



Mid Year Report

SLIDE 1: Mid-Year Report, January 24, 2005

Fort Wayne Community Schools is creating one great success after another. Test scores are improving. Our students continue to excel in academics, athletics, and the arts. Staff members in our schools and departments are more effective in coordinating their efforts to increase student achievement. The support of our community and business partners is stronger than ever.

All of this success is no accident. It's part of a well-crafted, concise and focused plan – Our Strategic Plan. The first FWCS strategic plan was created 10 years ago. Although that plan provided specific guidance for the district, it needed to be restructured to better align with the “New Day” of accountability our schools are facing as a result of the “No Child Left Behind” legislation. Last year, we completed a major revision of the strategic plan.

My good friend Jim Tolbert is here tonight and was a part of the team that developed the original and the revision. I still remember the look on Jim's face when he realized that our original 100-plus-page plan had been trimmed down to

one page. Jim summed up the feeling of many on the committee and in the district by saying, “You mean there’s a purple sheet?”

Slide 2: Purple Sheet

FWCS Strategic Plan 2004

Strategies

1. We will ensure high levels of learning for all students.
2. We will provide a positive culture for students and staff.
3. We will function as a professional learning community.
4. We will function as a center of learning in the community.

Yes Jim, there is a purple sheet. At the start of the school year, our goal was to implement the purple sheet through action planning at the school and department levels, while providing the training that staff members would need to ensure that all the “plans” became “action”.

How are we doing, you might ask? Well, I may be biased, but.... We're doing very well!! Day after day, FWCS keeps getting better at fulfilling its Mission. Last August, I outlined a series of FWCS reports that would be presented to the community at board meetings throughout the 2004-05 school year. To date we have provided detailed status reports on:

SLIDE 3: Board Reports



Reports to date

- Student Discipline Report
 - 2005 Budget Report
 - Jumpstart and ISTEP Review
 - Challenges Facing FWCS and Public Education
 - FWCS Literacy Models
 - Intervention strategies
 - Connecting with Legislators
 - 2004 ISTEP Results
 - District Technology Report
-
- (2005 Budget Report) - At the August Budget report we told you that we are continuing to live within the \$11 million in annual cuts. We have since learned of the Governor's proposed budget freeze to education. Because we have been conservative in our spending, we hope to weather this financial storm through 2006.

- (Intervention strategies for improving student achievement) – In October, we provided information and results data on ten of the district’s interventions to help students who are not reading or writing at grade level.
- (2004 ISTEP results and the Achievement Gap) – In December, a summary of ISTEP information showed noticeable increases in mathematics, and English/Language Arts scores are holding steady.
- (District Technology Plan) - Earlier this month the board and community saw information about our technology department and its plans to keep us on the cutting edge.

I promised in August to provide a mid-year update on our progress. Tonight’s report is that update, and is intended to be a celebration. Although we continue to focus on resolving our challenges, it is just as important to inform our community of our successes. I will also be providing a detailed end-of-school-year report this summer to complete the picture.

Using the Purple Sheet as our guide, come with me tonight on a journey of celebration.

SLIDE 4: Strategy 1 - We will ensure high levels of learning for all students.



Strategy 1

We will ensure high levels of learning
for all students

To ensure that students will achieve at the highest levels, we must provide a “rigorous curriculum” that is implemented within a “variety of programs”. Student achievement is the core business of FWCS and the responsibility of every employee. We take that responsibility seriously.

SLIDE 5: Balanced Literacy, Secondary Comprehensive Literacy, Integrated Math, and Inquiry-based Science



Core Curriculum

- Balanced literacy for elementary students
- Secondary comprehensive literacy model
- Integrated math
- Inquiry-based science

We must not only deliver the core curriculum – Balanced Literacy, Secondary Comprehensive Literacy, Integrated Math, and Inquiry-based Science, but also provide supplemental programs that will address the range of student abilities within FWCS.

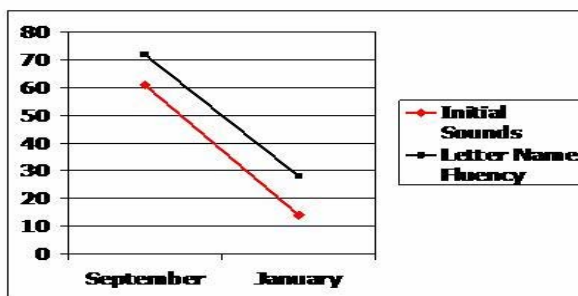
To some, the perception of FWCS is that we are constantly remediating for ISTEP. Nothing could be further from the truth. At the start of the school year, we expanded programs focused on prevention and acceleration. K-2 is an example of a strong preventive program. It was developed under the direction of our Curriculum and Special Education departments as a tool to prevent the over enrollment of students in Special Education. This school year, we expanded the

K-2 program to all elementary schools as a means to identify students in Kindergarten through 2nd grade who are struggling academically. Currently, 802 students are being served.

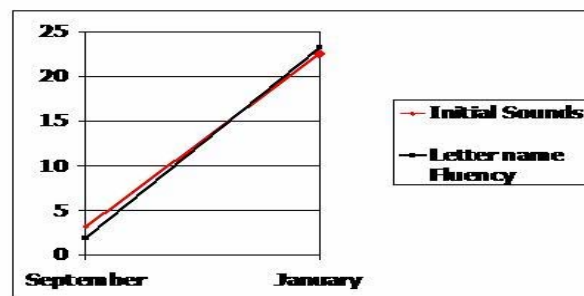
SLIDE 6: K-2 Stats

At-risk students decreasing, skill levels increasing

Kindergarten Students At Risk



Kindergarten Students- Initial Skills



The results have been phenomenal. As you can see from the slide, the number of students who are struggling is decreasing at the same time their skill levels are increasing. Three times during the school year the teachers measure student reading levels using the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) and the results provide both teachers and parents with information to further help the child. This experimental project is based on sound research and is proving its value with the students who need a strong beginning.

Most of our students need acceleration. One of the new programs started this year is called “Levels of Service.” Funded by the Gifted and Talented grant and the Department of Education, it provides additional instruction to more than 600 of our gifted students. This instruction can vary from basic classroom activity to university supported projects, competitions, and weekend programs.

SLIDE 7: Supplemental Curriculum Examples



Supplemental Curriculum Examples

- Aviation Maintenance program
- Health Career Connection with Parkview
- Adult Education
 - Enrolled 2430 students last school year
 - Enrolled 1402 students this year, to date

In addition, our core curriculum is supported by programs in our high schools and at Anthis Career Center that allow students to enter the work force, earn a technical degree, or attend a 4-year college. The Aviation Maintenance Program at Anthis is now a two-year program with 29 students enrolled. And, 36 students are involved with the innovative Health Career Connection with Parkview. Anthis Career Center also provides another valuable service to the

community – Adult Education. More than 1,400 students were enrolled in first semester Continuing Education courses such as English as a Second Language and GED.

SLIDE 8: photo of Mr. King

A GED Graduate



With me tonight is Mr. Joseph King, who proudly showed up at my office last Wednesday with Laura Daley from our Curriculum department and Diane Cox from Continuing Ed to show me his GED diploma and the outstanding math scores that allowed him to obtain it.

Several things impressed me about Mr. King's story. First, how hard he worked and how proud he was. Secondly, how thankful he was for the opportunity

FWCS provides to adult learners. More importantly, he constantly praised the efforts of the teachers, in particular Kathy Divelbiss, who did whatever it took to help him succeed . (*raise and run / arms*) Similar results are played out every day by students and teachers in our district. Dedication and hard work by both students and teachers are paying off. Our programs are working. For example, we saw gains in district ISTEP scores at the middle school in both mathematics and language arts.

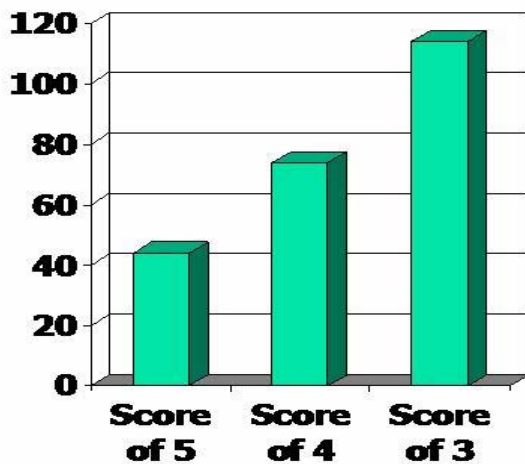
For the first time in FWCS history, we have an elementary school where 100% of the children taking ISTEP passed. Bunche Elementary School accomplished this during last fall's round of testing in Mathematics. No other school in Allen County achieved this.

This kind of success is the result of following our instructional models, checking frequently to ensure that students have mastered the concepts, and taking immediate action for students who need extra help.

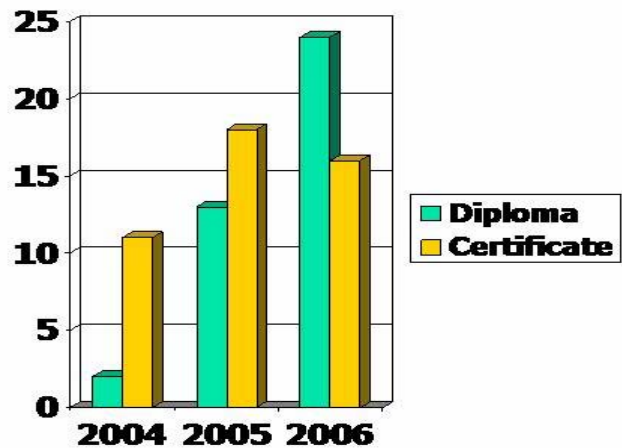
SLIDE 9: AP and IB Participation

Advanced Placement and International Baccalaureate

AP students successful scores
2003-04



International Baccalaureate
anticipated successes



Advanced Placement classes in our high schools continue to show success.

Last year, 475 students enrolled in these challenging classes, and 232 of them scored high enough on these difficult tests to earn college credit. This year, we have an increased enrollment with 646 students participating in advanced placement classes.

South Side High School is the only school in Allen County to offer the International Baccalaureate Program. Last year, 15 students graduated with an IB diploma or certificate. This year, we have 29 students on track to do so.

As you may know, we also provide a course specifically designed to improve student performance on the SAT. SAT scores are an area of ongoing

concern. Last semester, 461 were enrolled. As a result of taking the class, students are improving their scores on Sample SAT tests taken during the class by about 160 points. In my conversations with students, they believe the course not only helps their performance on the SAT, but in other areas of study as well.

SLIDE 10: Strategy 2-We will provide a positive culture for students and staff.



Strategy 2

We will provide a positive culture for students and staff

To ensure that our students achieve at high levels, we must provide a safe learning environment where students are valued and given every opportunity to excel. Creating this positive culture starts with the physical environment. Clean, well-maintained buildings are vital so that the environment doesn't detract from learning. Have you visited one of our buildings lately? The first thing you might notice is how clean they are. That's because of the hard work of custodians like Charlie Greer and Mike Wiegmann, both at Wayne high school who are here with us tonight. They are two of the many employees who are committed to keeping our buildings in great condition. Their work is a part of the overall planning efforts of our Facilities and Maintenance & Operations departments. They provide

10-25 year plans for routine maintenance of roofs and heating. As any homeowner knows, routine maintenance is not always enough. This fall we began long range planning for infrastructure improvement we affectionately call “No School Building Left Behind” that will provide a road map for maintaining the excellent condition of the 61 buildings in our district.

SLIDE 11: photo of Food Service Center

Food Service Center



Included in the planning is the replacement of our Food Service Center. If anyone questions why we should be discussing this, please take a look at this photo. They say a picture is worth a thousand words. Any questions?

Although water never reached any food production or storage area, this issue must be addressed. We have experienced two 100-year floods since the summer of 2003.

But providing a safe and secure environment is more than brick and mortar. Our students need to feel emotionally and physically healthy as well. With over 50 percent of our students on free-or-reduced lunch, the care of our students must go beyond classroom instruction.

SLIDE 12: Student support services



Student support services

- Vision screening
- Immunizations
- Oral health
- Conflict mediation
- Bully busters programs
- Nursing services
- Case managers
- Clothing bank
- Assistance for the homeless
- Before and after-school care
- ...and many others

Listed on the screen are some examples of the types of support services FWCS provides, often in partnership with local agencies.

- We continue to screen for hearing and vision problems and scoliosis.
- Last year 2,677 students participated in the dental sealant program and this year there are over 1,500 so far.
- Our nurses and case managers continue to serve students who need their attention.
- Last year our clothing bank provided clothing to 568 children in need. This year over 400 have used the clothing bank.
- Our homeless assistance program provided help for 345 students last year and over 160 students have requested assistance this year.
- Before and after-school care programs in our buildings were used by 750 students last year and 612 so far this year.

When a negative story on FWCS makes the front page or leads the evening news, people don't realize that represents only a small percentage of our student population. Most of our students are leaders in their schools and community.

SLIDE 13 : Student Advisory Council Photo

Student Advisory Council



This group of 26 students are members of my student advisory council. They represent each of our high schools and Anthis Career Center. They meet with me four times during the school year to discuss student issues and to learn more about what we're doing as a district to help prepare them for the future. This summer, they received leadership training from Leadership Fort Wayne and they coordinated a voter registration drive at the start of this school year. We have representatives from the council here tonight.

1. Cristina Herrera, Elmhurst
2. Contrell Conwell, North Side
3. Maryam Khan, Snider
4. Caleb Schloss-Maxon, South Side

Every time I meet with them, I am filled with hope for the future because they are so talented and bright, and a sense of urgency for the present because there is so much left to do to ensure their continued success. They are worth it!

SLIDE 14: awards



Recognitions and Awards

- Academic Super Bowl
- National Merit Scholars
- State Speech Competition
- Scholarship awards
- PTA Reflections & Citizenship Essay Winners
- State Band competition
- Girls State Swimming
- State Football Finalist
- State Soccer Finalist
- State Track/Field Champs, Girls and Boys
- State Wrestling & Gymnastics Finalist
- Mental attitude award

Thousands of our students have also been recognized at the local, state, and national levels for their participation in activities, including Academic Super Bowl, band, soccer, speech, and track. One success after another.

For student success to continue, we must foster an environment of continuous learning for adults.

SLIDE 15: Strategy 3 - We will function as a professional learning community.



Strategy 3

We will function as a professional learning community

Would you go to a doctor who had not updated his or her skills in 15 years?

I don't think so. In order for us to meet the challenges of a diverse student population, we must take a different approach to professional development. Our focus has shifted from what STUDENTS need to do to improve to what ADULTS WILL do to ensure student success. Fortunately, we have strong partnerships with all of our employee groups. I met with them this afternoon, and they reaffirmed their commitment to our mission. We created a Professional Development Department to coordinate the training required to ensure that staff members have the skills necessary to do **whatever it takes to produce** high levels of student achievement. What's been the result of this increased focus?

SLIDE 16: Curriculum training stats



Curriculum In-Service programs

Curriculum In-services			
	Planned	Completed	Attendees to date
Elementary	60	43	900
Secondary	50	23	533
TOTALS:	110	66	1,433

On the screen is a snapshot of teacher training.

Terri Rodgers, Reading Recovery coordinator, shared with me several weeks ago that they had planned for 80 people to attend a Developmental Reading Assessment in-service in this very room. **OVER 138 PEOPLE SHOWED UP!** As you can see, our teachers support the urgency of our mission. The district also provides training for other groups such as custodians, bus drivers, treasurers, secretaries, and administrators.

We have strengthened our continuous improvement process for schools and departments. All schools have been involved since August in a structured series of daylong workshops designed to provide a framework for intensive school improvement required by No Child Left Behind.

SLIDE 17: photo from in-service

Working to improve professionally



School staffs, like doctors, are updating their knowledge and skills. We firmly believe that this process will result in higher student achievement. When asked, participants say that FWCS teamwork and cooperation are strengthened as well.

SLIDE 18: Quality Improvement Projects



Quality Improvement Projects

Some examples of the 42 current projects

Project Name	Start Date	Finish Date
ESL	8/23/04	6/10/05
Video Streaming	8/16/04	3/14/05
Order Consumables	7/8/04	8/22/05
Web-based IEP	9/1/04	8/25/06
Jumpstart & GQE Summer Remediation	8/1/04	7/29/05
Assessment System Documents	5/5/04	3/30/05
... And many others		

Like the schools, district departments are also responsible for continuous improvement. Using a quality improvement model, we are redesigning 42 critical processes that support our schools. As you can see the projects range from video streaming, ordering consumables, to on-time delivery of students, just to name a few.

As committed as we are to the success of our 32,000 students and staff, we are also committed to our community.

SLIDE 19: Strategy 4 - We will function as a center of learning in the community.



Strategy 4

We will function as a center of learning
in the community

SLIDE 20: community groups that use facilities



Facility Usage

- Police Athletic League
- Little League
- Wildcat League
- F.W. Police Dept.
- F.W. Fire Dept.
- YMCA
- Churches
- Journal Gazette Spelling Bee
- Woodson/Fabini Football Camp

FWCS is integrated into the fabric of every neighborhood in this community.

- Our facilities are used by community groups.
- We provide free summer lunches at parks and recreation centers.
- Staff members participate on over 100 community boards.
- We regularly communicate with parents and other stakeholders.
- We routinely contribute to community fund raisers.
- Recently, our students and staff members donated over \$33,000 to the national Tsunami Relief effort. Very impressive—in just 2 weeks!

SLIDE 21: legislators photo

Honoring Our Legislators



We have strengthened our relationships with our local legislators and members of Congress. In August, we hosted an unprecedented meeting with the state budget director and the House Ways and Means committee to discuss the challenges of an urban district. Since that time, we have had individual follow-up meetings with key legislative leaders and honored our local legislators. Their understanding of the issues facing FWCS will help us as we transition to a new governor and his initiatives.

We've garnered national attention and funding from high-profile organizations such as the Broad and Wallace foundations. Two of our board members – President Coen and board member Corona – represent FWCS on the Council of Urban Boards of Education for the National School Boards Association.

Slide 22: community partners



Community Partnerships

- Wallace Foundation
- Broad Foundation
- City of Fort Wayne
- Follinger
- Bank 1
- Parkview
- Downtown Rotary

We are fortunate to be in a community where businesses and organizations still care enough to support public education. With me tonight are representatives from five of our major district partners:

- City of Fort Wayne – Glen Hines – monthly meetings around issues concerning neighborhoods; high school SRO officers

- Foellinger Foundation - supported summer Clubhouse for years; recently Youth Development grant for 10 schools
- Bank One – Jim Cook – year long mentoring program for 36 students, called Bank One Academy
- Parkview – Duane Erwin - 8 nurses are funded, Health Career Connection program
- Down Town Rotary – John Pierce – adopted Washington Elementary

These people understand that public education is the backbone of economic development for any community. We are very grateful for all that you do for the students of FWCS.

Tonight I am joined by the leaders in this district who are responsible for our success daily. I would like to publicly thank them for all that they do for our children and for being here tonight to support this message. As we near the 150th birthday of this school system, we will be communicating and celebrating our successes as we continue to address our challenges. You can expect to hear more about them in the coming months. As board members, teachers, administrators, students, staff, parents, media, and citizens of Fort Wayne, we can and should feel proud of all that is being achieved at FWCS.

As you reflect on what I have said this evening, I hope you take one simple thought with you, and that is:

We have a plan.

We are implementing that plan.

We are using data to determine our progress.

We will continue to improve.

I'd like to close with a message from some students at Fairfield that says it all.

SLIDE 23: students

[....Click here to view video clip](#)

SLIDE 24: words



In any language,
FWCS,
One success after another!