

ORANGE UNIFIED SCHOOL DISTRICT  
EDUCATIONAL SERVICES  
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# Process for Achievement 2011-12

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# Presentation Agenda

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- Themes for Organizing
- Student Data
- Core Initiatives
- Expectations for Accelerating Achievement
- Curriculum, Instruction and Assessment
- School and District Level Leadership  
(Loose/Tight)
- Parents and Community

# Themes to Organize Our Work

- ❑ Accelerating Achievement for ALL Learners
- ❑ Align Resources and Initiatives
- ❑ Ask... Is it Mission Critical?
- ❑ Leverage the Experts Among Us
- ❑ Use Data to Guide, Monitor and Adjust



# Orange USD – Student Data

## ***Academic Trend Data for 2005-2010***

*Increasing in percent of students proficient.*

***Need to accelerate rate of growth!***



## **Year 3 Program Improvement District**

### **Did Not Meet Adequate Yearly Progress (AYP) Target**

Hispanic/Latino (44%)

Socioeconomically disadvantaged (41.6%)

English Learners (34.9%)

Student with Disabilities (32.1%)

**2011 English/LA Target - 67%**

**2012 English/LA Target – 78%**

**Systematic focus for closing the achievement gap – Target D**

**Response to Instruction/Intervention (RtI<sup>2</sup>) Initiative**

# Core Initiatives

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- ❑ Response to Instruction and Intervention (RtI<sup>2</sup>)
- ❑ Culture of Effective Collaboration
- ❑ Leadership to Accelerate Learning



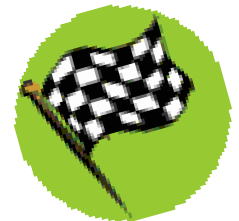
# Response to Instruction/Intervention (RtI<sup>2</sup>)

- ❑ High quality instruction and intervention
- ❑ Data based decision making
- ❑ Progress monitoring during instruction and intervention
- ❑ Universal screening for all students
- ❑ Systematic English Language Development

# Culture of Effective Collaboration

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- ❑ Focus on student learning and set learning goals (SMART Goals)
- ❑ Professional Learning Communities (PLCs)
- ❑ Collaborative Academic Support Teams (CAST)
- ❑ Lesson Design and Action Research
- ❑ New and Expanding Special Education Roles



# Leadership to Accelerate Learning

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- ❑ K-12 Achievement Data Conference
- ❑ Developing In-house Experts – Professional Development
- ❑ On-going Communication
- ❑ Network Approach to Leadership
- ❑ Loose/Tight Leadership



# Orange Unified School District Data

Goals for Student Achievement 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 proficiency or better in Reading/English & Math, by 2013-14.

**Goal 2012 is 78% English and 78.2 % Math**

# Expectations for Accelerating Achievement

## Keep a Clear & Systematic Focus

- ❑ High Quality Research Based Instruction
- ❑ Assessment System – Universal Screening & Progress Monitoring - ELA/Math/ELD (6-8 weeks)
- ❑ Three-Tiered System of Response to Instruction/Intervention (RtI<sup>2</sup>)
- ❑ Culture of Collaboration at all levels - District, School site, and Teacher grade levels
- ❑ District Articulation (K-12) between school levels focused on the achievement gap (Socioeconomically disadvantaged, EL and special education students) and academic acceleration

# Curriculum and Instruction

- ❑ **Standards Based Curriculum - pacing guides, assessment, and instructional improvement**
  - ❑ Adhere to Instructional Minutes – provide skillful, strategic core and intensive intervention time
  - ❑ Frequent Teacher Collaboration with general and special education teachers - review data and respond to instruction and interventions
  - ❑ Increase instructional minutes for ELD for specific EL level of instruction
  - ❑ Special Education Co-teaching/collaboration - Standards Based Textbooks & Instruction

# Curriculum and Instruction

## □ Instruction

- Direct Instruction and Student Engagement
- Lesson Design – Cycle of Effective Instruction
- Research Based Instructional Toolkit
  - Academic Vocabulary for all students
  - English Learner Strategies
  - Thinking Maps - graphic organizers
  - Infusion of Common Core Standards (New!)
- Instructional Coaching and Support
- Aligned Interventions – Read 180 and Language!

# Curriculum, Instruction and Assessment

## □ Data

- Principal-Teacher Data Conferences - Administrative Feedback- Pre/post meetings
- Achievement Team/Collaborative Academic Support Team (CAST) - Identify students for interventions & instructional support (SST Pre-referral interventions)
- Grade Level & Department Meetings (Cycle of Effective Instruction)
- Monitor Student Progress (6-8 weeks skill and Course Alike assessments) – Expand use of Data Director and other skill based assessments
- Use of Diagnostic/Screening Assessments from Core programs (example EDGE)

# 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

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

# Response to Instruction / Intervention (RtI<sup>2</sup>)

## “Knowing the Learner”

### CAST – Collaborative Academic Support Teams/SST pre referral teams

- ❑ Committee may consists of Psychologist, Speech/Language, Resource Specialist Teacher, Special Day Class Teacher, Instructional Coach, Intervention Teachers, Teacher Leaders and Administrator
- ❑ Meets regularly 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



# School and District Level Progress Monitoring

## □ Educational Leadership

- Achievement Data Conferences
- Instructional Leadership Teams
- District Support Visitations
- Principal Leadership Coaching – “loose/tight”
- District Curriculum Council
- CST Performance Band Targets for individual students (all students by name) – “Safe Harbor”
- Alignment with elementary/high schools - closing the achievement gap (K-12 Articulation)

# Parent and Community Involvement

## ❑ School to Home Communication

- ❑ Meetings - Workshops - Newsletters
- ❑ Articulation - Elementary - Middle - High
- ❑ Parent Education – Path to University & Careers
- ❑ Committees
  - District Advisory Committee (DAC)
  - District English Learner Advisory Committee (DELAC)
  - School Site Councils (SSC)
  - Parent Associations
  - Training and support for Parents



## ❑ Parent & Community Resources

- ❑ Community Resource Guide

# Together We Make the Difference!

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What schools most need now:

--To begin systematically harnessing the power of collective intelligence that already resides in the school to solve problems.

*Smoker, in Dufour, et.al, 2004*

# Principals and Educational Services

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**BREAK --**

**K-12 SCHOOL**

**CLUSTERS**