

12 Practices for Improvement/Immediate Impact 2016-2017

1. Reduce the number of elementary assessments.
 - a. Two elementary assessments, Dominie writing and spelling for grades 3-5, have been eliminated.
2. Reduce the number of surveys that are sent to school staff.
 - a. Tabled Special Education School & Parent Survey
 - b. Surveys are being coordinated through John Arnold
3. Focus on better use of teacher and administrator time (protect instructional time).
 - a. Canceled Shadowing Groundhog Day for Feb. 2017 (**event took** teachers and administrators out of class/schools)
 - b. Reduced number of Leading Up days
 - c. Conducting Google hangouts with administrators/teachers where possible
 - d. Purchased license for webinar platform (Go To Webinar)
 - e. Teaching & Learning Dept. has reduced number of pull-outs for teachers
4. Audit current assessments (classroom and school level) for alignment to **state content** standards on a quarterly basis.
 - a. Follow up with elementary APs, MS CES, and HS APIs with modeling
 - b. Feb. 17th - Teaching & Learning is providing PD in content areas for middle school teachers and principals
5. Work toward an item pool for common assessments.
 - a. **Nov. 9 - 10, 2016** - met with elementary, middle and high groups from original benchmark think tank individually for input; used feedback to establish a vision for assessment
 - b. **Nov. 2016**- researched and interviewed possible vendors; analyzed data
Interviewed other districts regarding benchmark vendors and to elicit feedback on the use of benchmark tests (i.e., Greenville, Charlotte Mecklenburg, Greenville, Dorchester 2); met with Finance on Nov. 22, **2016** to discuss procurement options
 - c. Identified TE 21 as vendor; met with TE 21 and Mastery Connect representatives on December 7, **2016** (item bank, benchmarks 3 X per year, delivery system, PD);
 - d. Met with assistant superintendents on December 19 to discuss findings, recommendations and next steps; requested pricing from TE21/MC for PAS for 2017-18 and have received pricing quotes
6. Ensure the following of an established scope and sequence (pacing guides).
 - a. Content specialists are using a uniform template based on feedback to develop scope & sequence in core academic areas (E,M,H). We conducted our **first** progress check on **December 9, 2016** and the next update was on January 21, **2017**.
7. Offer certified contracts earlier.
 - a. Have offered some **contracts** (Established a procedure and employment letter offer for unassigned contracts.)
 - b. Already posting 2017-18 vacancies and actively seeking candidates to fill them.

8. Professional development on unpacking the standards/indicators of learning
 - a. Videos on unpacking the standards were created and shared with schools for core content areas at elementary, middle and high levels in November 2016.
 - b. During Jan. 2017, grade level directors sought feedback on the videos to determine if additional professional development was needed on unpacking standards.
9. School and district professional development aligned to Data ERA 5 focus areas and district goals.
 - a. All schools have submitted professional development plans with identified instructional focus areas based on data including eleot© data. Some schools were asked to revisit and revise plans as we focus on the systematic use of data.
 - b. Directors have also developed professional development plans for their divisions to address identified school needs based on instructional focus areas and district goals. Professional development has been scheduled to reflect this.
 - c. Teaching & Learning Dept. conducted mid-year Google hangouts in late January - early February each school to review instructional focus areas/school PD plans - implementation and monitoring/support. Assistant Superintendents have been included in these meetings.
 - d. Identification of Professional Application Schools
 - e. Scheduled Instructional Leadership Summer Institute with Jen Morrison for June 13 & 14, 2017
 - f. Continuing to review data
 - g. Instructional Support Services planning summer professional development for all personnel to address the increased number of students with disabilities in general education classrooms.
10. Develop specific school and district learning goals with measures of attainment.
 - a. Following the State Guidelines.....Nancy will research
11. Develop a common set of expectations for instruction.
 - a. Initial meeting with committee of school and district office representatives to draft an initial list of district expectations on Dec. 5, 2016.
 - b. Small work group fine tuned draft on Jan. 5, 2017. Sharing back with whole committee on Jan. 12, 2017 for feedback as they work on developing the common district instructional model
12. Develop a common Richland Two instructional model (lesson structure, lesson plan template, walk-through observation form, etc.)
 - a. Committee of school and district representatives is meeting on Jan. 12, 2017 to develop an initial draft of a district instructional model/lesson structure
 - b. We are currently collecting current lesson plan templates and walk-through observation forms from all schools. This work will begin following the development of the instructional model.
 - c. Committee met again on February 2nd to further work on the instructional model with the next meeting scheduled for February 21 when work will begin on the lesson plate template

