Orange Unified School District
Educational Services
August 8, 2014
Leadership Team Meeting

"PROCESS FOR ACHIEVEMENT"

Gunn Marie Hansen, Ph.D.
Deputy Superintendent

Educational Services Division

- Elementary Education Department
- Secondary Education Department
- Special Education/SELPA Department
- K-12 Curriculum & Instruction/GATE
- Student and Community Services
- Accountability and Special Programs
- Information & Educational Technology

Orange Unified School District

Goals for Student Achievement must be linked to the Local Education Agency (LEA) Plan for improving PI Schools in district.
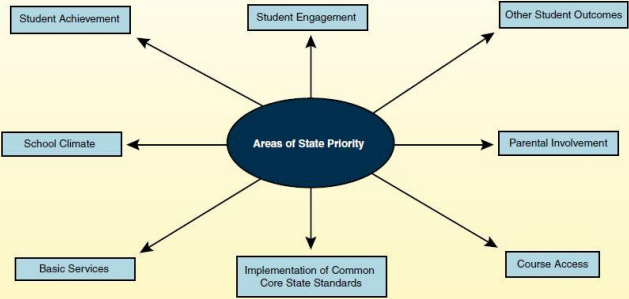
State Target - All students (subgroups) will reach high standards, at a minimum, attaining proficient or better in Reading/English & Math, by 2013-14.

Goal 2014 is 100% English /100 % Math ALL IN THE PAST!

21st Century Leadership-Many New Initiatives!

Figure 7
Eight Areas of State Priority Must Be Addressed in LCAPs

Student Achievement — Student Engagement — Other Student Outcomes — Areas of State Priority — School Climate — Parental Involvement — Basic Services — Implementation of Common Core State Standards — Course Access

LCAP = Local Control and Accountability Plan.

Strategic Plan – Adaptive Strategy

Orange Unified School District Mission Statement

"The Orange Unified School District, being committed to planning for continual improvement, will offer a learning environment of excellence, with high expectations, to provide each student with the opportunity to be able to compete in the global economy"

Conditions for Student Learning: All students will receive a high quality education in a safe environment that prepares them to graduate from high school, college and career ready for 21st century challenges.

Pupil Outcomes: All students will attain mastery or demonstrate academic growth toward mastery in core content areas measured by 21st Century Assessments, SBAC & local assessments.

Engagement: Student and parent engagement will be promoted through an increased sense of safety and improved student climate and school connectedness as measured by surveys and ongoing training

Local Control & Accountability Plan

- A minimum of 1% point growth in English-Language Arts & Mathematics for all students and the following specific student subgroups:

  ⦿ Foster Youth   ⦿ Hispanic/Latino

  ⦿ Students with Disabilities

  ⦿ Socioeconomically Disadvantaged

  ⦿ English Language (EL) Learners

- All district subgroups including reclassified ELL's will maintain high levels of proficiency and continue to excel on state and local assessments

Local Control & Accountability Plan

- All English Language Learners will advance in EL proficiency for every year of instruction as measured by CELDT.

- High schools will increase their 2015 four-year graduation rates and CAHSEE passage by 0.25%.

- Student attendance will meet or exceed rates from prior year.

- Parent/student engagement will exceed rates from prior year.

- Increase by 1% the number of students enrolled in CTE, AVID, Honors, AP, IB, ERWC, A – G and STEAM courses.

Planning is key, not "THE PLAN"

THE CASCADE OF STRATEGIC CHOICES:

What is our vision and theory of change?

What social challenge are we working to address and how do we believe that we can make a difference?

THEREFORE

Where will we play?

What part of the problem should we work on, what role should we play, and where will we focus our efforts?

THEREFORE

How will we succeed?

What actions, adaptations, and economic model are required, and how will we measure our success?

THEREFORE

What capabilities will we need?

What skills and abilities will we need, individually and collectively, to create the impact we've set out to achieve?

Leadership Shift :Ongoing Planning

- The skills and mindset for today's strategic planning will come from continuously asking ourselves these questions about our organizations, programs, and initiatives. Once we accept Dwight D. Eisenhower's sage advice that "Plans are useless, but planning is everything," we will be ready to adapt to whatever curveballs the twenty-first century sees fit to throw.

Adapted from the *Stanford Review, Social Innovation*, 2012

Theory of Action

IF WE CREATE AN ENVIRONMENT OF SHARED COLLABORATION FOCUSED ON 21ST CENTURY TEACHING AND LEARNING, COLLECTIVE ACCOUNTABILITY WILL RESULT IN URGENCY FOR CONTINUOUS IMPROVEMENT FOR ALL STUDENTS PRODUCING INCREASED COLLABORATION, CRITICAL THINKING, COMMUNICATION AND CREATIVITY.

Orange Unified School District - Initiatives

- ***Response to Instruction & Intervention RtI^2***
  - *High quality 21st century instruction and intervention*
  - *Collaboration, critical thinking, communication and creativity*
  - *Student centered / data driven decision making*
  - *Progress monitoring during instruction & intervention*
  - *Universal screening for all students*
  - *Academic language development*
- ***Collaboration Cycle / Problem Solving***
  - *Focus on student learning and set learning goals*
  - *Expand roles to support College and Career Readiness*
  - *Professional Learning Communities (PLCs)*
  - *Collaborative Academic Support Teams (CAST)*
  - *Unit design and action research*
- ***Leadership for Learning***
  - *K-12 student achievement conferences*
  - *Developing in-house experts – Professional Development*
  - *On-going communication about 21st Century learning*
  - *Network approach to leadership*

Curriculum & Instruction **(Before)**

Standards Based Curriculum - pacing guides, assessment, instructional improvement
- Adhere to Instructional Minutes – provide strategic core and intensive time
- Bi-monthly Teacher Collaboration to review data and respond to instruction
- Increase instructional minutes for ELD everyday for specific EL level of instruction (levelized)
- Special Education Co-teaching/collaboration - Standards Based Instruction

Data
- Principal Teacher Data Conferences - Administrative Feedback- Pre/post meetings
- Achievement Team - Identify students for interventions & instructional support - SST Pre-referral interventions or Collaborative Academic Support Team (CAST)
- Grade Level & Department Meetings (Cycle of Effective Instruction)
- Monitor Student Progress (6-8 weeks performance tests/benchmarks & course alike assessments)
- Use of Diagnostic Assessments to differentiate – linked to learning outcomes

Instruction
- Balanced Instructional Design and Unit Design Professional Development
- Daily Leveled ELD
- Writing Professional Development – focus on task
- Thinking Maps - graphic organizers
- CELDT Training
- GLAD Training and New ELD standards training
- Use of Instructional Coaches and RtI Teachers
- Interventions – Read 180

California State Academic
Content Standards Commission

Focus for Target Students

- Assessment System – Progress Monitoring Benchmarks/Course-Alike Tests - ELA/Math
- Three-Tiered System of Response to Instruction and Intervention
- Problem Solving Process for Collaboration at all levels - District, School site, and Teacher grade levels
- District Articulation between school levels focused on the achievement gap (Socioeconomically disadvantaged, EL, Special Education students, **Foster youth)**

Before and Now

PLAN – DO – CHECK - ACT

Cycle of Effective Instruction

1. Analyze Data
2. Set goals
3. Develop Expertise
4. Refine Curriculum
5. Design Lessons
6. Implement Lessons
7. Review Lessons

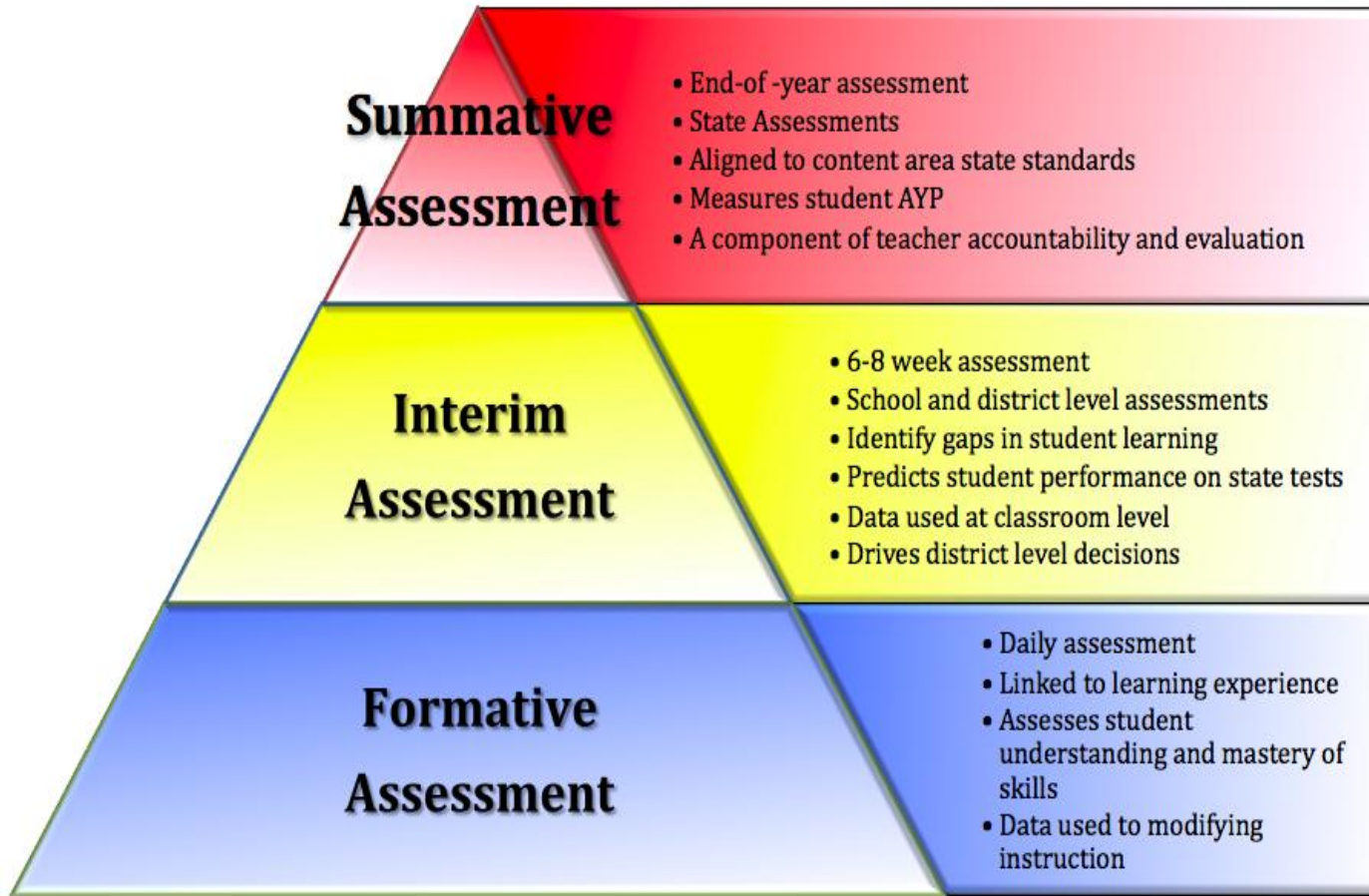

Theory of Action - Reflection

Stage	Details
Analyze Data	Examine appropriate data to identify focus area
Set Goals	Set specific and measurable goals
Develop Expertise	Use evidence to identify appropriate curricular and instructional considerations
Refine Curriculum	Determine appropriate materials to be used
Design Lessons	Design focused lessons
Implement Lessons	Implement lessons faithfully and collect observation data (teacher reflection, observation, etc.)
Review Lessons	Reflect on students' response to instruction

Cycle of Effective Instruction

Comprehensive Student Assessment System

Types of Assessments

Summative Assessment
- End-of-year assessment
- State Assessments
- Aligned to content area state standards
- Measures student AYP
- A component of teacher accountability and evaluation

Interim Assessment
- 6-8 week assessment
- School and district level assessments
- Identify gaps in student learning
- Predicts student performance on state tests
- Data used at classroom level
- Drives district level decisions

Formative Assessment
- Daily assessment
- Linked to learning experience
- Assesses student understanding and mastery of skills
- Data used to modifying instruction

BEFORE
DATA DIRECTOR
Benchmarks
Course Alike
Skill Assessments

NOW
- Benchmarks
- Course Alike
- Performance Assessments

What are the students telling us about their needs?

Response to Instruction / Intervention
"Every Student By Name"

Achievement teams and SST pre referral teams -

- Committee consists of Psychologist, Speech/Language, Resource Specialist Teacher, Special Day Class Teacher, Instructional Coach, and Administrator

- Meets weekly with grade levels/departments to discuss students who are not meeting benchmarks in core content

- Interventions/strategies implemented in a 6-week cycle

- Student Progress is closely monitored

- Results in reduction in referrals to special education & increased student achievement

  NOW Know as - CAST ! Focus on both academic, social and emotional needs

School Level Progress Monitoring

- Administration
  - Classroom Visits – **teacher rounds**
  - Coordinating data meetings - teachers & principals – **reviewing student learning**
  - District Support Visitations
  - Principal Leadership Coaching
  - CST Performance Band Targets for individual students (all students by name) – **growth %**
  - Alignment with elementary/high schools - closing the achievement gap (K-12 Articulation)
    Before (2013) and Now (2014)

Parent and Community Engagement

LCAP

- School Communication and Engagement
  - Meetings - Workshops - Newsletters
  - Transition Orientation- Elementary-Middle -High
  - Parent Education – Path to College & Careers
  - Committees
    - District Advisory Committee (DAC)
    - District English Learner Advisory Committee (DELAC)
    - School Site Councils (SSC)
    - Parent Teacher Association (PTA)
    - Training and input surveys
- Parent & Community Resources

  - Community Resource Guide

  - Community Based Mental Health Referrals