



Pasadena Unified School District

Instructional Services

Budget Planning Process 2016-17

Department: Elementary Education

Theory of Action: If Academic Services articulates a coherent vision for PK-12 education, and provides appropriate supports for schools, our students will graduate college and career prepared.

Long Range Goal : To able to support all sites, programs and events within our department to further enhance the opportunities for our professionals and most importantly provide a successful and sustainable educational journey for all students.

IF, we managed instruction and performance empowerment to improve student achievement:

- 1. Then dynamic instruction and outstanding staff will provide early intervention support to qualified Kindergarten and first grade students as well as teachers.**
 - a. Improve and enhance the CEIS program expanding to serve all elementary campuses.
 - b. Improve the support within the Early Education setting with an Early Engagement Support Coach.
 - c. Increase the educational support to enhance the engagement levels of TK children through the use of part-time aides in each of our classes.
 - i. All students that participate in the CEIS program will exit meeting the necessary skills in ELA or Math at their respective grade levels.
 - ii. Reducing the learning gap within the foundational years.
 - iii. More students will be able to be serviced through early identification and intervention.
 - iv. Teacher and Aide work collaboratively to observe and measure progress of child as indicated on DRDP.
 - v. **Measure :** More children will reach proficiency at their respected grade levels with the needed support both in and out of the classroom with both ELA and Math.
- 2. Then our high-performing, accountable organization will Improve efficiencies and access to data for all elementary schools.**
 - a. Monitor and improve all Elementary trimester assessments through Google folders and students would participate in the assessments via the Chrome Books. Therefore, cutting down on copies annually. Staff hours might increase due to creating folders.
 - b. Continue to provide training and facilitation for teachers and administrators PD on usage of EADMS for progress monitoring of children's progress as it relates to content/standards mastery.

Our Children. Learning Today. Leading tomorrow.

- i. An increase in proficiency rates will be observable because students; with available practice via technology will be able to focus on content instead skills.
- ii. The use of data will increase to streamline instruction will be observable via the EADMS super user windows.
- iii. **Measure:** With appropriate monitoring and access to technology, our staff and students will become more fluid in the usage and content for proficiency purposes.

3. Then our high-performing, accountable organization operation of online Instructional Material/Textbook system will be utilized for resources needed by site for support of student learning.

- a. Utilize the “Request and Receive” Google sheets format that is organized by staff to make ordering materials more efficient.
- b. Conduct annual IM meetings by staff for accuracy and planning purposes.
 - i. When our staff utilizes this function of IM, we will be able to provide accurate results when it comes to servicing our staff and students.
 - ii. **Measure:** All IM will operate in a way that is a cost savings to the district as measured by previous orders and all students will have access to the curriculum as needed by content.

4. Then our outstanding staff/site administrators will be accountable for improving student engagement and adult practices that need to be improved upon.

- a. Instructional Rounds introduces and engages educational leaders to the key principles and practices of an effective, classroom-oriented approach to observing, analyzing and improving teaching and learning.
- b. Balanced Literacy Approach in every classroom will assist educational leaders and teachers in a deep-rooted belief that the teachers shall be constantly aware of students’ individual needs and progress.
- c. Mid-Year and Summative Evaluations will be analyzed annually to guide the needs for support, autonomy and Professional development based on individual needs and progress towards distinguished.
 - i. All Site administrators will be exceptional Instructional leaders
 - ii. **Measure:** All Site Administrators will have success on both the mid-year and summative evaluations as a result of completing exceptional practices for both students and teacher frequently.

Stay-Put Programs

- Continue to PUSD fund 50% of the CEIS teachers (other 50% currently funded by Webster Foundation)
 - **Measure:** Initial screening, Mid-year and End of the year report indicating increased proficiency among Kindergarten and 1st Grade students.
- Provide supplemental support for schools through an **administrative assistant position (S. Bonner)**
- Mileage for Tina/CEIS/Green Living (city)
- Add Jumpstart for the record-annual event-1 book per kindergarten and PreK class district wide-\$600
- CEIS-support for supplies-\$300
- Provide ETK and TK libraries as needed-\$400.00 each appx.
- **Provide financial resources** to be used to for supplies and needed essentials (Office Depot and Smart/Final)
 - **Additionally water services**
 - **Copy services**
- Continue to fund a district and city wide promotion and expansion of our Early Childhood Educational options: (Early Education Extravaganza)
 - Have 2-3, highly visible **ECE Fairs** to invite all families to become a part of the PUSD family-January-March (annually)
 - **Expand** to have a TK or PreK or BOTH at every Elementary school. (over the course of the next 4-5 years)
 - Through the **LCAP** that we incorporate the ECE-PreK/TK/K collaborative PD's/support, so all staff are receiving engaging and meaningful instructional practices.
 - **Measure:** Increased enrollment at all sites PreK-Kindergarten and more engagement with staff with academic expectations for our children.

Possible Cuts:

- Instructional Materials will be downsized at all Elementary sites with the minimal ordering of decodables/consumables for our Basic and Below Basic students only in 2nd and 3rd grade.
- Will optimize the solution of using online, CCS aligned supplemental resources