# Kansas City Public Schools and Department of Elementary and Secondary Education

# Regional School Improvement Team Meeting

Tuesday, August 28 2012

**KANSAS CITY**

PUBLIC SCHOOLS

# Superintendent Goals
# Goal 1: Student Achievement

## Timeline

- August 2012 – June 2013

Student Achievement: Minimum of 1.5 – 2.0 years of student growth per year per grade level.

## Benchmarks

- Monthly Assessments

Teacher made formative assessments will be given monthly and reports will be submitted by building, by subject, and by cohort.
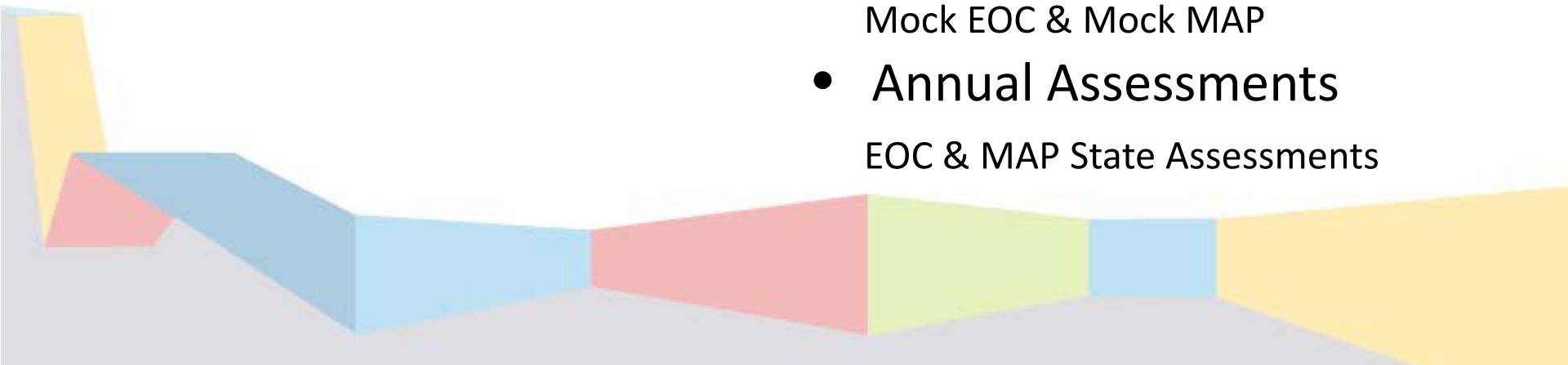
- Quarterly Assessments

Acuity – DRA2 – Data Cycle

- Semester Assessments

Mock EOC & Mock MAP

- Annual Assessments

EOC & MAP State Assessments

# Superintendent Goals
# Goal 2: College and Career Readiness

## Timeline

- August 2012 – June 2013

District will meet at least four of the seven College and Career Readiness performance standards.

## Benchmarks

- Director of Assessment will provide monthly reports following receipt from ACT Testing Center of Students tested and their scores.

- Director of Counselors will provide a quarterly report that tracks all seniors' college readiness participation.

- CTE Director will provide monthly update on CTE enrollment.

- Director of Assessment will provide a report on the number of students enrolled in advanced placement courses two weeks following the beginning of each semester.

- The Director of Assessment will provide a graduate verification report at the end of first semester.
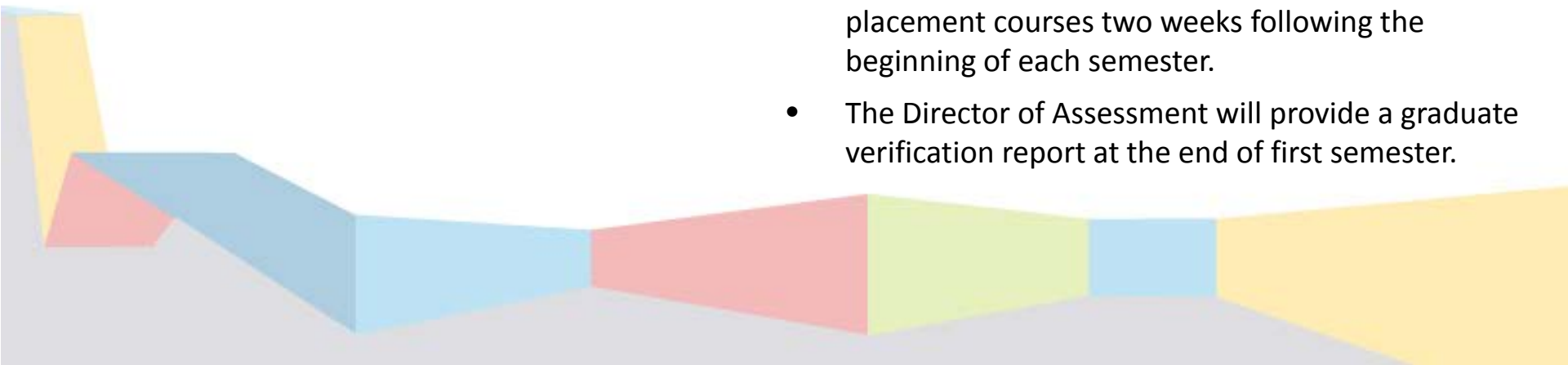
# Superintendent Goals
## Goal 3: Classroom Management and Student Behavior

### Timeline

- August 2012 – June 2013

Percentage of KCPS teachers reporting a need for PD in the area of classroom management will decrease by at least 5 percentage points annually.

### Benchmarks

- Director of Assessment will provide monthly suspension data reports to the superintendent by building and by grade level.

- In March, a district survey will be conducted assessing teachers' perception of climate and classroom management.
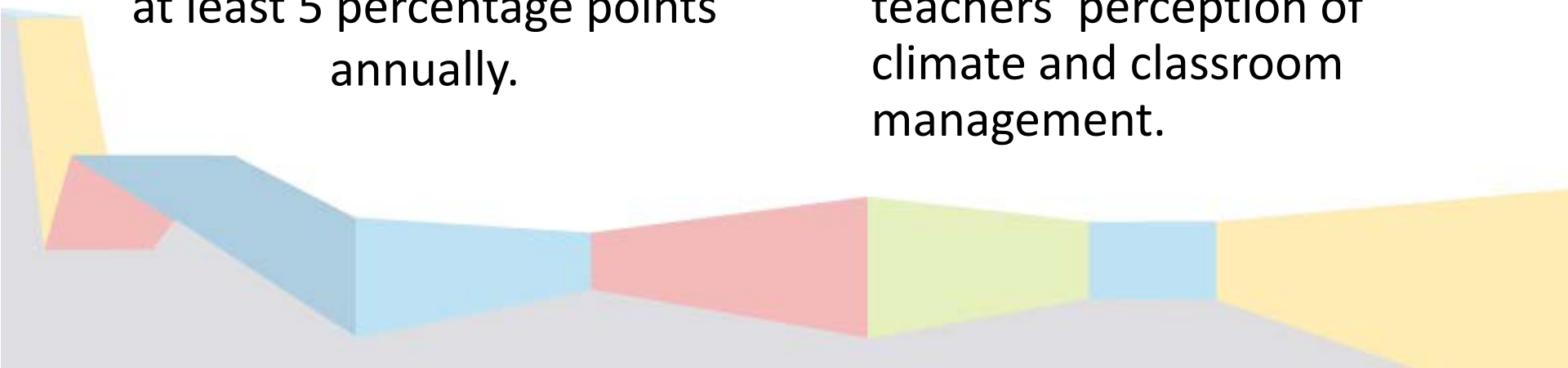
# Superintendent Goals
## Goal 4: Student Attendance and Dropout Prevention

**Timeline**

- August 2012 – June 2013

Student attendance will increase at the elementary level to 95% and 90% at the secondary level.
The dropout rate will decrease by 5% during the SY12-13 school year.

**Benchmarks**

- Monthly student attendance reports will be provided for elementary schools and for secondary schools.

- Student mobility will be tracked using MOSIS number system to accurately monitor drop-out rate each semester.
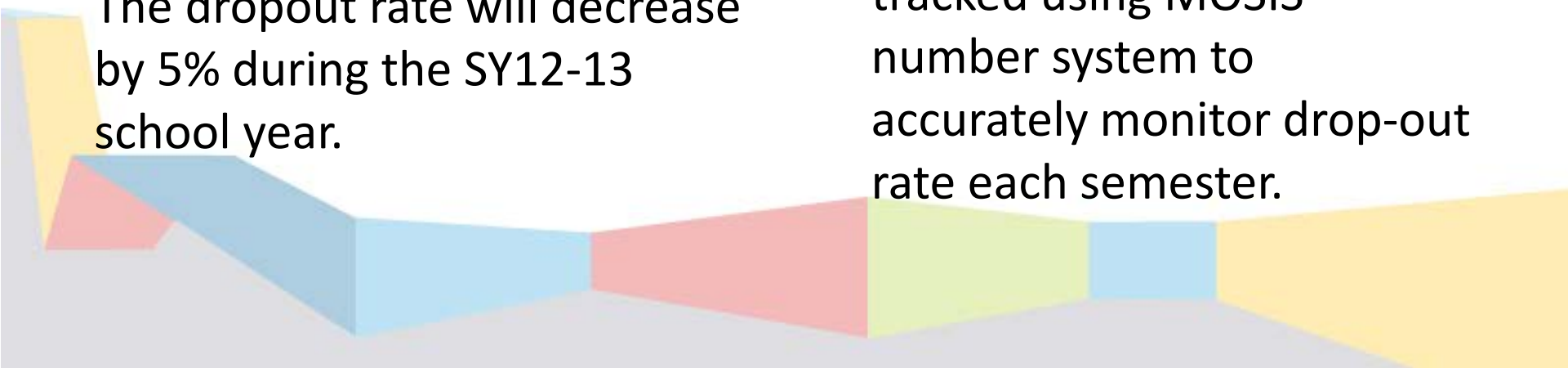
# Superintendent Goals
# Goal 5: Human Capital Management

## Timeline

- July 2012 – June 2013

- Increase customers service at the school level with principal by 40%.

- Increase customer service with all employees across the district by 25%.

## Benchmarks

- Principals will complete semi-annual surveys to measure their satisfaction with Human Capital Management.

- All employees will complete annual survey to measure their satisfaction with Human Capital Management.
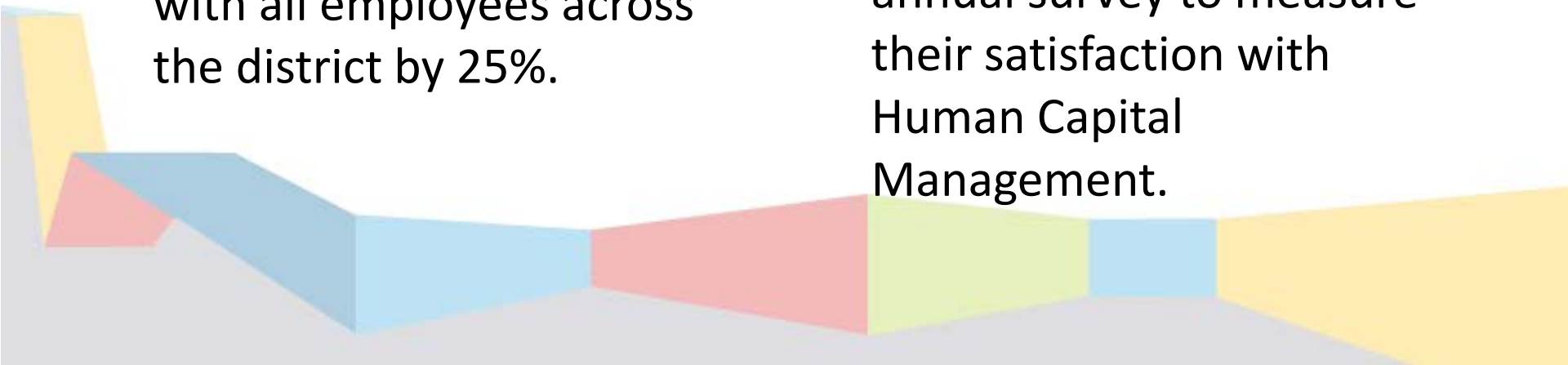
# MSIP 4 - APR History

## 4th CYCLE DISTRICT SUMMARY OF ANNUAL PERFORMANCE REPORT (APR)

**District Name: Kansas City 33**  **County District Code: 048078**

| MSIP Standard/Indicator | 2006 Met/Not Met | 2007 Met/Not Met | 2008 Met/Not Met | 2009 Met/Not Met | 2010 Met/Not Met | 2011 Met/Not Met |
|---|---|---|---|---|---|---|
| 9.1*1 MAP Grades 3-5 Math | Met | Not Met | Not Met | Not Met | Not Met | Not Met |
| 9.1*2 MAP Grades 3-5 CA | Not Met | Not Met | Not Met | Not Met | Not Met | Not Met |
| 9.1*3 MAP Grades 6-8 Mathematics | Not Met | Not Met | Not Met | Not Met | Not Met | Not Met |
| 9.1*4 MAP Grades 6-8 CA | Not Met | Not Met | Not Met | Not Met | Not Met | Not Met |
| 9.1*5 MAP Grades 9-11 Mathematics | Not Met | Not Met | Not Met | Not Met | Not Met | Not Met |
| 9.1*6 MAP Grades 9 11 CA | Not Met | Not Met | Not Met | Not Met | Not Met | Not Met |
| Bonus MAP Achievement | N/A | Met | Met | Met | Met | Not Met |
| Subject Area/EOC Bonus | Not Met | Not Met | Not Met | Not Met | Not Met | Not Met |
| 9.3 ACT | Not Met | Not Met | Not Met | Not Met | Not Met | Not Met |
| 9.4*1 Advanced Courses | Met | Met | Met | Met | Met | Met |
| 9.4*2 Career Education Courses | Met | Met | Met | Met | Met | Met |
| 9.4*3 College Placement | Not Met | Not Met | Not Met | Not Met | Not Met | Not Met |
| 9.4*4 Career Education Placement | Not Met | Met | Met | Met | Met | Met |
| 9.5 Graduation Rate | Not Met | Met | Not Met | Not Met | Not Met | Not Met |
| 9.6 Attendance Rate | Not Met | Not Met | Not Met | Not Met | Not Met | Not Met |
| 9.7 Subgroup Achievement | Not Met | Not Met | Not Met | Not Met | Not Met | Not Met |
| **Total Standards Met** | **3** | **5** | **4** | **4** | **4** | **3** |

# August 2012 APR Update

- The Preliminary APR released on August 1$^{st}$ shows that KCPS MET 5 Performance Standards:
  - 9.4*1 – Advanced Courses
  - 9.4*2 – Career Tech Ed Courses
  - 9.4*3 – College Placement
  - 9.4*4 – Career Tech Ed Placement
  - Bonus MAP Achievement

# 2011 vs. 2012 MSIP Standards/Indicators

| MSIP Standard/Indicator | 2011 | 2012 | Improved | Earned a 'MET' on 2012 APR |
|---|---|---|---|---|
| 9.1*1 - 3-5 Mathematics | 716.1 | 723.5 | Y | N |
| 9.1*2 - 3-5 Communication Arts | 709.2 | 708.0 | N | N |
| 9.1*3 - 6-8 Mathematics | 700.9 | 709.1 | Y | N |
| 9.1*4 - 6-8 Communication Arts | 714.7 | 714.9 | Y | N |
| 9.1*5 - 9-11 Mathematics | 706.8 | 710.3 | Y | N |
| 9.1*6 - 9-11 Communication Arts | 763.1 | 740.0 | N | N |
| 9.3 - ACT | 17.3% | 15.0% | N | N |
| 9.4*1 - Advanced Courses | 35.5% | 47.2% | Y | Y |
| 9.4*2 - CTE Courses | 10.0% | 17.2% | Y | Y |
| 9.4*3 - College Placement | 52.2% | 66.3% | Y | Y |
| 9.4*4 - CTE Placement | 91.8% | 88.7% | N | Y |
| 9.5 - Graduation Rate | 57.3% | 64.3% | Y | N |
| 9.6 - Attendance | 89.1% | 91.3% | Y | N |
| BONUS - MAP Achievement | 0 | 4 | Y | Y |

# August 2012 Update

| Standard | 2012 Target | Best Case Projection | Goal | February 2012 Projected | | August 1st APR | |
|---|---|---|---|---|---|---|---|
| 9.1*1 - 3-5 Mathematics | MAP Index of 735.8 | Met | 735.8 | 716.2 | Not Met | 723.5 | Not Met |
| 9.1*2 - 3-5 Communication Arts | MAP Index of 777.8 | Not Met | 777.8 | 717.9 | Not Met | 708.0 | Not Met |
| 9.1*3 - 6-8 Mathematics | MAP Index of 745.5 | Not Met | 745.5 | 717.3 | Not Met | 709.1 | Not Met |
| 9.1*4 - 6-8 Communication Arts | MAP Index of 735.6 | Met | 735.6 | 704.7 | Not Met | 714.9 | Not Met |
| 9.1*5 - 9-11 Mathematics | MAP Index of 726.3 and Gap Bonus Met | Met | 726.3 | 710.6 | Not Met | 710.3 | Not Met |
| 9.1*6 - 9-11 Communication Arts | MAP Index of 766.1 and Gap Bonus Met | Met | 766.1 | 738.1 | Not Met | 740.0 | Not Met |
| 9.3 - ACT | 41.8% of Graduates at/above Nat'l Average | Not Met | 41.8% | 12.9% | Not Met | 15.0% | Not Met |
| 9.4*1 - Advanced Courses | 37% of Credits at 11/12 in Advanced Courses | Met | 37.0% | 53.9% | Met | 47.2% | Met |
| 9.4*2 - CTE Courses | 11% of Credits at 11/12 in CTE Courses | Met | 11.0% | 15.4% | Met | 17.2% | Met |
| 9.4*3 - College Placement | 56.3% of 2011 Graduates Successfully Placed | Met | 56.3% | 57.0% | Met | 66.3% | Met |
| 9.4*4 - CTE Placement | 92.9% of CTE Completers Successfully Placed | Met | 92.9% | 93.0% | Met | 88.7% | Met |
| 9.5 - Graduation Rate | 100% of Cohort Dropouts Recovered | Not Met | 85.0% | 62.9% | Not Met | 64.3% | Not Met |
| 9.6 - Attendance | 95% Attendance Goal Across all Levels | Not Met | 95.0% | 91.7% | Not Met | 91.3% | Not Met |
| 9.7 - Subgroup Achievement | 8/16 Subgroups Met on 2012 AYP | Not Met | 8 | 3 | Not Met | N/A | Not Met |
| BONUS - MAP Achievement | 4/6 Areas of MAP Index Gains in 2012 | Met | 4 | 6 | Met | 4 | Met |
| Total Standards Met 2012 | | 9 | | 5 | | 5 | |
| Projected 2012 Accreditation Status | | Full Accreditation | | Unaccredited | | Unaccredited | |

# MAP/EOC Results 2012

**Communication Arts**

- *Increase at the 7th and 8th Grade Levels.*

**MAP Mathematics**

- *Increased at every grade level.*

**END of Course Exams**

- *Increase in Algebra I and Geometry.*

# KCPS Communication Arts MAP/EOC
# SY 2010-2012 by Grade



| | 03 | 04 | 05 | 06 | 07 | 08 | English I | English 2 |
|---|---|---|---|---|---|---|---|---|
| 2010 | 707.4 | 708.9 | 721.3 | 710.8 | 719.9 | 727.0 | 719.6 | 761.8 |
| 2011 | 701.9 | 711.9 | 712.3 | 721.8 | 702.2 | 716.2 | 723.4 | 760.3 |
| 2012 | 698.8 | 709.3 | 712.2 | 711.4 | 706.7 | 720.9 | 720.1 | 735.6 |
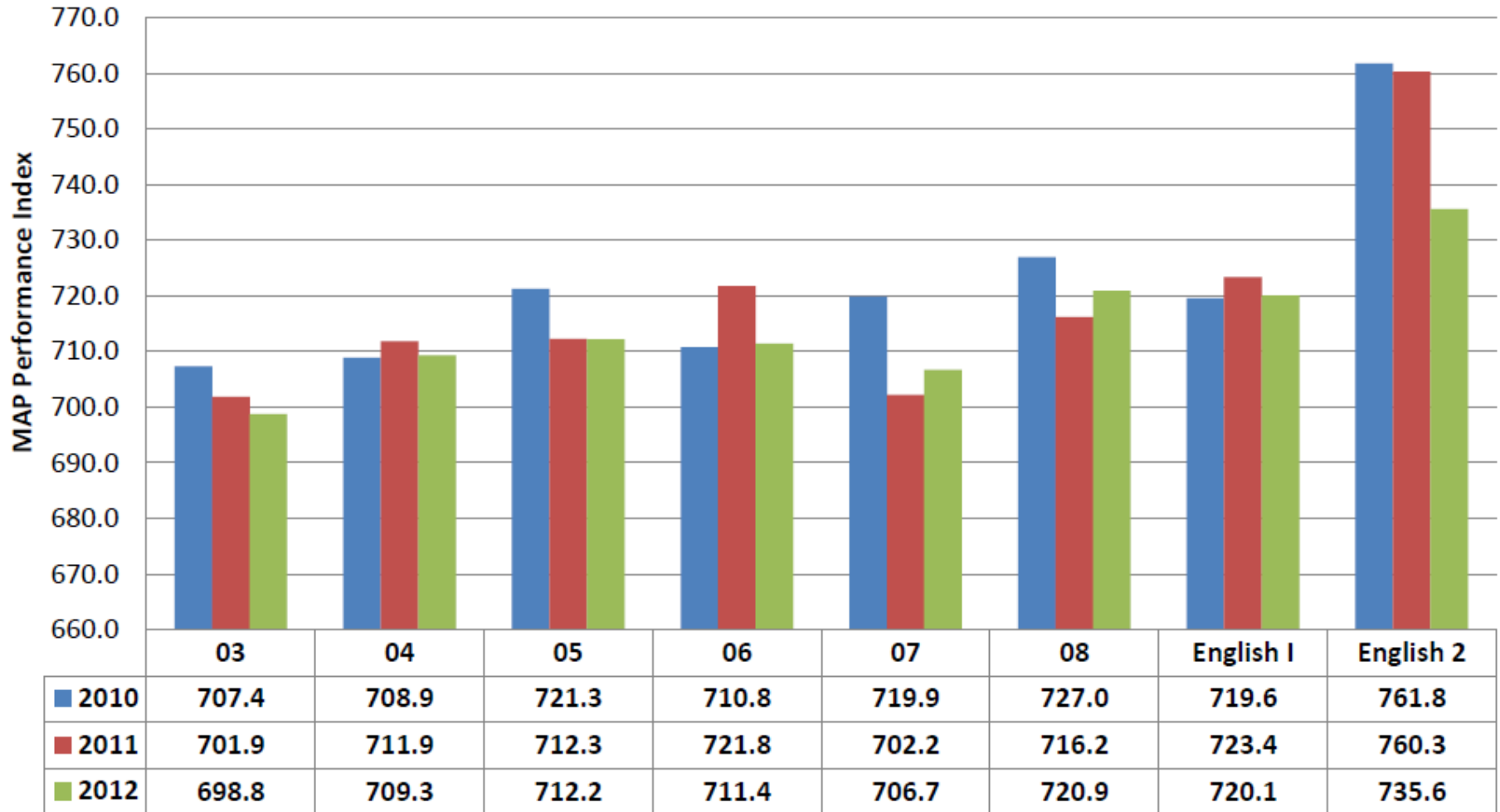
# Plan for increasing Communication Arts MAP/EOC scores

- Aligned Curriculum
- Implementation of the curriculum
- Accurate use of reading resources
- Increased instructional time that targets the diagnosed deficiencies of students
- Professional development and courses offered to teachers on effective reading strategies
- Use of data cycle to monitor the progress of students of specific learning targets
- Train coaches on the use of data to inform instruction
- Reading Interventionists

# KCPS Mathematics MAP/EOC
# SY 2010-2012 by Grade



| | 03 | 04 | 05 | 06 | 07 | 08 | Algebra I | Algebra II | Geometry |
|---|---|---|---|---|---|---|---|---|---|
| 2010 | 718.2 | 714.9 | 726.2 | 712.5 | 710.0 | 699.0 | 715.3 | 664.1 | 675.2 |
| 2011 | 709.9 | 722.0 | 714.1 | 716.9 | 701.0 | 682.7 | 702.1 | 672.6 | 648.5 |
| 2012 | 721.8 | 722.3 | 724.3 | 718.1 | 708.2 | 695.9 | 704.7 | 672.2 | 686.9 |
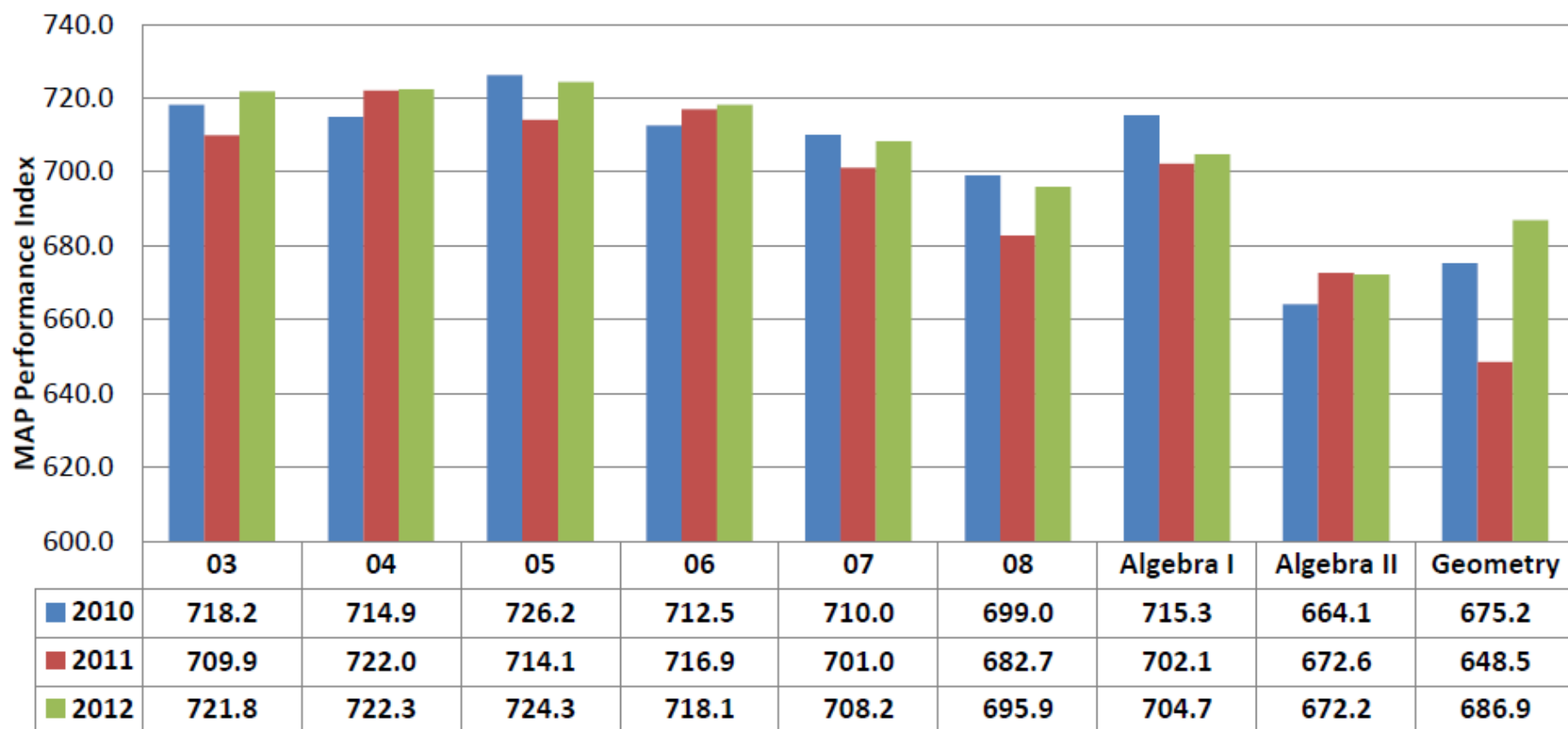
# MAP/EOC Results 2012

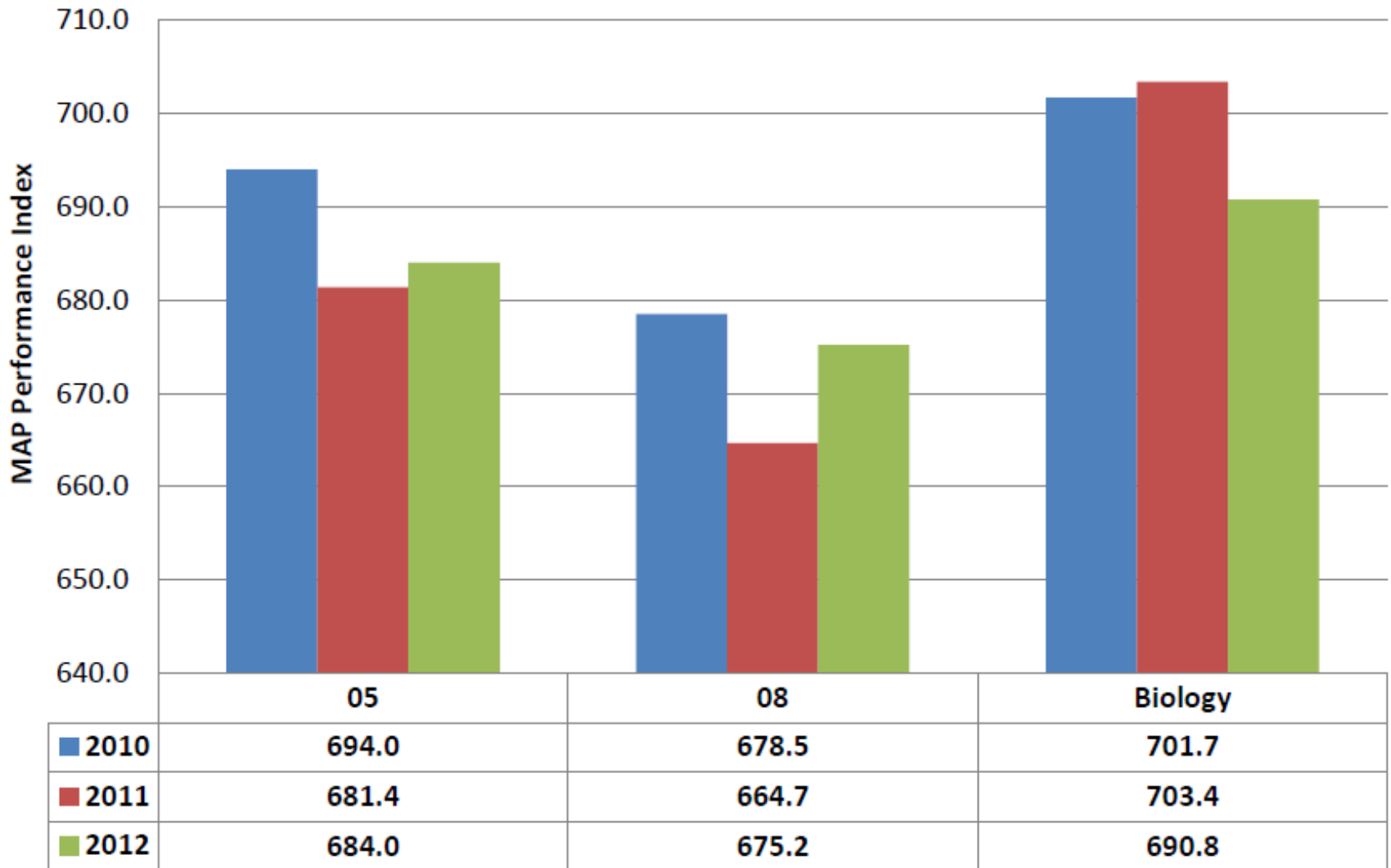## *Science*

- *Increase at 5<sup>th</sup> Grade and 8<sup>th</sup> Grade Levels*

## *Social Studies EOC*

- *Increase in American History*

# KCPS Science MAP/EOC
# SY 2010-2012 by Grade



| | 05 | 08 | Biology |
|---|---|---|---|
| ■ 2010 | 694.0 | 678.5 | 701.7 |
| ■ 2011 | 681.4 | 664.7 | 703.4 |
| ■ 2012 | 684.0 | 675.2 | 690.8 |

# KCPS Social Studies End-Of-Course SY 2010-2012 by Grade



| | American History | Government |
|---|---|---|
| 2010 | 661.0 | 679.7 |
| 2011 | 678.7 | 704.1 |
| 2012 | 692.3 | 682.0 |
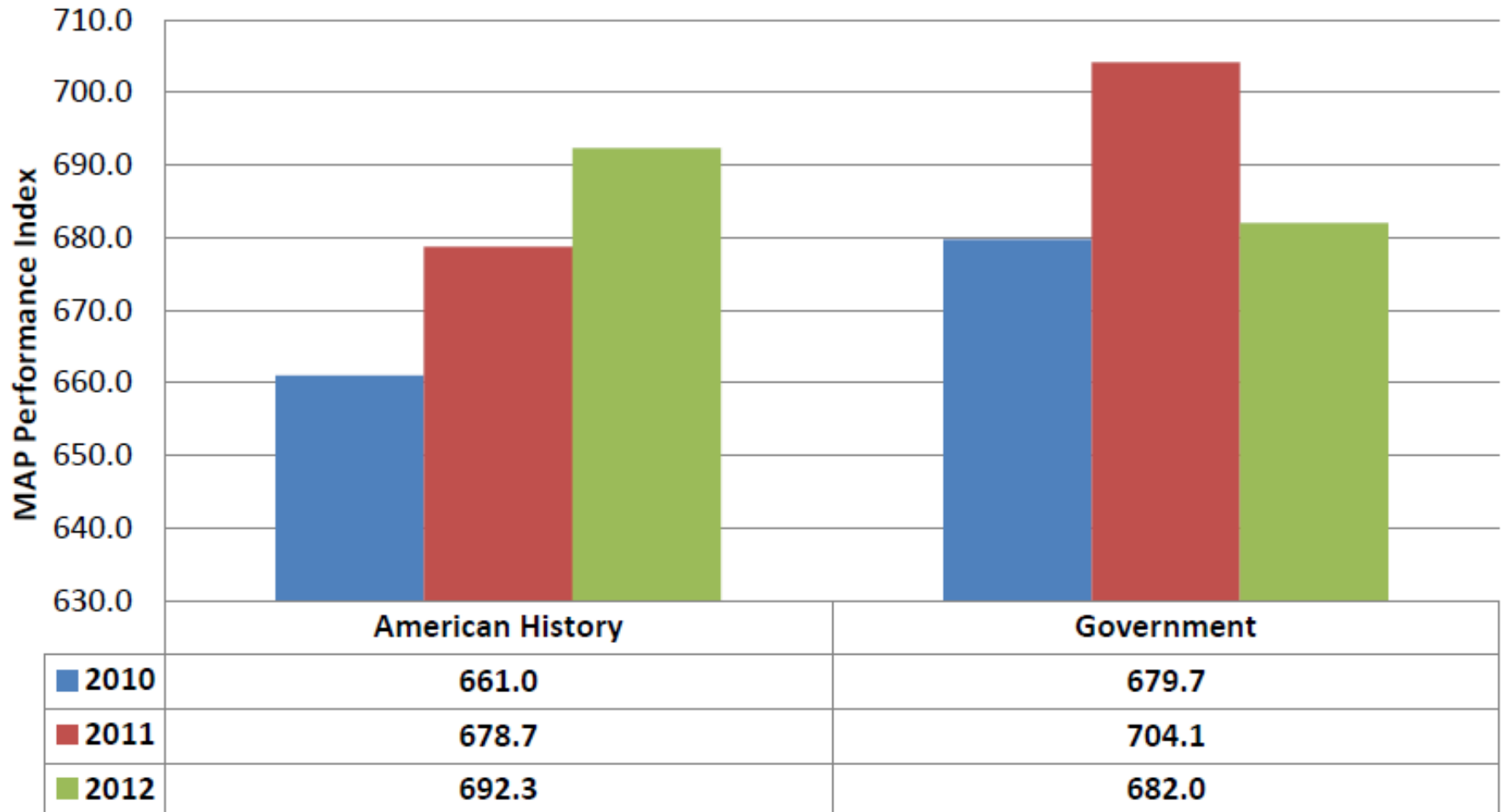
# Plan for increasing MAP/EOC scores

- Aligned Curriculum
- Implementation of the curriculum
- Professional development specifically for Government and Biology teachers
- Use of unit assessments to monitor the progress of students of specific learning targets
- Use of interventions with students that aren't successful
- Training for coaches so they can provide support to teachers
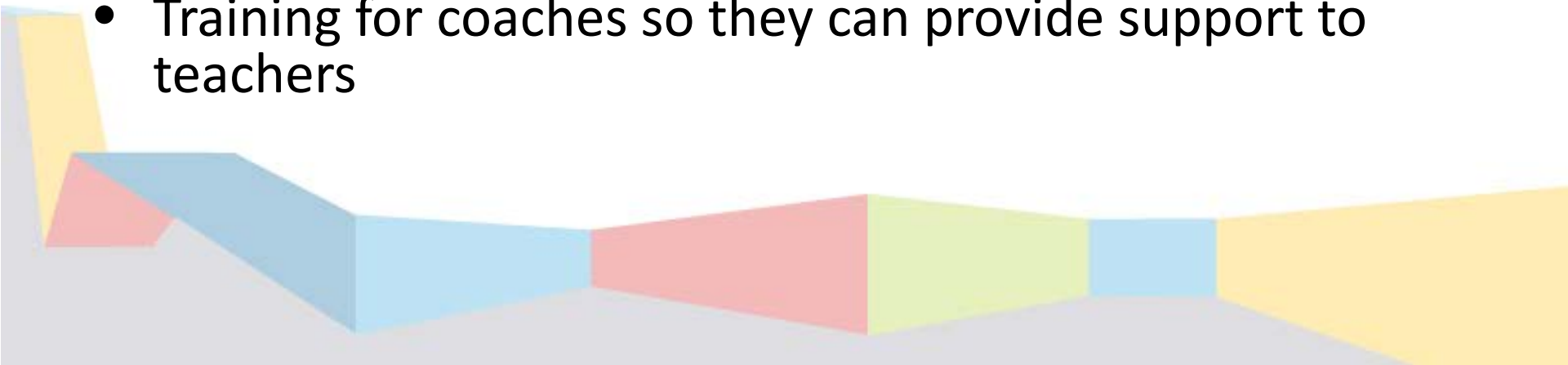
# Essential Belief

What makes education effective is well-leveraged leadership that ensures great teaching to guarantee great learning.

Paul Bambrick-Santoyo ( 2012)
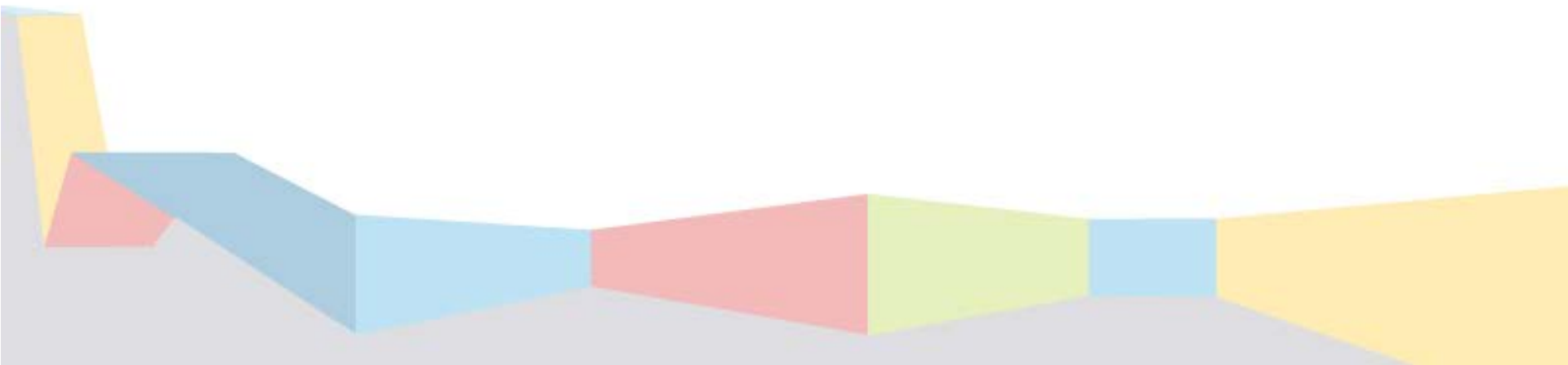
# Monitoring Non-Negotiable Goals for Improving Student Achievement

- Leverage Leadership from:
  - District
  - Building
  - Teacher
  - Individual Student
  - Parent and Guardian
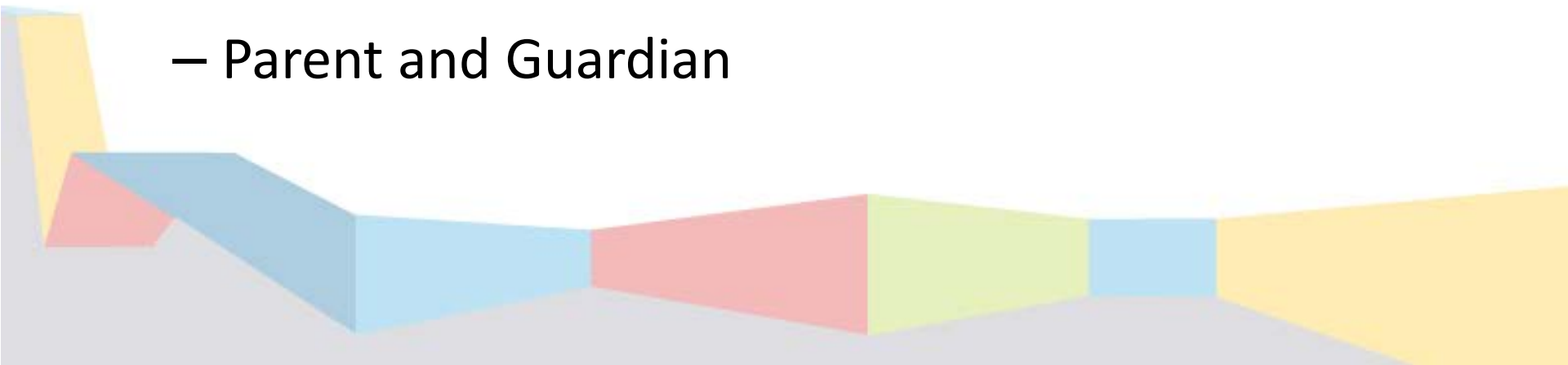
# District Leadership

- Initial Data Review Meetings with Principals
- Individual Goal-Setting Meetings with Each Principal
  - Review of the Assessment Calendar
  - Standardize the Lesson Plan Design
  - Set Expectations for Principal to be in Each Classroom Bimonthly
  - Expect
- Monthly Data Meeting with Individual Principals
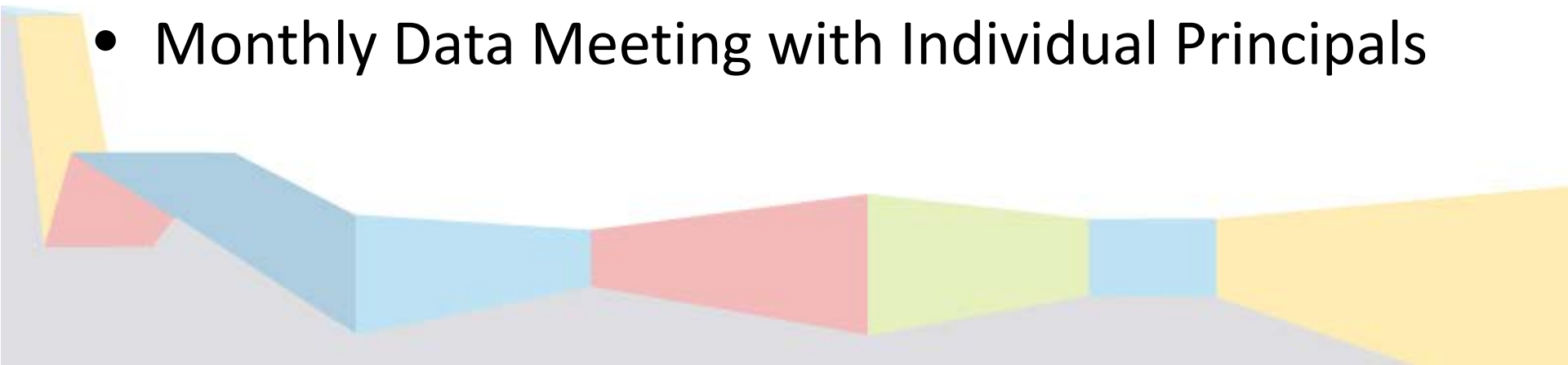
Effective Leaders succeed because of how they use their time -- what they do,

and when they do it.

# Principal Leadership

- Effective Leaders succeed because of how they use their time, what they do, and when they do it.

- Twice Monthly in every classroom

- Effective Direct feedback to each teacher twice monthly

- Refine teacher meetings to focus on data-analysis & student achievement

- Implement Tiered Intervention Strategies

- Effectively Utilize Instructional Coaches
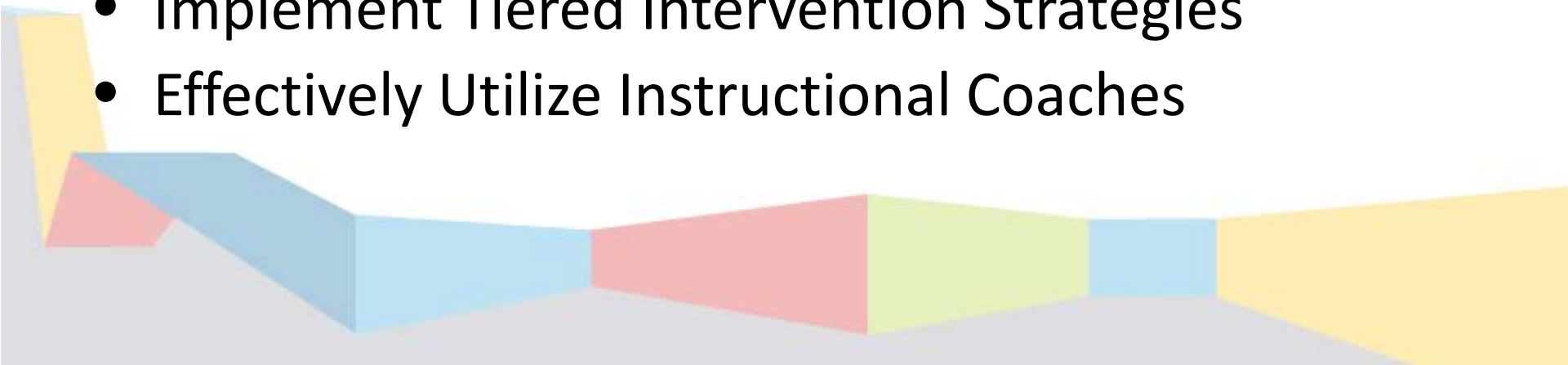
# Teacher Expectations

- Participate in District Professional Development

- Prepare Engaging & Rigorous Curriculum-Based Lessons

- Provide Assessment "for" Learning

- Provide Assessment "of" Learning

- Use Student Data to Design Lessons

- Teach Students to Monitor Individual Progress
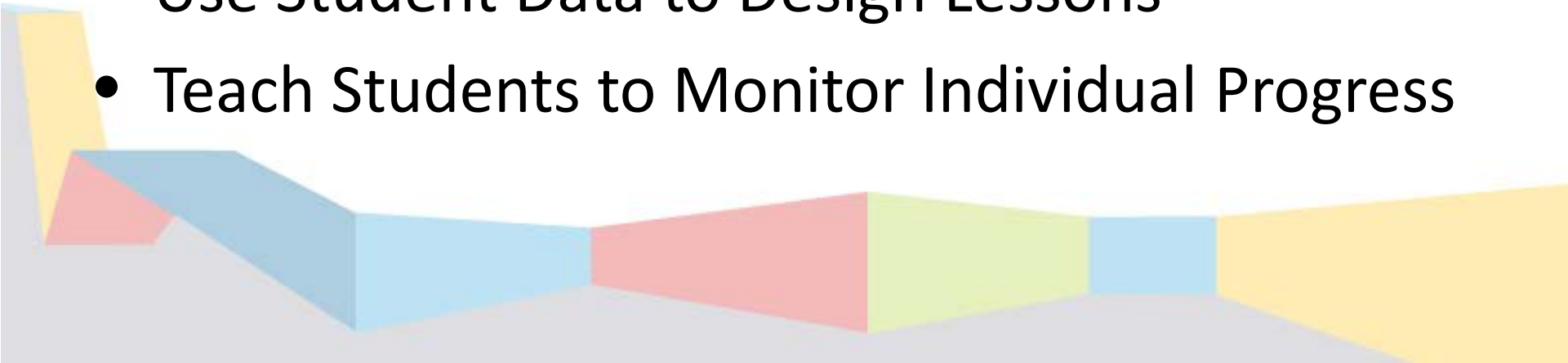
# Student & Parent/Guardian Expectations

### Student

- Establish Personal Learning Goals Based on Test Performance
- Monitor & Record Gains in Personal Learning Growth
- Receive Recognition for Achievement Gains

### Parent/Guardian

- Get student to school each day
- Support the Teacher & the School
- Encourage Child's Achievement

# KCPS 2012-2013 APR Standards

- District Goal
  - To meet 10 standards in 2012-2013 school year
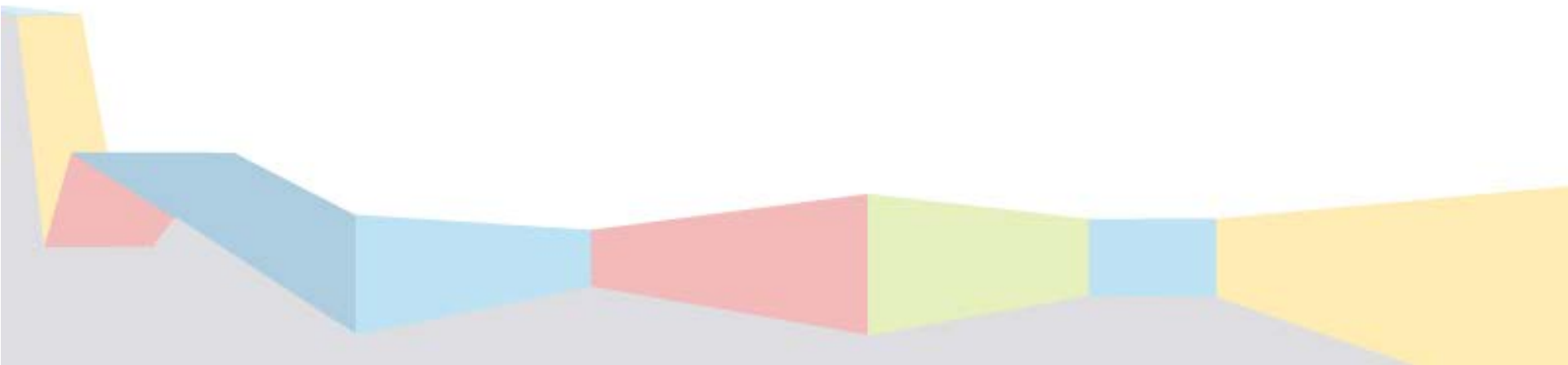
# KCPS 2013 APR Targets

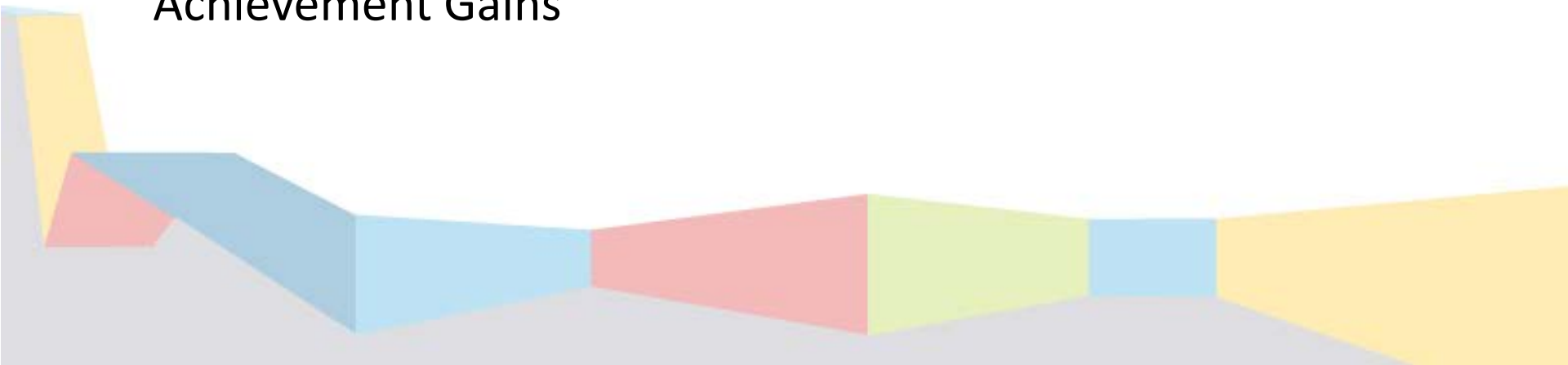| Standard | 2012 APR | 2012 APR MET | 2013 Pts or Pct. Needed | 2013 Best Case Projection | Goal |
|---|---|---|---|---|---|
| *9.1*1 - 3-5 Mathematics* | 723.5 | N | MAP Index of 726.5 | Met | 726.5 |
| *9.1*2 - 3-5 Communication Arts* | 708 | N | MAP Index of 778 | Not Met | 778 |
| *9.1*3 - 6-8 Mathematics* | 709.1 | N | MAP Index of 728 | Met | 728 |
| *9.1*4 - 6-8 Communication Arts* | 714.9 | N | MAP Index of 731 and Gap Bonus | Met | 731 |
| *9.1*5 - 9-11 Mathematics* | 710.3 | N | MAP Index of 731 | Met | 731 |
| *9.1*6 - 9-11 Communication Arts* | 740 | N | MAP Index of 765 and Gap Bonus Met | Met | 765 |
| *9.3 - ACT* | 15.0% | N | 40.1% of Graduates at/above Nat'l Average | Not Met | 40.1% |
| *9.4*1 - Advanced Courses* | 47.2% | Y | 12.7% of Credits at 11/12 in Advanced Courses | Met | 48.2% |
| *9.4*2 - CTE Courses* | 17.2% | Y | 8.5% of Credits at 11/12 in CTE Courses | Met | 18.2% |
| *9.4*3 - College Placement* | 66.3% | Y | 23.1% of 2011 Graduates Successfully Placed | Met | 67.3% |
| *9.4*4 - CTE Placement* | 88.7% | Y | 11.5% of CTE Completers Successfully Placed | Met | 89.7% |
| *9.5 - Graduation Rate* | 64.3% | N | 100% of Cohort Dropouts Recovered | Not Met | 85.0% |
| *9.6 - Attendance* | 91.3% | N | 95% Attendance Goal Across all Levels | Not Met | 95.0% |
| *BONUS - MAP Achievement* | 4 out of 6 | Y | 4/6 Areas of MAP Index Gains in 2013 | Met | 4 |
| Total Standards Met 2013 - Best Case Scenario | | | | 10 | |
| Projected 2013 Accreditation Status | | | | *Full Accreditation* | |

# **Questions**
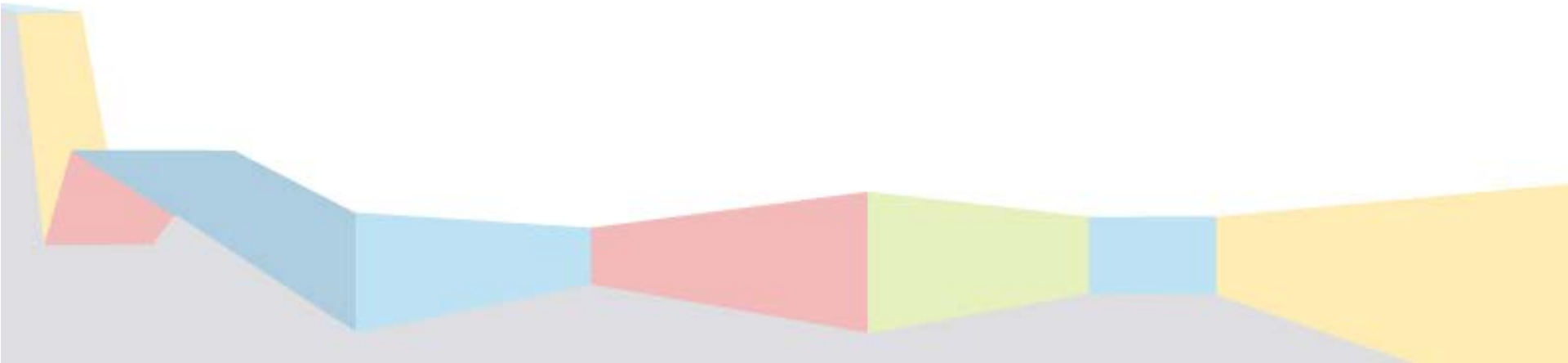
# Four Categories of Schools

- **Non-Title I School**: The percentage of children (within the building) who qualify for free/reduced lunch falls below the district or grade span average.

- **Title I School**: The percentage of children (within the building) who qualify for free/reduced lunch meets and/or exceeds the district or grade span average. The supplemental funding is used to help students who are behind academically or at risk of falling behind.
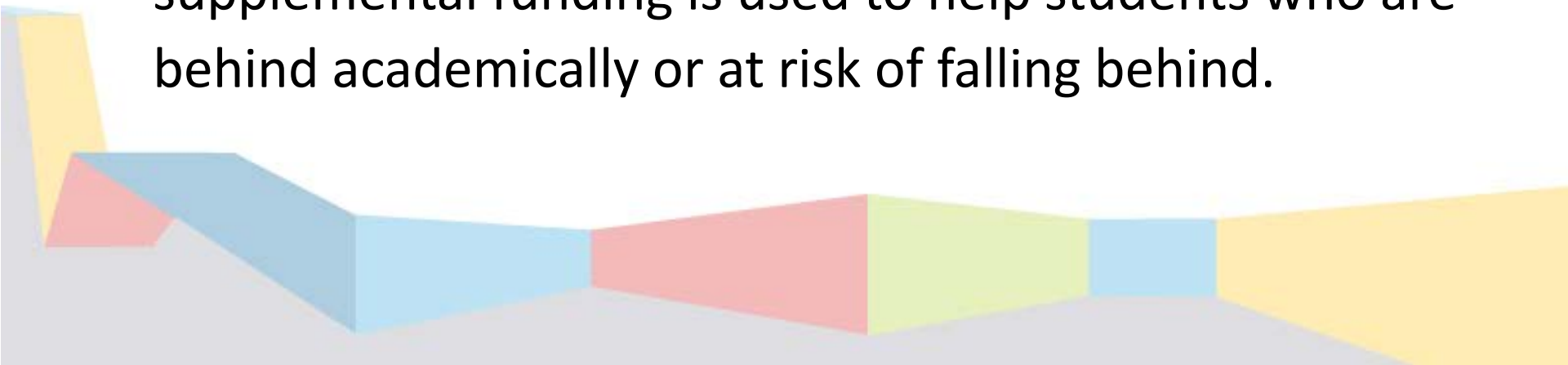
# Four Categories of Schools (Cont.)

- **Focus School**:  Focus schools are Title I schools whose Student Gap Groups are among the lowest-performing in the state over the past three years according to state assessment results.

- **Priority School**:  A priority school is among the lowest-performing Title I schools in the state for overall student achievement in English language arts and mathematics on state assessments over the past three years.

# KCPS Tier Model

## Non-Title I Schools

| | Comm Arts Proficiency | Mathematics Proficiency | Combined Proficiency | Attendance |
|---|---|---|---|---|
| **High School** | | | | |
| *School 1* | 85.4 | 77.0 | 81.2 | 95.7 |
| *School 2* | 32.5 | 13.6 | 23.05 | 89.0 |
| *School 3* | 35.9 | 6.8 | 21.35 | 91.7 |
| **Elementary** | | | | |
| *School 1* | 47.5 | 42.6 | 45.1 | 95.9 |
| *School 2* | 33.3 | 42.3 | 37.8 | 95.9 |

## Title 1 Schools

| | Comm Arts Proficiency | Mathematics Proficiency | Combined Proficiency | Attendance |
|---|---|---|---|---|
| **Elementary** | | | | |
| *School 1* | 43.6 | 58.1 | 50.9 | 94.4 |
| *School 2* | 30.6 | 57.2 | 43.9 | 94.1 |
| *School 3* | 39.4 | 47.1 | 43.3 | 94.5 |
| *School 4* | 29.5 | 52.7 | 41.1 | 95.6 |
| *School 5* | 29.1 | 44.3 | 36.7 | 97.0 |
| *School 6* | 21.9 | 34.5 | 28.2 | 93.5 |

## Focus/SIG Schools

| | Comm Arts Proficiency | Mathematics Proficiency | Combined Proficiency | Attendance |
|---|---|---|---|---|
| **High School** | | | | |
| *School 1* | 22.4 | 14.7 | 18.6 | 81.6 |
| **Elementary** | | | | |
| *School 1* | 30.5 | 35.8 | 33.2 | 95.0 |
| *School 2* | 24.4 | 29.5 | 27.0 | 96.0 |
| *School 3* | 27.1 | 23.6 | 25.4 | 96.4 |
| *School 4* | 20.2 | 30.5 | 25.4 | 93.6 |
| *School 5* | 21.0 | 29.4 | 25.2 | 95.5 |
| *School 6* | 16.7 | 32.1 | 24.4 | 93.0 |
| *School 7* | 25.6 | 18.5 | 22.1 | 96.6 |
| *School 8* | 14.0 | 22.5 | 18.3 | 92.0 |
| *School 9* | 13.8 | 16.4 | 15.1 | 92.6 |
| *School 10* | 10.2 | 15.5 | 12.9 | 92.4 |

## Priority Schools

| | Comm Arts Proficiency | Mathematics Proficiency | Combined Proficiency | Attendance |
|---|---|---|---|---|
| **High School** | | | | |
| *School 1* | 22.1 | 21.6 | 21.9 | 85.2 |
| *School 2* | 18.2 | 13.2 | 15.7 | 82.0 |
| *School 3* | 14.5 | 11.3 | 12.9 | 80.5 |
| **Elementary** | | | | |
| *School 1* | 26.8 | 25.0 | 25.9 | 92.7 |
| *School 2* | 17.6 | 30.6 | 24.1 | 91.0 |
| *School 3* | 17.5 | 19.5 | 18.5 | 94.0 |
| *School 4* | 10.5 | 17.3 | 13.9 | 93.7 |
| *School 5* | 9.0 | 14.1 | 11.6 | 89.4 |
| *School 6* | 9.4 | 13.3 | 11.4 | 90.7 |

# 30-Day State of Readiness
## August 13 – September 13

**Legend:**
- Completed (blue)
- In Progress (red)
- On-going (green)
- Completed/In Progress (purple)
- TBD (black)

**Aug.13** → **Sept.13**

Top labels:
- Implementation of revised curriculum
- Substitute Teachers Available
- Backpacks and school supplies distributed to students
- All nursing vacancies filled
- Adjust transportation routes
- Safe School Rollout
- Building Accountability Plans in place
- PLC established
- Aggressive attendance/dropout monitoring begins
- Conduct truancy sweeps
- New copiers and printers installed
- Student Activity Fund system implemented
- Principals begin referring families to FS
- Parent University working with Parent Liaison and families
- Assessments
- PD session for new teachers
- Data teams begin work Business/Finance System
- Tyler Pulse Training
- Facility Master Planning
- FMP Community forums(TBD)
- DARE Officers take on truancy responsibilities

Bottom labels:
- Family Store up and running
- Distance Learning Labs open and offering classes
- Code of Conduct/Handbook in schools
- Compliance Training Begins
- Risk Mgt. office opens
- Tyler training continues
- PBIS begins
- Wireless network upgrade in classrooms
- SIG schools job embedded PD in Math and Communication Arts
- Back-to-School Night
- Secretary training offered
- Adjust Enrollment (staffing)
- Nurses have updated immunization records
- Students in Transitions office identify homeless students
- Capital improvement recommendation
- UCM social worker internship in place
- Legal Department adds 2 staff attorneys
- Implementation of Success Court at Northeast HS

# 30-Day State of Readiness
## September 14 – October 14

**Sep.14**

**Oct.14**

Items above the timeline (left to right):
- Success Court accepts students
- Curriculum and Instruction Workshops
- PLC and Data Team Workshops begin
- Google Fiber Project Begins
- Enterprise Systems Training and Projects
- Safe Schools Training Completed
- Award Professional Service Contract/Architect/Construction Manager
- Substitute Teachers Completed
- SIP due from Title I Buildings
- Data Center
- Family Store Referrals Completed
- Individual Student Achievement History Shared with Students
- Preliminary Revenue Projection
- Success Court Grand Opening Ceremony

Items below the timeline (left to right):
- RTI Rollout
- Appeals of Student Transfer Case and Board of Fund Commissioners Case
- Compliance Training Completed
- PLC and Data Team surveys
- Continue to manage increasing number of lawsuits in-house
- Implementation of DARE/SRO's Truancy Project
- Classroom Technology Installation
- Facility Master Planning/Middle School Implementation Plan
- Employee Negotiations Completed
- Baseline reports of Acuity, ED Performance and $DRA^2$
- Staffing (Enrollment Completed)
- Student Portal/Parent Portal Available
- Accountability Plans due from Focus buildings
- Immunization Records Audit Completed
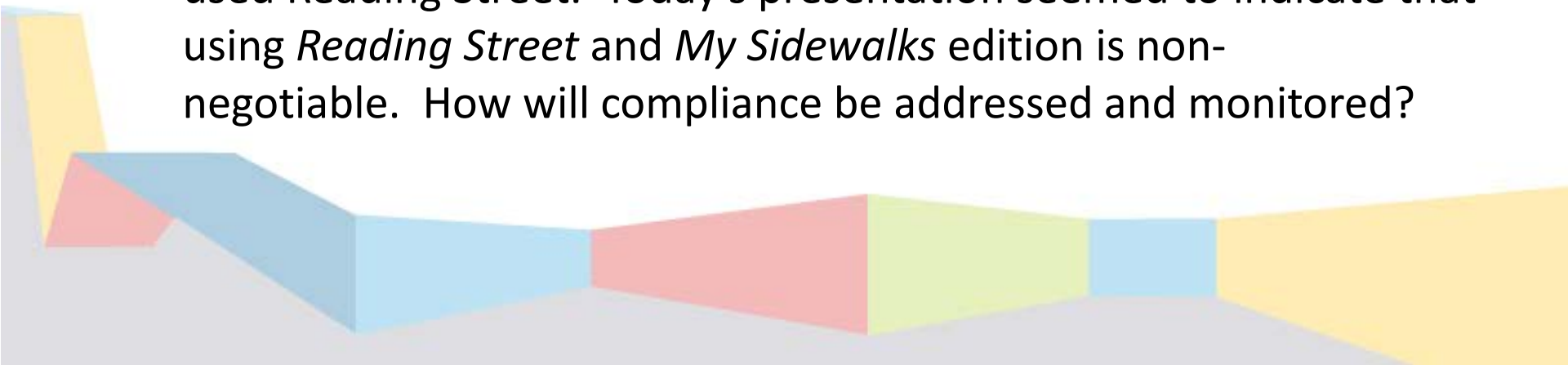
# Data Dashboards

# Feedback

**Questions from blue cards July 2012**

1. Perception vs. Reality.  Can there be a communication process between Cabinet and principals with regards to the 30-day Plan Data Dashboard?

2. Why aren't retired reading specialists and other available reading specialists, etc., being recruited to fill those positions?  Where will the TFA teachers obtain content expertise to qualify as reading specialists?

3. It's my understanding that some teachers in some schools have not used Reading Street.  Today's presentation seemed to indicate that using *Reading Street* and *My Sidewalks* edition is non-negotiable.  How will compliance be addressed and monitored?

# DRAFT - Road to Re-Accreditation Plan - DRAFT

| Action Step | Timeline | Resources | Person Responsible | Monitoring Dates | Completion Date | Evidence | Focus Area Alignment | MSIP Accountability Plan Alignment (Objectives) | Strategic Plan Alignment (Strategies) |
|---|---|---|---|---|---|---|---|---|---|
| Implement a ten-week professional development plan to improve teacher pedagogy. The professional development will be focused on developing academic vocabulary and increasing rigor in the classroom. | January 2012 - March 2012 | Stipends and Instructional Materials | Lewis Gowin | February 2012 | March 2012 | PD agendas/ minutes, pre- and post-test scores and state test scores | 1 | 4 and 5 | 1 and 3 |
| Utilize the data cycle at the school and district level through 'Data Team' meetings to monitor student progress and adjust classroom practices. | January 2012 - May 2013 | PD | David Rand | March, May, October and December 2012; March 2013 | May 2013 | Principal data consult minutes, data team meeting agendas/ minutes, state test scores | 1, 2 and 3 | 6 | 2 and 3 |
| Develop a curriculum scope and sequence, based on the state Model Curriculum, that aligns to state, national and international standards; emphasizing rigor, student choice and individualization. | August 2012 - May 2013 | State model curriculum, stipends, staff and PD | Regina Thompson | November 2012 and March 2013 | May 2013 | Workgroup sign-in sheets, PD agendas/ minutes and completed curriculum document | 1, 2 and 3 | 4 | 1, 2 and 3 |
| Provide professional development to teachers on the implementation and use of identified 'best' instructional practice in the classroom. | September 2012 - May 2013 | Identified 'best practices' and PD | Lewis Gowin | November 2012 and March 2013 | May 2013 | PD agendas/ minutes, teacher walkthrough data, state test scores | 1, 2 and 3 | 5 | 1 and 3 |
| Provide professional development to teachers on the creation of valid and reliable formative classroom assessments and their use to support classroom instruction. | September 2012 - May 2013 | PD | David Rand | November 2012 and March 2013 | May 2013 | PD agendas/ minutes, classroom assessment samples | 1 and 3 | 4, 5 and 6 | 1, 2 and 3 |
| Implement a behavior management program at each school; document use of behavior data through data team meetings. | September 2012 - May 2013 | Identified program, PD | Regina Thompson | November 2012 and March 2013 | May 2013 | Behavior data, data team agendas/ minutes | 2 | 4, 5, 6 and 7 | 5 and 8 |

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| Conduct a comprehensive needs assessment for the purpose of establishing a district-wide professional development framework and annual schedule. | March 2012 - May 2012 | Surveys and data collection tools | Lewis Gowin | April 2012 | May 2012 | Completed needs assessment | 1, 2 and 3 | 4 and 5 | 1, 2 and 3 |
| Implement a district-wide common assessment program. | January 2012 - May 2013 | Common assessments | Curriculum Coordinators | March and October 2012; February 2013 | May 2013 | Revised common assessments, documentation of use through data team meeting agendas/ minutes | 1 and 3 | 4, 5 and 6 | 1, 2 and 3 |
| Evaluate the efficacy of district implemented programs through a yearly evaluation calendar. | January 2012 - May 2013 | Evaluation staff, data collection | Michael Reynolds | March, June and October 2012; March 2013 | May 2013 | Evaluation calendar, completed evaluations | 1, 2 and 3 | 6 | 1, 2 and 3 |
| Administer the ACT to all 11th grade students during the school day through the ACT District Choice State Testing (DCST) program. | March 2012 | DCST agreement with ACT | David Rand | NA | March 2012 | Participation rosters and test results | 3 | 6 | 2 |
| Implement ACT Explore and Plan testing program at 7th through 10th grades. | January 2012 - May 2013 | Testing materials and PD | Lili Englebrecht | April and December 2012 | May 2013 | Participation rosters and test results | 1 and 3 | 4, 5 and 6 | 1, 2 and 3 |

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|---|---|---|---|---|---|---|---|---|---|
| Create or adopt a course curriculum that emphasizes college and career readiness and post-secondary entry assessments. | August 2012 - December 2012 | Money | Lili Englebrecht | October 2012 | December 2012 | Completed course curriculum | 1 and 3 | 4 | 1 |
| Complete an 'Individual Graduation Plan' for all current 11th and 12th grade students. | January 2012 - May 2012 | Counselor time | Lili Englebrecht | March 2012 | May 2012 | Sample plans randomly chosen | 3 | 7 | 1 and 8 |
| Audit high school CTE offerings and use results to ensure high schools are using the CTE program strategically to prepare students for the workforce. | January 2012 - May 2012 | Time | Jack Bitzenburg | March 2012 | May 2012 | Complete list of SY13 CTE offerings and initial enrollments | 1 and 3 | 4 | 1 and 8 |
| Monitor and increase the number of college applications and FAFSA applications submitted by students. | January 2012 - May 2012 | Counselor time and tracking document | Lili Englebrecht | March 2012 | May 2012 | Reported numbers of applications by school | 3 | 7 | 1 and 8 |
| Expand early college and dual credit offerings at each high school. | September 2012 - May 2013 | Higher ed partnerships | Mark McBeth | November 2012 and March 2013 | May 2013 | Enrollments in early college and dual credit courses | 1 and 3 | 4 | 1 and 8 |
| Audit cohort dropout lists for SY12, SY13, SY14 and SY15 and update core data files reflecting recovered dropouts. | January 2012 - May 2012 | Community partnerships, time | David Rand | March 2012 | May 2012 | SY12 Graduation Rate and number of dropouts recovered | 3 | 7 | 8 |
| Create a protocol and establish a tracking system for documenting and reporting the Office of Student Support's efforts for dropout prevention and increasing student attendance. | January 2012 - May 2012 | Staff, time | Luis Cordoba | March 2012 | May 2012 | Annual graduation rate and number of dropouts recovered. | 3 | 7 | 5 and 8 |

# Questions and Answers

# RSIT Breakout Discussion

# Feedback/Requests

# Monthly Meeting Date