PASADENA UNIFIED SCHOOL DISTRICT
2023-2024 DEPARTMENT PLAN

Department Name: Curriculum, Instruction, Professional Development & Ed Tech

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Department Purpose

What does the department do?

In alignment with the district's mission,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.

Department Services

What is a general list of services that your department provides?

The department serves the broader PUSD by
*providing Board-approved curriculum for core subjects (general and DLIP)
*providing instructional support documents, tools, resources, materials and support sufficiency
*coordinating and facilitate training in priority academic initiatives for all core subjects (includes initial & ongoing)
*providing capacity building for teachers & leaders as related to academic goals
*conducting District Wide Professional Days for all certificated & classified employees
*aligning district assessment and progress monitoring for core subjects
*articulating and align core curricular, instructional & training needs across academic departments to serve all students (i.e. LADD, Special Education, GATE, DLIP, IB, etc.)
*maintaining course coherence between schools, ITS and Academics (codes, UC a-g approval, policy compliance, etc.)
*managing Math Placement policy and procedures (assessment & data)
*coordinating and implementing specialized support programs including

Math Academy and Green Living
*coordinating and facilitating the purchasing and distribution of instructional materials
*ensuring Williams' instructional materials compliance

Total Department Budget

What is your department's total budget?

The total department budget is The department budget for the 2023-24 school year is approximately $2,500,000.00 excluding salaries.

Note:

For the 2023-24 school year the department continues to manage the Educator Effective Funds grant available to various departments for professional development purposes. The approximate amount allocated to the department is $469,000, Additionally, the department received the Ethnic Studies grant in 2022-23 for the continued development and implementation of Ethnic Studies courses. Of the original $119,000 allocation, there remains approximately $45,000. The budget also includes approximately $83,000 in one-time funding from ELO/ESSR III. Additionally, the budget for district Instructional Materials is included. The allocation for instructional materials is approximately $1,748,000.00. Lastly, the department is managing the Gates Effective Implementation Cohort (EIC) grant for supporting strong middle school math instruction with a priority on historically marginalized students. The allocation for EIC is $258,000.00. The remaining approximate $250,000.00 is Title II funding used for professional development.

Prior Year Reflection

This section of the department plan reviews the intent of prior department plans and the successes/challenges encountered while implementing the planned actions. This portion of the plan summarizes key learnings that inform the planning for the current year.

Prior Year Intended Outcomes

What did your department plan set out to achieve during the prior year?

*Provide teacher professional development in research-based early literacy strategies, including phonological awareness and phonics as a way to mitigate later reading difficulties
*Provide instructional coaches and principals professional learning on research-based reading strategies
*Provide teacher professional development in research-based intervention strategies for students in grade 3 and above in order to mitigate reading and literacy challenges
*Support strong middle school math instruction through coaching aligned to standards-based instruction
*Provide instructional coaches professional learning on research-based math strategies

Prior Year Achievement

Did the department achieve what it had outlined? How do you know?

CIPD/EdTech was able to meet most of the goals from the 2022-2023 school year. A cycle of professional learning series were conducted in early literacy with the adoption of an early literacy Phonological awareness program. Instructional coaches and principals participated in LACOE's Getting Reading Right (GRR). They were provided 10 sessions over the school year. Those who successfully completed the series earned a badge. Middle school math instruction was strengthened as evidenced by the growth in iReady math scores for teachers who have participated for two years in the learning and coaching cycles.

Prior Year Successes, Challenges, and Learnings

What successes, challenges, and learnings should be highlighted from the prior year?

One of the highlights of the year was the addition of a specialized substitute cohort of teachers who were trained to implement the district adopted

curricular programs that allowed teachers to attend professional development on a consistent basis. The development of this cohort directly addressed the challenge of not having enough substitute teachers for the amount of professional development we were providing. Additionally, the special sub cohort assisted in administering several assessments, including dyslexia secondary screeners. Data from the middle school math cohort shows growth for students who have been in a teacher's class who have participated in coaching cycles for two years.

Current Year Priorities

This section of the department plan provides a summary of the identified needs that are prioritized for informing the department plan's actions for the current year.

Data and Information Used for Plan Development

What data did you consider when developing this plan?

iReady reading and math data

Stakeholder Engagement/Input

What stakeholder engagement or information was used to inform this plan?

survey feedback

Key Data Findings/Information for This Plan

Based on data analysis and stakeholder information, what key data findings are considered in the development of this plan?

Providing grade-based PD; providing PD during teacher contractual hours;

Current Plan Priorities

Based on the key data findings, what needs emerged from your Department's root cause analysis, and which of these needs are given priority for this planning cycle?

The need for teachers to have dedicated time for planning after initial PD with intentionally planned PD cycles and supportive curricular materials

We are prioritizing early literacy development (TK-2), reading intervention strategies for 3rd - 8th grade; and strong middle school math instruction

Current Year Planned Actions and Metrics

This section of the department plan provides a summary of the planned actions that address the identified priorities based on data analysis and stakeholder input. Metrics associated with monitoring and/or evaluating the effectiveness of the planned actions are summarized in this section.

What action could you take to address the identified needs of your department?

What would you be able to monitor throughout the year (quarterly or more than twice per year) to know that your actions are creating a change?

Theory Of Action

If we...	Provide teacher professional development in research-based early literacy strategies, including phonological awareness and phonics as a way to mitigate later reading difficulties
then...	Teachers will be able to confidently implement research-based reading strategies and be able to assess reading challenges
which will...	Lead to increases in TK-2 early literacy.

If we...	Provide teacher professional development in research-based early literacy strategies, including phonological awareness, morphology and content specific vocabulary as a way to intervene in reading difficulties
then...	Teachers will be able to confidently implement research-based reading strategies and be able to assess and intervene in student literacy challenges,
which will...	Increased literacy in 3rd- 8th grade students

If we...	Support strong middle school math instruction through coaching aligned to standards-based instruction and

Provide instructional coaches professional learning on research-based math strategies

then... Teachers will understand the impact that their teaching and content has on ALL student groups, especially those from marginalized communities:

and

Coaches will understand coaching moves, research-based strategies, and high impact leverage points that will help to support teachers in implementation of equitable math instruction for ALL student groups especially those from marginalized communities

which will... support equity in instruction for all students.

Priority 1: Early Literacy (TK-2)

[Action 1]

Provide teacher professional development in research-based early literacy strategies, including phonological awareness and phonics as a way to mitigate later reading difficulties

Metrics

a. Coaching logs
b. surveys/feedback of teachers
c. reading assessment data

Priority 2: Increased literacy (3rd- 12th)

[Action 1]

Provide teacher professional development in research-based early literacy strategies, including phonological awareness, morphology and content specific vocabulary as a way to intervene in reading difficulties

Metrics

a. Coaching logs
b. surveys/feedback of teachers
c. reading assessment data

Priority 3: Support equity in instruction

[Action 1]

Support strong middle school math instruction through coaching aligned to standards-based instruction

Metrics

a. Surveys of teachers, parents and students
b. coaching logs
c. iReady data

[Action 2]

Provide instructional coaches professional learning on research-based math strategies

Metrics

a. Coaching logs
b. agendas
c. goal indicators