

Indicators of Success

Year-to-Year Growth Targets

To achieve the

District Continuous Improvement Plan



VISION - *Striving to become one of the*

TOP 10 School Districts in the Nation

MISSION - *Inspiring Excellence:*

EVERY GROWNUP, EVERY CHILD, EVERY DAY

ACHIEVEMENT INDICATORS

YEAR-TO-YEAR GROWTH EXPECTATIONS

INDICATORS OF SUCCESS BY 2015:

Preschool Through Grade 5

80% of all preschool age students enter school Kindergarten ready letter recognition; comments on and asks questions related to books; familiarity with writing, drawing, draws or makes letter-like symbols; some number recognition; shape recognition; counts orally

- **2012 baseline**
- 2013
- 2014
- 2015

90% of all students exit Kindergarten reading at least at level "C"

- **2012 baseline**
- 2013
- 2014
- 2015

90% of all students in 1st grade are independently reading 1st grade material Level **D** end of 1st quarter; Level **F** 2nd; Level **H** 3rd; Level **I** 4th)

- 2011 – 60%
- **2012 – 70%**
- 2013 – 75%
- 2014 – 80%
- 2015 – 90%

90% of all students grades K-2 are on-track and on time for the next level and for college and career readiness demonstrated on the "Measures of Academic Progress" (52nd percentile Reading; 61st percentile in Math)

- **2012 – 50%**
- 2013 – 70%
- 2014 – 80%
- 2015 – 90%

90% of all students exit 2nd grade independently reading 2nd grade material (Level **J** end of 1st quarter; Level **K** end of 2nd; Level **L** end of 3rd; Level **M** end of 2nd grade)

- **2012 – 55%**
- 2013 – 70%
- 2014 – 80%
- 2015 – 90%

90% of all students exit 3rd grade writing across the content as an indicator of on-track and on-time for the next level and college and career readiness

- **2012 Baseline**
- 2013 – 35%
- 2014 – 75%
- 2015 - 90%

90% of all students exit 5th grade writing across the content as an indicator of on-track and on-time for the next level and college and career readiness

- **2012 Baseline**
- 2013 – 35%
- 2014 – 75%
- 2015 - 90%

90% of all students exit 3rd - 5th grades on-track and on time for the next level and college and career readiness demonstrated on the “Measures of Academic Progress”

(52nd percentile Reading; 61st percentile Math; Science and Language percentiles established spring 2012)

- **2011 – 45%**
- **2012 – 50% Reading and Math**
- 2013 – 70% Reading, Math, Science, Language
- 2014 – 80% Reading, Math, Science, Language
- 2015 – 90% Reading, Math, Science, Language

Middle School

90% of all students in grades 6th and 7th grade on-track and on time for the next level and college and career readiness demonstrated on the “Measures of Academic Progress”

(52th percentile Reading; 61st percentile Math; Science and Language percentiles established spring 2012)

- **2012 – 50% Reading and Math**
- 2013 – 70% Reading, Math, Science, Language
- 2014 – 80% Reading, Math, Science, Language
- 2015 – 90% Reading, Math, Science, Language

90% of all middle school students are on-track and on-time for the next level and college and career readiness demonstrated by writing across the content (writing reflects the student’s skill of thinking and speaking)

- **2012 – Baseline**
- 2013 – 35%
- 2014 – 75%
- 2015 – 90%

90% of all 8th grade students successfully complete Algebra/Geometry I as an indicator of on-track and on-time for the next level and college and career readiness

- 2011 – 45%
- **2012 – 60%**
- 2013 – 70%
- 2014 – 80%
- 2015 – 90%

90% of all students exit 8th grade with a Composite score of at least a 15 on the EXPLORE (English 13, Math 17, Reading 15, Science 20) as an indicator of on-track on-time the next level and college and career readiness

- 2011 – 25%
- **2012 – 45%**
- 2013 – 60%
- 2014 – 75%
- 2015 – 90%

High School

90% of all high school students are on-track and on-time for the next level and college and career readiness demonstrated by writing across the content writing reflects the student's skill of thinking and speaking

- **2012 – Baseline**
- 2013 – 35%
- 2014 – 75%
- 2015 – 90%

80% of all students exit 10th grade with a Composite score of at least a 17 on the PLAN (English 15, Math 19, Reading, 17, Science 21) as an indicator of on-track on-time the next level and college and career readiness

- 2011 – 25%
- **2012 – 45%**
- 2013 – 60%
- 2014 – 70%
- 2015 – 80%

80% of all students will graduate with at least a Composite score of 21 on the ACT (English 18, Math 22, Reading 21, Science 24) as an indicator of on-track on-time the next level and college and career readiness

- 2011 – 35%
- **2012 – 50%**
- 2013 – 60%
- 2014 – 70%
- 2015 – 80%

90% of all students will be on-track and on-time to attend a post-secondary institution as measured by the end of each course classroom assessment

- **English I, English II, English III, English IV**
- **Algebra/Geometry I (8th grade), Algebra/Geometry II, Algebra/Geometry III**
- **Pre-Calculus or Intro to College Algebra**
- **Biology**
- **Chemistry**

80% of all students graduate successfully completing at least one 3-credit hour college Mathematics or English or Career / Technical course

- 2011 – 35%
- **2012 – 50%**
- 2013 – 60%
- 2014 – 70%
- 2015 – 80%

90% of all students graduate ready for post-secondary institutions and are career and workforce ready

- ACT Work-Keys, (bronze level or score of 4 or above)
- Portfolio including each of the following:
 - Post secondary institution exploration
 - Post secondary institution visits
 - Post secondary applications and admissions
 - Completion of the FAFSA
 - Other college ready information

INSTRUCTIONAL INDICATORS OF SUCCESS

Year to Year Professional Growth Expectations

INDICATORS OF SUCCESS BY 2015:

Full Implementation Standards-based Guaranteed Viable Curriculum

90% of all classrooms demonstrate student mastery (70% or more correct) of the indicators on a given 4.5 week "Check-Point" Assessment

- 2011 Baseline
- 2012 – 45%
- 2013 – 60%
- 2014 – 75%
- 2015 – 90%

2011 - 80% of all classrooms are implementing the KCKPS 5 Step Process for Excellence in Instruction

- Objective is posted in academic language and is revisited throughout the lesson
- Focus question(s) posted and are used as evidence of student learning
- Instruction and learning activity congruent to the objective
- Students are able to articulate what they are expected to know and be able to do

2012 – 90% of all classrooms are implementing the KCKPS 5-Step Process for Excellence in Instruction

- Measurable Goals; Objective posted in academic language revisited
- Focus question posted and are used as evidence of student learning
- Students are able to articulate what they are expected to know and be able to do
- Implementation of Standards-based Guaranteed Viable Curriculum
- Instruction is congruent with objective and focus question
- Fill the Gaps Lessons and strategies are effective (Differentiation)
- Checkpoint Formative Assessments Inform instructional decisions
- Data Review and Planning for Instruction

2013 – 80% of all classrooms are implementing the KCKPS 5 Step Process AND planning instruction utilizing “*Research Based (McRel) Instructional Strategies”

The instructional strategies include:

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and providing recognition (academic)
- Homework and practice
- Nonlinguistic representations
- Cooperative learning
- Posted Objectives and Focus questions tied to feedback
- Generating and testing hypotheses
- Questions, cues, and advance organizers

2014 – 80% of all classrooms are implementing the KCKPS 5 Step Process AND implementing “*Research Based (McRel) Instructional Strategies”

The instructional strategies include:

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and providing recognition (academic)
- Homework and practice
- Nonlinguistic representations
- Cooperative learning
- Posted Objectives and Focus questions tied to feedback
- Generating and testing hypotheses
- Questions, cues, and advance organizers

2015 – 90% of all classrooms are effectively implementing the KCKPS 5 Step Process AND implementing “*Research Based (McRel) Instructional Strategies” proven to affect student achievement

The instructional strategies include:

- Identifying similarities and differences
 - Summarizing and note taking
 - Reinforcing effort and providing recognition (academic)
 - Homework and practice
 - Nonlinguistic representations
 - Cooperative learning
 - Posted Objectives and Focus questions tied to feedback
 - Generating and testing hypotheses
 - Questions, cues, and advance organizers
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Highly Effective Teachers are supported through professional growth and development supported by “KCKPS Professional Practices Pathway to Excellence”

2011-12 Introduction

- o Teacher as Instructor
- o Teacher as Learner
- o Teacher as Leader

Highly Effective Leaders are supported by through on-going and strategic professional development and are expected to:

- o Set the Direction
- o Develop the Learner
- o Develop the Staff
- o Make the Organization Work

Department goals are established and align with the District Continuous Improvement Plan and Indicators of Success utilizing the KCKPS 5-Step Process.

100% - Department goals and actions demonstration “student achievement is the primary focus. Everything else is in service to this outcome.”

100% - Department goals reflect the “guiding principles” of the District.

PARTICIPATION EXPECTATIONS

General Education students on the 4.5 week "Check-Point" Assessments

- 2011 – 85% in Reading and Math, K-12
- **2012 – 95% in all Core Subjects**
- 2013 – 95% in all subjects, all grades
- 2014 – 95% in all subjects, all grades
- 2015 – 95% in all subjects, all grades

ELL and Special Education students on the 4.5 week "Check-Point" Assessments

- 2011 – 80% in Reading and Math, K-12
- **2012 – 90% in Core Subjects**
- 2013 – 95% in all subjects, all grades
- 2014 – 95% in all subjects, all grades
- 2015 – 95% in all subjects, all grades

95% of all students grades 3 – 7 will participate in the Measures of Academic Progress (MAP)

95% of all 8th grade students participate in the EXPLORE

- 2011 – 90.2%
- **2012 – 95%**
- 2013 – 95%
- 2014 – 95%
- 2015 – 95%

95% of all 10th grade students participate in the PLAN

- 2011 – 82.6%
- **2012 – 95%**
- 2013 – 95%
- 2014 – 95%
- 2015 – 95%

95% of all 11th grade students participate in the ACT

- 2011 – 65.6%
- **2012 – 95%**
- 2013 – 95%
- 2014 – 95%
- 2015 – 95%