



## Student Success Plan 2015 - 2016

### Vivian Ekchian, Local District Superintendent

### “Building Academic Excellence Through Coherence, Collaboration, High Expectations and Accountability”

#### WHO WE SERVE

Local District Northwest covers a geographic area that supports approximately 88,000 students across 129 schools (78 elementary schools, 14 middle schools, 11 high schools, 4 span schools, 7 Early Education, and 15 other types of schools that include special education centers and continuation schools) covering Lake Balboa, Encino, Canoga Park, West Hills, Winnetka, Chatsworth, Porter Ranch, Northridge, Reseda, Woodland Hills, Granada Hills, North Hills, San Fernando, Mission Hills, Panorama City, and Tarzana. Inclusive of these schools are 34 affiliated charter schools. 64.3% of our students receive free or reduced lunch, 18% are English Learners, and 1% are foster youth. The population of students we serve is incredibly diverse. 87 languages other than English are spoken in our students' homes, Spanish being the most commonly found in our communities at 42%. Board Districts 3, 4, and 6 are represented in the Northwest.

Given our great diversity, it will be critical to analyze school data and needs while also engaging parents, community members, and other stakeholders, through surveys and meetings, to ensure that the support provided by Local District Northwest is truly responsive to all of our stakeholders. We believe that we must fully engage all stakeholder groups in order to provide the fundamental supports necessary to create the conditions for our success and to fully support all of our students. To that end, our Key Strategies and Interconnected Initiatives will be created seeking this comprehensive input. We have begun this work with our principals during the summer institute, and intend to continue this work with our parents and community members, leveraging the Parent Centers within our schools. We will use all input to inform our comprehensive instructional plan.

In realizing our vision and achieving our goals, we are guided by our **CORE BELIEFS**:

1. Students come first.
2. Families and communities are our partners.
3. Diversity is our strength.
4. Success is in the classroom.
5. Quality teaching, leadership, and accountability are the keys to our success.

#### LOCAL DISTRICT NORTHWEST GOALS

1. All students will read at Benchmark Levels in Grades PreK-2
2. All students will score at Proficient or above in English Language Arts and Mathematics on the SBAC in Grades 3-8, 11
3. All English Learners will be reclassified within 5 years
4. All students will be prepared to compete globally with 21st century skills by experiencing engaging and relevant instruction, including developing proficiencies in world languages and cultures
5. All students will be provided with safe, educational learning environments that foster academic, social, and emotional growth at all levels and reduce the dropout rate
6. All students will meet A-G Requirements in Grades 9-12 through the collaborative work of the Local District, schools, parents, and community
7. 100 percent of students will graduate prepared for college and career and be provided with opportunities to be fully bilingual and biliterate

## KEY STRATEGIES AND INTERCONNECTED INITIATIVES

To help us achieve our **Local District Goals**, we believe that the Instructional Core, and the connections between our teachers, their students and the content within it, must guide the **Key Strategies** and their **Interconnected Initiatives** that make up our A-G Implementation Plan. The plan outlined here is our initial 180 day plan and serves as a starting point to achieve some of our shorter term goals.

Given our great diversity, it will be critical to analyze school data and needs while also engaging parents, community members, and other stakeholders, through surveys and meetings, to ensure that the support provided by Local District Northwest is truly responsive to all of our stakeholders. We believe that we must fully engage all stakeholder groups in order to provide the fundamental supports necessary to create the conditions for our success and to fully support all of our students.

To that end, our final **Key Strategies** and **Interconnected Initiatives** will be created seeking this comprehensive input. We have begun this work with our principals during the summer institute, and intend to continue this work with our parents and community members, leveraging the Parent Centers within our schools, and using all input to inform our comprehensive instructional plan.

Our initial 2015-16 **Key Strategies** and **Interconnected Initiatives** are aligned to historical **Local District Northwest Performance Meter Data**:

- **Key Strategy A** - Implement instructional plans for English Language Arts, Mathematics, Early Literacy, and Early Numeracy to ensure quality teaching and learning through coordinated, standards-aligned curriculum and effective professional development.
- **Key Strategy B** - Utilize data to drive instruction that generates personalized mastery-based learning and also the allocation of resources to support system wide improvements that support coherence in policies, programs, and practices.
- **Key Strategy C** - Implement multi-tiered behavioral and academic support systems that ensure a safe and nurturing school environment that promotes success.
- **Key Strategy D** - Develop and use School Culture and Welcoming Environment plans to develop a culture that promotes positive beliefs about the academic ability for success of all students and utilize a Respecting Diversity Plan that includes: Success and Access for Students with Disabilities Integration, English and Standard English Learners, and Targeted Student Population Groups.
- **Key Strategy E** - Utilize College Readiness Plan: Graduation Rate Improvement
- **Key Strategy F** - Support school leadership growth and development utilizing a School Leadership Development Plan and provide in-service for leaders and teachers using a Professional Development Plan

**Key Strategy A** - Implement instructional plans for English Language Arts, Mathematics, Early Literacy, and Early Numeracy to ensure quality teaching and learning through coordinated, standards-aligned curriculum and effective professional development.

**Local District Northwest Performance Meter Data Aligned to Key Strategy A**

	2011-2012	2012-2013	2013-2014	Notes
Percentage of students Proficient or Above in ELA	59%	58%		
Percentage of students Proficient or Above in Math	55%	55%		
Percentage of 2nd grade fluent English students (EO, IFEP, RFEP) demonstrating proficiency in early literacy			82%	
Percentage of 2nd grade English Learners (ELD 1-2) demonstrating proficiency in early literacy			19%	
Percentage of 2nd grade English Learners (ELD 3-5) demonstrating proficiency in early literacy			59%	

<b>Initiatives</b>	<b>Notes</b>
<ul style="list-style-type: none"> <li>o California Content Standards Implementation Initiative</li> <li>o Early Literacy and Reading Benchmarks Initiative</li> <li>o Early Numeracy Initiative</li> <li>o Instructional Supervision Initiative</li> <li>o Integration of Science, Technology, Engineering and the Arts Initiative</li> </ul>	

<p><b>California Content Standards Implementation Initiative</b></p>	<p><b>Action Steps/Tasks With Descriptions:</b></p> <ol style="list-style-type: none"> <li>1. <b>California Content Standards Institute:</b> Local District Northwest will offer a foundation-building professional development experience designed for school teams (ELA, Math, Science, History and Grade-Level Teams) that highlights the big ideas behind the California Content Standards and shows participants how instructional shifts can be used to drive planning, teaching, and assessment. Professional Development is structured around the <b>Plan-Deliver-Reflect-Revise</b> model.               <ol style="list-style-type: none"> <li>a. Secondary:                   <ol style="list-style-type: none"> <li>i. For the secondary institute, the first two days will be spent examining CCSS instructional shifts, examining DOK and SBAC, and deconstructing the standards.</li> </ol> </li> <li>b. Elementary:                   <ol style="list-style-type: none"> <li>i. For the elementary institute, teachers will spend one day focused on math and one focused on ELA. Through these lenses, they also examine CCSS instructional shifts, DOK, SBAC, and deconstructing the standards.</li> </ol> </li> <li>c. On the third day, both elementary and secondary teachers will return and use the Atlas Protocol to examine student work generated from their lessons to reflect and revise their teaching based on student learning results.</li> </ol> </li> <li>2. <b>Professional Development Offerings:</b> Our Professional Development Offerings build upon the framework of lesson design developed during the California Content Standards Institute Professional Development to support our larger Local District Northwest goals. The services are provided directly to schools through banked-time, lesson study,</li> </ol>	
--	---	--

	<p>professional learning communities' work, grade-level planning, and/or focused on-site efforts.</p> <p>a. These services are based on the following four research-based principles outlined in the <b>National Staff Development Council's Report</b>, "Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad" (Darling-Hammond 2009):</p> <ol style="list-style-type: none"> <li>i. PD should be intensive, ongoing, and connected to practice;</li> <li>ii. PD should focus on student learning and address the teaching of specific content;</li> <li>iii. PD should align with school improvement priorities and goals; and</li> <li>iv. PD should build strong working relationships among teachers.</li> </ol> <p>3. <b>Math and ELA Task Forces:</b> Our <b>Math and ELA Task Forces</b> are cohorts that bring Secondary Math and ELA Department Chairs together to examine the structure of the SBAC, with an emphasis on the organizing elements (claims and targets). Participants examine a sample SBAC performance task and deconstruct its defining features before collaborating in creating a performance task of their own. After delivering the performance task to their students, participants return to examine student work, refine their task designs, and upload their final plans to share with others.</p> <p>4. <b>Pocket PD:</b> Our <b>Pocket PDs</b> are short 5 -10 minute video presentations that guide viewers through a plethora of California Standards-related topics (i.e. SBAC Claims and Targets, Depth of Knowledge, Instructional Shifts). In being mindful of the hectic nature of teachers' work lives, these short PDs offer insights in a clear, concise, and easily accessible fashion. They can also augment site-based professional developments as an additional resource.</p> <p>5. <b>Next Generation Science Standards (NGSS):</b> Teacher support of the NGSS Transition will happen through our California Standards Institutes and Menu of Services, leveraging the connections between CCSS and NGSS. In addition to the grounding <b>California Standards Institute</b> and targeted support through our <b>Professional Development Offerings</b>, schools will be encouraged and supported to take time to work together after the PD sessions to make sense of what they learned, plan lessons, and continue their learning together. Opportunities for schools to pair up to engage in learning together will also be provided. Additionally, we will create a Science Task Force to expand upon the work already being done by our Math and ELA counterparts.</p> <p><u>Potential Measures</u></p> <ul style="list-style-type: none"> <li>● By October 2015, 100% of schools will complete the self-assessment survey for California Content Standards Implementation</li> <li>● 80% or more of schools will make improvements between 2015-2016 as measured by the California Content Standards Implementation self-assessment survey</li> </ul>	
Early Literacy and Reading	<b>Action Steps/Tasks With Descriptions:</b>	

<p><b>Benchmarks Initiative</b></p>	<p>1. <b>Early Literacy Support:</b> Our <b>Early Literacy</b> support is a grounding professional development designed to dig deeply into the foundational skills needed for all students to be successful readers and writers. Schools will be given a balanced, comprehensive approach to teaching reading in grades TK-3<sup>rd</sup>. Participants will engage in a deep dive into their individual DIBELS data and select workshops specific to the needs of their students. Workshops are stations that allow teachers to experience the early literacy stages both as learners and teachers. The hands-on training is engaging and provides opportunities as well as resources for teachers to make and take for immediate classroom application.</p> <ol style="list-style-type: none"> <li>a. Essential components of a balanced and comprehensive literacy program are: <ol style="list-style-type: none"> <li>i. a strong literature, language and reading comprehension program (including oral and written language)</li> <li>ii. an organized, explicit skills program</li> <li>iii. on-going diagnosis and a powerful early intervention program</li> </ol> </li> <li>b. <b>Instructional Components:</b> Concept of Print, Phonemic Awareness, Phonics, Fluency, Vocabulary Development, and Comprehension</li> <li>c. <b>Diagnostic Tools:</b> Provide every teacher with a variety of assessment tools/strategies to inform daily instruction and to assess student skills. Tools like CORE Phonics Assessments, DIBELS, Informal Reading Inventory, and TRC will be utilized for benchmark data as well as progress monitoring.</li> <li>d. <b>Grade Level Standards and Foundational Reading Skills:</b> These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system.</li> <li>e. <b>Interventions:</b> Early intervention in reading begins in first grade with in-class interventions (one-on-one, small group, more frequent diagnostic information, guided reading, tutorial assistance) followed by outside of class intervention (SST, specialists, categorical programs, summer/intersessions). The most effective interventions are applied as early as possible and involve well-trained specialists.</li> <li>f. <b>Professional Development:</b> Research based, successful practices, collaborative planning, long-term, in-depth activities and a variety of strategies; opportunities to reflect and discuss findings. Plan/Deliver/Reflect/Revise Cycles.</li> </ol> <p><u>Potential Measures</u></p> <ul style="list-style-type: none"> <li>● 100% of schools will have a Literacy Plan detailing prevention and intervention for reading, writing, speaking, and listening.</li> <li>● At the end of the year students can read at grade level as measured by the Text Reading Comprehension assessment and can read appropriately aligned lexile-leveled text.</li> <li>● By the end of <u>second grade</u>, students can read at the Text Reading Comprehension level of "M" and the lexile level of 400-499.</li> <li>● Text Reading Comprehension</li> <li>● DIBELS (Dynamic Indicator of Basic Early Literacy Skills), DORF (Fluency)</li> <li>● Scholastic Reading Inventory (SRI)</li> </ul>	
<p><b>Early Numeracy Initiative</b></p>	<p><b>Action Steps/Tasks With Descriptions:</b></p> <p>1. <b>Early Numeracy Support:</b> Our Mathematics Plan for <b>Early Numeracy</b> is focused on strengthening the development of early numeracy skills, including counting and cardinality, place value, addition and subtraction, and geometry. Participants will explore easy to make-tools that can be adapted for a range of content grades K-2 and beyond.</p>	

	<p>a. Professional Development in early numeracy is research-based, focused on both successful practices and long-term collaborative planning with a variety of in-depth activities. Participants are given opportunities to reflect and discuss findings while engaging in the Plan/Deliver/Reflect/Revise cycle of inquiry.</p> <p>b. Teacher Supports:</p> <ul style="list-style-type: none"> <li>i. Lesson Study Cycle (Implementation Phase)</li> <li>ii. Grade Level PLCs (Implementation Phase)</li> <li>iii. Coaching Cycle (Introduction to New Teaching Ideas + Implementation Phase)</li> <li>iv. Bank Time + Staff Meeting PD (Introducing to New Teaching Idea)</li> </ul> <p><u>Potential Measures</u></p> <ul style="list-style-type: none"> <li>• 100% of schools will increase student proficiency rates on the Smarter Balanced Assessments to attain 80% or more of students meeting standards.</li> <li>• Periodic assessments</li> <li>• Formative assessments</li> </ul>	
<p><b>Instructional Supervision Initiative</b></p>	<p><b>Action Steps/Tasks With Descriptions:</b></p> <p>1. <b>Teacher Growth and Development Cycle:</b> We will support the full implementation of the Teacher Growth and Development Cycle to ensure that every student is taught by an effective teacher. This will include support in the effective use of the Teaching and Learning Framework along with effective coaching support.</p> <p><u>Potential Measures</u></p> <ul style="list-style-type: none"> <li>• 100% of schools will manage teacher evaluations using TGDC, engage in teacher coaching, and provide actionable feedback.</li> <li>• School Leadership Framework Focus Elements</li> <li>• TGDC activities completion rates</li> <li>• Observation tracker</li> </ul>	
<p><b>Integration of Science, Technology, Engineering and the Arts Initiative</b></p>	<p><b>Action Steps/Tasks With Descriptions:</b></p> <p>1. <b>Arts Integration:</b> Our professional developments will integrate arts in the core content areas to develop students' critical thinking skills, communication, creativity, understanding of multiple perspectives and artistic expression.</p> <p>2. <b>Science, Technology, Engineering, Arts, and Mathematics (STEAM):</b> Our professional developments will integrate science, technology, engineering, and the arts (STEAM) across all disciplines of math and science. This connected, interdisciplinary approach to integrating STEAM will encourage all teachers to provide their students with instruction that prepares them to be college and career ready in the 21st century global market.</p>	

<p><b>Key Strategy B</b> - Utilize data to drive instruction that generates personalized mastery-based learning and also the allocation of resources to support system wide improvements that support coherence in policies, programs, and practices.</p>
<p><b>Initiatives</b></p>

<ul style="list-style-type: none"> <li>○ Data Driven Decision Making Initiative</li> <li>○ Establish Quarterly Mini Cum Status Checks</li> <li>○ Develop and implement a Monitoring Initiative to track the progress of Individual Graduation Plan (IGP) for all secondary students</li> <li>○ Establish Parent Resource Networks to inform all parents of their student's Individual Growth Plan and hold parent workshops to update parents about LAUSD graduation and A-G requirements</li> </ul>	
<p><b>Data-Driven Decision Making Initiative</b></p>	<p><b>Action Steps/Tasks With Descriptions:</b></p> <p>1. <b>Data Dialogue Tools:</b> We will employ the District data system (MyData, MISIS) to track student performance and measure the effectiveness of instruction and support systems. We will use protocols to structure a culture and system of data meetings, short cycle assessment aligned with school curricular maps, and flexible student groupings based on current student needs. We will take an organic, formative data-based approach to Intervention that focuses on where students are currently in their learning needs and gives them just-in-time instructional support. Our work will support PLCs, providing support in using protocols that include: Lesson Consultancy Protocol, Deep Data Protocol (Classroom Formative Data), Formative Summative Data Protocol, Peer Observation Protocol, Student Work Protocol, Standards Calibration Protocol, and Progressions Protocol.</p> <p>The use of data will ensure that we provide responsive teaching and fully engage in an inquiry cycle of continuous growth.</p> <p><u>Potential Measures</u></p> <ul style="list-style-type: none"> <li>● 100% of schools will engage in data dialogues addressing key performance meter targets and write specific, measurable goals.</li> <li>● LAUSD performance meter</li> <li>● Data-driven decision making rubric</li> </ul>

<p><b>Key Strategy C</b> - Implement multi-tiered behavioral and academic support systems that ensure a safe and nurturing school environment that promotes success.</p>				
<p><b>Local District Northwest Performance Meter Data Aligned to Key Strategy C</b></p>				
	2011-2012	2012-2013	2013-2014	Notes
<p>Percentage of students attending 173 -180 days each school year (96% or higher attendance)</p>	66%	69%	72%	

Initiatives		Notes
<ul style="list-style-type: none"> <li>○ School Culture and Welcoming Environment Initiative</li> <li>○ Effective Implementation of School Wide Positive Behavior Support and the Discipline Foundation Policy</li> <li>○ Effective Implementation and roll-out of the Restorative Justice Initiative</li> </ul>		
<b>School Culture and Welcoming Environment Initiative</b>	<p><b>Action Steps/Tasks With Descriptions:</b></p> <ol style="list-style-type: none"> <li>1. The Parent Unit will facilitate training to clerical staff and the parent centers on “Creating a Welcoming Environment”:               <ol style="list-style-type: none"> <li>a. Parent unit will contact schools to determine dates for trainings</li> <li>b. Parent unit will monitor the implementation of effective strategies through site visits, principal follow up, and Parent Unit survey</li> </ol> </li> <li>2. Central and Local School Operations will support schools with the effective implementation of the Discipline Foundation Policy and School Wide Positive Behavior Support:               <ol style="list-style-type: none"> <li>a. The Operations Coordinators will work with school site discipline teams on the Rubric of Implementation</li> <li>b. The Operations Coordinators will participate in site visits with Directors to highlight visual displays, review documentation, and participate in council meetings to highlight implemented strategies for promoting positive behavior.</li> <li>c. Operations Coordinators will visit school assemblies that recognize and promote positive behavior support and have schools share best practices.</li> </ol> </li> <li>3. Professional Development, Training, and Effective Modeling of the Restorative Justice Process:               <ol style="list-style-type: none"> <li>a. Local District Restorative Justice Facilitator will provide support and training to staff on the implementation of Restorative Justice strategies that promote a positive approach to restructuring behavior</li> <li>b. Operations Coordinators and Directors will visit school sites to identify best practices</li> </ol> </li> </ol> <p><u>Potential Measures</u></p> <ul style="list-style-type: none"> <li>● 100 % of our schools will have partial or full implementation on their Rubric of Implementation</li> <li>● Identified schools, in phase II of Implementation, will have been fully trained on the Restorative Justice Process</li> </ul>	

<p><b>Key Strategy D</b> - Develop and use School Culture and Welcoming Environment plans to develop a culture that promotes positive beliefs about the academic ability for success of all students and utilize a Respecting Diversity Plan that includes: Success and Access for Students with Disabilities Integration, English and Standard English Learners, and Targeted Student Population Groups.</p>				
<p><b>Local District Northwest Performance Meter Data Aligned to Key Strategy D</b></p>				
	2011-2012	2012-2013	2013-2014	Notes

Percentage of English Learners who Reclassify as Fluent English Proficient	16%	14%	14%	
Percentage of English Learners who have not reclassified in 5 years (LTEL)	32%	24%	25%	
Percentage of English Learners making annual progress on the CELDT (AMAO 1)	57%	54%	56%	
<b>Initiatives</b>				<b>Notes</b>
<ul style="list-style-type: none"> <li>○ English Learner Reclassification Initiative</li> <li>○ Students with Disabilities Integration and Key Indicators Data Initiative</li> <li>○ School Culture and Welcoming Environment Initiative</li> </ul>				
<b>English Learner Reclassification Initiative</b>	<p><b>Action Steps/Tasks With Descriptions:</b></p> <ol style="list-style-type: none"> <li>1. <b>English Learner Reclassification:</b> Our focus to reclassify our English Learners will include the following:               <ol style="list-style-type: none"> <li>a. Provide opportunities for elementary and secondary schools to engage in vertical alignment for LTEL prevention</li> <li>b. Identify students in 4<sup>th</sup> and 5<sup>th</sup> grade to provide targeted prevention and intervention</li> <li>c. Create a Local District Northwest newcomer center to provide primary language support for ELs</li> <li>d. Provide professional development to teachers to support the full implementation and integration of California's new ELD standards</li> </ol> </li> </ol> <p><u>Potential Measures</u></p> <ul style="list-style-type: none"> <li>● 100% of schools will reclassify students within 5 years of the initial CELDT for English Language Learners.</li> <li>● Reclassification reports from MMED</li> </ul>			
<b>Students with Disabilities Integration and Key Indicators Data Initiative</b>	<p><b>Action Steps/Tasks With Descriptions:</b></p> <ol style="list-style-type: none"> <li>1. Integration of students with disabilities: The goal is to further our efforts in integrating our students with disabilities in the least restrictive environment.               <ol style="list-style-type: none"> <li>a. Continue to foster an environment where special education and general education teachers can plan and collaborate in a co-teaching model</li> <li>b. Provide schools with support in creating effective student support plans that allow for appropriate tiering based on student needs, using appropriate screening and progress monitoring tools</li> <li>c. Provide foundational training on using the Universal Design for Learning (UDL) framework to design high impact, accessible, first instruction for ALL students</li> </ol> </li> </ol> <p><u>Potential Measures</u></p> <ul style="list-style-type: none"> <li>● 100% of schools will meet Special Education Key Indicator Data points.</li> <li>● 100% of schools will complete IEPs on time.</li> <li>● 80% or more of students with disabilities will be integrated 80% or more of the day.</li> <li>● Special Education KPI reports</li> <li>● Welligent reports</li> </ul>			
<b>School Culture and Welcoming</b>	<p><b>Action Steps/Tasks With Descriptions:</b></p>			

<p><b>Environment Initiative</b></p>	<ol style="list-style-type: none"> <li>1. The Parent Unit will facilitate training to clerical staff and the parent centers on “Creating a Welcoming Environment”:             <ol style="list-style-type: none"> <li>a. Parent unit will contact schools to determine dates for trainings</li> <li>b. Parent unit will monitor the implementation of effective strategies through site visits, principal follow up, and Parent Unit survey</li> </ol> </li>   <li>2. Central and Local School Operations will support schools with the effective implementation of the Discipline Foundation Policy and School Wide Positive Behavior Support:             <ol style="list-style-type: none"> <li>a. The Operations Coordinators will work with school site discipline teams on the Rubric of Implementation</li> <li>b. The Operations Coordinators will participate in site visits with Directors to highlight visual displays, review documentation, and participate in council meetings to highlight implemented strategies for promoting positive behavior.</li> <li>c. Operations Coordinators will visit school assemblies that recognize and promote positive behavior support and have schools share best practices.</li> </ol> </li>   <li>3. Professional Development, Training, and Effective Modeling of the Restorative Justice Process:             <ol style="list-style-type: none"> <li>a. Local District Restorative Justice Facilitator will provide support and training to staff on the implementation of Restorative Justice strategies that promote a positive approach to restructuring behavior</li> <li>b. Operations Coordinators and Directors will visit school sites to identify best practices</li> </ol> </li> </ol> <p><u>Potential Measures</u></p> <ul style="list-style-type: none"> <li>● 100 % of our schools will have partial or full implementation on their Rubric of Implementation</li> <li>● Identified schools, in phase II of Implementation, will have been fully trained on the Restorative Justice Process</li> </ul>	
--------------------------------------	---	--

<p><b>Key Strategy E - Utilize College Readiness Plan: Graduation Rate Improvement</b></p>				
<p><b>Local District Northwest Performance Meter Data Aligned to Key Strategy E</b></p>				
	2011-2012	2012-2013	2013-2014	Notes
Four-Year Cohort Graduation Rate (all schools)	84%	83%	85%	
Percentage of high school students on-track for A-G	34%	35%	37%	
Percentage of AP exam takers passing with a 3 or above	45%	45%	48%	

Percentage of students demonstrating college preparedness as measured by the EAP ELA assessment	17%	21%	21%	
Percentage of students demonstrating college preparedness as measured by the EAP Math assessment	11%	14%	6%	
<b>Initiatives</b>				<b>Notes</b>
<ul style="list-style-type: none"> <li>○ College and Career Readiness Initiative</li> <li>○ Post Secondary Partnership Initiative</li> </ul>				
<b>College and Career Readiness Initiative</b>	<b>Action Steps/Tasks With Descriptions:</b> <ol style="list-style-type: none"> <li>1. <b>A-G Complete Requirements On-Track Plan:</b> We will tier our schools by: <ol style="list-style-type: none"> <li>a. Most Intensive: Schools with 50% or higher students not on track for A-G, missing three courses or more;</li> <li>b. Intensive: Schools with 20%-50% of students not on track for A-G, missing two courses or more;</li> <li>c. Accomplished: Schools at &gt;49% on track.</li> </ol> </li> <li>2. <b>Additional Local District Northwest Action Steps:</b> <ol style="list-style-type: none"> <li>a. Conduct data dialogues regarding A-G progress for all schools</li> <li>b. Connect intensive with accomplished schools; arrange pairing at sites that are shared</li> <li>c. During master scheduling, train schools to assign courses based on students' needs</li> <li>d. At 5-week and 10-week reporting, failing students will be assigned counseling sessions</li> <li>e. Analyze grading patterns and discern trends that need to be addressed</li> <li>f. Assist schools with crafting A-G Progress Plans</li> </ol> </li> <li>3. <b>Additional School Site Action Steps:</b> <ol style="list-style-type: none"> <li>a. Explore scheduling options that allow for credit recovery and enrichment options (7 or 8 periods)</li> <li>b. Utilize online course options such as Apex classes for credit recovery; partner with City Colleges courses that support student needs</li> <li>c. Focus on strong first instruction with PD</li> <li>d. Conduct mid-term grade reviews at 5-week and 10-week interims; and develop plans for at-risk students with specific academic goals and monitoring</li> <li>e. Ensure implementation of Individual Graduation Plans and parent and student education regarding A-G Progress and C or better policy</li> <li>f. On-going MISIS analysis for accuracy for every member and every school</li> </ol> </li> </ol> <p><u>Potential Measures</u></p> <ul style="list-style-type: none"> <li>● 100% of schools will have graduation checks scheduled and A-G on-track plans.</li> <li>● Plan submission and monitoring by area</li> </ul>			

<p><b>Key Strategy F</b> - Support school leadership growth and development utilizing a School Leadership Development Plan and provide in-service for leaders and teachers using a Professional Development Plan</p>		
<p><b>Initiatives</b></p>		
<p>○ Instructional Leadership Team Development Initiative</p>		
<p><b>Instructional Leadership Team Development Initiative</b></p>	<p><b>Action Steps/Tasks With Descriptions:</b></p> <ol style="list-style-type: none"> <li>1. <b>Professional Development Courses:</b> Develop professional development courses for our leadership teams hosted within schools or at our Professional Development Centers. These courses of personalized adult learning present schools with the opportunity to initiate and sustain an ecological shift for teachers and students to fully implement the California Content Standards and provide a heightened experience for all students.</li> </ol>	

2. **Instructional Leadership Meetings:** These meetings are designed as a trainer-of-trainers professional development model that endeavors to build capacity of administrators, lead teachers, and other out-of-classroom personnel to lead effective California Content Standards professional development back at their own respective schools. Three cohorted strands are offered: 1) **Providing Effective Feedback**, 2) **Content-Area Literacy**, and 3) **Intervention and Enrichment**. These sessions are delivered monthly in three hour increments. Each session culminates with an opportunity for participants to access the presentation and its accompanying handouts and materials and allows for Q & A time.

This Director-led work will support school engagement in the inquiry cycle and identify where they want to get better

Potential Measures

- By October 2015, 100% of schools will have active instructional leadership teams.
- By June 2016, 100% of schools will score 80% or better on the ILT quality rubric.
- Instructional Leadership Team self-assessment rubric
- School Leadership Framework Elements