



Santa Ana
Unified School District

Transformational Schools Single Plan for Student Achievement 2010-11

February 8, 2011

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- Development of Transformation Model
- Current Activities and Planning of Transformation Schools
- Approval of the Current Single School Plan for the Transformation Schools
- Next Steps



Transformation Timeline

Feb 2010

6 SAUSD schools identified as low-achieving based on their academic achievement

Mar-Apr 2010

District conducted over 30 public forums and a needs analysis

District established a District Restructuring Team to review data and plan

May 2010

The Board of Education approved the Transformation Model for all 6 schools

July 2010

The School Improvement Grant application and initial site plans were created

Sept 2010

SAUSD was awarded \$35 million dollars for each of the 6 schools

Fall 2010

School plans were integrated into the Single Plan for Student Achievement

Winter 2010

District restructuring team has evolved into targeted support based on site needs

Feb 2011

Single Plan for School Achievement requires Board approval

School Plans are living documents and revisions will be brought back to the Board at regular intervals

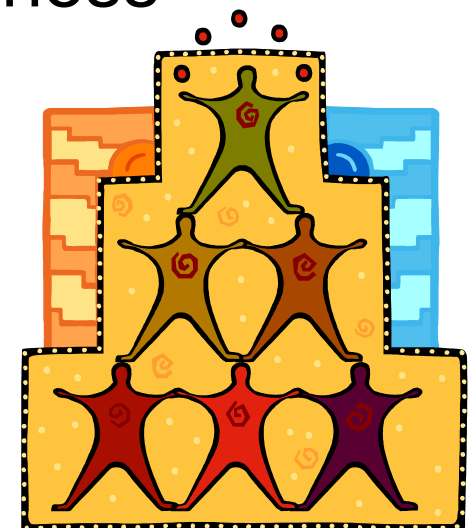
Stakeholders involved in the plan development: Department Chairs, Teachers, Parents, School Site Council, Administrator, District staff and additional support provided by Pivot Learning Partners in review of the plans.



- Site plans developed based on a comprehensive need analysis
- The number one issue addressed by students and parents was culture and environment
- The need for structural and operational support was identified
- The transformation model most aligned to the needs assessment and voice of the stakeholders



- Structure and Operational Support
- Creating community-oriented schools with focus on site identity (Branding)
- Teacher and school leadership effectiveness
- Increased learning time
- Instructional reform





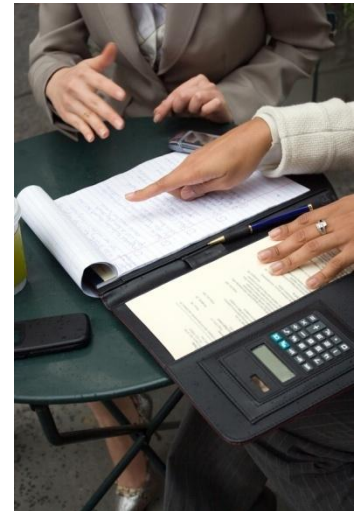
- With the goal of sustainability, sites worked collaboratively with their site Transformation Instructional Leadership Teams (TILT)
 - Building capacity for change
 - Developed site compacts
 - Key personnel for instructional initiatives were added to implement the transformation instructional programs
 - Added School Operations Administrator to allow the Principal to focus on instructional leadership
- Working with the Director of School Improvement & the District:
 - Implemented a district restructuring team to support transformational sites
 - Provide staff development
 - Developing systems of monitoring and support with the goal of flexibility to focus on communication, relationships and academic achievement at the sites



- In developing the site compacts and revising the site plans, transformation sites have focused on
 - Professional collaboration and teacher leadership capacity building
 - Parent Resource Center at each site led by a Community and Family Outreach Liaison
 - Enhanced school safety
 - Development of the school program focus is in progress
- With the new placement of a “Focus Coordinator,” each site will now begin working on highlighting and promoting their transformational model
 - Create a unique identity (Brand) that offers distinct and engaging programs
 - Public relations plan - Creation of community outreach newsletters and publications
 - Web and Parent portal
 - Alumni Initiative



- The roles and responsibilities of administrators and teachers will also be fundamentally transformed
 - Creation of a Transformational Instructional Leadership Team (TILT)
 - School Operations Administrator at each site
 - Reevaluate roles and responsibilities of administrative team, teacher leaders, and office staff
 - Focus on structured, instructional walk throughs
 - Writing of learning objectives
 - Student outcomes
 - Checking for understanding
 - Student engagement





- Additional learning time of more than 300 hours will be made available to students



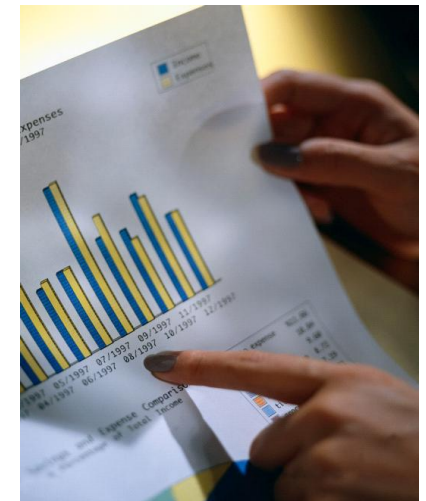
- **Intervention Programs**

- Before and After-school programs
- Saturday school
- Credit recovery
- Tutorials
- Summer

- **Enrichment and Elective courses based upon the site focus**



- An instructional support model will be developed and implemented through monitoring, data analysis, and professional development
 - **Professional development**
 - **Foundations of Effective Teaching**
 - Student engagement
 - Lesson plans
 - Learning objectives
 - Data analysis monitoring cycle





**First comes thought;
then organization of that thought,
into ideas and plans;
then transformation of those plans into reality.**

**The beginning,
as you will observe,
is in your imagination.”**

Napoleon Hill





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• **Building relationships**

- **Get to know the social-emotional and academic needs of students**

• **School community connection**

- **Build a community hub through outreach and services**

• **Construct collaboration using data**

- **Know students and increase student achievement**

• **Instructional leadership team**

- **Develop shared leadership to enhance connections**



- Teacher Collaboration to Identify Areas of Focus
- Academic Focus on Literacy (academic language, writing and reading)
- Professional Development – Schoolwide focus on Thinking Maps
- Positive Behavioral Support & Intervention
- Parent / Community Outreach - increased parent participation



Express Yourself!





A SCHOOL OF ACADEMIC EXCELLENCE IN THE
CONTEXT OF THE VISUAL AND PERFORMING
ARTS



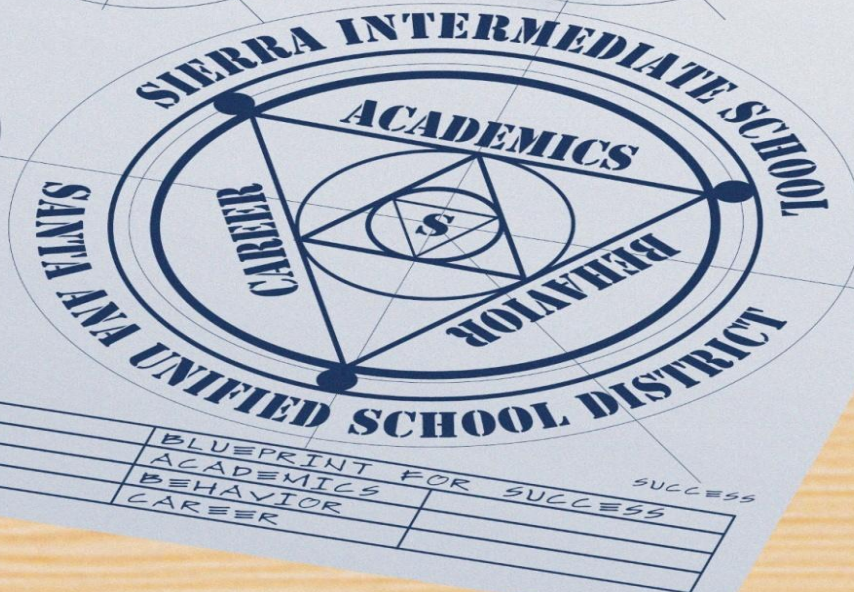
SIERRA
INTERMEDIATE
SCHOOL

THE SIERRA WAY-

A BLUEPRINT OF A VISION

*“Teaching students that their lives
are the ultimate art-forms.”*

*“Where respect and excellence
are everyday experiences.”*

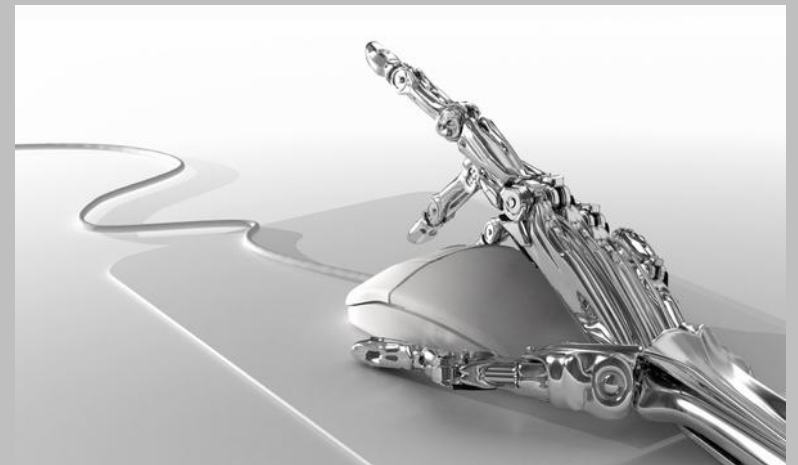
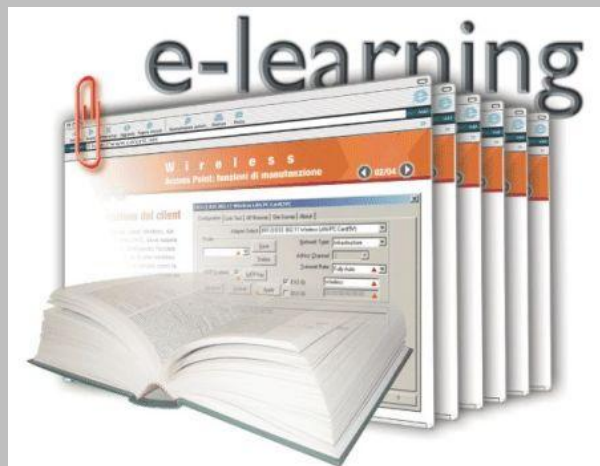




Santa Ana
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Century High School Early College & STEAM

- Academic Language and Writing Instructional Focus
- Staff Development and Supervision of Instruction
- Improved School Culture and Safety
- Online Learning, Credit Recovery & Enrichment
- Improved Parent Communication, Involvement, & Support
- Increased Community Partnership





Santa Ana
Unified School District

Saddleback High School
The College Majors School

- Transformation through distributive leadership
- Collaboration with all stakeholders and local partnerships
- School improvement cycle to monitor progress of the transformation plan
- Personalized support services that provide a successful transition to higher education and beyond



***The mission of the
College Majors School***

***is to deliver rigorous instruction and
personalized support services to provide
a successful transition to
higher education and beyond.***



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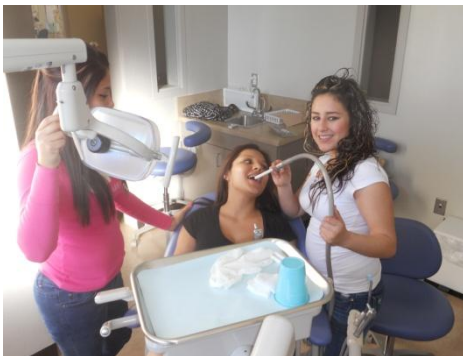
Valley High School
High School Inc.

9th Grade Success Academy

7 High School Inc. Academies

1. Automotive, Transportation & Logistics
 2. Culinary Arts & Hospitality
 3. Engineering & Construction
 4. Global Business
 5. Health Care
 6. New Media
 7. Manufacturing
- Shared Leadership
 - 21st Century Skills

BUILDING A BRIGHTER TOMORROW
High School Inc.
Academies
AT VALLEY HIGH SCHOOL





- Transformational requirements –
A three-year process
 - Structure and Operational Support
 - Creating community-oriented schools
 - Teacher and school leadership effectiveness
 - Increased learning time
 - Instructional reform



The Measure of Success is Sustainability!

Request Board Approval of the Transformational
Schools' Single Plan for Student Achievement