

Balanced Assessment



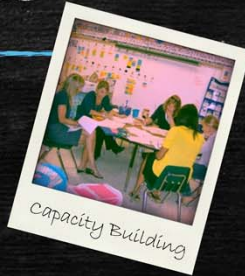
Creating Opportunities



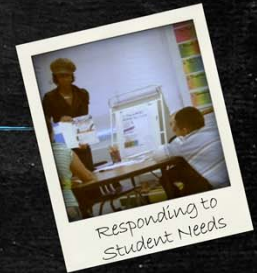
Engaging Students

# Snapshots of Priorities and Progress: A Mid-Year Update on Compass to 2015

School Board Workshop  
January 22, 2013



Capacity Building



Responding to Student Needs

Good afternoon Chairman Edwards, Vice-Chair Brunke, School Board members, and Dr. Merrill. One of my roles is as the chairman of the Strategic Planning Implementation Steering Committee (affectionately known as SPISC). This afternoon my colleagues and I will present the Compass to 2015 mid-year update.

Of note, each year the School Board receives a mid- and end-of-year update on progress as it relates to our work on the strategic plan. As part of the end-of-year update in July, the accomplishments and future plans associated with each strategic objective are presented and school board members are given the opportunity to provide input on the future plans. This collaboration between the school board and the strategic objective co-chairs has resulted in a more unified effort to support the one goal of Compass to 2015. **(CLICK)**

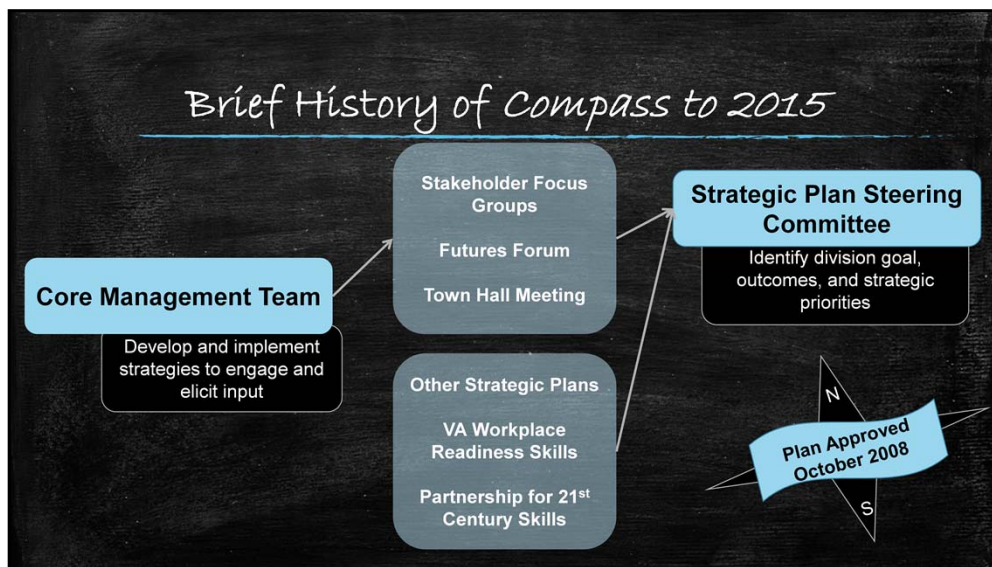
## Mid-Year Update on Compass to 2015

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- Strategic Plan Overview
  - Brief History
  - Major Milestones
- Progress Updates by Strategic Objective

I will present the next several slides to provide foundational information on the strategic plan to include a brief history of the plan and major milestones, then a member of each strategic objective team will present information related to the progress that has been made this year in their areas of focus. We will ask that you hold your questions until the end when we will open the presentation up for a period of question and answer.

As a school division we have received numerous inquiries over the past two years from other school divisions and consortia on our strategic plan. In fact, we have formally presented this plan to multiple school divisions including a recent presentation to Fayette County, GA and to Stanford University's SCOPE Linked Learning Network as well as informally to EdLeader21, the District Management Council, and other school divisions. We have garnered this recognition for two key reasons: (1) the plans focus on 21<sup>st</sup> century skills and (2) the amount of community involvement and input involved in developing, implementing, monitoring, and reporting the plan. **(CLICK)**



Compass to 2015 began with a core management team made up of cabinet members and central office departmental contacts but that was just for developing and implementing strategies to engage our stakeholders and elicit input.

The top center box highlights some of the strategies used to engage stakeholders and elicit input. As a school division we held a number of focus groups involving parents, graduates, dropouts, current students, teachers, school administrators, business and community leaders as well as members of the general public. The focus groups helped us understand what people wanted and expected from us as a school division.

As many of you are aware, we also held a Futures Forum featuring Dr. Marvin Cet/ron as one of the nation's foremost futurists. The forum was open to the public and Dr. Cet/ron projected trends impacting education including globalization, demographics, technology, changing values and motivating the new 21<sup>st</sup> century learner.

Also in April of 2008, VBCPS sponsored a Town Hall Meeting at the Virginia Beach Convention Center, attended by approximately 1000 stakeholders. Facilitated discussions gave citizens another opportunity to weigh in on what the school division should offer its 21<sup>st</sup> century learners. At the town hall meeting attendees prioritized areas of focus for the strategic plan.

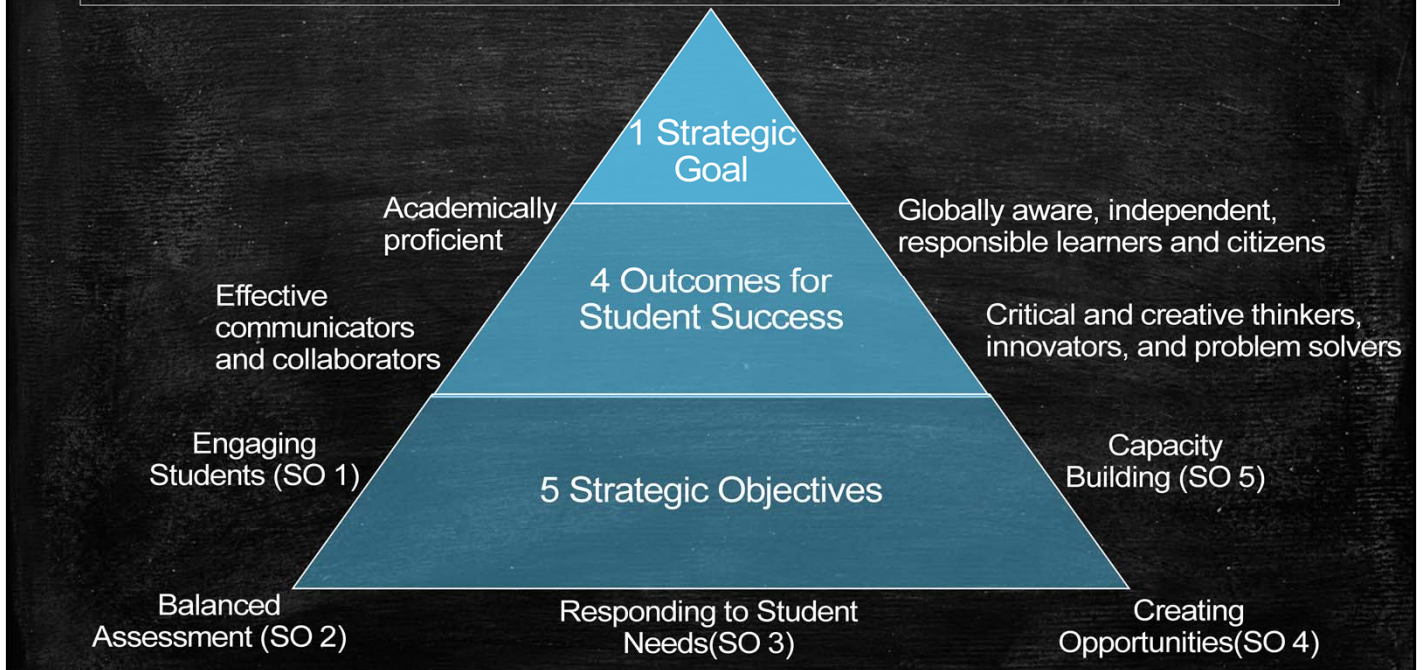
The bottom center box highlights other sources that informed the work in creating the strategic plan.

In April of 2008, a 31 member steering committee representing students, teachers, parents, members of the business and military community, as well as representatives of higher education, three School Board members and the Superintendent was created and tasked with examining the vision and Mission of VBCPS, reviewing community input and future trends, identifying gaps, and strategic priorities.

The School Board discussed the Committee's proposed division outcomes and the goal at the board retreat in July 2008. The final draft was shared for approval in September of 2008 and approved by the School Board in October of 2008.

As you can see, this slide clearly illustrates a school division's efforts to create community consensus and support around a very meaningful strategic plan for student success. **(CLICK)**

By 2015, 95 percent or more of VBCPS students will graduate having mastered the skills that they need to succeed as 21<sup>st</sup> century learners, workers and citizens.



Compass to 2015 identified 1 strategic goal focused on students graduating with the skills needed to succeed as 21<sup>st</sup> century learners, workers, and citizens. **(CLICK)**

Four outcomes for student success were identified and translated into producing graduates who are academically proficient; globally aware, independent, responsible learners and citizens; effective communicators and collaborators; as well as critical and creative thinkers, innovators, and problem solvers. Two of these outcomes have gained great attention recently by educational leaders as critical needs for schools to prepare students to compete globally. They include innovation and creativity. This is another reason why other leading school divisions and educational think tanks seek the input of VBCPS as we have been on this journey now for over four years- once again demonstrating that we are indeed "Ahead of the Curve." **(CLICK)**

The plan also identified five strategic objectives, high-level strategies, for achieving the outcomes for student success and ultimately the strategic goal.

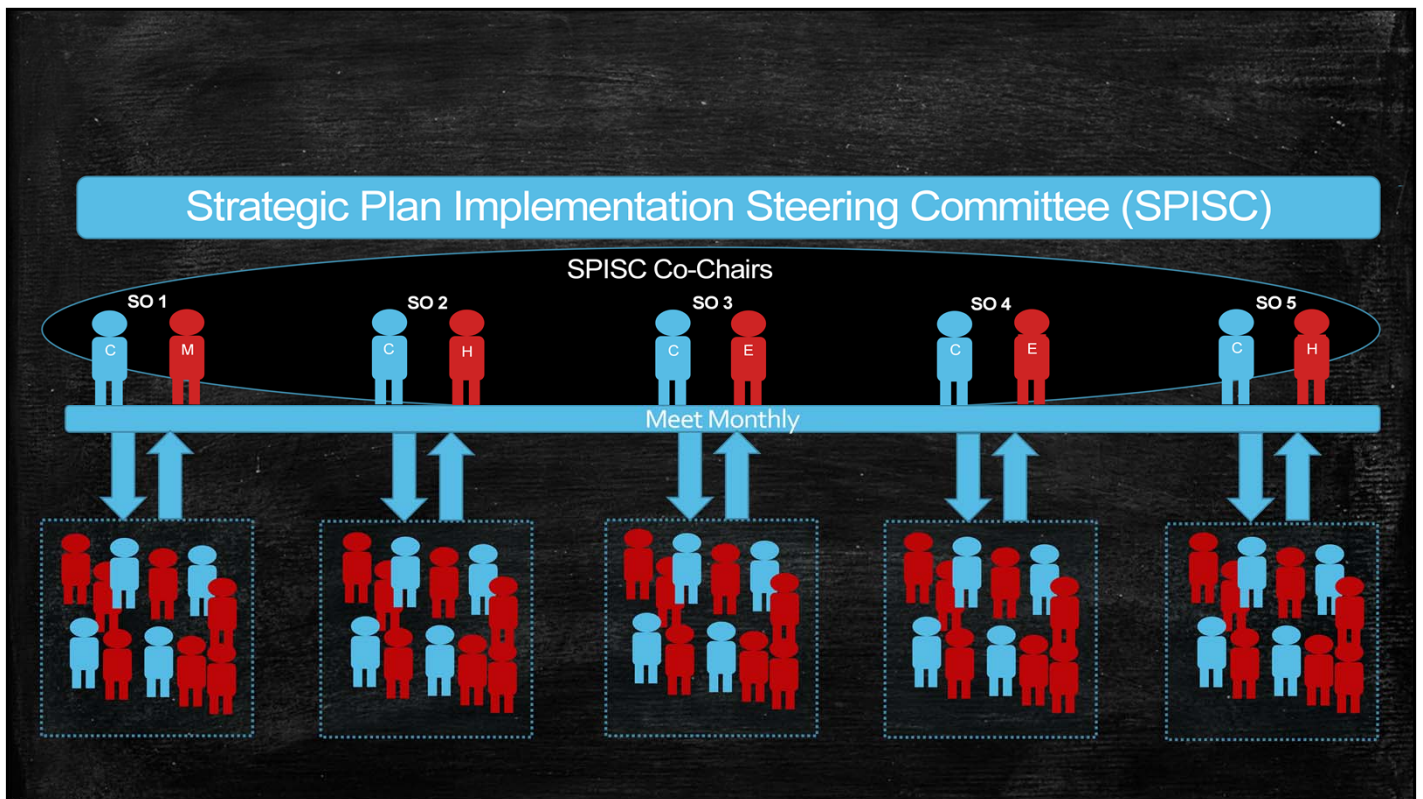
The first strategic objective focuses on teachers engaging students in meaningful, authentic and rigorous work through the use of innovative instructional practices and supportive technologies.

The second strategic objective focuses on developing and implementing a balanced assessment system that accurately reflects student demonstration and mastery of VBCPS outcomes for student success.

The third strategic objective focuses on improve achievement for all students while closing achievement gaps for identified student groups by responding to student needs.

The fourth strategic objective focuses on creating opportunities for parents, community and business leaders to fulfill their essential roles as actively engaged partners in education.

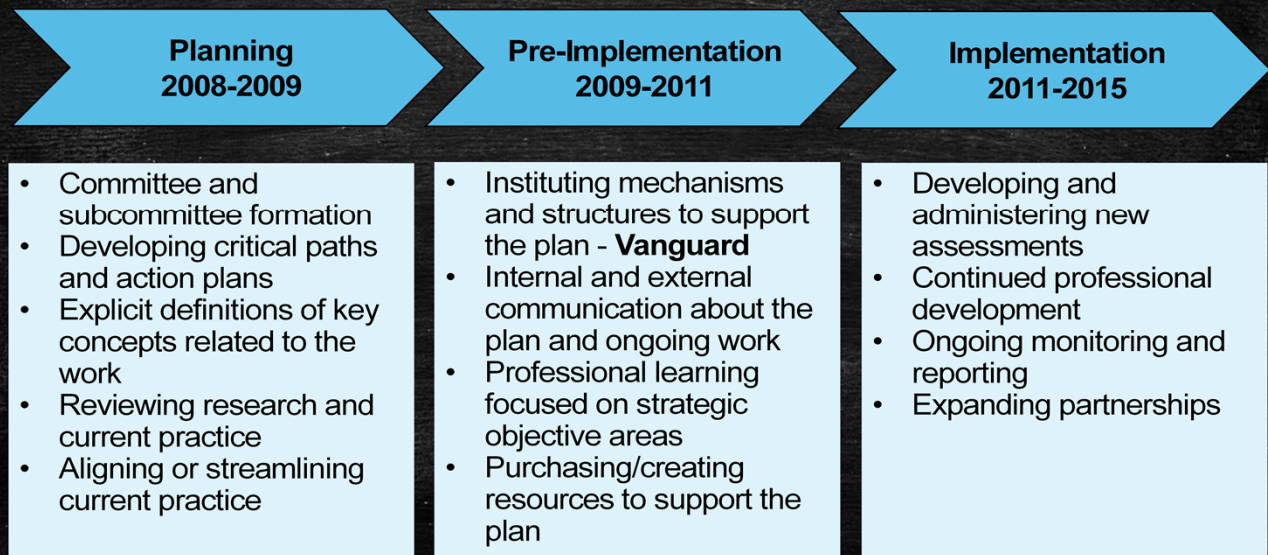
And the fifth and final strategic objective focuses on developing essential leader, teacher and staff competencies and optimizing all resources to achieve the school division's strategic goal and outcomes for student success. **(CLICK)**



The goal, the outcomes for student success and the strategic objectives were developed by the Strategic Plan Steering Committee but a different committee, SPISC, was tasked with defining what these things meant, how we would determine progress, and developing key strategies for each objective to move the plan forward.

This slide provides a graphic overview of the committee's composition and form: there is one action team per strategic objective, each team is co-chaired by at least one cabinet-level administrator and one building-level administrator. The building-level administrators represent each of the school levels (elementary, middle, high). The co-chairs oversee an action team comprised of central office administrators as well as building administrators, teachers, and specialists. The boxes around the action teams have dotted lines because membership depends on the issue or issues being addressed by the strategic objective action team. The primary responsibilities of each action team include developing a critical path, identifying and implementing key strategies, and monitoring and reporting progress. SPISC initially met every two weeks during the planning year but every year since then has met monthly. **(CLICK)**

## Compass to 2015 Implementation Highlights



This slide describes the implementation plan for Compass to 2015 at a very high level. It includes the work that has been done to date by the various action teams that are part of the SPISC team. **(CLICK)**

Year one was used as a planning year and as you can see the completed tasks represented what one would expect from this type of work. **(CLICK)**

Years two and three were defined as pre-implementation as we built capacity with all stakeholders. One key initiative that was implemented during the pre-implementation stage was the Vanguard Initiative. The Vanguard Initiative identified three key areas of focus that are part of the strategic plan: integration of instructional technology, balanced assessment, and responding to student needs and building administrators completed a self-assessment gauging their school's readiness within each of these three areas. Twenty four schools, eight in each of the focus areas, were selected as Vanguard schools, to lead the way. With support from central office administrators, each of these early adopters developed a school-based team to advance the work in their area of focus. The schools were provided access to training and resources to assist with implementation. The concept behind the initiative was that we wanted to support all schools with implementation while at the same time recognizing that the schools were at different levels of readiness. We also wanted to develop expertise and build capacity within all schools. In the spring of 2011 the remainder of our schools were assigned a Vanguard area based on a self-assessment and preference and were partnered up with the initial Vanguard schools. **(CLICK)**



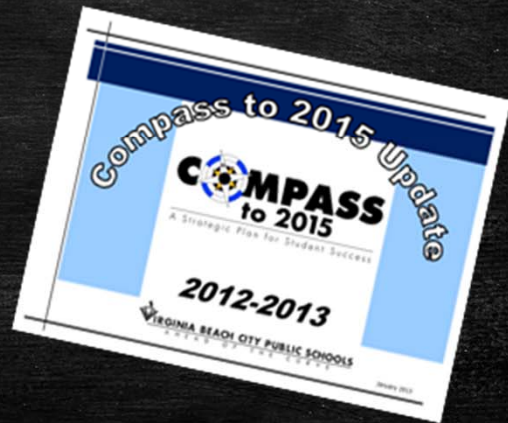
In true backward design fashion, we identified 2011 as the first implementation year as it corresponds with the year ninth grade students will arrive in high school having four years to accomplish the one strategic goal to graduate having the skills necessary to succeed as 21<sup>st</sup> century learners, workers, and citizens. **(CLICK)**

# Major Milestones

Engaging Students (SO 1)	Balanced Assessment (SO2)	Responding to Student Needs (SO 3)	Creating Opportunities (SO 4)	Capacity Building (SO 5)
<ul style="list-style-type: none"> <li>Identified and defined 21<sup>st</sup> century skills</li> <li>Curriculum audits and updates</li> <li>Infusion of technology and model for integration</li> <li>Bring Your Own Device (BYOD)</li> <li>Initiated opportunities for STEM education</li> </ul>	<ul style="list-style-type: none"> <li>Key Academic Measures</li> <li>Identified or created 21<sup>st</sup> century assessments (e.g., IPT, CWRA)</li> <li>Revamp local assessment program</li> <li>Digital portfolio exploration</li> </ul>	<ul style="list-style-type: none"> <li>K-12 Literacy Plan</li> <li>Transition programs for high schools</li> <li>Aligned school improvement process with strategic plan</li> <li>Responsiveness to Student Needs Model</li> <li>Revamp role of Student Support Team to Student Response Team</li> <li>Candid Conversations About Race</li> </ul>	<ul style="list-style-type: none"> <li>Parent Connection Initiatives</li> <li>Parent Portal</li> <li>Beach Bags</li> <li>VA Star Program</li> <li>Video series highlighting <i>Compass to 2015</i></li> <li>Supporting efforts of other strategic objectives</li> </ul>	<ul style="list-style-type: none"> <li>Professional Learning Communities</li> <li>Dynamic Video Library</li> <li>Collaborative Learning Culture Framework</li> <li>Center for Teacher Leadership</li> <li>LEAD Virginia Beach</li> <li>Teacher evaluation instrument and rubric revisions</li> </ul>
<ul style="list-style-type: none"> <li>Cornerstone assessments</li> <li>Benchmarks for 21<sup>st</sup> century skills</li> </ul>				

I wanted to take just a few moments to mention some of the major milestones that have been achieved or are in the process of achieving as we continue to implement *Compass to 2015*. This is not meant as an exhaustive list but it does provide a sense of the magnitude of work accomplished under the leadership of the superintendent, SPISC, and the School Board.

## Reporting Progress and Engaging in Continuous Improvement



So far we have really only covered the tip of the iceberg as it relates to the work accomplished as part of Compass to 2015. We strive to keep our stakeholders informed of our progress through a variety of means. One of the most visible is the VBSchools website dedicated to the strategic plan. (Click on the Compass to 2015 graphic to go to the website). This site provides a copy of the plan, a glossary of key terms, videos highlighting the work associated with each SO as well as the mid and end-of-year updates provided to the school board.

We also keep the School Board informed of our progress through a print document referred to as the Blue Master that includes a strategic dashboard and a detailed description of actions taken relative to each of the key strategies that underpin each of the five strategic objectives. A copy of the mid-year update for 2012-2013 as well as the update provided at the end of the 2011-2012 school year has been provided for your reference.

As mentioned at the start of this presentation, we provide the School Board with an opportunity to provide input and feedback related to priorities identified by the strategic objective teams each school year. The slides that follow focus on the priority areas that were identified at the end of last year and incorporate feedback received from the Board. Representatives from each Strategic Objective will now provide an update on the progress made in each of the priority areas. **(CLICK)**

## Strategic Objective 1: Engaging Students

All teachers will engage every student in meaningful, authentic, and rigorous work through the use of innovative instructional practices and supportive technologies that will motivate students to be self-directed and inquisitive learners.

Good afternoon, my name is Patti Jenkins, principal at Lynnhaven Middle School and co-chair of Strategic Objective One. As you reviewed the Compass to 2015 Strategic Dashboard in the update document, you undoubtedly noticed that all but one of the action steps for Strategic Objective One are listed as in progress. While many actions have taken place and individual steps have been completed, the work on curriculum, defining, promoting, and developing effective teaching practices, and integrating technology will likely never be complete. As educators, we are always striving to identify more effective ways to reach and assess our students so that they are truly prepared for a constantly changing future.

# Strategic Objective 1: Engaging Students

## Support Tier II response to student needs

### PROGRESS:

- Implemented and provided staff development for embedding READ 180 into the elementary language arts classroom
- Provided FASTMATH and FRACTION NATION to middle schools in an effort to bolster the academic support programs already in place
- Provided math coaches to additional elementary schools and select middle schools
- Provided professional development and support to principals in the areas of literacy and mathematics through collaborative learning sessions
- Developed a capstone course for students requiring additional math support prior to high school graduation
- Implemented the Scholastic Math Inventory in secondary schools as a tool for identifying areas of student need



Reading is the cornerstone of all learning. Therefore, READ 180 was purchased for implementation during the school day at all elementary school sites in an attempt to ensure that all students were reading on grade level. To facilitate the identification of students, all children in grades three, four, and five were given the Scholastic Reading Inventory in the fall. That data, along with PALS, DRA, and when appropriate SOL scores were used to place students in the intervention. All READ 180 teachers have participated in three days of professional learning and have been given direct implementation feedback from our implementation specialist. Currently, there are 2176 students participating in the program at the elementary level.

Academic support has been a portion of our intervention initiatives at the middle school level for five years. Results from our most recent standards of learning assessments indicated that students needed more assistance in the foundational areas of number sense – or basic computational skills – and fractions. To assist teachers in this effort, the division purchased and provided professional learning in the use of FASTMATH and Fraction Nation. These programs assess individual skill level and provide students with engaging online activities to help move students to mastery in the identified skill areas.

Prior to this year, math coaches have been available to only a few elementary schools. To help provide assistance to a larger number of schools, Title II funding was redistributed so that a total for 44 elementary schools have at least a half time math coach. In addition, remediation funding that had gone unspent in previous years has been redirected to provide half-time math coaches to eight middle schools and a full-time math coach to one

middle school. In addition to the monthly professional learning opportunities designed to build their pedagogy as coaches, graduate level courses have also been provided to assist the new coaches in getting their mathematics specialists endorsement.

Literacy continues to be a focus of the division. This year the K-12 literacy initiative has moved into the principal's collaborative sessions to build their instructional leadership capacity in this area.

Later this evening you will receive a recommendation asking for approval of a mathematics capstone course intended for seniors who have demonstrated a need for additional support in mathematics prior to entering college or the workforce. This course is designed to ensure that all VBCPS graduates have the requisite mathematical skills to be college and workforce ready.

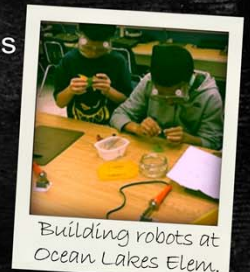
This fall the Scholastic Math Inventory was administered for the first time in Virginia Beach. This assessment is designed to perform a dual purpose. First it will help counselors, parents, and teachers to better place students into the correct mathematics sequence as they enter both middle and high school. In addition, the SMI scores have been aligned so that they provide a predictor of success on the standards of learning assessment in the spring. This alignment provides teachers with information regarding the mathematics strands in which students need additional support or instruction.

# Strategic Objective 1: Engaging Students

## Continue curriculum updates and alignments with a strategic focus on middle school curriculum

### PROGRESS:

- Continued the development of integrated STEM-focused units (Science, Technology, Engineering, and Mathematics)
- Developed new core math 6, 7, and 8 curricula to support students needing additional scaffolding to be successful and for those who are new to the division
- Developed a partnership with Old Dominion University to develop cornerstone assessments in science
- Formed a principal's advisory committee to provide recommendations and suggestions regarding updates and changes to the curriculum



This year, significant focus has been given to middle school curricula to build in rigor and provide more opportunities for students to demonstrate understanding.

Development of integrated STEM units has been on-going for the past three years. Teachers have been developing and field testing problem-based units of study so that the refinement is complete prior to sharing them with all middle school teachers. Units have been developed for all three grade levels and all staff at CLMS will implement one STEM unit during the 2013 - 2014 school year. As part of our MCASP grant (Military Connected and Academic Support Program), select teachers at Landstown Middle School will implement the units as well.

Math 6, 7, and 8 curricula and assessments have been updated to support students with disabilities, those new to division, and those with a deficit in skill level with the increased rigor of the Virginia Standards of Learning. The work has focused on providing students with more hands-on, real world experiences with math so that a true understanding of how, when, and why to apply concepts can be developed.

An enhanced partnership with Old Dominion University has given staff who teach physical science, oceanography, and earth science the opportunity to participate in problem based field study activities. These experiences have given them the background needed to create similar field based learning opportunities as an option to classroom labs which will be included in the appropriate curricula. They have also led to the development of curriculum based cornerstone assessments that are being field tested by the teacher authors this

school year.

To help ensure that any updated curriculum meets the needs of school based staff, an advisory committee composed of middle school principals was created to provide suggestions regarding the format of documents, recommended resources, instructional pacing, and the schedule and sequence of content development. Prior to each meeting, the principals gather input from their colleagues and teachers to help guide the advice given to curriculum and instruction staff.



# Strategic Objective 1: Engaging Students

## Continue curriculum updates and alignments with a strategic focus on rigor K-12

### PROGRESS:

- Refined Elementary Math Curriculum that promotes mastery of foundational math skills necessary in grades K-12
- Expanded robotics and STEM initiatives
- Developed processes to meet new graduation requirements
- Provided support and professional development for the BYOD initiative
- Expanded Dual-Enrollment options for students in grades 10-12
- Vetted a refined definition of “rigor” for VBCPS



Based on changes in the standards of learning and the adoption of a new resource for classroom instruction, the elementary math curriculum has moved from a program that spirals concept development, to one that promotes mastery as outlined by the SOLs. The new sequence of instruction has been formulated by teachers and mathematics coaches to help ensure that concepts are taught in an order that is developmentally appropriate and so that they build upon one another in a logical sequence.

The robotics initiative that began last year at 22 schools, has seen a significant increase in participation. This year 51 schools are part of the program and will compete in the second annual STEM robotics challenge in June. In addition, 50 students from under-represented populations are participating in the STEM 101 initiatives for high school students. This program, funded by Opportunity, Inc. is designed to encourage students who typically may not enroll in STEM related course work to consider this path by providing field trips, sponsoring mentorships, and enrollment in an introductory college level course taught by staff at Norfolk State University.

Communication efforts to inform students and parents regarding changes in graduation requirements are in full swing. A plan to identify which courses can satisfy the virtual course requirement to graduate is currently in development.

The implementation of the BYOD (Bring Your Own Device) initiative has gone smoothly for those teachers wishing to participate. Numerous opportunities for professional learning have been filled to capacity as teachers continue to engage students with innovative

practice.

College level course options for high school students recently have been expanded by the completion and ratification of our memorandum of understanding for concurrent coursework with Virginia State University. This agreement has expanded our dual enrollment options to include mathematics and the sciences. The MOU also opens the doors for other opportunities for partnership and enhanced educational experiences for our students.

At the school board retreat in July, members of the School Board asked for a definition of rigor that could be used to frame the discussion among all members of the VBCPS community. The definition is in the draft stage, has been vetted by member of the Strategic Plan Implementation Steering Committee, and is currently in the hands of teachers for further feedback.

Work on all three of these focus areas will continue over the course of the school year and we look forward to bringing you another update on our work in July.

## Strategic Objective 2: Balanced Assessment

VBCPS will develop and implement a balanced assessment system that accurately reflects student demonstration and mastery of VBCPS outcomes for student success.



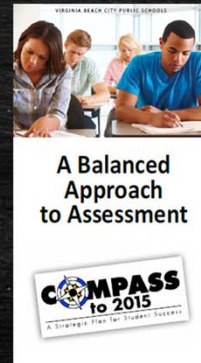
Thank you. Strategic Objective Two states that VBCPS will develop and implement a balanced assessment system that accurately reflects student demonstration and mastery of the four student outcomes for student success. The goal in a balanced assessment system is to ensure that we are using the appropriate formats and tools to assess student learning. In a traditional approach to teaching and learning, assessment is about figuring out who has mastered the material and who has not. Assessments tend to be one-dimensional and low-level. Given the high stakes of core subject mastery and 21<sup>st</sup> century skills, we need multiple types of assessments clearly matched to the outcomes for student success.

## Strategic Objective 2: Balanced Assessment

### Professional Learning (PL) sessions for interpretation and use of IPT, EXPLORE, and CWRA

#### PROGRESS:

- Summer Administrators' Conference Sessions:
  - Effective Use and Interpretation of EXPLORE Test Results
  - Interpretation and Use of the IPT
  - Interpretation and Use of the CWRA
- CWRA video posted on VBCPS You Tube site:  
<http://www.youtube.com/watch?v=p3x18U1viC4>
- Balanced Assessment Brochure



First, particularly for the new Board members, the IPT is an integrated performance task developed by VBCPS and administered in fourth and seventh grades. EXPLORE is an assessment given in eighth grade that predicts college readiness and is used to assist in academic planning for high school. The CWRA is an assessment given in 11<sup>th</sup> grade that predicts college readiness. Posted on our You Tube is a CWRA video co-developed by the Department of Media and Communications and SO2. If you have not done so already, you may want to take four minutes to view it using this link, since we do not have time to show it this afternoon.

Administrators, with their leadership teams, attended sessions at the 2012 Summer Administrators' Conference that focused on the interpretation and use of each assessment.

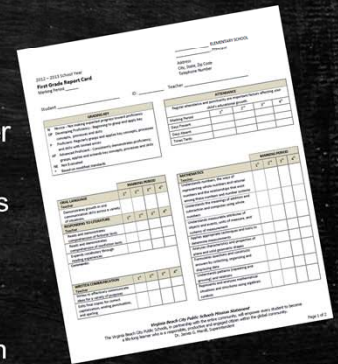
We have given you copies of the brochure developed by SO2 and the Department of Media and Communications. It provides background information about balanced assessment. The brochure was shared at a national conference by Dr. Merrill.

## Strategic Objective 2: Balanced Assessment

### Continue field testing the elementary standards-based report card

#### PROGRESS:

- Revised the K-5 report card to reflect changes in Standards of Learning and resulting changes in elementary curricula and assessment
- Continued the field test in four elementary schools: Christopher Farms, Hermitage, Malibu, and Pembroke
  - Quarterly feedback sessions with DOT, DOSA, and field test schools
- Implemented the Synergy grade book in remaining elementary schools
  - First steps toward standards-based grading
  - Over 9,000 progress reports were successfully emailed to parents in December

A sample of a Standards Report Card for a student. The card is titled "Standards Report Card" and includes sections for Student Information, Teacher Information, and Assessment Results. It features a grid for recording scores and a section for comments. The card is tilted slightly to the right.

This year, parents of elementary students received a revised elementary report card that reflected the revisions to the Standards of Learning and resulting changes to the VBCPS curricula and assessments.

The field test of standards-based grading continued this year in four elementary schools.

Synergy, the new grade book, was implemented in all schools this year. As a result of the work of field test schools last year, SO2 is proud to say that over 9,000 elementary progress reports were sent to parents via email in December.

A grade book steering committee, comprised of teachers, administrators, and central office staff, has been formed as the first step to plan for next year's grade book.

## Strategic Objective 2: Balanced Assessment

### Support the Year-Two Evaluation of the Local Assessment Program

#### PROGRESS:

- Reviewed the Local Assessment Program and made recommendations
- Convened a committee comprised of teachers, principals, and central office administrators to review the Local Assessment Program and provide feedback
  - Divided into groups: elementary, middle, and high schools
  - Responded to questions:
    - *Are assessments aligned to Compass to 2015?*
    - *Do the assessments provide meaningful data?*
    - *Is there redundancy or overrepresentation at specific grade levels?*
    - *Should additional assessments be considered?*

Initially, SO<sub>2</sub> was tasked with developing and implementing a local assessment program. For those of you on the Board last spring, you will recall that a Year Two Evaluation of the Local Assessment Program was conducted and presented. The evaluation report recommended that SO<sub>2</sub> review the Local Assessment Program. We have collected feedback from teachers and principals and are in the process of reviewing that feedback to make recommendations on changes.

## Strategic Objective 2: Balanced Assessment

**Continue development and use of cornerstone performance assessments and use DDIPP to improve performance tasks and plan instruction**

### PROGRESS:

- Optional professional learning sessions for all middle and high school teachers focused on the DDIPP
- Presentation to high school principals focusing on using DDIPP for mathematics
- Plans for cornerstone assessments included in curriculum development and refinement plans



The Department of Curriculum and Instruction has provided optional training for administrators on the use of the Data-Driven Improvement Planning Process that Three Oaks Elementary highlighted at the School Board retreat in July. In addition, Dr. Hedrick presented to high school principals on the use of the DDIPP to analyze mathematics assessments this fall. Cornerstone assessments, which are integrated performance tasks, were first developed and embedded into the middle school social studies curriculum. As curriculum is developed and refined, cornerstone assessments are being developed to assess the application of 21<sup>st</sup> century skills.

# Strategic Objective 2: Balanced Assessment

## Review Key Academic Measures

### PROGRESS:

- Reviewed and updated Key Academic Measures
- Posted 2011-2012 school year data to the School Data Portfolios
  - 22 measures of Academic Proficiency
  - 7 measures of Communicators and Collaborators
  - 8 measures of Globally Aware, Independent, Responsible Learners and Citizens
  - 5 measures of Critical and Creative Thinkers, Innovators, and Problem Solvers

The image shows three overlapping data sheets titled "Key Academic Measures COMPASS for 2015" from Virginia Beach City Public Schools. The sheets are color-coded: orange, green, and blue. They contain detailed data for the 2011-2012 school year, including student outcomes and performance metrics. The blue sheet is the most prominent and shows a table with columns for "Outcome", "Measure", "2011-2012", and "2010-2011". The table lists various measures such as "Academic Proficiency", "Communicators and Collaborators", "Globally Aware, Independent, Responsible Learners and Citizens", and "Critical and Creative Thinkers, Innovators, and Problem Solvers".

Initially, SO2 created Key Academic Measures, designed to measure progress toward the four student outcomes of Compass to 2015: academic proficiency, effective communication and collaboration, critical and creative thinking and problem solving, and globally aware, responsible learners, workers, and citizens. This year refinements were made to those Key Academic Measures by reducing the number of measures, redefining the measures used, and creating new measures for the student outcome of global awareness and responsible learners, workers and citizens. This fall, 2011-2012 school year results were posted to 42 academic measures. Schools use these measures to assist in the development of their Plans for Continuous Improvement.



## Strategic Objective 2: *Balanced Assessment*

### Continue exploration and use of digital portfolios by the current cadre of teacher volunteers

#### PROGRESS:

- Submitted a professional learning plan for the cadre of teacher volunteers
- Researched storage of digital portfolios
- Started to define the components of portfolios in second, fifth, eighth, and twelfth grades

One of the original components of SO2's work was the development of digital portfolios. Although that work has not expanded this year, the work is continuing with a committed cadre of teacher volunteers. This year the cohort is participating in professional learning, researching ways to digitally store portfolios, and defining the components of portfolios in second, fifth, eighth, and twelfth grades.

## Strategic Objective 3: Responding to Student Needs

Each school will improve achievement for all students while closing achievement gaps for identified student groups, with particular focus on African American males.



Thank you Dr. Parker,  
I am Lavern Chatman, principal of Newtown Elementary School and co-chair of SO<sub>3</sub> with Jobynia Caldwell and Dr. Esther Monclova-Johnson.

I am pleased to share an update for Strategic Objective 3-Responsiveness to Student Needs.

During the past 3 years, the SO<sub>3</sub> co-chairs have designed a model which is a 3-tiered approach to student learning.

It is a model that directs administrators and teachers to do the following:

- Be Reflective about instructional planning and practices
- Adjust these practices to meet the needs of students
- Apply interventions and monitor the progress of these interventions as well.

In other words this model gives us a process and a framework for consistently thinking about what's working instructionally in our schools and what is not working .

The overall purpose of RSN is to ensure high levels of learning for all students.

This model is quite beneficial in ensuring that all students in Virginia Beach City Public Schools are successful.

## Strategic Objective 3: Responding to Student Needs

**Expand the field testing of SchoolNet Interventions from 9 to 18 schools, provide training, and edit the RSNM Reference Guide.**

### PROGRESS:

- Introductory training was provided to principals at the Administrators' Conference on the Student Response Team process that is aligned with the Response to Student Needs Model for VBCPS.
- Training was provided for the 18 schools that are field testing the INTERVENTIONS Module from Pearson-Schoolnet.



This summer, professional learning was offered at the Administrative Conference for approximately 60 principals and assistant principals. This session focused on features of the Student Response Team process. Resources were provided for administrators at the workshop.

Eighteen (18) schools (2 High Schools, 4 Middle schools and 12 elementary schools) are currently participating in a field test with the INTERVENTIONS module from Pearson-SchoolNet. SO3 Vanguard schools helped to develop this tool with the company. This electronic tool supports the implementation of the Student Response Team Process. It identifies students, monitors student progress, helps educators select instructional interventions and stores in one place data currently used by the division. Field test schools received training in August and October to facilitate their use of the tool.

## Strategic Objective 3: Responding to Student Needs

### Catalogue Tier 2 and Tier 3 academic and behavioral interventions

#### PROGRESS:

- A subcommittee has been formed to refine the Behavioral and Social Pyramid of Support in the Response to Student Needs Model. They are currently working to identify the Tier 1, Tier 2, and Tier 3 levels of support and to identify gaps of support for students in elementary, middle, and high schools.
- SO3 Steering Committee members participated in a presentation on Positive Behavior Intervention and Supports by Kimberly Yanek, Virginia Department of Education in November 2012.
- Two high schools (Landstown and Princess Anne) are currently field testing curriculum materials from Scholastic that address social and behavioral issues to be used with the In-School Suspension Programs at those locations.



We know that there are many factors affecting student success. SO3 Steering committee members have developed and refined a Behavioral and Social Pyramid of Support in the Responsiveness to Student Needs Model. They have identified current best practices at each level of support, but they have also identified gaps. The team is utilizing the framework of the program Positive Behavior Intervention (PBI) to refine its work.

SO3 Steering Committee Members participated in a presentation on Positive Behavior Intervention and Supports by Kimberly Yanek, Virginia Department of Education, in November 2012, and recommend this in the division.

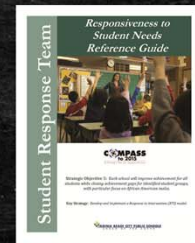
The co-chairs, SO3 steering committee and members of student leadership have been at work refining and revisiting procedures for in-school suspension programs on the secondary level. Two high schools are field testing curriculum materials that support literacy efforts in the ISS programs.

## Strategic Objective 3: Responding to Student Needs

**Complete final editing of the RSNM Reference Guide for divisionwide release in the spring of 2013**

### PROGRESS:

- The RSNM Reference Guide continues to be refined and edited with input from various stakeholders across the division. The reference guide will be released to the division in spring 2013 with the implementation and training plan.



As the school division moves from the Student Support Team (known as SST) to Student Response Team (known as SRT), a cadre of professionals have developed a procedural reference guide to replace current Student Support Team process.

In this guide, you will find a systemic process for identifying, supporting and monitoring our students needs. The forms in this document are available for staff members to complete electronically as compared to previous paper pencil version.

This guide will assist classroom teachers and instructional leaders in shaping the way we respond to students in our schools.



## Strategic Objective 3: Responding to Student Needs

**Continue candid conversations about Race (CCR) training for schools incorporating topics of students of poverty, students with disabilities, and cultural responsiveness**

### PROGRESS:

- Candid Conversations About Race (CCR) Meetings are being held monthly at schools throughout the division. September – Luxford ES, October – Cox HS, November – Princess Anne ES, December – Strawbridge ES, January – Windsor Woods ES, February – Newtown ES, March – Salem MS, April – College Park ES. Students in the Virginia Teachers for Tomorrow have participated at several meetings.
- Eighteen staff persons are participating in a Train the Trainer program as Candid Conversations/Critical Friends facilitators. Two sessions were held in the fall and two will be held in the spring of 2013.



We are continuing to expand the discussion around equity from a focus group to a collaborative learning culture framework in schools. These discussions are critical in the division's efforts to close achievement gaps. We have been extremely successful building capacity, utilizing division educators as facilitators for our CCR meetings.

The monthly Candid Conversations meetings held in schools across the division have afforded the opportunity for staff and teachers to engage in rich conversations. The participation of Cox High School's Virginia Beach Teachers for Tomorrow has been a wonderful component, adding student voices to the dialogue.

The Office of Equity Affairs has offered a professional learning class to train facilitators to engage in the Candid Conversations about Race and Critical Friends Meetings. As a result, more opportunities for participation will be available in 2013-2014.

## Strategic Objective 3: Responding to Student Needs

### Expand awareness of internal and external resources available to students from fragile families

#### PROGRESS:

- The Office of Social Work Services made a presentation to the Equity Council on resources and programs available to respond to the needs of students and families in VBCPS. The presentation had a special focus on the homeless child and the children from fragile families (poverty, etc.).



As we address the challenges faced by students and their families that may negatively impact student achievement, we have conducted presentations regarding the impact of poverty and homelessness to various groups. Presentations have been made to the VB Equity Council, CCR participants, The Reading Council, and our newest Teachers at TOCLI.

We have subcommittees continuing to work on the implementation of various SO<sub>3</sub> initiatives which include the following:

1. Professional learning for school administrators, classroom teachers, and student mentor advisors in addressing student needs;
2. An implementation plan for the Student Response Team Model for schools;
3. Identification of tiered academic and social-behavioral interventions; and,
4. A retreat and summit for African American males in grades 8-12 to address achievement gaps.

In summary, we know that educating our youth requires that educators work hard , but with that hard work and using the RSN model comes the satisfaction in knowing that we have unlocked the potential in every child.

Thank you !!

Next, Mr. Larry Ames for Strategic Objective 4



## Strategic Objective 4: Creating Opportunities

VBCPS will create opportunities for parents, community, and business leaders to fulfill their essential roles as actively engaged partners in supporting student achievement and outcomes for student success.

((Kathy))

Good afternoon, I am Larry Ames, one of the co-chairs of Strategic Objective 4. I am pleased to provide an update on the progress we are making in the area of parent and community engagement which is of course the focus of strategic objective 4.

I will be sharing information about growing mentorship programs, targeted assistance to schools with unique parent involvement issues, and some of the initiatives in place for underserved families.

As you know, our parent engagement effort has evolved over the years beyond just giving information to parents to providing them **resources** to support the academic success of their children.

One great tool is the online Parent Portal.

## Strategic Objective 4: Creating Opportunities

**Develop a plan to augment the Parent Portal promotion strategies already in place**

WHERE WE WERE (AUGUST 2012):

Level	Count of Students With at Least 1 Parent/Guardian Registered for PP	Count of Students With a Parent/Guardian Eligible for PP	Percentage
Elementary	6,785	29,936	22.7%
Middle	8,069	15,741	51.3%
High	13,369	21,124	63.3%
Other	50	579	8.6%
Total	28,273	67,380	42.0%

((Larry))

Parent Portal is an effective way for parents to monitor their child's academic progress. After registering, parents will have online access to grades, assignments, attendance records, and standardized test scores.

Parents who are using the portal tell us it's a wonderful tool. Historically, however, the number of parents signed up for Parent Portal was not as high as we would like. This slide reflects the figures from last August, when approximately 42% of eligible parents were using the system.

Since that time, we've worked with schools to promote the use and benefits of Parent Portal.

## Strategic Objective 4: Creating Opportunities

WHERE WE ARE (JANUARY 2013):

Level	Count of Students With at Least 1 Parent/Guardian Registered for PP	Count of Students With a Parent/Guardian Eligible for PP	Percentage
Elementary	8,621	31,079	27.7% (+5)
Middle	9,225	15,796	58.4% (+7.1)
High	14,038	21,138	66.4% (+3.1)
Other	51	614	8.3% (-.3)
Total	31,935	68,627	46.5% (+4.5)

((Larry))

The good news is that from August to January, Parent Portal use has **increased 4.5%** with the most significant growth taking place among middle school parents.

## Strategic Objective 4: Creating Opportunities

**Develop a plan to augment the Parent Portal promotion strategies already in place**

### PROGRESS:

- Have published an article in the November edition of *Apple-A-Day*, VBPCS' parent newsletter, to remind and encourage parents to enroll in Parent Portal; another article will run in the January edition
- Have posted Parent Portal information on new social media channels, including the division's Facebook and Twitter page
- Have posted an article on *Kaleidoscope*, VBCPS' employee blog, which encouraged teachers to remind their students and parents to enroll in Parent Portal

We used several marketing strategies to promote Parent Portal including:

- Publishing articles in the September, November and January editions of our parent newsletter, Apple a Day
- Posting information on Facebook and Twitter
- Posting an article on the employee blog, Kaleidoscope which encouraged teachers to remind their students and parents to sign up

## Strategic Objective 4: Creating Opportunities

### Develop a plan to augment the Parent Portal promotion strategies already in place

#### PROGRESS:

- Parents will receive a reminder AlertNow message to sign up for Parent Portal at the beginning of the second semester, January 28.
- Increase parent participation/awareness of Parent Portal by launching a direct marketing email to parents with students enrolled at VBCPS, but not enrolled in Parent Portal
- Develop on-site, sign-up units for increased presence at Parent Connection meetings, PTA meetings, or special assemblies at low-participating schools

We have quite a few strategies that will be implemented in the second semester. You will see several on the screen here. I won't go into those future plans in detail, but did want to give the Board a comfort level that we have a big second semester push planned.

By our end of year report to you, we hope to see continued growth in the use of Parent Portal.

## Strategic Objective 4: Creating Opportunities

### Continue efforts to reach underserved families

#### PROGRESS:

- VA STAR program – 85 computers distributed
- Laptop loaner program – 4,000 given out
- Beach Bags – 1,965 bags provided
- Parent Connection – new workshops



A second area of focus for SO 4 are efforts to reach “underserved” families. For those new to the school board, the school division has executed research that allowed us to identify demographic characteristics of underserved families. They are often single parents, parents who have less than a college education, households with an income of 30,000 or less, highly transient families, and families with children who qualify for free or reduced meals or who attend schools with a high percentage of free/reduced meals.

We are continuing several highly successful outreaches to meet the needs of these underserved families. For example, we’ve expanded our participation in Virginia Star. This is the program where donated government computers are refurbished by Advanced Technology Center students and distributed to families without access to a home computer.

You may have seen on the news earlier this school year, that the police department donated 235 computers seized during an illegal online gambling ring. One of our partners in education, Tri-Tronics, stripped the computer hard drives, students in the A+ Computer Repair class at the ATC installed new software and 85 of the computers were distributed in November. More will be given out at a Parent Connection event in March.

Programs such as this are key to ensuring equitable access to technology for students across the division. Along that same lines, the department of technology launched a laptop loaner program at the beginning of the school year. Students and parents sign an

agreement to use the computers for educational purposes to support student learning. They have VBCPS approved software and firewalls. To date, approximately 4,000 laptops have been given out on "loan" to students.

Another outreach for our underserved families is the Beach Bags program which provides meals and healthy snacks to students who might not have enough to eat over weekends and school breaks.

Since September more than 2,000 bags have been given out. Since the program's inception in 2009, approximately 17,000 bags have been distributed to families in our community.

Both the Beach Bags program and VA STAR are organized under our Parent Connection umbrella. This is our linchpin initiative for parents.

## Strategic Objective 4: Creating Opportunities

**Continue providing programming that helps parents support students**

### PROGRESS:

- Parent Connection Technology Academy
  - Distance learning centers at three additional sites
- Expansion of parent workshop offerings
- New Parent Connection guest columns and Web resources
- Parent component of African American Male Summit (SO3)



Ongoing feedback from parents is very positive with regards to Parent Connection and the resources we provide. Particularly “popular” is the 10-month Parent Connection Technology Academy. Students at the ATC write the curriculum and serve as “teachers” to help parents navigate different aspects of technology. This school year, each session has been attended by 50 to 75 parents. Their children attend 22 of our schools. New this school year, the Parent Connection Technology Academy has expanded to include additional sites. We offered our first sessions at Ocean Lakes and Bayside high schools via the schools’ distance learning labs in December.

Parent Connection also continues to offer FREE monthly workshops on other high-interest parent topics as well. For example approximately 100 parents turned out for the “Yes your teen is crazy” workshop that offered information about how the mind of a 12-19 year old works and tips for fostering positive development. More than 300 parents were on hand for a college planning workshop in October. The event was such a huge success that we are working with the Office of Guidance Services to offer a second college planning session in April.

And speaking of collaboration, it was wonderful to see a parent track at this year’s African American Male Summit on Jan. 12. Parents attended sessions on applying for scholarships, gifted education, NCAA eligibility and more. In fact, there were two sessions on parent involvement. The first was led by the Office of Community Engagement and looked at the many opportunities parents have to serve as volunteers, mentors, and partners in education. The second session was led by a classroom teacher and focused specifically on



individual academic support that parents can provide their children at home.

## Strategic Objective 4: Creating Opportunities

### Continue efforts to support schools with unique challenges in the area of parental involvement

#### PROGRESS:

- Targeted outreaches for military-connected families
- “Calls to Action” for involvement opportunities
- Strategic placement of mentors and volunteers in schools where parental involvement is low



Due to our high concentration of military families, many schools are faced with involvement and communication challenges related to deployments and reassignments. As you can imagine, we have students transitioning in and out of our schools all year. Therefore, we are targeting some of our resources to these families and their unique needs.

You will hear about these outreaches in greater detail at a separate workshop today from partnership coordinator, Laura Smart, who serves on the SO 4 committee.

Often schools will have parental involvement needs based on specific projects, activities, and initiatives taking place in their buildings. When this happens, we offer a “Call to Action” to solicit parents to serve on committees, as volunteers for programs such as the STEM robotics challenge, and as mentors among other things. The response is usually immediate and impressive. For example, a recent “Call to Action” yielded numerous volunteers with science, engineering, and technology backgrounds to support STEM programs through TCE.

We’ve found that the greatest support we can provide to schools facing parental involvement challenges is to help them make connections. We look for opportunities to strategically place mentors and volunteers in their schools. That way, if parents are not able to be actively engaged, there are still adult role models for students. The Office of Community Engagement offers an online toolkit of mentoring and volunteer resources

and conducts training as needed. And, this year, we've launched a new divisionwide mentorship program with the VBEA to bring 35-40 retired teachers back into our classrooms as mentors. We are already seeing great success with this partnership.

We've strengthened partnership/collaboration with community organizations such as Wave City Care (a 501-3C connected to Wave City Church) to organize programs to benefit schools, students, and VBCPS families including the *ShineGIRL* self-esteem program geared for young ladies ages 10-17, One Life mentoring program at Lynnhaven MS and in-class and an afterschool mentorship at Cooke ES, to name a few.

Sharing resources and creating opportunities are the heart and soul of parent engagement. I think you will agree that we are making great progress in providing resources for both parents and schools to strengthen their connections and enhance parent and community engagement to support student achievement.

Thank you.

## Strategic Objective 5: Capacity Building

VBCPS will be accountable for developing essential leader, teacher, and staff competencies and optimizing all resources to achieve the school division's strategic goals and outcomes for student success.

Read the Slide

Good afternoon, I am Shirann Lewis, co-chair of Strategic Objective 5 along with Dr. Magula and Dr. James Pohl, principal of Princess Anne High School. I am pleased to have the opportunity to share with you the some of the progress of Strategic Objective 5.

# Strategic Objective 5: Capacity Building

## Implementation and Revision of Evaluation Instrument

### PROGRESS:

- Summer professional learning session held for school teams: principal, assistant principal, and two teachers from each school
- Professional learning sessions held at each school for all teachers
- TalentEd software application used with new teacher evaluation process
- Steering committee formed to work on design of new Principal and Assistant Principal Evaluation Instruments



The school division implemented the new teacher evaluation system in the fall of this school year. In preparation for the implementation, the Department of Human Resources provided several professional learning sessions during the summer for the school's leadership team that consisted of principal, assistant principal, and two teachers from each school on the evaluation process. In addition, the leadership team then held professional learning sessions at each school for all teachers. Teachers are using the TalentEd software application to select their formative options for evaluation and to develop their SMART goals to show growth in student achievement.

The principal evaluation instrument will be implemented beginning in the 2013-14 school year. A steering committee is working on the design of the principal and assistant principal evaluation instrument. Principals, assistant principals from each level, the Department of School Administration, and the Department of Human Resources make up the committee.

## Strategic Objective 5: Capacity Building

### Implement LEAD Virginia Beach – Professional Learning Program for aspiring, new and current administrators

#### PROGRESS:

- Developed framework for LEAD Virginia Beach
- Presented framework to VBCPS School Board and all school-based administrators
- Published a brochure for the aspiring administrator's program
- Hosted an informational meeting in December for aspiring administrators
- Created a SharePoint site for aspiring administrators
- Formed a steering committee to review applications, course work design, and delivery models



LEAD Virginia Beach, is the new professional learning program for aspiring, new and current administrators. LEAD replaces, for those of you who remember, the Futures program.

The Department of School Administration has developed a framework for the redesigned professional learning program for administrators. The LEAD program has been introduced to the Board and all school-based administrators. An informational brochure about the aspiring administrators program has been published and distributed. The brochure and other information can also be found on the Department of School Administration web-site.

The Department of School Administration hosted an informational meeting in December for aspiring assistant principals. Dr. Merrill welcomed more than 60 enthusiastic teachers and the elementary directors and assistant superintendents for middle and high schools provided an overview of the aspiring administrators program to the participants.

A Share Point site has been created for the aspiring administrators with Frequently Asked Questions, applications, and other pertinent information.

The LEAD Virginia Beach Steering committee has provided feedback on the framework, application process, coursework, and on different ways the program can be delivered to the cohorts.

## Strategic Objective 5: Capacity Building

### Continue creation and use of videos for the VBCPS Dynamic Video Library

#### PROGRESS:

- Discussed a needs assessment to determine status and future direction for additional videos
- Continuing to audit the videos created by various departments for inclusion in the current Video Library and inclusion as links within the Collaborative Learning Culture Framework (CLC)
- Reviewed 16 videos currently linked in the CLC Framework to ensure continued relevance and alignment

### VBCPS Dynamic Video Library of Best Practices

Strategic Objective 5 in support of the division's Strategic Goal, created a video library of best practices to provide opportunities for teachers and school leaders to observe best practices. Strategic Objective 5 is discussing the need for additional videos in the area of collaborative planning in the content areas and instructional practices. We are continuing an audit of videos created by other departments such as Curriculum and Instruction, Media and Communications Development, and the Center for Teacher Leadership (CTL) to determine which videos should be included in the dynamic video library and then linked to the Collaborative Learning Culture Framework. The Current 16 videos that are linked to the CLC framework are being reviewed to ensure continued relevance and alignment.

## Strategic Objective 5: Capacity Building

### Continue refinement and marketing of PLP for teachers

#### PROGRESS:

- Implemented revised Professional Learning Plan for teachers
- Continued focus on offerings in content and pedagogy “developed by teachers for teachers”
- Continued to provide a variety of options for teachers



The Center for Teacher Leadership continues to refine and market the professional learning program for teachers. The professional learning program for teachers was implemented last fall and monitored by the Center for Teacher leadership (CTL). The PLP for teachers continue to focus on content and pedagogy through a variety of options.



## Strategic Objective 5: Capacity Building

### Develop programs to build the capacity of classified employees

#### PROGRESS:

- Developed a matrix listing all professional development for non-instructional employees
- Refined and continued to implement and monitor online mandatory training for all employees

In developing a program designed to build the capacity of classified employees, a matrix that lists the types of training offered to non-instructional employees (classified staff) for the 2012-2013 school year has been created by the Department of Human Resources. The matrix will assist us in determining additional training needed for classified employees.

Also, the annual online mandatory training for all employees has been refined and is continuously monitored by the Department of Support Services for compliance.

## *Strategic Objective 5: Capacity Building*

### **Continued Principals' Collaborative Learning Sessions**

#### **PROGRESS:**

- Embedded the Principals' Collaborative Learning sessions into the LEAD Virginia Beach program
- Continued focus on developing schools as Professional Learning Communities
- Continued to build principals' capacity to collaborate around effective Instructional Leadership in literacy and mathematics
- Continued the mentoring program for new principals and assistant principals as part of LEAD
- Conducted four sessions for selected elementary principals focused on effective literacy and mathematics instruction—planned and presented by elementary principals (Focused Literacy Learning Community for Principals)
- Conducted two LEAD sessions in January on Instructional Leadership and Coaching for Instructional Leadership

For the past five years principals have participated in professional learning sessions to deepen their knowledge and increase their instructional leadership capacity. Beginning in January, 2013, the principals collaborative learning sessions became a part of LEAD Virginia Beach. The Department of School Administration works collaboratively with the Departments of Curriculum and Instruction and Educational Leadership and Assessment to provide quality professional learning opportunities for principals.

All eighty six schools continue to embrace the concept of Professional Learning Communities and the culture is one of continuous collaborative learning. This is evidenced by the site-based professional learning program within and between schools as well as the scheduled grade level and subject area collaborative planning sessions that occur continuously. Principals continue to build their capacity around effective instructional leadership in literacy and mathematics.

The mentoring program for new assistant principals and principals is a part of LEAD. The Office for Program for Exceptional Children, The Department of Support Services, and the Department of Human Resources have all presented and provided on time and important information to our new principals and assistant principals

The Focused Literacy Learning Community for Principals is a professional forum for principals to dialogue and collaborate on literacy and effective instructional practices. This group of selected elementary principals have met four times this year to discuss improving

reading for all students with emphasis on the at-risk population, to develop skills to improve math and reading instruction in grades K-5, and to discuss and analyze the new math and reading standards. These principals take turns planning and presenting all sessions to their peers.

As previously stated, the principal collaborative sessions have become a part of LEAD and since that reorganization, The Department of School Administration has conducted two LEAD sessions in January on Instructional Leadership and Coaching for Instructional Leadership.

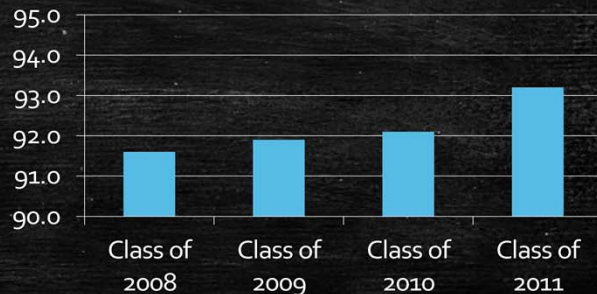
The work of Strategic Objective 5 is on going and we are excited about the great work that has been done. Thank you and I will turn it back over to Dr. Robertson.

## Compass to 2015 Goal Attainment

By 2015, 95 percent or more of VBCPS students will graduate having mastered the skills that they need to succeed as 21<sup>st</sup> century learners, workers and citizens.



Five-Year Cohort Completion Rate



Each of the SO representatives have shared with you the progress made as it relates to key strategies designed to support the attainment of the ultimate goal of Compass to 2015. While we have key academic measures that address each of the four outcomes of student success, we have a single indicator that addresses our ultimate goal attainment.

With the support of the School Board, VBCPS adopted a measure of goal attainment for **Compass to 2015** focused on the percentage of a given class who completed a credential within five years. This measure:

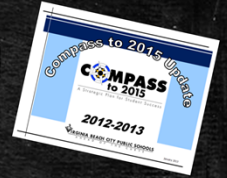
- Uses the Cohort Completion Rate published by the Virginia Department of Education (VDOE);
- Includes all diploma types, GEDs and Certificates of Completion;
- Allows students five years, rather than four, to complete the credential.

VBCPS will consider students' graduation or completion of a credential as evidence that they have mastered the skills needed to succeed as 21<sup>st</sup> Century learners, workers and citizens as a result of the curriculum design and opportunities provided throughout their educational career in the school division. **(Click)**

As you can see by this graph, we are making progress toward 2015 as measured by the five-year cohort completion rate.

## Updates on Compass to 2015

- Additional details available in the document provided
- Next report of progress scheduled for the end of the year and will include priority areas for 2013-2014



You can find additional details about the work to date this year in the document provided. The next formal report of progress will be scheduled for the end of the year and will include priority areas for 2013-2014. As the chair of SPISC and a member of the Superintendent's executive cabinet, I want to thank each of you for your support of Compass to 2015 and the shared vision of an educational system designed to develop 21<sup>st</sup> century learners, workers, and citizens.

At this time we will open the presentation up for any questions that you may have. Either myself or representatives of the various strategic objectives will be happy to answer your questions.