Focusing Direction
- Purpose Driven
- Goals That Impact
- Clarity of Strategy
- Change Leadership

Cultivating Collaborative Cultures
- Culture of Growth
- Learning Leadership
- Capacity Building
- Collaborative Work

Securing Accountability
- Internal Accountability
- External Accountability

Deepening Learning
- Clarity of Learning Goals
- Precision in Pedagogy
- Shift Practices Through Capacity Building

InnovateEd
Building Capacity.
Guiding Principles of Systems Learners

We believe a few impactful priorities will ensure alignment throughout the system. “Strategic Focus”

We believe in creating collective efficacy through systemic collaboration. “Learn by Doing”

We believe in professional learning that is evidence-based and focused on continuous growth and improvement. “Know Thy Impact”
Making Coherence to Focus Direction

Strategic Focus

- Design and implement a **communication strategy** that ensures all district personnel, school staff and stakeholder groups have clarity of purpose, goals and outcomes for district-focused and site-driven improvement efforts.

- Engage district leaders, principals and school staff in the design of a **district-wide action plan** to develop coherence and capacity through interpretation of student performance patterns that define student learning priorities, staff practices, school supports, and evidence of student learning.
<table>
<thead>
<tr>
<th>Cultivating Collaborative Cultures to Deepen Learning</th>
<th>Learn by Doing</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Each school designs and implements a <strong>site-based action plan</strong> with an instructional focus for improving specific student skills that guides the continuous improvement of instructional practices and school supports based on evidence of student learning.</td>
<td></td>
</tr>
</tbody>
</table>
| ➢ Structures and supports promote **systemic collaboration**:
  a. District leaders and principals engage in a partnership approach for improving district-wide teaching and learning supports.  
  b. Principal cadres engage in professional learning and problem solving to improve teaching and learning supports across all schools.  
  c. School leadership teams of principals and teacher leaders engage in the collaborative improvement of teaching and learning supports within each school.  
  d. Teacher teams engage in productive collaboration focused on instructional planning, assessment of learning and targeted student supports for continuous improvement of teaching and learning. |               |
<table>
<thead>
<tr>
<th><strong>Securing Accountability to Lead Coherence</strong></th>
<th><strong>Know Thy Impact</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ District leaders, principals and school staff function as a <em>community of practice</em> using evidence of student learning to build coherence and capacity:</td>
<td></td>
</tr>
<tr>
<td>➢ Implement a <em>communication strategy</em> that informs all district personnel, school staff and stakeholder groups of the impact and progress of district-focused and site-driven improvement efforts.</td>
<td></td>
</tr>
<tr>
<td>a. Teacher teams engage in a cycle of inquiry as part of weekly collaboration time that informs improvement of student tasks, instructional supports and classroom practices.</td>
<td></td>
</tr>
<tr>
<td>b. School leadership teams engage in a cycle of inquiry as part of monthly meetings that informs the improvement of supports for teacher teams and student learning.</td>
<td></td>
</tr>
<tr>
<td>c. Principal cadres and district leaders define the frequency, structure and processes for cycles of inquiry that result in quarterly reflections on school site progress and impact of district-wide improvement efforts.</td>
<td></td>
</tr>
</tbody>
</table>
The aim of schooling is for every student to gain at least a year’s worth of learning for a year’s input.

The greatest influence on student progression in learning is having highly expert, inspired and passionate teachers and school leaders working together to maximize the effect of their teaching on all students in their care.

There is a major role for school leaders: to harness the expertise in their schools and to lead successful transformations.

There is also a role for the system: to provide the support, time and resources for this to happen.

Putting all three of these (teachers, leaders, system) together gets at the heart of collaborative expertise.

The focus of collaboration needs to be on the evidence of impact, common understandings of what impact means, the evidence and ways to know about the magnitude of this impact, and how the impact is shared across many groups of students.
Systems Coherence & Capacity Framework

- District Leadership Team
  - Vision, Goals and Outcomes
    - Leadership, Teaching & Learning Supports
  - Principal Leadership
    - Student Achievement Priorities
      - Support, Monitoring and Feedback
    - School Leadership Teams
      - School Action Plan
        - Collaborative Leadership
      - Instructional Supports
        - Personalized Instruction
    - School Teacher Teams
      - Evidence of Learning
        - Skills and Behaviors
  - Student Learning

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Lead Learners define a strategic focus aligned with student learning needs to engage in systemic collaboration, co-learning and shared accountability for the sustainable improvement of student achievement.

It is essential to support building of capacity and coherence by:

- **Focusing Direction** – Setting the stage for long-term growth of school capacity and student achievement by focusing on a few goals and outcomes that align critical supports for leadership, teaching and student learning.

- **Cultivating Collaborative Cultures** – Implementing structures and processes that engage principals, school leadership teams and teacher teams in collaboratively leading the continuous improvement of student learning.

- **Deepening Learning** – Implementing an instructional coherence framework that shifts classroom and school level practices to focus on developing student skills and using evidence of learning to inform continuous improvement of practices.

- **Securing Accountability** – Creating a common vision of accountability that engages school staff in collaboratively monitoring evidence of student learning to continuously adapt and improve student tasks, instructional supports and classroom practices.

- Adapted by InnovateEd; Michael Fullan *Coherence* (2015) and John Hattie *Collaborative Expertise* (2015)
**ESSA**

**Goals** – States must establish “ambitious State-designed long term goals” with measurements of interim progress for all students and subgroups:

- Improved achievement on State assessments
- Graduation rates
- Progress in English language proficiency for ELLs

**State Index** – State-defined and must include the following indicators for all students and subgroups:

**Academic Indicators**: Achievement based on annual assessments and State’s goals through:

- A statewide measure of student growth for elementary and middle schools;
- Graduation rates based on State’s goals;
- Progress in ELL English proficiency in grades 3 through 8 and 11;
- Measures of School Quality and Student Success
  - a. student and educator engagement
  - b. access & completion of advanced coursework
  - c. postsecondary readiness
  - d. school climate and safety
  - e. another State selected indicator

---

**LCAP**

**Access and Opportunities that Support Learning**

- Williams Act
- EL language proficiency growth
- Enrollment in a broad course of study
- A-G, CTE and AP/IB participation rate
- EL reclassification by grade span

**On Track to Graduate College & Career Ready**

- Grades 3-8 literacy at/above standard
- Grades 3-8 math at/above standard
- Suspension rate
- Percent long-term EL
- Attendance rate by grade span
- Chronic absenteeism rate
- Expulsion rate

**Graduate College & Career Ready**

- 11th grade EAP Math and ELA readiness
- Cohort graduation rate
- Performance on a broad course of study
- A-G, CTE and AP/IB completion rate
- AP/IB passage rate

---

**Teaching and Learning** – blue  
**College & Career Supports** – red  
**PBIS/SEL** – green
Strategic Focus defined by Student Success

- Student Behaviors and Skills
- Staff Practices
- School Supports
- District Structures
**Palmdale School District LCAP Goals and Outcomes**

### Goal 1: High Level Academic Preparation & College Career Ready

<table>
<thead>
<tr>
<th>ANNUAL MEASURABLE OUTCOMES AND LEAD METRICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of grade 3-8 students Meet &amp; Exceed Standard in ELA in CAASPP</td>
</tr>
<tr>
<td>Percent of K-2 students mastering foundational skills as measured by LPM</td>
</tr>
<tr>
<td>Percent of K-2 students mastering foundational skills as measured by DIBELS</td>
</tr>
<tr>
<td>Percent of grade K-8 students Meet &amp; Exceed Standard in ELA in LPM</td>
</tr>
<tr>
<td>Percent of grade K-8 students Benchmark &amp; Above in ELA in DIBELS</td>
</tr>
<tr>
<td>Percent of 3-8 students Meet &amp; Exceed Standard in Math CAASPP</td>
</tr>
<tr>
<td>Percent of K-2 students proficient in math on LPM</td>
</tr>
<tr>
<td>Percent of K-8 students Meet &amp; Exceed Standard in Math in LPM</td>
</tr>
<tr>
<td>a. Percent of ELs Reclassified</td>
</tr>
<tr>
<td>b. Percent of EL annual progress on CELDT AMAO1)</td>
</tr>
<tr>
<td>Percent of ELs not reclassified in 5 years (LTEL)</td>
</tr>
<tr>
<td>Percent of students in Healthy Zone performance level</td>
</tr>
</tbody>
</table>

### Goal 2: Welcoming, Safe and Healthy Learning Environment

<table>
<thead>
<tr>
<th>ANNUAL MEASURABLE OUTCOMES AND LEAD METRICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle School drop-out rate</td>
</tr>
<tr>
<td>Percentage monthly attendance rate</td>
</tr>
<tr>
<td>Percentage of students missing 18 days or more each school year</td>
</tr>
<tr>
<td>Percentage of Expulsion</td>
</tr>
<tr>
<td>Percentage of K-code suspension</td>
</tr>
<tr>
<td>Percent of students developing strength of body, mind and character (grade 5 &amp; 7 Healthy Kids Survey)</td>
</tr>
</tbody>
</table>

### A Common Vision of Student Success

**Vision**

Palmdale will become a district where . . .

Every Student Leaves Ready for Success in High School and Beyond:
College, Career, the Global World.

**Mission**

The mission of the Palmdale School District is to implement our vision with actions and services targeted to students, parents, and staff so our students can live their lives to their full potential.

**Definition of Student Success**

- High-Level Academic Preparation
- College and Career Readiness
- Mastery of Advanced Literacies and 3M Skills (Multimedia, Multilingual, and Multicultural)
- Innovative, Creative and Solution Seeking
- Social, Civic, and Environmental Responsibility
- Technological Fluency
- Strength of Body, Mind, and Character
Local Control Accountability Plan

LCAP GOALS 2015-2016

GOAL 1: All students will have access to rigorous instruction provided by highly qualified teachers and supported by highly effective leadership with appropriate resources.

GOAL 2: All students will achieve academic proficiency through appropriate classroom placement, including strategic groupings for effective classroom based interventions to support full access to the common core state standards, rigorous instruction and socio-emotional supports.

GOAL 3: To significantly increase parent and community engagement to inspire them to be actively involved in preparing their students to be College and Career Ready and to reduce chronic absenteeism.

The vision and mission of the Santa Rita Union School District, a dynamic educational organization, is to assure that all students will be provided an appropriate, challenging instructional program, enabling students to become contributing members of a global community, by providing opportunities to develop academic and social skills in a nurturing environment.
LCAP Priorities and Superintendent’s Expectations

**Goal 1:**
All students proficient in literacy, numeracy, critical thinking and technology skills.

**Outcomes**

1. Increase the meets/exceeds standards rate in grades 3-8 and 11 SBAC ELA and Math by 5% annually.

2. Progressively increase the number of students who meet their expected growth as measured by the Achievement Status Growth report in the areas of Reading and Math on the Interim MAP assessment with 50% or better of your students.

3. Increase the English Learners’ reclassification rate by 5% annually.

4. Increase the percentage of English Learners meeting AMAO 2a and 2b by 5% annually.

5. Ensure all students have access to standards aligned instructional materials as measured by the Williams Report.
Goal 2: All students graduate high school prepared to successfully enter into higher education and/or pursue a viable career path.

Outcomes:

1. Progressively increase high school graduation rates to 90% for all students with an emphasis on African American, English Learner and Special Education subgroups.

2. Decrease high school dropout rate by 2% annually with an emphasis on African American, English Learner and Special Education subgroups.

3. Increase the A-G course completion rate by 5% annually with an emphasis on African American, English Learner and Special Education subgroups.

4. Attain a 40% AP passage rate of 3+ for all students with an emphasis on African American students.

5. Increase the number of students exceeding standards on grade 11 SBAC ELA and Math (EAP) by 5% annually.
LCAP Priorities and Superintendent’s Expectations

Goal 3:
Learning environments support all students to thrive academically at the rigor of each grade level.

Outcomes
1. Decrease suspension rate for Foster Youth and African American students by 5% annually.
2. Meet or exceed a 95% attendance rate for all students.
3. Decrease the chronic absenteeism rate for all students to 8% or less.
## Desert Sands USD Strategic Focus

All students will demonstrate progress toward college & career readiness in literacy and mathematics

<table>
<thead>
<tr>
<th>Literacy</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through the implementation of the CA Content Standards students will:</td>
<td>Through the implementation of the CA Content Standards and the Standards for Mathematical Practice students will:</td>
</tr>
<tr>
<td>a) Read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</td>
<td>a) Explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.</td>
</tr>
<tr>
<td>b) Produce effective writing for a range of purposes and audiences.</td>
<td>b) Solve a range of complex problems making productive use of knowledge and problem solving strategies.</td>
</tr>
<tr>
<td>c) Employ effective speaking and listening skills for a range of purposes and audiences.</td>
<td>c) Clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.</td>
</tr>
<tr>
<td>d) Engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.</td>
<td>d) Analyze complex, real-world scenarios by constructing and using mathematical models to interpret and solve problems.</td>
</tr>
</tbody>
</table>
## Literacy in the Classroom

**Building Independence through Persistence and Productive Struggle**

Students become self-directed learners by habitually displaying persistence with challenging tasks and new learning.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Evidence</th>
</tr>
</thead>
</table>
| Close Reading of complex, grade-level texts  
*Claim 1* | Students read purposefully and analytically to comprehend a range of increasingly complex literary and informational texts. Students retrieve and evaluate evidence to build strong content knowledge and formulate arguments. |
| Evidence-Based Writing  
*Claim 2, 4* | Students produce effective writing across disciplines for a range of purposes and audiences. Through diverse media formats, students conduct research/inquiry to investigate topics, and analyze, integrate, and synthesize ideas. |
| Listening/Interpreting  
*Claim 3* | Students employ effective listening skills for a range of purposes and audiences to analyze, interpret, and use information delivered orally. |
| Technology and Digital Media  
*Claim 1, 2, 3, 4* | Students strategically employ technology to manage, analyze, synthesize, and communicate useful information. |
| Communicate using precise Academic Language  
*Claim 1, 2, 3, 4* | Students accurately and routinely use vocabulary, syntax, grammar, and discourse appropriate to the purpose and audience when speaking and writing. |
| Scaffolded Language and Integrated ELD  
*Claim 2, 3* | All students (with special attention to English learners) are provided differentiated instruction and strategic support for literacy development without compromising rigor or content. |

Desert Sands Unified School District, Educational Services Division, rev. 9/2015
# Mathematics in the Classroom

## Building Independence through Persistence and Productive Struggle
Students become self-directed learners by habitually displaying persistence with challenging tasks and new learning.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Evidence</th>
</tr>
</thead>
</table>
| **Questioning Strategies**  
*Claim 1, 2, 3* | Students pose and respond to high-quality questions that prompt them to share their developing thinking about the content of the lesson. |
| **Fluency and Multiple Strategies**  
*Claim 1, 3* | Students apply mathematical concepts and procedures with precision and fluency. Multiple strategies are acknowledged, shared and encouraged. |
| **Apply math skills to Real-Life Situations**  
*Claim 2, 4* | Students solve real-life problems that offer opportunities for productive struggle and are able to transfer their understanding to multiple situations. |
| **Communicate Reasoning using precise Academic Language**  
*Claim 2, 3, 4* | Students clearly and precisely construct viable arguments to support their own reasoning using explanations, visuals (graphs or diagrams) and justifications. Students collaboratively engage in rich and rigorous conversations about problems, strategies, and solutions, and are able to effectively critique the reasoning of others. |
| **Scaffolded Language and Integrated ELD**  
*Claim 2, 3, 4* | All students (with special attention to English learners) are provided differentiated instruction and strategic support for mathematics without compromising rigor or content. |

*Desert Sands Unified School District, Educational Services Division, rev. 9/2015*
A two-by-two diagram illustrating the notion of progression and proficiency.

<table>
<thead>
<tr>
<th>LCFF Priority</th>
<th>Indicators</th>
<th>All Student Performance</th>
<th>Equity Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>ELA Assessment (K-8)</td>
<td>High</td>
<td>1, 5~</td>
</tr>
<tr>
<td>4</td>
<td>Math Assessment (K-8)</td>
<td>High</td>
<td>2~</td>
</tr>
<tr>
<td>4</td>
<td>English Learner Proficiency</td>
<td>Intermediate</td>
<td>N/A (indicator applies only to English Learners)</td>
</tr>
<tr>
<td>5</td>
<td>Graduation Rate (9-12)</td>
<td>Low</td>
<td>1~</td>
</tr>
<tr>
<td>5</td>
<td>Chronic Absenteeism (K-8)</td>
<td>Very Low</td>
<td>1, 4, 8, 9~</td>
</tr>
<tr>
<td>6</td>
<td>Suspension Rate &amp; Local Climate Survey</td>
<td>Low</td>
<td>6,9~</td>
</tr>
<tr>
<td>7, 8</td>
<td>College &amp; Career Readiness (9-12)</td>
<td>High</td>
<td>None</td>
</tr>
<tr>
<td>1</td>
<td>Basics (Teachers, Instructional Materials, Facilities)</td>
<td>Met</td>
<td>N/A</td>
</tr>
<tr>
<td>2</td>
<td>Implementation of Academic Standards</td>
<td>Not Met for One Year</td>
<td>N/A</td>
</tr>
<tr>
<td>3</td>
<td>Parent Engagement</td>
<td>Met</td>
<td>N/A</td>
</tr>
</tbody>
</table>
A culture of continuous improvement is driven by four key questions at every level of a school district system:

1. Which priorities will define our common focus?
2. Which outcomes will measure our collective success?
3. How will we use evidence to monitor our impact?
4. How will we collaboratively adapt our practices and supports to continuously improve our outcomes?

Each of these four questions is represented by the red line.
What are the common areas of focus for all content areas?
<table>
<thead>
<tr>
<th>DOK 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can you recall _____?</td>
</tr>
<tr>
<td>When did _____ happen?</td>
</tr>
<tr>
<td>Who was _____?</td>
</tr>
<tr>
<td>How can you recognize _____?</td>
</tr>
<tr>
<td>What is _____?</td>
</tr>
<tr>
<td>How can you find the meaning of _____?</td>
</tr>
<tr>
<td>Can you select _____?</td>
</tr>
<tr>
<td>How would you write _____?</td>
</tr>
<tr>
<td>What might you include on a list about _____?</td>
</tr>
<tr>
<td>What is the formula for _____?</td>
</tr>
<tr>
<td>Who discovered _____?</td>
</tr>
<tr>
<td>Can you identify _____?</td>
</tr>
<tr>
<td>How would you describe _____?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DOK 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can you explain how _____ affected _____?</td>
</tr>
<tr>
<td>How would you apply _____ to develop _____?</td>
</tr>
<tr>
<td>How would you compare/contrast _____?</td>
</tr>
<tr>
<td>How would you classify _____?</td>
</tr>
<tr>
<td>How are _____ alike/different?</td>
</tr>
<tr>
<td>How would you classify the type of _____?</td>
</tr>
<tr>
<td>What would you say about _____?</td>
</tr>
<tr>
<td>How would you summarize _____?</td>
</tr>
<tr>
<td>What steps are needed to _____?</td>
</tr>
<tr>
<td>How would you explain/write about _____?</td>
</tr>
<tr>
<td>How would you estimate _____?</td>
</tr>
<tr>
<td>How would you organize _____?</td>
</tr>
<tr>
<td>What would you use to classify _____?</td>
</tr>
<tr>
<td>What did you notice about _____?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DOK 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>How is _____ related to _____?</td>
</tr>
<tr>
<td>What conclusions can you draw about _____?</td>
</tr>
<tr>
<td>How would you adapt _____ to create _____?</td>
</tr>
<tr>
<td>How would you test _____?</td>
</tr>
<tr>
<td>Can you predict the outcome if _____?</td>
</tr>
<tr>
<td>What is the best answer? Why?</td>
</tr>
<tr>
<td>What conclusions can be drawn from _____?</td>
</tr>
<tr>
<td>What is your interpretation of _____? Why?</td>
</tr>
<tr>
<td>How would you describe the sequence of _____?</td>
</tr>
<tr>
<td>What facts can you select that support _____?</td>
</tr>
<tr>
<td>Can you elaborate on _____?</td>
</tr>
<tr>
<td>What would happen if _____?</td>
</tr>
<tr>
<td>Can you formulate a claim/conjecture for _____?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DOK 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a claim/thesis, drawing conclusions from multiple sources.</td>
</tr>
<tr>
<td>Design and conduct an experiment.</td>
</tr>
<tr>
<td>Gather information to develop alternative explanations for results of an experiment.</td>
</tr>
<tr>
<td>Write an evidence-based essay/research paper on a topic citing multiple sources to explain or persuade.</td>
</tr>
<tr>
<td>What information can you gather to support your idea about _____?</td>
</tr>
<tr>
<td>DOK would most likely be evidence-based writing or applying multiple sources of information to defend an opinion with evidence.</td>
</tr>
<tr>
<td>DOK 4 requires time for extended thinking.</td>
</tr>
<tr>
<td><strong>Visible Evidence of Student Learning</strong></td>
</tr>
<tr>
<td>-----------------------------------------</td>
</tr>
</tbody>
</table>
| **Higher Order Thinking Skills** | Students gradually released to complete DOK 3 & 4 level tasks that require:  
  • use of analysis, evaluation, logic, reasoning, problem solving and justifying  
  • transfer of learning to new contexts via planning and creativity |
| **Close and Analytic Reading** | Students read/observe with a clear purpose and prompt that requires:  
  • annotation, source-dependent questions, multiple readings and notetaking  
  • evidence-based conversations and completion of a writing-to-learn task |
| **Communicate using Precise Academic Language** | Students speak and write precisely using academic language that requires:  
  • effective use of content and domain specific vocabulary  
  • productive discourse connected to prompts, starters, frames and scaffolds  
  • conveying understanding, sharing ideas and critiquing the reasoning of others |
| **Structured Collaborative Conversations** | Students effectively work in pairs or groups in a clearly defined task that requires:  
  • accountability for roles, responsibilities and completion of task steps/process  
  • structured academic discourse to critique and justify using evidence |
| **Evidence-based Arguments** | Students develop claims, conjectures and hypotheses that require:  
  • analyzing information and applying reasoning to justify with evidence  
  • constructing, applying and justifying mathematical/scientific models |
| **Evidence-based Writing** | Students clearly communicate through a range of writing that requires:  
  • short responses and process writing (prewrite, draft, revise, edit and publish)  
  • responding to narrative, informational and argumentative prompts  
  • justifying opinions, reasoning and solutions with evidence |

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**District Focus:** Should be based on district vision, goals and data analysis of student performance

### What outcomes define our work?

<table>
<thead>
<tr>
<th>Annual Measurable Outcomes</th>
<th>Monthly Lead Metrics</th>
<th>Monitoring and Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the Lag Metrics that will drive district-wide improvement efforts and be communicated annually to inform school board and community stakeholder groups of progress with student outcomes</td>
<td>Identify the Lead Metrics to be monitored on a 3 to 6 week basis that will inform district leaders and school sites of the impact of improvement efforts and will drive the continuous improvement of systems, supports and practices</td>
<td>Establish the structures and processes that will be used by district leaders, principals, school leadership teams and teacher teams to monitor progress of Lead Metrics and promote a district-wide culture of collaboration and co-learning</td>
</tr>
</tbody>
</table>

### How will we know our impact?
# Palmdale Systems Improvement Plan

## Goal 1: High Level Academic Preparedness and College and Career Readiness

### Annual Lag Metrics (LCAP)
- Percent of grade 3-8 students- Meet or Exceed Standards in ELA in CAASPP
- Percent of 3-8 students- Meet & Exceed Standards in Math CAASPP
- Percent of ELs Reclassified
- Percent of EL Annual Progress on CELDT
- Percent of ELs not reclassified in 5 years
- Percent of Administrators, teachers and students improving technology proficiency
- Middle School drop-out rate
- Percentage of Expulsion
- Percentage of positive student learning environment that connects and engage students (HKS)
- Percent of students developing strength of body, mind and character (HKS)

## Goal 2: Welcoming, Safe and Healthy Learning Environment

### Lead Metrics (weekly/monthly check-ins)
- Percent of K-2 students mastering foundational skills as measured by LPM
- Percent of K-2 students mastering foundational skills as measured by DIBELS/DORA
- Percent of K-2 Students proficient in math on LPM
- Percent of grade K-8 students Meet or Exceed Standards in ELA/Math in LPM
- Percent of grade K-8 students Benchmark and Above in ELA in DIBELS/DORA
- Percent of students who have taken their assessment on time
- Percent of students receiving a grade of D/F every quarter
- Site PLCs will be held to evaluate student work
  - Percentage monthly attendance rate
  - Percentage of students missing 18 days or more each school year
  - Percentage of suspension
  - Percentage of K-code suspension
  - Percentage of African American Male

## District & Site Monitoring and Feedback
- District staff and principals conduct classroom walkthroughs to establish a baseline of current instructional practices:
  1. Foundational Skills (K-2nd)
  2. Integration of technology
  3. WICOR/ AVID
  4. Positive relationships between students and teachers (Capturing Kids’ Hearts/PBIS)
  5. Instructional priorities: DOK, Accountable talk, Close reading, SMPs
- Restructuring principal meeting to reflect real PLC and our strategic focus. Principals will collaborate by analyzing and sharing site data, implementation progress and improvements in staff practices and student learning
  - Principal-principal collaboration
  - Monitoring of Site level PLCs
    - School based attendance monitoring:
      - Site Admins
      - SEAs
      - PCLs
      - Attendance Clerks
    - Monthly behavioral reports distributed to site admins
      - RTI Teams evaluate data monthly
<table>
<thead>
<tr>
<th>Student Success Indicators</th>
<th>Staff Practices</th>
<th>School Supports</th>
<th>District Structures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define the student skills and behaviors that will be the focus of district-wide improvement efforts</td>
<td>Define the research-based teaching and learning supports that will have the most impact on identified student skills and behaviors</td>
<td>Clarify the roles of the principal and school leadership team with planning, implementing and monitoring supports needed for school staff to effectively engage in identified practices and improve student skills and behaviors</td>
<td>Clarify district structures and processes that will be needed to provide supports for principals to effectively lead the continuous improvement of school supports, staff practices and student skills and behaviors</td>
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</table>

**What is the focus of our work?**

**How will we provide support?**
<table>
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<td><strong>Four C’s: Creativity, Collaboration, Critical Thinking, Communication:</strong></td>
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<td><strong>Literacy</strong></td>
<td><strong>Data</strong>&lt;br&gt;Teachers will analyze data to determine student needs and to plan lessons.</td>
<td><strong>Data</strong>&lt;br&gt;PLCs will analyze data to determine student needs and to plan lessons.</td>
<td><strong>Data</strong>&lt;br&gt;Coordinate Data Summits quarterly to review LPM, DIBELS&lt;br&gt;&lt;ul&gt;&lt;li&gt;Provide protocols for site based data analysis&lt;/li&gt;&lt;li&gt;Develop/assess/ adapt local assessments (with teacher input)&lt;/li&gt;&lt;/ul&gt;</td>
</tr>
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<td>- Foundational Skills (K-2nd)&lt;br&gt;  - Fluency practice&lt;br&gt;  - Word analysis&lt;br&gt;  - Footsteps2Brilliance daily practice&lt;br&gt;  - Rainbow Words (Kinder)</td>
<td><strong>Literacy</strong>&lt;br&gt;  - Daily Foundational Skills instruction&lt;br&gt;  - Small groups based on data (RTI)&lt;br&gt;  - Incorporate Close Reading instruction into lesson plans&lt;br&gt;  - Collaborate to deliver effective Close Reading lessons&lt;br&gt;  - AVID/ WICOR strategies implemented school wide&lt;br&gt;  - Lesson plans reflect language objectives</td>
<td><strong>Literacy</strong>&lt;br&gt;  - Monthly RTI team meetings&lt;br&gt;  - Targeted intervention, instruction and enrichment&lt;br&gt;  - Clinic</td>
<td><strong>Literacy</strong>&lt;br&gt;  - Provide PD and materials to improve foundational skills lessons.&lt;br&gt;  - Grade level facilitators&lt;br&gt;  - Provide PD and materials to improve Close Reading instruction</td>
</tr>
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<td>- Close reading&lt;br&gt;  - Engage in grade level text&lt;br&gt;  - Engage in rich academic discourse&lt;br&gt;  - annotate text&lt;br&gt;  - Answer text dependent questions&lt;br&gt;  - Read and analyze complex text&lt;br&gt;  - Writing based on research inquiry</td>
<td><strong>Math</strong>&lt;br&gt;  - Full implementation of Eureka Math/ Big Ideas Math</td>
<td><strong>Math</strong>&lt;br&gt;  - Admins monitor full implementation of Eureka Math/ Big Ideas Math</td>
<td><strong>Math</strong>&lt;br&gt;  - Grade level facilitators&lt;br&gt;  - Provide PD and materials to improve math instruction</td>
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<td>- AVID/ WICOR&lt;br&gt;  - EL Students&lt;br&gt;  - Each student engaged in language production (written/spoken) during each lesson</td>
<td><strong>Academic Behavior</strong>&lt;br&gt;  - Explicit instruction of classroom expectations and procedures&lt;br&gt;  - Culturally responsive teaching (beginning with Induction Teachers)</td>
<td><strong>Academic Behavior</strong>&lt;br&gt;  - Provide collaboration time for culturally responsive teaching&lt;br&gt;  - Monitor attendance and discipline data&lt;br&gt;  - Encourage restorative justice practices</td>
<td><strong>Academic Behavior</strong>&lt;br&gt;  - Provide attendance and discipline data&lt;br&gt;  - Referrals for SEAs support&lt;br&gt;  - Provide PD in culturally responsive instruction</td>
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<td><strong>Math</strong>&lt;br&gt;  - Mathematics Standards&lt;br&gt;  - SMPs&lt;br&gt;  - EL Students&lt;br&gt;  - Each student engaged in language production (written/spoken) during each lesson</td>
<td><strong>21st Century/ Technology Skills</strong>&lt;br&gt;  - Teachers attend Chromebook training and regular Tech Tuesday training. Teachers integrate technology into regular curriculum focusing on Scope and Sequence skills.&lt;br&gt;  - STEAM Academy implementation</td>
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<td><strong>21st Century/ Technology Skills</strong>&lt;br&gt;  - Provide Tech Tuesdays and additional PD&lt;br&gt;  - STEAM Academy development</td>
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<td><strong>Academic Behavior</strong>&lt;br&gt;  - Positive interactions between students and staff&lt;br&gt;  - Improved social and emotional skills</td>
<td><strong>21st Century/ Technology Skills</strong>&lt;br&gt;  - Improve typing WPM by five words for each grade level and improve their skills in the following areas: 1) Basic computing, 2) Word processing, 3) Spreadsheets, 4) Digital Citizenship, 5) Multimedia, 6) Research</td>
<td><strong>21st Century/ Technology Skills</strong>&lt;br&gt;  - Administrators attend PD. Site admins monitor integration focusing on Scope and Sequence skills.&lt;br&gt;  - STEAM Academy implementation</td>
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PALMDALE PROMISE

PSD Systems Improvement Plan

Professional Learning Communities

3 Big Ideas
Focus on Learning
Collaborative Culture
Results Orientation - Data Driven Results

Team Planning Administrator Cohort

Four Critical Questions

1. What is it that students need to know and be able to do?
   Common Core Standards (Claims & Targets)
   - Identify Essential Standards / ELD Standards
   - Unwrap and sequence standards-concepts and skills
   - Interdisciplinary Integration
   - Plan instruction of progressive learning targets including integrated ELD

2. How will we know if they learned it?
   - Assessment
     - Formative - CFA’s
     - Benchmarks - LPM
     - Summative - SBAC/CELDT

3. What will we do if they have not learned it?
   - RTI
     - Tier 3
     - Tier 2
     - Tier 1
   - Rising Level of intensity and time from tier to tier
   - Tiers 2 and 3 follow a timeline and include progress monitoring and documentation
   - Tier 1 monitored through CFA’s and program assessments

4. What will we do if they have?
   - Deeper Learning/Extension

Socio-Emotional Learning
   - Build Relationship
   - Capturing Kids Hearts
   - Counseling
   - PBIS/Best Behavior
   - Cultural Proficient Pedagogy
   - Student Voice & Leadership Program
   - Bully Free

EL Instructional Strategies
   - AVID/WICOR
   - Writing
   - Thinking Maps
   - Graphic Organizers
   - Imagine Learning
   - Foundational Skills:
     - Mastery Guides
     - Learning Dynamics
     - Footsteps2Brilliance
   - Close Reading
   - Accountable Student Talk
   - Text Dependent Questions
   - DOK/Quadrant A-D
   - SMP (Math)
   - Technology
Action Steps

✓ What are next steps for Communicating a District Vision for Coherence?

✓ What are next steps for engaging principals and teachers in our Plan for Coherence Making?

✓ What do we expect to have achieved by Dec 6-7 that can be shared with other districts?