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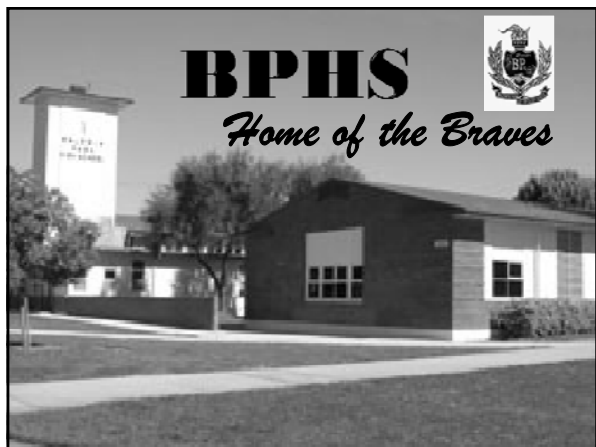
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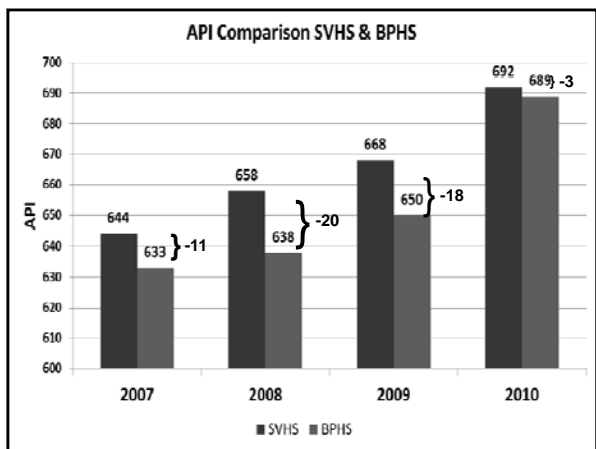
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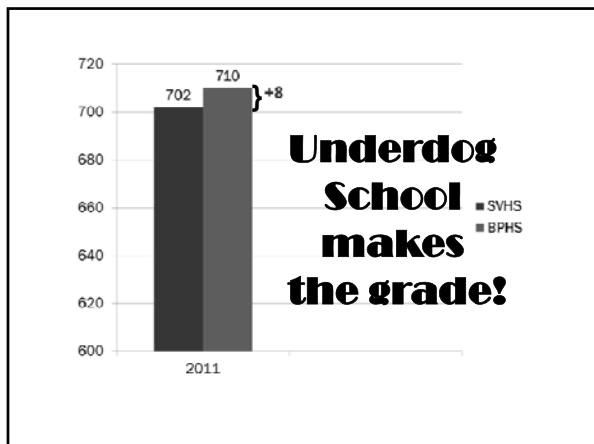
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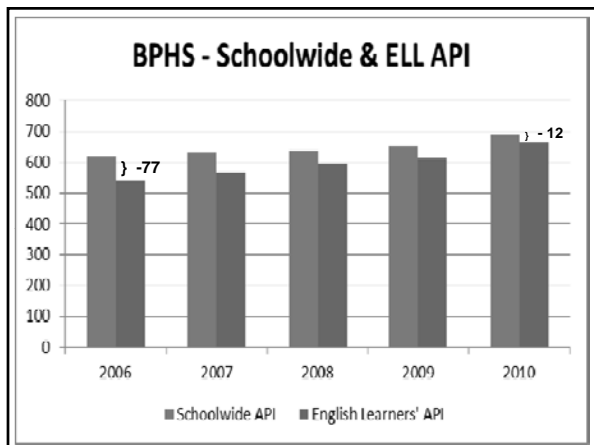
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*Golden Bell Awards*

*Bridging the Achievement Gap*

English Learner Promise Task Force  
 Baldwin Park High School  
 Baldwin Park Unified School District  
 Los Angeles County

Mark Skovarna, Superintendent; Blanca Rubio, Board President; Dr. Luis Cruz, Principal; Rosa Diaz-Avery, EL Coordinator/Teacher; Cynthia Muntz, ELD/College and Career Counselor; Jesus Gutierrez, ELD Teacher; Dr. Alejandro Segura-Mora, Professional Consultant; Rita Flores, PROMISE Facilitator/Specialist; Madalena Arellano, Director of Student Achievement, EL Program; Diana Chavez, Academic Counselor

The Baldwin Park Unified School District is a collaborative group of volunteer stakeholders designed to address the previous and current ineffective practices and to close the achievement gap for English learners. They evaluate progress, exchange best practices and fine tune their strategic plan.

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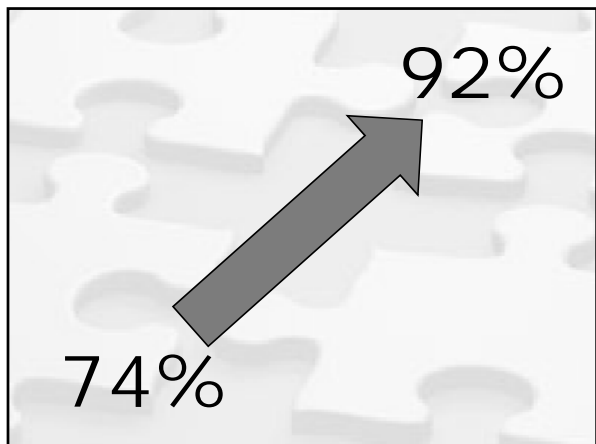
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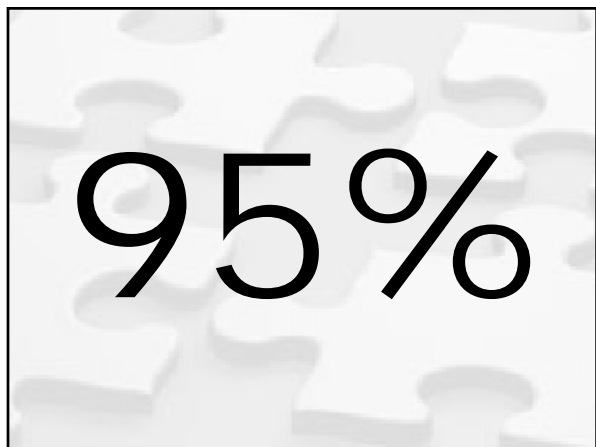
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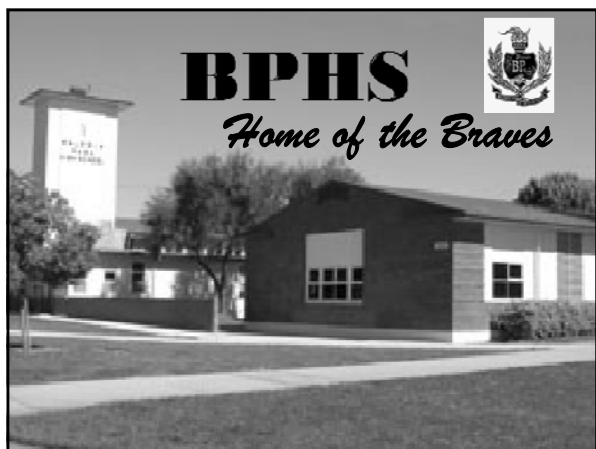
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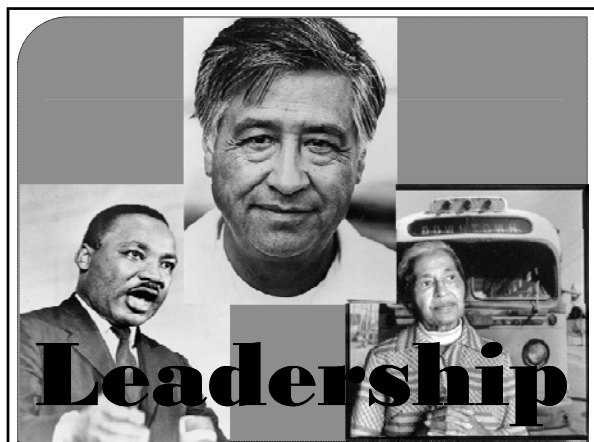
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About Dr. Marzano  
A nationally respected name in the field of improved K-12 education.

“Our meta-analysis of 35 years of research indicates that school leadership has a **substantial effect** on student achievement and provides guidance for experienced and aspiring administrators alike.”

—Marzano, Waters, & McNulty, *School Leadership That Works* (2005)

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**LEADERSHIP TEAM**  
**PURPOSE**  
TO CREATE A CONTINUOUS  
COLLABORATIVE CULTURE  
THAT STRENGTHENS, SUP-  
PORTS, AND VALUES ALL  
STAFF TO UNDENIABLY EN-  
SURE THAT EACH AND EVERY  
STUDENT LEARNS.

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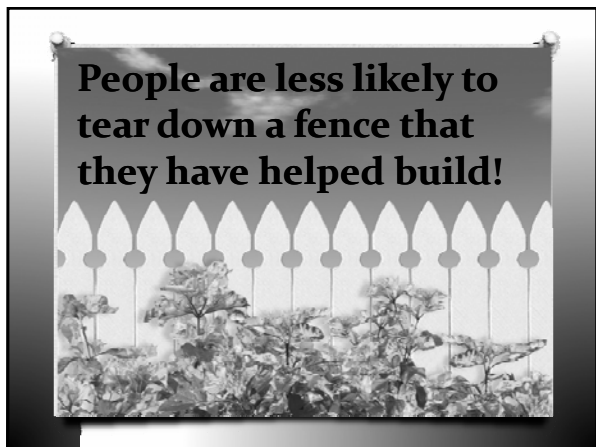
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**Reflection**

At your site or district is leadership “a person” or a “title”? Have you effectively communicated to all stakeholders that leadership must be a collective endeavor?

Has the site leadership team taken the time to clearly define their purpose? Has it been made clear that the site leadership teams purpose is to support other adults (even the crummy ones!) understand that learning for all students, regardless of the real challenges a school may face, is the collective responsibility of all the adults present at a school/district?

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**Leadership is about our interaction with others!**

*Effective school leaders understand that the true essence of leadership is about getting the job done through their interaction with others, in particular other adults. To do this, it will be imperative that we uncover the "moral imperative" within as many people in our organization as possible.*

*Dr. Luis F. Cruz*

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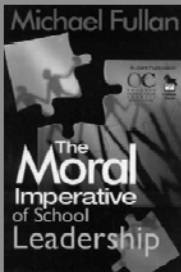
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**The Moral Imperative**

*"Moral purpose means acting with the intention of making a positive difference in the lives of the people it affects."*

— Fullan, *The Moral Imperative of School Leadership* (2003)




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**The facts**

In 2013, the average 4<sup>th</sup> grade NAEP math scores for Latino students were 27 points below Asian and 19 points below Whites.

In 2013, the average 4<sup>th</sup> grade NAEP scores for Latinos were 28 points below Asian students and 25 points below whites.

According to the College Board, Latinos represented 17% of SAT test-takers for 2013 college bound seniors, but had lower mean scores in all areas of the SAT than did Whites, Asians, or American Indian/Alaskan Native college bound seniors.

(Learning By Doing, pg. 24 or page 73)

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## The Power to Change Anything

“We have to humanize our data.”

—Patterson, Grenny, Maxfield, McMillan, & Switzler, *Influencer* (2007)



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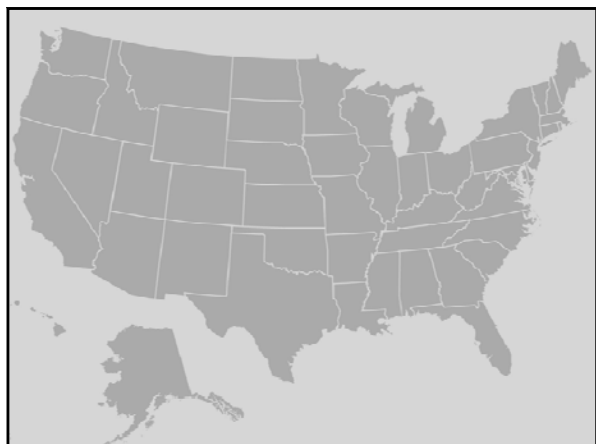
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**The formula**

Targeted instruction + Time = Learning

T:	(C)	(C)	(V)
21 <sup>st</sup> cent:	(V)	(V)	(C)

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**Adult Drama**

Dysfunctional social interactions between adult professionals within a school environment that interfere with the proper implementation of important policies, practices, and procedures that support the proper education of students.



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**Rick and Becky Dufour**  
Key Principles



1. Building shared understanding of what needs to happen at a school/district, is a prerequisite to effective school reform.
2. Clarity precedes competence.

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<b>Seven Correlates of Effective Schools</b> (Larry Lezotte)	<b>90/90/90</b> (Douglas Reeves)
<b>Best Practices</b>	
<b>Professional Learning Communities</b> (Rick Dufour)	<b>Beat the Odds</b> (Morrison Institute & Center for the Future of Arizona)

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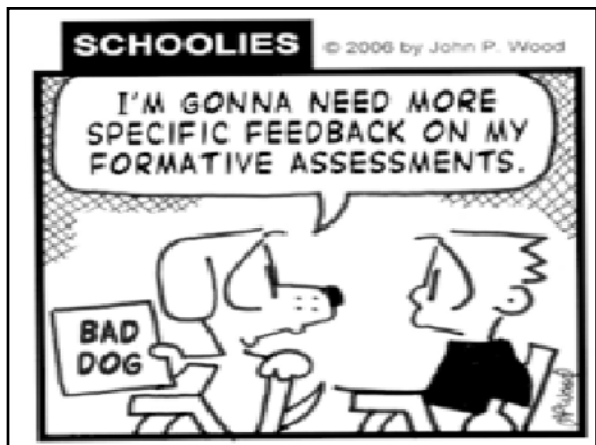
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**Collective Commitments**  
Administrators

If teachers at BPHS are going to be expected to collaborate, then administrators will support learning at our school by providing teachers time during the day to collaborate.

If shared leadership is essential to the establishment of a PLC, then administrators must create structures conducive to promoting leadership opportunities for others.

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**Collective Commitments**  
**Teachers**  
 If the focus at BPHS is going to be on learning, then as teachers we must work collaboratively to provide students who do not initially learn with ample opportunities to re-learn.  
 If evidence of learning is going to ensure that learning at our school happen, then common formative assessments will be used to gauge the process associated with learning.

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**Collective Commitments**  
**Support Staff**  
 If all students at BPHS are expected to graduate, then the custodians will ensure that the campus is very clean each and every day so as to promote an effective learning environment.  
 If BPHS is expected to become a nationally renowned high school, then the clerical staff will promote this desired reputation by offering excellent customer service.

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**Reflection**  
*If the key to improve learning for students is job embedded learning for the adults that comprise a school first, has the faculty and staff at your school invested in learning how to increase learning for all students?*  
  
*While we definitely need to have a sense of uniqueness and individuality as educators, can we agree that we also need to have some agreed upon best practices that we can all agree to embrace? Do collective commitments based on best-practice exist at your school? What are they? Are they written down? Does everybody practice these commitments?*

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**Amazon's (Vision)**

*"Our vision is to be earth's most customer centric company; to build a place where people can come to find and discover anything they might want to buy online."*

(Quoted from [Amazon.com](http://Amazon.com))

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**BHAV**

Big  
Hairy  
Audacious  
Vision

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*To be a nationally renowned high school whose graduates positively impact the global community and are ready for success at top institutions of higher learning.*



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### SMART Goals

**S Specific**

**M Measurable**

**A Attainable**

**R Results-oriented**

**T Time-bound**



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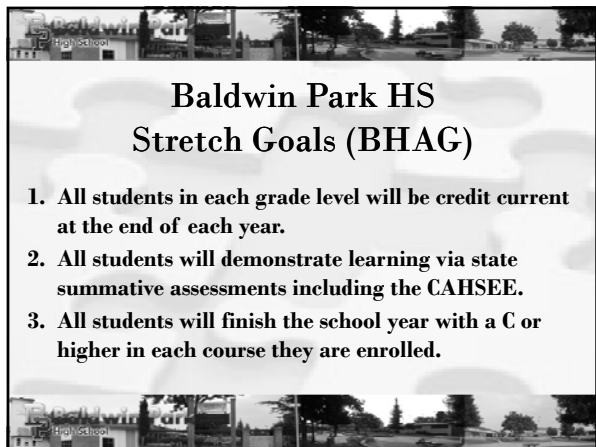
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### Baldwin Park HS Stretch Goals (BHAG)

1. All students in each grade level will be credit current at the end of each year.
2. All students will demonstrate learning via state summative assessments including the CAHSEE.
3. All students will finish the school year with a C or higher in each course they are enrolled.



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**Baldwin Park High School  
SMART Goals**

1. 80% or more of all 9th grade students will end the year credit current.
2. 80% or more of all 10th grade students will pass the CAHSEE with a score of 380.
3. 40% or more of all 11th and 12th grade students will graduate with their A-G requirements.



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**Reflection**

What are your school goals to improve student learning? Were they established based on an analysis of data demonstrating evidence of non-learning? How clear are all school administration and staff on these goals?

Are we all on the same page?

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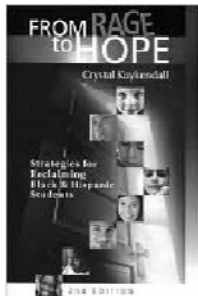
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## Crystal Kuykendall



*A Merchant of Hope*  
*Anyone who enriches the life of another - on a short or long-term basis - is a Merchant of Hope*

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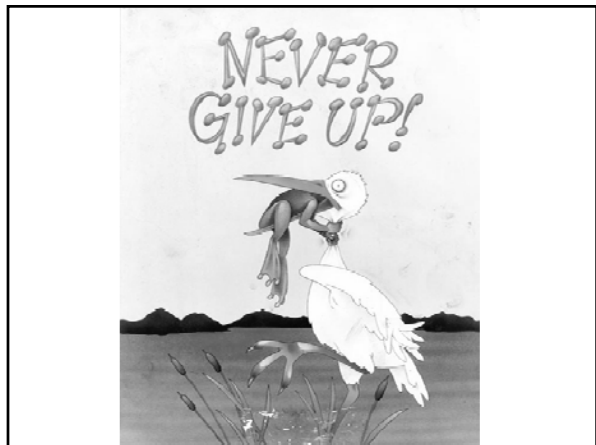
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## Gracias!

To schedule professional development at your site, contact **Solution Tree** at **800.733.6786**.

Luis F. Cruz, Ph.D  
lcruz@newfrontier21.com  
Twitter: @lcruzconsulting



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