



ACTION PLAN #4

Strategic Goal #4 Create and support safe, affirming, equitable, and enriched globally-competitive school environments for participatory, restorative, inclusive, and culturally and linguistically responsive learning and interaction for students.	Project Managers/Co-Leads Ryan Beardsley Frances Ufodu
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4.1 STUDENT VOICE & LEADERSHIP (Frances Ufodu & Ken Howell) Establish opportunities for students PreK-8 to develop their voice and leadership in ways that respect and affirm their multiple identities and to participate in decision-making around issues where they are key stakeholders.	12/15	11/17	4.1.1 Train and empower student leadership through training and participation and district leadership via the vehicle of Inter-School Communication Council at the Intermediate Level. <ul style="list-style-type: none"> • Invite student representatives from 4 Intermediate and 2 K-8 schools. • Involve Mr. Martin and Tim Hall as the staff lead/liaison for the council. • Design process to include elementary feeder schools. • Train student leaders. • Include students as Board Member to represent student voice. 	Select Students from six Intermediate Schools Student Leadership Training Quarterly Meetings Student Leaders, meet with their Elementary Feeder School ASB Elect a student board member.	11/15 11/16 ongoing 11/16 11/17	Stacy Bryant Brian Williams Billie Martin
	12/15	5/17	4.1.2 Implement a Student United Nations Program. <ul style="list-style-type: none"> • Define role and purpose. • Hold Parent Information Meeting and Registration of Students. • Create clear guidelines for inclusion and/or application. • Identify and train staff leaders. • Attend the Model United Nations Summit. • Identify second cohort of students for implementation. 	Formal Parent Meeting and Student Orientation for all intermediate School Identify 30 student delegates and start Attend MUN Training Conference Attend the Model United Nation Summit	11/15 12/15 3/16 5/16	Stacy Bryant Brian Williams Billie Martin
	3/16	11/18	4.1.3 Establish powerful ASB at all Middle Schools, and phase in ASB or ASB-like programs at all Elementary Schools. <ul style="list-style-type: none"> • Identify strengths / weaknesses of current programs. • Establish a district wide expectation. • Train adults on adult issues (accounting) and allow students to get experience at feeder and intermediate levels to prepare them for secondary student leadership opportunities. • Establish ASB at all Elementary and Middle Schools. 	Train Adults by sending ASB advisors to CADA conference Establish ASB at all Elementary Schools Send Officers to yearly CADA conference	3/16 3/17	Dora Avitia-Reyes Teresa Santamaria Stacy Bryant
4.2 RESTORATIVE PRACTICES (Mike Perkins) Design and implement a Restorative	10/16	5/17	4.2.1 Provide Positive Behavior Intervention Support (PBIS) for all staff. <ul style="list-style-type: none"> • Continued focus on what this looks like • Examination of data 	Assign a district personnel to monitor programs at the schools	6/16	John Porter Mike Perkins

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Practices system that promotes and strengthens positive school culture, enhances pro-social relationships within the school community, and reduces suspensions K-8 for students of color.			<ul style="list-style-type: none"> Training for staff 	Provide PD/Conferences for teachers	7/16	
				Establish Reward/Incentives for Students	1/16	
	9/16	9/17	4.2.2 Provide professional development on restorative practices approaches. <ul style="list-style-type: none"> Capturing Kids Hearts for all schools Training for all staff including classified and casual Continued focus on Response to Intervention 	Train all the school staff on Capturing Kids Heart Extend training to classified staff members Continue focusing on RTI	9/16 9/17 10/16	John Porter Mike Perkins
2/16	9/16	4.2.3 Provide Cultural Awareness/Pedagogy Training. <ul style="list-style-type: none"> Unconscious bias training Equity in representation of stakeholder groups: ELAC, AAPAC, SPAC...Etc. Yearly Mini Equity/Diversity Conference for all stakeholders 	Provide compensated unconscious bias training on Saturdays throughout the school year by region.	2/16 4/16 6/16	Geoff Brown Mike Perkins	
4.3 TRANSITION (Stacy Bryant) Improve the success of transition between key grade spans: PreK/K to 1 st ; 6 th to 7 th , 8 th to 9 th .	10/15	5/17	4.3.1 Improve the success of transition between TK/K to 1 st grade. <ul style="list-style-type: none"> Standardize expectations (full day, transition from Head Start) at each site. Kindergarten Transition Universite protocol and procedure review Kindergarten round up...advertising, dedicated school days at welcome center (continue practice). Collaboration between Head start and teacher PLCs. 	Work with PETA to implement Full Day TK and Kindergarten at every site. Continue / refine Kindergarten Round-Up and site specific days at welcome center.	Fall 2017	Kelly Jensen Donna Lebitsamer
	5/16	10/16	4.3.2 Improve the success of transition between 6 th – 7 th grades. <ul style="list-style-type: none"> Field trips to each middle school Promotion of middle schools by feeder schools Reciprocal visits between administrators and teachers. Examine the idea of a 6- grade academy model to lay the framework for a 6-8 middle school model. Vertical articulation regarding curriculum, especially math and NGSS. 	Annual reciprocal visits to continue between feeder and Intermediate schools. Vertical Articulation between 6 th and 7 th grade (eventually 5 th and 6 th) teachers during release time at least twice per year.	5/16 3/16 10/16	Barbara Gaines Stacy Bryant
	4/16	6/16	4.3.3 Improve the success of transition between 8 th – 9 th grades. <ul style="list-style-type: none"> Field trips to high schools 	Walking or bussed field trips from Intermediate to High Schools	Spring 2016	Stacy Bryant

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			<ul style="list-style-type: none"> • Student focus groups from former PSD students • Counselors to speak with middle school students regarding A-G requirements, pathways, and expectations. • Where Everybody Belongs (W.E.B) a transition program 			
4.4 CUSTOMER SERVICE (Chad Gray) Fully implement and monitor our customer service policy.	10/15	5/17	4.4.1 Ensure all schools and other facilities where the public does business have beautiful and inviting offices. <ul style="list-style-type: none"> • Clean and decorated • Student work on display • Trained personnel in regards to welcoming and inviting reception • Bilingual office staff to provide superior customer service in home language. • Research customer service models that have achieved high levels of recognition, such as the Baldrige Total Quality System and the system used by the Ritz Carlton Company. 	Basic minimum standards defined for each office including student work. Offices in good repair, no holes in walls. Carpets replaced at regular stated intervals. Ongoing customer service training.	8/2016	Joyce Swift Mike Perkins Teresa Santamaria
	8/16	12/16	4.4.2 Provide training and support to classroom teachers on excellent customer service practices for interacting with parents and the community. <ul style="list-style-type: none"> • Clear expectation for communicating with parents • Conflict resolution tools for upset parents • PBIS training revisited • Unconscious Bias training • Cultural Awareness Training • Incorporate into regular annual onboarding orientation for new staff. 	Professional Development offered on specific areas mentioned. Required days with optional days included as well for more specific training such as PBIS (refresher). Dr. Howard Training for central middle school and feeders	Annually during required days. 12/16	Elena Esquire
	12/15	8/17	4.4.3 Create and implement District Office support services to ensure customer (student/parent) needs are met. <ul style="list-style-type: none"> • Focus on hiring bilingual positions when need is present • Support in negotiations with CSEA and PETA • Tools in place for supporting struggling employees 	All staffing needs addressed in a timely manner. Opportunities for struggling teachers to access Professional Development specifically targeted at areas of weakness.	At time of contract renewal/ need for hiring.	Chad Gray Mike Perkins
4.5 CLEAN, BEAUTIFUL, AND SAFE FACILITIES (Mike Tocco) Enforce the district standards for facility	12/15	6/17	4.5.1 Launch a school beautification project, in collaboration with students, district facilities/grounds staff, the city, the community, and local businesses. <ul style="list-style-type: none"> • Conduct a district facility study in order to equitably enforce basic minimum standard for maintenance staffing, furniture, equipment 	Conduct a walk through and create a list of priority-based to-dos to implement and execute. Meet at least twice annually to	June 2017 3/16	Mike Tocco

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maintenance and safety, and launch a school beautification project in collaboration with the city and community.			and other facilities-related issues. <ul style="list-style-type: none"> • Convene a team that includes the superintendent, Director of maintenance, custodial supervisors and CBO to do a school walkthrough in order to create a protocol for supervising school grounds and following through with work orders. • Increase maintenance, custodial and grounds staff for schools. • Establish a student workforce project through ASB, including competition among classrooms and departments to keep their surrounding clean and inviting. 	revisit and revise basic minimum facilities / maintenance expectations. Consult with an outside agency to solicit suggestions on improving efficiency of work order system and visit campuses to give an outside viewpoint.	9/16 6/16	
	12/15	12/17	4.5.2 Implement an initiative to upgrade all school facilities so they represent optimal environments for 21 st century learning. <ul style="list-style-type: none"> • Conduct periodic research to determine what's new in facility design that supports powerful learning and interaction. • Conduct focus groups with students, parents, and staff to identify their facilities needs and priorities. • Include students, staff, and parents on facility design teams. • Examine and re-evaluate the facility checklist forms and procedures to ensure that work orders are completed in a timely manner. • Ensure that all the schools have safety committee to annually review the school safety plan and effectively communicate the plan to students, parents and community members. • Continue to provide safety training to all school staff. • Conduct monthly facility inspections using with school and district teams. 	Use facility Inspection Form Work orders for maintenance need to be completed and update provided to the schools about status and progress at least monthly	6/2017 6/2017	Al Tsai Mike Tocco
4.6 ENGAGED SCHOOLS (Elena Esquer) Establish a base level of expected participation in school-associated events, such as field trips and special projects. (Engaging students with the intent of developing the 4-Cs - Communication, Collaboration, Creativity and Critical Thinking)	9/15	6/17	4.6.1 Expand the menu of extracurricular activities and ensure students at different schools have equitable access and participation. <ul style="list-style-type: none"> • Conduct a Student Interest Survey at the end of the school year. • Offer specific social and academic based clubs at schools (book club, debate, chess, ASB, Art, ballroom dance, Folkloric, Band and Chorus etc.). • Provide intermural sports and competition in the elementary schools. • Support an annual District wide Cyberquest Competition and STEAM Faire. 	School Site or Inter-district competitions, Assemblies, Parent Nights to showcase events and culminating programs.	6/2017	Elena Esquer
	3/16	6/17	4.6.2 Provide fieldtrip/college visit opportunities for all students	All middle school students will	6/2016	Barbara Gaines

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			equitably across all schools. <ul style="list-style-type: none"> • Provide specific grade level academic based fieldtrips (outdoor science, visit to museums). • Organize college visits for the Intermediate Schools. • Offer fieldtrips to community-based industries and business. 	visit a local business, industry or college campus during intermediate school years.		
	3/16	6/17	4.6.3 Implement community and global partnership engagement opportunities at every school. <ul style="list-style-type: none"> • Each school will host at least one community-based event during the school year. • Service Learning programs and global partnerships will be available for all students. • Project-based learning will be implemented in the Elementary Schools. 	At least one local business or industry will partner with each school. Schools will host community-based events.	6/2017	Barbara Gaines
	1/16	6/16	4.6.4 Conduct award assemblies to recognize students (citizenship, PBIS reinforcement, leadership, sports, VAPA, and academics) and to reflect/reinforce the Palmdale PROMISE values and priorities.	Recognizing diverse group of students in different academic and non-academic areas throughout the year.	6/2016	Mike Perkins
4.7 SCHOOL CLIMATE & RELATIONSHIPS (Mike Perkins) Support the establishment of safe, affirming, and respectful climates and relationships at every site.	12/15	6/16	4.7.1 Fully implement a Bully-Free School program that establishes a safe, affirming, and respectful climate and relationships at every site. <ul style="list-style-type: none"> • Specific district wide school rules about bullying will be communicated to parents, students and staff members. • All staff will consistently follow through with district civility policy and procedures. • Use the current District Safety Team/Meeting to revitalize the bully-free and PBIS program protocol. • Support student campaign and essays to address positive and respectful behaviors. 	Identify schools that are proactively using the PBIS strategies and Bully Free programs and use them as a model for other schools to visit and support their plan Annual student essay contest about positive behavior with incentive from local businesses.	6/16	Mike Perkins
	4/16	6/17	4.7.2 Implement Cultural Awareness and Pedagogy Training to support the establishment of safe, affirming, and respectful climates and relationships at every school and in every district work environment. <ul style="list-style-type: none"> • Offer Unconscious Bias Training. • Provide Cultural Awareness Training for both certificated and 	Professional development scheduled for required days and on optional Saturdays for both Certificated and Classified Staff.	6/17	Elena Esquer John Porter

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			classified staff. • Provide Customer Service training for all the office staff.			
	4/15	6/16	4.7.3 Support positive school spirit activities that reinforce a safe, affirming, and respectful climate and relationships at every site. • All schools will be rebranded with input from all stakeholders. • School mascots will reflect positive images and not be stereotypes. • School pride week will be held in all schools. • A school beautification program will be established with the students, parents and community based businesses. • All facilities will be improved to meet an established high standard.	New logos and Mascots for all schools. A school pride week to be determined by each site. Clean beautiful schools.	6/16	Stacy Bryant
	12/15	5/16	4.7.4 Create and support opportunities to recognize staff throughout the year. • Hold District Employee of the Year Luncheon that recognize all levels of staff (Certificated, Classified, District office).	Host a luncheon at the AVCC (or similar) to recognize all employees of the year.	5/16	Stacy Bryant
	8/15	6/16	4.7.5 Implement support services for families. • Organize School Programs to celebrate special holidays. • Provide referrals to support programs in the city. • Establish a Parent Center at every school, or if physical space is not available, at partner schools.	School parent and student programs throughout the year. Parent Information Center at every school	6/16	Janet Simons Geoff Brown
4.8 STUDENT SAFETY (Mike Perkins) Revisit the traffic safety plans for district schools and revise as necessary to ensure practices include safe drop-off and pick-up processes.	12/15	6/17	4.8.1 Identify, implement, and monitor conflict reduction/resolution strategies to support student safety and improved relationships. • Hire more campus supervisors for playground supervision. Ensure they reflect the student demographics of the site. • Provide training to campus supervisors on conflict resolution and cultural and linguistically responsive communication. • Implement a districtwide formula for coverage based on student enrollment. • Implement Student Conflict Resolution Teams at all schools. • Explore the use of trained security staff at middle schools for all day support. Position would be at minimum standard for all sites.	Hire casual employees based on individual school need (leave to discretion of site) Hire student Interventionist at each elementary school to coordinate peer mediation programs Security Staff of at least 2 for each middle school	6/17	Mike Perkins
	12/15	6/16	4.8.2 Identify, implement, and monitor strategies to support safe traffic control practices. • Install GPS and cameras on school buses.	Contact city to schedule frequent visits by code enforcement.	Already in place	Dale Lovvik Carolyn Dias Mike Perkins

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			<ul style="list-style-type: none"> Revisit / Review traffic patterns with law enforcement agencies for input. Work with code enforcement to monitor parking violators. Communicate frequently to parents regarding expectations and traffic patterns. 	Submit traffic pattern flow maps for review/critique	7/2016	
4.9 ACADEMIC REPUTATION (Barbara Gaines) Strengthen the academic robustness and options available at every site so that all Palmdale schools are seen as academically desirable.	12/15	8/16	4.9.1 Include 7 th period for our middle schools and extend the school day in elementary schools. <ul style="list-style-type: none"> Adopt an assets-based mindset for all students. Provide middle school pathways that connect to ECE, elementary, and high school pathways. Enforce a consistent grading policy that is informed by research and that reflects the PROMISE values and priorities. Support teachers in implementing student centered and learning initiatives that reflect the PROMISE values and priorities. 	Negotiate a contract with a 7 th period included at all intermediate schools.	10/2017	Barbara Gaines Chad Gray
	12/15	6/17	4.9.2 Provide training to staff on the use of an assets-based mindset for all students; monitor classroom and school practices and environments for this. <ul style="list-style-type: none"> Publicize accomplishments via social media, local news. Look to promote specialized offering of each middle school in order to compete with charters. Explore the idea of a 6- grade academy in order to eventually transition to a 6-8 middle school model. Create a basic minimum standard for technology, furniture, and classroom supply needs. 	Use of Facebook, Peach jar, Social media for specific school/district events. Implement academy format at Junior High that transitions to moving all 6 th grade classes within two years. List specific minimum requirements for all classrooms.	6/2017	Christine Jones Mike Perkins John Porter
4.10 PARTNERING WITH LAW ENFORCEMENT (John Porter) Consolidate a proactive partnership with law enforcement agencies, programs, and personnel that builds positive relationships among schools, students, parents, community, and law enforcement.	8/15	6/17	4.10 In active partnership with law enforcement agencies, programs, and personnel, build positive relationships among schools, students, parents, community, and law enforcement. <ul style="list-style-type: none"> Continue to work with SROs in order to maximize their time and efficacy. Work to clearly define times and issues that officers will be called in as opposed to those items that are expected to be handled by school administration or district officials. Work proactively with outside agencies including those represented by the dept. of mental health, DCFS, and community outreach programs to assist students and families with needed services. 	Deputy help tickets to be addressed in a timely manner and specific requests prioritized. Utilization of community and foster liaisons to reach out to community regarding specific issues.	Ongoing	John Porter

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