

CPSEL Standard 2: Instructional Leaders

2.1 Develop School Culture and Ensure Equity (The school leader's actions support all members of the school community in maintaining a culture of excellence and responsibility. Individually and collectively, they model professionalism in their sense of responsibility for the results they achieve, their students, and each other.)

Since accepting the administrative position for the OFY-Duarte-High Region, it has been my passion and responsibility to maintain a culture of excellence and responsibility. It has been my goal to meet with my Team twice a week in weekly huddles, but also meet at least twice a semester in an all day professional development or Area-in-Service. I have included a sample of one of my most recent Area-In-Service Meetings, which included professional development opportunities for my Team that demonstrate who we are as a school. One of the PDs included was Building Stronger Connections Through Questioning using the SERVE method, because as a school community, we believe in maintaining a culture of excellence and service. Another PD opportunity addressed this meeting was Equitable Conversations, which offered the opportunity for the staff to collaborate on the issues surrounding race.

I am proud to say that in stepping into my role as administrator, one of my main goals was to bring our staff together through the professional learning community process. The purpose of our school is to ensure all students learn at their highest levels and helping all students learn requires a collaborative and collective effort. My Team now has structured time to focus on the results, which is evidence of student learning, and they're able to use these results to inform and improve our professional practice and respond to students who need intervention or enrichment. As evidence of this, I have my powerpoint presentation that I used to train my staff as well as the teachers' PLC notes.

2.2 Guide the Instructional Program (The school leader ensures that all instructional subsystems are [e.g., instructional materials, pedagogy, assessment, use of technology] are designed and aligned to facilitate the achievement of high standards and closing the achievement gap.)

I collaborated with our Instructional Coach of Programs to develop and implement training that guided the instructional practice of our teachers, especially with the onset of the COVID-19 Pandemic, where all of our instruction moved to distance learning. As a school, we adopted the new online Edmentum curriculum, which meant that new PDs and training needed to be implemented to get our teaching staff up to speed in order to address the learning needs of our students. I have included the powerpoint presentation of the new Edmentum curriculum training.

Another area of focus in guiding the instructional in my school is to grow the WIOA program in our region and strengthen the partnership with our WIOA provider- Goodwill.

During the past couple of years, in our region, I've supported our Career Pathways Coordinator to offer several Career Day Events in order to foster the growth of career awareness and support students in their career pathways choices. Copies of our Career Day Events flyers are included as evidence of our continuous efforts to support our students in their career choices.

In order to align with our Charter Petition in assisting our students' transition to the different possibilities after high school, I guided our counselor to collaborate with other charter and network counselors in order to develop The High Desert Region Senior Portfolio. Starting in the 2021/2022 school year, all seniors will be required to complete this Senior Portfolio as a requirement for graduation. The portfolio will include creating a resume, cover letter, interview with teacher and counselor, completing a career inventory, completing an application, completing 10 hours of community service, exploring post-secondary options and finally, presenting all their artifacts, and evidence in a digital portfolio. I've included a powerpoint presentation that our counselor used to present this to our teaching staff during an area inservice meeting.

One of my action steps listed in my induction plan was to implement iLit English curriculum in my region. This course is designed to address the English language learning needs of our EL students, while they earn English credits for high school. We went full force the Spring Semester of 2020 offering one course, however, the COVID pandemic hit and our students had a difficult time transitioning to the iLit course online. We lost quite a few students that did not complete the course. We plan to offer the iLit course again this Fall for the 2021/2022 school year.

2.3 Guide Professional Growth of Staff (The school leader facilitates development of and oversight of a broad range of professional growth opportunities for the staff. She or he works with other instructional leaders at the site to ensure that professional growth activities occur within the context of a focused and coherent plan for improving standards-based student learning through development of individual and collective capacity.)

In order to develop my Instructional Coach of Programs and Assistant Principal, I partnered with our school's Professional Development Manager to develop a PD centered around conducting effective teacher observations and providing meaningful feedback. I included the two day powerpoint presentations as evidence.

In collaboration with regional leadership and our Instructional Coach of Programs, we developed and implemented the GROWth Mission for all staff, including leadership. The purpose of this professional development is to support all staff in engaging and practicing in the cycle of continuous improvement through options such as self-guided research and reflection, peer to peer collaboration, PLCs, Coaching conversations, visits and observations. I've included the powerpoint presentation that was used by the

Coach to present to our regional staff. I also included the follow up GROWth Form responses from staff as well as the follow up responses from various leadership members.

2.4 Create and Utilize Accountability Systems (The school leader facilitates the development of school wide commitment to multiple measures of student learning, regular assessment of progress, and use of assessment data to guide teaching and learning.)

Distance Learning due to COVID-19 Pandemic brought many challenges for students. We saw a drastic decrease in our Monthly Student Progression. As a network leadership team, we attended a professional development in which explored data and came up with some possible solutions to improve student outcomes and work towards closing the achievement gap. I then took this professional development to my regional Team and dug into the data together providing opportunities for elaboration. I included the presentation as evidence.

In order to support our seniors and improve our graduation rates, I collaborated with my leadership team and together we created the Senior Buddy System. This plan was created to bring some accountability to our seniors and to provide them with emotional support through the stressful process of completing their 12th grade year to graduate. The leadership Team and I designated our Area Teachers as the accountability buddies to our seniors. I included a copy of the plan as well as a sample record of the communication and action plan of the Areas Teachers with their students.