kline, Linda Roman, Sandy Sunderland-Willis, and others as appropriate
 - Purpose: Providing support to enhance student-teacher interactions to educate all students to high standards and linking to the Curriculum, Instruction, Assessment feedback loop and the BSC
 - Target Audience: Principals, Assistant Principals, Instructional Coaches, Teachers



Sample Action Steps

- District
- High School
- Middle School
- Elementary



Summary / Q & A

- Next Steps
 - **End of Course Assessments** Algebra I, Biology I, English 10
 - December, 2009
 - May, 2010
 - **Spring ISTEP Testing Windows**
 - March 1-11, 2010
 - April 26-May 5, 2010

**We can, whenever and wherever we choose,
successfully teach all children
whose schooling is of interest to us.
We already know more than we need to do that.
Whether or not we do it
must finally depend on how we feel
about the fact that we haven't so far.**

Dr. Ronald Edmonds