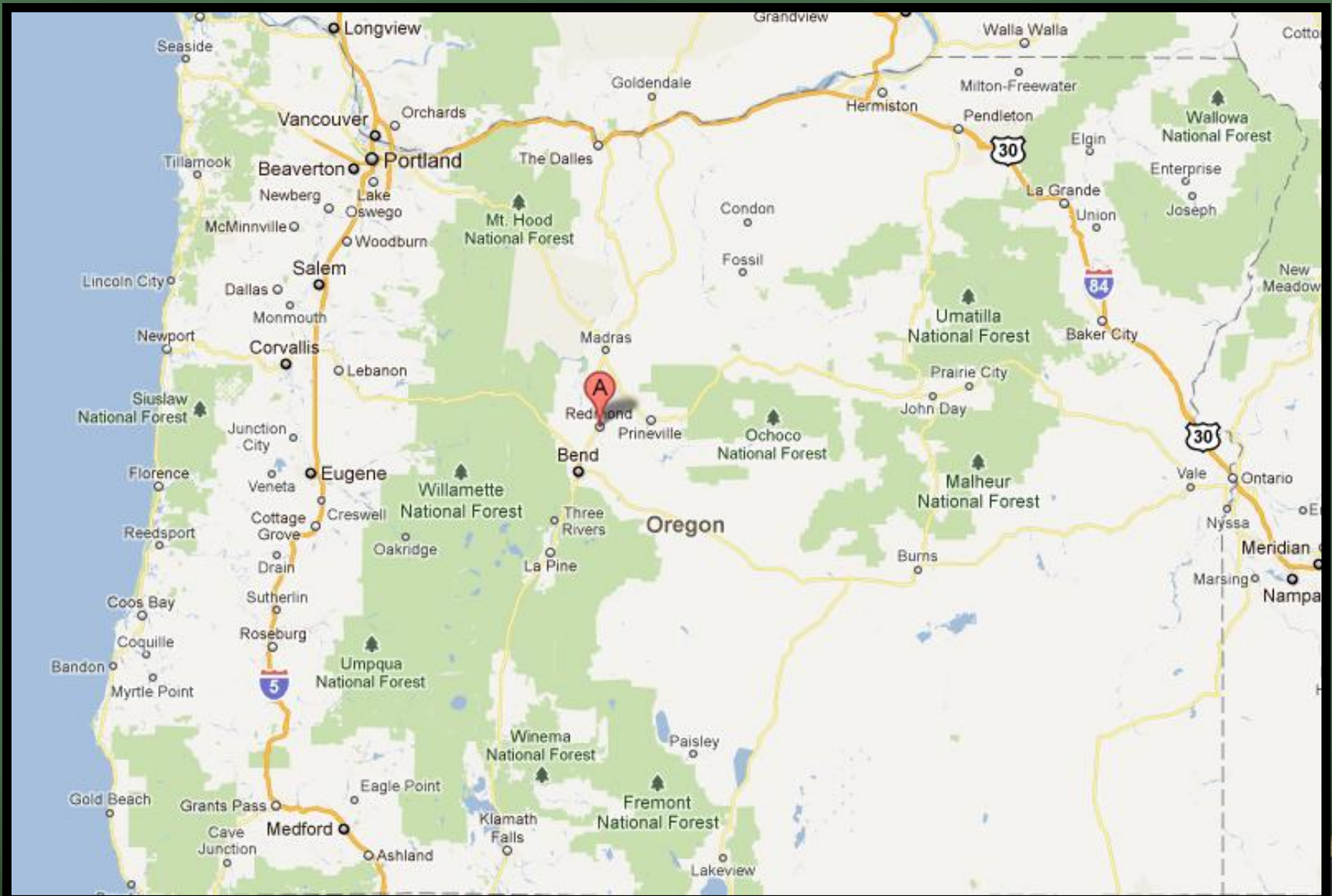# Strategic Roadmap

Redmond School District

Sustainability

Presenter - Becky Stoughton

Redmond School District
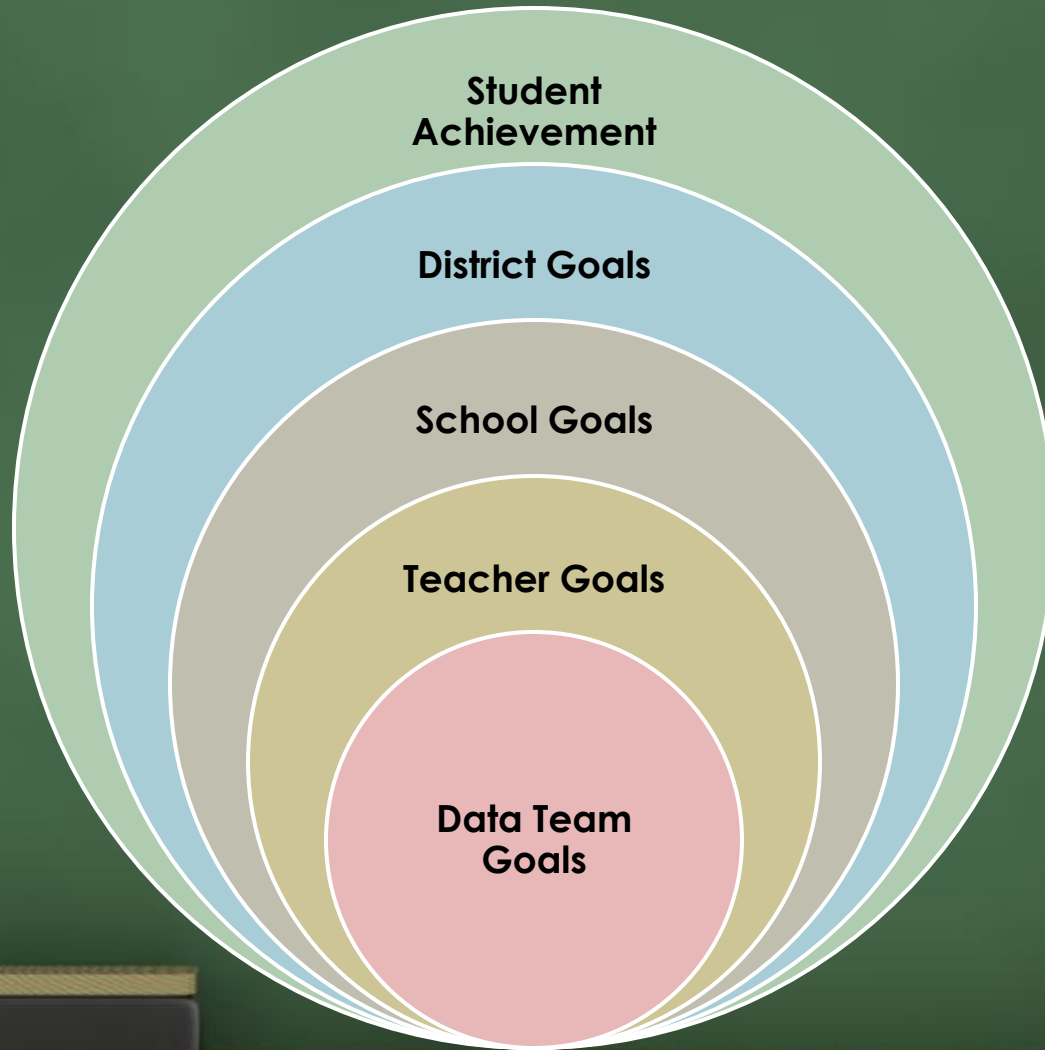
The Hub of Central Oregon

Our Big Picture

Student Achievement

District Goals

School Goals

Teacher Goals

Data Team Goals

Redmond's Roadmap

2006-2008

The Beginning – How? Where Do We Even Start?
Unwrapping of Standards, Creating a Safety Net, Trainings of the Data Team Process (Reeves Model), Pilot Schools, Trained Teacher Leaders

2008-2009

Next Year Steps – Support
6 Instructional Coaches (K-8), SIF Grant Money

2009-2010

Implementation - Sustainability
10 Instructional Coaches (K-12), Oregon DATA Project Grant Money

2010 - 2011

Sustainability Work
5 Instructional Coaches (K-8), Grant Money, Hired .25 FTE Positions (9-12), Data Team Leaders Indentified (K-12), Training of these teachers leaders

2011 - 2013

The Work Continues
Work Towards Proficiency Continues – Performance Meter – 1 District Instructional Coach (K-8) , Academic Advisory Leaders

2006 - 2008

In the beginning......

□Unwrapping of Reading

Standards

□Creating a Safety Net

□Data Team Process (Reeves

Model)

□Pilot Schools

□Teacher Leaders

Goals:

•Foster collaboration
•Begin changing district culture

2008-2010

Support – Implementation - Sustainability

❑6 Instructional Coaches (K-8)

   ❑SIF Grant Money

❑10 Instructional Coaches (K-12)

❑5 Instructional Coaches (K-8)

   ❑Oregon DATA Project Grant Money

   ❑.25 FTE Positions (9-12)

   ❑Data Team Leaders Indentified (K-12)

   ❑Training of these teachers leaders

❑Anita Archer

❑Kevin Feldman

❑Alignment to Proficiency

Anita Archer

Question?

What do you think our biggest

"road block" has been?

The Mission

REDMOND SCHOOL DISTRICT
MISSION CRITICAL
EVERY CHILD EVERY CHANCE EVERY DAY

1. Class PROJECT
   a. Professional Development
   b. Evaluations
2. Proficiency-Based Education
   a. Moving Beyond Vision
   b. Creating a Foundation
   c. Selecting/Unwrapping Priority Standards
   d. Common Assessments
3. Effective Use of Data
   a. Data Teams/Data Project
   b. Student Centered Growth Model
4. Community Schools

INSTRUCTIONAL COACHES (ACHIEVEMENT COORDINATORS)

VISION: BUILDING EXCELLENCE & STUDENT SUCCESS, TOGETHER (B.E.S.T.)

MISSION:

- Building a collaborative, professional culture through trust and respect
- Fostering professional learning communities using data teams, classroom walk-through, peer observation, study groups, and action research
- Assisting teachers in developing instructional strategies that will increase student achievement
- Using common formative assessment data and reflection to drive the cycle of teaching and learning
- Align our work with the Proficiency Road Map Steps
- Build capacity and sustainability for a Proficiency Based Culture
- Create a culture where yearly 100% of students exceed, meet or reach their growth targets

OPERATIONAL PROTOCOLS

- Early is on time
- Stick to Ending time
- Fidelity to ethical and professional principles
- Norms of team accountability
- Showing appreciation of each other and our work
- No put downs or constructive criticism with sarcasm
- Professional demeanor in the way we look, act, and treat others
- Keeping conversations and information strictly confidential
- Respect for all
- Sharing and building professional capacity – helping team members whenever needed
- Honesty
- A commitment to actively listening
- Being team players that are flexible and always thinking what is best for all of us

INSTRUCTIONAL COACHES
JOB DESCRIPTION

ESSENTIAL DUTIES AND RESPONSIBILITIES:

CULTIVATE AN EFFECTIVE DATA TEAM PROCESS
- ❖ Train teacher leaders in the Data Team process.
- ❖ Coordinate Data Team meetings through scheduling and creation of necessary documents such as agendas, minutes, and necessary data.
- ❖ Promote and coordinate the implementation of research based instructional strategies.
- ❖ Align our work with the Proficiency Road Map steps.
- ❖ Build capacity and sustainability for a Proficiency Based culture.
- ❖ Create a culture where yearly 100% of students exceed, meet or reach their growth targets.

INSTRUCTIONAL COACHING
- ❖ Facilitate and promote a system of Standards Based instruction and Proficiency Based assessment.
- ❖ Work with individual teachers in developing "Backward Design" instructional planning.
- ❖ Observe classroom teaching
- ❖ Teach model lessons where appropriate.
- ❖ Teach lessons side by side with teachers.
- ❖ Implement other approved instructional coaching strategies.
- ❖ Assist teachers in progress monitoring and preparing for SST meetings

SUPPORT INSTRUCTIONAL PROGRAMS
- ❖ Support staff in the implementation of math and literacy interventions.
- ❖ Meet regularly with Instructional Coaches to coordinate District wide activities and plan according to improvement goals.
- ❖ Act as a liaison between Data Teams, Coaches, and Administration to effectively align to a Proficiency Based culture.

SUPPORT SCHOOL WIDE PROFESSIONAL DEVELOPMENT
- ❖ Assist the principal in creating a professional development plan for that is directly related to school and district goals
- ❖ Support the delivery of professional development activities..

ANALYZE DATA
- ❖ Data analysis around literacy and mathematics. The Instructional Coach will provide the school with DIBELS, EasyCBM, formative assessment and OAKS data and assist staff in its analysis and interpretation to guide instruction and student achievement.

Embedded in 100 Day Plan

100 Day Plan

INSTRUCTIONAL COACH 100 DAY PLAN

IC TASKS FOR 2010-2011

1. SOLIDIFY Data Team Responsibilities and Data Team leaders
2. DEVELOP Consistent Data Team Protocols
3. COACH Data Team Leaders and Staff
4. COMPLY with Oregon DATA Project Grant Responsibilities

| START DATE	TASK	PERSON RESPONSIBLE	TARGET DATE	DATE COMPLETED	NOTES
9-13-2010	1. SOLIDIFY Data Team Responsibilities and Data Team leaders				
9-13-10	• DRAFT Data Team leaders' job description, parameters, incentives and approval	Instructional Coaches Linda Seeberg Lynn Evans	9-22-10	9-27-10	
9-17-10	• PRIORITIZE duties to stay focused to critical issues	Instructional Coaches Linda Seeberg	9-17-10 reflect periodically	9-27-10	
9-24-10	• IDENTIFY process for recruiting Data Team leaders	Principals Linda Seeberg	9-27-10	9-27-10	
9-24-10	• DISTRIBUTE Data Team leader description to teachers	Principals Linda Seeberg	9-29-10		
	• BEGIN the process of recruiting and educating staff on the job description	Principals Instructional Coaches	Sept 2010		
10-4-10	• CROWN Data Team leaders	Principals	10-7-10		
	• MEET with Principals and Data Leaders to reflect, plan focus on practical steps toward a proficiency based culture	Instructional Coaches Data Team Leaders Linda Seeberg	Bi-weekly		
9-27-2010	2. DEVELOP consistent Data Team Protocols				• Data Team Forms (2a) 10-4 • Beginning of year reports (2b) September 2010 • Ending of year reporting (2c) 2nd 100 days

Kevin Feldman

Kevin Feldman

Walk Through

Engagement

Academic Rigor

Scaffolding

Engagement Strategies
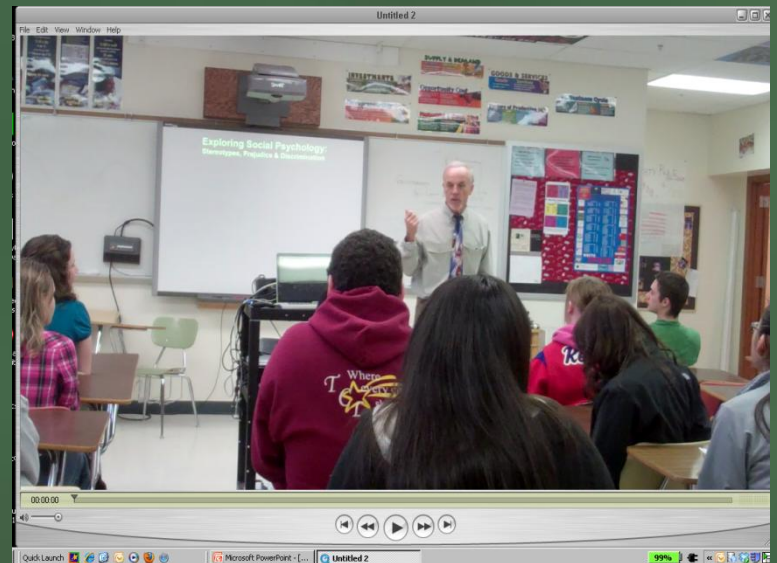
Sustainability

Our Journey

Roadmap to Proficiency

2010-13 Roadmap to Proficiency

STEP 1 | Creating a Common Vision and Building a Foundation
Communication. Conversation. Collaboration. Developing understanding about proficiency.

STEP 2 | Clearly Defined Learning Targets
Essential. Explicit. Endures. Identify priority standards – both academic and behavior – for which students will need to show proficiency. Determine what students should be able to do to demonstrate that they are proficient in each standard.

STEP 3 | Creating Common District Assessments
Relevance. Rigor. Reporting. To demonstrate proficiency a student will take knowledge and skills and apply them to a level of rigor dictated by that standard. Assessments will be varied and students will have multiple opportunities to demonstrate sufficient evidence of proficiency.

STEP 4 | Sustaining the Move Toward Proficiency
Personalization. Participation. Professional Development. Proficiency ambassadors will be established as a core team addressing the growth of proficiency practices in our district. Support for both students and staff will be personalized. A web-based toolkit will be created to serve as a resource for staff, students and parents.

STEP 5 | Grading and Reporting
Clarity. Consistency. Connection to Standards. Grades will reflect learning toward specific academic standards. Academic and behavioral grades will be reported separately.

STEP 6 | Provide District-Wide Intervention & Enrichment Resources
Time. Targets. Tied to Priorities. Intervention and enrichment resources are provided district-wide to personalize support for students.

STEP 7 | Full Implementation and Continual Evaluation
Every Child. Every Chance. Every Day.

EVERY CHILD. EVERY CHANCE. EVERY DAY.

Our children have only one chance for a great education.

Together we need to get it right.

THE REDMOND SCHOOL DISTRICT IS ON A JOURNEY...

A journey to move from traditional learning to proficiency-based learning

Redmond SCHOOL DISTRICT

541.923.KIDS (5437) | www.redmond.k12.or.us/proficiency

Proficiency-based learning...where students Know-What. Know-Why. Know-How

WHY PROFICIENCY-BASED LEARNING?

Our economy and overall way of life are changing and will change more in the coming years. We can no longer meet the needs of the future by doing what was done in the past.

The time has come for schools to keep pace. The current system of education was designed and structured for a different age. If we want to improve our collective prospects for the future, we must increase the number of students who possess the skills and knowledge that prepare them for success in post-secondary education, work and life... and prepare them to meet the needs of a changing world.

By acknowledging that different students learn at different rates and attending to those differences as part of the educational system, the Redmond School District is on a path over the next three years - student by student, classroom by classroom, school by school - to engineer our district around achievement and accountability.

STUDENTS WORK TOWARD MASTERY | The core element of proficiency-based learning is that students progress to more advanced work upon demonstration of learning by applying specific skills and content.

Education is organized around achievement. Students work at appropriate and challenging levels. Students' grades reflect performance.

LEARNING OBJECTIVES ARE CLEAR AND MEASURABLE | Learning is organized into measurable objectives that are shared with students and parents. Teachers make clear what concepts and skills students are expected to master and what they have to do to demonstrate proficiency.

School becomes more about learning rather than simply delivering content. Students and parents understand precisely what is expected. Learning becomes focused on concepts and skills students acquire or have yet to acquire, rather than points or grades.

ASSESSMENT IS MEANINGFUL AND DRIVES STUDENT LEARNING | Students receive grades and feedback on a skill-by-skill basis. Graduation requires students to demonstrate proficiency in all essential skills.

Assessments are specifically aligned with learning objectives. Teachers and students clearly understand what is an adequate demonstration of proficiency. Students' performance on assessments drive instruction.

"Proficiency-based learning is the antithesis of social promotion. Students learn in this type of system to own their learning rather than inherit it from their teachers as in many traditional system of learning. Students, teachers, and families can be assured that students have mastered content, because they must demonstrate real learning of that content."

~ NELLIE MAE EDUCATION FOUNDATION

"In a proficiency-based system, failure or poor performance may be part of the student's learning curve, but it is not an outcome."

~ PROFICIENCY-BASED | OREGON EDUCATION ROUNDTABLE

2011 - 2012

Year started with:

✓ Release of the Performance Meter

✓ District Wide Assessment using easyCBM

✓ Early Release Wednesdays – Job Embedded Professional Development

✓ New evaluation system for Administrators and Teachers

✓ Continued support for Data Teams

PERFORMANCE METER

Every Child
Every Chance
Every Day

GOAL 1: 100% GRADUATION	Baseline			Current	Annual Targets Set by AYP		
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
A. Five-Year Cohort Graduation Rate	----	----	68.4%	TBD	75%	80%	85%
B. Students Receiving a RSD Advanced, International Baccalaureate, or University Diploma	12.37%	23.29%	17.04%	TBD	25%	33%	40%

GOAL 2: ACADEMIC ACHIEVEMENT FOR ALL	Baseline			Current	Annual Targets Set by AYP		
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
A. Reading, Elementary: % Meets & Exceeds	60.3%*	72.5%*	67.5%*	67.6%*	80%	90%	100%
B. Reading, Secondary: % Meets & Exceeds	63.7%*	69.2%*	67.9%*	73.0%*	80%	90%	100%
C. Writing, Elementary: % Meets & Exceeds	----	----	----	----	80%	90%	100%
D. Writing, Secondary: % Meets & Exceeds	----	----	----	----	80%	90%	100%
C. Mathematics, Elementary: % Meets & Exceeds	42.2%*	56.4%*	46.5%*	57.2%*	80%	90%	100%
D. Mathematics, Secondary: % Meets & Exceeds	54.7%*	58.9%*	53.7%*	63.7%*	80%	90%	100%
E. % of School's Value Added Measure (VAM) Score Above the 75th percentile	----	----	----	67%	80%	90%	100%
F. % of Schools Rated "Outstanding"	18.2%	33.3%	54.5%	TBD	80%	90%	100%
G. 3rd Grade Combined Proficiency Rate	48.4%*	61.2%*	53.2%*	61.4%*	80%	90%	100%

- Scores reflect the change in Mathematics and Reading cut scores. In 2010-11, the achievement standards for Mathematics were increased in all grades but High School. In 2011-12, the achievement standards for Reading have also been increased in all grades but High School.

GOAL 3: 100% ATTENDANCE	Baseline			Current	Annual Targets Set by AYP		
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
A. Percentage of Students with 96% or Higher Attendance	34.7%	35.9%	32.7%	41.4%	55%	70%	80%
B. Percentage of Staff with 96% or Higher Attendance	----	----	----	----	80%	85%	90%

GOAL 4: PARENT AND COMMUNITY ENGAGEMENT	Baseline			Current	Annual Targets Set by AYP		
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
A. Percentage of Parents Attending Parent/Teacher Conferences	----	----	----	----	80%	85%	90%
B. Parent Participation on District Survey	----	----	----	<5%	10%	15%	25%

REDMOND SCHOOL DISTRICT

PERFORMANCE METER

2011-12

Every Child
Every Chance
Every Day

GOAL 5: SCHOOL SAFETY	Baseline			Current	Annual Targets Set by AYP		
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
A. Decrease Suspension Rate	9.01%	8.79%	7.31%	7.35%	6%	5%	<5%
B. Decrease Expulsion Rate	0.72%	0.61%	0.57%	0.24%	.15%	.1%	<1%

GOAL 6: Teacher and Principal Effectiveness	Baseline			Current	Annual Targets Set by AYP		
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
A. % of Teachers Rated Distinguished and Proficient	----	----	----	----	TBD	TBD	TBD
B. % of Principals Rated Highly Effective and Effective	----	----	----	----	TBD	TBD	TBD

* In 2010-2011, the School Board adopted new standards related to both Teacher and Principal effectiveness. These new standards will begin to be implemented in the 2011-2012 school year.

RSD School
Performance Plan

RSD School Site: Tom McCall Elementary School   **Design Team Member Names:**

	Indicators		Baseline (10-11)		Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success
OAKS Reading							
1	% of all students scoring Does Not Meet/Nearly Meets	% of all students scoring DNM/NM that met their projected Growth Target	17.8	1.4			
	English Learners		38.5	7.7			
	Special Education		46.7	5.0			
	African American		--	--			
	Latino		29.3	2.4			
	White		14.7	1.3			
	Asian		--	--			
	Economically Disadv.		20.7	2.9			
2	% of all students scoring Meets or Exceeds		82.2				
	English Learners		61.5				
	Special Education		53.3				
	African American		--				
	Latino		70.7				
	White		85.3				
	Asian		--				
	Economically Disadv.		79.3				
Writing							
3	% of all students scoring Does Not Meet/Nearly Meets		61.8				
	English Learners		--				
	Special Education		88.5				
	African American		--				
	Latino		91.7				
	White		58.8				
	Asian		--				
	Economically Disadv.		70.6				
4	% of all students scoring Meets or Exceeds		38.2				
	English Learners		--				
	Special Education		11.5				
	African American		--				
	Latino		8.3				
	White		41.2				

	Asian		--				
	Economically Disadv.		29.4				
OAKS MATH							
5	% of all students scoring Does Not Meet/Nearly Meets	% of all students scoring DNM/NM that met their projected Growth Target	40.6	4.2			
	English Learners		84.6	0.0			
	Special Education		65.6	9.8			
	African American		--	--			
	Latino		65.8	4.9			
	White		36.0	3.9			
	Asian		--	--			
	Economically Disadv.		46.8	4.3			
6	% of all students scoring Meets or Exceeds		59.4				
	English Learners		15.4				
	Special Education		34.4				
	African American		--				
	Latino		34.2				
	White		64.0				
	Asian		--				
	Economically Disadv.		53.2				
RETENTION RATE							
7	% of 9th Graders that Failed 2 or more classes (High School Only)	% of 8th Graders that Failed 2 or more classes (Middle School Only)					
8	% of 3rd Graders that scored Meets or Exceeds on both the OAKS Reading and Mathematics Assessment (Elementary School Only)		39.8				
VALUE ADDED MEASURE (VAM) SCHOOL RESULTS							
9	School-wide VAM Reading Percentile	School-wide VAM Mathematics Percentile					

10	School-wide VAM Combined Percentile				
GRADUATION (High Schools Only)					
11	Five Year Cohort Grad Rate				
12	Demonstration of Essential Skills Pass Rate (11th grade)				
13	% Students In Dual Credit Courses				

	Receiving Grade of C or Higher				
14	% Graduates obtaining University Diploma or Above				
CULTURE/CLIMATE & MISSION-SPECIFIC					
15	Priority Standards Identified for Language Arts, Math, Science, and Social Studies.				
16	Common Assessments Implemented for Identified Priority Standards in Language Arts, Math, Science, and Social Studies.				
17	Attendance Rate for Students				
18	Attendance Rate for All Staff				
19	Number of Suspensions				
20	Number of Expulsions				
21	*Culture or Mission-Specific Indicator*				
22	*Culture or Mission-Specific Indicator*				
23	*Culture or Mission-Specific Indicator*				
24	*Culture or Mission-Specific Indicator*				

_____   _____

Principal   **Date**

_____   _____

Applicant Team Representative Signature   **Superintendent Signature**

FOCUSED INSTRUCTION

**Every Child
Every Chance
Every Day**

1. Intended Learning is Clearly Known

Key Indicators:

☑ Standards are unwrapped and used to develop explicitly taught learning targets pinpointing essential skills and concepts that students must master to be proficient in life and at the next level of learning;

☑ Teacher practices are collaborative and meaningful curriculum, common assessments, and lessons are directly connected to observed outcomes;

☑ Students understand the learning targets in each lesson, unit, course and school year;

☑ Students discuss their own learning outcomes as well as next steps toward their learning goals;

☑ Over time, students develop a self-directed approach;

☑ Proficiency-based grading practices are in place and show student growth over time on clearly articulated standards which are reported out to students, parents and intervention/enrichment specialists.

2. Student Engagement is Evident

Key Indicators:

☑ Teachers partner with students to design engaging routines, processes and activities making students intentional partners in the learning process;

☑ Students are not held captive by clocks or calendars but are allowed to work to their full potential each day in each course, whether by receiving extra support, or enrichment opportunities;

☑ Students share ownership of the classroom and their voice, opinion, and ideas are valued and validated during the learning process;

☑ Students are not passively receiving information but are actively working to identify, analyze and evaluate new concepts and ideas;

☑ Content and skills are clearly connected to real world applications and valued across the curriculum;

☑ Within the classroom, formative assessments become a lens to see the individual needs of students making instruction relevant to every child;

☑ School and district wide systems support students who need extended learning opportunities and clearly focus on the individual needs of students;

☑ Students exhibit curiosity by engaging in questions, starting discussions, proposing solutions, sharing ideas.

3. Academic Rigor is Evident

Key Indicators:

☑ Academic rigor is consistent across classrooms and accurately reflects skill levels needed to be successful at the next level of lerning and in life;

☑ Assignments, assessments and projects reflect rigorous expectations and high levels of skill and content knowledge across classrooms in the district, preparing students for high stakes exams and real world challenges;

☑ Teachers ask thought-provoking, challenging questions requiring students to explain themselves using evidence;

☑ Students show the ability to justify their opinions based on content and logical application; application goes beyond factual recall and includes comparing, contrasting, analyzing, and problem solving;

☑ Students refer back to previous learning and make connections with available text references to support a position or explain a response.

4. Learning is Assessed to Mastery

Key Indicators:

☑ Assessments measure student mastery--identification, explanation in their own words, application to new situations, and evaluation of the taught concept and skills;

☑ Common assessments create accountability for student mastery of standards and provide a roadmap for interventions targeting individual student needs;

☑ Common assessments provide summative, end-of-unit information on student mastery of key learning targets and are used to plan individualized remediation and extension activities for students based on their rate of proficiency development;

☑ Formative assessments are used to develop explicit student learning goals based on what students already know and focus instruction on what students still need to learn;

☑ On-going assessment is used to systematically monitor students' learning progress, adjust instruction, and give students prescriptive feedback on learning goals;

☑ Teachers develop a clear picture for how to ensure each student has a rigorous and meaningful learning experience every day.

Contacts:

Redmond School District – Redmond, Oregon

- Superintendent – Shay Mikalson

- Director of Educational Improvement – Linda Seeberg

- Instructional Coach – Becky Stoughton

- District Website – Performance Meter Information - Follow Links

  to Strategic Plan http://www.redmond.k12.or.us/