



# ACTION PLAN #3

Strategic Goal <b>Provide strategic direction and support for district administrators, principals, teachers, and sites focused on improving the quality of classroom instruction and interaction in every classroom in every school.</b>	Project Managers/Co-Leads <b>Linda Brandts</b> <b>Donna Lebetsamer</b>
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<b>3.1 HIGH LEVEL FACILITATION PROFESSIONAL DEVELOPMENT</b> <b>(Elena Esquer)</b> Train all district and site leaders in high-level facilitation. <i>District and site level leaders need to be trained to have the capacity to lead and sustain positive transformation. It is important to help leaders to develop crucial leadership and facilitation skills in order to ensure successful implementation of the Palmdale PROMISE.</i>	11/15	9/17	3.1.1 Implement a comprehensive program to develop skill and knowledge to design, implement, and sustain strategic initiatives that improve achievement for all students. Find consultants who are most capable of embedding our PROMISE into their work. <ul style="list-style-type: none"> <li>• Cohort 1: November 3 &amp; 4, December 1 &amp; 2, January 14 &amp; 15, February 9 &amp; 10.</li> <li>• Cohort 2: Spring/Summer 2016</li> <li>• Cohort 3: Fall/Winter 2016</li> <li>• Cohort 4: Spring/Summer 2017</li> </ul>	Use of implementation strategies of high level facilitation of the Palmdale PROMISE.  Evidence of use of strategies of high level facilitation at school sites or departments.  Communication process to engage various departments.	12/15 1/16 2/16  Summer '16 Winter '16 Summer '17	Elena Esquer
	2/16	5/18	3.1.2 Identify potential trainers from Facilitation Training Cohorts 1 and 2, and mentor them in developing their skills to become Facilitation Trainers for the district.	Ongoing professional development around the strategies of high level facilitation using district trained facilitators.	Fall '16	Elena Esquer
	2/16	9/18	3.1.3 Provide training on facilitation process skills for teachers to enhance their ability to design lessons that specifically address achievement and access gaps that currently exist between student groups.	Administrative observation of teachers using the facilitation process skills to enhance classroom lessons.	Spring '18	Kelly Jensen Barbara Gaines
<b>3.2 SHARED VISION, INSTRUCTIONAL PRIORITIES, AND EXPECTATIONS</b> <b>(Stacy Bryant)</b> Engage sites in developing deep understanding of and enacting the district vision, instructional priorities, and expectations for 21 <sup>st</sup> century success and high intellectual performance.	2/16	6/16	3.2.1 Engage the district, principals, and site leaders in professional conversations about the district vision and creating and sustaining instructional priorities and expectations for 21 <sup>st</sup> century success.  <b>Leadership – District Level</b> <ul style="list-style-type: none"> <li>• Begin with the District Vision and District Mission – using the mission and vision to identify a shared understanding of instructional priorities, expectations for students and high intellectual performance, develop a shared, deep understanding of the monitoring systems, learning systems, and reflection systems for adult learning.</li> <li>• Identify/calendar specific meetings where these conversations will take place.</li> <li>• Establish the Palmdale PROMISE as a standing agenda item for key district meetings.</li> </ul> <b>Leadership – Site Level</b> <ul style="list-style-type: none"> <li>• Begin with the District Vision and District Mission – using the mission and vision to identify a shared understanding of instructional priorities,</li> </ul>	Tool kit  District Level Meeting Agendas and Minutes where the PROMISE is the topic of conversation.	Feb '16	Stacy Bryant

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			<p>expectations for students and high intellectual performance, develop a shared, deep understanding of the monitoring systems, learning systems, and reflection systems for adult learning.</p> <ul style="list-style-type: none"> <li>Identify/calendar specific meetings where these conversations will take place.</li> <li>Establish the Palmdale PROMISE as a standing agenda item for key site meetings.</li> <li>Identify site Vision and Mission Statements aligned with District Vision and Mission with consistent systems in place.</li> </ul> <p><b>Site Level</b></p> <ul style="list-style-type: none"> <li>At each site, develop an implementation system to share the Vision and Mission for staff, students, and parents to begin to integrate professional conversations about creating and sustaining globally-competitive learning environments of high intellectual performance across the curriculum and in all areas needed for 21<sup>st</sup> century success for students.</li> </ul>	<p>Site Level Meeting Agendas and Minutes where the PROMISE is the topic of conversation.</p> <p>Minutes from SSC, ELAC, lesson plans, PTO/PTA, AA Council GATE</p>	Mar '16	
	2/16	6/16	<p>3.2.2 Design activities to build shared understanding and commitment. Administrators and staff need to translate the instructional priorities and expectations for 21<sup>st</sup> century student success into instructional and supervisory practices at the school and district levels. Design a process tool or protocol to establish a common practice and common language for leaders and teachers to have a conversation about what is happening in the classroom.</p>	Planned staff development for sites and district for the translation of instructional priorities into practice.	2/16	Barbara Gaines Kelly Jensen
<p>3.3 SUPPORTING/MONITORING TEACHER PRACTICE (Elena Esquer &amp; Francisca Sánchez) Support principals with systems to support and monitor teacher practice and reflection on student engagement, achievement, and 21st century success.</p>	2/16	6/16	<p>3.3.1 Facilitate ongoing PLCs to identify, design, and rehearse strategies and approaches for improved student engagement and high intellectual performance.</p> <ul style="list-style-type: none"> <li>Incorporate cultural and linguistic responsiveness/equity training using consultants most capable of embedding our PROMISE into their work.</li> <li>Support intra- and inter- school professional learning focused on improving the quality of classroom instruction and interaction using consultants most capable of embedding our PROMISE into their work.</li> </ul>	<p>Agendas, minutes, and sign-ins</p> <p>Staff Development opportunities on PD Express. Decrease in discipline referrals for high risk cultural groups. Staff Development opportunities, symposiums, and coordinated efforts among schools.</p>	2/16	Geoff Brown
	5/16	9/16	3.3.2 Define the curriculum content (California State Standards).	Evidence of adjusted curriculum that supports the PROMISE.	9/16	Elena Esquer

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	9/16	12/16 & Annually Thereafter	3.3.3 Define three key instructional strategies that everyone will be using. Add three new key strategies each year to expand teachers' portfolio of interactive classroom practices.	Evidence of the three instructional strategies that are observable in every classroom.	12/16	Elena Esquer
	1/16	6/18	<p>3.3.4 Engage staff in discussion and learning about differentiation in the context of our two instructional priorities:</p> <p>a. How do we create and sustain 21<sup>st</sup> century multilingual learning environments of high intellectual performance for all students?</p> <p>b. In the context of the Palmdale PROMISE, how do we make powerful learning (and the teaching that leads to powerful learning) public and visible to our entire Palmdale community?</p> <p>This should include professional dialogues, classroom visits, sharing of student work and student engagement practices, focus on powerful questioning and feedback practices, and calibration of powerful teaching practices.</p>	<p>Agendas, Minutes, Sign-ins from meetings.</p> <p>Plan that focuses on multilingual learning environment of high intellectual performance.</p> <p>Observation of the learning environment in classrooms demonstrates high intellectual performance.</p> <p>High level student work displays, Learning walks, PD around engagement practices.</p> <p>Increase student performance on District Assessments.</p> <p>Increase student performance on Standardized Test Scores.</p> <p>Increasing the number of multilingual school opportunities.</p> <p>Community outreach, schools of distinction, public desire to be part of the Palmdale School District.</p> <p>Increase in local business support.</p>	5/18	Elena Esquer

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	1/16	6/18	<p>3.3.5 Consider the form and function of Principal Meetings, and redesign as necessary so they:</p> <ul style="list-style-type: none"> <li>Identify current practices</li> <li>Focus on Adult Learning</li> <li>Build Relational Trust – Bryk - Psychological Safety</li> <li>Develop Action Plan around specific practice ( i.e. Essential Pedagogical Practices, Accountable student talk, Text dependent questions, Standards for Mathematical Practice, Depth of Knowledge – Questioning)</li> <li>Instructional Rounds- Learning Walks</li> <li>Gather evidence</li> <li>Share evidence and consider outcome, needs, and next steps.</li> </ul>	Observable shift in Principal meeting structure with professional development around current practices, developing action plans, relational trust, pedagogical practices, evidence based teaching and learning, Instructional rounds focusing on the adult learner.	2/16	Elena Esquer
	9/16	6/19	<p>3.3.6 Consider the form and function of teacher meetings and consultations, including PLCs, and redesign as necessary so they:</p> <ul style="list-style-type: none"> <li>Consider current practices.</li> <li>Focus on Adult Learning</li> <li>Building Relational Trust –Bryk – Psychological Safety</li> <li>Develop Action Plan around specific practice ( i.e. Essential Pedagogical Practices, Accountable student talk, Text dependent questions, Standards for Mathematical Practice, Depth of Knowledge – Questioning)</li> <li>Instructional Rounds – Learning Walks</li> <li>Gather evidence</li> <li>Share evidence and consider outcome, needs, and next steps</li> </ul>	Observable shift in PLC Meeting/Staff Meeting structure with professional development around current practices, developing action plans, relational trust, pedagogical practices, evidence based teaching and learning, Instructional rounds focusing on the adult learner.	4/16	Stacy Bryant
<p>3.4 ASSESSMENT OF PROGRAM EFFECTIVENESS (Elena Esquer)</p> <p>Conduct an assessment of current programs to determine their alignment to the new district essentials and their potential for achieving the vision of student success for all groups of students we serve.</p>	2/16	6/17	<p>3.4.1 Using the results of the assessment data, make recommendations to continue, modify, or phase out programs.</p> <ul style="list-style-type: none"> <li>Develop committee to identify key programs used within the District.</li> <li>Develop method to assess effectiveness of programs implemented within the District to determine: <ul style="list-style-type: none"> <li>*Alignment to new District essentials</li> <li>*Research base</li> <li>*Full potential to achieve the vision</li> <li>*Current implementation status</li> <li>*Current results profile</li> </ul> </li> <li>Make data informed recommendations on the continued use of specific programs and the discontinuation of ineffective programs.</li> </ul>	<p>Formed committee to identify key programs</p> <p>Method to assess the effectiveness of all programs in use.</p> <p>Identify programs to keep and key programs to discontinue.</p> <p>Observation of consistent use of identified key District programs at all</p>	<p>2/16</p> <p>4/16</p> <p>11/16</p> <p>5/17</p>	Elena Esquer

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			<ul style="list-style-type: none"> <li>Consider outside programs not currently in practice with pilot programs to be used in our District to consider effectiveness with our students.</li> <li>Seek Educational Services input to consider results and make additional recommendations.</li> <li>Identify specific programs of supported implementation in the District</li> <li>Provide support, PD, and direction to site administrators using consultants who are most capable of embedding our PROMISE into their work.</li> <li>Provide support, PD, and direction to teachers using consultants who are most capable of embedding our PROMISE into their work.</li> <li>Develop schedule to continue to review and consider various programs for District approved use based on effective method of evaluation and begin with pilot programs at specific sites before making District wide recommendations.</li> </ul>	<p>schools.</p> <p>Schedule of regular meetings of the review committee</p> <p>Align work with high school district</p> <ul style="list-style-type: none"> <li>Linked learning- PK, 9-12, and community college</li> </ul>	11/16	
<b>3.5 PROFESSIONAL DEVELOPMENT AND SUPPORT</b> <b>(Kelly Jensen &amp; Barbara Gaines)</b> Implement a coherent professional development program for teachers, support staff, and administrators designed to improve the district's capacity to implement the strategic plan recommendations.	1/16	6/17	3.5.1 Organize District Implementation team planning of PD around: <ul style="list-style-type: none"> <li>Vision</li> <li>Instructional Priorities</li> <li>Essential Pedagogical Practices</li> <li>Deep Learning</li> <li>Culturally and linguistically responsive practices</li> <li>Common Core Plus</li> <li>District Initiatives</li> </ul>	Planned action steps, milestones, and completion dates around each of the 5 goals identified in the PROMISE	1/16	Elena Esquer
	1/16	12/18	3.5.2 District Implementation team provides coordinated PD for District Personnel and Site Administrators around planned Implementation. Engage other departments in the process.	Coordinated and unified voice is observable among all Implementation Team members during Professional Development.  Consultants hired are those most capable of embedding our PROMISE into their work.	3/16  1/16	Stacy Bryant Elena Esquer
	12/15	6/18	3.5.3 District Implementation team identifies key leaders to begin to build capacity in the work.	Key leaders are identified, invitations, and meetings begin.	12/15	Stacy Bryant Elena Esquer
	9/17	6/18	3.5.4 Expand PD to include school leadership teams District wide	A majority of district and site	Fall '17	Elena Esquer

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			to continue to expand capacity building.	administrators have attended Facilitation Training.  Agendas, and minutes of additional PD provided by consultants who are most capable of embedding our PROMISE into their work.  School Leadership teams are created.  Sites begin to talk about specific implementation of various aspects of the PROMISE.		
	1/16	9/16	3.5.5 Begin to coordinate California State Standards and District Initiatives with Strategic Plan Recommendations.	Professional Development and monies are coordinated to support and align the Strategic Plan.	5/16	Kelly Jensen Barbara Gaines Frances Ufondu
	9/16	2/17	3.5.6 Identify the highest leverage strategies to present District level curriculum for students.	Committee is formed to narrow and unify our collective focus on high leverage strategies.	Winter '16	Kelly Jensen Barbara Gaines
	4/17	6/17	3.5.7 Provide PD opportunities for teachers at all schools around the agreed upon strategies.	Professional Development calendar reflects agreed upon strategies using consultants who are most capable of embedding our PROMISE into their work.	Spring '17	Elena Esquer
	4/17	9/17	3.5.8 Identify and implement a process for assessing level of classroom implementation of these strategies.	Assessments/Observation tool, surveys and self-reflection protocol are created and implemented across schools.	Fall '17	Elena Esquer
	4/17	6/18	3.5.9 Identify and implement a process for providing assistance to those who need it for ensuring a high level of classroom implementation of the identified strategies.	Observation protocols reflect opportunities to identify the need for support.  Coaching teams are established to	Spring '18	Elena Esquer Chad Gray

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				provide support based on need.		
<b>3.6 GRADING</b> <b>Elena Esquer &amp; Stacy Bryant</b> <i>Continue to develop and monitor consistent grading protocols and processes across the district.</i>	10/15	6/16	3.6.1 Hold informational Meeting to share Strategic Goal 3 Introduction for Team Members. Review 9 actions under strategic goal. Share proposed timeline.	Team members are aware and can articulate all aspects of the PROMISE.	4/16	Stacy Bryant Elena Esquer
	11/15	6/16	3.6.2 Meet with grading team to review this plan: <ul style="list-style-type: none"> <li>Identify the core grading planning team: Jensen, Gains, Bryant, Nardi.</li> <li>Discuss grading vs. report cards.</li> <li>Identify Intermediate School facilitators to support the work (Dan Michels, Mark Weiss, Andy Gar etc).</li> <li>Plan for facilitator training.</li> <li>Facilitator Meeting to plan the training and outline the work to include examining working report cards – analyzing, discussing, and describing evidence of desired learning.</li> </ul>	Facilitator Training is held.  Outline of the work around grading and report cards including analyzing, describing and discussing evidence is created.  Calendar dates for meeting.	2/16	Elena Esquer
	11/15	6/16	3.6.3 Notify school sites/principals of grading PLC plan and the need to identify a leader at each grade level: <ul style="list-style-type: none"> <li>Presentation at Principal Meeting to begin to identify key staff members</li> </ul>	Principal Meeting held to identify key members.	11/15	Stacy Bryant Elena Esquer
	1/16	6/16	3.6.4 Begin conversations around grading at key schools. Look at grading examples and analyze, discuss, and describe evidence to help identify key teacher facilitators.	Grading is calibrated and consistent across identified schools.	1/16	Elena Esquer
	12/15	1/16	3.6.5 Conduct a Grading PLC planning meeting.	Plan of action is developed by members.	1/16	Elena Esquer
	1/16	2/16	3.6.6 Conduct Grading PLC Facilitator Training using consultants who are most capable of embedding our PROMISE into their work.	All Facilitators are able to articulate a consistent message regarding grading and report cards in Palmdale School District.	2/16	Elena Esquer
	2/16	2/16	3.6.7 Conduct a first Elementary Grading PLC	Participants begin to understand and begin to articulate a consistent message regarding grading and report cards in Palmdale School District.	2/16	Stacy Bryant Elena Esquer
	2/16	4/16	3.6.8 Meet with grading team and developing a report card using information, share with principals and teacher leaders, and establish a process for piloting the report card, including target	Report Card is created.  Meetings are held with Principals,	4/16	Stacy Bryant Elena Esquer

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			sites.	teacher leaders and pilot schools are identified.		
	3/18/16	3/18/16	3.6.9 Conduct a second Elementary Grading PLC around the purpose of grading concurrent with rubric and grade level.	Participants expand their understanding and are able to articulate a consistent message regarding grading and report cards in Palmdale School District	3/16	Stacy Bryant
	4/29/16	4/29/16	3.6.10 Conduct a third Elementary Grading PLC.	Participants understand and articulate a consistent message about grading practices and report cards in Palmdale School District and are able to apply what they have learned.	4/16	Stacy Bryant Elena Esquer Barbara Gaines Kelly Jensen Diana Nardi
3.7 DEMONSTRATION SCHOOLS/NETWORKS (Stacy Bryant) Identify demonstration schools, and establish professional learning school networks.	2/16	6/16	3.7.1 Using data resulting from Assessments of Program Effectiveness (#4), identify schools that are examples of quality implementation of successful academic pathways: <ul style="list-style-type: none"> <li>• Pathways</li> <li>• Learning School Networks</li> <li>• Project Lead the Way</li> <li>• Multilingualism</li> <li>• VAPA</li> <li>• STEAM (At- Intermediate Schools)</li> <li>• Writing</li> <li>• AVID</li> </ul>	Identified schools represent themselves as exemplars and models of quality implementation of a successful pathway.	6/17	Stacy Bryant
	9/16	10/16	3.7.2 Provide demonstration of successful implementation for site administrators.	Selected schools will provide overview and implementation at administrator's meeting.	Fall '16	Stacy Bryant
	9/16	11/16	3.7.3 Extend invitation for other sites to visit and observe and gather evidence of successful academic pathway at demonstration school.	School Leadership teams visit and share observations of various successful pathways.	Winter '16	Stacy Bryant
	10/16	6/17	3.7.4 Establish collaborative connection between demonstration schools and high need/underperforming schools.	Sister schools are identified.	Winter '16	Stacy Bryant
	10/16	6/17	3.7.5 Use coaching model to allow high need/underperforming	Schedule for meetings is created.	Spring	Kelly Jensen

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			schools to participate in ongoing conversations about necessary academic pathway with demonstration school.	Time is protected. Strategies begin to be observed in high/need underperforming schools.	'16	Barbara Gaines
	10/16	6/17	3.7.6 Create method for measuring success and growth as a result of participation and collaboration with demonstration school.	An assessment that includes measurable baseline data and summative data is created.	Spring '16	Elena Esquer Diana Nardi
3.8 COMMUNITY LANGUAGE RESOURCES (Geoff Brown) Identify community language resources, and make those accessible to staff and students.	6/16	9/16 & Annually Thereafter	3.8.1 Create a directory of language resources. <ul style="list-style-type: none"> <li>Consult with other districts that have developed a directory.</li> <li>Collaborate with foreign government consulates, tribal leaders, universities and colleges, and business and community partners.</li> <li>Create hard copy of directory and share with various District Departments for input.</li> <li>Share directory with site administrators for input.</li> <li>Convert document to be accessible online.</li> </ul>	Visit and/or consult with other districts with a directory.  Meetings are held with government consulates, tribal leaders, universities and business/community partners for support and input.  Directory is created.  Directory is shared with site administrators.  Document is accessible through link on PSD website.	Summer '16	Geoff Brown
3.9 RESPONSE TO INTERVENTION & CLINIC (Annie Jackson) Align Response to Intervention and Clinic expectations, standards, and protocols with the District vision for student success and implement districtwide with fidelity.	2/16	12/16	3.9.1 Align Response to Intervention expectations, standards, and protocols with District vision for student success and implementation districtwide with fidelity. <ul style="list-style-type: none"> <li>Ensure that Rt1 adopts an assets-based approach that focuses more on enrichment than remediation.</li> <li>Provide PD to ensure that administrators understand processes and procedures for implementation with fidelity.</li> <li>Provide PD to ensure that teachers, staff, and parents understand processes and procedures for implementation with fidelity.</li> <li>Identify student academic, emotional, and social needs and appropriate interventions.</li> <li>Develop process to monitor student progress and method of rigorous monitoring until students reach goals.</li> </ul>	District RTI Team is created.  Methods and processes are developed to identify and track student progress and goals.  Set regular PLC meetings for administration around RTI.	3/16 6/16 9/16	Barbara Gaines Kelly Jensen Melanie Pagliaro

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			<ul style="list-style-type: none"> <li>Ensure that administrators are monitoring at-promise students by grade level and have frequent conversations around support for students.</li> </ul>			
	3/16	6/17	<p>3.9.2 Align Clinic expectations, standards, and protocols with District vision for student success, and implement districtwide with fidelity.</p> <ul style="list-style-type: none"> <li>Ensure that Clinic adopts an assets-based approach that focuses more on enrichment than remediation.</li> <li>Identify specific non-negotiables for each grade level and course level.</li> <li>Write SMART goals for the non-negotiables</li> <li>Provide PD to ensure that administrators understand processes and procedures and non-negotiables for implementation with fidelity</li> <li>Provide PD to ensure that teachers, staff, and parents understand processes and procedures and non-negotiables for implementation with fidelity.</li> <li>Develop measures to determine effectiveness of Clinic implementation and usefulness of SMART goals.</li> </ul>	<p>Establish committee to align clinic to District Vision for student success.</p> <p>Professional Development is provided to learn how to implement assets-based approaches using consultants most capable of embedding our PROMISE into their work.</p> <p>Committee develops SMART goals for Clinic non-negotiables.</p> <p>Professional Development is provided for administrators to learn processes and non-negotiables using consultants most capable of embedding our PROMISE into their work.</p> <p>Professional Development is provided f teachers staff and parents to learn processes and non-negotiables using consultants most capable of embedding our PROMISE into their work.</p> <p>Student data is collected to measure the effectiveness of Clinic and SMART goals are adjusted as needed.</p>	<p>4/16</p> <p>8/16</p> <p>6/16</p> <p>9/16</p> <p>10/16</p> <p>10/16 and 6/17</p>	<p>Barbara Gaines</p> <p>Kelly Jensen</p> <p>Elena Esquer</p>

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