

OUTLINE FOR DELIVERY OF A STANDARDS-BASED CURRICULUM

Step 1: State Standards:

The curriculum of the District is the state adopted standards. The state provides frameworks and blueprints to enhance and describe standards. Adopted textbooks are standards-based and facilitate the teaching of standards.

Step 2: Essential Standards:

The District has identified Essential Standards that are the most critical standards on which to focus.

Step 3: Plan and Pace:

It is important to understand all components of each standard. Curriculum must be paced so that each student has an opportunity to learn each standard. Instruction should also be differentiated so that students of varying abilities and learning styles have an opportunity to learn each standard.

Step 4: Assess:

Students are assessed periodically using multiple measures in order to know whether individual students have attained the standards for their grade level. Teachers need to be able to determine how effectively their entire class is learning each standard. District criterion referenced tests, common benchmark assessments, and textbook embedded assessments are used by teachers to monitor student progress.

Step 5: Teach:

Teaching strategies and assessment must be aligned to the standards. Our district has a model for differentiated lesson plans to address the individual needs of students. Differentiated instruction assures that teaching is varied and provides an opportunity for each student to learn. Monitor student responses to interventions and change instruction as necessary.

Step 6: Teacher Collaboration:

A critical aspect of our educational process is the collaboration among teachers. This may include sharing lesson plans, student work, and common assessments. The District will support time for collaboration and staff development for this process.

Step 7: Student Data:

Individual and class data are analyzed to determine if standards are being achieved.

Step 8: Pre-teach and Re-teach:

When appropriate, a teacher will pre-teach to readiness or re-teach to mastery in order that students achieve standards.

Step 9: Analyze and Evaluate the Outcomes:

CSTs, CAT 6, CAPA, CELDT, CAHSEE and CRT's provide data district-wide. Individual school and district test data results are disaggregated by subgroups.

Step 10: Celebrate:

Successes will be recognized and celebrated throughout the District and community.

Accountability:

The District is held accountable through both a state and a federal accountability program. California's Public School Accountability Act put into place a statewide system to test students and create an Academic Performance Index (API). No Child Left Behind also put into place a standards-based accountability system that includes a measure called Adequate Yearly Progress (AYP) with Annual Measurable Objectives (AMO).

Meeting the Goals: We believe all students can learn and achieve state standards. The rate and depth of learning are affected by a number of factors: experiences, preparations, primary language, age, developmental ability, and readiness to learn. Our goal is that every school will meet its growth targets.

Jurupa Unified School District



Blueprint For Learning Five Point Plan

BLUEPRINT FOR LEARNING FIVE POINT PLAN

Every child deserves a quality education and the opportunity to learn. Jurupa Unified School District's Blueprint for Learning is our plan to focus on student achievement and assure that no child is denied the promise of a quality education.

Honesty, integrity and commitment are fundamental to good character and provide the foundation for a democratic society. They cannot be compromised in the education of children. Therefore, it is critical to emphasize these traits in our staff, our students and the decisions we make. They must understand this blueprint and its delivery.

This is Jurupa Unified School District's Five Point Plan:

(1) The Resources:

Focus fiscal resources, including categorical monies, on providing tools to sites, including staff development, assessment, support and materials, and human resources. Utilize an evaluation system with administrators to clarify expectations, focusing on the implementation of the plan. Provide training and support to teachers and principals.

(2) The Structure:

Continue to focus on alignment of standards (what students are expected to learn), content (what is taught), and assessment (what is tested) in an integrated instructional system.

Pillar 1—Standards

A standards-based curriculum promotes clarity and consistency about what students are expected to learn. It provides an appropriate foundation for all children to learn. The State of California has adopted standards that provide a framework for local educators to ensure that students throughout the state will receive a similar education. All instructional materials are standards-based.

Pillar 2— Teachers

All teachers are highly qualified in accordance with NCLB. Teachers are provided with staff development, specifically focused on using the instructional materials adopted by the district. Time is provided for teacher collaboration and coaching is employed to improve instructional practices.

Pillar 3—Assessment

State required assessments designed to measure student proficiency include:

- California Standards Tests (CSTs)
- California Achievement Test (CAT6)
- California Alternate Performance Assessment (CAPA)
- California English Language Development Test (CELDT)
- California High School Exit Exam (CAHSEE)

In addition, student achievement is monitored and instruction targeted through the use of local assessments, including adopted curriculum-embedded assessments, common content benchmark assessments, and district developed Criterion Referenced Tests (CRTs).

(3) The Materials:

Instruction is based on standards-based textbooks. Access to the core curriculum for all students is also supported through instructional technology, reading and math interventions, the English Language Development program, and handbooks that accompany the adopted instructional materials.

All textbooks and instructional materials are aligned with state standards. Intervention classes use state-approved materials that support access to the curriculum.

(4) The Method:

- Utilizing assessment data focus on individual student achievement.
- Provide opportunities for teachers to share and critique instructional strategies.

- Provide interventions for students who are scoring Below Basic, Far Below Basic and who have not passed the High School Exit Exam.
- Explore and implement innovative and researched-based programs to improve student achievement.

(5) The Support:

Prove a structure with support for students and teachers.

- Assure there are adequate support systems for students at risk.
- Provide extra-curricular activities that both enhance instruction and provide opportunities for social and athletic development and keep students engaged.
- Focus efforts on improving attendance, keeping students in school, graduating and seeking post-secondary opportunities.
- Consistent training with coaching and feedback will support plan implementation with a focus on excellent teaching and positive learning. Provide teachers with ample opportunities for collaboration and professional growth.

Our job as educators is to deliver the curriculum to every student in a way that assures that he or she is proficient in grade level skills and knowledge. Every student must have an opportunity to learn. Achieving the standards is the goal for every student. Achievement is measured by what is learned, not by what is taught.