

Hayward Unified School District

General Plan Task Force



A Tale of Two Districts: El Diablo District

- ◆ Lowest performing district in the County
- ◆ A District that recently was “Negatively Certified” two years ago and is deficit spending
- ◆ A Board unable to agree on a vision for the past 2 years
- ◆ Management and labor strife
- ◆ Schools operating as islands with disconnected programs

Sunnyside District

- ◆ A clear, powerful vision from the Board
- ◆ A focused, coherent strategy for improvement
- ◆ 7 brand new state of the art schools – built under budget
- ◆ A Positively Certified District that has had a surplus the past two fiscal years
- ◆ A community that passed a Parcel Tax to protect programs in the schools
- ◆ Management and Teachers agreeing on an Instructional Framework for all schools based on best practices
- ◆ A District awarded only one of five \$25 million dollar Promise Neighborhood Grant from the Department of Education

Sunnyside District

Award Winning Schools and Staff

- ◆ A National Blue-Ribbon Nominated School
- ◆ “Best of the Bay” Dual Language Immersion Program
- ◆ A Grammy Award Winning, Nationally Recognized High School Music Program
- ◆ 2012-13 Staff Recognition
 - ◆ *4 C’s (Community, Child, Care Council of Alameda) Educator of the Year*
 - ◆ *Pryor Conrad State Teacher Leader Award*
 - ◆ *Educator of the Year, Alameda County Office of Education*
 - ◆ *Principal of the Year, Hayward Chamber of Commerce*
 - ◆ *Outstanding Senior High School History Teacher of the Year, California Council of Social Studies*
 - ◆ *Educator of Excellence Award, African American Regional Educational Alliances*

HUSD's Vision

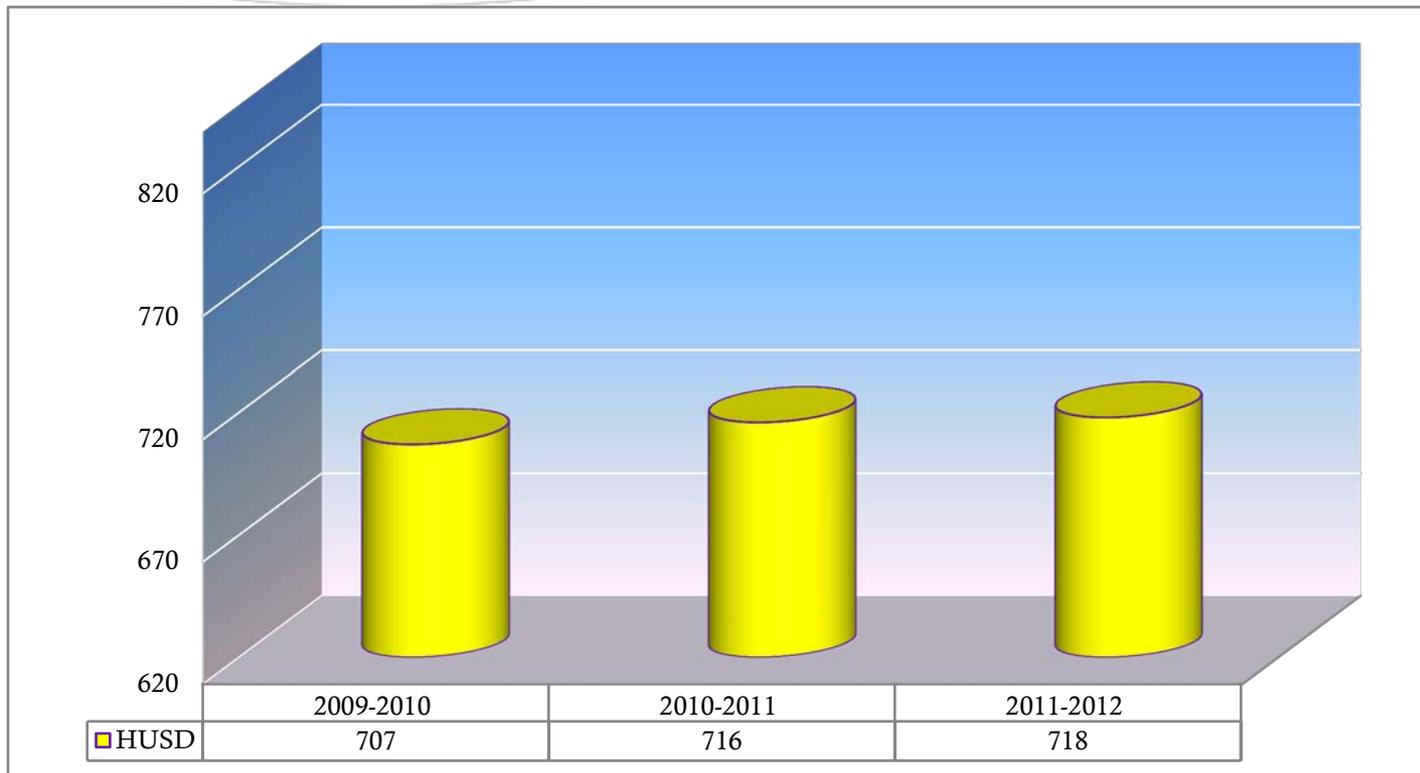
- ◆ Students will be prepared, challenged and motivated in a 21st Century learning environment that develops the physical, intellectual and emotional success of all learners.

The 3 R's for 21st Century Success

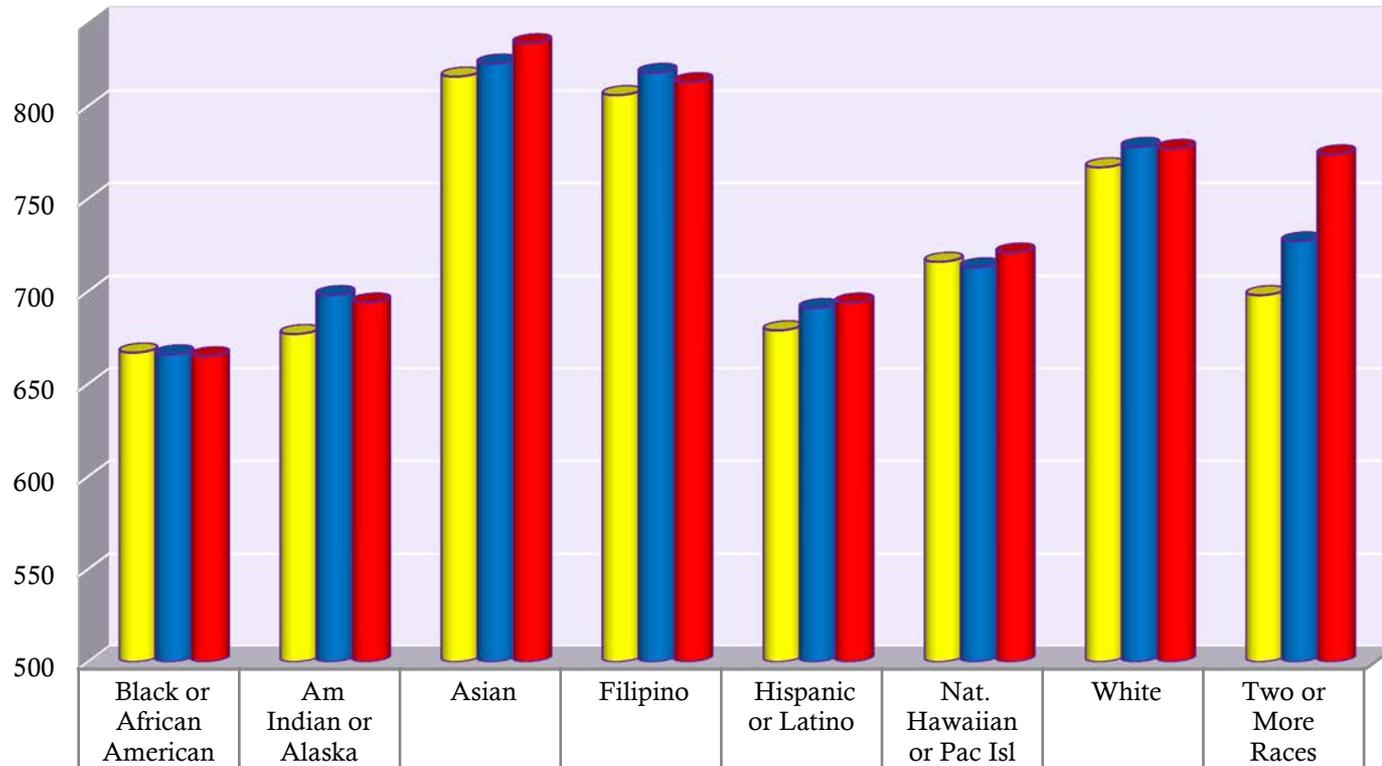
- ◆ Rigor
- ◆ Responsibility
- ◆ Results

- ◆ The 3 R's are how we're going to realize our vision.

API – 3 Year Results

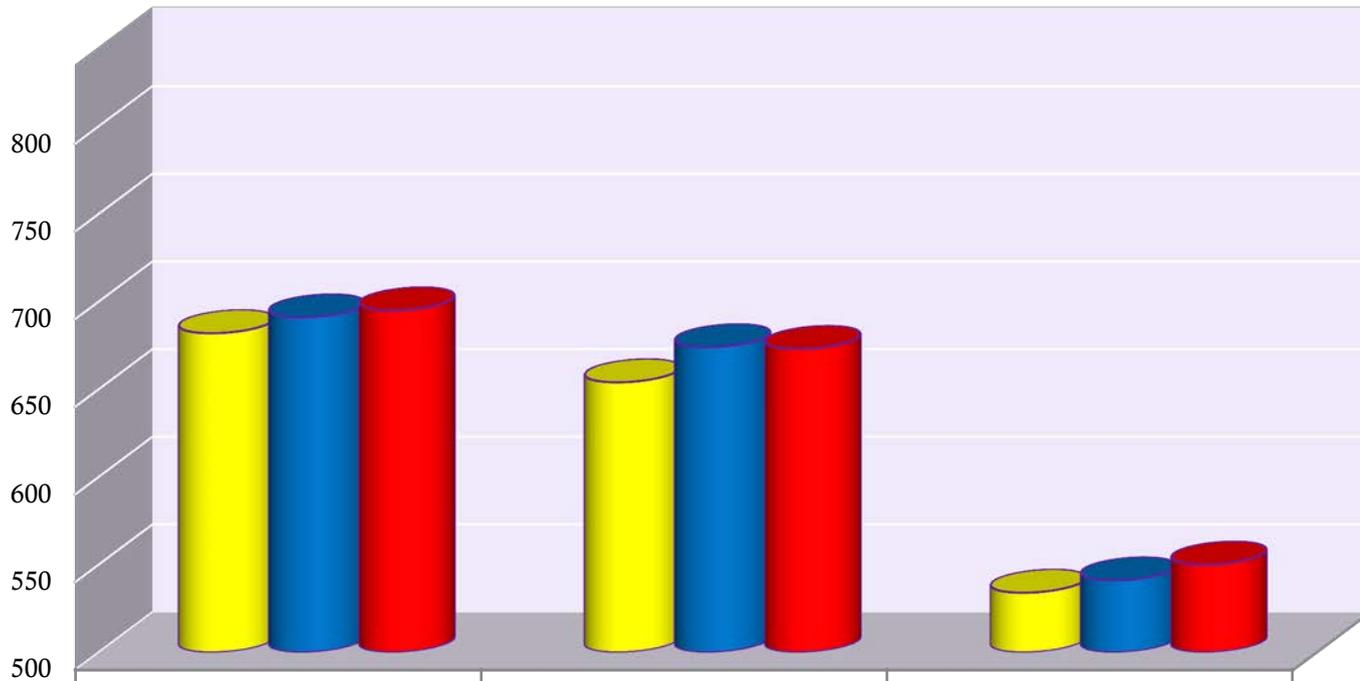


3 Years API Results By Ethnicity Subgroup



2010 Base	667	677	816	806	679	716	767	698
2011 Base	666	698	823	818	691	713	778	727
2012 Growth	665	694	834	813	694	721	777	774

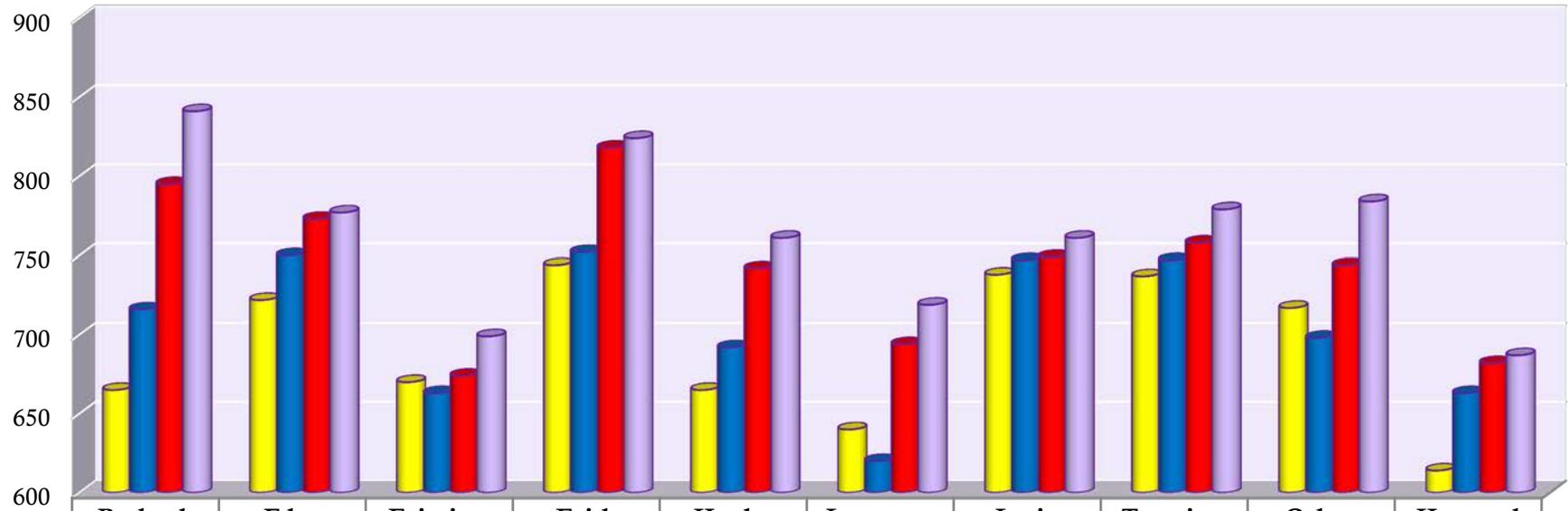
3 Year API Results by Other subgroup



	Socioeconomically Dis	English Learners	Students w/ Disabilities
2010 Base	682	654	534
2011 Base	691	674	541
2012 Growth	695	673	550

HUSD Schools

3 Year Positive API Growth



	Burbank	Eden Gardens	Fairview	Faith Ringgold	Harder	Longwood	Lorin Eden	Treeview /Bidwell	Ochoa	Hayward High
2008-2009	665	722	670	744	665	640	738	737	717	614
2009-2010	716	750	663	752	692	620	747	747	698	663
2010-2011	795	773	674	818	742	694	749	758	744	682
2011-2012	841	777	699	824	761	719	761	779	784	687

Rigor

Rigor = HUSD's Instructional Framework

- ◆ Explicit teaching of the key grade level standards.
- ◆ Clear lesson objectives connected to those standards.
- ◆ Frequent opportunities for students to demonstrate mastery of standards.

A focus on Standards - Harder

Daily Schedule	Objectives
8:50-9:00: AED	I will listen respectfully to my partner during pair share.
9:00: Daily Paragraph Editing	I can use proofreading marks to edit text.
9:15: Read <u>The Historic Journey</u>	look for cause and effect relationships while reading.
	I can look for and record cause and effect sentences while reading a text.
9:15: P recess	I can Freeze when the bell rings (including my mouth).
9:30: Social Studies	I can list features of expository text and understand how they can help me with my comprehension.
10:30: Daily Language Practice	I can correct and rewrite a sentence.
10:45: Read Aloud <u>Stone Fox</u>	I can listen for cause and effect relationships.
11:55: Lunch	I can line up as a 3 after lunch.
12:35: AR Reading / book quiz	I can choose a book in my ZPD!
1:05: Science	I can show respect to teachers and students during science.
2:00: Math Division	I can use multiple methods when dividing with 2-digit divisors.
3:05: Homework	I can write my homework in my planner!
3:05: Home!	

A Focus on Standards - Ochoa

Algebra 1
Today's Date: October 18, 2012

Agenda

Warm-Up

- Using Equations to Solve Word Problems 
- ↳ Mixture Problems - "The Bucket Method"
- ↳ Team Walk Around

Homework #40 Mixture Problems w/s - Day 2! 

Objective(s) I can solve word problems involving mixtures using the "Bucket Method."

Homework Box  

Put a tally mark in the box for the problem you want to select.

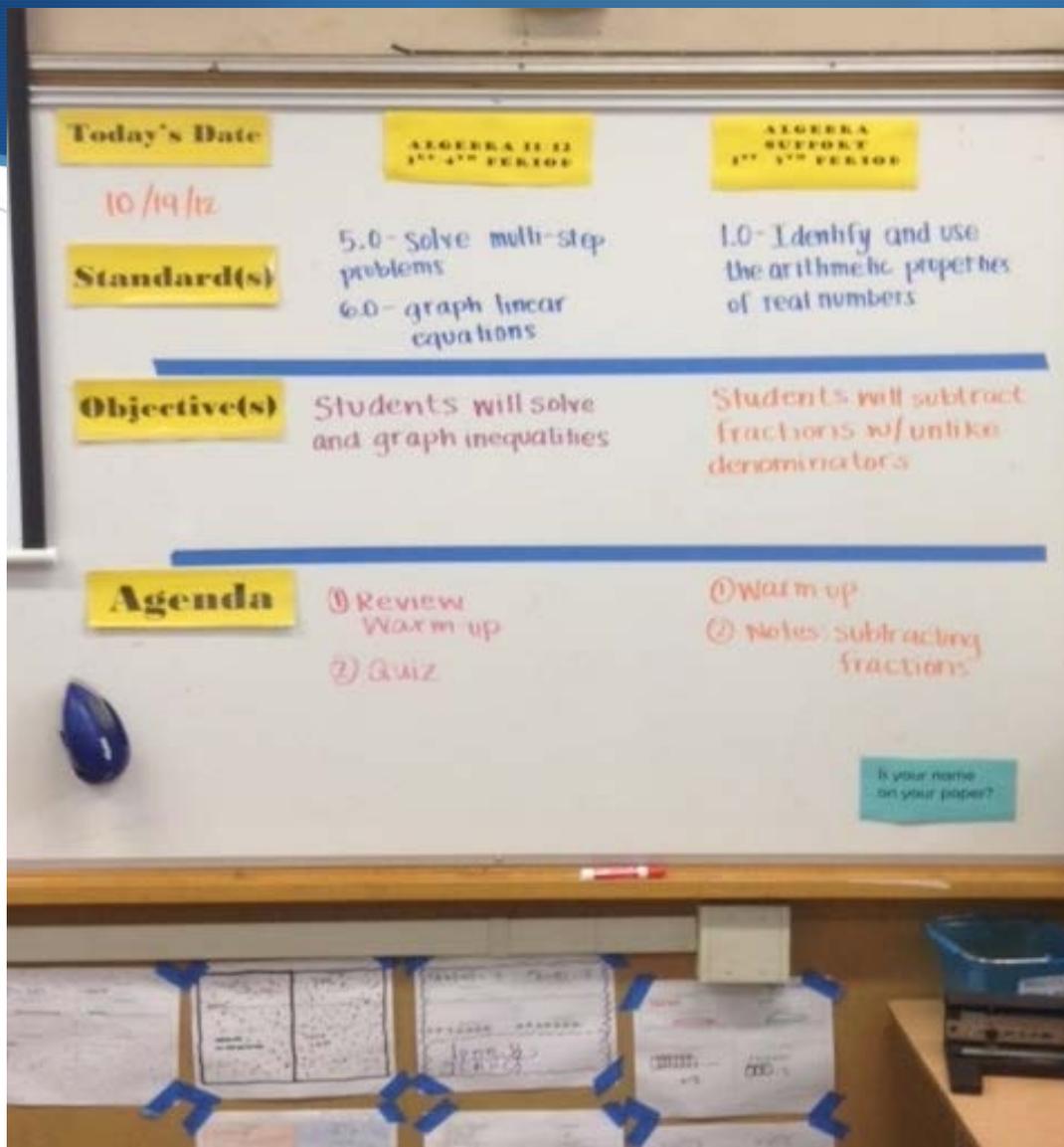
①	②
③	④

①-④

Sticky Notes:

- B: Initial Equations
- C: Mixture
- A: Mixture Master
- D: Future Work

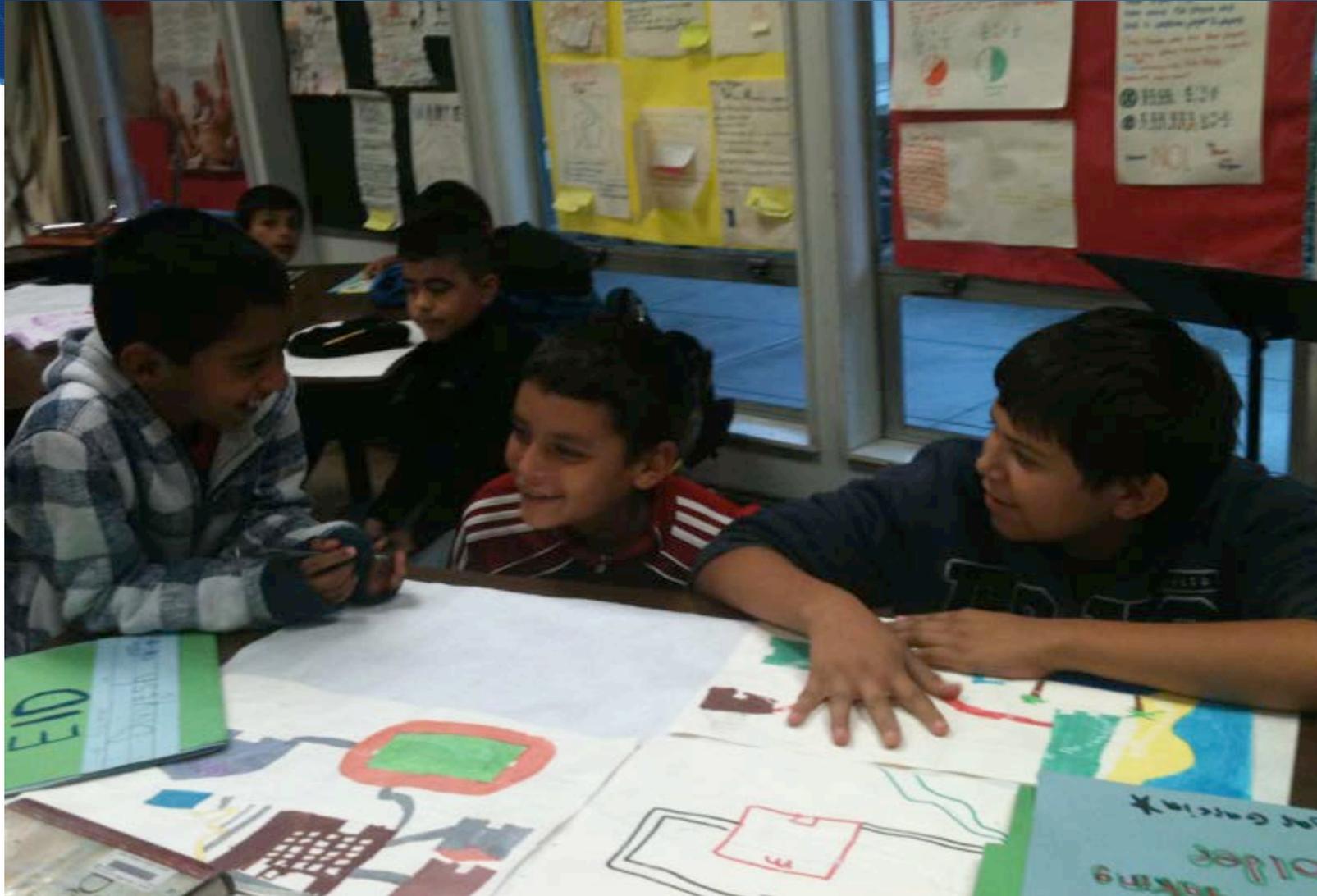
A focus on Standards - HHS



Responsibility

- ◆ Full Service Community Schools
 - ◆ Hayward Promise Neighborhood
- ◆ Measure I and Measure G
- ◆ Fiscal Responsibility – Positively Certified
- ◆ Student Engagement – students need opportunities to participate and show their understanding of grade level standards.

Engagement at Eden Gardens



Engagement at Lorin Eden

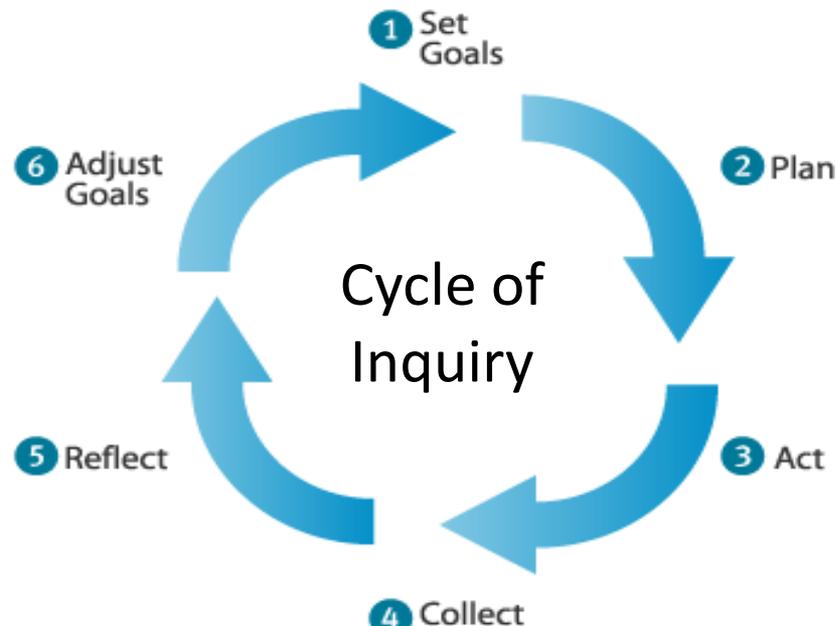


Engagement - Ochoa



Results

- Results = using assessment data to inform decision-making and instructional plans
- Cycle of Inquiry – all schools are expected to engage in the cycle of inquiry



Cycle of Inquiry at Treeview/Bidwell

Date: 1-11-12

5-Step Data Study Group Cycle Template*

Grade Level/Subject: 5th Subject/Unit/Section/Topic: EIA
 Assessment & Criterion for proficiency (e.g. 80% of the questions correct, 3 or higher in all areas, etc.):

1. Collect & Chart Data See charts

Benchmark and Challenge Students	Strategic Students	Impaired Students

Total #	Total #	Total #
% of Grade Level/Course	% of Grade Level/Course	% of Grade Level/Course

2. Analyze Strengths and Obstacles

Strengths	Obstacles
Students who were able to write a paragraph about a topic.	Students who were unable to write a paragraph about a topic. Need more support with the writing process. Need to focus on the writing process. Need to focus on the writing process.

3. SMART Goal

The percentage of students scoring benchmark and higher on 1. _____

R.2.4 will increase from 2. 40.7% on 3. Dec 2010 to 4. 53% by 5. March 1 2011
 R.1.3 as measured by 6. Summative Test administered on 7. Feb. 22-29

1. Assessment name, 2. Baseline %, 3. Pre-test date, 4. Goal %, 5. Post-test date, 6. Assessment Description, 7. Assessment Date

4. Instructional Strategies or Lessons

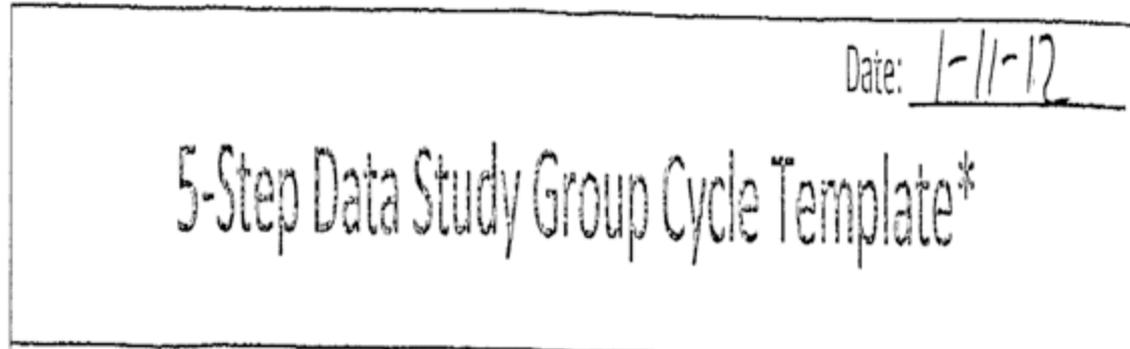
R.2.4 will provide students with a paragraph about a topic. Need to focus on the writing process. Need to focus on the writing process. Need to focus on the writing process.

R.1.3 will provide students with a paragraph about a topic. Need to focus on the writing process. Need to focus on the writing process. Need to focus on the writing process.

5. Results Indicators

- How will we monitor the implementation of the strategy/lesson we decided on?
- How will we know if it's working?

*Based on Doug Reeves' model (2004)



R.2.4
R.1.3

3. SMART Goal

The percentage of students scoring benchmark and higher on 1. _____

will increase from 2. 40.7% on 3. Dec 2010 to 4. 53% by 5. March 1 2011
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Data Wall at Longwood Elementary



2011-2012

E/LA

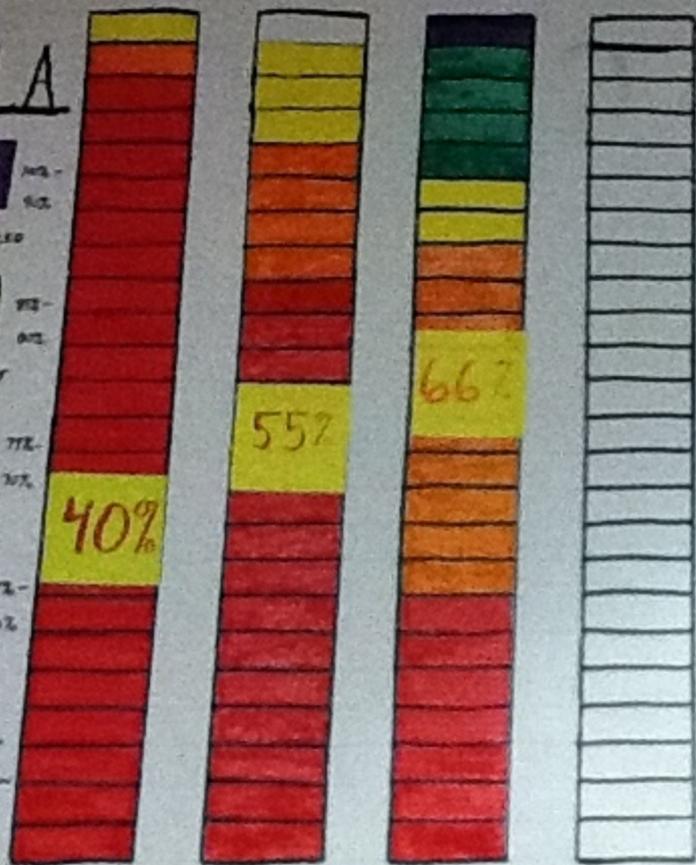
90% - 95%
Advanced

80% - 89%
Proficient

70% - 79%
Basic

60% - 69%
Below Basic

50% or below
Far Below Basic



P-1

P-2

P-3

P-4

2011-2012

MATH

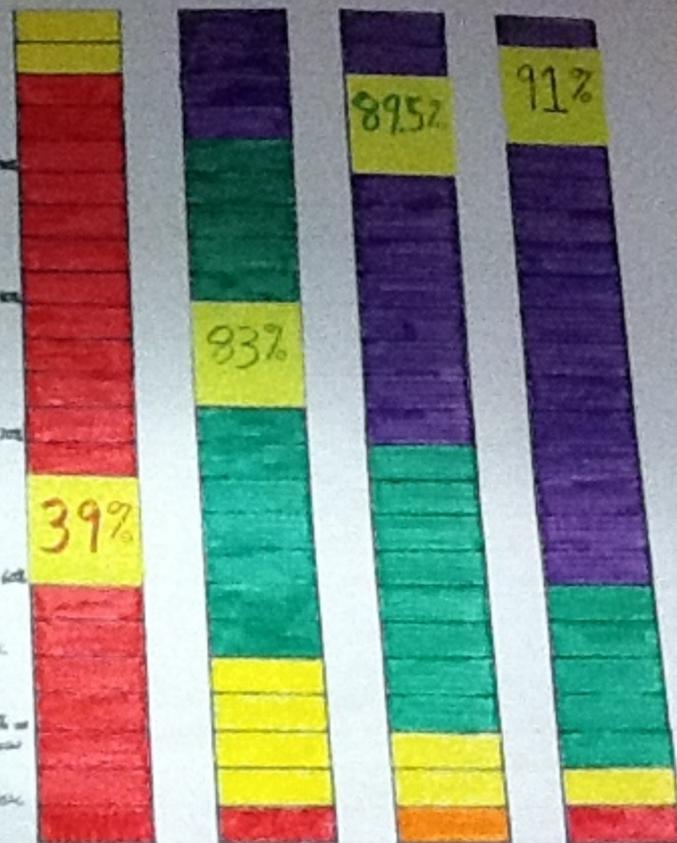
90% - 95%
Advanced

80% - 89%
Proficient

70% - 79%
Basic

60% - 69%
Below Basic

50% or below
Far Below Basic



P-1

P-2

P-3

P-4

Professional Development

- ◆ Training
 - ◆ 350+ teachers attending 5-day summer institutes on our Instructional Framework
 - ◆ All teachers trained during the year
- ◆ Coaching
 - ◆ 6 additional District coaches in ELA and Math
 - ◆ Collaboration
- ◆ Release time for schools to engage in the Cycle of Inquiry

Opportunities For Growth

- ◆ Having ALL schools be high performing
- ◆ Ensuring ALL students' needs are being met
- ◆ Preparing ALL students to be College and Career ready

Results

- ◆ 2012-13 Staff Recognitions
 - ◆ Kristina Adams, Principal of Helen Turner Early Learning Programs, *4 C's Educator of the Year*
 - ◆ Lynn Bravewomon, Teacher Leader, *Pryor Conrad Award*
 - ◆ Laura Retzlaff, Burbank, *Educator of the Year, Alameda County Office of Education*
 - ◆ Ariel Ochoa, Ochoa, *Principal of the Year, Hayward Chamber of Commerce*
 - ◆ Miroslaba "Lili" Velo, Tennyson High School, California Council of Social Studies *Outstanding Senior High School History Teacher of the Year*
 - ◆ Greg Fobbs, Vice-Principal of Ochoa, *Educator of Excellence Award, African American Regional Educational Alliances*

Responsibility:

An Established Collaborative Vision

Essential Components

- Positive School Climate
- Thoughtful Objectives
- Yellow Labels in rooms
- Check for understanding
- Intrinsic Motivation
- Community Partnerships
- Student-Centered &
- Student Ownership
- Assemblies & Performances

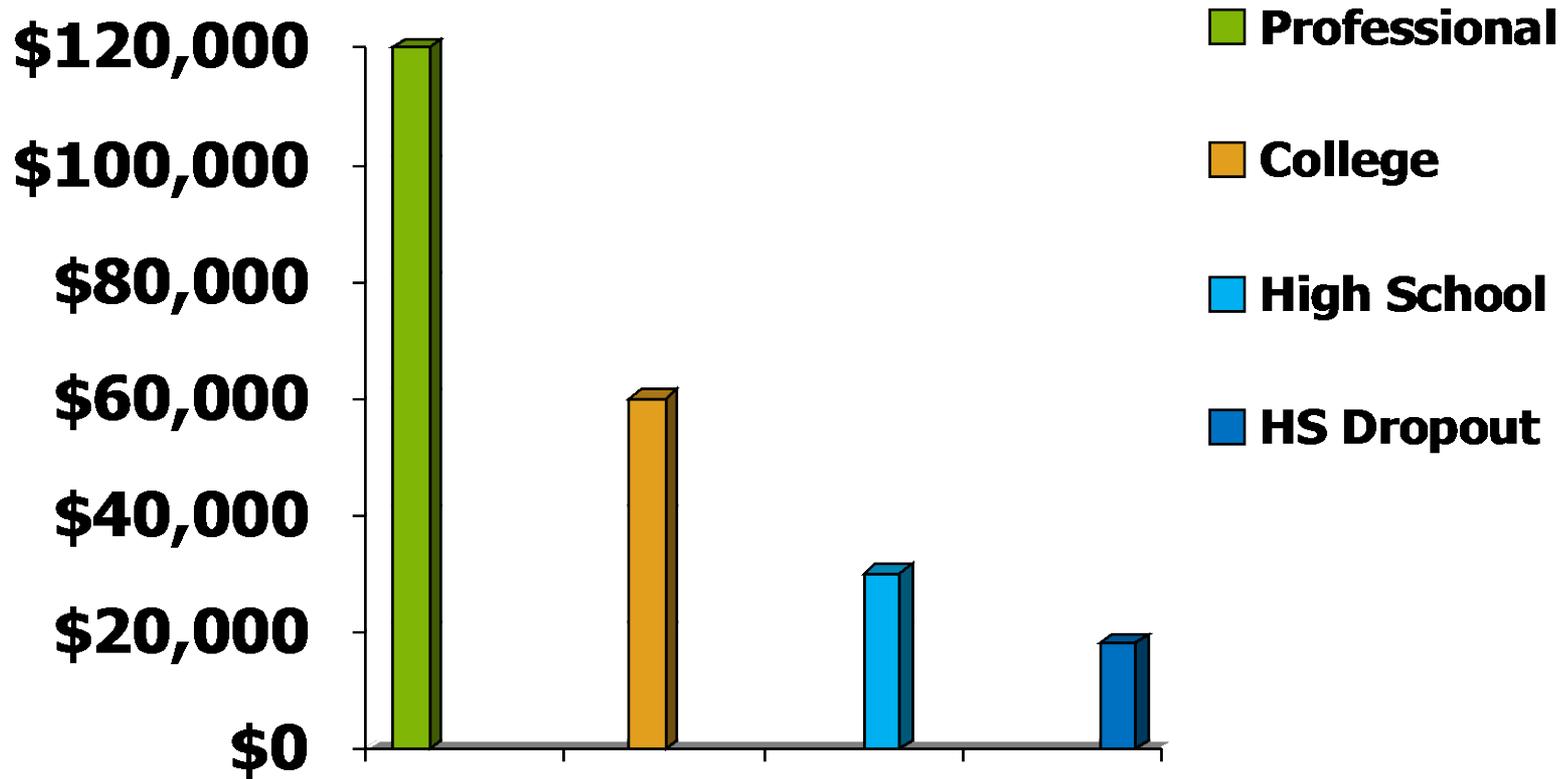
Instructional/Engagement Strategies

- Monthly strategies from faculty meetings
- Data Mitigation
- National Urban Alliance
- Common strategies from PLC' s
- Lessons from Peer Observations
- Kagan Cooperative Learning

PLC' s

- Supportive Collaboration
- Data Driving Instruction
- Student Learning
- Peer Observations
- Lesson Study
- Cycle of Inquiry
- Asset-Based

College Matters



Rigor: Building an Academic Environment

- ◆ Student Ownership:
Making Data Meaningful to Students
- ◆ Explicitly teaching students about their own results
- ◆ Monthly Instructional Strategies
- ◆ Engaging Parents Meaningfully
- ◆ Data Driving Instruction
- ◆ Setting SMART Goals in PLC' s

Making Data Meaningful to Students: “Owning It”

Student Result Report

Printed Wednesday, January 19, 2011 at 09:18:17 AM.

Student: [REDACTED]

Assessment: ELA8Midterm

Score: 33/75 (44%)

Summary Item

Note: correct answers are highlighted.

#	Standard	Response
1	8 R 1.3	D
2	8 R 1.3	A
3	8 R 2.7	C
4	8 R 1.3	D
5	8 R 2.2	B
6	8 R 2.2	D
7	8 R 2.4	B
8	8 R 2.7	B
9	8 R 1.2	A
10	8 R 1.2	C
11	8 R 1.1	A
12	8 R 1.1	D
13	8 R 2.1	B
14	8 R 2.5	C
15	8 R 2.3	B
16	6 R 2.2	A
17	8 R 2.4	C
18	8 R 2.6	D
19	8 R 2.5	B
20	8 R 2.5	A
21	8 R 2.5	C
22	8 R 2.6	C
23	8 R 2.1	B
24	8 R 2.1	B
25	8 R 2.7	C
26	8 R 1.3	D

#	Standard	Response
27	8 R 2.2	B
28	8 R 3.1	D
29	8 R 3.1	A
30	8 R 3.2	C
31	8 R 3.2	B
32	8 R 3.3	D
33	8 R 3.6	C
34	8 R 3.3	B
35	8 R 3.4	C
36	8 R 3.5	B
37	8 R 3.6	A
38	8 W 1.1	C
39	8 R 1.1	B
40	8 R 3.4	A
41	8 R 3.7	D
42	8 R 3.4	B
43	8 WOC 1.1	B
44	8 WOC 1.1	C
45	8 WOC 1.2	D
46	8 WOC 1.2	A
47	8 WOC 1.3	B
48	8 WOC 1.3	B
49	8 WOC 1.3	A
50	8 WOC 1.4	C
51	8 WOC 1.4	C
52	8 W 1.6	B

#	Standard	Response
53	8 WOC 1.1	A
54	8 WOC 1.4	C
55	8 R 3.6	C
56	8 WOC 1.4	C
57	8 WOC 1.5	B
58	8 WOC 1.5	B
59	8 WOC 1.5	C
60	8 WOC 1.6	D
61	8 WOC 1.6	D
62	8 WOC 1.6	D
63	8 W 1.1	B
64	8 W 1.3	C
65	8 W 1.2	B
66	8 W 1.3	C
67	8 W 1.1	B
68	8 W 1.3	D
69	8 W 1.2	C
70	8 W 1.3	B
71	8 W 1.2	A
72	8 W 1.2	A
73	8 W 1.2	B
74	8 W 1.1	D
75	8 W 1.2	B

Let's look at the report together.

ELA:

California Standards Test (CST)

■ Far Below Basic	■ Below Basic	■ Basic	■ Proficient	■ Advanced
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Subject Area	2010-2011 (Grade 6)			2009-2010 (Grade 5)			2008-2009 (Grade 4)		
	Test	Scale Score	Perf. Score	Test	Scale Score	Perf. Score	Test	Scale Score	Perf. Score
Reading	Grade 6	390	4-Prof.	Grade 5	304	3-Basic	Grade 4	262	1-FBB
Math	Grade 6	319	3-Basic	Grade 5	253	2-BB	Grade 4	241	1-FBB
Science				Grade 5	255	1-FBB			
Life Science									
End-of-course Science									
History/Social Science									
World History									

Explanation of Abbreviations: FBB=Far Below Basic, BB=Below Basic, Prof=Proficient, Adv.=Adv

Number you need correct to be **PROFICIENT**

CST Cluster Scores for 2010-2011

Content Cluster Results for English Language Arts, Grade 6	No. of Items	Raw Score	% Correct	% Correct, Min. Proficient Students
Word Analysis and Vocabulary Development	13	9	69.2%	10 74%
Reading Comprehension	17	12	70.6%	11 59%
Literary Response and Analysis	12	8	66.7%	9 67%
Written Conventions	16	15	93.8%	12 70%
Writing Strategies	17	15	88.2%	11 60%

Professional Learning Communities

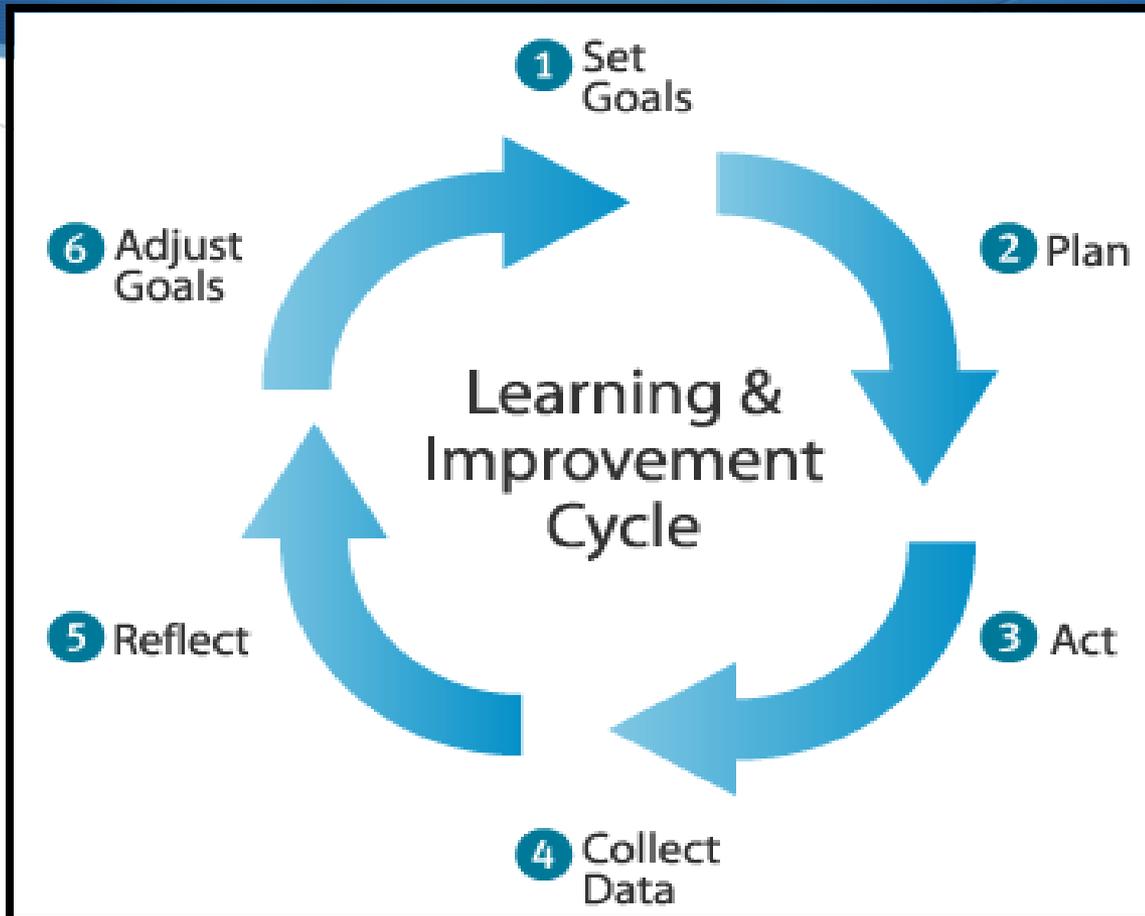


“The most promising strategy for sustained, substantive school improvement is building the capacity of school personnel to function as a professional learning community.”

- Milbrey McLaughlin (cited in *Professional Learning Communities at Work* by Dufour and Eaker)



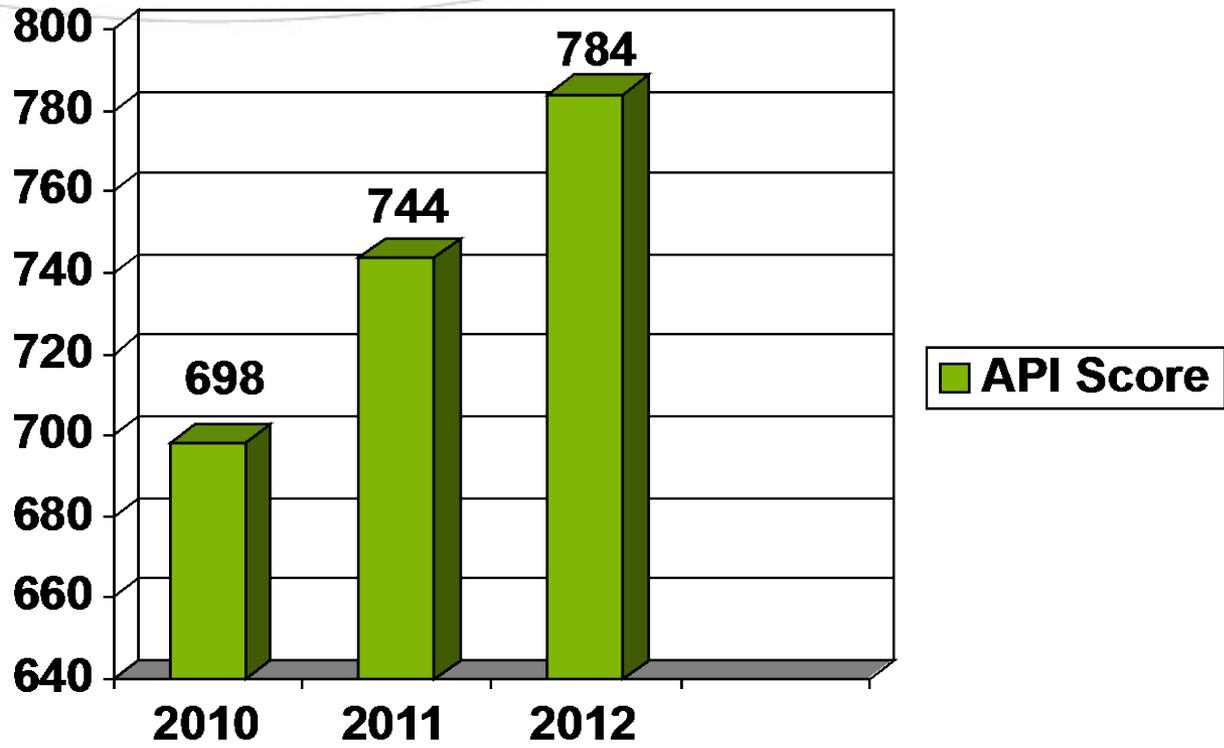
Cycle of Inquiry



PLC's: Contextualized for Ochoa

- ◆ Cycle of Inquiry
- ◆ Peer Observations
- ◆ Common Planning
- ◆ SMART Goals and Agreements
- ◆ Commitment to monthly implementation of instructional/engagement strategy
- ◆ PLC notes after each meeting

Results



Q & A

- ◆ What does HUSD's vision mean to you?
- ◆ How do we change the conversation about HUSD?

Students will be prepared, challenged and motivated in a 21st Century learning environment that develops the physical, intellectual and emotional success of all learners.