

**PASADENA UNIFIED SCHOOL DISTRICT  
INSTRUCTIONAL SERVICES DEPARTMENT PLAN  
2020 - 2021 ANNUAL PLAN**

*Fill in the boxes below, feel free to expand to additional page:*

<b>DEPARTMENT</b>	Academics
<b>DEPARTMENT STATEMENT OF PURPOSE</b>  <i>Insert statement describing what your Division does and its purpose</i>	The purpose of the Academics Division is to support our schools and programs to ensure access to rigorous academics, integrated student supports and real-world experiences both in the classroom and professional settings so that our students will graduate with the skills and confidence to succeed in college, career and life.
<b>DEPARTMENT THEORY OF ACTION (TOA)</b>  <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>	<b>IF</b> , we keep students' individual needs at the forefront of our decisions, <b>AND</b> invest in the professional growth and coaching of our educators, with continuous support for instructional priorities, <b>AND</b> provide structure, standards-aligned curriculum, materials, technology, personnel, and necessary resources to fully support the instructional and climate priorities, <b>AND</b> create a welcoming environment for families where students are engaged and motivated to attend school every day, <b>AND</b> ensure collaboration and coherence across academic departments to maximize effectiveness of services to staff and students, <b>AND</b> believe that all PUSD students can achieve at high levels, <b>THEN</b> all students will have access to rigorous instruction that will be student-driven, authentic, and individualized to reflect student potential and outcomes outlined in the Graduate Profile.
<b>DEPARTMENT ORGANIZATIONAL CHART</b>	<i>Please attach an organizational chart that depicts your current Division, Departments, reporting structure, including staff members, titles, position numbers, and FTE.</i>
<b>DEPARTMENT BUDGET</b>	

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- 1. Return to David Rennie By Oct. 5, 2020 2. Add to DLN folder Department Plans 2020 - 2021**

**PASADENA UNIFIED SCHOOL DISTRICT  
DEPARTMENT ANNUAL PLANNING FORM**

*Fill in the boxes below:*

<b>DEPARTMENT NAME:</b>	<b><i>Instructional Services</i></b>
<b>DEPARTMENT STATEMENT OF PURPOSE (A):</b>	The purpose of the Academics Division is to support our schools and programs to ensure access to rigorous academics, integrated student supports and real-world experiences both in the classroom and professional settings so that our students will graduate with the skills and confidence to succeed in college, career and life.
<b>LIST OF SERVICES</b>	Supervise and support 22 PK-12th Grade Sites and Principals, Services to include: <ul style="list-style-type: none"> <li>● Supervise and support all cohort principals, review and evaluate results, develop and support improvement plans, and align budget</li> <li>● Lead Instructional rounds in cohort schools to improve the quality of instruction</li> <li>● Provide support for school site planning and Single Plans for Student Achievement (SPSAs); WASC, CDE and other certifications; compliance monitoring; and grants management</li> <li>● Provide and develop professional development for site leaders, counselors, academy leads/staff &amp; athletic directors</li> <li>● Ensure continuous improvement cycle yields high quality program, instruction, and academic achievement results</li> <li>● Collaboratively support and evaluate program</li> </ul>

implementation at cohort sites (i.e. magnet grants, Academies, IB, DLIP, credit recovery, intervention, etc..)

- Support above through collaboration with business and community partners, Curriculum & Instruction Director, College & Career Coordinator, department chairs, TOSAs, Technicians and other certificated and classified staff.
- Instructional Materials

In addition, specific functional areas overseen by each Assistant Elementary Education:

- Supervise K-8 Library Coordinators
- Annual Instructional Bell Schedules
- Supervise Early Education Services
- Supervise Instructional Materials
- Supervise EDI planning and monitoring
- Supervise the California Partners Education Grant
- Supervise Green Living Curriculum Teacher, Partner with City of Pasadena

Secondary Education:

- College Exploration and Preparation: Plan and coordinate PUSD Annual College Fair, Cal Grant student GPA uploads, college application systems, facilitate districtwide FAFSA submission of GPAs and monitoring
- Facilitate Dual Enrollment, Concurrent Enrollment and Articulation Agreements with community college partners
- Support the 9-12th grade Librarians
- Graduation Requirements: Facilitate implementation, including Graduate Portfolio Defense and community service hours.
- Project Based Learning (PBL): Support PBL and mini defenses at middle schools, and participating elementary schools
- Support all counselors
- Credit recovery (regular school year & summer school)

College and Career:

- Increase CTE Completion rates for all CTE pathways programs
- Increase offerings and improve student outcomes and industry certifications in CTE programs.

	<ul style="list-style-type: none"> <li>● Career Technical Education/Work-based Learning: Engage and support the work of WBL intermediaries for job shadowing and internships</li> <li>● Create a clear pathway of instruction for students moving from K-12 into post secondary opportunities</li> <li>● Coaching, guidance, and oversight for all PUSD Academies and CTE programs</li> <li>● Participate in all industry specific advisory boards, hold district wide CTE advisory board meetings</li> <li>● Seek grant opportunities and adhere to all current grant guidelines and timelines</li> <li>● Seek community support for programs in the form of advisory roles, collaborative partnerships, or in-kind services</li> </ul>
<b>DEPARTMENT THEORY OF ACTION:</b>	<p><b>IF</b>, we keep students’ individual needs at the forefront of our decisions,  <b>AND</b> invest in the professional growth and coaching of our educators, with continuous support for instructional priorities,  <b>AND</b> provide structure, standards-aligned curriculum, materials, technology, personnel, and necessary resources to fully support the instructional and climate priorities,  <b>AND</b> create a welcoming environment for families where students are engaged and motivated to attend school every day,  <b>AND</b> ensure collaboration and coherence across academic departments to maximize effectiveness of services to staff and students,  <b>AND</b> believe that all PUSD students can achieve at high levels,  <b>THEN</b> all students will have access to rigorous instruction that will be student-driven, authentic, and individualized to reflect student potential and outcomes outlined in the Graduate Profile.</p>

The following is a template for Department staff to think about linking together who they serve, desired outcomes, services/strategies/actions they take, and how they know if desired outcomes are being achieved.

<b>1. Department Goals (Outcomes) 2020-21 (B)</b> <i>What outcomes do you want to see? For who? Are they aligned to Strategic, LCAP, other plans?</i>	<b>Metrics (C)</b> <i>How will you measure impact?</i>	<b>Targets (D)</b> <i>Include baseline level, if available</i>
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<p>1. This goal will address how leadership and PUSD staff will improve the <b>engagement</b> of staff and students during 2020-21 school. We will develop and address how each phase will be approached, monitored, and adjusted with respect to remote and hybrid pathways.</p> <p>a. <b>Outcomes:</b> The desired outcomes would be to elicit specific teacher, admin and family engagement tools that improve the overall effectiveness of how and why we engage</p> <p>b. <b>Targeted Audience:</b> Site based leadership, Counselors and CTE teachers.</p> <p>2. This goal centers on <b>equity of students and instruction</b>. Specifically addressing the <a href="#">Resolution</a> Pasadena Unified School District's Commitment to Black Students</p> <p>a. <b>Outcomes:</b> To identify and develop an ongoing set or workshops, learning sessions that address the Black student body and ways in which these students interact and access to gain a successful and meaningful education experience.</p> <p>b. <b>Targeted Audience:</b> Site leadership, Counselors, AP's, Coaches</p> <p>3. This goal addresses the systems in place to ensure students meet the standards set in the <b>PUSD Graduate Profile</b>. We will specifically focus on when and how we assess these skills, including: grad profile</p>	<p>Once the LCAP team has defined this work, we will then be able to monitor the progress, and along the way make continuous improvements.</p> <p>Principals will be writing a goal on this specifically and creating a growth plan of improvement.</p> <p>Utilize the Continuous Improvement Toolkit to diagnose, monitor and analyze-refine.</p> <p>Principals will be writing a goal on this specifically and creating a growth plan of improvement.</p> <p>We plan to have training and supports for leadership, counselors, and coaches</p> <p>We have monthly site coordinators meetings and</p>	<p>Target is to use the agreed upon definition and action plan for all sites and discuss monthly how we are attaining and improving this systematically throughout PUSD.</p> <p>We can use three years of data to create plan that support improvement that need to be explicit</p> <ul style="list-style-type: none"> <li>● Suspensions</li> <li>● Grades</li> <li>● Graduations</li> <li>● Trainings on Equity</li> </ul> <p>We have 2 years of <a href="#">Senior Defense Data</a> as a baseline.</p>
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<p>usage in elementary and middle school, alternative assessments at these levels to benchmark gained GP skills, usage of SD rubrics in high school, and successful completion of the senior defense.</p> <p><b>a. Outcomes</b></p> <p><b>b. Targeted Audience</b></p> <p>4. This goal will look at the <b>College &amp; Career Readiness</b> Indicators. We will target the successful completion of CTE course sequences &amp; dual enrollment credits.</p> <p><b>a. Outcomes</b></p> <p><b>b. Targeted Audience</b></p>	<p><i>quarterly principles meetings to monitor the improvements and progress</i></p>	<p><i>19-20 Baseline data</i></p>
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<p><b>2. Department Actions for 2020-21(E)</b>  <i>What will we do in 20-21 to achieve our goals and meet our targets?</i></p>	<p><b>Will this take additional resources to do in 21-22?</b>  <b>Yes/No</b></p>
<p>1. <i>This goal will address how leadership and PUSD staff will improve the <b>engagement</b> of staff and students during 2020-21 school. We will develop and address how each phase will be approached, monitored, and adjusted with respect to remote and hybrid pathways.</i></p> <ul style="list-style-type: none"> <li><i>a. Definition of Student and family engagement</i></li> <li><i>b. Commitment to ongoing discussion about HOW this is improving through all phases of teaching and learning</i></li> <li><i>c. Identified tools for staff and administration to use to engage students and families</i></li> <li><i>d. Identified resource or tool to monitor progress and analyze data points and results</i></li> </ul> <p>2. <i>This goal centers on <b>equity of students and instruction</b>. Specifically addressing the <a href="#">MOU</a> Pasadena Unified School District's Commitment to Black Students</i></p> <ul style="list-style-type: none"> <li><i>a. Counselors - equity training, HBCU opportunities</i></li> <li><i>b. Site Leadership participates in community forums hosted by identified organizations</i></li> <li><i>c. Identify our students and teams at the site to improve effectiveness and access</i></li> </ul> <p>3. This goal addresses the systems in place to ensure students meet the standards set in the <b>PUSD Graduate Profile</b>. We will specifically focus on when and how we assess these skills, including: grad profile usage in elementary and middle school, alternative assessments at these levels to benchmark gained GP skills, usage of SD rubrics in high school, and successful completion of the senior defense.</p> <ul style="list-style-type: none"> <li>a. Trainings and support measures for teachers and families (training series) - Involvement of academics in community based meetings and forums</li> </ul>	

- b. Aligning the expectations K-12 for Senior Defense and graduate profile, trainings, marketing needs...think about high school options
  - i. Retreat Trainings K-12 at specific dates
- c. Graduate Profile Goal
  - i. Scaling Student Success - Strand 1,3 & 4
- d. Senior Defense
  - i. 100% of the rubric
  - ii. Site Teams and Coordinators
  - iii. [Senior Defense Retreat Series](#) (ongoing refinement and practice)
    - 1. Playbook (9-12th)
    - 2. 8th Grade Promotion Portfolio(6-8th)
    - 3. K-5th Profile
- e.
- 4. Create College & Career Readiness Plans with each high school. These plans will address:
  - a. Course sequences and align with academy and CTE goals.
    - i. How is your master schedule supporting CTE completers?
  - b. Dual Enrollment
    - i. CTE courses
    - ii. Pathway articulation
      - 1. [Dual Enrollment Pathways Plan](#)
    - iii. Quarterly meetings
    - iv. Increased access
    - v. GPA credit for dual/concurrent courses