



## MISSION STATEMENT

### PUSD Mission Statement

Piedmont Unified, an exemplary school district committed to public education, is dedicated to developing independent learners who are responsible, competent, collaborative, compassionate, and intellectually curious with a strong sense of self and community. Through quality instruction and shared leadership, the district will impart knowledge and promote creative and critical thinking in a safe, nurturing, and challenging environment.

### PHS Mission Statement

It is the mission of Piedmont High School to provide quality preparation that challenges students to achieve honorably and realize their present and future potential. Four assets support this mission and high academic standards:

- A qualified, inventive and student-oriented staff;
- A generous, involved and supportive parent community;
- A K-8 program that prepares students effectively for the rigors of high school;
- A bright and motivated student body of high schoolers who are diverse in their talents and their contributions to our educational setting.

### PHS School Motto

*“Achieve the Honorable,”* the long-standing motto of Piedmont High school means that all students demonstrate academic and personal integrity in their work. Being honest in all situations promotes learning, supports growth in intellect as well as character, and signifies each student’s responsibility to respect peers, teachers, staff, and the administration.

Piedmont High School (PHS) has adopted the Piedmont Unified School District (PUSD) Strategic Plan Mission Statement:

Piedmont Unified, an exemplary school district committed to public education, is dedicated to developing independent learners who are responsible, competent, and intellectually curious with a strong sense of self and community. Through quality instruction and shared leadership, the District will impact knowledge and promote creative and critical thinking in a safe, nurturing, and challenging environment.

In addition, we work to implement annually adopted District Goals. For school year 2010-11 the District Goals are as follows:

## COMMITMENTS

As a public school system:

- We are committed to cultivate a learning community where students are engaged in their learning, strive for excellence, and are supported to achieve to their fullest potential.
- We are committed to work collaboratively with District staff, employee groups, support groups, parents and community members to advance the mission and long-term vision of our school system.
- We are committed to support a culture of:
  - mutual trust and respect
  - openness to take risks, learn from mistakes, and embrace new ideas
  - open and purposeful communications and engagement practices
- We are committed to allocate and effectively manage our limited resources to support the needs, goals, and priorities of the learning community.

## GOALS

**Goal #1 – Adapt & Improve Educational Program Delivery:** Continuously adapt and improve program delivery in collaboration with administration, employee groups, support groups, parents, and the community, so that we can continue to provide a comprehensive educational program for all students that supports academic excellence, maximizes individual potential, and cultivates global citizenship (with available resources).

- Develop a process and timeline for collaborative review of proposed adaptations to program delivery. Identify evaluation criteria for reviewing proposed options.
- Continue to review, analyze, and improve the K-12 English Language Arts curriculum, with an emphasis on supporting continuous progress in the writing program.
- Continue to use student assessment information to inform instruction, develop recommendations, and make decisions regarding potential program delivery improvements. Support staff in learning how to use the new data management systems.

**Goal #2 – Support Professional Growth & Instructional Effectiveness:** With a focus on supporting student growth through an effective instructional program, work in collaboration with administration and employee groups to enhance evaluation, training, and compensation systems in order to attract and sustain a quality professional staff for all students within budget limitations.

- Provide ongoing coaching and professional development support to staff, in line with district priorities and informed by the employee evaluation process.
- Work with employee groups through the negotiations process to enhance and improve the employee evaluation system.

**Goal #3 – Provide a Safe Learning Environment:** Provide students with a safe and healthful learning environment that promotes resilience, responsible citizenship, self discipline, and personal responsibility.

- Monitor, raise awareness, and address student behavior issues that merit attention.
- Focus student and staff attention on addressing diversity issues and assuming personal responsibility for promoting respect.
- Where feasible, support and coordinate targeted green efforts in the school district.

**Goal #4 – Cultivate a Dynamic Learning Community:** Cultivate a dynamic learning community focused on growth, inquiry, and communications in partnership with employees, parents, students, community members, and organized groups.

- Support the individual needs of students based on professional judgment, and formal and informal assessment information. Analyze, report, and use data to inform this inquiry process. Support staff in the effective use of the new data management systems.
- Continue to coordinate and enhance communications practices that support collaborative decision-making, where the Board retains responsibility for making final decisions on programs based on a common vision, available resources, the professional staff's recommendations, and input from the educational community.
- Continue to build and sustain support for the school district (with available resources) by ensuring that a range of accurate information about the school system - its priorities, progress, and performance - are clearly and effectively communicated to staff, parents, community members, and support organizations through multiple communications channels.

**Goal #5 – Develop & Implement a Sustainable Plan to Balance the Budget:**

Continue to develop and implement a three-year plan to balance the budget in collaboration with administration, employee groups, support groups, parents, and the community, in order to sustain the quality of our educational and instructional programs, and school facilities.

- Continue to refine the financial planning and analysis process to balance the budget, by looking at trend and comparative data, identifying the major ways in which the \$4-5 million budget gap might be filled, attaching estimated price tags for each, and analyzing possible trade-offs that might be made. Coordinate and synchronize the negotiations and budget development processes so that important budget decisions can be made on a timely basis.
- Use interest-based bargaining and work in collaboration with employee groups to negotiate new contracts that will help address the budget gap projected over the next 3 years; maintain equity among employee groups in the negotiations process.

**Goal #6 – Invest In & Preserve School Facilities & Infrastructure:** Develop and implement a plan to ensure the long-term safety, accessibility, usability, and value of

school facilities and infrastructure within budget limitations and in collaboration with the City of Piedmont where appropriate.

- Complete the Wildwood seismic safety construction project on time and within budget, continuing to minimize disruption to the education program at the school (to the extent possible).
- Continue the next phase of planning for the completion of the Beach seismic safety project. Manage the decision-making process, maximizing efficient use of funds and minimizing the impact of inflation over time.
- Continue to work in partnership with the City, sports groups, and parents to develop and implement within a reasonable timeframe, a mechanism to fund future facility replacement cost needs.

## SCHOOL PROFILE

Piedmont High School offers a strong college preparatory curriculum to a highly competitive student body. The faculty and staff are committed to academic excellence and the personal development of each student. The student body of 785 is actively involved in athletics, community service, student government and a variety of special interest clubs as well as academics.

Piedmont residents live in a picturesque foothill area, only a short drive from the many cultural facilities and fine educational institutions of the San Francisco Bay Area. The close proximity of Piedmont High School to the University of California at Berkeley allows students access to classes as well as many specialized libraries and services. Also, many students are able to take advantage of concurrent enrollment at local community colleges.

Residents are principally professionals and business executives who are attracted to this community because of its excellent schools, responsive police and fire departments, prime location and ideal climate. Parent commitment to excellence in education is strong and continuing, and their participation in the schools is extensive. For over eighteen years, residents of the City of Piedmont have demonstrated this commitment by supporting a parcel tax enabling the school to offer a 7 class program, small class size, full counseling services and an expansive extra-curricular program.

Piedmont High School has 36 full-time teachers, 16 part-time teachers, two full-time counselors and one part-time counselor, a full-time librarian, 3 full-time administrators, and a Technology Coordinator. More than half the staff holds Master's Degrees and 40% have over 15 years of experience in education.

The ethnic composition of our student body includes the following: 2% African American, 19% Asian, 3% Hispanic, and 68% White (not of Hispanic origin). These percentages do not add to 100% due to responses of the following: other, multiple, declined to state, or non-response.

The school district provides the following program specialists: counseling, technology, physical education, school psychologist, vocal and instrumental music, special education, speech and language therapist, nurse, teacher librarian, occupational therapist, and resource specialist. All resource and special day classrooms have para-educators (instructional aides).

Piedmont High School has participated in School Improvement Program since 1974 and became part of a School Based Coordinated Program in 1987. As required by SB 374, Piedmont High School has a Single Plan for Student Achievement which is revised annually.

## **PARENT INVOLVEMENT**

The Piedmont community supports the school through a parcel tax, bond measures passed in 1994, 1996, 2000, 2005, and 2009 the Piedmont Educational Foundation, and district-wide and individual school site parent organizations. Parent volunteers help staff the College and Career Center and provide a variety of assistance to the classroom teachers and the extra-curricular program.

## **EQUAL OPPORTUNITY AND ACCESS**

The 37.6 FTE faculty members of the high school offer our 785 students a seven-period day with a rigorous curriculum that emphasizes college preparation. Enrichment is incorporated within the curriculum as well as through electives, before and after school classes, and special events. A variety of services are offered to GATE, English Learners, and Special Education students. Additional assistance is offered to students struggling with content standards through before, during, and after school tutorials. Summer school is available to all students. Acceleration is offered in 16 courses across 6 departments through an honors and advanced placement program.

### **Students with Special Needs**

In addition to general education supports, a broad range of special education programs are available to students with special needs. They are identified and found eligible for services by a multi-disciplinary assessment team. Students in need of academic help may receive special education services in one or more of the Learning Centers (Resource Specialist). There is close coordination between resource teachers, general education classroom teachers, and parents regarding the students' Individual Education Plan (IEP) and progress. In addition, counselors and speech and hearing specialists provide services to students with specific needs.

A Student Study Team (SST) composed of parent/guardian, student, classroom teachers, resource teacher, administrators, and the district school psychologist meet as necessary to consider the needs of students and to ensure that all students have equitable access to, and the opportunity to participate in and benefit from, high-quality

curricular and extracurricular activities. The needs of students are discussed, information from parent/guardian is shared, and recommendations may be made by the team for students to receive specialized assistance.

### **English Learners (EL) Students**

Piedmont High School has two identified English Learner students for 2009-10. EL students are clustered in an English Language support class as well as mainstreamed throughout the academic program as appropriate.

Ninety-nine percent of the classroom teachers have been trained in instructional strategies to assist English Language Learners, and they possess CLAD or equivalent credentials.

### **GATE**

The District goal of inspiring students to achieve their fullest potential is supported by the implementation of a GATE program that reaches the unique learning styles, abilities, and needs of students who perform at or show the potential to perform at an exceptionally high level in one or more areas of expression. The District's plan aims to identify and support students gifted in the visual and performing arts and in leadership, as well as in traditional academic subjects.

The District sponsors a well-attended GATE Advisory Council that includes educators, parents, and community members and which meets regularly to address philosophical and program design issues. The community has the opportunity to receive District updates and provide input at regularly scheduled GATE Advisory Council and school site council meetings, as well as periodic communications provided in the District Newsletter and site newsletters.

At Piedmont High School, students have the opportunity to enroll in a variety of accelerated courses and pathways to best meet their educational aims. These courses/pathways include: AP Art 2-D Portfolio, AP Art 3-D Portfolio, AP French, AP Mandarin, AP Spanish, AP Biology, Chemistry (Honors), Physics (Honors), AP Environmental Science, AP Calculus AB, AP Calculus BC, AP Music, AP Computer Science, AP U.S. History, AP European History, and AP English. Ninth grade students have the opportunity to accelerate into Biology and Geometry. Tenth grade students have the opportunity to accelerate into Chemistry (Honors) and Algebra II.

Support is also provided by the library specialists to provide advanced research methods and materials. Students may also elect to participate in over 25 clubs and enrichment programs such as Mathletes, Robotics, and Mock Trial.

## TEACHING AND LEARNING

The following statements characterize educational practice at this school:

1. Alignment of curriculum, instruction, and materials to content and performance standards:

District adopted curricular materials are aligned to the standards in the areas of language arts, reading, social studies, math, and science. Curriculum and instruction are aligned to the standards in all content areas including math, science, language arts, social studies, reading, and some electives. Information literacy standards are taught in conjunction with library research and projects in a variety of content areas. The Physical Education department is in the process of implementing a standards-based program.

2. Availability of standards-based instructional materials appropriate to all student groups:

Standards-based materials are available in all content areas, and all students have access to standards-based materials. It is important to note that during the pilot and adoption process, teachers look for state-approved material that best support their teaching styles in meeting the varied needs of the student population. Library provides a variety of resources to support content standards tailored to a variety of learning styles and reading levels. Differentiation within the materials makes them more widely accessible to all students in the school, regardless of ability level.

3. The Piedmont High School Expected School-wide Learning Results (ESLRs) are the following:

Piedmont High School will prepare graduates to be:

- 1) Able communicators who:
  - a) convey information and ideas to others integrating oral, written and research skills
  - b) listen objectively and empathetically to the ideas of others
  - c) use a variety of means and resources to structure and present logical arguments
  - d) demonstrate thoughtful applications of current technologies
- 2) Complex and creative thinkers who:
  - a) apply a wide range of problem-solving skills to real life situations
  - b) access information from a variety of sources, evaluate it and use it to produce quality work
  - c) analyze, evaluate, interpret, and synthesize information suitably in various contexts, applying new technologies when appropriate
  - d) integrate information into a finished piece of quality work
  - e) express themselves creatively and artistically
  - f) develop original solutions and ideas in response to questions or circumstances



- 3) Collaborative workers who:
  - a) use appropriate leadership skills to foster, develop, and maintain relations within diverse settings
  - b) establish and achieve challenging but realistic common goals with others
  - c) appreciate various viewpoints and belief systems
  - d) solve problems successfully within a group process
  
- 4) Self-directed life-long learners who:
  - a) effectively understand themselves, assess their needs, and apply appropriate strategies including technology to learn new concepts and skills
  - b) demonstrate self-discipline and perseverance in accomplishing challenging but realistic goals for themselves
  - c) evaluate and improve upon their own work and continually maintain high standards
  - d) set priorities, organize themselves and their work, and use time effectively
  - e) demonstrate a strong sense of self-worth and confidence
  
- 5) Contributors to their community who:
  - a) demonstrate a global knowledge that fosters tolerance and appreciation for individual differences
  - b) volunteer their time, energies, and talents to improve the quality of life in local and global communities
  - c) act with personal integrity and compassion, and show an appreciation of social ethics in diverse settings
  - d) respect diversity including gender, culture, race, sexual orientation, religion, and socioeconomic status
  - e) act responsibly and accept responsibility for their own actions
  - f) practice ethical behavior in regard to the use of information and information technology
  
- 6) Capable citizens who:
  - a) demonstrate a common core of knowledge in mathematics, science, language arts, social science, foreign language, fine arts, and computer applications that promotes their ability to understand, participate in, and enhance the community in which they live
  - b) demonstrate achievement of district and state standards

## **PROFESSIONAL DEVELOPMENT**

One staff development day and 24 collaboration meetings are built into the school calendar. In addition, opportunities for workshops, conferences, in-services, and release days are available through funding by the PHS Parents Club and the School District. Articulation across grade levels and departments within PHS and with PMS ensure continuous progression towards mastery.

Professional development has been aligned to standards and instructional strategies. Teachers have many opportunities to work with their content and grade level peers to develop plans for the implementation of standards and to discuss instructional strategies and best teaching practices that most effectively support the students in their understanding of the standards. Professional development in the areas of implementing instructional strategies to improve student writing and incorporating differentiated instruction into lesson designing have been well-received. In 2010-11 staff development continue to focus on differentiated instruction, assessment, and diversity.

### **STANDARDS, ASSESSMENT AND ACCOUNTABILITY**

Student assessment is the key to guiding instruction and promoting learning. Student progress is evaluated and shared using multiple measures including group administered standardized tests, curriculum-based measures, common assessments, individual diagnostic testing, progress reports, and classroom observation. Piedmont High School participates in the STAR test program which is mandated by the State of California. STAR testing evaluates student progress toward meeting state curriculum standards. Overall school performance is reviewed by the principal and teachers to identify school-wide areas for continuous improvement.

### **FUNDING AND GOVERNANCE**

The Piedmont Unified School District Bylaws and Policies are followed at all times.

The Arts & Music Block Grant supports the implementation of sequential standards-aligned visual and performing arts instruction. The School Safety and Violence Prevention monies are used to increase school safety with the addition of a PHS campus supervisor. The Supplemental School Counseling Program supports additional counseling services for students in grades nine through twelve who are identified to be "at-risk". The GATE (Gifted & Talented Education) monies allow us to support unique education opportunities (i.e. Mock Trial and Mathletes) for high-achieving and underachieving pupils. The Title I, Part A: Targeted Assistance Program helps educationally disadvantaged students to achieve grade level proficiency.

### **CONCLUSIONS FROM STUDENT PERFORMANCE DATA**

Piedmont High School scored above the STAR testing statewide performance target of 904 in Academic Performance Index (API) in 2009. In 2010 Piedmont High School received an API score of 904. Based on participation rate, Annual Measurable Objectives (AMOs), and API score, Piedmont High School met it Adequate Yearly Progress (AYP) requirements for 2010.

## PHS Site Council Goals and Progress Report 2009-2010

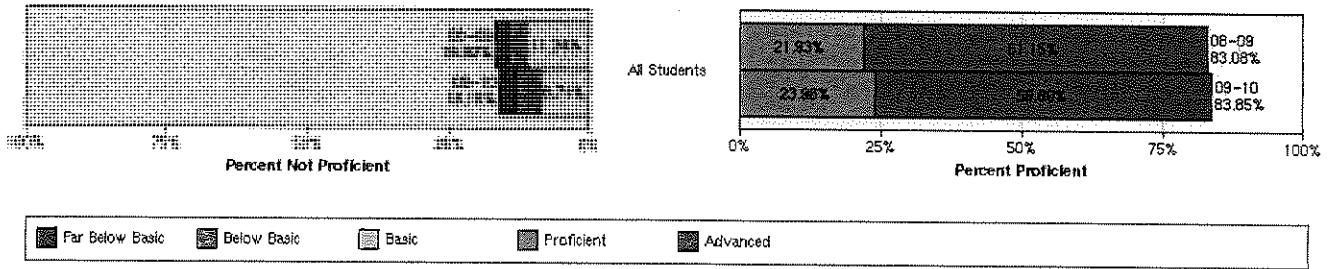
### Goal #1:

Proficiency levels on the 2009 – 2010 STAR Exam will improve or maintain as compared with similar grade-level scores from 2008 – 2009

**This was achieved in English, Earth Science, Biology, Chemistry, US History, Algebra I, Algebra II, Geometry, and Summative Math.**

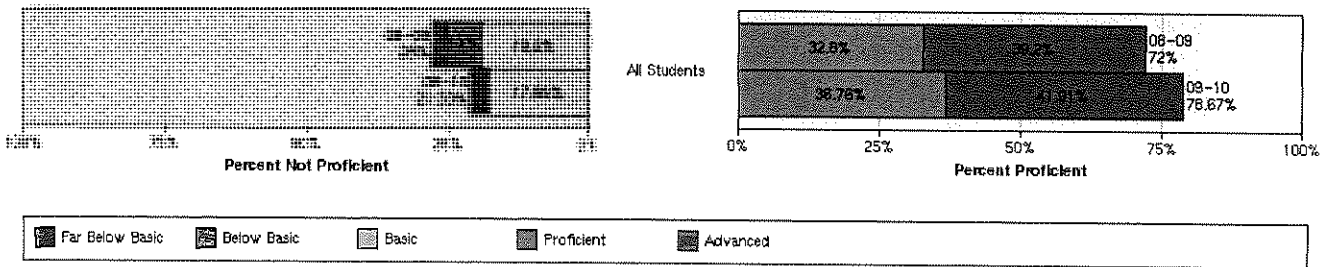
ELA	08-09 Total	08-09% Proficient	08-09% Advanced	09-10 Total	09-10% Proficient	09-10% Advanced
All Students	538	21.93	61.15	551	23.96	59.89

Trend Analysis Graph



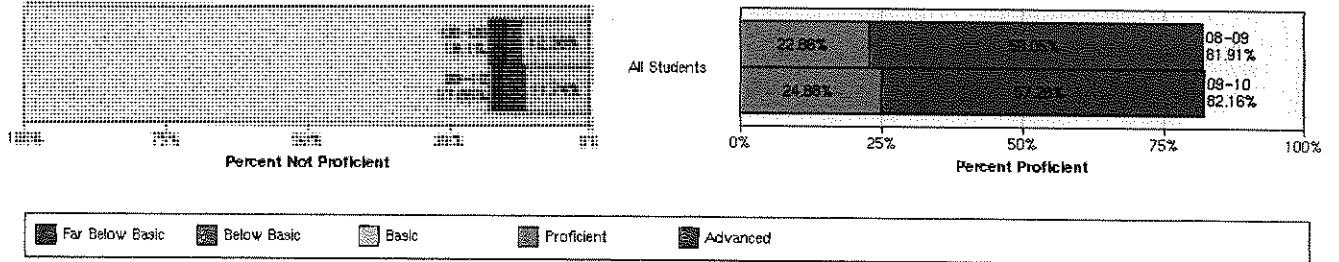
Earth Science	08-09 Total	08-09% Proficient	08-09% Advanced	09-10 Total	09-10% Proficient	09-10% Advanced
All Students	125	32.80	39.20	136	36.76	41.91

Trend Analysis Graph



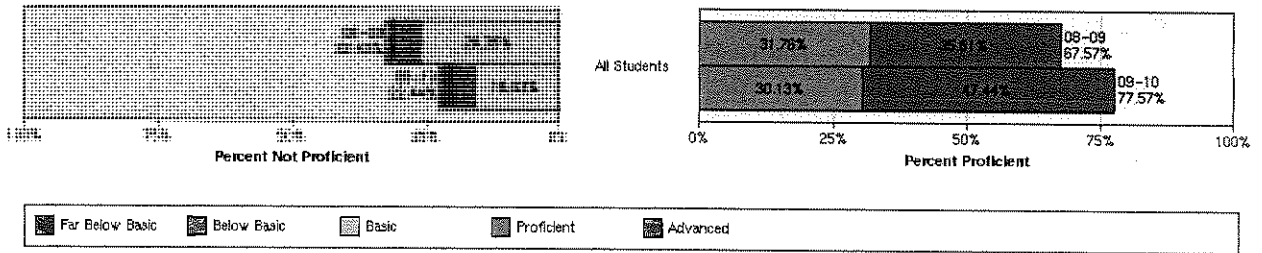
Biology	08-09 Total	08-09% Proficient	08-09% Advanced	09-10 Total	09-10% Proficient	09-10% Advanced
All Students	210	22.86	59.05	213	24.88	57.28

Trend Analysis Graph



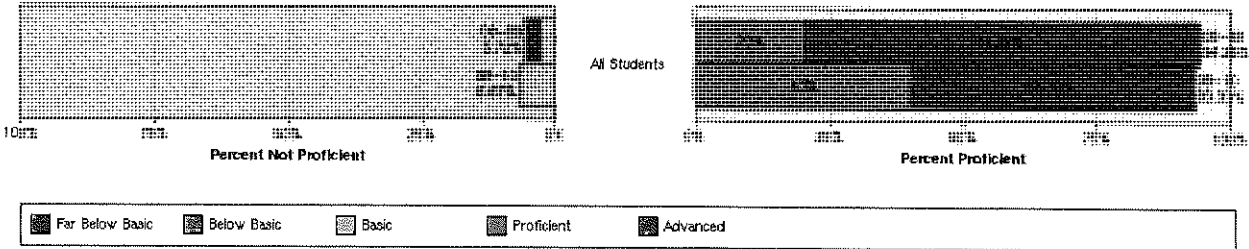
Chemistry	08-09 Total	08-09% Proficient	08-09% Advanced	09-10 Total	09-10% Proficient	09-10% Advanced
All Students	148	31.76	35.81	156	30.13	47.44

Trend Analysis Graph



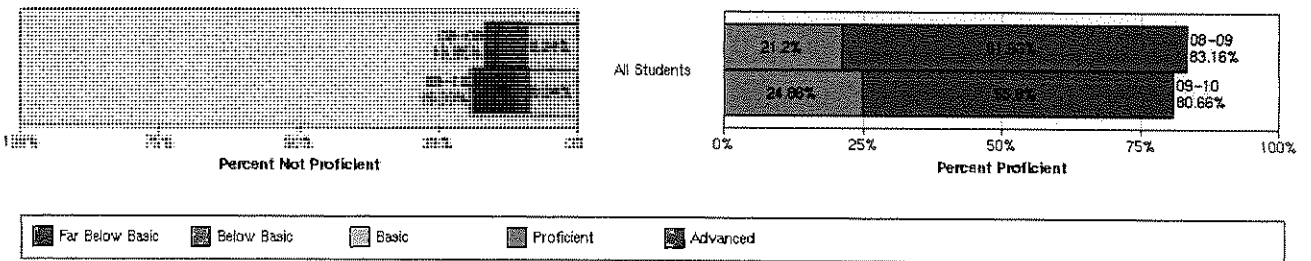
Physics	08-09 Total	08-09% Proficient	08-09% Advanced	09-10 Total	09-10% Proficient	09-10% Advanced
All Students	35	20	74.29	30	40	53.33

Trend Analysis Graph



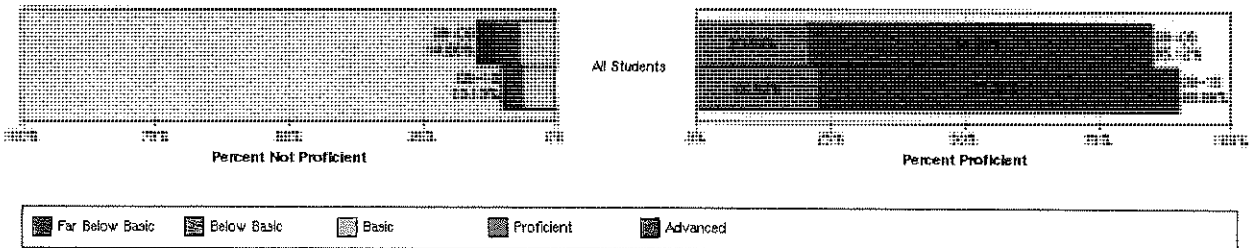
World History	08-09 Total	08-09% Proficient	08-09% Advanced	09-10 Total	09-10% Proficient	09-10% Advanced
All Students	184	21.20	61.96	181	24.86	55.80

Trend Analysis Graph



US History	08-09 Total	08-09% Proficient	08-09% Advanced	09-10 Total	09-10% Proficient	09-10% Advanced
All Students	168	20.83	64.29	168	22.62	67.26

Trend Analysis Graph



### Goal #2

Increase the percentages of PHS Students scoring "proficient" or above on the 2009 - 2010 CST-STAR Exams for Algebra I, Geometry, and Algebra II by 5 percentage points compared with the 2008 - 2009 results.

STAR Exam	2009	2010	+/-
Algebra I	21%	56%	+35 percentage points
Geometry	64%	64%	No change
Algebra II	46%	47%	+1 percentage point
Summative Math	69%	72%	+ 3 percentage points

### Goal #3

PHS will complete and communicate a review of student achievement under the three-option science curriculum that debuted in 2007 - 2008, updating and clarifying guidance provided to incoming freshmen students. The science curriculum sequence options can be reviewed by visiting:

[http://www.piedmont.k12.ca.us/phs/pdf/academics/science\\_progressions.pdf](http://www.piedmont.k12.ca.us/phs/pdf/academics/science_progressions.pdf)

- 8<sup>th</sup> Grade Science Letter was redeveloped for the 2010-2011 course selection process (mailed to families in December of 2009)
- The 2010-2011 PHS Planning Guide was redeveloped to include the Science and Math Progression Chart
- During the 2009-2010 Site Council Cycle, the PHS Science Department presented the following information:
  - o "Data has been gathered regarding the use of the Science placement form signed by the PMS Science teachers. We have found a direct correlation between the 8<sup>th</sup> grade Science teacher's opinion that a student should enroll in Physical Science and a lower than average grade if that same student takes Biology instead. We would place, therefore, a high degree of importance on that feedback coming from

the 8<sup>th</sup> grade Science teacher. While the majority of 9<sup>th</sup> grade students who choose to enroll in Biology perform remarkably well (mostly A's & B's), during this past quarter (Fall quarter, 2009) our counselors reported that of the 17 lowest grades (B's & C's) for freshmen Biology students, 14 of those students did not receive a recommendation for advancement from their 8<sup>th</sup> grade science teacher."

#### Goal #4

PHS will prepare common assessment materials for one additional PHS academic department during 2009 - 2010, for use beginning in 2010 - 2011.

The PHS Math Department instituted common assessments in Algebra I and Geometry during the 2009-2010 school year.

The PHS English Department continues to utilize the writing common assessment in grades 9 through 11.

#### Goal #5

During the 2009 - 2010 school year, the PHS English Language Arts Department will brief the PHS Site Council regarding assessment practices in order to facilitate conversations that promote continuous growth.

This occurred during Site Council Meetings throughout the 2009-2010 PHS Site Council Cycle.

#### Goal #6

PHS will develop strategies to motivate and encourage students to perform at their best when assessed by the STAR Exam.

- The STAR Exam was administered after the AP Exams.
- The testing period was shortened to 3 days rather than our typical 4-day testing schedule.
- Students were offered snack bags on each day of testing.

#### Goal #7

The PHS Site Council will structure its remaining meetings during the 2009 - 2010 school year to allow for specific conversations on the following topics: Academic Integrity, Diversity, Common Assessments, Counseling Procedures (Master Scheduling), GATE Program, Wellness Center. These conversations will produce measurable goals for each topic which may be included in the 2010 – 2011 SPSA Plan.

The following topics were discussed throughout the 2009-2010 PHS Site Council Cycle:

- PHS Wellness Center
- Counseling Department
- Academic Integrity
- Common Assessments
- Diversity
- GATE

## **SCHOOL GOALS FOR IMPROVING STUDENT ACHIEVEMENT (2010 – 2011)**

### **Goal #1:**

PHS will continue to provide and promote support services for students in the PHS Wellness Center, Academic Counseling, and the College and Career Center.

### **Goal #2**

PHS staff members will share strategies used to communicate and enforce the Academic Integrity Policy with both Site Council and the general staff.

### **Goal #3**

PHS will prepare common assessment materials for one additional PHS academic department during 2010-2011 for use beginning in 2011-2012.

### **Goal #4**

Achievement levels on the 2010-2011 STAR Exam will improve or maintain as compared with similar grade-level scores from 2009-2010.

### **Goal #5**

Increase the percentages of PHS Students scoring “proficient” or above on the 2010-2011 CST-STAR Exams for Geometry and Algebra II by 5 percentage points compared with the 2009 - 2010 results.

### **Goal #6**

PHS will develop and facilitate an English Language Arts Survey for students in grades 9 – 12 during the 2010-2011 school year.

### **Goal #7**

The PHS English Department will complete a review of the scope and sequence of course offerings and make recommendations as needed for junior and senior English to the Principal for implementation beginning in 2011-2012.

### **Goal #8**

The PHS English Department will develop and communicate, per grade level:

- a minimum number of assigned written responses per semester
- a return timetable for graded written responses

### **Goal #9**

The PHS English Department will evaluate the Annotated Novel Pilot Program and make as needed recommendations to the Principal for 2011-2012.

### **Goal #10**

PHS will interview a sampling of senior students in order to incorporate a variety of student perspectives and experiences in the evaluation and planning of curriculum and instruction. The interview questions will closely mirror the Graduate Survey and will compare students' perspectives of their PHS education while enrolled at PHS with their perspectives after they have experienced their first year of post-secondary education.



### Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<b>SCHOOL GOAL # 1:</b> PHS will continue to provide and promote support services for students in the PHS Wellness Center, Academic Counseling, and the College and Career Center.					
<b>Student groups and grade levels to participate in this goal:</b> 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup> grade students		<b>Anticipated annual performance growth for each group:</b> 80% of students responding to the annual PHS Graduate Survey will indicate a satisfactory rating (Excellent, Above Average, Average).			
<b>Means of evaluating progress toward this goal:</b> PHS Graduate Survey		<b>Group data to be collected to measure academic gains:</b> PHS Graduate Survey Results			
<b>Actions to be Taken to Reach This Goal</b>	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	
1. The PHS Wellness Center will continue to support students with social and emotional needs	August 2010 – June 2011	Coordinator Health Educator Licensed Therapist	-	General Fund Various Grants PHS Parents Club	
2. The PHS Academic Counseling Program will continue to support students with academic and post-secondary questions and concerns.	August 2010 – June 2011	2.8 FTE Counseling	-	General Fund	
3. The PHS College and Career Center will continue to support students with post secondary questions and provide workshops, college visits, bulletins, etc.	August 2010 – June 2011	Coordinator	-	PHS Parents Club	

<b>SCHOOL GOAL # 2:</b> PHS staff members will share strategies used to communicate and enforce the Academic Integrity Policy with both Site Council and the general staff.					
<b>Group to participate in this goal:</b> PHS Faculty and Administration		<b>Anticipated annual performance:</b> Increased awareness for Site Council Members and PHS Faculty Members around academic integrity strategies at PHS			
<b>Means of evaluating progress toward this goal:</b> Selected PHS Faculty Members will present AIP strategies to the PHS Site Council on April 26, 2010.		<b>Group data to be collected:</b> PHS Department Chairs will solicit AIP strategies from their colleagues in order to present at Site Council.			
<b>Actions to be Taken to Reach This Goal</b>		<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
1. PHS Department Chairs will solicit AIP strategies from their colleagues in order to present at Site Council.		November 2010	-	-	-
2. Selected PHS Faculty Members will present AIP strategies to the PHS Site Council on April 26, 2010.		April 2010	-	-	-

<p><b>SCHOOL GOAL # 3:</b> PHS will prepare common assessment materials for one additional PHS academic department during 2010-2011, for use beginning in 2011-2012.</p>																	
<p><b>Group to participate in this goal:</b> Academic Department: Either English, Math, Science, Social Studies, or World Language</p>	<p><b>Anticipated annual performance:</b> The completion and implementation of a common assessment to gauge student learning.</p>																
<p><b>Means of evaluating progress toward this goal:</b> The academic department will brief the PHS Site Council with information on development and implementation of a common assessment during the May 17, 2011 Site Council Meeting.</p>	<p><b>Group data to be collected:</b> Common assessment results will be collected and reviewed by PHS Teachers to measure student performance and support instruction, emphasis, and pacing.</p>																
<p><b>Actions to be Taken to Reach This Goal</b></p>	<table border="1"> <thead> <tr> <th>Start Date Completion Date</th> <th>Proposed Expenditures</th> <th>Estimated Cost</th> <th>Funding Source</th> </tr> </thead> <tbody> <tr> <td>November 2010</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td></td> <td>- 1 release day for each participating teacher to develop the common assessment</td> <td></td> <td></td> </tr> <tr> <td>November 2010 -- May 2011</td> <td>- Release day for each participating teacher to norm and grade the common assessment</td> <td>\$1000</td> <td></td> </tr> </tbody> </table>	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	November 2010	-	-	-		- 1 release day for each participating teacher to develop the common assessment			November 2010 -- May 2011	- Release day for each participating teacher to norm and grade the common assessment	\$1000	
Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source														
November 2010	-	-	-														
	- 1 release day for each participating teacher to develop the common assessment																
November 2010 -- May 2011	- Release day for each participating teacher to norm and grade the common assessment	\$1000															
<p>1. The PHS Principal will discuss the development and implementation of common assessments with the School Advisory Council.</p> <p>2. The participating department</p>																	

<b>SCHOOL GOAL # 4:</b> Achievement levels on the 2010-2011 STAR Exam will improve or maintain as compared with similar grade-level scores from 2009-2010.						
<b>Student groups and grade levels to participate in this goal:</b> 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> grade students		<b>Anticipated annual performance growth for each group:</b> 95% of students tested will improve or maintain proficiency levels				
<b>Means of evaluating progress toward this goal:</b> 2011 STAR Exam test results		<b>Group data to be collected to measure academic gains:</b> STAR Exam test results				
<b>Actions to be Taken to Reach This Goal</b>	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>		
1. PHS Teachers will continue to deliver high quality instruction and support students' various learning styles.	August 2010 – June 2011	-	-	-		
2. PHS will develop strategies to motivate and encourage students to perform at their best when assessed by the STAR Exam.	January 2011 - May 2011	-	-	-		
4. PHS Teachers will use Professional Development time and F-Day Staff Collaboration time to review individual student STAR Performance, content standard clusters, and released questions to further their understanding of the STAR Exam and areas where we can improve.	October 2010 – May 2011	-	-	-		

<b>SCHOOL GOAL # 5:</b> Increase the percentages of PHS Students scoring "proficient" or above on the 2010-2011 CST-STAR Exams for Geometry and Algebra II by 5 percentage points compared with the 2009-2010 results.					
<b>Group to participate in this goal:</b> 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> grade students		<b>Anticipated annual performance:</b> Proficiency levels will increase by 5 percentage points in Geometry and Algebra II on the 2010 CST-STAR Exams			
<b>Means of evaluating progress toward this goal:</b> 10-11 STAR Exam test results as compared with 09-10 STAR Exam test results		<b>Group data to be collected:</b> STAR Exam test results in Geometry and Algebra II			
<b>Actions to be Taken to Reach This Goal</b>		<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
1. Administer Geometry and Algebra II common assessments to measure student performance and support instruction, emphasis, and pacing with the Geometry and Algebra II curricula.		January 2011 – June 2011	One release day for Geometry and Algebra II teachers to organize, reflect, and discuss the results.	\$500.00	PUSD & PHS Parents' Club
2. Provide the math department with collaboration time to address student performance by focusing on teaching strategies, pacing, and emphasis in the STAR - CST Geometry and Algebra II reporting clusters.		F-Day Department Meetings November 2010 - March 2011	-	-	-
3. Administration, counselors, and teachers will identify students who have scored at "below proficient levels" on the 09-10 STAR – CST Geometry, and Algebra II Exams in order to better understand areas of student success and learning gaps. This information will support future instruction in these courses.		September 2010 - March 2011	-	-	-

<b>SCHOOL GOAL # 6:</b> PHS will develop and facilitate an English Language Arts Survey for students in grades 9 – 12 during the 2010-2011 school year.					
<b>Group to participate in this goal:</b> English Department, Administration, and students grades 9-12.		<b>Anticipated annual performance:</b> The completion and implementation of an English Language Arts Survey			
<b>Means of evaluating progress toward this goal:</b> The PHS English Department will report the findings of the ELA Student Survey at the beginning of the 11-12 Site Council cycle.		<b>Group data to be collected:</b> ELA Survey results from students in grades 9-12.			
<b>Actions to be Taken to Reach This Goal</b>		<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
1. The PHS Principal will collaborate with the English Department Chair and the PUSD Assistant Superintendent in order to develop the ELA Student Survey		January 2011	-	-	-
2. Students will participate in the survey during the second semester		February 2011 – May 2011	-	-	-
3. The PHS Administration will compare the results of the student ELA survey with the results of the Parent ELA survey and report out to staff and the PHS Site Council during the 2011-2012 school year.		May 2011 – September 2011	-	-	-

<b>SCHOOL GOAL # 7:</b> The PHS English Department will complete a review of the scope and sequence of course offerings and make recommendations as needed for junior and senior English to the Principal for implementation beginning in 2011-2012.						
<b>Anticipated annual performance:</b> The PHS English Language Arts Department will make recommendations to the Principal for the 2011-2012 school year.						
<b>Group data to be collected:</b> PHS English Language Arts Assessment Practices, Instructional Strategies, Writing and Reading Expectations, CA State Standards,						
<b>Group to participate in this goal:</b> English Department Teachers and the PHS Site Council	<b>Means of evaluating progress toward this goal:</b> The PHS Site Council will publish its meeting overview to record the presented information, conversation topics, and outcomes.	<b>Actions to be Taken to Reach This Goal</b>	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
		1. The PHS English Language Arts Department will review and discuss the scope and sequence of course offerings across all grade-levels during F-Day Staff Collaboration days.	September 2010 – May 2011	-	-	-
		2. The PHS English Language Arts Department will brief the PHS Site Council throughout the 2010-2011 cycle	September 2010	-	-	-

<p><b>SCHOOL GOAL # 8:</b> The PHS English Department will develop and communicate, per grade level:</p> <ul style="list-style-type: none"> <li>• a minimum number of assigned written responses per semester</li> <li>• a return timetable for graded written responses</li> </ul>					
<p><b>Group to participate in this goal:</b> PHS English Department and Administration</p>		<p><b>Anticipated annual performance:</b> Increased consistency across English classes in writing expectations..</p>			
<p><b>Means of evaluating progress toward this goal:</b> Course expectation hand-outs for each English class that communicates the agreed minimum number of assigned written responses per semester and the established return timetable for grade written responses.</p>		<p><b>Group data to be collected:</b> Number of writing graded written responses required by each PHS English Teacher per semester.</p>			
<p><b>Actions to be Taken to Reach This Goal</b></p>		<p><b>Start Date Completion Date</b></p>	<p><b>Proposed Expenditures</b></p>	<p><b>Estimated Cost</b></p>	<p><b>Funding Source</b></p>
<p>1. The PHS English Department will meet, discuss, and agree upon the appropriate minimum number of assigned written responses.</p>		<p>November 2010 – May 2011</p>	<p>-</p>	<p>-</p>	<p>-</p>
<p>2. The PHS English Department will meet, discuss, and agree upon the appropriate return timetable for graded written responses</p>		<p>November 2010 – May 2011</p>	<p>-</p>	<p>-</p>	<p>-</p>



<b>SCHOOL GOAL # 9:</b> The PHS English Department will evaluate the Annotated Novel Pilot Program and make as needed recommendations to the Principal for 2011-2012.				
<b>Group to participate in this goal:</b> PHS English Department	<b>Anticipated annual performance:</b> Recommendation as to the continuance of the Annotated Novel Program.			
<b>Means of evaluating progress toward this goal:</b>	<b>Group data to be collected:</b> Teacher and student responses to the success of the Annotated Novel Program.			
<b>Actions to be Taken to Reach This Goal</b>	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
1. The PHS English Department will meet and discuss the merits and areas of improvement in teaching the Annotated Novel.	January 2011	-	-	-
2. The PHS English Department will use the data, specifically related to the Annotated Novel, gathered by the student ELA survey, to support their recommendation.	May 2011	-	-	-
3. The PHS English Department will make a recommendation to the PHS Principal regarding the continuance of the Annotated Novel Program.	June 2011	-	-	-

<p><b>SCHOOL GOAL # 10:</b> PHS will interview a sampling of senior students in order to incorporate a variety of student perspectives and experiences in the evaluation and planning of curriculum and instruction. The interview questions will closely mirror the Graduate Survey and will compare students' perspectives of their PHS education while enrolled at PHS with their perspectives after they have experienced their first year of post-secondary education.</p>				
<p><b>Group to participate in this goal:</b> PHS Administration, PUSD Assistant Superintendent, Senior Students.</p>		<p><b>Anticipated annual performance:</b> Student perspective on their academic experience at PHS.</p>		
<p><b>Means of evaluating progress toward this goal:</b> Completion of the survey.</p>		<p><b>Group data to be collected:</b> Survey results from a sampling of senior students.</p>		
<p><b>Actions to be Taken to Reach This Goal</b></p>		<p><b>Start Date Completion Date</b></p>	<p><b>Proposed Expenditures</b></p>	<p><b>Estimated Cost</b></p>
<p>1. The PHS Administration and the PUSD Assistant Superintendent will meet, discuss, and develop a senior survey that closely mirrors the Graduate Survey.</p>		<p>January 2011</p>	<p>-</p>	<p>-</p>
<p>2. The PHS Administration will survey the sampling of senior students:</p> <ul style="list-style-type: none"> <li>• National Merit Semi-Finalists</li> <li>• Students with a 1<sup>st</sup> semester GPA of 3.0</li> <li>• Students with a D or F grade on at least two consecutive semesters.</li> </ul>		<p>April 2011</p>	<p>-</p>	<p>-</p>
<p>3. The PHS Administration will compare the results of the Graduate Survey with those on the Senior Survey.</p>		<p>June 2011</p>	<p>-</p>	<p>-</p>
<p>4. The PHS Administration will present the compared survey results during the 2011-2012 Site Council cycle.</p>		<p>September 2011</p>	<p>-</p>	<p>-</p>

## School Site Council Membership

*Education Code* Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:<sup>1</sup>

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Booker, Randall	X				
Black, Beth		X			
Rogers, Celia		X			
Reid, Rosie		X			
TBD		X			
TBD			X		
Joyce, Lisa				X	
Heafey, Margaret				X	
Elliott, Jon				X	
Lally, Jack					X
Tuan, Cordelia					X
Watry, Laura					X
Totals	1	3	0	3	3

**Form E: Recommendations and Assurances**

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other:

School Advisory Committee (Department Chairs)  
 Piedmont High School Leadership Team  
 Piedmont Unified School District Leadership Team

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on: November 3, 2010

Attested:

\_\_\_\_\_  
 Typed name of school principal

\_\_\_\_\_  
 Signature of school principal

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 On Behalf of Site Council

\_\_\_\_\_  
 On Behalf of Site Council

\_\_\_\_\_  
 Date