### District Priorities

- **See Each Child.**
- **Make and Keep the Promise.**
- **Don’t Run Alone – Use the Power of Community and Collaboration.**

#### Guiding Questions

1. What is essential for each child to master (essential outcomes)?
2. How will we know each child has learned them?
3. What will we do when a child has not learned the essential outcomes?
4. What will we do when a child has learned the essential outcome?

#### The Role of the School Board

- Set Clear Expectations.
- Create conditions so the work can succeed (support).
- Hold the system accountable.
- Learn as a Board team.
- Create the public will to succeed.

### Focus for the 2009-10 School Year

The South Umpqua School District will create a comprehensive draft of essential outcomes for reading, writing, and math for grades K – 12 by June 30, 2010. (This draft will be shared with the Board at the July board meeting.)

### Key Strategies for 2009-2010

The School District will develop, implement and evaluate a district-wide, school-based PLC (collaborative team) structure.

Each PLC will...

- create and periodically review PLC/team norms; 
- set one or more SMART goals in the areas of reading, writing and mathematics; 
- establish some common essential outcomes in the areas of reading, writing and mathematics; 
- create some classroom formative assessments to measure essential outcomes in the areas of reading, writing and mathematics; 
- analyze formative assessment data to adjust classroom instructional strategies and interventions to insure mastery of essential outcomes for each child and 
- participate in collective inquiry concerning “best instructional practices”.

Each school/district will...

- provide weekly (preferably daily) time for team/teacher collaboration; 
- provide additional resources as identify by each school-level PLC; 
- create a pyramid response to interventions (PRTI); 
- facilitate professional development based on PLC and/or individual teacher analysis of formative assessment results.

### Conditions for Productive Change

- **Human organization** - self-renewing professional community (PLCs) with a relentless focus on continuous learning and improvement.
- **Starting and sustaining initiatives** - staff feel part of a focused working team.
- **Supportive context** - focus on the development of a supportive workplace for staff and student success.
- **Staff development** - collective study tied to student learning needs in the areas of improvement.
- **Data & information to support school sites** - relentless use of data, information and action research.
- **Community connection** - community as important partners in improving student achievement.
- **Distributed leadership** - staff work in a context of participatory structures and processes.

### References


http://www.ia-sb.org/WorkArea/showcontent.aspx?id=568