

## **K-12 District Models**

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### **Continuous Quality Improvement in Danville Community Schools – A Journey Without End**

**Dr. John McKinney**, Superintendent, and **Mary Ann Plahitko**, Director of Quality Services, Danville Community Schools, Danville, Indiana

After a long journey, Danville has realized that Continuous Quality Improvement (CQI) is just that — continuous. At first, it seemed simple: train everyone in Baldrige and set the process in motion. Data began to reflect a trend upward, but not to the extent anticipated. The root cause: random CQI. The result has been a Director of Quality, systems development, Quality Classroom Rubric, teachers as CQI Coaches, a strong PDCI (Plan, Do, Check, and Improve) Cycle focus, an induction program, and always tracking the data and making improvements. Danville will share its journey so far in this presentation.

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### **Why, What, and How of Systemic High School Redesign in Fort Worth: A First-Year Reflection**

**Charles B. Boyd**, Director of School Reform, Fort Worth Independent School District, Texas

Abundant research suggests that high schools are failing to meet the needs of today's students. Rather than create islands of excellence, Fort Worth Independent School District has aggressively pursued a plan to create a system of success for all 13 of its comprehensive high schools. This presentation will describe why change was necessary, what was needed, and how it was implemented. Also covered will be what has gone well during implementation as well as lessons learned in overcoming the challenges of systemic high school reform. Participants will be able to apply this information to their own schools.

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### **Summit Academy Schools K-12**

**Leann Hedke**, Curriculum Coordinator, **Marie Maci**, Elementary Principal, and **Jason Hamstra**, High School Principal, Summit Academy Schools, Flat Rock, Michigan

This presentation will focus on personalization programs implemented in Summit Academy's schools. These include the intake process for incoming students and individualized instruction based on the needs identified through short-cycle assessments. Also covered will be the curriculum alignment process and best practices, including Project Term, which takes place during the last two weeks of school. These thematic elective courses in Quadrant D of the Rigor/Relevance Framework are offered to middle and high school students. For grades 2-5, elementary schools provide individualized elective courses that focus on social studies units, reading and math remediation, band, art, and health.

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### **Thompson R2-J School District – Sustaining K-12 Growth through Partnerships**

**Dan Johnson**, Superintendent, **Tom Moore**, and **Scott Burke**, Teachers, Thompson School District, Loveland, Colorado

Over the past two years, Thompson has leveraged business, higher education, and government partnerships to garner approximately \$1M in grants for program and professional development. The session will describe "Geometry in Construction," an example of Quadrant D learning being developed at the high school level. Also covered will be the systemic support that has brought three colleges, IBM, and the Northern Colorado Economic Development Corporation together to create a science and math focus school, a revision of the 9<sup>th</sup> grade programs for at-risk students, technology courses developed and taught by IBM, and other efforts.