



FORT WAYNE COMMUNITY SCHOOLS

21st Century High Schools

2009-2013

*"We educate all children
to high standards."*





HIGH SCHOOL REINVENT

April 2008 – May 2008

- Finalize project structure and task force
- Complete school improvement and professional development plans

May 2008 – August 2008

- Small group task force
- Professional development for all staff

August 2008 – May 2009

- Student, parent, and community forums
- Periodic updates to Board of School Trustees
- 9th grade initiative in all schools
- Prepare for 21st century high schools

May 2009 – August 2009

- Professional development
- Final preparation for implementation

Fall 2009

- Professional development
- Full implementation of school within a school



HIGH SCHOOL REINVENT

“EVERY STUDENT EVERY DAY”

CORE

Professional Development



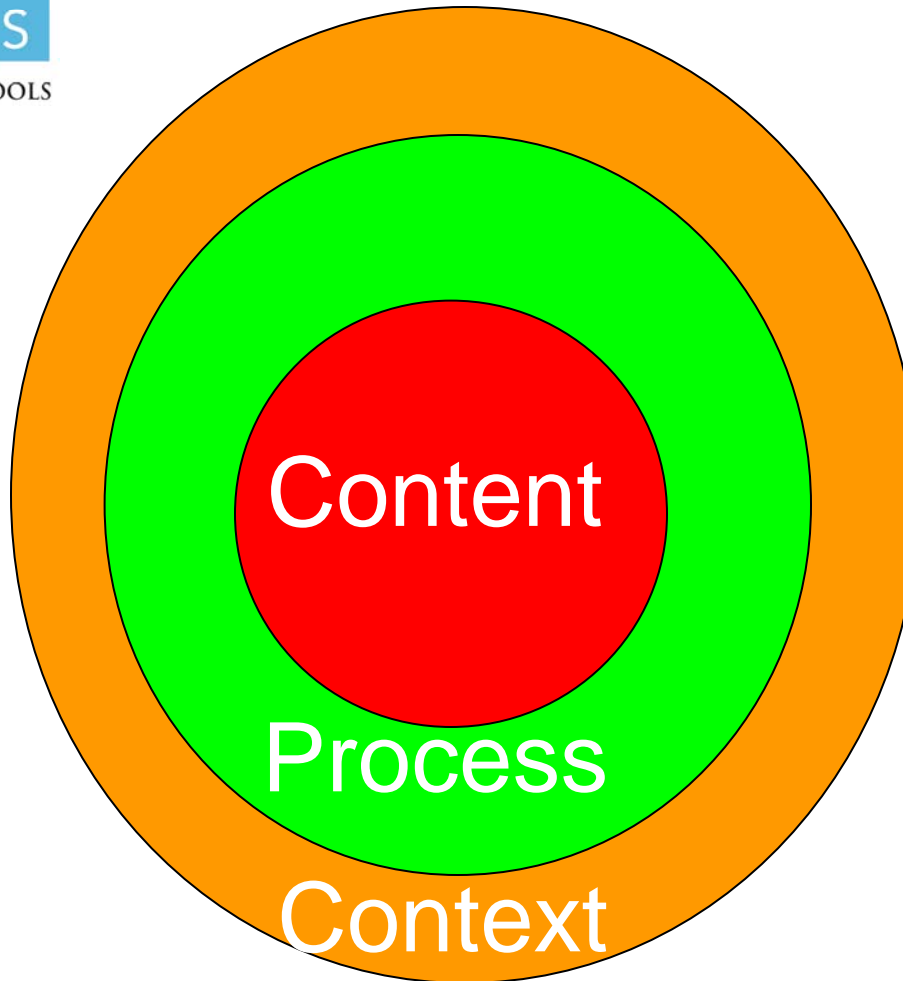
Purpose of Reinvent

Profile of FWCS graduate

- **Academic Learning** - Achievement in English, math, science, social studies, and other core requirements such as health and wellness, fine arts, and global awareness
- **Stretch Learning** – Rigorous and relevant learning beyond minimum requirements, within the course work and offerings
- **Learner Engagement** – Motivation to learn through students active participation in the learning process, relationships that support learning, and a sense of belonging and shared responsibility
- **Personal Skill Development** – Service learning, leadership skills, and positive behaviors/attitudes
- **21st Century Transferable Skills** – Digital Age Literacy, Inventive Thinking, Effective Communication, High Productivity

- Williard Daggett –

CORE



“Planning occurs from the center out. Delivery begins from the outside and moves into the center”.

- Deb Estes -

Content – What every students is expected to know and be able to do

Process – Delivery of instruction

Context – Environmental and adult supports



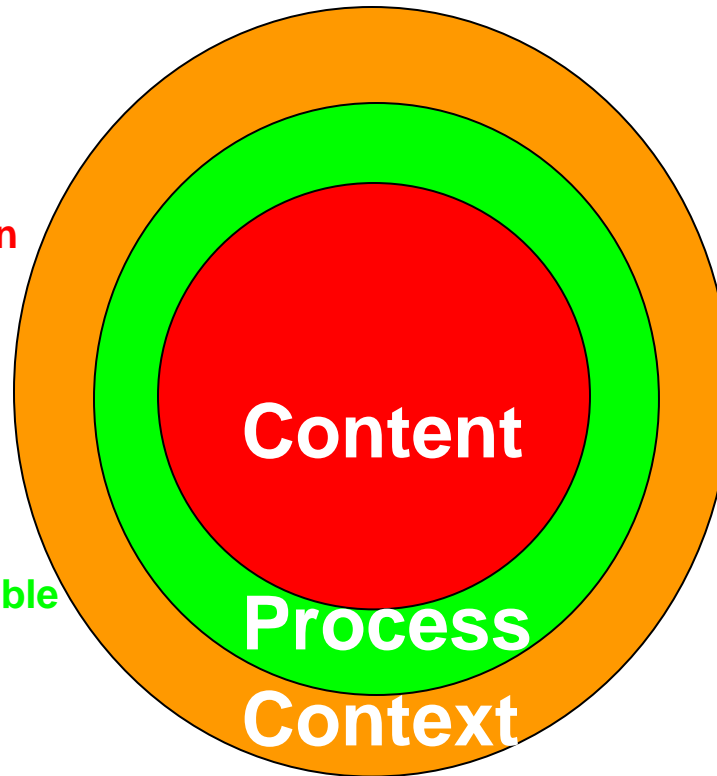
High School Reinvent

2009-2013

Students

Adults

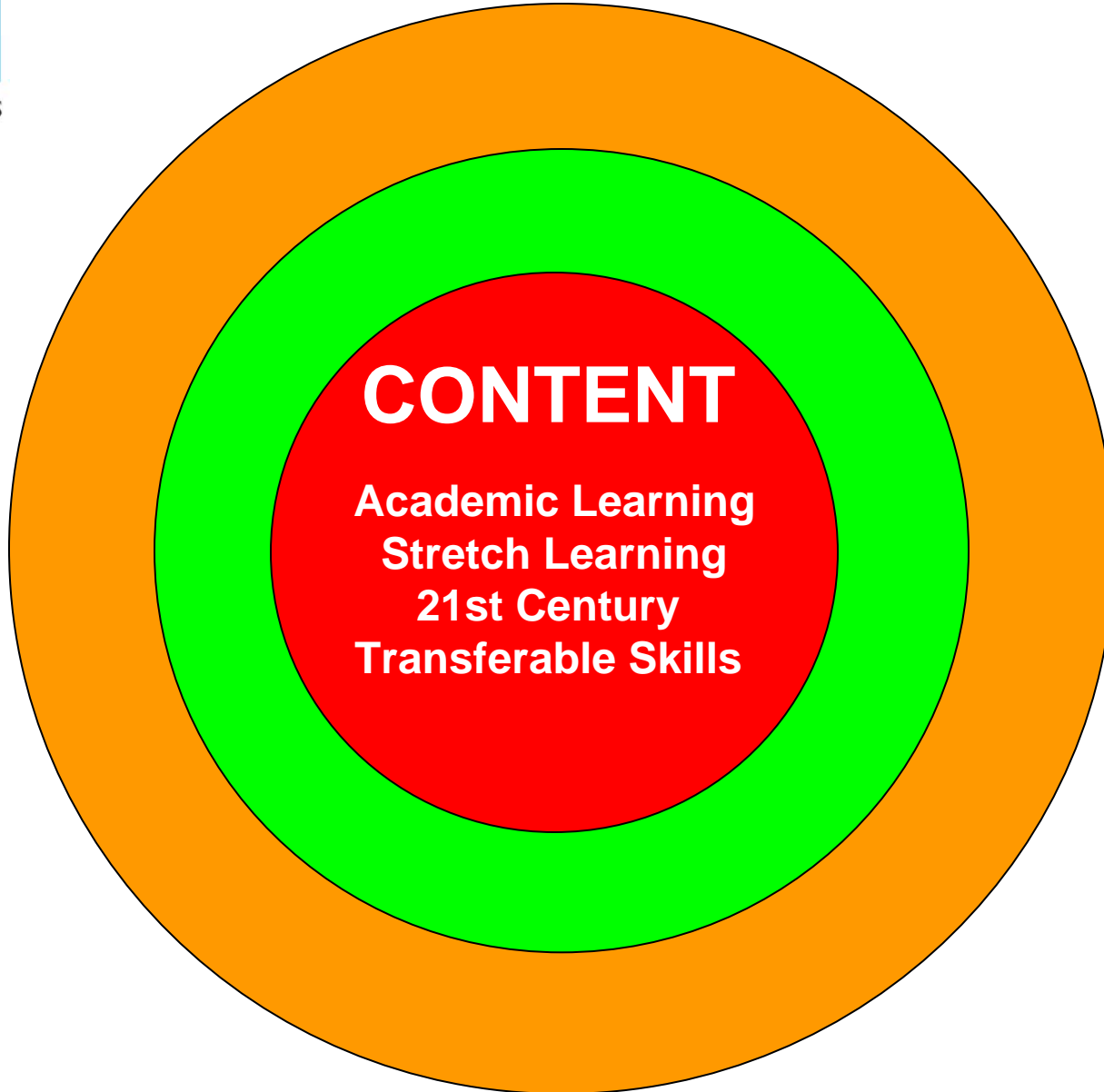
- 21st Century/transferable skills
- Increased AP offerings
- Increased dual credit/collegiate connection
- Interdisciplinary units
- Programs of study
- Rigor
- Project based learning
- Alternative education/flexible scheduling
- Timely interventions
- 9th grade initiative
- Increased mentor/internships
- Engagement
- Relevance



- Professional development: project based learning, interdisciplinary teaching, 21st century skills, rigor and relevance framework
- Curriculum maps which infuse technology and 21st century skills standards
- Collaboration
- Use of formative assessments to guide instruction and re-teaching
- Realignment of counselors
- Relationships
- Engagement



WE ARE YOUR SCHOOLS



CONTENT

Academic Learning
Stretch Learning
21st Century
Transferable Skills

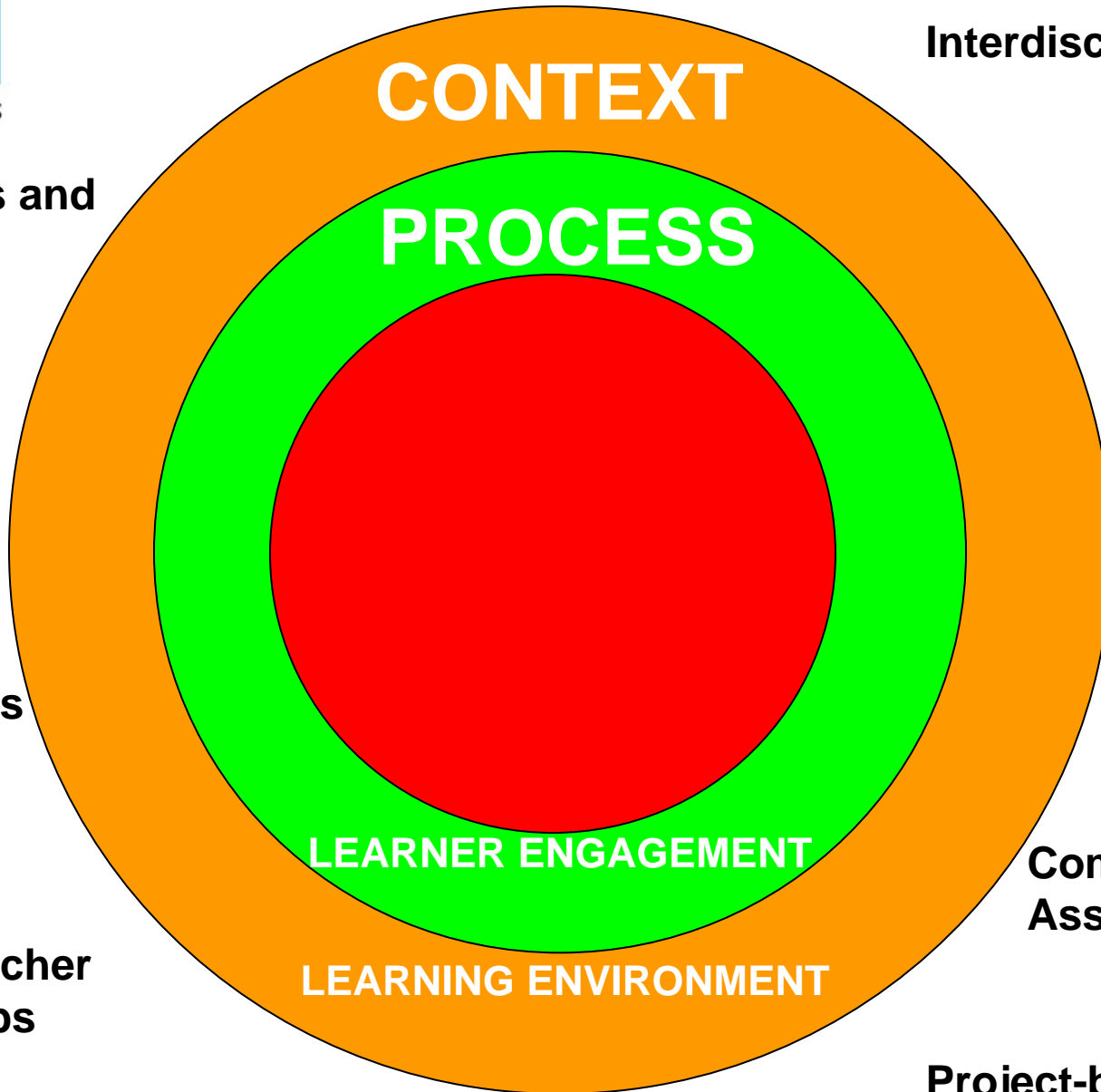


Mentorships and Internships

Timely Interventions

Positive Student/Teacher Relationships

Rigor and Relevance Framework



Interdisciplinary Units

Technology and 21st Century Skills

Common Formative Assessments

Project-based Learning

High School Reinvention

What we teach – Curriculum

How we teach - Effective Instructional
Strategies

How we support student success - Pyramid
of Success, Rtl

*Every educator has the opportunity
to impact student learning.*

High School Professional Development

A five-year, professional development plan provides every FWCS High School teacher with instructional strategies that maximize learning.



Rigor/Relevance Framework

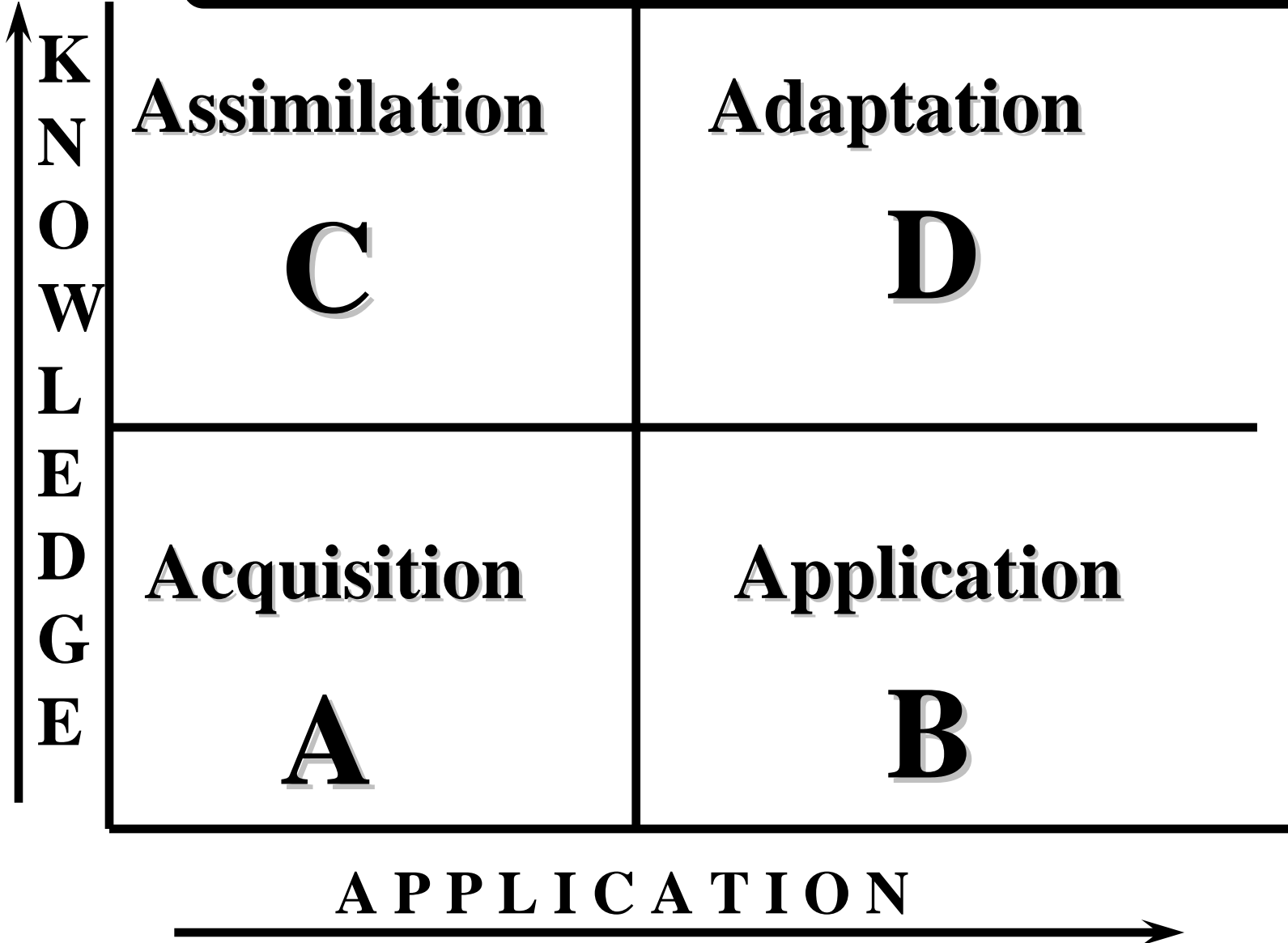
Knowledge

1. Recall Knowledge
2. Comprehension
3. Application
4. Analysis
5. Synthesis
6. Evaluation

Application

1. Knowledge of one discipline
2. Application within discipline
3. Application across disciplines
4. Application to real world predictable situations
5. Application to real world unpredictable situations

Rigor/Relevance Framework





Rigor/Relevance Framework

6

5

4

3

2

1

• Analyze the graphs of the

• Obtain historical data about local

- Express probabilities as fractions, percents, or decimals.
- Classify triangles according to angle size and/or length of sides.
- Calculate volume of simple three-dimensional shapes.
- Given the coordinates of a quadrilateral, plot the quadrilateral on a grid.

A

- Determine the median and mode of real data displayed in a histogram
- Organize and display collected data, using appropriate tables, charts, or graphs.

1

2

3

4

5

Rigor/Relevance Framework

6

5

4

3

2

1

- Obtain historical data about local weather to predict the chance of snow, rain, or sun during year.
- Test consumer products and illustrate the data graphically.
- Plan a large school event and calculate resources (food, decorations, etc.) you need to organize and hold this event.
- Make a scale drawing of the classroom on grid paper, each group using a different scale.

1

2

3

4

5

Goal: 100% of FWCS High School teachers use instructional strategies which result in high achievement for all high school students

- Quadrant D Lessons Infused With 21st Century Transferable Skills
- Interdisciplinary Units
- Project Based Instruction

Learning Plan

Foundations for High School Effective Instruction

- **Quadrant D**
- **21 Century Skills**
- **Interdisciplinary Units**
- **Project Based**
- **Managing Instruction**
- **Classroom Mgt**
- **Co-Teaching**
- **Building Relationships**
- **Effective Collaborative Teams**
- **Critical Friends**
- **Instructional Coaching**
- **Assessing and Review of Reporting**

Roles and Responsibilities

Teachers

- Attend PD; transfer learning to practice
- Meet FWCS Expectations for instruction
- Use collaboration effectively for continuous learning
- Monitor impact on student achievement
- Adjust instruction as needed

Principals

- In alignment with SIP collaboratively plan PD
- Monitor classroom instruction; provide timely feedback
- Ensure effective collaboration
- Monitor professional development results
- Adjust Professional Development Plan as needed

**FWCS High Reinvention
Professional Development Plan
2008-2013
Instruction in the Core**

Year	Professional Development Focus	Implementation
2008-2009	Quadrant D Lesson Design & Delivery; 21 st Century Skills	Standards based curriculum
2009-2010	Rigor and Relevance Framework; Quadrant D Lessons infusing 21 st Century Transferable Skills; Grades 10/11 Interdisciplinary Units LA/SS (pilot); Summative/Formative Assessments; Project Based Instruction (pilot)	Standards based Quadrant D Lessons integrating 21 st Century Skills; Summative and Formative Assessments
2010-2011	Project Based Instruction for all Students; Interdisciplinary Units	Standards based Quadrant D Lessons integrating 21 st Century Skills through project based and interdisciplinary units learning
2011-2012	Assessing and Review of Reporting	Standards based Quadrant D Lessons integrating 21 st Century Skills through project based and interdisciplinary units learning.
2012-2013	Review of Reporting & Changes with Recommendations Implemented	Implement recommendations from findings



Questions & Answers



Tentative Board Reports

February 23, 2009

Content

Curriculum

April 27, 2009

Process/Context

Professional Development

Other reports

Student Support Structure

Communication Plan

Operational Support