

**John Marshall Community High School**

**Voyager Learning Weekly Updates**

**February 4 through March 15**

## **John Marshall Community High School and 14 Elementary Schools**

*Indianapolis Public Schools Superintendent's Cluster of Schools (SCS)*

### **Voyager Learning**

**Update: February 4 – 8, 2013**

*19 days of on-site consulting were provided by six Voyager consultants **at JMCHS** this week. These 19 days included four days by Dr. Judy Zimny (Vice President Voyager Education Services) and five days by Dr. Howard Knoff (Project Achieve <http://www.projectachieve.info/>).*

*47 days of on-site consulting were provided by 14 Voyager consultants at the **14 elementary schools** feeding into JMCHS. With a focus on prevention and long-term success, IPS has funded Voyager product and professional development support in JMCHS' primary feeder schools since October 2012. More detail is provided at the end of this report.*

### **This Week (February 4) JMCHS**

#### **Tasks Completed / Progress Made: Voyager and JMCHS Working Together**

##### **Professional Development**

- **PLC** – Tuesday, Feb. 5: Dr. Howie Knoff facilitated eight PLC sessions during teachers' planning periods explaining "SAT – the Student Assistance Team's Data-Based Problem Solving Process."
- **2013 Spring Goals** for JMCHS (Report Card and to continue as IPS school) were clearly organized and explained to faculty and staff during Wednesday's staff meeting.
- **Covey's Time Management Grid** was shared with the administrative team to provide colleagues a framework for decision making and declining or minimizing participation in some activities.
- **Job-embedded PD for SAT** (Student Assistance Team) was provided by Dr. Knoff in regard to several issues, including:
  - how to follow-up with students who move to another school or program to make sure the recommendations and services are known to the next school;
  - how to identify students' underlying reasons for challenges prior to connecting them with potential solutions or services;
  - how to determine students' actual academic skills or functional levels aside from the broader data provided in regard to high-stakes exams;
  - how to maximize the use of counselors' time to better support targeted scheduling and the Student Assistance Team;
  - modeling the creation and/or follow-up on student-specific support for 16 students.

##### **Instructional Support**

- Agenda for an **Intersession Work Session** scheduled for this Monday after school was created and shared with administrators. Emphasis is being placed on early planning and explicitly targeted students and instructional support.
- **Constructed and extended response prompts** were identified, organized and provided for teacher use in preparation for ISTEP+.
- Assistance was provided in grading and analyzing **formative assessments** completed by middle school students in the areas of extended and constructed response. Next week's instructional support will reflect identified needs.

## John Marshall Community High School and 14 Elementary Schools

Indianapolis Public Schools Superintendent's Cluster of Schools (SCS)

### Voyager Learning

Update: February 4 – 8, 2013

- Assistance was provided to six **specific teachers** in transitioning from holistic to more targeted instruction.

#### Data

- Voyager consultants are working closely with Kathy Ducote to update JMCHS student achievement data in regard to **162-day students and Acuity C** information as testing has taken place last week (and continues into next).
- Voyager consultant, Carla Dean, is working closely with Gayle to make sure that classroom **instruction aligns** with identified and prioritized academic needs in response to data.
- Judy Zimny, the co-principals, Angela Denman and Kathy Ducote clarified and updated **Cohort 13 data** on Tuesday, Feb. 5.
- Gayle Owens is working closely with Kathy Ducote to resolve **all unique student data issues** including duplicate, missing, and alternative placement students.

#### Celebrations from the Week

- Wednesday's faculty meeting included brief PD on Cultural Competencies and Student Attendance needs – both **presented by faculty members** versus an administrator.
- Acuity C Testing, predominantly organized and implemented by JMCHS staff, appears to be **running smoothly** with solid, appropriate attention to detail.
- **New** staff members continue to be hired and supported.
- **Notebooks** order quickly for Middle School.

#### Next Steps: Administrators Will Need to Drive, Voyager Will Support

- An administrative calendar of the following **activities and expected outcomes** must be published for staff in regard to the following:
  - ILT work sessions
  - Content area work session
  - Intersession work sessions
  - Committee work sessions
  - Committee chairs or project leads: work sessions
  - Include prom, graduation and other significant spring events
  - PLC work sessions by topic, outcome and audience
  - All other Professional Development Work Sessions (Book Study? C. Jackson?)
- School and Voyager **"Owners"** and outcomes must be clarified for the following:
  - 2013 Graduation Goals
  - ECA Gr. 10 Goals: ELA
  - ECA Gr. 10 Goals: Algebra
  - ISTEP MS Goals: ELA
  - ISTEP MS Goals: Algebra
  -

# John Marshall Community High School and 14 Elementary Schools

Indianapolis Public Schools Superintendent's Cluster of Schools (SCS)

## Voyager Learning

Update: February 4 – 8, 2013

- Discipline: have all of the following ready to roll out at the **Feb. 20 Staff Meeting**:
  - New Discipline Referral Form, Hall Passes, Flow Chart "Life of a Referral?"
  - Who is Responsible for What for every step in the discipline process
- Assurance is needed that the different types of constructed response questions on ISTEP and ECA are being systematically taught and evaluated. The documentation needs to look something like this:

Gr	Subject	Type of Constructed Response (CR) or Extended Response (ER) <i>(clarify accuracy and currency)</i>	Rubric	What is Happening, When and Where	What is Happening, When and Where	What is Happening, When and Where
7	ELA	CR: Scaffolded				
		CR: Single Dimension/Component				
		CR: $\geq 2$ Independent Components				
		CR: Student Choice Questions				
		CR: Respond to Provided Info				
		Extended Response: Stand-alone prompt w/small stimulus for writing – not passage based				
		Writing Prompt				
7	Math	CR:				
		ER:				
		Etc. for grade 8 ISTEP & Gr. 10 ECA				

- Finalize and submit spring Rubric for teachers and administrators
- Update passing period assignments to reflect new faculty and staff
  - Document who is on and off-post at least three periods per day
  - Verbally address staff who fail to uphold assignments on the same day.
- Balance class rosters in order to reduce the sections with 35+ students.
- Principals to identify someone to work directly with Voyager consultant to learn how to update, maintain and OWN attractive student recognition displays, and other generic displays, throughout the building including:
  - Honor Roll and Attendance displays
  - New displays as needs or events dictate
  - Overall generic signs thru-out the school (monitor, update, replace as needed)
  - Champion Chairs following every staff meeting
- Principals to identify someone to work directly with Voyager consultant to learn, uphold, monitor and OWN the following office procedures:
  - Daily school calendar
  - Increase consistency, usefulness, quality, and quantity of information
  - Consistent daily posting of absences, subs, police officer status
  - Daily record keeping of overall staff absences for later reference

# John Marshall Community High School and 14 Elementary Schools

Indianapolis Public Schools Superintendent's Cluster of Schools (SCS)

## Voyager Learning

Update: February 4 – 8, 2013

- Daily clarification and updating of administrator schedules
- All preparation for staff meetings and administrative team meetings, including refreshments and handouts
- Preparation and support for other meetings
- Documentation of escort requests

### Elementary Highlights (Weeks of Jan. 28 and Feb. 4)

1. A student by student analysis of each school's most recent predictive data was completed and given to each school's principal. Predicted passing rates by grade level and individual students were included. Recommendations and explanations for targeted students were also provided.
2. Voyager consultant, Dr. Gayle Owens, taught a district level IPS coach how to calculate and organize this information in the future.
3. Each school was provided an **ISTEP math vocabulary**, or word wall list, organized by grade level and content standards.
4. Two training sessions were facilitated for about **100 individuals from after school providers** for cluster elementary schools to increase students' opportunities to use Voyager's technology-based Ticket to Read and VmathLive software applications.
5. Voyager coaches continue to participate in **Friday work sessions** with the IPS coaches to leverage resources across the schools and clarify the next week's comprehensive support calendar for the elementary schools and administrators.
6. Voyager consultants plan weekly to address the **personalized needs** of each school. Current priorities include this week's Acuity Testing and preparation/tutoring for the upcoming ISTEP.
7. The below table shows the number students by school **enrolled in a Voyager Intervention** at the start of the 2<sup>nd</sup> semester. ALL SCS elementary students also have online access to Ticket to Read and VMathLive **anywhere, anytime**, they have Internet access.
8. Kurt Grefe, VP for Field Operations, is in the process of organizing for a **data meeting** with district administrators to review students' performance in Voyager Interventions.

School	Language	Passport	Journeys	Vmath
14	96	133	41	88
15				
48	9	98	24	185
51		28	26	44
54	8			
55				
58	56	53	12	148
69	46	196	23	112
83	19	63	7	64
88		103	18	
93	32	75	20	131
94		78		134
103		40	14	28
105	24	42	13	56

**John Marshall Community High School**  
**Indianapolis Public Schools**  
**Voyager Learning**  
**Update: February 10-15**

*15 days of support were provided by 4 Voyager consultants this week. The Voyager team continued side-by-side coaching with the JMCHS team as practice transfers to build sustainability.*

**Tasks Completed / Progress Made: Voyager and JMCHS Working Together**

**Acuity and Writing Benchmark Testing**

- 7<sup>th</sup> grade completed the Acuity Predictor C this week. The Voyager team helped proctor and provide support during testing.
- Both 7<sup>th</sup> and 8<sup>th</sup> grade continued with their writing initiative to prepare for ISTEP. Voyager consultants help grade and code writing samples.

**Acuity and ISTEP Prep**

- As 8<sup>th</sup> grade Predictor C results were compiled, and 7<sup>th</sup> grade results came in, the Voyager team and a data coach from the district worked to analyze data trends.
- Using the Acuity data, the team was able to break down student need by specific indicators. This information will be used to tailor instruction for individual students.
- Next Wednesday, the team will meet with individual teachers to share the analysis.
- In addition, the team will prepare and deliver a Writing Across the Content PLC to help teachers continue to support students in writing constructed responses.

**ECA Prep**

- To better assist 10<sup>th</sup> grade students in successfully completing the ELA ECA, a Voyager and JMCHS team worked together to prepare an ELA ECA mock test. This assessment will be administered next Wednesday and the data will be used to break down individual students strengths and weaknesses and devise detailed instruction for each. Success groups as well as English schedules will be adjusted based on these results.
- Teacher folders were also created with ECA information in order to help teachers analyze student results and differentiate instruction for students.

**Data and Student Support:**

- The collection and analysis of data continues to be an ongoing project at JMCHS. The Acuity information allows for easy breakdown of student skill deficits. However pulling skill information for ECA assessments is not as easy. Knowing that instruction must be tailored for student need, finding the right data for each student is critical.
- Data is being used to make schedule changes and SUCCESS changes. March 4 will mark the date that all changes have been made. At this time, not only will student groupings be tightened, but the ability of teachers to directly respond to the needs of their students will be as well.

**John Marshall Community High School**  
**Indianapolis Public Schools**  
**Voyager Learning**  
**Update: February 10-15**

- The Student Assistance Team (SAT), as organized by Dr. Howie Knoff, met this week to continue their work in not only identifying students with socio-emotional needs but also in identifying needed interventions.
- Let by data and the work of the SAT, a district behavior specialist will begin working with identified middle school teachers. This effort will increase classroom management, while also offering teachers tools to implement with difficult students.

#### Math Support

- The Voyager consultant, along with a SpEd coach continued to work with 7<sup>th</sup> grade math teachers this week. With the focus of both instruction and classroom management, changes have been noted. In one particular classroom, not only are full lessons now being taught each day, but the management of the class has improved exponentially.

#### Discipline

- A Voyager consultant worked with Mr. Gray this week to help tighten up the procedures for discipline referrals. Follow up will occur next week to finalize plans and put the new process into action.

#### School-wide Initiatives

- As a continuation of some of the work done first semester, a Voyager consultant is working with different people in the building to help transfer some of the efforts from Voyager work to JMCHS work. As examples: Voyager worked with the office staff this week to help manage the master calendar; Honor Roll posters were transferred to the office staff and Voyager is showing the staff how to get the information, make the posters, and hang the posters.
- After working so closely with all the different data reports, the Voyager staff, along with the Administrative staff decided that those students who have shown success and continued improvement need to be celebrated. The art teacher along with a Voyager consultant, are working to design a celebration wall.

#### Intersession Planning

- A Voyager consultant and a team from JMCHS are working together to help outline and finalize Intersession. The team worked this week talked with students about incentives to come to intersession, as well as incentives to succeed while there. Incentives were finalized. The team will work with the SIG coordinator next week to ensure that all incentives are in place prior to the start of intersession. This next week the team will finalize the targeted list of students and work to communicate registration and attendance.

**John Marshall Community High School**  
**Indianapolis Public Schools**  
**Voyager Learning**  
**Update: February 10-15**

Administrative Team

- The Principals met with Dr. Zimny to outline specific tasks which much be accomplished if goals are to be met (see attached, Backward Mapping). Critical areas were outlined and school and Voyager members were assigned to each task. The Principals will work to hold people accountable for accomplishing work toward each goal.

Next Steps

- February 26 – Writing Across the Content PD
- Finalize intersession info and promote registration and attendance
- Meet with interventionists to ensure targeted skills are being taught
- Finalize schedule changes based on data
- Principals will meet with each identified team as progress toward goals are monitored
- Reflect on the testing procedures for Predictor C and ensure procedures are tightened for ISTEP on March 4

**Superintendent's Cluster of Schools**

**Elementary Feeder Schools to John Marshall Community High School**

*A total of 36 Voyager support days were provided to 13 elementary schools. The efforts at the elementary schools are geared toward improving ISTEP results and supporting interventions to improve student success.*

Elementary Interventions:

- Provided 2000 licenses for Ticket to Read and VmathLive for the afterschool program, Bridges to Success (United Way). The initiative will provide extended learning opportunities for students beyond the regular school hours. In addition, students will have access to the online learning tools anytime and anywhere they have access to the internet.
- Each Voyager consultant continued their small group tutoring at each of their schools. Students were identified for tutoring based on Acuity results and standards/indicators where they show deficits.

Testing:

- Each Voyager consultant helped with the Acuity C testing at each of their campuses. In some cases, Voyager consultants were used to help proctor classrooms, in other situations Voyager consultants were used as runners during the testing period.

**John Marshall Community High School**  
**Indianapolis Public Schools**  
**Voyager Learning**  
**Update: February 10-15**

Data:

- Dr. Gayle Owens worked with a district data coach to clean up elementary school rosters and correctly identify the 162 day students.
- Acuity C data was collected and analyzed, also by Dr. Owens. Each Voyager consultant has access to the information and can chart individual student success, helping prepare their school for ISTEP.

School/District Collaborative Initiatives:

- Continued the weekly meeting with Voyager and IPS coaches. In this meeting the teams work together to ensure “high-target students” are in tutoring and the instruction is tailored to the needs of each student.
- In preparation for ISTEP testing, each Voyager consulting shared a “Planning for the Test” checklist. Intended to help principals create strong testing plans, this checklist also provides an opportunity for continued dialogue and collaboration between the IPS principal and Voyager consultant.

## **John Marshall Community High School and 14 Elementary Schools**

*Indianapolis Public Schools Superintendent's Cluster of Schools (SCS)*

### **Voyager Learning**

**Update: February 18 – 22, 2013**

*12 days of on-site support were provided by five Voyager consultants this week. In addition to onsite support, some of the administrators are seeking out virtual support or collaboration via email and phone calls as needed – a practice we support and encourage.*

*28 days of on-site consulting were provided by eight Voyager consultants in 13 of the elementary schools feeding into JMCHS. With a focus on prevention and long-term success, IPS has funded Voyager product and professional development support in JMCHS' primary feeder schools since October 2012. More detail is provided at the end of this report.*

### **This Week (February 18) JMCHS**

**Tasks Completed / Progress Made: Voyager, JMCHS, and IPS Working Together**

#### **From Co-Principal Charles (Chad) Gray**

*In recognition of the JMCHS' principals' significance in driving systemic change, Voyager has invited the co-principals to personally contribute to these weekly updates as they each deem appropriate.*

**Middle School:** The middle school team met on Tuesday. Gayle, Shirley, Debbie Chambers, Cami, and I were all present. Gayle showed us the work that she had done on Predictor C item analysis and identification of targeted bubble students. She, Debbie, and Cami then looked at Acuity and how to assign specific strands to individual students. Cami is taking on this task and being paid out of extended day to work on completing it. The plan is then to use this as targeted intervention for the identified students during the window between the two ISTEPs. We also discussed the need to possibly regroup some students for Success based on now having three Acuity scores. All agreed that no changes should occur until after the first round of ISTEP. We also began the conversation about ISTEP incentives and structuring pay for their additional work.

We need to finalize the compensation plan for teacher leaders next week.

**Discipline:** I met with the deans and outlined how the new referral process was going to work and why I thought that it was necessary. The new discipline referral form was introduced at the staff meeting; its use began the next day. I met again with the deans on both Thursday and Friday to further clarify expectations, as well as look at the referrals that they were receiving and the feedback that they are giving. It is definitely a better process, but there is still work to be done. Tweaking and improving this process continues to be a priority.

#### **From Voyager Lead Judy Zimny, Ed.D.**

##### **Acuity Analysis and ISTEP Prep**

- Using a test preparation checklist (see attached), the test coordinator, along with the district coach finalized testing rooms, administrators, and proctors. Plans for incentives and snacks were also finalized.
- Additional testing materials were ordered.

## **John Marshall Community High School and 14 Elementary Schools**

*Indianapolis Public Schools Superintendent's Cluster of Schools (SCS)*

### **Voyager Learning**

**Update: February 18 – 22, 2013**

- Test administrators attended the district's ISTEP Administration Session.
- Voyager consultants are meeting 1:1 with each middle school teacher to review the most recent Acuity data. Ms. Chambers and Ms. Hallgarth are working together to adjust curriculum based on student data. Interventionists have adjusted their groups and materials to meet the needs of students.

### **ECA English 10 Assessment**

- 10<sup>th</sup> grade students took a practice ECA English 10 test on Wednesday. The format of the test, along with the testing procedures mirrored ECA testing. The assessment included both multiple choice and constructed response items. The assessment was prepared by Ms. Wakeman and Ms. Coffman. Along with the teachers, Voyager, and the district coach a strong testing plan was implemented.
- Final results are being compiled by the district coach and will be analyzed by the team on Monday to drive future instructional decisions.

### **ECA Algebra 1 Practice and Data**

- To replicate a similar practice testing situation for Algebra 1 testers, the math teachers met with Mr. Dinkins after the staff meeting to discuss plans for preparing Algebra 1 ECA. Student profiles were distributed to each teacher along with a document created to help teachers understand the breakdown of the standards and the objectives.
- Mr. Bear, Ms. Graham and Ms. Lettofsky, along with Voyager and Mr. Dinkins are working together to identify immediate curriculum needs – such as spiraling the curriculum and Do Now's. Schedule changes will be made to address the needs of the students who have passed Algebra 1 and 2 courses and are not currently in a math class, but still need to pass the Algebra 1 ECA exam.
- Plans to administer a 10<sup>th</sup> grade algebra ECA practice test are being formulated. Sample tests were found from NC, Florida, and Tennessee. In addition the Algebra 1 Finish Line was found. Mr. Bear, Ms. Chambers, Ms. Graham will work together to help create the testing plans and test for this practice administration.

### **Graduation**

- The Graduation committee met to review the state goals and 12<sup>th</sup> grade waivers. The district coach provided targeted students, curriculum for lab classes, and communication with parents.
- The district coach continues to clean the school monster roster and analyze assessment data for new students. Ten newly enrolled students have been identified who already passed the ECA exams (from another district and scores had not been uploaded into JMCHS).
- This committee will meet each Wednesday at 12:30 in Ms. Wakeman's room.

## **John Marshall Community High School and 14 Elementary Schools**

*Indianapolis Public Schools Superintendent's Cluster of Schools (SCS)*

### **Voyager Learning**

**Update: February 18 – 22, 2013**

#### **Intersession**

- Ms. Cameron and a Voyager consultant finalized items that need to be purchased for intersession - prizes, breakfast, lunch, and snack items.
- The list of students to attend intersession was completed. Information was sent to transportation.

#### **Other**

- Requests by teachers – Voyager consultants are beginning to have teachers reach out for help with difficult lessons or needs. For example, Ms. Gibson is preparing to teach an Etymology class and requested a Voyager consultant to help her plan. In another example, the interventionists reached out to Voyager to help plan and prepare small group lessons for difficult students. The degree of authentic collaboration and leadership continues to grow.
- The “All Star Tree” is almost complete. This is a collaborative project with Voyager and the art classes to help promote and celebrate the successes of those students who have worked hard and have seen results on their Acuity testing and winter ECA tests.
- Data support, historical knowledge and ongoing collaboration with Kathy Ducote (the district’s Turnaround Data Specialist) has been very helpful and is greatly appreciated.

#### **Next Steps**

- Meet with project owners for the four primary goal areas: Graduation, 10<sup>th</sup> Grade Achievement Scores, Middle School Achievement scores, and discipline.
- Administer and analyze the Algebra 1 ECA practice test.
- Finish grading the constructed response items on the practice English 10 ECA exam and finalize the analysis of the overall results.
- Make necessary schedule changes based on ECA practice data.
- Communicate ISTEP information to parents.
- Communicate intersession information to parents and students.
- Have Mr. Dinkins follow up with Mr. Adejo regarding Algebra 1.
- Display Algebra reference posters in classrooms.
- Finalize ISTEP prep – clear calculators, sharpen pencils, etc.
- Hold ISTEP prep PLCs for testing administration.
- Prioritize needs and prepare for the following week’s budget meetings.
- Prepare for the March presentation to the Education Committee for the board.

#### **Superintendent’s Cluster of Schools (Elementary Feeder Schools to JMCHS)**

**Tasks Completed / Progress Made: Voyager, Elementary Schools and IPS Working Together**

## **John Marshall Community High School and 14 Elementary Schools**

*Indianapolis Public Schools Superintendent's Cluster of Schools (SCS)*

### **Voyager Learning**

**Update: February 18 – 22, 2013**

- Voyager took the lead in providing a comprehensive analysis of student performance for each elementary school based on their most recent Acuity C predictor exams. The analysis provides each school with grade and student level Math and ELA data regarding specific and current instructional needs.
- Voyager is taking the lead in aligning Acuity B standards (indicators) with the recent Acuity C results for every student in each of these elementary schools. This data analysis was completed for two schools and remaining schools will be addressed over the next two weeks. This data will help school personnel identify patterns, inconsistencies and better target both students and instructional needs.
- The Voyager Elementary Lead, Gayle Owens, Ed.D., taught the elementary IPS coaches how to use a district-designed scoring tool to evaluate student writing. This is a tool that was in use at the high school but that would also be useful at the elementary schools.
- Kurt Grefe, Vice President for Product Implementation, met with Joan Harrell, the Executive Director for Elementary Schools to review student performance data across the various Voyager interventions being used in the Superintendent's Cluster of Schools.
- Judy Zimny, Vice President for Education Services, collaborated with Associate Superintendent Li-Yen Johnson regarding strategies for working with elementary principals to reflect, prioritize, de-clutter and collaboratively plan for the future. A follow-up work session has been planned for this upcoming Tuesday.
- Voyager school-level coaches continue to provide personalized services to schools based on individual school needs and collaboration with the school principal.

## **John Marshall Community High School and 14 Elementary Schools**

*Indianapolis Public Schools Superintendent's Cluster of Schools (SCS)*

### **Voyager Learning**

**Update: February 25 – March 1, 2013**

*14 days of on-site consulting were provided by five Voyager consultants at JMCHS this week. In addition to on-site support, administrators – and now some teacher leaders - are seeking out virtual support and/or collaboration via email, phone calls and text– a practice we support and encourage.*

*26 days of on-site consulting were provided by eight Voyager consultants in 12 of the **elementary schools** feeding into JMCHS. With a focus on prevention and long-term success, IPS has funded Voyager product and professional development support in JMCHS' primary feeder schools since October 2012. More detail is provided at the end of this report.*

#### **Tasks Completed / Progress Made: Voyager and JMCHS Working Together**

##### **From Co-Principal Charles (Chad) Gray and Brian Dinkins**

- A more concise, specific means for tracking senior data has been proposed by the co-principals and will be put into practice next week. (Voyager response – “We love it!”)
- Co-principals will be working together this Sunday evening to refine systems for gathering and documenting other data for school-wide goals.

##### **From Voyager Lead Judy Zimny, Ed.D.**

#### **Professional Development**

- Voyager facilitated small-group professional development (Writing across the Curriculum and Constructed Response Strategies) on Tuesday, February 26, during teachers' planning periods. The agenda included the following:
  - The benefits of cross curricular writing and its link to student achievement;
  - Constructed response and its relationship to critical thinking and problem solving;
  - Types of Constructed Response Questions; Examples of Constructed Response Questions from the Release Tests;
  - RAGE and how it is being used in the classroom.

Teacher were actively engaged in the dialogue and thinking. RAGE has been a strategy used by the school for an extended time. Teachers discussed how to improve its implementation. Student performance on the first two parts is visibly stronger than the last two parts. Teachers offered suggestions and activities to help students more effectively use text based examples.

#### **Graduation**

- A highly focused graduation cohort committee began working together this week. The committee will collaboratively monitor and respond to Cohort 2013 students' course credits, ECA passing rate, and portfolio (where appropriate).

## **John Marshall Community High School and 14 Elementary Schools**

*Indianapolis Public Schools Superintendent's Cluster of Schools (SCS)*

### **Voyager Learning**

**Update: February 25 – March 1, 2013**

#### **Algebra ECA**

- Principal Dinkins facilitated the high school math content meeting on Wednesday, February 27. The significance of the Algebra 1 ECA on graduation goals was reviewed. The agenda is attached.
- 2013 Seniors who have not yet passed the ECA Algebra test will take a practice exam next week to provide the data needed to further target and refine their instruction these next eight weeks. This information will also drive the curriculum that is developed for Intersession.

#### **English ECA**

- The results from the ECA ELA practice test for Cohort 2013 Seniors who still need to pass this exam were compiled. Working closely with teacher leaders, reading “stamina strategies” were outlined and a school wide plan developed. This information is on the agenda for the upcoming week’s staff meeting.
- An English content meeting was held for all ELA high school teachers and facilitated by Voyager and two JMCHS high school English teachers. In the meeting the graduation goals were revisited and student data was analyzed. See the attached agenda.

#### **ISTEP**

- ISTEP (March 3-8) testing plans were finalized. An afterschool training session was held for all test administrators and test proctors Wednesday, February 27. Assistant Principal Denman and Teacher Leaders were instrumental in this work.
- Included in the test preparation are specific attendance sheets, testing tickets (regarding location for students), incentive tickets (to reward good behavior and attention), snacks, etc.
- Voyager worked on the data reports to designate the students who would receive additional services for the next few months. Designated teachers were identified for each of the targeted students.
- An ISTEP Pep Rally was held Friday, March 1 – “Stomp the ISTEP.” The drum line performed, students got to throw a pie at the principal, students heard about the incentives, and the importance of the test was reinforced. It was a great event! Thanks to central office administrators who helped to develop the theme and assisted with some last minute details.
- Mr. Gray agreed to ask all middle school teachers to submit lesson plans to a Voyager consultant weekly (beginning next week) to increase the level of timely and specific support that can be provided to teachers in the area of lesson planning.
- The middle school leadership team has agreed to an after school work session every Monday to review progress against goals and determine next steps that must be taken, especially in regard to instruction, to continue to increase student learning.

## **John Marshall Community High School and 14 Elementary Schools**

*Indianapolis Public Schools Superintendent's Cluster of Schools (SCS)*

### **Voyager Learning**

**Update: February 25 – March 1, 2013**

- Expectations regarding middle school planning are being clarified as follows: **All** middle school teachers are expected to work together after school on bi-weekly Wednesdays as a middle school team – not just core instructional groups.
- The 7<sup>th</sup> and 8<sup>th</sup> grade Finish Line ELA and Math books material will be used by interventionists and Voyager staff to provide targeted instructional support for “yellow” and “red” students.

#### **Intersession**

- Final student rosters for middle and high school were submitted.

#### **Next Steps**

- Next week – Power Writing PLC for High School teachers will be held on Thursday
- Staff meeting on Wednesday to include Stamina Reading professional development
- Finalize intersession info and promote registration and attendance
- Finalize schedule changes based on data, to be done by March 4
- Principals will meet with each identified team to review progress against goals and confirm next steps
- ISTEP administration
- Ensure 98% participation in ISTEP
- Implement all incentives related to ISTEP

#### **Superintendent's Cluster of Schools (Elementary Feeder Schools to JMCHS)**

##### **Highlights: Voyager, Elementary Schools and IPS Working Together**

- Acuity C data by school, grade level, and student was compiled by Gayle Owens (Voyager) and Stephanie Brown (IPS instructional coach) for all 13 schools. The data was presented and discussed with all IPS coaches and Voyager specialists on Friday, March 1, 2013.
- Voyager specialists are supporting ISTEP testing by proctoring and monitoring non-testing students during the week of March 4-11.
- A Ticket to Read and Vmath Live Challenge is being implemented over spring break for the cluster schools. The first planning meeting is March 4 with Joan Harrell, Liz Odel (United Way) and Chris Hedrick.
- 11 elementary principals were interviewed to better understand how Voyager can best support their individual schools moving into the future. The primary recommendations received from principals were to continue services and begin planning this spring for the next school year.

## **John Marshall Community High School and 13 Elementary Schools**

*Indianapolis Public Schools Superintendent's Cluster of Schools (SCS)*

### **Voyager Learning**

**Update: March 4 - March 8, 2013**

*19 days of on-site consulting were provided by six Voyager consultants at JMCHS this week.*

*34 days of on-site consulting were provided by nine Voyager consultants in 12 elementary schools feeding into JMCHS.*

### **Tasks Completed / Progress Made: Voyager and JMCHS Working Together**

**From Voyager Lead Judy Zimny, Ed.D.**

#### **Graduation**

- Mr. Dinkins and a Voyager consultant will conduct a senior audit work session on Tuesday, March 12 with the school counselors, special education compliance officer, and credit recovery teachers.
- The purpose is to work through any discrepancies, confirm and update students' current needs, and adjust instruction as needed to maximize students' graduation opportunities. Differences in student data between the district database and state records must be reconciled.

#### **Algebra ECA**

- A diagnostic ECA Algebra 1 test was administered to all students still needing to pass this exam. The results will be used for instructional planning including the upcoming Intersession.
- Content specific mathematics posters were created and hung in all HS math classrooms. After ISTEP, these posters will also be hung in middle school classrooms.
- With eight weeks until ECA Algebra 1, daily instruction is critical. An Algebra 1 instructional plan was presented, and feedback solicited, during Wednesday's staff meeting. As part of the plan Voyager consultants will provide Acuity Algebra activities and copies of the Algebra I diagnostic test for all high school mathematics teachers.

#### **English ECA**

- To meet the ECA English 10 goal, the ELA lead teachers worked with Voyager consultants to help prepare a professional development for the staff – "Increasing Speed and Stamina in Reading" during the Wednesday, March 6<sup>th</sup> staff meeting. Teachers sampled an ECA reading passage and discussed the skills needed for students. The teachers were given a plan to increase reading stamina in their classrooms and also discussed test taking skills to teach the students.
- Thursday, March 7 the same ELA lead teachers presented an additional PD entitled "Power Writing." Intended to help all content areas, the teachers learned the importance of teaching students how to respond to prompts and the type of feedback students need in order to improve their own writing.

#### **ISTEP Testing**

- Four of the six Voyager consultants assisted in coordinating and proctoring ISTEP testing for four days.

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### **Voyager Learning**

**Update: March 4 - March 8, 2013**

- Make-up testing was held each afternoon and will conclude on Wednesday, March 13.
- Eighteen students are currently suspended or have more than two weeks of unexcused absences. Efforts are being made to get these students to school during the make-up testing window.
- Ongoing communication with AOP and Off-Campus Instruction is occurring to ensure all JMCHS students are testing in their current placement.
- With the 60% passing ISTEP goal, Mr. Gray and a Voyager consultant led a committee to:
  - analyze Acuity C data to address instructional deficiencies
  - assign online Acuity lessons for all 7<sup>th</sup> and 8<sup>th</sup> grade students based on their academic deficiencies
  - examine ways to restructure Success classes
  - develop an instructional calendar to address priority standards/indicators needed for ISTEP
  - prepare planning tools
  - identify interventionists who will work primarily with the targeted students in reading and math
- In addition, the committee began discussions about the Acuity C data folders and plans needed for the March 13<sup>th</sup> Content meetings and will follow up at their next Monday meeting after school.

### **Intersession Planning**

- Voyager consultants and the JMCHS Intersession Planning team, led by Ms. Roseman, met to discuss the final items needed to inform students of Intersession and items needed for the incentives.
- Attendance will be kept electronically and students who attend all 5 days are eligible for prizes
- To date the following have been purchased: ( 4) kindle fires for teachers, (20) iPods for drawings each day 2 middle 2 high school students, (100) ear buds for giveaways, pens with JMCHS logo, Golf Shirts for each student and teacher.
- In addition plans were made for student breakfasts each day. Orders were also made for the culminating activity for Intersession – a taco bar. Snack were purchased for students each day - granola bars, water, and chips.
- Two assemblies will be held to provide invited candidates with the information. We are anticipating 200 students and 20 teachers to participate in the Intersession program

### **Next Steps**

- Success class schedule changes.
- Finalize assemblies for Intersession.
- Finalize teacher selection for Intersession.
- Finalize the instructional format, content and pacing guides to be used during intersession.
- Finalize schedule changes based on data from the ECA diagnostic exams (Eng 10 and Alg).
- Finish the analysis of the Algebra 1 ECA P diagnostic and implement updated instructional plans.
- Finish ISTEP make-up assessments.

## **John Marshall Community High School and 13 Elementary Schools**

*Indianapolis Public Schools Superintendent's Cluster of Schools (SCS)*

### **Voyager Learning**

**Update: March 4 - March 8, 2013**

#### **Superintendent's Cluster of Schools (Elementary Feeder Schools to JMCHS)**

##### **Highlights: Voyager, Elementary School and IPS Working Together**

- Voyager consultants were part of each school's ISTEP testing plan. Their responsibilities ranged from advising to coordinating to serving as a 2<sup>nd</sup> proctor where needed in specific classrooms.
- All Voyager consultants worked with building administrators to ensure the testing plan was implemented with fidelity.
- Voyager consultants initially met with principals to review the results of the Acuity C predictive data.
  - In some schools the predictive data was presented in teacher or grade level meetings resulting in discussions about re-aligning remedial tutoring groups.
  - In other schools the Voyager consultants met individually with teachers to present the data and discuss how it could be used to align instruction to meet students' academic needs.
- IPS elementary schools will participate in the *Spring Break Ticket To Read and VmathLive Challenge*.
  - Voyager's web marketing group will create a document (print and email version) that communicates the parameters of the contest to schools, students, parents, and after school providers.
  - Chris Hedrick, Voyager representative, and Joan Harrell, Executive Director of Elementary Schools, will work together to determine how to recognize the winning school, overall student, and top student at each school

## **John Marshall Community High School and 14 Elementary Schools**

*Indianapolis Public Schools Superintendent's Cluster of Schools (SCS)*

### **Voyager Learning**

**Update: Week of March 11-15, 2013**

*14 days of on-site consulting were provided by five Voyager consultants at JMCHS this week. In addition to on-site support, administrators – and now some teacher leaders - are seeking out virtual support and/or collaboration via email, phone calls and text– a practice we support and encourage.*

*28 days of on-site consulting were provided by eight Voyager consultants in ten of the elementary schools feeding into JMCHS. With a focus on prevention and long-term success, IPS has funded Voyager product and professional development support in JMCHS' primary feeder schools since October 2012. More detail is provided at the end of this report.*

### **Tasks Completed / Progress Made: Voyager and JMCHS Working Together**

#### **Intersession**

- The Voyager consultants pulled class schedules from e-school and met individually with each student recommended for intersession. A script structured each student conversation to ensure individual student performance information and needs were accurately shared. At this time 41 high school students have agreed (verbally) to attend intersession.
- Out of the conversations with students regarding intersession, several students requested tutors. The JMCSH graduation coach was able to find two college students to come in and help tutor these students. Additional outreach to both students and college tutors will be pursued.
- The Voyager team also met with individual teachers. Upon doing this, the team found that many of the teachers have personal connections with their students and understand some of their personal challenges. In the conversations regarding students identified to attend intersession and the challenge to get them there, several teachers said that they would be willing to help serve as mentors.
- Conversations regarding English 10 intersession instruction were had. Critical standards that need deeper instruction, re-teaching, and review were identified. Understanding that reading stamina is also an issue for the students, activities and strategies were also identified beyond timed readings to help the students needing to build stamina. Teachers do not want to use Finish Line for instruction during intersession as they fear that the students have been inundated with these lessons and need something new. IPS is developing intersession materials, but based on the discovery of what the students need, analysis of the materials will be needed once they arrive. Middle School intersession will use the district created material, as it addresses the critical areas. Further discussion and additional solutions must be developed next week.

#### **ELA ECA Preparation**

- In looking at data from the practice ELA ECA test, it was discovered that 29 of 40 questions were from critical standards. Of those 29, 23 were from Standards two and three, which make up 56-78% of the ELA ECA tests. The ELA department chose 6 critical standards to focus on, and regrouped students for Success classes (to begin after spring holidays).

## John Marshall Community High School and 14 Elementary Schools

Indianapolis Public Schools Superintendent's Cluster of Schools (SCS)

### Voyager Learning

Update: Week of March 11-15, 2013

#### ISTEP Preparation

- Using the Acuity data, the Middle School Planning team has updated the roster of student names and needs. The Interventionists will begin pulling students the week of March 18 four days a week.
- New Success class rosters will be completed the week of March 18. Adjustments are being made based on individual students' data and critical areas for April ISTEP testing.
- A Middle School Content meeting was held on Wednesday. The teachers received data packets, blueprints, and critical indicators to review. ELA standards two and three and Math standards three and seven were identified as the critical standards. The teachers worked in small groups to identify how they could address these standards across all curriculum areas. The groups then shared strategies. In addition, the groups also identified basic strategies that would benefit students, such as: emphasizing following directions (verbal and non-verbal); practicing the multiple choice format; discussing test-taking strategies.

#### March ISTEP Testing: Attendance

- A total of 401 JMCHS students participated in the March ISTEP testing. The JMCHS Test Coordinators worked diligently to find and test all students, including JMCSH students currently in AOP, with on-site leadership provided by IPS employee Kathy Ducote.

Population	Total Students	Total Tested	Percentage
JMCHS on-site	373	364	97.6%
AOP	44	37	84.1%
<b>TOTAL</b>	<b>417</b>	<b>401</b>	<b>96.2%</b>

#### Discipline

- Voyager met with Dean Morris to follow up on the new discipline form that is being used by teachers. The deans are satisfied overall with the referral form but need assistance in responding to the volume of referrals.

#### Next Steps

- Finalize Intersession staffing and curriculum
- Ensure Success schedule changes are made
- Address the needs of 7<sup>th</sup> grade math in regards to preparation for ISTEP

## **John Marshall Community High School and 14 Elementary Schools**

*Indianapolis Public Schools Superintendent's Cluster of Schools (SCS)*

### **Voyager Learning**

**Update: Week of March 11-15, 2013**

**Superintendent's Cluster of Schools (Elementary Feeder Schools to JMCHS)**

**Highlights: Voyager, Elementary Schools and IPS Working Together**

#### **ISTEP**

- Voyager consultants assisted elementary schools with testing by:
  - Proctoring side-by-side with employees
  - Monitoring non-testing students
  - Collecting, documenting, and assisting with accountability for ISTEP materials

#### **IREAD**

- Voyager consultants assisted with setting up testing rooms and online practice sessions for next week's 3<sup>rd</sup> grade test.

#### **Tutoring**

- Voyager consultants continue to tutor and support students in targeted areas according to each individual school's plan.
- Voyager consultants continue to assist in providing content specific resources to teachers or tutors according to each individual school's plans.

#### **Data**

- Voyager consultants compiled Acuity C results by 162-day rosters for elementary schools. Consultants will share the results with principals the week of March 18-22.
- Voyager consultants shared Ticket to Read and VmathLive usage data with principals. Top students in schools received certificates from principals.

**2013 JMCHS GOALS**

1. Maintain a minimum of a **70%** graduation rate with no more than **15%** of students requiring graduation waivers. (82 of 116 = 70%; 70 of 82 pass both ECA's)
2. A minimum of **41%** of 10<sup>th</sup> grade cohort passes both Eng. 10 and Algebra 1 ECA exams. (+12 to 2012's 28.6%)
3. A minimum of **35%** of Middle School students pass both English and Math ISTEP+. (+12 to 2012's 23%)

**HIGH SCHOOL**

1. **60%** of the 10<sup>th</sup> grade cohort passes ELA ECA/ISTAR.
2. **60%** of the 10<sup>th</sup> grade cohort passes Algebra ECA/ISTAR.  
60-64.9% passing = +1 point      2012 Scores: 32.7% Algebra; 37.6% English 10
3. **7.3% increase** in 10<sup>th</sup> grade cohort passing English 10 ECA/ISTAR as compared with ISTEP+, IMAST, or ISTAR in 8<sup>th</sup> grade. +.5 point ( $\leq 0.1\% = -.5$ )
4. **8.6% increase** in 10<sup>th</sup> grade cohort passing Algebra 1 ECA/ISTAR as compared with ISTEP+, IMAST or ISTAR in 8<sup>th</sup> grade. +.5 point ( $\leq 0.1\% = -.5$ )
5. **91.4%** of 2013 Cohort who did not pass Eng 10 ECA pass by graduation. +.5
6. **90.8%** of 2013 Cohort who did not pass Alg 1 ECA in 10<sup>th</sup> pass by graduation. +.5
7. **85% Graduation Rate (99 of 116 students)**

**MIDDLE SCHOOL**

**Earn Points:**

1. 60% of students passing ISTEP+ Math (+1) and ELA (+1). 2012: ELA 29.8%, Math 44.4%
2. 45% of the lowest 25% of students demonstrate High Growth Math (+1), ELA (+1)
3. 39% of the top 75% of students demonstrate High Growth Math (+1), ELA (+1)

**Lose Points:**

4. Must have <39% of all students demonstrate low growth (Math -1), ELA (-1)
5. 95% or more of lowest 25% of students MUST test, all windows, incl. non-162-day, sped, etc. (-1)
6. 95% or more of ALL students MUST test, all windows, incl. non-162 day, sp.ed, etc. (-1)

Cohort 2013 Credits 70% All 2013 85% of 4- yr.2013	Cohort 2013 Passing Both ECA Eng.10 & Alg. 85% of 70% 100% of 85%	Cohort 2013 91% of 2013 Cohort who didn't pass ECA Gr. 10 Pass Now	Gr. 10 Passing Eng. 10 / Alg 1 41% pass Both 60% Pass Each	Gr. 10 9% Increase ELA / Math Compared w ISTEP Gr. 8	Gr. 7 and 8 Passing ELA and Math 35% Both 60% Pass Each	Gr. 7 and 8 95% of lowest 25% Take All Tests	Gr. 7 and 8 95% of ALL Students Take All Tests
					Math: 39% Gr. 8; 30% Gr.7 ELA: 55% Gr. 8; 37% Gr. 7 Both: Gr. 8 31%; Gr. 7 24%		Predictor C Predictor C
JMCHS: Nicole (credits); Wakeman (ELA); Psych T(Math)			JMCHS:		JMCHS:		
Voyager: Leila			Voyager: Carla: ELA; Gayle: Algebra		Voyager: Shirley: ELA; Gayle: 7 <sup>th</sup> Gr. (Matt support)		
Waivers: Nicole (admin. approve students)							

<b>Cohort 2013</b> Credits 70% All 2013 85% of 4- yr.2013	<b>Cohort 2013</b> Passing Both ECA Eng.10 & Alg. 85% of 70% 100% of 85%	<b>Cohort 2013</b> 91% of 2013 Cohort who didn't pass ECA Gr. 10 Pass Now	<b>Gr. 10</b> Passing Eng. 10 / Alg 1 41% pass Both 60% Pass Each	<b>Gr. 10</b> 9% Increase ELA / Math Compared w ISTEP Gr. 8	<b>Gr. 7 and 8</b> Passing ELA and Math 35% Both 60% Pass Each	<b>Gr. 7 and 8</b> 95% of lowest 25% Take All Tests	<b>Gr. 7 and 8</b> 95% of ALL Students Take All Tests
Julie needs additional planning & > \$							
JMCHS: Nicole (credits); Wakeman (ELA); Psych T(Math)							
Voyager: Leila							
Waivers: Nicole (admin. approve students)							
Need to See / Discuss Wkly: <b>Thur.</b>							
Names of All Students by 4-Yr. Grad. & All Grad.							
Each students' ECA status & # of credits finished/needed							
Skills Needed by ECA Non-Passers							
What is Being Taught, When, By Whom for Non-Passers							
Confirmation of Passing Current Courses Wkly							
Waiver Portfolio / Items Completed by Students							
Parent Contact Details							
<b>BEHAVIOR: Need to See / Discuss DAILY M-F Dean Morris / Turner / Allen / Blake / Thomas needs to be paid to stay after school and do what is needed.</b>							
Check off attendance for every passing period.							
Document same day follow up of absent people.							
Check off attendance for every lunch period.							
Document same day follow up of absent people.							
Document names of students for whom parents are contacted re: tardies or behavior.							
Document names of students who are taken home each day and the parent contact.							
Document names of all students referred for an escort, by who, and what the consequence is.							
Someone needs to collect, organize and report out on this info daily.							
Daily meeting with Morris, Taylor, Allen, Thomas (whoever is working discipline)							
Mann needs to get out of the gym – low impact.							
Denman does NO behavior. NONE.							
Buy colored clipboards to serve as hall passes and be done with it.							

#### ACCOUNTABILITY / ORGANIZATION / PLANNING / FOLLOW THROUGH

The entire A-team needs one night a week, or one weekend day, that they work together to solve things and figure things out until the work is done.