

**PASADENA UNIFIED SCHOOL DISTRICT
CURRICULUM, INSTRUCTION AND PROFESSIONAL DEVELOPMENT (CIPD)
2018-19 ANNUAL PLAN**

<p>Department</p>	<p>Curriculum, Instruction and Professional Development</p>
<p>DEPARTMENT STATEMENT OF PURPOSE</p> <p><i>Insert statement describing what your Division does and its purpose</i></p>	<p style="text-align: center;">CIPD: Statement of Purpose</p> <p>The Pasadena Unified School District’s Curriculum, Instruction and Professional Development department is driven by a commitment to prepare our students for college and career opportunities. We support student success by developing and refining curriculum, in conjunction with providing professional growth opportunities to our staff to ensure quality instruction for every child.</p>
<p>DEPARTMENT THEORY OF ACTION (TOA)</p> <p><i>Your TOA provides a road map for what needs to happen and what Division needs to do to achieve desired outcome(s) for students. Can be an IF...AND...THEN statement.</i></p>	<p style="text-align: center;">CIPD: Theory of Action</p> <p>IF we invest heavily in the professional development of our educators,</p> <p>AND provide relevant, high quality, standards-aligned curriculum,</p> <p>AND communicate the purpose and value of student-centered instructional practices,</p> <p>AND establish structures for consistent training with guaranteed, job-embedded support throughout the school year,</p> <p>AND keep students as the central driver for our instructional decisions,</p> <p>THEN principals will be able to establish and protect instructional integrity for teachers who are equipped to design and implement instruction that allows students to thrive academically.</p>
<p>LIST OF SERVICES</p>	<ul style="list-style-type: none"> ● Provide Board-approved curriculum for core subjects (general and DLIP) ● Provide instructional support documents, tools, resources, materials and support sufficiency ● Coordinate and facilitate training in priority academic initiatives for all core subjects (includes initial & ongoing) ● Provide capacity building for teachers & leaders as related to academic goals ● Conduct District Wide Professional Days for all certificated & classified employees ● Coordinate district assessment and progress monitoring for core subjects ● Articulate and align core curricular, instructional & training needs across academic departments to serve all students (i.e. LADD, Special Education,

CIPD 18-19 ANNUAL PLAN

	<p>GATE, DLIP, IB, etc.)</p> <ul style="list-style-type: none"> ● Maintain course coherence between schools, ITS and Academics (codes, UC a-g approval, policy compliance, etc.) ● Manage Math Placement policy and procedures (assessment & data) ● Coordinate and implement Math Academy Program
<p>DEPARTMENT ORGANIZATIONAL CHART</p>	<p>Helen Hill - Director Nadirah Nayo - Coordinator I & Math Specialist K-12 Jodi Marchesso - TOSA II, STEM Specialist K-12 Carmela Ching - TOSA II, Elementary Literacy & DLIP Specialist Jose Ortega - TOSA II, Secondary Literacy & DLIP Specialist Sherry Joiner - Senior Clerk Typist</p>
<p>DEPARTMENT CONTACT</p>	<p>Helen Hill</p>
<p>TELEPHONE/E-MAIL</p>	<p>626-396-3600 x88206 hill.helen@pusd.us</p>

2018-19 DEPARTMENT GOALS

1. Department Goals (Outcomes) 2018-19 (B) <i>What outcomes do you want to see? For who? Are they aligned to Strategic, LCAP, other plans?</i>	Metrics (C) <i>How will you measure impact?</i>	Targets (D) <i>Include baseline level, if available</i>
<p><i>[LCAP Goal 1] PUSD students will be reading at grade level expectation.</i></p>	<p><i>100% of 3rd & 6th gr. students will have CAASPP “standard met” or “standard exceeded” results. 100% of 9th gr. Students will have met benchmark expectation on end-of-year Reading Inventory.</i></p>	<p><i>3rd gr.: see dashboard 6th gr.: see dashboard 9th gr.: Baseline will be set in 2018-19</i></p>
<p><i>[LCAP Goal 1] Curriculum will be current and accessible for all core subject areas for PUSD employees.</i></p>	<p><i>Completed guidance documents for PE, SS, ELA, Math, Science & DLIP</i></p>	<p><i>100% completion ELA, Math & Science 75% completion of DLIP 25% drafted SS 0% completion of PE</i></p>
<p><i>{LCAP Goal 2] Teachers will be trained and supported in district priority initiatives, as applicable to role.</i></p>	<p><i>PD offerings & attendance in pull-out workshops, A Monday, and job-embedded coaching</i></p>	

<p>2. Department Actions for 2018-19(E) <i>What will we do in 16-17 to achieve our goals and meet our targets?</i></p>	<p><i>Will this take additional resources to do in 18-19? Yes/No</i></p>
<p><i>Train all secondary ELA teachers in three cohorts: initial workshop methodology, Writing Units of Study & Reading Units of Study.</i></p>	<p><i>No, subs included in current budget</i></p>
<p><i>Create consistent onboarding orientation for new teachers, inclusive of priority initiatives (balanced literacy).</i></p>	<p><i>Yes, subs will be required</i></p>
<p><i>Coordinate coaching cycles for individual schools to support math adoption.</i></p>	<p><i>No, included in contract</i></p>
<p><i>Build capacity of site-based instructional coaches & administrators in instructional leadership, via district specialists' coaching cycle support.</i></p>	<p><i>No</i></p>
<p><i>Build capacity of site-based instructional coaches & administrators in data analysis for instructional improvement, via data chat training cycle.</i></p>	<p><i>No</i></p>
<p><i>In collaboration with Assistant Sup'ts, foster NGSS implementation with focus on constructing understanding, via Instructional Rounds with site leaders & coaches.</i></p>	<p><i>No</i></p>
<p><i>In collaboration with Health programs, will develop curriculum for secondary PE, & implement Health education.</i></p>	<p><i>Yes, supplemental pay possibly required</i></p>
<p><i>In collaboration with SS department leads / chairs, will develop curriculum for SS aligned with current CA Framework.</i></p>	

ALIGNMENT TO LCAP GOALS, ACTIONS, OUTCOMES & TARGETS 2018-20

Goal 1: Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners (ELs), Foster Youth, eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Action 1.1 Provide balanced, consistent and differentiated instructional support and professional development

2018-19 ACTIONS & SERVICES

With (Budget Location and estimated number of FTE funded by LCFF Supplemental & Concentration funds and/or Title I, II, and/or III)

#	LCAP Action/Service Description	LCAP Outcomes & Targets
1.1.a	Instructional Coaching based on the tiered support for schools model. Schools will be provided coaches to focus on English Learner, Foster Youth, Special Education, and social-economically disadvantaged students’ needs (see also actions 1.3-5). The factors were based on enrollment and need with an estimated twenty (20) full-time equivalent Instructional Coaches (Resource Teachers) to be deployed. Coaches support job-embedded professional development at school sites, lead data chats following trimester Informal Reading Inventory assessments, and train teachers in balanced literacy implementation. Focus schools will have additional coaching time dedicated to their schools. (by Site)	<p>Local Indicator 1 2.3 Professional Development Quality (Applicability of PD) Baseline for 17-18 TBD</p> <p>Local Indicator 2 1.15 3rd Grade Literacy Rate Districtwide 16-17 Baseline: 46.2%, 17-18: 51% 18-19 Target: 56%</p>
1.1.b	District Curriculum Content Specialists – Teachers on Special Assignment (TOSA IIs) for curriculum and assessment design, site and district level PD in the areas of Math, ELA, Science, and Social Science - History (Curriculum Instruction and Professional Development 135)	And other indicators as applicable to subject areas and student groups served.

<p>1.1.c</p>	<p>Instructional Tech Coaching and site tech leadership to provide technology integration support and training at district and school sites as an instructional resource (ITS 165). 2 FTE Instructional Tech Coaches to plan, deliver, follow-up and evaluate training on instructional strategies, and provide release time for collaboration and participation. Increased math and science training and continued PD for Balanced Literacy, equity and access awareness, arts integration, support for signature programs.</p>	
<p>1.1.d</p>	<p>Professional development services including planning, delivery, follow-up and evaluated training on instructional strategies. To include release time for collaboration and participation (CIPD 135, and by district or school site location and resource).</p>	

Division Chief	(All)
Fund	01.0
SiteType	Department
DivisionGroup	Academics
Department Head	Helen Hill

Sum of Proposed Budget Row Labels	Column Labels 07091.0 - LCAP	30100.0 - NCLB:Title I Part A	40350.0 - NCLB: Title II - Tchr Quality	90600.0 - PEF
Expenditure				
135 - Curriculum Inst and PD	212,997	623,169	311,661	161,318
Certificated Salaries	97,345	444,278	243,354	109,725
Classified Salaries	41,516			
Employee Benefits	70,636	178,891	68,307	51,593
Materials and Supplies	1,000			0
Contracted Services	2,500			0
Capital Outlay	0			
Totals	212,997	623,169	311,661	161,318
GRAND TOTAL				1,309,145