LEAD Update
Leading Educational Achievement with Distinction

Board of School Trustees

January 10, 2011

Mission

- Fort Wayne Community Schools *educates all students to high standards* enabling them to become productive, responsible citizens.

Vision

- Fort Wayne Community Schools will be the school system of choice and a source of community pride.

FORT WAYNE COMMUNITY SCHOOLS

FWCS Core Values

We value:

- **student achievement** as the heart of our work.
- **equity** in educational opportunities.
- the **diversity** and **uniqueness** of our district and community.
- the **accountability** of the school board, the administration, employees and teaching professionals.
- open and honest **communication** with our community, parents, and students.
- **partnerships** with business, governmental, and community agencies.
- our community's **support**, **sacrifice**, and **contributions**.
- the ability to **change** and meet all challenges.
- **facilities** that are clean, safe, and well-maintained.

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FWCS Goals

I: Achieve and Maintain Academic Excellence

Eliminate the achievement gap among all groups of students
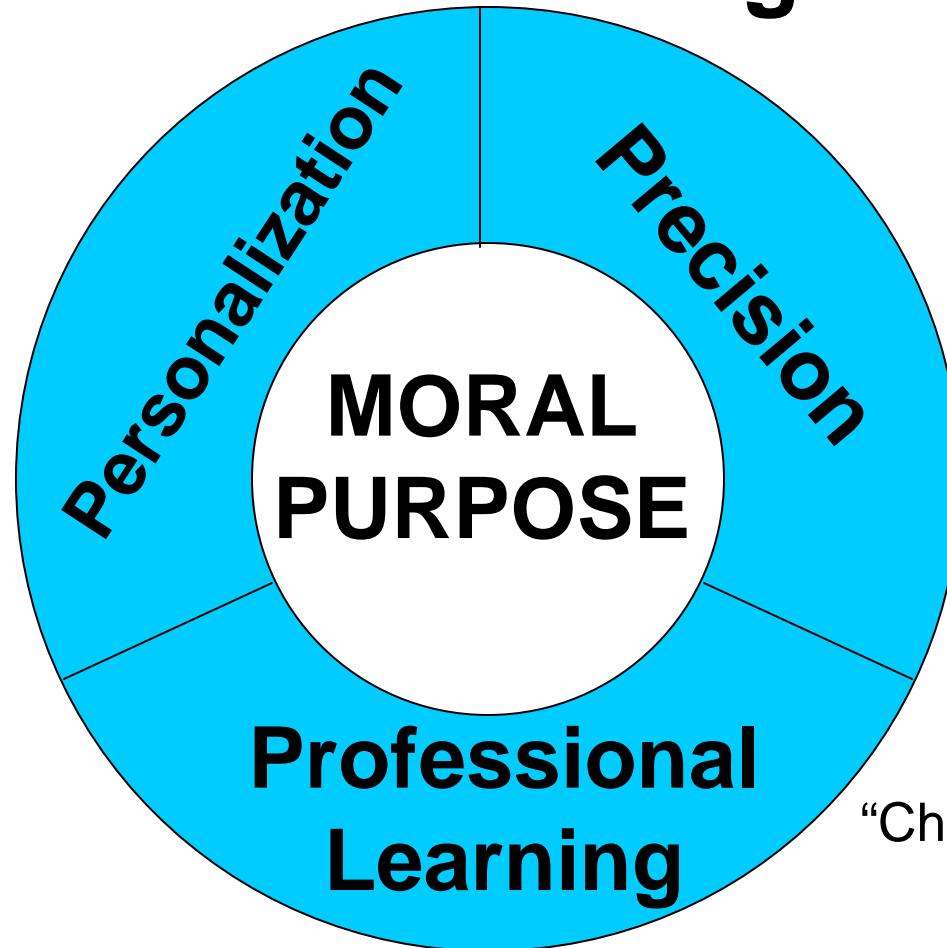by maximizing the achievement of all.

II: Engage Parents and the Community

Engage all segments of the community to support
the education of your people.

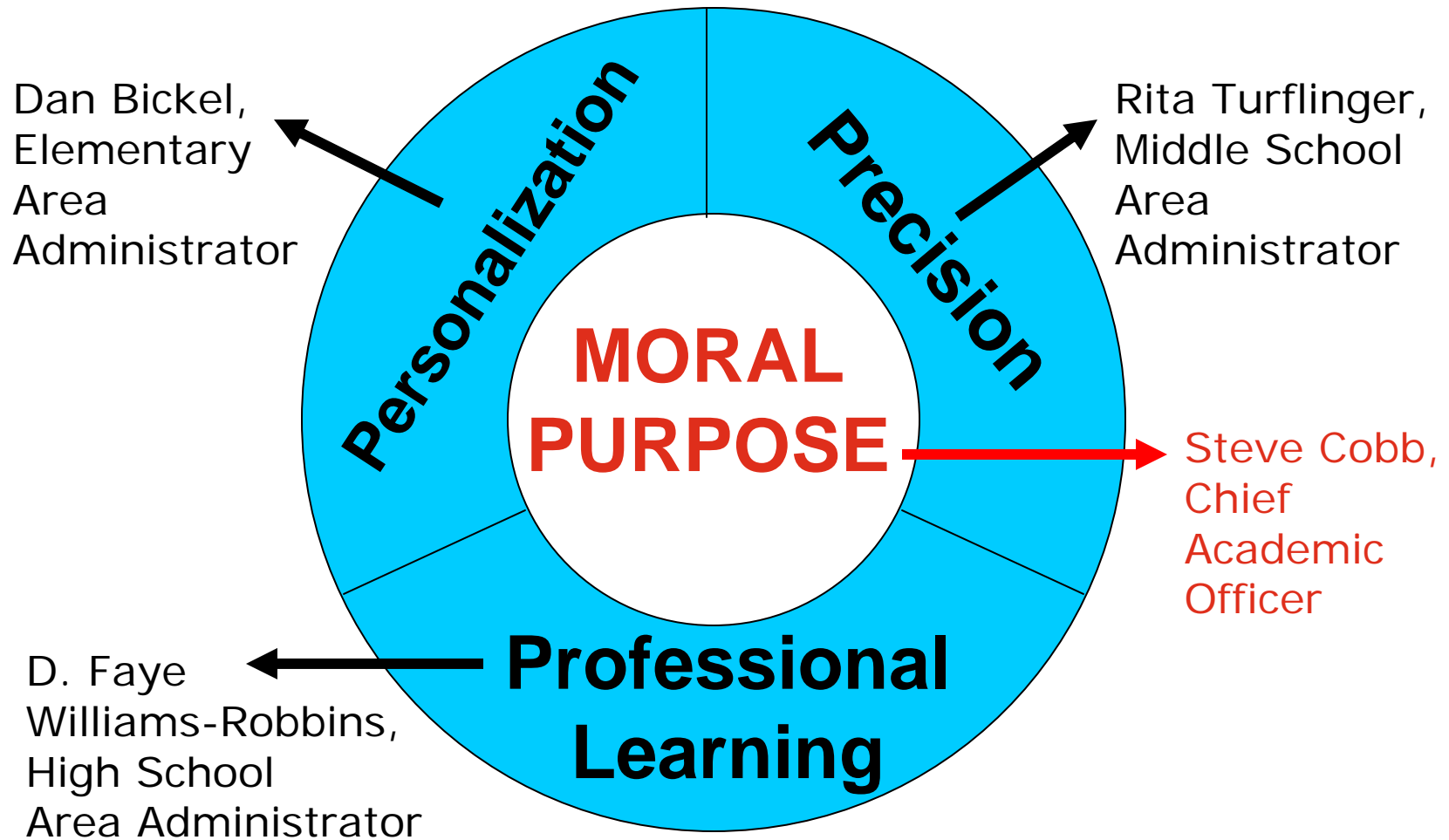**III:** Operate Effectively with Integrity
and Fiscal Responsibility

Demonstrate effective and efficient use of taxpayer dollars by using
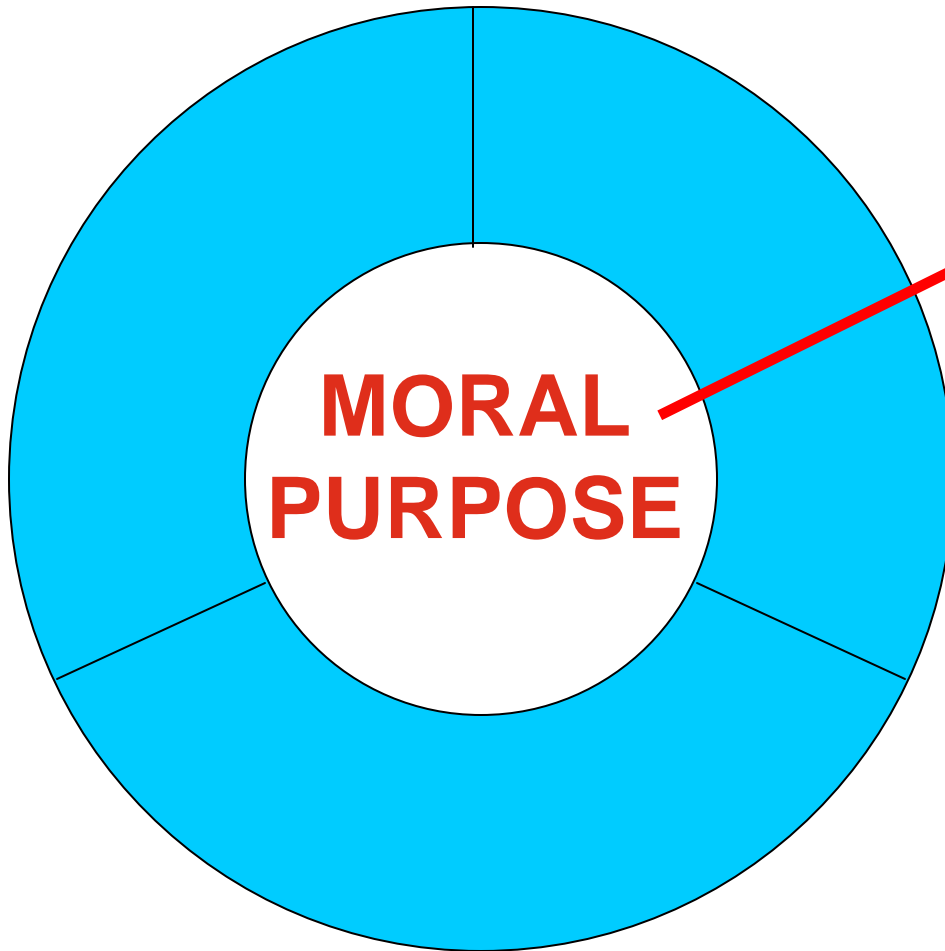best management practices and systemic long range planning.

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Criteria for Innovation "Breakthrough"

Michael Fullan
"Challenge of Change",
page 73

FORT WAYNE COMMUNITY SCHOOLS

Triple P Core Components

Dan Bickel,
Elementary
Area
Administrator

Personalization

Precision

Rita Turflinger,
Middle School
Area
Administrator

**MORAL
PURPOSE**

Steve Cobb,
Chief
Academic
Officer

D. Faye
Williams-Robbins,
High School
Area Administrator

**Professional
Learning**

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Triple P

MORAL PURPOSE

Educates all students to high standards

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Why are we doing LEAD?
Moral Purpose

- It's the right thing to do for students – with or without the money.

- We have to take an honest look in the mirror and acknowledge that we must do better.

- The culture of the district and the expectation for all adults must change to become more student centered.

- If we don't set our direction for the future, someone else will.

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LEAD Work Plan*

2010/11

Assessing status of adults to meet student academic and developmental needs as shown by increased student achievement on standardized measures.

- **Culture/Learning Environment** (commitment)
- **Curriculum/Instruction** (what & how)
- **Accountability for Results** (job descriptions, expectations, annual evaluations)
- **District Support Structures** put in place to ensure success of:
    - Administrators
    - Teachers
    - Support Staff
    - Students

* Expand Best Practices to all schools 2011/12 school year

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LEAD Plan

- **Culture/Learning Environment** (commitment)
  - Teacher/Principal/Staff Commitment
  - 6 Professional Development Days (Aug. 2010)
  - Negotiations

- **Curriculum/Instruction** (what & how)
  - Instructional Framework
  - Instructional Support System
    - Snapshots
    - Principal Feedback
  - Assessment Suite

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LEAD Plan

- **Accountability for Results** (job descriptions, expectations, annual evaluations)
  - Job Descriptions
  - No Student Teachers in LEAD Schools
- **District Support Structures** (to ensure success)
  - Commitment to and Communication with IDOE
    - Learning Connection
    - State Committees
  - Internal District Support, Steve Cobb
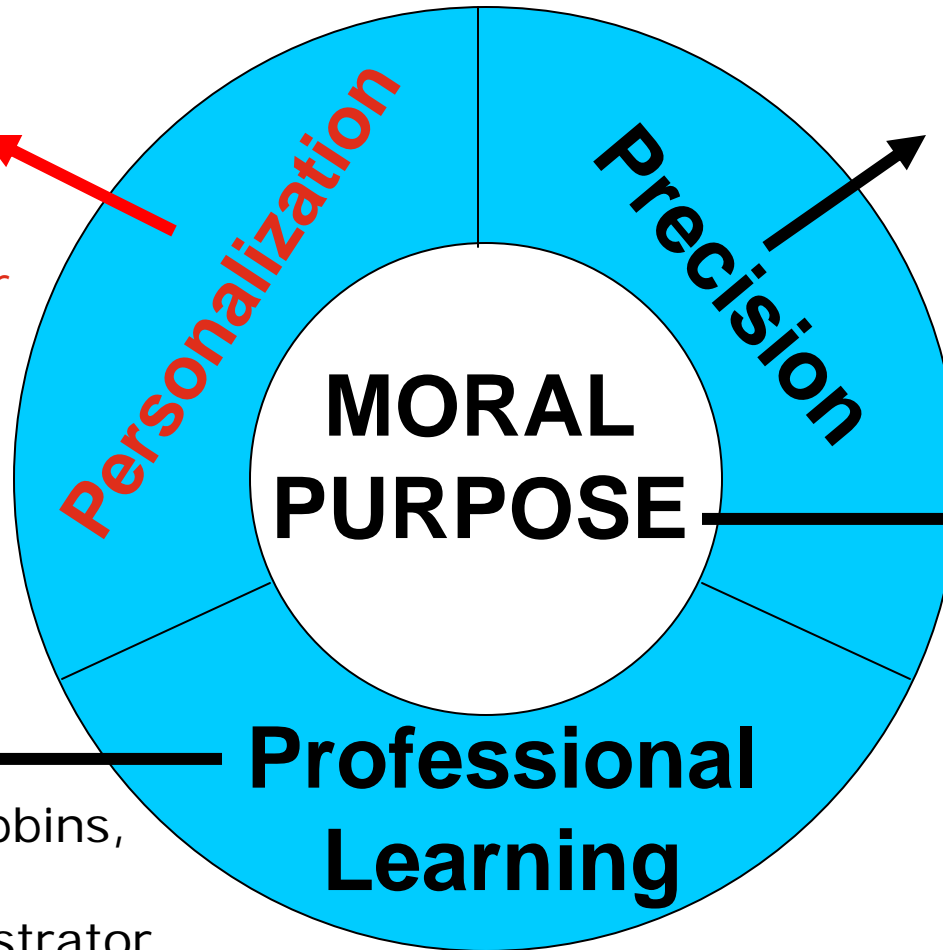 - LEAD Principal Cohort Meetings

Impact on All Schools

- K-12 Parent Conferences
- Wednesday Professional Development (1/2 Hour Delay)
- SIP / BSC Process Integrated and Strengthened

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Triple P Core Components

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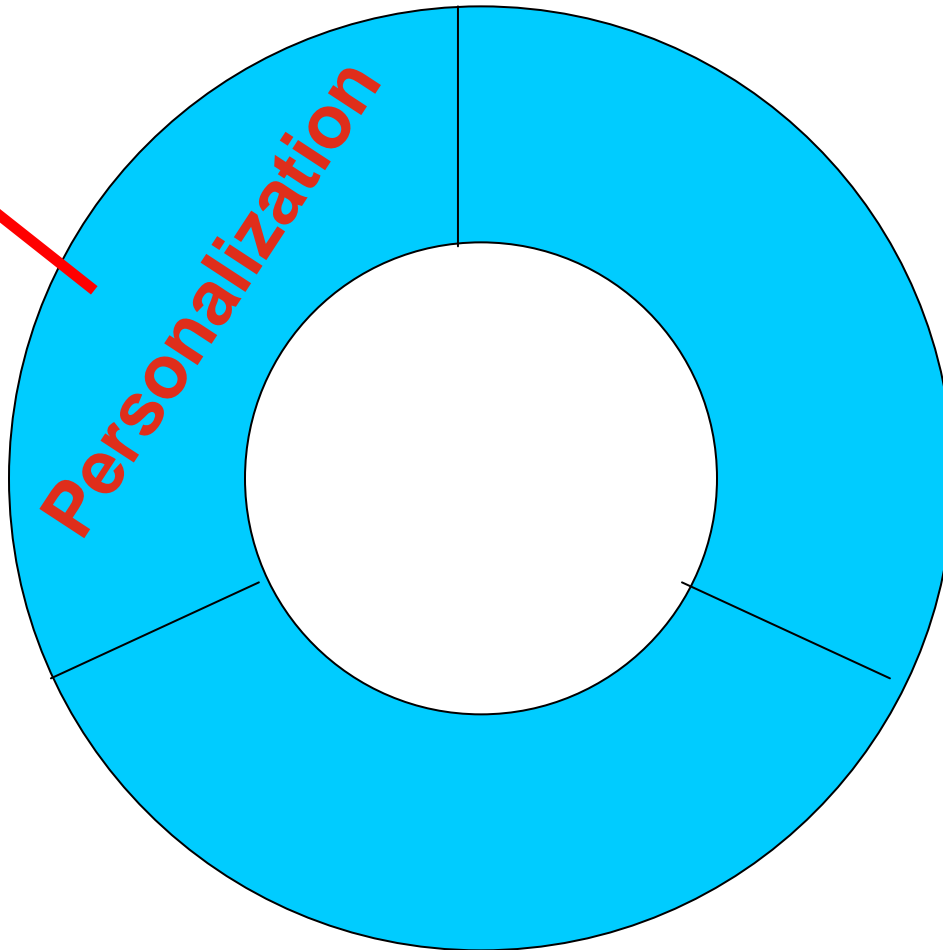
FORT WAYNE COMMUNITY SCHOOLS
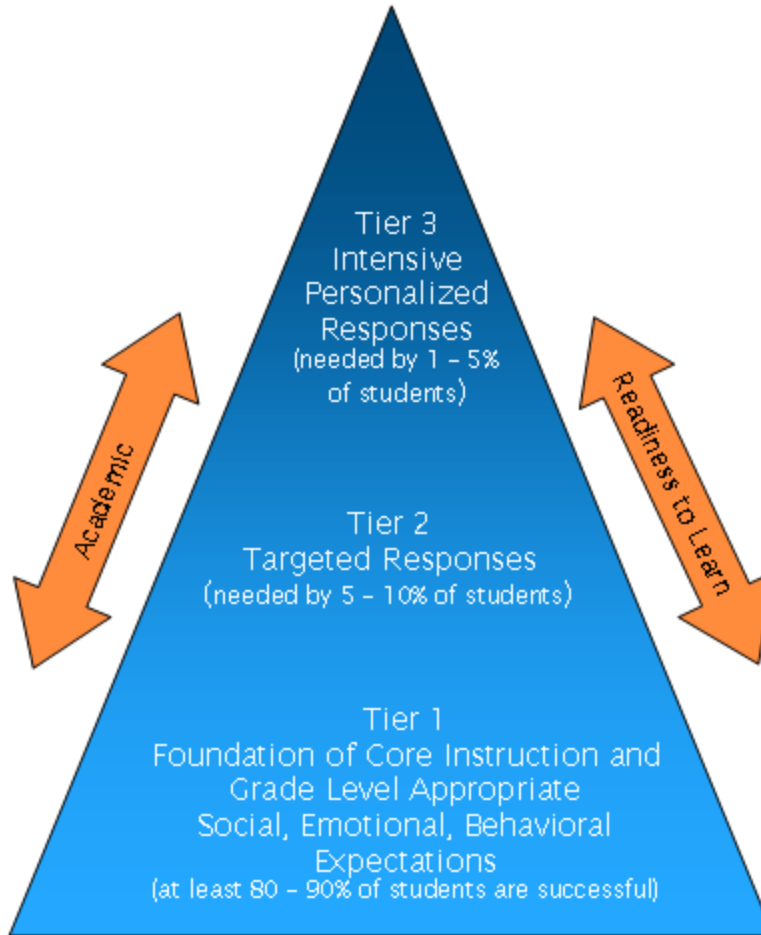
Elementary LEAD Process

- Dan Bickel – Elementary Area Administrator
- Carolyn Powers – Director
- Get Nichols – Director
- Tim Bobay – Principal, Bloomingdale Elementary
- Jeff Cline – Principal, Fairfield Elementary
- Robin Peterman – Principal, Abbett Elementary
- Federa Smith – Principal, Adams Elementary
- Brenda West – Principal, South Wayne Elementary

Triple P
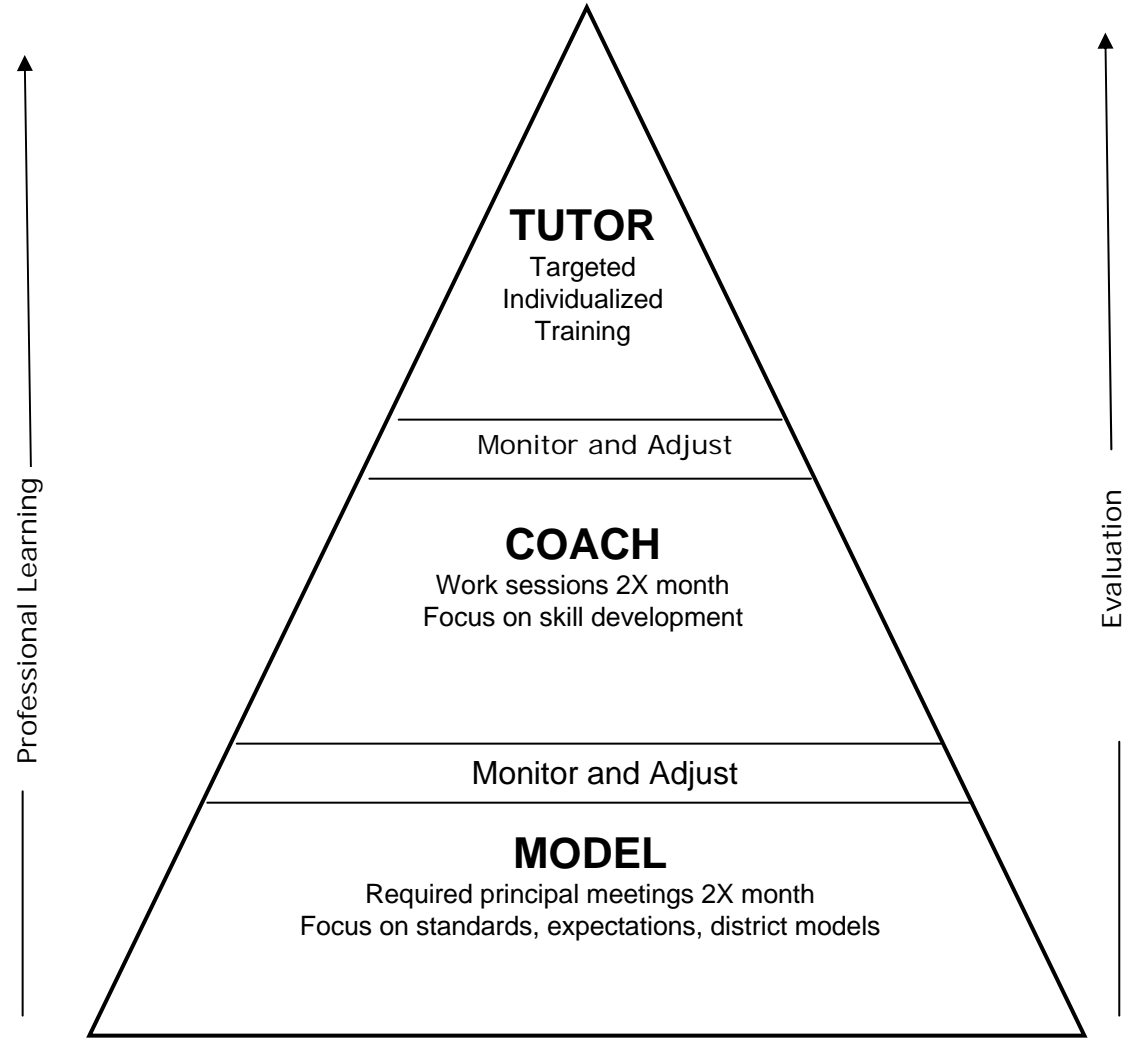
Education that puts the learner at the center

Personalization

FWCS Pyramid for Success™

Tier 3
Intensive
Personalized
Responses
(needed by 1 – 5%
of students)

Academic

Readiness to Learn

Tier 2
Targeted Responses
(needed by 5 – 10% of students)

Tier 1
Foundation of Core Instruction and
Grade Level Appropriate
Social, Emotional, Behavioral
Expectations
(at least 80 – 90% of students are successful)

The FWCS Pyramid for Success™ is a district-wide system of
proactive actions and progressive responses that provide
value added support and challenge for all students for their
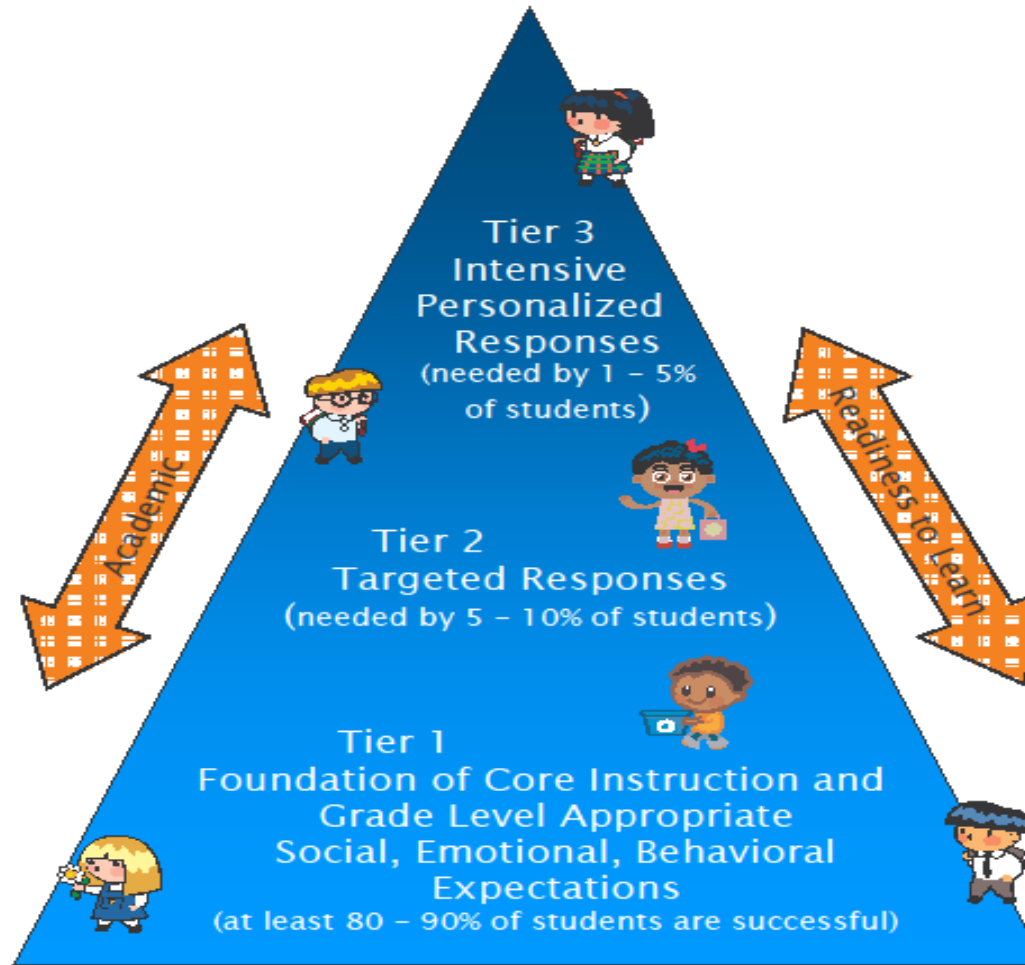Academic and Readiness to Learn needs.

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Elementary Leadership Development Model

TUTOR
Targeted
Individualized
Training

Monitor and Adjust

COACH
Work sessions 2X month
Focus on skill development

Monitor and Adjust

MODEL
Required principal meetings 2X month
Focus on standards, expectations, district models

Professional Learning

Evaluation

Precision   **Personalization**   **Professional Learning**

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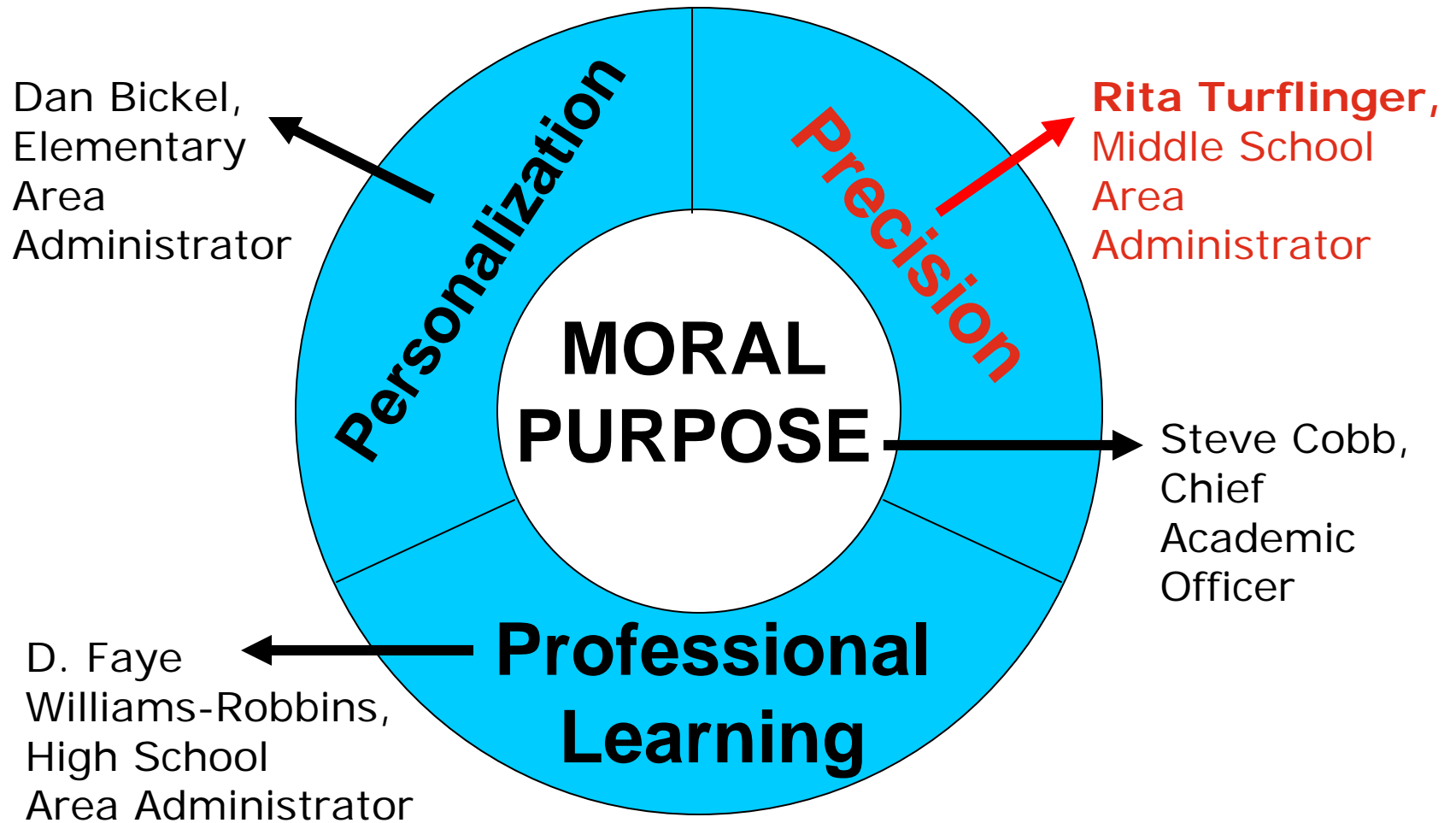
The FWCS Pyramid for Success™ is a district-wide system of
proactive actions and progressive responses that provide
value added support and challenge for all students for their
Academic and Readiness to Learn needs.

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Triple P Core Components

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Dan Bickel, Elementary Area Administrator

Personalization

Rita Turflinger, Middle School Area Administrator

Precision

MORAL PURPOSE

Steve Cobb, Chief Academic Officer

Professional Learning

D. Faye Williams-Robbins, High School Area Administrator
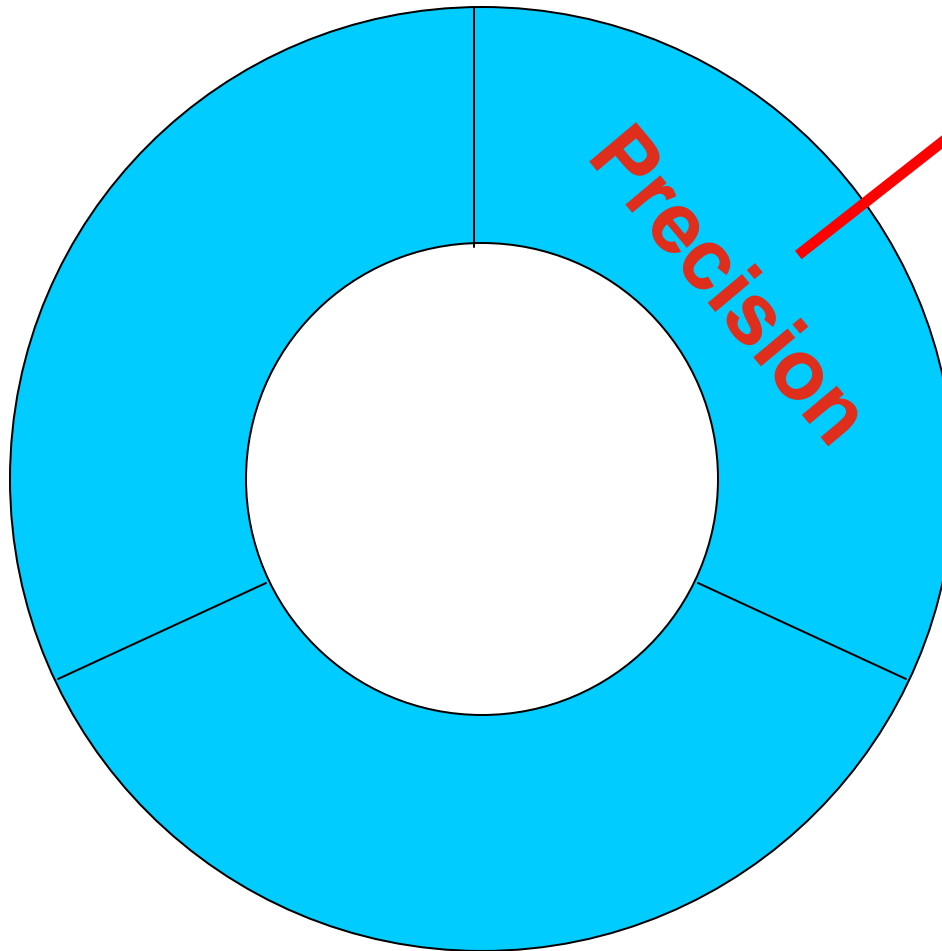
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Middle School LEAD Process

- Rita Turflinger – Middle School Area Administrator
- Mark Harmon – Middle School Area Coordinator
- Jennifer Mable – Principal, Kekionga Middle School
- Hal Stevens – Principal, Miami Middle School
- Adam Swinford – Principal, Northwood Middle School

Triple P

Precision

Making data more manageable and linking it to instruction on a daily basis

Our Goal Is To:

- Streamline Data Collection
- Make Analysis of Data the Norm
- Deliver Individualized Instruction Daily in Every Classroom

Streamlining Data

Sources:

- Acuity
- ISTEP
- Snapshot Results
- SMART
- Attendance

Categories:

- Cohort Data
- Level Data
- Trends

Analyzing the Data

- Story the Data Tells
- Areas of Strength and/or Deficiencies
- Plan to Address These
- Peers Who Can Help
- Resources Needed

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Deliver Individualized Instruction Daily

- Snapshots and Feedback
- Data and Conferencing
- Positive Behavior Intervention Supports (PBIS)

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From My Perspective…

Denise Oaks
Teacher, Northwood M.S.

James Ringswald
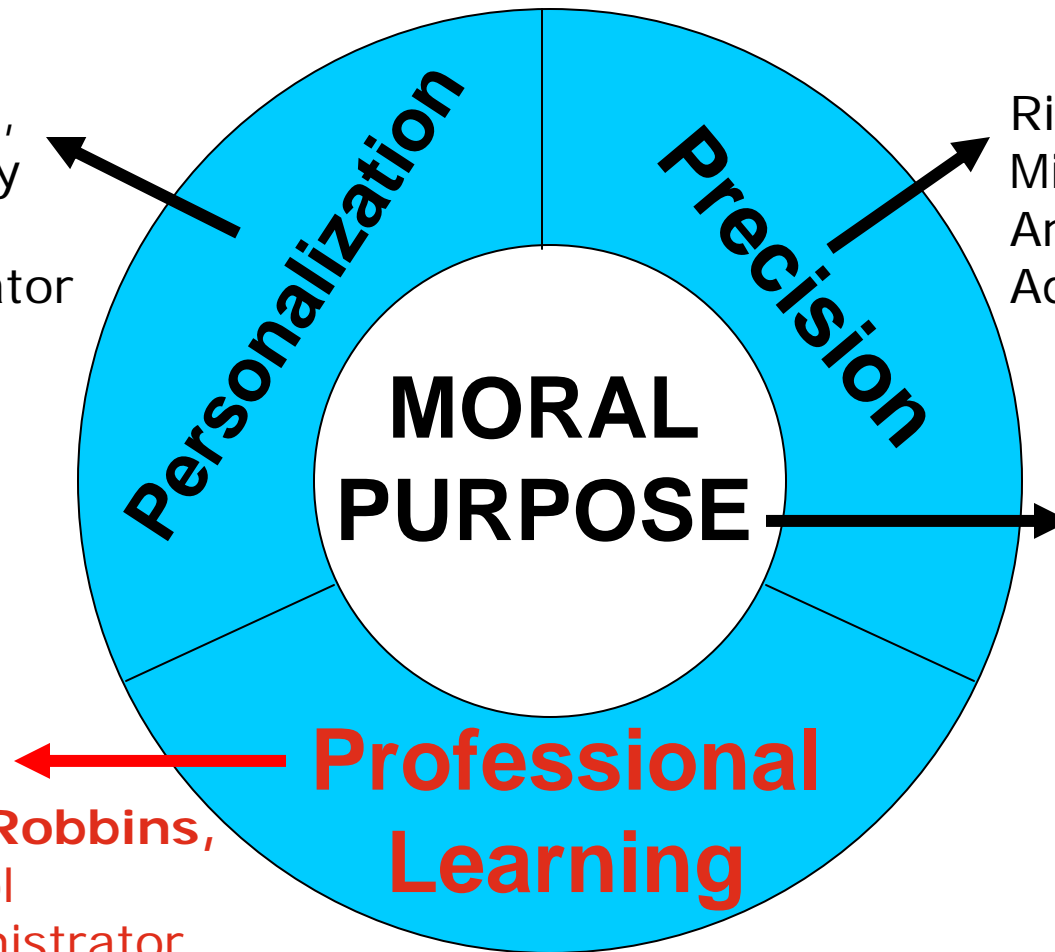Parent, Miami M.S.

Alexis Benson
Student, Kekionga M.S.

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D. Faye Williams-Robbins, High School Area Administrator

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High School LEAD Process

- Debra Faye Williams-Robbins – High School Area Administrator
- Tim Captain – High School Area Coordinator
- Chad Hissong – Principal, North Side High School
- Carlton Mable – Principal, South Side High School
- Larry Gerardot – Interim Principal, Wayne High School

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Triple P

Professional Learning
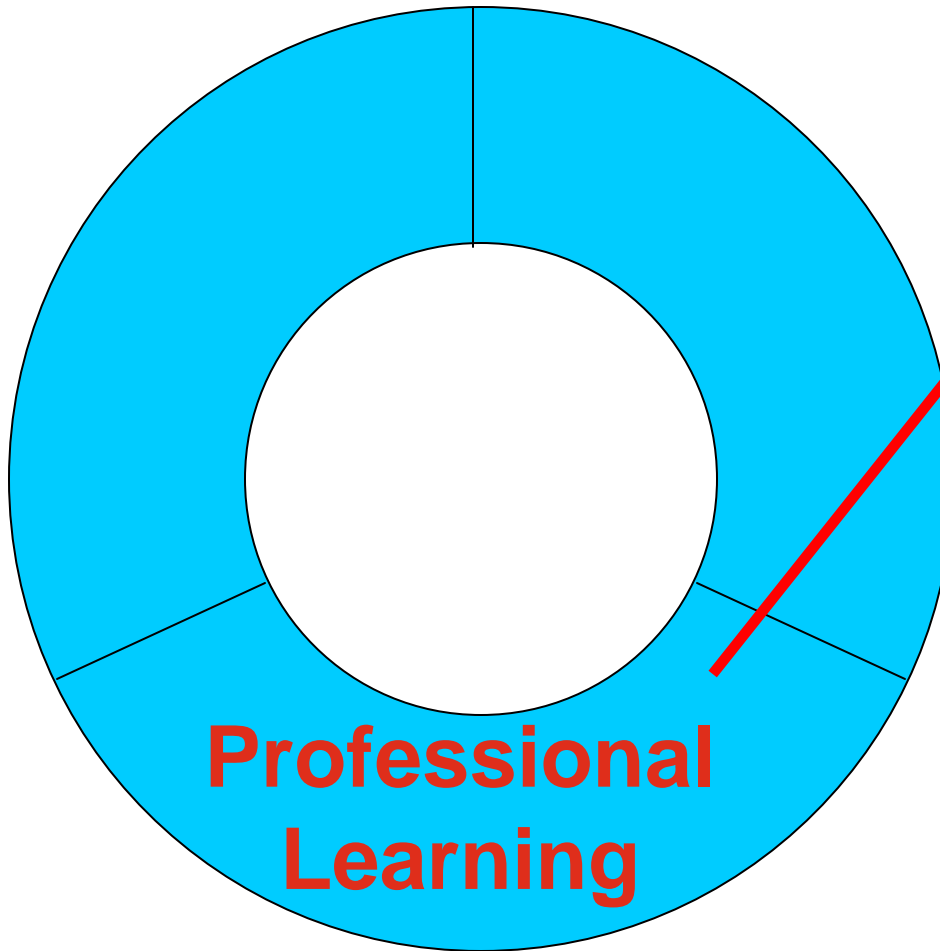
Focused ongoing learning for each and every teacher

Professional Learning

"We have deliberately selected the term *professional learning* over the narrow conceptual terms of *professional development* or *professional learning communities* because Breakthrough means focused, ongoing learning for each and every teacher."

- Michael Fullan,
Breakthrough

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The First Six Days

- **Data** – What to gather and how to use
  - District
  - School
  - Department
  - Individual Teacher

- **Culture** – Building a culture and climate conducive to learning
  - Thinking Errors
  - HOPE
  - Positive Behavior Interventions

- **Effective Instruction**
  - District Models
  - Instructional Strategies
  - Monitoring data and how to use it to drive instruction

- **School Improvement Plan** (SIP) Development
  - Development of a plan that focuses on reaching state targets through the use of data, culture, and effective instruction

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Snapshots
Four Step Process

1. Daily Snapshots

2. Principal Initial Feedback

3. Short Form Evaluation

4. Long Form Evaluation

On Going Professional Learning

"You can't have personalization and precision without daily learning on the part of teachers, both individually and collectively."

- Michael Fullan, *Breakthrough*

- Wednesday Delay Days based on SIP and Snapshots
- Professional Opportunities for Discussion (PODs)

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"We can, wherever and
whenever 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."

- Ron Edmonds (1969)

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