

South Umpqua School District: Where ALL means ALL !



Steve Kelley, Superintendent, South Umpqua School District

EDLD 655, University of Oregon March 9, 2010



The Lighthouse Project: What does the research say about the role of the school board in high achieving school districts?

In 2000, the Iowa Association of School Boards released a research study showing that school boards, administrators and teachers in high-achieving districts had significantly different knowledge and beliefs than those in low-achieving districts. Boards in high-achieving districts held a consistent belief that all students could learn and their schools could teach all students; understood curriculum, instruction, assessment and staff development particularly as they related to school improvement goals; regularly used data to make decisions, monitor progress and modify direction; supported educators through staff development, shared decision making and other means; and listened to and involved their communities.

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.*

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.

References

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