

Turnaround Leadership Domain

Provide customized support to develop, sustain, and empower site leaders, while prioritizing improvement and monitoring goals to ensure sustained progress

Five-Year Objectives	2025-2026 Priority Actions			
1.1 A comprehensive and differentiated support system ensures leaders are equipped to lead with confidence and drive school improvement	1.1.1 Senior Directors provide personalized coaching sessions aligned to Turnaround Leadership Action Plan goals	1.1.2 Pair experienced leaders with developing leaders to foster growth and development	1.1.3 Design sessions where leaders collaborate regularly with colleagues who share similar goals and focus areas in their Turnaround Leadership Action plans	1.1.4 Offer two distinct Leadership Academies tailored for new leaders in CVESD and leaders new to CVESD
1.2 A culture of learning exists where leaders model continuous growth, learning is shared, and decisions are grounded in reflection, data, and a commitment to collective improvement	1.2.1 Develop and share a clear, school and district-aligned vision supported by a strategic professional learning plan	1.2.2 Design professional learning that engages participants in active learning and thinking	1.2.3 Conduct learning walks focused on reflection and professional growth to showcase progress over time	1.2.4 Collaborate with other leaders in quarterly data meetings to reflect on student progress, share effective practices, and strategize next steps
1.3 A dynamic data system is used to regularly monitor progress toward goals, driving instructional decisions and propelling student progress	1.3.1 Guide grade level teams in using data to plan instruction	1.3.2 Support grade level teams in creating formative assessments to monitor student progress	1.3.3 Ensure teachers bring student work to collaboration meetings and engage in utilizing a common protocol for analyzing student work and assessments	1.3.4 Collaborate with teachers to develop interventions for students not meeting grade-level expectations

High Quality Professional Learning Domain

Develop a personalized professional learning system for all educators that promotes growth through relevance, choice, and collaboration, while supporting ongoing reflection and evidence-based instructional improvements for all district employees

Five-Year Objectives	2025-2026 Priority Actions			
1.1 Educator professional learning is connected through intentional progressions and personalized pathways to accelerate student growth	1.1.1 Create a district yearlong professional learning plan on instructional priority areas that is designed with a cross departmental team	1.1.2 Develop learning progressions for the following priority areas: • DLI: Spanish Language Arts Science Integration • Math Standards and Frameworks	1.1.3 Provide opportunities for job-like professional learning related to both their role and the district focus	1.1.4 Implement a professional learning onboarding plan for new teachers on core curriculum, programs and practices
1.2 Instructional Leadership Teams (ILTs) drive continuous improvement within a culture of learning and thinking	1.2.1 Collaborate with ILT members to take an active role in scaling professional learning plans	1.2.2 Design a year-long site professional learning plan aligned to site focused areas • Collaboration Time • Site professional learning • Classroom visits	1.2.3 Utilize a common protocol for analyzing student work and assessments	1.2.4 Utilize student progress data to inform professional learning and site plans
1.3 Strategic Site Support ensures that educators have the resources and guidance needed to foster student success	1.3.1 Provide differentiated support to identified schools based on California Dashboard performance levels	1.3.2 Create and utilize a structure and a process for deploying coordinator and resource teacher that supports a cycle of learning	1.3.3 Create professional learning sessions and coaching plans to be implemented by coordinators and resource teachers	1.3.4 Provide learning opportunities and site visits based on specialized programs • Community Schools • DLI Schools • Special Education Programs (ESN) • STEAM Studios

Instructional Transformation Domain

Align and connect curriculum, instruction, and assessment to create cohesive, responsive and innovative instructional practice that builds on student assets, supports diverse learners, promotes agency and improves learning outcomes for all students

Five-Year Objectives	2025-2026 Priority Actions			
1.1 Standards-based curriculum is relevant and makes students future ready	1.1.1 Create curriculum guides and learning progressions - Math - DLI Grammar Transference	1.1.2 Re-design a teacher portal that supports curriculum implementation and innovative practice	1.1.3 Develop and launch a plan to integrate Spanish Language Arts and TWIG Science in Dual Language Immersion Programs	1.1.4 Initiate math adoption
1.2 Innovative, cross-disciplinary instruction makes student thinking visible and promotes agency, inquiry, and expression	1.2.1 Design student-centered environments that promote choice, collaboration, flexibility, and visible learning - Modernization projects - Embedded PL	1.2.2 Implement routines that increase engagement and make student thinking visible - Math Routines - Thinking Routines	1.2.3 Leverage district-wide educational technology tools that align with curriculum and provide students the opportunity to create and showcase learning - Chromebook integration - Canva - AI Literacy	1.2.4 Support NCUST Teaching Practices - Promoting Clarity - Focusing on Understanding and Mastery
1.3 A dynamic assessment system provides transparent data that drives instructional decisions and propels student progress	1.3.1 Implement Universal Screener for Grades K-2 to identify risk for reading difficulties and to inform instruction	1.3.2 Identify a 3-6 reading assessment that replaces Achieve 3000	1.3.3 Develop and implement grade level math performance tasks	1.3.4 Identify age-appropriate assessments that show TK student growth and development

Multi-Tiered Systems of Support (MTSS) Domain

A tiered system of support in all schools will address students' academic, behavioral, and social-emotional needs

Five-Year Objectives	2025-2026 Priority Actions			
1.1 Site MTSS Teams ensure students receive timely, data-driven support tailored to their academic, behavioral, and social-emotional needs	1.1.1 Update the District MTSS Handbook, including the SST process, to simplify content, digitize resources, and house it in a shared, easily accessible location for all staff	1.1.2 Train all schools on the updated MTSS handbook and SST process	1.1.3 Provide sites with vetted SEL programs to select from	1.1.4 MTSS team members create and support the implementation of site action plans • Set goals • Design professional learning • Identify academic supports and interventions • Refine site SST process
1.2 A district-wide culture of continuous monitoring using diverse data sources assesses Tier 1 and 2 interventions and reduces the need for Tier 3 support	1.2.1 Identify common data sources & tools, including: • Progress monitoring tools • Criteria for interventions • Common formative assessments • SEL/Behavior data • Special Ed data • Attendance trends	1.2.2 Provide professional learning on data sources and data monitoring tools	1.2.3 Analyze identified data and provide schools with regular reports on academic, behavioral, and social emotional data	1.2.4 Use trends from data to develop differentiated school support plans with tiered interventions
1.3 Families access school, community resources, and partnerships that support student and family success	1.3.1 Develop a communication plan to build family awareness of MTSS and its benefits for students	1.3.2 Update community resource map and develop a plan for sharing the curated resources with schools and communities	1.3.3 Partner with Community Schools/FRCs and community organizations to strengthen referral systems and improve student and family access to resources	1.3.4 Establish a structure for home connection visits to strengthen family engagement