

CPSEL Standard 1: Development and Implementation of a Shared Vision

1.1 Develop a Shared Vision (The school leader makes use of a site vision to maintain a wide focus on equitable student achievement to high academic and social standards and sustained progress toward meeting those standards.)

Vision, an essential and imperative picture of the future of any school. The vision communicates the deeper values and hopes of an organization. As a principal, it is my responsibility to “provide leadership in the high school community by building and maintaining a vision, direction, and focus for student learning” as referenced in Tim Heasley’s *Creating Greatness*. As a new principal for my two charter school sites, it was my goal to work with my school community to formulate a shared vision of excellent student achievement. As a new school, it was my duty to introduce my Team to the community stakeholders. We did this by holding a Family Engagement Night and introducing the staff to our parents and student body; for the families that were not able to attend, we included our staff’s introduction on our schools’ websites.

Developing a Vision Statement became the focus at one of our Area In Service meetings. The school community was given the time and resources to come together to collaboratively develop our school’ vision statement. I have included the Area in Service Meeting Powerpoint. As the Vision Statement was created, banners were created for both school sites. Our emails included our Vision Statement, a sample of an email is included as evidence.

1.2 Plan and Implement Activities Around the Vision (The school leader actively infuses the site vision and standards into strategic plans and all decision-making processes in the school.)

Our schools opened July 2019, then the COVID 19-Pandemic hit us hard in March of 2020. Our students were striving and achieving their goals, however the Pandemic affected our school communities’ social and emotional needs. In order to help support our students through this very challenging time, our staff created a Grit video that went out to our school community via social media, school websites and email. I’ve included the video as evidence. Furthermore, I had my teachers participate in developing a social-emotional contract to themselves with the main purpose of helping them practice self-care and keep their focus and personal/professional goals present and alive. I conducted this at our Conference in a Day meeting. I’ve included the powerpoint as evidence. In order to get a gauge of the health of our school, I conducted an in house survey with our staff. I’ve included the results of the survey. I am currently in the process of conducting an all stakeholders Comprehensive School Climate Inventory Survey. I have staff that are reaching out to all stakeholders in order to help improve the quality of our learning environment.

1.3 Allocate Resources to Support the Vision (The school leader ensures sound and equitable decisions about the distribution and use of resources to support student learning and closing of the achievement gap between subsets of students.)

In response to the Pandemic, the three Principals for the OFY-Duarte Charter came together, along with our stakeholders to develop the Learning Continuity and Attendance Plan. In this plan, we outlined how our school made modifications to instruction, structure of appointments, and academic support in order to ensure our program is accessible to all students and conducive to student learning. In considering the varied needs of our students, there were modifications made to ensure continuity of learning, communication with our stakeholders, technology distribution, student and staff mental health, social emotional wellbeing, student nutrition, and the needs of pupils with unique needs. We allocated resources in order to help meet the needs of our school community as a whole. I've included a copy of our school's Learning Continuity and Attendance Plan. I am currently working on developing our goals, metrics and actions for our 2021-2024 LCAP, as well as allocating funds in order to close the achievement gaps for our students.

One of my greatest passions for my schools is to be able to offer Career Technical Education offerings to my high school and adult learners. Since reopening our schools in the Fall of 2018, our schools have not been able to offer this much needed support to our students due to budgetary constraints. Now, after finding out that there will be no freeze in ADA for the 2021/2022 school year, we are able to collect more revenue from our July intercession (summer school offering), which will help to support my vision to bring CTE courses to the High Desert students. This is one of my visions to support student learning and closing of the achievement gap between subsets of students. My students in the Antelope Valley region need these technical skills that will open the doors to their future beyond high school.

In reviewing our school benchmark assessment scores for my two schools for the 2020/2021 school year, my teachers and I noticed several students needing intervention in Math. I collaborated with our school's instructional coaches in Mathematics on researching Math Intervention programs that will help to close the achievement gap in math amongst our subgroups. I've included a sample of the powerpoint that was presented to my leadership team listing a description of three evidenced based math intervention programs. My instructional team and I are in the process of participating in a demo for the math intervention program that we felt best met the needs of our students.