



ACTION PLAN #1

Strategic Goal Dramatically improve student engagement and achievement through access to powerful learning opportunities.	Project Managers/Co-Leads Kelly Jensen Donna Campbell
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1.1 FULL DAY KINDERGARTEN (Kelly Jensen) Extend full-day kindergarten to all elementary sites. <i>Full-day kindergarten reduces the number of transitions in a student's day, and allows them to become accustomed to a schedule that is similar to what they will have in first grade.</i> [Note: Need to develop additional actions to move this to implementation.]	9/15	4/16	1.1.1 Visit/Collaborate with districts that have implemented full day Kinder. <ul style="list-style-type: none"> Consider the various scheduling options and select the preferred schedule(s) for implementation in Palmdale SD. 	School Sites Identified Visit Pomona School District	1/16	Elena Esquer Kelly Jensen
	2/16	8/16	1.1.2 Phase in full day/timeline (i.e. August release at noon, September release at 1, October full day). Phase I students will stay until after lunch to build in routines.	Adherence to timeline with full day starting in October	8/16	Kelly Jensen Kim Wright
	10/15	2/16	1.1.3 Begin negotiating full day Kinder contract language/ implementations.	Negotiations Team Identified	4/16	Stacy Bryant Chad Gray
	11/15	3/16	1.1.4 Assess facilities (classrooms, playgrounds, transportation) to determine needs for full day Kinder implementation at all sites. <ul style="list-style-type: none"> Determine which sites have full or half day Kinder. 	Sites Needs Identified District Kinder Schedules (full day/half day) collected	3/16	Al Tsai
1.2 VAPA CURRICULUM (Kelly Jensen & Barbara Gaines) (Francisca Sánchez & Derek Fenner) Develop VAPA (Visual and Performing Arts) as a systemic reform effort for all schools and all grades.	1/16	5/16	1.2.1 Convene a Design Team to explore most successful VAPA models, including an Exploratory Wheel and El Sistema, and determine pros/cons, as well as needs. <ul style="list-style-type: none"> Contract Language Teacher Recruiting Curriculum LACOE- Magda Ruz-González will provide information for PSD to discuss VAPA. Our contact will be Shannon Wilkins.	Team Developed Recruitment Team (see above) Standards-Based Curriculum Developed Meet with Shannon from LACOE Magda Ruz-Gonzalez (LACOE) will put PSD in contact with Shannon	5/16	Elena Esquer Kelly Jensen Barbara Gaines
	1/16	5/16	1.2.2 Visit/consult with other schools that have successfully implemented VAPA/Exploratory Wheel and El Sistema. <ul style="list-style-type: none"> Identify key implications for Palmdale. Share key implications with Design Team. 	Adopter school sites identified Visits scheduled/completed	5/16	Elena Esquer Kelly Jensen Barbara Gaines
	1/16	8/17	1.2.3 Identify early adopter sites, and pilot the VAPA approaches (Exploratory Wheel, El Sistema) (i.e Cohort #1 Manzanita, Mesquite, Yucca Cohort #2 Buena Vista, Palm Tree, and Joshua Hills).	Adopter sites identified	8/16	Kelly Jensen Chad Gray
	1/17	1/18	1.2.4 Establish the implementation/pilot timeline. Pilot at early adopter sites in August.	Programs piloted at early adopter sites	8/16	Kelly Jensen
	2/16	6/17	1.2.5 Develop a communications plan to ensure sites, staff, and	Blackboard Connect messages to	Ongoing	Janet Simons

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			parents/community are fully informed.	parents and staff Infinite Campus Parent Portal Infinite Campus Announcements		
	1/16	6/17	1.2.6 Develop a protocol/process for augmenting the STEM (science, technology, engineering, and mathematics) program by adding the "A" in STEAM training and instruction.	Team Developed Standards-Based Curriculum Developed	1/17	Barbara Gaines
	6/16	4/17	1.2.7 Identify local and other professional VAPA-focused organizations and establish partnerships to support VAPA learning in Palmdale SD. Develop a catalogue of vetted local teaching artists/resources to support the school VAPA/STEAM programs.	Network/Community Associations Visit Winnetka School District	1/17	Kelly Jensen
1.3 CAREER/LINKED LEARNING AND MULTILINGUAL LEARNING PATHWAYS (Elena Esquer & Francisca Sánchez) Implement integrated career/linked learning and multilingual learning pathways at all schools.	1/16	5/16	1.3.1 Convene a Design Team that represents expertise in career/linked learning and multilingual learning. Ensure that the Design Team reflects the diverse district and community stakeholders. Within the team, establish two subcommittees, one for career/linked learning and one for multilingual learning.	Design Team Developed Sub-committees Developed <ul style="list-style-type: none"> Career/Linked Learning Multilingual Learning Staffing concerns addressed	5/16	Elena Esquer
	5/16	10/16	1.3.2 Determine the goals/outcomes of the career/linked learning and multilingual learning pathways.	Pathways established Goals and outcomes developed	5/16	Elena Esquer
	5/16	12/16	1.3.3 As a Design Team, review the multilingual learning and career/linked learning options and models (see appendices in Taking Action document). Determine which models/options will become the Palmdale PROMISE options/models for eventual implementation/phase in, given the desired goals/outcomes.	Multilingual learning and career/linked learning options and models reviewed Model/option determined	5/16	Elena Esquer
	5/16	12/16	1.3.4 Ensure that all pathways share the same parameters at all school sites.	Alignment of parameters Site visits Ongoing articulation with stakeholders	5/16	Elena Esquer
	5/16	12/16	1.3.5 Determine the specific industry sectors that the career/linked learning pathways will address.	Specific industry sectors determined	5/16	Elena Esquer Barbara Gaines
	5/16	12/16	1.3.6 Determine the languages that will be addressed through the multilingual learning pathways. Determine how/when new languages will be added/phased in.	Examine high school curriculum to see languages offered. Ongoing articulation with high	5/16	Elena Esquer

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				school to discuss language offerings.		
	5/16	12/16	1.3.7 Develop a proposal to strategically place (and where appropriate, consolidate) programs to provide greater access to continuous PreK-8 pathways.	Needs assessment conducted at sites Proposal developed	5/16	Elena Esquer
	5/16	12/16	1.3.8 Articulate with the high school district to ensure the Palmdale pathways support students' success in high school and beyond.	Schedule meetings with high school principals, teachers, and counselors	5/16	Barbara Gaines
	5/16	12/16	1.3.9 Review GATE identification and placement processes to ensure that English Learners and students of color are given equitable access to GATE services/programs and are not precluded from participation in the career/linked learning and multilingual learning opportunities.	Examine student schedules and placements	8/16	Janet Simons Barbara Gaines
	5/16	12/16	1.3.10 Review Special Education identification and placement processes to ensure that English Learners and students of color are not under or over represented in Special Education and are not precluded from participation in the career/linked learning and multilingual learning opportunities.	Examine student schedules and placements	8/16	John Porter
	1/16	Ongoing	1.3.11 Support efforts to expand the pool of teachers with multiple authorizations to provide services to dual-identified students (i.e., gifted and EL; SPED).	Recruiting Schedule Determined Recruitment Materials	8/16	Chad Gray
	5/16	12/16	1.3.12 Implement a set of core pedagogical practices district-wide to support powerful career/linked learning and multilingual and learning.	Pedagogical practices developed and implemented	8/16	Elena Esquer
	5/16	12/16	1.3.13 Identify and make available to all sites the most effective standards-aligned career/linked learning and multilingual learning instructional resources.	Instructional resources identified, developed and made available to all sites	8/16	Elena Esquer
	5/16	12/16	1.3.14 Partner with community and business organizations to give students access to career/linked learning and multilingual learning environments beyond the classroom.	Businesses identified and proposals made that will extend learning outside the classroom	8/16	Janet Simons Barbara Gaines
	1/16	Ongoing	1.3.15 Work collaboratively with HR to identify, recruit, develop, and support properly authorized teachers for the career/linked learning and multilingual learning pathways.	Recruiting Schedule Determined Recruitment Materials	8/16	Chad Gray
	5/16	6/17	1.3.16 Ensure that career/linked learning and multilingual learning	VAPA incorporated in pathways	8/16	Kelly Jensen

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			pathways incorporate the visual and performing arts.			Barbara Gaines
	5/16	6/17	1.3.17 Ensure that the various site and district plans (i.e., SPSA, EL Master Plan, LCAP) incorporate the adopted pathways/outcomes.	Plans updated to reflect pathways and outcomes	5/16	Elena Esquer
1.4 TECHNOLOGY (Christine Jones) Expand student active engagement by increasing the quantity and quality of daily technology use by students, teachers, and parents.	1/16	5/16	1.4.1 Review the current district technology plan to ensure that it is aligned to the Palmdale PROMISE and that it explicitly addresses equity and access for all students, including English Learners and students of color.	Review of the current plan indicates alignment to the Palmdale Promise	8/16	Christine Jones Geoff Brown
	5/16	12/16	1.4.2 Support technology use in programs/pathways that promotes integration, interaction, imagination, innovation, and intelligence, and that narrows the digital divide.	Professional Development scheduled on required days for both Certificated and Classified	8/16	Christine Jones
	5/16	12/16	1.4.3 Adopt multilayered strategies for technology access and integration in the district's programs/pathways.	Strategies incorporated in technology plan	8/16	Christine Jones
	5/16	12/16	1.4.4 Assess the instructional implications of technological trends and translate these analyses into services and products for language learning pathways educators and students.	Strategies incorporated in technology plan	8/16	Christine Jones
	1/16	Ongoing	1.4.5 Partner with community and business organizations to create technology-oriented learning environments beyond the classroom.	Businesses identified and proposals made that will extend learning outside the classroom	8/16	Christine Jones
	8/16	6/16	1.4.6 Pursue options for ensuring that all students have Wi-Fi access in their homes.	All students are able to access WIFI from home	5/17	Jim Smith
	8/16	5/17	1.4.7 Design and implement a Parent Technology Training program that enhances parents' knowledge and application of technological skills, especially in support of student success.	Program developed and parents are receiving ongoing training	5/17	Christine Jones
	1/16	5/16	1.4.8 Design and implement a program to identify student technology mentors who can facilitate technology use by staff, students, and parents.	Technology mentors identified and trained	5/16	Christine Jones
	1/16	Ongoing	1.4.9 Ensure that all PD includes a technology component that provides training and resources for technology applications of the PD content.	Professional Development scheduled as required days for both Classified and Certificated	5/16	Christine Jones
	1/16	Ongoing	1.4.10 Design and phase-in a process for providing teachers and students with cutting edge technology hardware and software to support powerful teaching and learning.	Professional Development offered in specific areas. Hardware installed at all school sites.	5/17	Christine Jones

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1.5 EXTRACURRICULAR OFFERINGS (Janet Simons) Expand no-cost extracurricular offerings so that every student has access to engaging activities beyond the school day. <i>There are numerous benefits to participating in extracurricular activities, not the least of which is developing good teamwork skills and discovering a personal passion.</i> <u>Social Development</u> <i>One of the major benefits of participating in extracurricular activities is how it helps children develop socially, encourage teamwork, leadership skills, and cooperation.</i> <u>Help Transitioning and Staying in School</u> <i>The transition from different grade levels, or elementary school to middle school can be stressful and extracurricular activities can have a positive effect on keeping students in school. It gives students a purpose for attending school and provide them with an incentive for good academic performance.</i> <u>Enhance Academic Performance</u> <i>Extracurricular activities help develop areas of the brain that may not be fully utilized by strictly academic work, as well as developing important skills that can transfer into academic performance, such as creative problem solving and teamwork.</i> <u>Develop Non-Academic Interests</u> <i>By giving students the opportunity to experiment with various extracurricular activities outside of their academic life, you open the door for a</i>	1/16	8/17	1.5.1 In order to create a vibrant ASB team, a trained/qualified teacher will travel to provide high quality ASB/leadership skills to intermediate students.	Active ASB Recruitment of highly qualified ASB/Leadership teacher	8/16	Chad Gray Barbara Gaines
	1/16	5/16	1.5.2 Conduct a survey to ensure student voices are heard in the choice and design of extracurricular activities that enrich student learning, build school pride, and contribute to a sense of belonging and connectivity. The surveys will be used to determine what extra activities will be offered. Possibilities include: <ul style="list-style-type: none"> • Music – Beginning Band after school • Chess • Book Club • Photography Club • Debate Team • Drama • Chorus • Forensics • Yearbook • Intermural Sports – Competitions with other schools/celebrations • Step • Robotics • Dance • Poetry Slams • Filmmaking • Visual Arts 	Survey created and distributed Students choose extracurricular activities	5/16	Janet Simons
	1/16	5/16	1.5.3 Determine teacher qualifications needed to facilitate/teach these classes.	Screening process Developed Recruiting Schedule Determined Recruitment Materials	8/16	Chad Gray
	1/16	5/16	1.5.4 Identify interested teachers, parents, community members, teaching artists, and others to lead these activities.	Screening process Developed Recruiting Schedule Determined Recruitment Materials	8/16	Janet Simons
	1/16	5/16	1.5.5 Develop a process to ensure that all students, regardless of	Equitable process Developed	8/16	Kelly Jensen

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<i>potential future in arts, music, sports or theater that may not have been sparked by strictly academic work.</i>			site, have equitable access to the offerings.			Barbara Gaines
	1/16	5/16	1.5.6 Recruit community/civic/professional organizations to sponsor these activities and showcase accomplishments.	Screening process Developed Recruiting Schedule Determined Recruitment Materials	8/16	Janet Simons
1.6 STAFF RECRUITMENT (Chad Gray) Make particular efforts to recruit diverse bilingual/multilingual educators.	10/15	5/16	1.6.1 Set a high priority on hiring teachers, including Kinder teachers, with CTC bilingual certification, demonstrated expertise in teaching language learners, and high-level bilingual/biliterate skills.	Staff Plan Developed Recruiting Schedule Determined Recruitment Materials	8/16	Chad Gray Mary Rees
	1/16	5/16	1.6.2 Develop a screening process that identifies effective language learner teachers, administrators, librarians/library staff, technology staff, and instructional resource/support staff.	Screening process Developed Recruiting Schedule Determined Recruitment Materials	8/16	Chad Gray Sandra McCoy
	1/16	5/16	1.6.3 Make particular efforts to recruit diverse bilingual/multilingual educators, including those with expertise in the STEAM and career/linked learning areas.	Staff Plan Developed Recruiting Schedule Determined Recruitment Materials	8/16	Chad Gray
	1/16	5/16	1.6.4 Assign the most expert and most experienced teachers to classrooms of the language learner groups with greatest needs.		8/16	Chad Gray
	1/16	5/16	1.6.5 Strive to ensure that each school site with a dual language program is staffed by an administrator who is bilingual/biliterate in the target language.	Recruitment of Bilingual/biliterate administrators	8/16	Chad Gray Stacy Bryant
	8/16	5/17	1.6.6 Consider establishing educator exchange/recruitment programs with target language countries.		5/17	Chad Gray Geoff Brown
	1/16	5/16	1.6.7 Strengthen relationships with local institutions of higher education to ensure they are producing high level, high quality multilingual educators.	Articulation with local colleges – CSUB, UCLA, etc.	5/16	Chad Gray Mary Rees
	1/16	5/16	1.6.8 Design and implement a Para-To-Teacher program (“PTTP”), to draw on community resources and grow our own teachers in shortage areas.	Design plan developed	5/16	Chad Gray Mary Reese
	1/16	5/16	1.6.9 In collaboration with one or more IHEs, design and implement a program to identify community members who were educators in their countries of origin and support these educators in attaining California certification.	Program designed and implemented	5/16	Chad Gray Mary Rees Janet Simons
	1/16	5/16	1.6.10 Recruit at events targeting multilingual educators, such as California Association of Bilingual Education Statewide	Recruitment materials Recruiting schedule	8/16	Chad Gray Mary Rees

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			Conference.			
	1/16	5/16	1.6.11 In collaboration with the high school district, explore the possibility of establishing a teaching career pathway for students.	Articulation with high school principals, counselors, and teachers	5/16	Chad Gray Mary Rees
1.7 LONGER SCHOOL DAY (Stacy Bryant) Explore the feasibility of extending the school day by at least one hour.	1/16	8/16	1.7.1 Design a program/schedule for Intermediate and Elementary Schools that provides richer experiences (enrichment or intervention opportunities) for ALL students. The program or purpose of longer school day will be communicated to all stakeholders.	Identify Committee to begin negotiations regarding the implementation of a longer day	8/16	Stacy Bryant
	1/16	8/16	1.7.2 Those students that need additional support (intervention) will receive the support during the day. The extra hour will provide the opportunity for ALL students, including those that need support, to participate in enrichment opportunities.	Negotiated contract that extends the school day Schedules that provide enrichment opportunities	8/16	Stacy Bryant
	1/16	8/16	1.7.3 Explore options for expanding the school day through addition of a Zero or 7 th period in order for students to participate in an elective or an additional elective. (This will allow students that are EL or need extra support to participate in an exploratory.)	Negotiated contract that extends the school day Schedules that provide enrichment and support opportunities Elective options	8/16	Chad Gray Stacy Bryant
	1/16	5/16	1.7.4 Conduct an assessment of facilities to determine which can accommodate an extended day and which should be upgraded.	Facilities report on accommodations	5/16	Al Tsai
	1/16	8/16	1.7.5 Engage the bargaining units in exploring options for longer school day.	Negotiated contract that extends the school day	8/16	Chad Gray Stacy Bryant
	1/16	5/16	1.7.6 Assess the impact on transportation of implementing a longer school day and identify alternatives, options, and possible revenue sources to support additional transportation expenses.	Transportation schedule adjusted Budget reviewed	5/16	Transportation Director Teresa Santamaria
	1/16	8/16	1.7.7 Conduct parent/community forums to garner support for extending the school day.	District personnel assigned to conduct meeting Meeting dates and agendas	5/16	Janet Simons Stacy Bryant Elena Esquer