



Superintendent's Zone Update

Presentation to the Special Administrative Board

February 24, 2014

(Rescheduled from 2-5-14)



Superintendent's Zone "Cluster"

▶ SIG Cadre I (2010 – 2013)

- Ashland Elementary (389)
- Columbia Elementary (251)
- Hamilton Elementary (399)
- Jefferson Elementary (293)
- Mann Elementary (330)
- Sigel Elementary (288)
- Walbridge Elementary (256)
- Fanning Middle (337)
- Langston Middle (285)
- Vashon High School (617)

▶ SIG Cadre III (2013 – 2016)

- ▶ Dunbar Elementary (261)
- ▶ Laclede Elementary (317)
- ▶ Meramec Elementary (246)
- ▶ Nance Elementary (423)
- ▶ Oak Hill Elementary (335)
- Yeatman-Liddell Middle (401)
- Roosevelt High School (519)
- Sumner High School (399)

Superintendent's Zone
Enrollment:
6,346 Students
(23.5% of district)

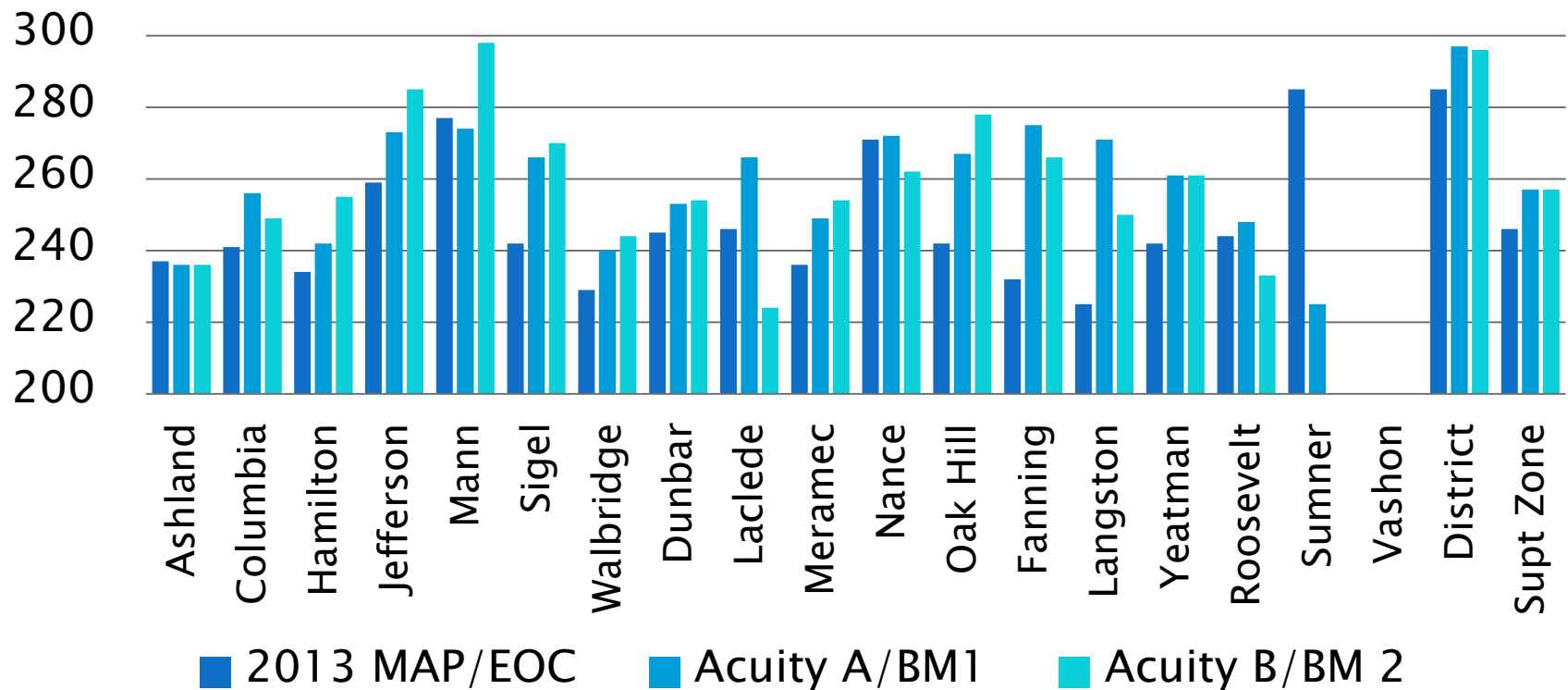


Superintendent's Zone Structure

- ▶ **Intensive Instructional Coaching and Support**
 - Senior Central Office Administrators assigned to Cadre 1 Schools
 - Full-time Instructional Specialists coaching in Cadre III Schools
 - Professional development, observations, and feedback to teachers
 - Focusing on Rigor and Engagement
 - Targeted and Early Interventions to support instruction
 - Extensive use of Professional Learning Communities to improve practice and increase teacher efficacy
- ▶ **Remove Obstacles to Instructional Leadership**
 - Expedite matters related to HR, Operations, etc.
- ▶ **Greater Accountability and Oversight**
 - Bi-Weekly 1-on-1 data-driven meetings with Superintendent
 - Bi-Weekly network meetings by Cadre
 - Monthly tracking of teacher performance
- ▶ **Access to In-School High-Dosage Tutoring Program**
 - Over 1,700 students being served by full-time tutors (ELA and/or Math)

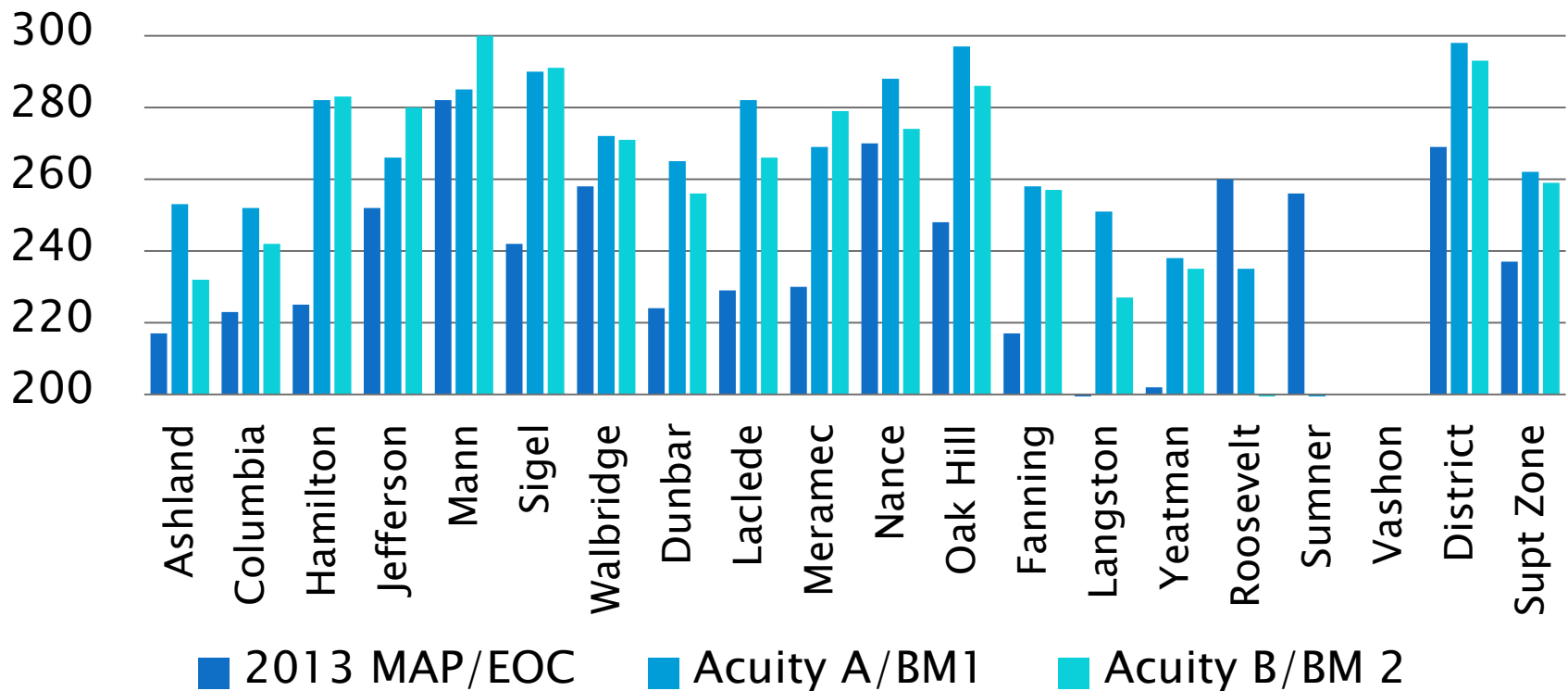
Academic Progress – ELA

ELA MPI Progress

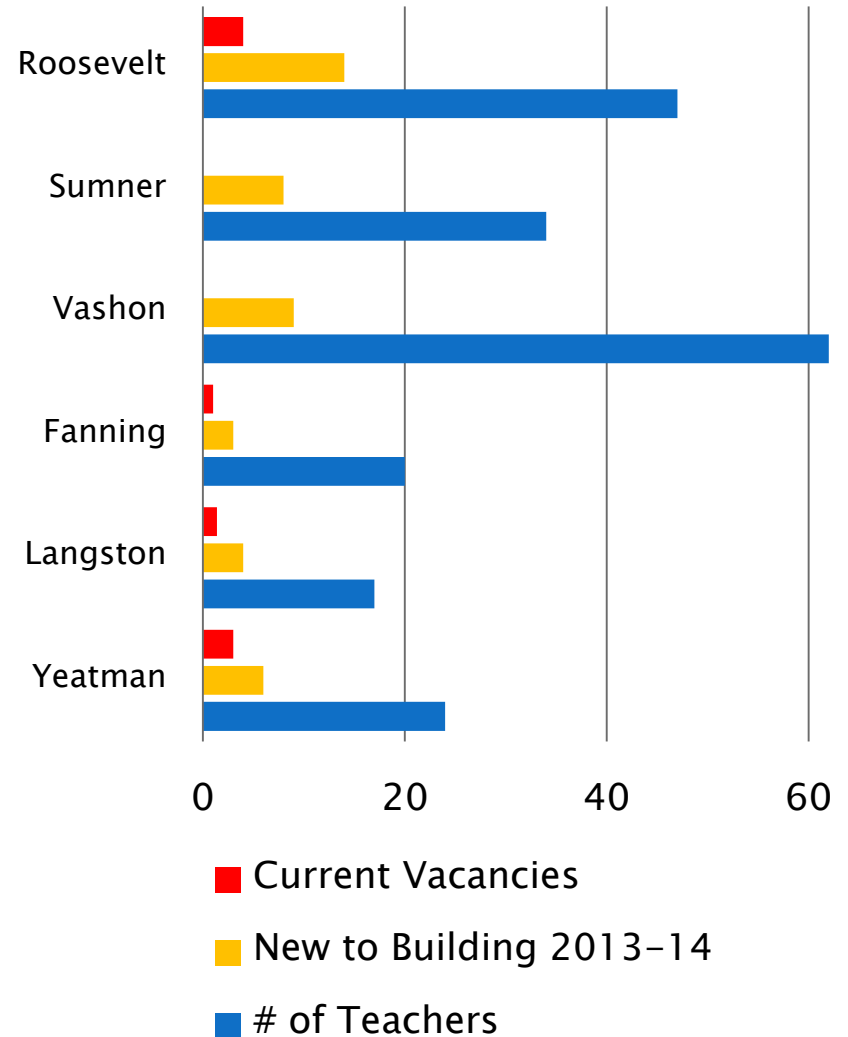
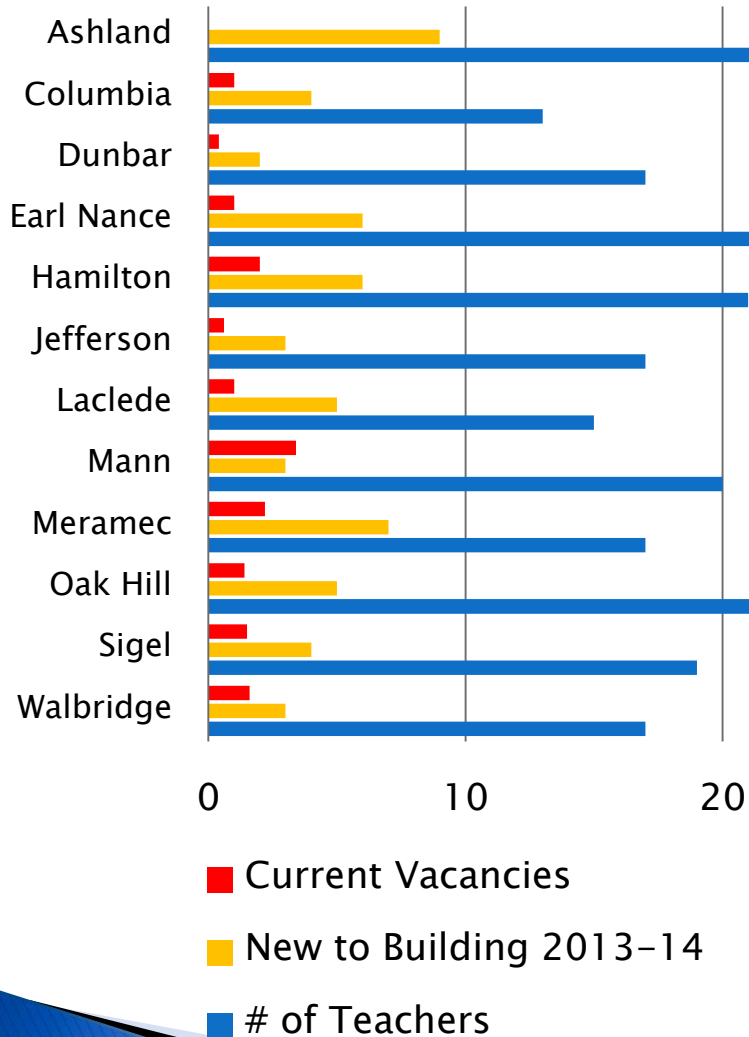


Academic Progress – Mathematics

Math MPI Progress



Human Resource Overview





Lessons Learned

- ▶ **The Importance of Effective Leadership**
 - Not all effective leaders are effective “turnaround” leaders
 - Building leadership capacity is a top priority – must differentiate support

- ▶ **Sense of Urgency must be Experienced Building-wide**
 - Wide variation on staff sense of urgency/complacency
 - Increasing rigor and engagement in classroom instruction takes hard work and focus; staff must be bought in

- ▶ **Consistent Processes for Data-Driven Instruction**
 - Wide variation in how data is used to improve instruction
 - More teacher training and hands-on activities on how to interpret and use data to improve instruction

- ▶ **Multiple School Interventions Must be Aligned and Coordinated**
 - With many initiatives (e.g., Lesson Plan design, rigor, engagement, tutoring, etc.) – focus and alignment is essential for results



Next Steps

- ▶ Intensive Principal Coaching
 - Piloting “Focus on Results” model
- ▶ Summer Professional Development
- ▶ Extending Length of School Day in Cadre 3 schools before MAP/EOC Testing
- ▶ Focus on Improving Attendance Rates
- ▶ Plan 2014–15 programs based on lessons learned in previous years