



PARAMOUNT UNIFIED SCHOOL DISTRICT

GREAT THINGS ARE HAPPENING IN PARAMOUNT SCHOOLS



Update on New K-12 LCAP Actions and Services

Board of Education Meeting
March 12, 2018

Dr. Ruth Pérez, Superintendent
Deborah Stark, K-8 Assistant Superintendent
Ryan Smith, Secondary Assistant Superintendent



Purpose of the Presentation

- Highlight selected new K-12 initiatives that are being implemented to address students' needs.
- Outline timeline for LCAP Committee responsibilities.



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LCAP Goal	New K-5 Initiative in 2017-18
Goal 1: Support Behavior and Academic Progress	<ul style="list-style-type: none">▪ Cognitively Guided Instruction in Math▪ Collins Behavior Support Team
Goal 2: Create a College Going Culture	<ul style="list-style-type: none">▪ AVID Elementary



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Cognitively Guided Instruction in Math



What is CGI Math?

- CGI promotes the development of students' mathematical thinking through instruction that builds upon students' current understanding to help them learn new concepts.
- This approach recognizes that students intuitively possess problem-solving strategies that develop along a progression; teachers use their understanding of this progression to ask questions and guide instruction.



Planning and Supporting CGI Math for Effective Implementation

Action	Date
<ul style="list-style-type: none">Piloted CGI at one grade at Mokler, Collins, Wirtz.	2016-17
<ul style="list-style-type: none">Solicited participation from all schools to participate in 2017-18.	Spring, 2017
<ul style="list-style-type: none">Provided two days of professional development for all teams.	Summer 2017
<ul style="list-style-type: none">Provided two days of follow-up professional development by grade level; observed implementation progress.	2017-18
<ul style="list-style-type: none">Develop to expand to additional grades at all K-5 schools.	Spring, 2018
<ul style="list-style-type: none">Provide professional development for new CGI teams.	Summer, 2018

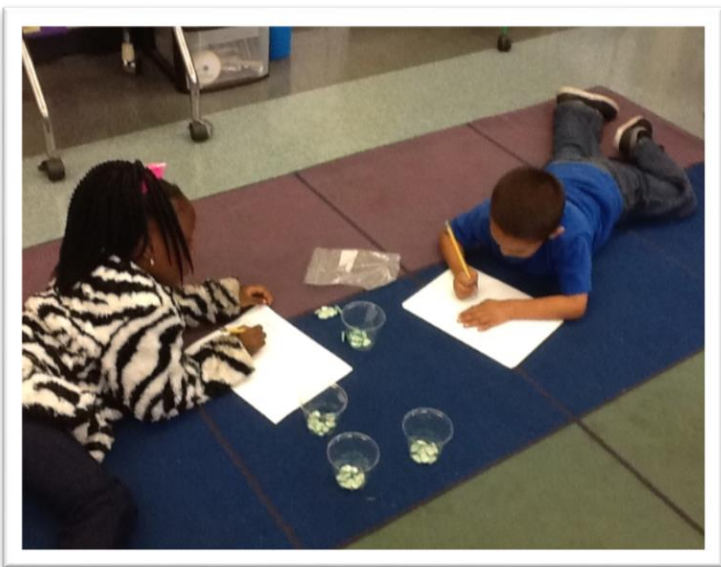


Current Progress

- The Math Practice Standards require that students learn how to "make sense of problems and persevere in solving them." CGI is an approach to teaching math that does this.
- CGI is being used for math instruction in one or two grade levels at each K-5 school. Observations in these classes show students are communicating their thinking and solving problems using multiple strategies.



CGI in Action



Students use manipulatives to engage in Counting Collections, which teaches them to count and add with efficiency.



Students use Multiple Methods to Analyze and Solve a Problem

imate is
va) is
answer is
Jane's problem.

Ruben
 $16.25 \times 10 = 162.5$
 $2.5 \times 10 = 25.0$

Christian
 $60 \div 2 = \underline{600}$
30

thinks that $16.25 \div 2.5$
is equivalent to $162.5 \div 25$.
Is she correct? Explain

no
→ everyone

yes
→ revised answer



Sweetie
 16.25×10

She multiplied both sides by 10

found \$3.20 on the playground.
He wants to share equally between
self and (3) friends. How?

Da
x10 60
→ 600

Da





Kindergarten Students use Multiple Methods to Demonstrate Understanding of Number Concepts

Problem Solving Task:
Mrs. Lee is having a water balloon fight. EACH person gets 3 water balloons. If she invites 12 friends, how many water balloons does she need to make?

(4) (9) (12)

Strategy #1

Equation (number sentence):

~~3 + 3 + 3 + 3 + 3 + 3 + 3 + 3 + 3 + 3 + 3 + 3~~

+ 3 + 3 + 3 + 3 + 3 + 3 + 3 + 3 + 3 + 3 + 3 + 3 = 36



What do teachers say about CGI?

Students feel validated. They're able to share their strategies and listen to their peers. They feel validated when they're able to show a different way to solve the same problem using a different strategy.

Katie Lee

Kindergarten Teacher, Collins Elementary School



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AVID Elementary



What is AVID Elementary?

In an AVID Elementary classroom...

- Students learn organizational skills, study skills and note-taking strategies.
- Questioning strategies, Socratic Seminar, and Philosophical Chairs add rigor to daily content lessons.
- Students develop an early awareness of college.

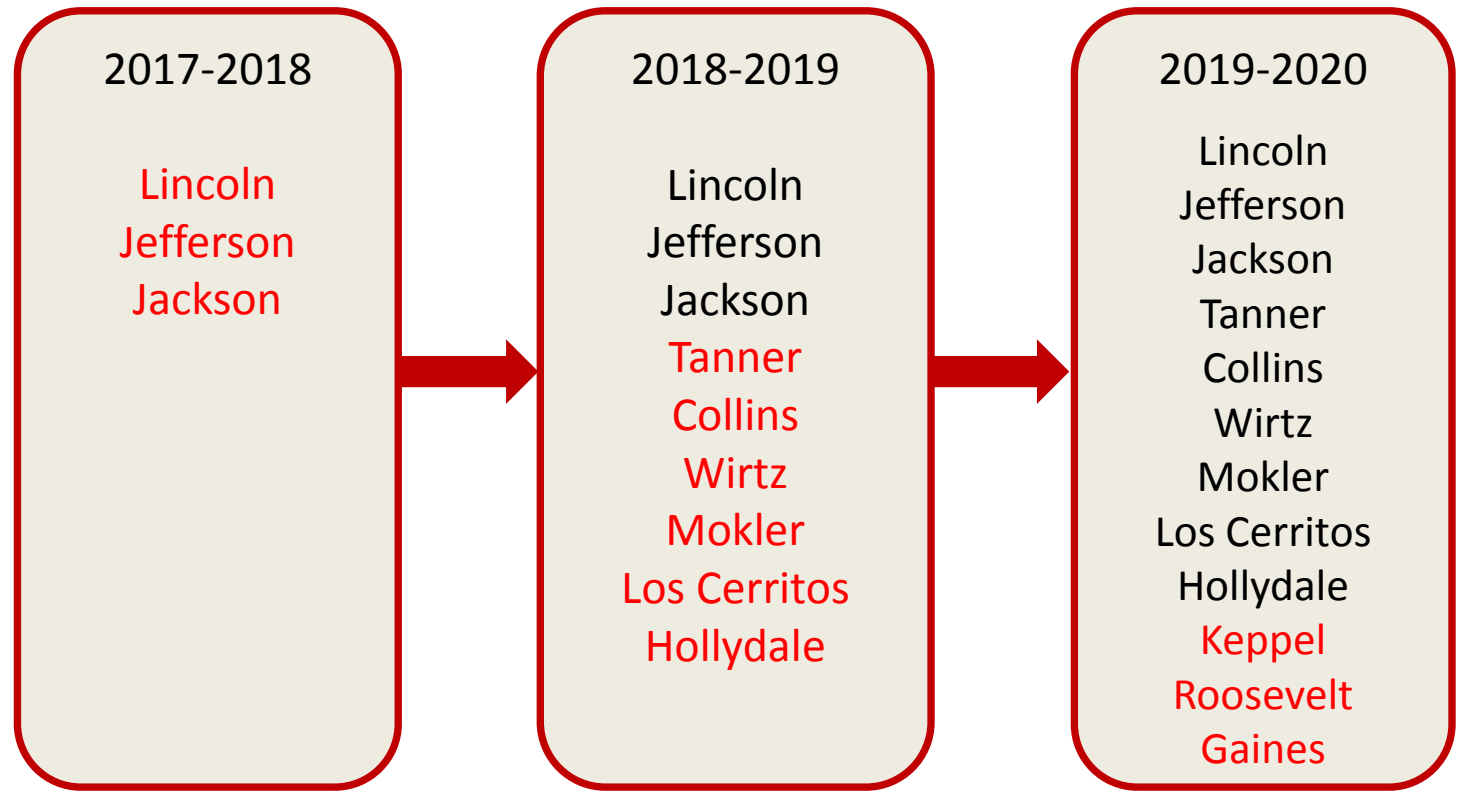


Planning and Supporting AVID Elementary in PUSD

Action	Date
▪ Pilot principals attended an AVID Elementary Showcase in ABCUSD.	Spring, 2017
▪ Teachers and principals from three pilot schools attend AVID institute.	Summer, 2017
▪ AVID pilot at Jackson, Jefferson, Lincoln (4th or 5th grade).	2017-18
▪ All K-5 principals visit Jefferson to observe AVID in action.	February, 2018
▪ Develop plans to expand to include additional six schools in 2018-19.	Spring, 2018
▪ Summer institute for nine K-5 schools.	Summer 2018



Implementation Plan





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AVID Elementary in Action at Jefferson

AVID Elementary





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Supporting Social Emotional Needs: Collins School's Behavior Support Team



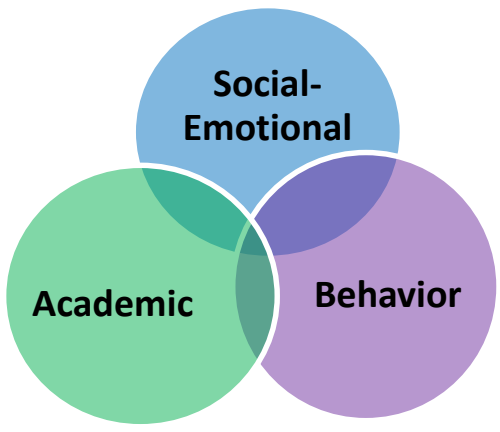
Using Resources to Meet Needs

- One of the requirements of Supplemental/Concentration funding is to meet students' needs by increasing or improving services.
- Data on the social emotional needs of students showed Collins had high numbers of Foster Youth and Homeless students as well as high need for behavior support.
- To respond to this need, resources to support social emotional learning were included in the LCAP for Collins.



What is Collins' Positive Behavior Support Team?

- Positive Behavior Support Team
- Social Worker; Prevention Services
- Crisis Protocols
- Parent Connections



- Academic Coaches
- Curriculum Support
- Professional Development
- Safe & Civil Procedures
- Behavior Intervention Specialist
- Professional Development

We believe students can reach their maximum potential with academic, behavior and social-emotional support.

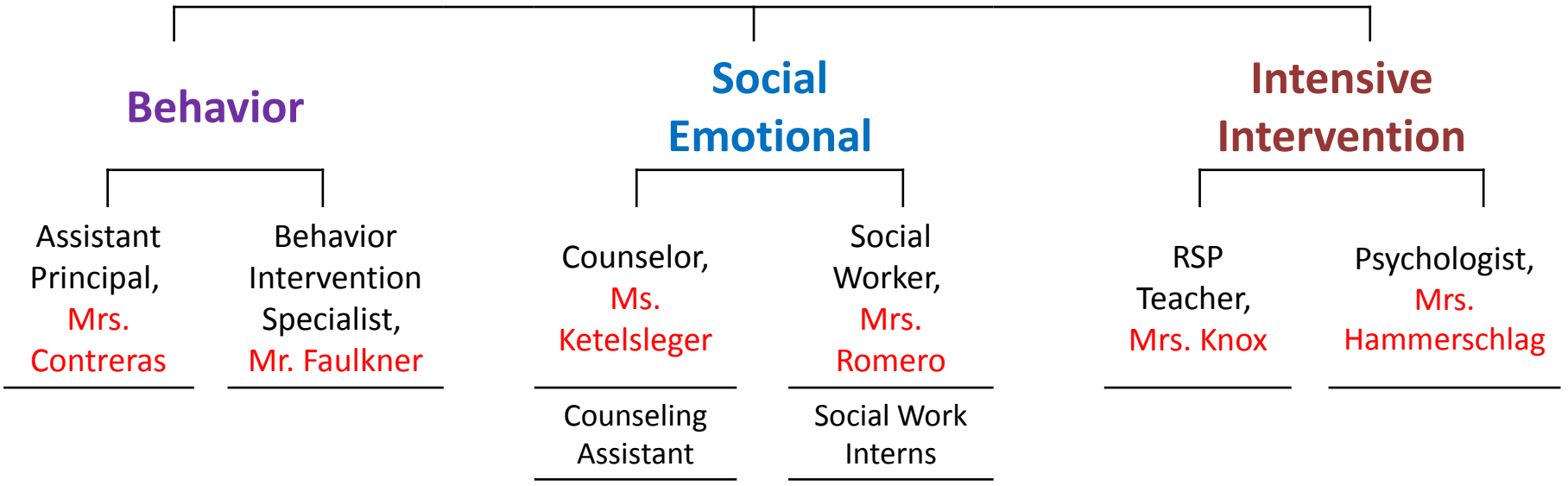
We recognize students need support in these areas, which are interconnected.

We understand that to achieve better outcomes we must review data, develop systems and implement practices that support social competence and academic achievement.



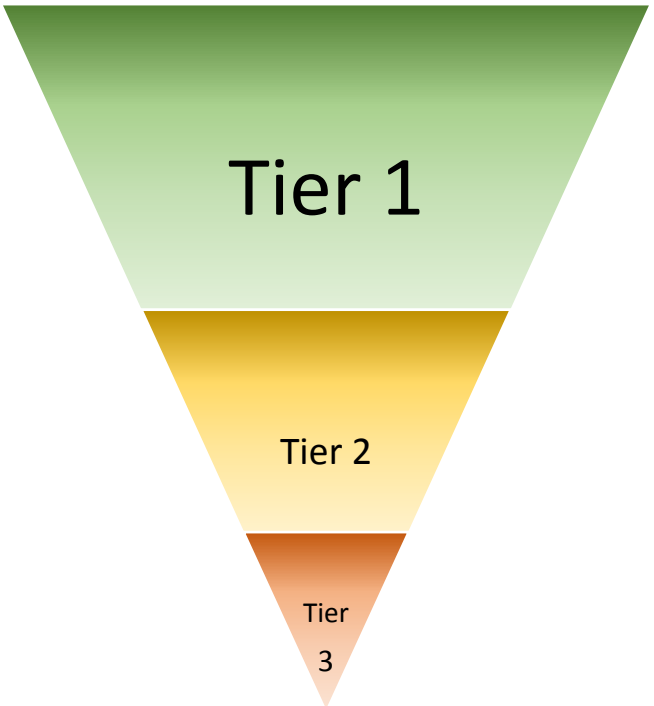
Who is on the Behavior Support Team?

Collins' PBS Team





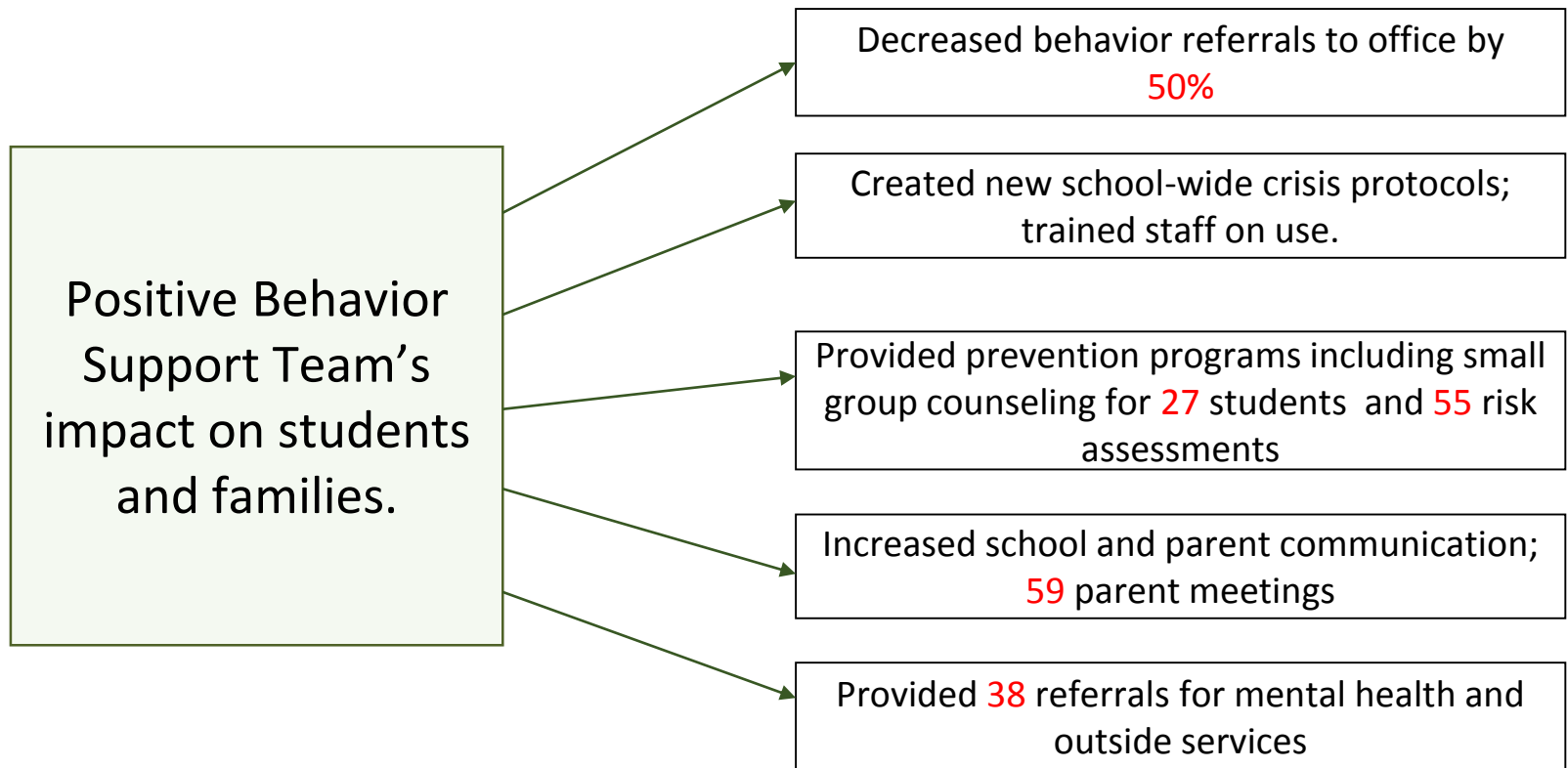
How does the team work?



Tier	Team Member	Responsibility
1-3	Principal	Facilitates, Coordinates, Monitor Team and Processes
1	Assistant Principal	Discipline and Tier 1 Behavior Management
1/2	Behavior Intervention Specialist	Discipline and Tier 1/2 Behavior Management
2/3	Counselor	DIS Counseling, Small Group Intervention
2/3	Social Worker	Counseling, Family Connections, Outside Referrals
2/3	Resource Specialist	Academic Support and Assessment
3	Psychologist	Assessment and Referrals



What difference is the team making?





How are parents responding?

Parents at Collins see the benefit of having an expanded Behavior Support Team, including a social worker, that is readily accessible at their school. Some comments from parents:

You have given me all the resources and everything I need. The social worker, Ms. Maria, helped me get counseling through my insurance and you helped my son in the classroom.

-Parent of a kindergarten student

I've got support at the school. I know that everybody at this school cares about the kids. We're going to get through this together. At the end of the day, we're all here to get him a good education.

-Parent of a kindergarten student

The support group at Collins School has helped my child progress with his educational journey. I am extremely impressed with how they coordinate my concerns as a parent.

-Parent of third grade student



Middle School Offerings in 2018-19

The following will be offered at each middle school next year:

- ✓ *AVID Excel for Long Term English Learners will be piloted in 7th grade.*
- ✓ *Where Everyone Belongs (WEB), to support students' transition from elementary to middle school through mentoring relationships between 6th and 8th grade students.*
- ✓ *Computer App Creators and Computer Science for Innovators will be new elective courses for 8th grade.*

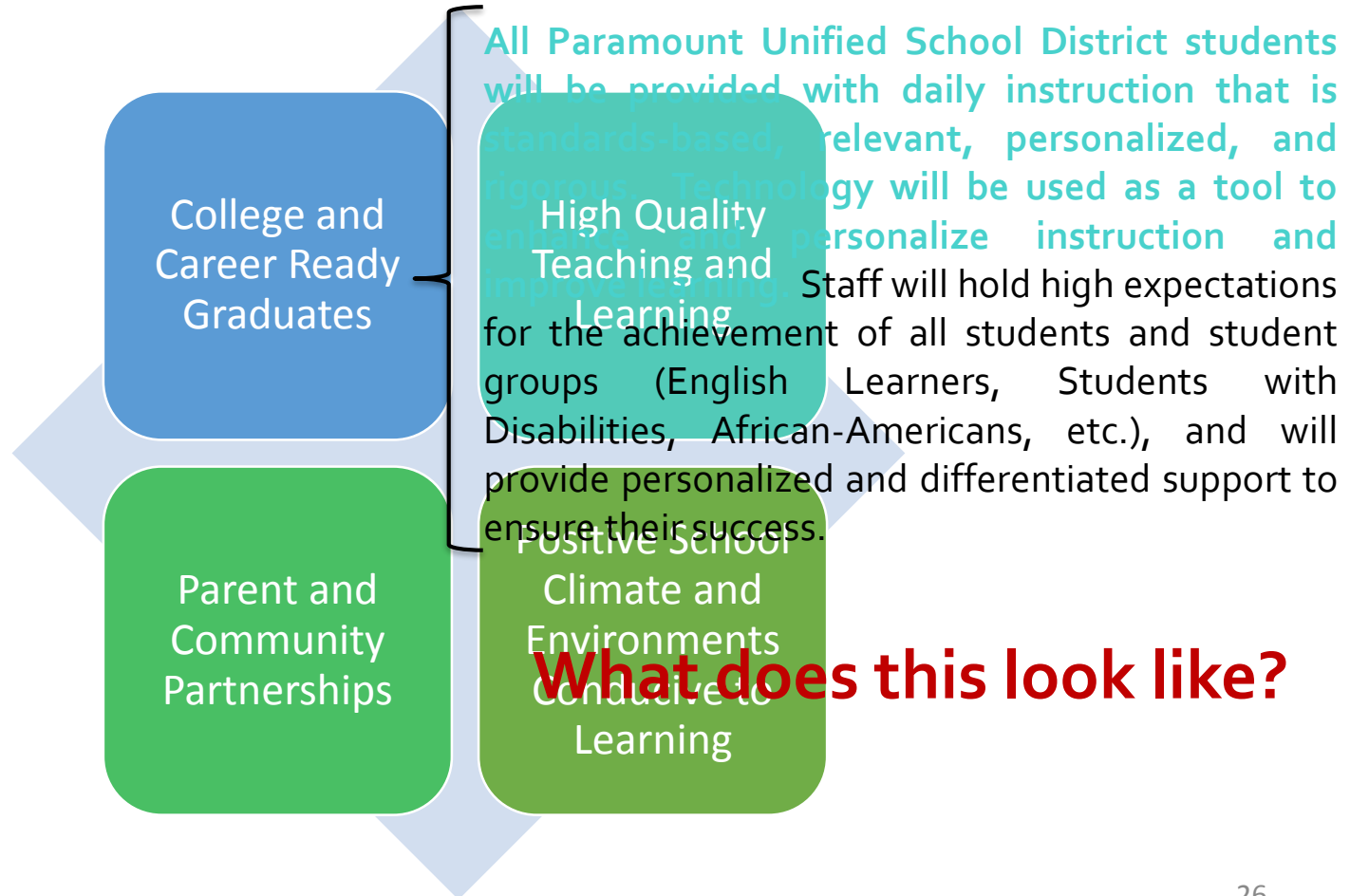


LCAP Committee Meetings and Next Steps

Date	Action
November 29	<ul style="list-style-type: none">▪ Reviewed data in CA Dashboard, identifying strengths and needs.▪ Reviewed current LCAP services and activities.▪ Connected services to needs; identified gaps.
February 7	<ul style="list-style-type: none">▪ Reviewed staff survey results; cross referenced with strengths and needs in Dashboard.
March 13	<ul style="list-style-type: none">▪ Review parent survey results; cross reference with staff surveys.▪ Discuss on going and planned academic and behavior initiatives.▪ Discuss student group needs.
April 17	<ul style="list-style-type: none">▪ Review student survey results.▪ Review Annual Update in new LCAP.
April 25	<ul style="list-style-type: none">▪ Review draft of services and activities in new LCAP.
June	<ul style="list-style-type: none">▪ LCAP public hearing and approval.

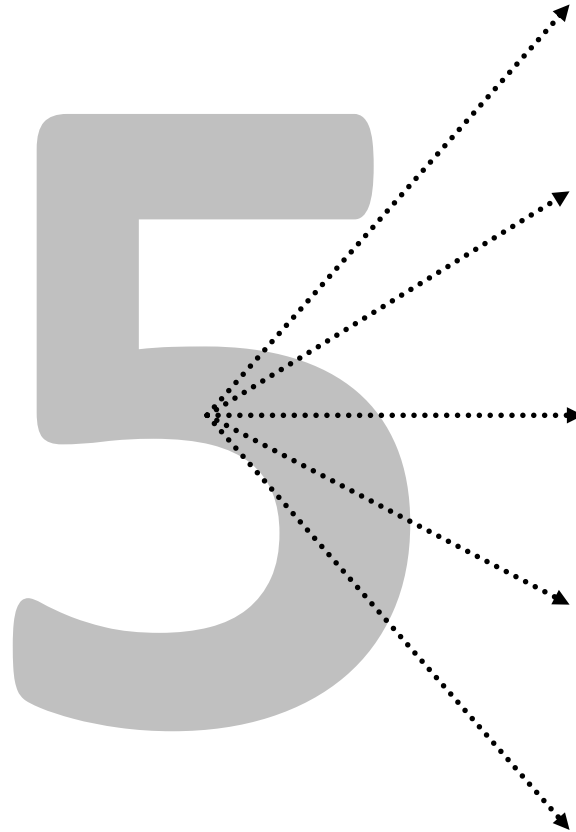


District Focus Areas



Instructional Anatomy

The 5D instructional framework lays out a vision for high-quality teaching and aligns the work of instructional improvement across the school system. The framework organizes and defines the ideal characteristics of classroom instruction into five dimensions:



5 Dimensions of Teaching and Learning™

Instructional Framework Version 4.0

5D™	Subdimension	The Vision	Guiding Questions
Purpose	Standards	<ul style="list-style-type: none"> The lesson is based on grade-level standards, is meaningful and relevant beyond the task at hand (e.g., relates to a broader purpose or context such as problem-solving, citizenship, etc.), and helps students learn and apply transferable knowledge and skills. The lesson is intentionally linked to other lessons (previous and future) in support of students meeting standard(s). 	<ul style="list-style-type: none"> How do the standard and learning target relate to content knowledge, habits of thinking in the discipline, transferable skills, and students' assessed needs as learners (re: language, culture, academic background)? How do the standard and learning target relate to the ongoing work of this classroom? To the intellectual lives of students beyond this classroom? To broader ideals such as problem-solving, citizenship, etc.? What is the learning target(s) of the lesson? How is it meaningful and relevant beyond the specific task/activity? Is the task/activity aligned with the learning target? How does what students are actually engaged in doing help them to achieve the desired outcome(s)? How are the standard(s) and learning target communicated and made accessible to all students? How do students communicate their understanding about what they are learning and why they are learning it? How does the learning target clearly communicate what students will know and be able to do as a result of the lesson? What will be acceptable evidence of student learning? How do teaching point(s) support the learning needs of individual students in meeting the learning target(s)?
	Learning Target and Teaching Points	<ul style="list-style-type: none"> The learning target is clearly articulated, linked to standards, embedded in instruction, and understood by students. The learning target is measurable. The criteria for success are clear to students and the performance tasks provide evidence that students are able to understand and apply learning in context. The teaching points are based on knowledge of students' learning needs (academic background, life experiences, culture and language) in relation to the learning target(s). 	
Student Engagement	Intellectual Work	<ul style="list-style-type: none"> Students' classroom work embodies substantive intellectual engagement (reading, thinking, writing, problem-solving and meaning-making). Students take ownership of their learning to develop, test and refine their thinking. 	<ul style="list-style-type: none"> What is the frequency of teacher talk, teacher-initiated questions, student-initiated questions, student-to-student interaction, student presentation of work, etc.? What does student talk reveal about the nature of students' thinking? Where is the locus of control over learning in the classroom? What evidence do you observe of student engagement in intellectual, academic work? What is the nature of that work? What is the level and quality of the intellectual work in which students are engaged (e.g. factual recall, procedure, inference, analysis, meta-cognition)? What specific strategies and structures are in place to facilitate participation and meaning-making by all students (e.g. small group work, partner talk, writing, etc.)? Do all students have access to participation in the work of the group? Why/why not? How is participation distributed? What questions, statements, and actions does the teacher use to encourage students to share their thinking with one another, to build on one another's ideas, and to assess their understanding of one another's ideas?
	Engagement Strategies	<ul style="list-style-type: none"> Engagement strategies capitalize on and build upon students' academic background, life experiences, culture and language to support rigorous and culturally relevant learning. Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning. 	
	Talk	<ul style="list-style-type: none"> Student talk reflects discipline-specific habits of thinking and ways of communicating. Student talk embodies substantive and intellectual thinking. 	

SD™	Subdimension	The Vision	Guiding Questions
Curriculum & Pedagogy	Curriculum	<ul style="list-style-type: none"> Instructional materials (e.g., texts, resources, etc.) and tasks are appropriately challenging and supportive for all students, are aligned with the learning target and content area standards, and are culturally and academically relevant. The lesson materials and tasks are related to a larger unit and to the sequence and development of conceptual understanding over time. 	<ul style="list-style-type: none"> How does the learning in the classroom reflect authentic ways of reading, writing, thinking and reasoning in the discipline under study? (e.g., How does the work reflect what mathematicians do and how they think?) How does the content of the lesson (e.g., text or task) influence the intellectual demand (e.g. the thinking and reasoning required)? How does it align to grade-level standards? How does the teacher scaffold the learning to provide all students with access to the intellectual work and to participation in meaning-making? What does the instruction reveal about the teacher’s understanding of how students learn, of disciplinary habits of thinking, and of content knowledge? How is students’ learning of content and transferable skills supported through the teacher’s intentional use of instructional strategies and materials? How does the teacher differentiate instruction for students with different learning needs—academic background, life experiences, culture and language?
	Teaching Approaches and/or Strategies	<ul style="list-style-type: none"> The teacher makes decisions and utilizes instructional approaches in ways that intentionally support his/her instructional purposes. Instruction reflects and is consistent with pedagogical content knowledge and is culturally responsive, in order to engage students in disciplinary habits of thinking. The teacher uses different instructional strategies, based on planned and/or in-the-moment decisions, to address individual learning needs. 	
	Scaffolds for Learning	<ul style="list-style-type: none"> The teacher provides scaffolds for the learning task that support the development of the targeted concepts and skills and gradually releases responsibility, leading to student independence. 	
Assessment for Student Learning	Assessment	<ul style="list-style-type: none"> Students assess their own learning in relation to the learning target. The teacher creates multiple assessment opportunities and expects all students to demonstrate learning. Assessment methods include a variety of tools and approaches to gather comprehensive and quality information about the learning styles and needs of each student (e.g., anecdotal notes, conferring, student work samples, etc.). The teacher uses observable systems and routines for recording and using student assessment data (e.g., charts, conferring records, portfolios, rubrics). Assessment criteria, methods and purposes are transparent and match the learning target. 	<ul style="list-style-type: none"> How does the instruction provide opportunities for all students to demonstrate learning? How does the teacher capitalize on those opportunities for the purposes of assessment? How does the teacher gather information about student learning? How comprehensive are the sources of data from which he/she draws? How does the teacher’s understanding of each student as a learner inform how the teacher pushes for depth and stretches boundaries of student thinking? How do students use assessment data to set learning goals and gauge progress to increase ownership in their learning? How does the teacher’s instruction reflect planning for assessment? How does the teacher use multiple forms of assessment to inform instruction and decision-making? How does the teacher adjust instruction based on in-the-moment assessment of student understanding?
	Adjustments	<ul style="list-style-type: none"> The teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons, and give targeted feedback to students. 	
Classroom Environment & Culture	Use of Physical Environment	<ul style="list-style-type: none"> The physical arrangement of the room (e.g., meeting area, resources, student seating, etc.) is conducive to student learning. The teacher uses the physical space of the classroom to assess student understanding and support learning (e.g., teacher moves around the room to observe and confer with students). Students have access to resources in the physical environment to support learning and independence (e.g., libraries, materials, charts, technology, etc.). 	<ul style="list-style-type: none"> How does the physical arrangement of the classroom, as well as the availability of resources and space to both the teacher and students, purposefully support and scaffold student learning? How and to what extent do the systems and routines of the classroom facilitate student ownership and independence? How and to what extent do the systems and routines of the classroom reflect values of community, inclusivity, equity and accountability for learning? What is the climate for learning in this classroom? How do relationships (teacher-student, student-student) support or hinder student learning? What do discourse and interactions reveal about what is valued in this classroom? What are sources of status and authority in this classroom (e.g., reasoning and justification, intellectual risk-taking, popularity, aggressiveness, etc.)?
	Classroom Routines and Rituals	<ul style="list-style-type: none"> Classroom systems and routines facilitate student responsibility, ownership and independence. Available time is maximized in service of learning. 	
	Classroom Culture	<ul style="list-style-type: none"> Classroom discourse and interactions reflect high expectations and beliefs about all students’ intellectual capabilities and create a culture of inclusivity, equity and accountability for learning. Classroom norms encourage risk-taking, collaboration and respect for thinking. 	



Our Implementation

- High School Leadership Teams:
 - MILE Assessment
 - 5-Day Summer Institute
 - School Site Visits (4 Total)
 - 2-Day Feedback Institute*
- District Leadership Team:
 - 5D Workshops



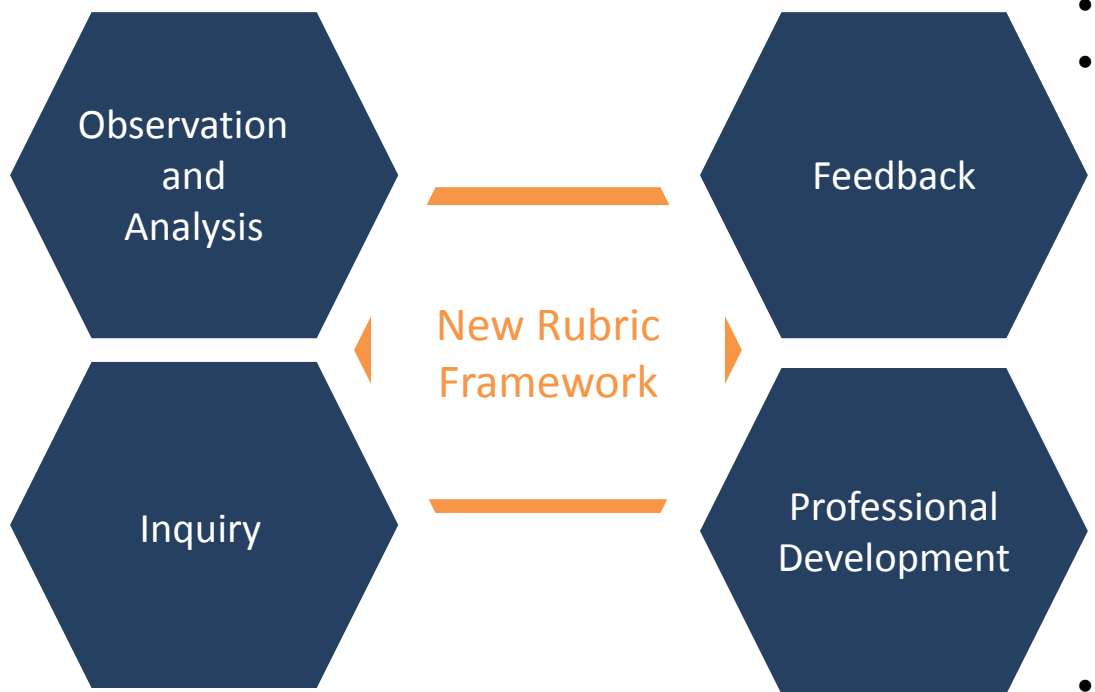
Leaders cannot lead what they don't know.

Expertise Matters



Measurement of Instructional Leadership Expertise (MILE)

- 5 Dimensions



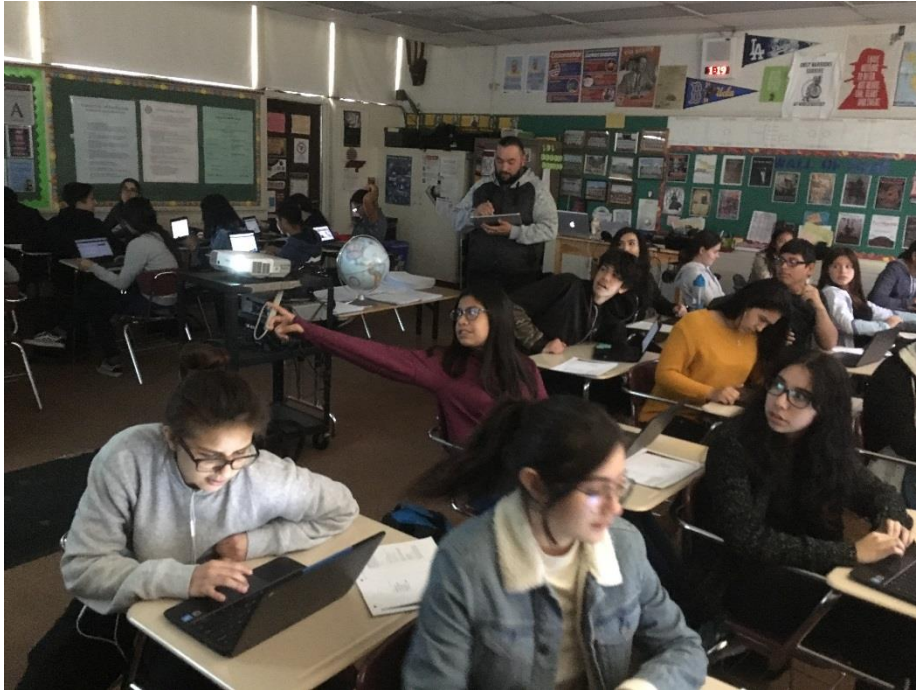
- Evidence-Based
- Growth-Based

- Leading with Inquiry

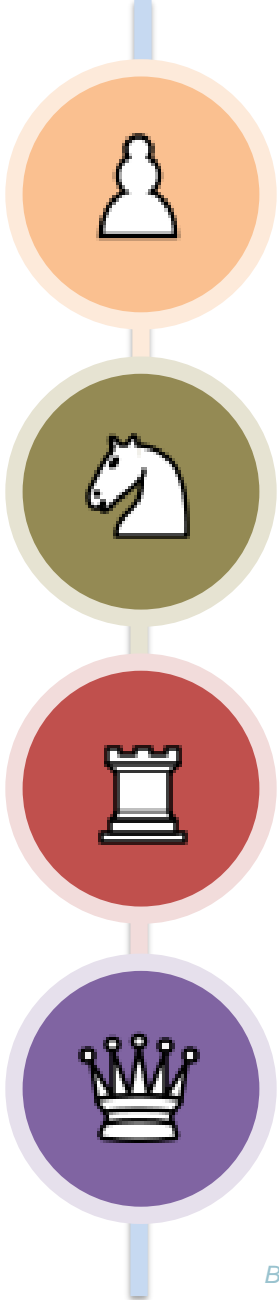
- Evidence-Based
- Quality
- Context



MILE Process



- Notice and Wonder
- Feedback
- Professional Development Plan and Support



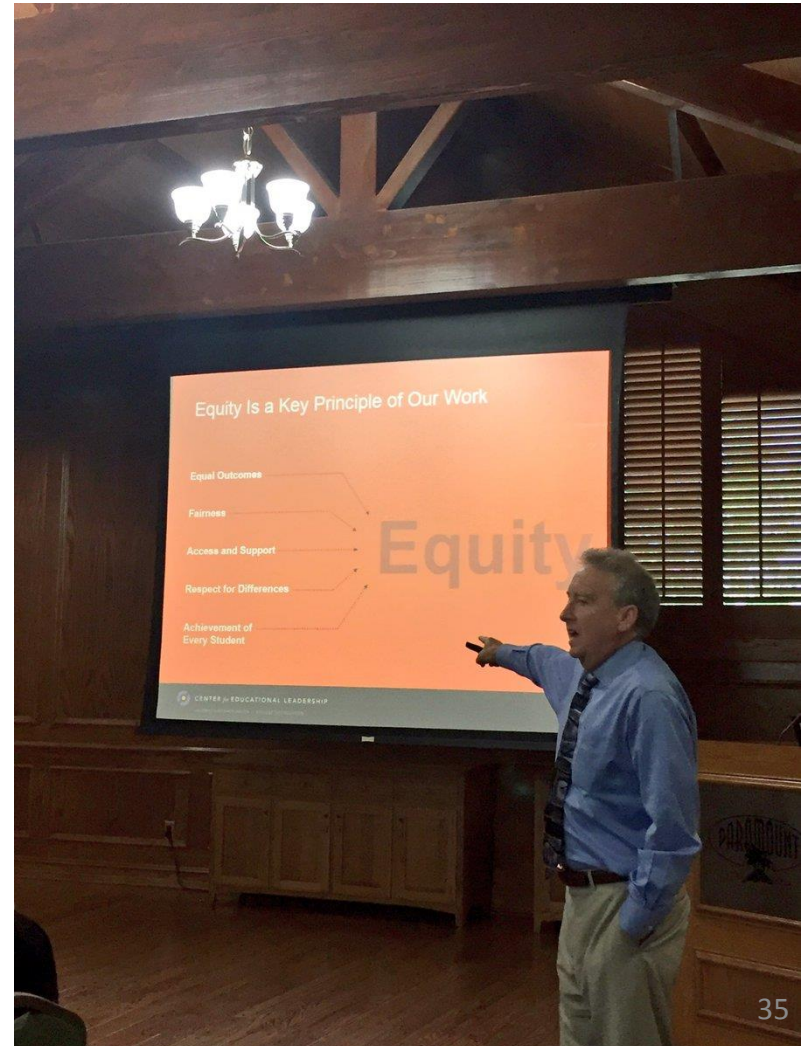
By en:User:Cburnett - Own work, CC BY-SA 3.0, <https://commons.wikimedia.org/w/index.php?curid=1499812>, 1499814, 1499808, 1499810



2-Day Summer Institute

Key Objectives

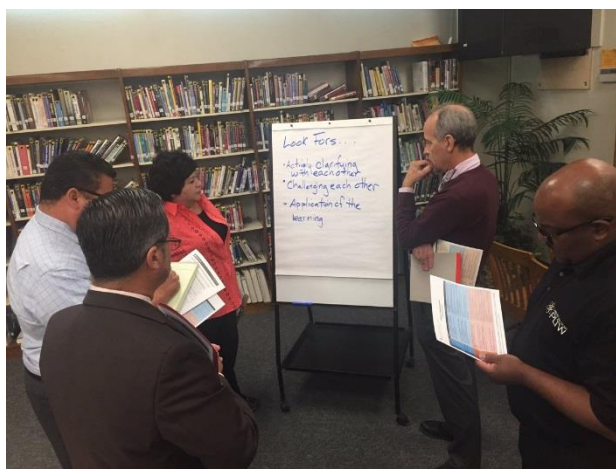
- To deepen school leaders' knowledge and skill in identifying high-quality instruction along with the professional learning necessary to support teacher learning.
- To build a common understanding and language of effective instruction through the 5D
- To use our shared understanding of effective instruction to analyze classroom practice.
- To understand the habits of thinking for instructional leadership.





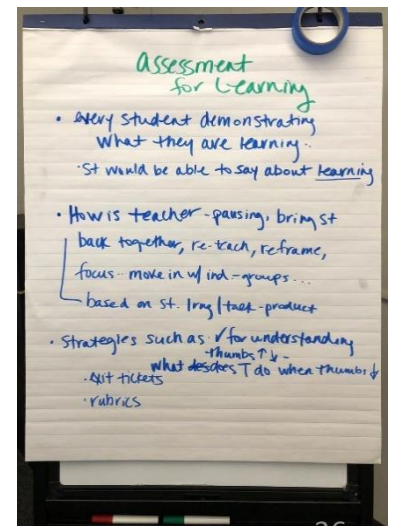
School Visits

- Focus on element(s) of the 5D
- Identify Instructional “look fors”
- Visit classrooms in small teams
- Debrief visits
 - Wonderings
 - Can do
 - Verge of
- Develop feedback



Look Fors...

- Active Classroom
- Challenging each other
- Application of the learning





Next Steps

- 5D Training for K-8 Principals and Assistant Principals
(Similar to the High School Leadership's Experience)
- Coaching for High School Principals, Assistant Principals, and Deans
- High School ELA and ELD teams
 - 5 D Training
 - Studio Cycle



High Quality
Teaching and
Learning

How are we supporting High Quality Teaching and Learning and addressing the 5 Dimensions in our high school mathematics classrooms?



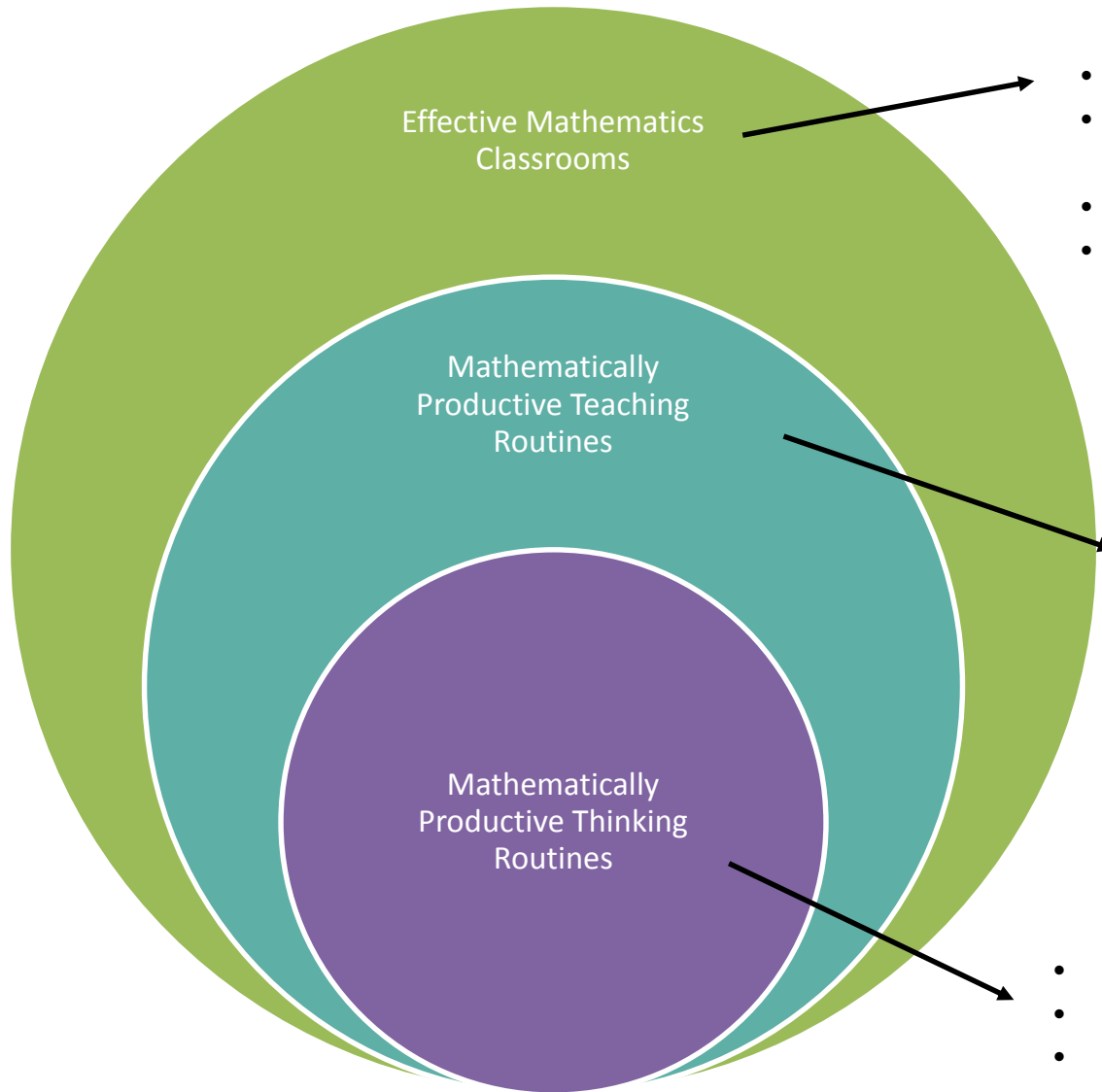
Our Work With Teachers Development Group

- High School Math Teams:
 - Department Chairs from PHS, PHS West, and BV
 - Math Coaches
 - Math Curriculum Specialist
 - Site Admin
 - Buena Vista Math Teacher
- Best Practices in Teaching Mathematics Workshop (4-days)
- 2 “Studio” Cycles (3-days each)



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PREPARING STUDENTS FOR COLLEGE AND CAREERS



- Mathematical sense making, reasoning, and understanding
- High cognitive and worthwhile tasks
- Mathematical culture of growth and effort
- High cognitive and worthwhile tasks
- Teaching moves generate student engagement

- Student-to-student discourse centers on reasoning why/when/whether math ideas work
- Students generalize and justify their learning
- Metacognition and reflection
- Mistakes, stuck points, and disequilibrium are part of learning
- Classroom norms and relationships support a growth mindset

- CCSS Mathematical Practices
- Math Habits of Mind
- Math Habits of Interaction



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GENERALIZE

Aha! I can use math to show why... is always true ...

JUSTIFY

why

EXPLORE Multiple Pathways

Mathematical REPRESENTATIONS

Connections

$y = 3x + 2$

x	y
0	2
1	5
2	8
3	11
4	14

REGULARITY patterns STRUCTURE

CRITIQUE & DEBATE

Relating to the distributive property helped...

I disagree because it contradicts what we learned about...

COMPARE our LOGIC & IDEAS

Jose's Way: This idea repeats across everyone's math reasoning.

Everyone's Path

My Way

Your Way

You reasoned from triangles & I used rectangles... here's why both make sense!

Metacognition Reflection

I used to think... but now I think... Hmm... this also contradicts that idea...

That doesn't seem logical... I am in disagreement! I reasoned that... Here is how my strategies compare to...

Mistakes & Stuck Points

Good places to start

New Learning YAY!

New Ways To Reason SUCCESS!

START Mistakes & Stuck Points

Persevere & SEEK MORE

This isn't making sense YET... What if I try...

I figured it out! Now I wonder...

MATH REASONING is the Authority

Based on these properties... that idea makes sense.

The length must be 7 because of the meaning of congruent.

Private Reasoning Time

Before I hear from you, I need to think.

Hmm... What are my ideas?

EXPLAIN

My Reasoning...

Listen to Understand

REVOICE Here is what I heard...

INTERPRET Is this what you mean...?

Genuine Questions

What is your idea?

What do you think?



The Studio Cycle

Day 1



Day 2



Day 3

- Leadership coaching
- TDG coach and studio teacher plan lesson

- Preview lesson
- Observe lesson
- Debrief lesson

- TDG coach visits studio participants
- Shares feedback on their lessons
- Co-teaches lessons



Next Steps

- Best Practices in Teaching Mathematics Workshop (4-days)
 - All high school math teachers
- Studio Cycles
 - Algebra and Geometry teachers
 - Odyssey teachers
 - Four cycles each



High Quality
Teaching and
Learning

How are we supporting our teachers as they use technology to enhance and personalize instruction and improve learning?

Scope of Support - PUSD Classroom Technology

We Support our 1:1 Classrooms

We Assist Lesson Deployment

We Support Our Schools

We Support Each Other (All the time)



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PREPARING STUDENTS FOR COLLEGE AND CAREERS

1:1 Recipient Training and Support

All-Day Summer Bootcamp

Monthly Afternoon Training

On-Demand School and Classroom Support



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Lesson Planning & Co-Teaching

Curriculum-based lesson planning (k-12)

Lesson Modeling

Co-Teaching



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Targeted School-Site Support

Online Grading Setup and Support

Digital Lesson Creation and Student Engagement

Tools for

WRITING

PRESENTING

WORKING COLLABORATIVELY

ORGANIZING PERSONAL LEARNING, RESOURCES AND
NOTE-TAKING



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PREPARING STUDENTS FOR COLLEGE AND CAREERS

Support from LA County

Work directly with school Coaches and Teachers

Oversight with PUSD Instructional Tech
Anchored in Research-Based Practices



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Nancy Rivas

Annoyed by the grade scale pop up that appears in your gradebook?

Great news! You can disable the grade scale pop up.



Ms. Stoddard

Happy New Year!



Lana Lui

For Illuminate, how can I update the answer key if I have already started proctoring an assessment?

Tue Jan 23, 2018 at 9:23 am [Comment](#) · [Like](#)



Henry VillaltaCruz

Hey everyone, happy new year! I have a 3rd grade student who cannot connect to Wifi on her chromebook. The Chromebook shows Internet connection at the start up screen, the student is allowed to log in, but once the device is on the home screen, it says it is not connected to the internet :/ It sees Wire343 and PUSD2 but does not connect. When I try to manually input password it says the password is wrong. Anything helps, thank you!

Mon Jan 8, 2018 at 9:49 am [Comment](#) · [Like](#)



Monique Guerrero

Good Morning Henry,

Step 1: Sign Out and Shut down (to reboot)

Step 2: Please remove/delete current account and After "Add person" (to create new account again) Have the student input their email again / Password.

It should connect to the wifi automatically

Mon Jan 8, 2018 at 10:02 am · [Unlike](#) 😊 2



Nancy Rivas

Hi Henry, did you try Monique's suggestion? Did it work for you? Thanks.

Mon Jan 8, 2018 at 11:26 am · [Like](#)



Henry VillaltaCruz

Yes! Thanks Monique :)

Mon Jan 8, 2018 at 11:46 am · [Unlike](#) 😊 1



Ryan Smith

Thank you all for helping. #Team



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PREPA