



ACTION PLAN #2

Strategic Goal Create and sustain globally-competitive learning environments of high intellectual performance across the curriculum and in all areas needed for 21st century success for students, including the opportunity for development of high levels of multilingual and STEAM competencies.	Project Managers/Co-Leads Melanie Pagliaro Barbara Gaines
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2.1 ESSENTIAL PEDAGOGICAL PRACTICES (Melanie Pagliaro & Barbara Gaines) (Francisca Sánchez) At each school and districtwide, monitor implementation of essential pedagogical practices supporting high intellectual performance for every group of students.	2/16	6/17	2.1.1 Establish the Palmdale PROMISE Essential Pedagogical Practices (pp. 23-24, Taking Action for Success) as core district practices to be implemented consistently and strategically in every classroom. Incorporate the current District Strategies for development of critical thinking into the Essential Pedagogical Practices. <ul style="list-style-type: none"> Through the Educational Services Division, disseminate these practices to every teacher and school. Develop and make widely accessible video clips of these practices/strategies in action in Palmdale classrooms. 	<ul style="list-style-type: none"> Essential Pedagogical Practices Document Dissemination Schedule Video Clips & Record of Hits/Views 		Barbara Gaines Melanie Pagliaro Kelly Jensen
	3/16	4/16				
	2/17	6/17	2.1.2 Develop a professional learning strategy and calendar to expand principals' and instructional staff's expertise in the Essential Pedagogical Practices. Include paraprofessionals and other instructionally-focused support staff. <ul style="list-style-type: none"> Continue banked time to allow teacher collaboration in Professional Learning Committees around the Essential Pedagogical Practices. Establish vehicles for teacher demonstrations and sharing of the interactive classroom strategies. Develop/utilize structures and protocols for identifying and sharing evidence of successes and barriers of the implementation of the Essential Pedagogical Practices, including the current four District Strategies for development of critical thinking: Accountable Student Talk, Standards for Mathematical Practice, Text Dependent Questions, and Depth of Knowledge strategies. Incorporate Instructional Rounds and/or Instructional Rounds-like processes at all sites to provide feedback on powerful implementation of the Essential Pedagogical Practices. During classroom visits and collegial meetings, focus on examining student work for evidence of the use of the Essential Pedagogical Practices. 	<ul style="list-style-type: none"> Description of PL Strategy Calendar Agendas/Minutes of Meetings Structures & Protocols Instructional Rounds Findings Annotated Student Work and Exemplars 		Kelly Jensen Barbara Gaines
	9/16	6/17				
	9/16	6/16				
	9/16	11/16				
	9/16	6/17				
	9/16	6/18				
	1/16	6/18				
	8/16	6/17	2.1.3 Utilize a portion of the existing Principals' Meetings to guide principals in observation and feedback practices that support improved implementation of the Essential Pedagogical Practices and corresponding strategies.			Kelly Jensen Barbara Gaines
8/16	6/17	2.1.4 Develop an informational campaign and educational			Janet Simons	

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			<p>program to expand parents'/community's knowledge and understanding of the new district Essential Pedagogical Practices and how parents/community can use these to support student high intellectual performance beyond the classroom.</p> <ul style="list-style-type: none"> Engage parent/community leaders in designing the program. Develop parent/community ambassadors to bring the program into the community and to serve as parent/community educators. Incorporate the Essential Pedagogical Practices as a standing agenda item for all parent/community advisory and leadership committees. 			
	9/15	6/19	<p>2.1.5 Identify and monitor the use of protocols and strategies to leverage student learning and to ensure more powerful student performance.</p> <ul style="list-style-type: none"> Use universal screenings diligently to assess students prior knowledge. Use CFAs regularly to recognize the current cognitive performance of all students. Conduct ongoing progress monitoring of LPMS and SBAC assessments to inform instruction and to assess learning. Periodically, conduct student focus groups to glean their insights about what would be helpful to their success. 	<ul style="list-style-type: none"> Descriptions of Protocols & Strategies On-going PLCs, CFAs Universal Screening – September & January 2016 Results of Student Focus Groups 		Kathy Meiser Diana Nardi Kelly Jensen
	9/15	6/17				
	9/15	6/17				
	1/16	6/17				
	6/16	6/17	<p>2.1.6 Ensure that the district Professional Learning plan includes opportunities for teachers to engage in PL related to Critical Reading, Engage NY, Big Ideas, Foundational Skills, biliteracy, ELD, STEAM, and project-based learning.</p>	District Professional Learning Plan		Elena Esquer
<p>2.2 HIGH LEVERAGE PRACTICES & PROGRAMS (Geoff Brown) Implement innovative and high leverage strategies, approaches, and programs that are proven to dramatically improve school results for English Learners, foster youth, socioeconomically disadvantaged students, and African American students.</p>	10/15	6/18	<p>2.2.1 Identify research-informed high leverage practices, programs, models, and approaches that are aligned with our values and that have some evidence/promise (theoretical or empirical or both) for significantly improving the engagement, achievement, and/or 21st century success of our students, in particular, our English Learners and students of color.</p> <ul style="list-style-type: none"> Develop a rubric or metric to determine what is acceptable evidence of "high leverage" status, given our values and vision. Implement a review process/survey to identify high leverage practices, etc., including assessing and validating current practices/programs. Ensure that these practices include a diversity of learning strategies to increase student learning for all student populations. 			Geoff Brown
	10/15	6/18				
	4/16	6/18				
	4/16	6/18				

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	6/16	6/17	<ul style="list-style-type: none"> Develop a district list of the resulting high-leverage practices/programs that will be supported by district staff and resources. Determine which should be districtwide practices/programs, and which are available for individual site adoption. Identify and implement a process for monitoring practice/program efficacy. Identify a process for adding new programs/practices to the approved list. Identify a process for phasing out ineffective or low-leverage practices/programs. 			
	6/16	6/17				
	6/16	6/17				
	6/16	6/17				
	6/16	6/17				
	2/16	7/17	2.2.2 Provide vehicles for sites to become knowledgeable about the identified high leverage practices/programs and which are most appropriate for their site contexts.			Janet Simons Barbara Gaines
	8/16	6/17	<ul style="list-style-type: none"> Conduct at least one orientation annually when site leadership teams are able to learn about the identified practices/programs. 			
	4/16	7/16	<ul style="list-style-type: none"> Provide assistance to sites in incorporating the appropriate high leverage practices/programs into their site Single Plan for Student Achievement (SPSA). 			
	8/16	7/17	<ul style="list-style-type: none"> Provide training to school site councils to assist them in carrying out their monitoring and evaluation responsibilities. 			
	8/16	6/18	2.2.3 For adopted practices/programs, develop a support mechanism to ensure successful implementation. <ul style="list-style-type: none"> For example, if Imagine Learning to be utilized at all sites to improve student achievement for all targeted groups, then monitor its implementation and provide real-time support as necessary. 			Elena Esquer
	8/15	6/19	2.2.4 Ensure that intervention and enrichment practices/programs reflect an assets-based approach, are available to all sites, and when used, are implemented with fidelity. <ul style="list-style-type: none"> Provide training and collaboration in Tier 3 interventions/enrichments for all instructional staff. 	<ul style="list-style-type: none"> Rtl training/monitoring in place at all sites – 2016 Equity Training provided to Principals/teachers – 2016 Unconscious Bias – Training, 2016 		Barbara Gaines Kelly Jensen
	8/15	6/18	<ul style="list-style-type: none"> At each site, establish Rtl committees to collaborate powerful responses to student needs. 			
	7/16	9/16	<ul style="list-style-type: none"> Review Positive Behavior Support strategies with all staff to support diverse student populations. 			
	4/16	6/18	<ul style="list-style-type: none"> Provide training (i.e., Unconscious Bias) for all employees to develop 			

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	8/16	6/17	<p>equitable and culturally/linguistically responsive methodologies to transform daily instruction and classroom interactions.</p> <ul style="list-style-type: none"> Monitor implementation of training. 			
2.3 PERFORMANCE-BASED ASSESSMENT SYSTEM (Elena Esquer & Francisca Sánchez) Design and implement a performance-based assessment system focused on having students develop and demonstrate mastery of identified key standards and skills.	8/16	6/20	2.3.1 Create a catalogue of common project-based tasks for students at every grade level that require students to integrate their learning across the curriculum and that require the use of technology and a second language. <ul style="list-style-type: none"> Identify target grade levels to begin the design process by developing one grade-level common project, based on a theme/focus topic and centered around identified key concepts/standards. Create a protocol where the other grade levels can observe the design process (i.e., a fishbowl protocol) and learn. Develop a phase in calendar to bring the remaining grades into the design process. These can be used to "assess" student mastery of key concepts/standards. Teachers develop these projects and students can select from the catalogue what they want to do to show their mastery. The projects are presented publicly (including the community/business in assessing) success in completing the projects. Work with teachers to identify and publicly display quarterly common projects. Engage teachers and others in identifying project strengths and shortcomings. Teachers will collaborate and mentor each other to improve shortcomings to strength areas. Incorporate an eighth grade culminating project (similar to high school senior projects) with a career/college component. Each year, add new projects to the catalogue. 			Elena Esquer
	8/17	6/18				
	4/18	6/18				
	3/18	6/18				
	3/18	6/18				
	3/18	6/18				
	5/18	6/19				
	8/19	6/20				
	9/15	6/19	2.3.2 Use the project design process as a transition to Project Based Learning. <ul style="list-style-type: none"> Provide PL to make the transition to Project Based Learning. Include planning, models, assessment, and collaboration. Provide assistance to teachers in expanding understanding of Direct Instruction so it includes multiple teaching strategies to ensure learning for all students. Phase in assessments in the form of rubrics so that all students/teachers will have an understanding of standards-based grading through the use of rubrics. 	<ul style="list-style-type: none"> PL Calendar & Attendance Matrix Classroom Observations Assessment Rubrics 		Diana Nardi Kelly Jensen

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			<ul style="list-style-type: none"> Engage students in the design of the rubrics. 			
	9/15	6/19	2.3.3 Use District Local Progress Monitoring (LPM) to support improved teaching and learning.	<ul style="list-style-type: none"> Revised LPMs Collegial Learning Profiles 		Diana Nardi Barbara Gaines
	9/15	6/19	<ul style="list-style-type: none"> District Local Progress Monitoring (LPMs) will be given in LA and Math quarterly. 			
	1/17	6/18	<ul style="list-style-type: none"> LPMs will be revised over time to become more integrated learning/STEAM-focused. 			
	9/15	6/16	<ul style="list-style-type: none"> LPM data will be analyzed in PLCs to determine focusing on DuFours four essential questions: What do we want our students to learn? How do we know when they've learned it? How will we respond when they don't learn? How will we respond if they already know it? 			
	8/16	6/17	<ul style="list-style-type: none"> Collegial Learning Profiles will be developed to capture the PLC conversations around the four Du Four questions. 			
2.4 CAREER/COLLEGE GOING CULTURE (Barbara Gaines) Develop a TK/K-8 career and college-going culture.	9/15	6/18 & Ongoing	2.4.1 Establish and communicate an expectation that every child has the potential to attend college/university, including Parent Academies and College Nights to create more informed and supportive parents for student success and college readiness.	<ul style="list-style-type: none"> Calendar of college field trips Schedule of summer programs/events List of colleges/universities featured at each school Partnership Agreements 		Elena Esquer
	8/17	6/18	<ul style="list-style-type: none"> Each grade level K-8 will learn about at least one specific college or university that is rated in the top 100. 			
	8/17	6/18	<ul style="list-style-type: none"> Beginning in K, teachers will have access to a portfolio of age-appropriate strategies and resources that reinforce our commitment to preparing every for college/university success. 			
	2/16	6/18 Ongoing	<ul style="list-style-type: none"> On site summer educational events/programs will be planned in collaboration with local colleges/universities to provide opportunities for students and parents to experience college life. 			
	8/17	8/18	<ul style="list-style-type: none"> Transportation will be provided to Antelope Valley College in 4+ and 5-grade level. 			
	9/15	6/18	<ul style="list-style-type: none"> Transportation for 6-8 grade students will be provided to attend field trips to a local college/university and a college/university of choice out of the Antelope Valley 			
	9/15	6/18	<ul style="list-style-type: none"> Transportation and/or opportunities will be provided for parents and students to attend college field trips together. 			
	5/16	6/18	<ul style="list-style-type: none"> Follow-up meetings will be held to provide a question and answer session, counselor education on Free Application for Federal Student 			

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	9/15	6/16	Aide (FAFSA) and scholarships.			
	8/16	6/18	<ul style="list-style-type: none"> School environment at each site will reflect a college bound culture (i.e., pennants, posters, banners, student groupings, hallways etc.). Explore a partnership with MECHE, MESA and PUENTE, and AAAC to support a college-going culture. 			
	8/16	6/18	2.4.2 At the elementary level, establish college/career-focused introductory activities, projects, exploratory wheels, and other similar mechanisms for engaging students and developing a career and college going culture.			Kelly Jensen Barbara Gaines
	12/15	6/18	2.4.3 Move students into career pathways in middle school. Integrate technology and language study into each career pathway. Ensure that all career pathways also assist students in preparing for college preparatory coursework.	<ul style="list-style-type: none"> A-G Board Approval – 2016 List/Description of Pathways – 2016 Phase-In Schedule Informational Program 		Barbara Gaines
	8/16	6/18	<ul style="list-style-type: none"> Develop and ensure the Board will approve a policy that every 8- grade student will be ready to move into the a-g pathway. 			
	12/15	6/16	<ul style="list-style-type: none"> Identify industry sector career pathways for all middle schools and K-8s. 			
	1/16	6/16	<ul style="list-style-type: none"> Establish design teams to develop the pathways. 			
	12/15	6/18	<ul style="list-style-type: none"> Work with established career pathway organizations to support the design of powerful pathways. 			
	12/15	6/16	<ul style="list-style-type: none"> Identify community and other industry partners to sponsor and support the pathways, including providing internship and externship opportunities. 			
	2/16	6/18	<ul style="list-style-type: none"> Develop a phase-in schedule for launching the pathways. 			
	1/17	6/18	<ul style="list-style-type: none"> Hold informational meetings for parents and students to inform them about the Pathways. Engage students in using technology and research to design a program for parents and students to inform them of their choices available (i.e. Academies, Clubs, Programs and Sports Activities) at each Middle/K-8 School. 			
	8/16	6/18	2.4.4 Provide similar opportunities for parents and families to support career and college going efforts.	<ul style="list-style-type: none"> Parent Partnerships – on-going 		Janet Simons
	12/15	6/18	2.4.5 Engage community partners in this effort as well, including possibly creating an Employer Advisory Board. <ul style="list-style-type: none"> Reach out to community Partners such as Northrop, Boeing, Lockheed, AV College, City of Palmdale, and Palmdale Sheriff's 	<ul style="list-style-type: none"> Community Partners – on-going 		Stacy Bryant

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			Station to build student awareness about our community partners.			
	9/15	6/19	2.4.6 Establish a system of articulation with the high school district to collaborate on programs and content to ensure continuity from middle school to high school and beyond.	• Articulation Agreement		Stacy Bryant
2.5 AVID/AVID STRATEGIES (Barbara Gaines) Implement AVID and AVID strategies districtwide. Increase the enrollment of English Learners and students of color in elementary and middle school AVID.	9/16	6/18	2.5.1 Assign an AVID coordinator to schools that have not met district-established targets.			Kelly Jensen Barbara Gaines
	4/16	6/18	2.5.2 Ensure all teachers PreK-8 use AVID strategies. Monitor access and results for English Learners and students of color.			Kelly Jensen Barbara Gaines
2.6 LIBRARIES (District Librarian) Expand the digital and traditional library holdings at each site and in each classroom to reflect sufficient target/primary language print and digital materials in line with the recommendations of the International Reading Association, and provide professional development to the library staff. There is a direct correlation between high quality school library programs and student achievement. More access to books results in more and better reading. Yet, language learners often have little access to books and other reading material in the target/primary language. The International Reading Association recommends that both school and classroom libraries be expanded so that every child is able to select a new book every day.	8/16	6/18	2.6.1 Each site will be appropriately staffed with the necessary professional staff to support optimal library use and access by students and community.	• Librarian – 2018 • Schedule of library hours		Kelly Jensen Barbara Gaines
	8/17	6/18	• All students will have daily access to a full time librarian.			
	8/16	6/18	• All Palmdale School District Students will have access to a Digital Library.			
	8/16	6/18	• Establish and phase in a library access schedule that makes site libraries accessible to students/parents before, during, and after the regular school day.			
	8/16	6/18	• Explore the possibility of providing weekend library access on a periodic basis.			
	8/16	6/18	• At the district level, collaboration will be sought with the city library system to provide library cards for all Palmdale students.			
	8/16	6/18	2.6.2 The District will support the expanded acquisition of target/primary language reading materials for school and classroom libraries, including guiding school sites in allocating funds to purchase materials in support of this effort.	• Digital Library – 2016 • Increase of multilingual, multicultural high interest books – on-going		Lead Librarian
			• Provide sites with lists of recommended materials. • Train library and other support staff in assessing the current adequacy of their library holdings in English and other target languages. • Support principals and site leadership teams in developing plans to expand their library holdings to meet the IRA standards. • Expand holdings in all site libraries to include computer/PDA stations and digital access to books.			

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			<ul style="list-style-type: none"> • Ensure multilingual/multicultural books are available to all students. • Provide more high-interest low level/ high-interest high level literature options. • Increase the number of non-fiction books to support the continual building of 21st Century skills (i.e. collaboration, depth of knowledge, writing, research and other literary skills). • Annually, review the status of each site with regard to meeting the IRA standards for library/classroom library holdings. 			
	8/16	6/19	<p>2.6.3 The District will provide regular professional learning to certificated and classified library staff.</p> <ul style="list-style-type: none"> • Work with the professional library association to identify available professional learning opportunities. • In collaboration with district librarians, library technicians, and others, design and schedule local professional learning opportunities. 			Elena Esquer