

Scholastic Achievement Partners Update

October 10, 2012

Tracking Document Overview

Student Attendance and Discipline	<ul style="list-style-type: none">• The first table measures the student attendance rate, which is currently at 97.7%.• The second table tracks the number and type of discipline incidents by grade level. As of September 21st, there had been 39 incidents at BRMHS.
Leading Indicators	<ul style="list-style-type: none">• The first table lists the baselines and targets for SAP's Key Performance Indicators. This will be updated monthly, and there will be more data for the next SBOE meeting.• The second table lists the baselines and targets for BRMHS in the area of academic achievement. This section will be more fully developed after October 10th, but does list SAP's end of the year goals.
Initiative Specific Indicators	<ul style="list-style-type: none">• This table breaks down each of SAP's Focus Areas; outlining the Key Performance Indicators, baseline measures and targets.• This data will be included in the tracker for the next SBOE meeting at the end of October.
Staff Culture	<ul style="list-style-type: none">• Beginning at the end of September, teachers will fill out a monthly survey regarding the professional development services and supports they are receiving from SAP.• This data will be included in the tracker for the next SBOE meeting at the end of October.

The New Teacher Project (TNTP) Update

October 10, 2012

Tracking Document Overview	
Norming	<ul style="list-style-type: none">• TNTP has outlined their goal for aligning teacher observation protocol for this winter, along with the benchmarks that will be used to measure progress.• TNTP is on-track to meet their first benchmark, and have assessed all admin on their ability to take low inference feedback and align their observations with the RISE rubric.
Quality of Feedback to Teachers	<ul style="list-style-type: none">• This tab explains the benchmarks for reaching the goal of 85% of teachers feeling as though the feedback they have received has benefited their practice.• Baseline data from the previous year has been collected.• TNTP is working with administrators to ensure that the feedback given to teachers includes setting clear, actionable next steps for teachers.
School Instructional Culture	<ul style="list-style-type: none">• This measure looks at the satisfaction teachers feel regarding the observations and feedback they are receiving from their administrators.• This will be updated for the next SBOE meeting.
TNTP Quality of Service	<ul style="list-style-type: none">• The benchmarks described on this tab will focus upon administrators' satisfaction with the service provided by TNTP.• This metric will be updated beginning in November.

Wireless Generation Update

October 10, 2012

Tracking Document Overview

Overarching Goals	<ul style="list-style-type: none">• The table will list progress towards year-end goals for the ECA, ISTEP+ and Graduation Rate.
Priority 1: Increase Student Engagement and Rigor	<ul style="list-style-type: none">• This tab breaks down the performance metric into four parts and has goals outlined for each month.• Data will begin to be reported for the next SBOE meeting.
Priority 2: Build Teacher Capacity to Work with EL Students	<ul style="list-style-type: none">• This tab explains how Wireless Generation will track their progress towards helping teachers successfully work with GWCHS's large English Learning population.• Monthly data will begin to be reported for the next SBOE meeting.
Priority 3: Implement RTI Program	<ul style="list-style-type: none">• Priority 3 monthly monitoring will address the implementation and support of the Response to Intervention (RTI) process at GWCHS.• Monthly data will begin to be reported for the next SBOE meeting.
Priority 4: Improve Reading and Writing Across All Content Areas in All Grades	<ul style="list-style-type: none">• This tab will monitor support for struggling readers, teachers' portfolio work, and teacher collaboration to incorporate reading and writing across all content areas.• Data will begin to be reported for the next SBOE meeting.
Priority 5: Support Leaders in Managing School Change	<ul style="list-style-type: none">• Priority 5 monthly monitoring will focus on the roll of the school leaders, focusing on the conducting observations and providing meaningful feedback to teachers.• Monthly data will begin to be reported for the next SBOE meeting.

Voyager Learning Update

October 10, 2012

Tracking Document Overview

Overarching Goals

- The table will list progress towards year-end goals for the ECA, ISTEP+ and Graduation Rate.

Priority 1: Graduation Rate 70%; 15% waivers

- 1a) Counselors have listed every potential graduating senior by name (158 students) and stating exactly what each individual student needs in order to graduate in 2013 without a waiver.
- 1b) Senior schedules have been redone to maximize students' opportunities to recover necessary credits or provide assistance in passing ECA courses (identified as the largest cause of graduation with waivers).

Priority 2: ECA and ISTEP+ Passing Rate

- 2a) All students were triaged and grouped using district and Voyager data points to schedule students in appropriate intervention and support opportunities. Class rosters were revised as needed.
- 2b) District, school and Voyager resources were mapped out across the different support activities scheduled throughout and after the school day.
- 2c) According to their teaching responsibilities, teachers received training in the appropriate Voyager intervention.
- 2d) Voyager intervention materials have been distributed to teachers in the building.
- 2e) Voyager product specialists are in the building modeling and providing 1-to-1 assistance for classroom teachers as they begin implementing these new materials.
- 2f) Thorough and detailed preparation for ACUITY testing was completed with faculty to establish the tone that all testing situations are opportunities for students to practice those skills critical to successful testing. Key student and key faculty behaviors were identified and shared with staff.
- 2g) Additional, temporary computer work stations were established for ACUITY testing, as well as detailed attention to teachers' and students' readiness to complete the exams on the computers, as a way to establish an effective routine for effective testing in the online environment.
- 2h) The additional, temporary work stations allowed for smaller ACUITY testing groups where required or beneficial.
- 2i) Specific ACUITY testing instructions were provided for special education students by name to ensure that testing conditions reflected their IEP requirements.
- 2j) Voyager Math specialist and teacher re-assigned within the school to teach Algebra I students following teacher resignation until qualified teacher is in place.
- 2k) VPORT data management system in the process of being set up to monitor and communicate ongoing student and class progress for those sections served by Voyager products.

Priority 3: School Climate/ Student Behavior

- 3a) Reviewed two discipline data management systems with the goal of launch the week students return from intersession.
- 3b) Tardy students are now admitted to class a little late versus being held in

in-school suspension for the entire period.

3c) At Voyager's request, school climate expert Howie Knoff (www.projectachive.inf) completed interviews with key staff and students, along with sustained observations across the school, September 27 and 28. His recommendations will be embedded within the new 3-month plan.

**Priority 4:
Improving
Communication and
Coordination Across
and Within the
School, District,
Community and
Voyager Staff**

4a) Two 3-hour work sessions were held to identify and review priorities, remove barriers and identify action steps with district, building and Voyager staff.

4b) Decision made to embed a "senior" principal to guide and monitor the work of the current leadership team at least 3-days per week as long as necessary beginning October 1.

4c) A new 3-month plan will be submitted to the school and district the week of Oct. 1 reflecting changes needed based on what has been learned since our start on campus five weeks ago, Aug. 27.