

The Single Plan for Student Achievement

PIEDMONT HIGH SCHOOL

052462
CDS Code



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Piedmont Unified School District

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 2011-2012 the District Goals are as follows

(http://www.piedmont.k12.ca.us/forms/board/Goals_062211.pdf):

COMMITMENTS

OUR 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 provide a safe, nurturing learning environment where every member of the Piedmont schools feels respected and included, and develops the compassion to recognize and to respond unequivocally to all forms of discrimination.
- We are committed to foster a comprehensive educational program that equips students to live in a diverse and changing world.
- We are committed to advance the commitments, vision, and goals of our school system by:
 - working collaboratively
 - allocating and effectively managing limited resources

VISION

Our vision for “Shaping Our Future” is rooted in six major themes.

1. Supporting Academic Excellence

By creating a breadth and depth of engaging learning opportunities for all students, continue to inspire, teach, and support students of all levels of learning to: acquire mastery of the California content standards; cultivate critical thinking skills; and achieve to one’s fullest potential

2. Maximizing Individual Potential

Recognizing that each student has unique passions, motivations, and strengths, help students to individualize their education and achieve to their fullest potential.

3. Developing Resilience

Create a culture of learning in the schools, where students feel safe taking risks, being flexible, innovative, and adaptable, and taking on new challenges. In addition to following students through assessments and benchmarks, offer social skills development and counseling support, so students are prepared to meet real world challenges in their lives with resilience.

4. Promoting Program Adaptability

With an emphasis on continuous growth and effective communications, reflect on the relevance and effectiveness of educational programs in a rapidly changing world in order to create learning opportunities that are comprehensive, innovative, dynamic, and sustainable.

5. Cultivating A Global Citizenry

Cultivate students to become engaged and responsible citizens in the larger global community.

6. Building K-12 Community

Develop collaborations across groups in the K-12 educational community to stay informed and to participate in the development and maintenance of programs and practices that support the District's commitments, vision, and goals.

GOALS

#1 – Adapt & Improve Educational Program Delivery: Continuously adapt and improve program delivery in collaboration with administration, staff, 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.

#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.

#3 – Provide a Safe Learning Environment: Provide students with a safe and healthful learning environment where respect, inclusion, resilience, responsible citizenship, self discipline, and personal responsibility are thoughtfully practiced.

#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.

#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.

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.

PIEDMONT HIGH 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 751 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 28 full-time teachers, 24 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. Piedmont High School has its own school psychologist. 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 36.6 FTE faculty members of the high school offer our 751 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 2011-12. 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 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. Eleventh grade students can enroll in English 5-6 Honors.

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 has implemented 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. The PHS 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 2011-12 staff development continue to focus on differentiated instruction, assessment, and diversity. Eleven teachers are current pursuing National Board certification and being led by a one of our own Board-certified teacher-leaders. The WASC self-study process will command many of the staff collaboration days in 2011-12 and this self-study is being led by

another teacher-leader. The newly negotiated certificated evaluation process requires teacher observation and dialogue among colleagues and staff interaction has already increased.

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 2010. In 2011 Piedmont High School received a score of 917. Based on participation rate, Annual Measurable Objectives (AMOs), and API score, Piedmont High School met its Adequate Yearly Progress (AYP) requirements for 2011.

PHS SITE COUNCIL GOALS AND PROGRESS REPORT, 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.

This was achieved as the vast majority of students surveyed (Wellness Center and Graduate Surveys) that the Wellness Center met their needs and the counseling services and the College and Career Center services were above average or excellent.

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.

While a Faculty meeting took place at start of the year in 2010-11, and department chairs discussed this issue in department meetings, student input was that the issue was not as elevated this year as last year.

Goal #3

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

This was not accomplished in 2010-2011.

Goal #4

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

STAR scores generally increased except in the Algebra I area. Principal visited all classes prior to the tests and anecdotal evidence says this helped. Students reported that snacks helped

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.

The Algebra II advanced scores increased by 4%. The Geometry advanced scores increased by 10%.

Goal #6

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

This was not accomplished in 2010-2011.

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.

Department Notes from the 2010-2011 school year show evidence of this review and discussion. An English 11th Honors class was introduced and implemented for the 2011---12 school year.

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

This was not accomplished in 2010-2011.

Goal #9

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

Department notes evidence a discussion regarding the merits and areas for improvement in this program. The English department recommended keeping the Annotated Novel Program and the department continues to feel it is successful.

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.

The PHS administration and the PUSD Assistant Superintendent met and discussed and developed a senior survey that was much like the Graduate survey. It was administered during the STAR exam period when seniors were not taking the exams. Comparisons were made in preparation for the WASC accreditation process and during the September, 2011, PHS Site Council meeting.

SCHOOL GOALS FOR IMPROVING STUDENT ACHIEVEMENT (2011-2012)

Goal #1:

PHS will complete the WASC accreditation process and articulate Critical Academic Needs and an Action Plan that meets the student academic needs and the expected school-wide learning results.

Goal #2:

The World Languages Department will gather information useful for evaluating the PHS World Languages program and make a presentation to the Site Council, including conducting a World Language survey of students in grades 9-12 and reporting on PHS World Language course descriptions, outlines, curriculum examples, assessment practices, instructional strategies, expectations, California state standards, and any proposed changes to the existing program.

Goal #3:

PHS staff will prepare common assessment materials for one additional PHS academic department during 2011-2012, for use beginning in 2012-2013.

Goal #4:

PHS Site Council will review and discuss the English Department standards regarding the number of assigned essays per quarter and a return timetable for graded essays.

Goal #5:

PHS staff will develop a program to promote and communicate the Academic Integrity Policy in order to reduce the number of 2011-2012 AIP violations as compared to the number of violations during the 2009-2010 school year.

Goal # 6:

Proficiency levels on the 2011-12 STAR Exam will improve or maintain as compared with similar grade-level scores from 2010-2011.

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:

SCHOOL GOAL # 1: <i>PHS will complete the WASC accreditation process and articulate Critical Academic Needs and an Action Plan that meets the student academic needs and the expected school-wide learning results.</i>				
Group to participate in this goal: PHS staff, community, students	Anticipated annual performance: Piedmont High School will receive a six year WASC accreditation.			
Means of evaluating progress toward this goal: WASC document	Group data to be collected: PHS WASC report			
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1. PHS staff will engage in F-day Focus, Home, and Leadership group meetings to determine critical academic needs and address student learning outcomes.	August 2011- March 2012	-	-	-
2. Department chairs , WASC chairperson, and administration will lead the groups and provide guidance to group members.	August 2011- March 2012			

SCHOOL GOAL # 2: *The World Languages Department will gather information useful for evaluating the PHS World Languages program and make a presentation to the Site Council, including conducting a World Language survey of students in grades 9-12 and reporting on PHS World Language course descriptions, outlines, curriculum examples, assessment practices, instructional strategies, expectations, California state standards, and any proposed changes to the existing program.*

<p>Group to participate in this goal: World Language department, Administration, PHS Site Council, and students grades 9-12.</p>	<p>Anticipated annual performance: Summary of the current PHS World Language program , survey of the current student body regarding the program, and development of additional information to be gathered to inform the review of the PHS World Language program</p>
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<p>Means of evaluating progress PHS World Language department will report back to the PHS Site Council on the subjects noted above.</p>	<p>Group data to be collected: World Language Survey results from students in grades 9-12. PHS World Language course descriptions, outlines, curriculum examples, assessment practices, instructional strategies, expectations, California state standards.</p>
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Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<p>1. The PHS Principal will collaborate with the World Language Department Chair and the PUSD Assistant Superintendent in order to develop the World Language Student Survey. Students will participate in the survey during the second semester.</p>	<p>October 2011 – May 2012 January 2012— May 2012</p>	<p>-</p>	<p>-</p>	<p>-</p>
<p>2. The PHS World Language department will review and discuss the scope and sequence of course offerings across all grade-levels during F-Day Staff Collaboration days. They will present this information to the PHS Site Council.</p>	<p>October 2011 – May 2012</p>	<p>-</p>	<p>-</p>	<p>-</p>
<p>3. Together with the PHS Site Council, the World Language teachers will determine what additional information should be gathered regarding best teaching</p>	<p>October 2011- May 2012</p>			

practices, language programs at comparable schools, and other.				
4. Parent volunteers will research information developed in item 3 and report back to the PHS Site Council and World Language Department.	May 2012 – September 2012			
5. The PHS Administration will compare the results of the student World Language survey with the results of the Parent survey and Graduate surveys and report out to staff and the PHS Site Council during the 2012-2013 school year.	May 2012 – September 2013	-	-	-
6. Using all of the information gathered from the surveys and research, the PHS Site Council and the PHS World Language Department will assess the World Language program and discuss possible changes.	September 2012 – May 2013			

SCHOOL GOAL # 3: PHS will prepare common assessment materials for one additional PHS academic department during 2011-2012, for use beginning in 2012-2013.

<p>Group to participate in this goal: Academic Department: either English, Math, Science, Social Studies, or World Language</p>	<p>Anticipated annual performance: The completion and implementation of a common assessment to gauge student learning.</p>			
<p>Means of evaluating progress toward this goal: The academic department will brief the PHS Site Council with information on development and implementation of a common assessment during the May 8, 2012 Site Council Meeting.</p>	<p>Group data to be collected: Common assessment results will be collected and reviewed by PHS Teachers to measure student performance and support instruction, emphasis, and pacing.</p>			
<p>Actions to be Taken to Reach This Goal</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>1. The PHS Principal will discuss the development and implementation of common assessments with the School Advisory Council.</p>	<p>November 2011</p>	<p>-</p>	<p>-</p>	<p>-</p>
<p>2. The participating department(S)</p>	<p>November 2011– May 2012</p>	<p>1 release day for each participating teacher to develop the common assessment Release day for each participating teacher to norm and grade the common assessment</p>	<p>\$1000</p>	<p>PUSD</p>

SCHOOL GOAL # 4: PHS Site Council will review and discuss the English Department standards regarding the number of assigned essays per quarter and a return timetable for graded essays.				
Group to participate in this goal: PHS English Department and Administration and Site Council		Anticipated annual performance: Increased consistency across English classes in writing expectations.		
Means of evaluating progress toward this goal: Examples of 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. Teacher reflections on the benefits of the new standards.		Group data to be collected: 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.		
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1. The PHS English Department will meet, discuss, and reflect on the new standards.	October 2011 – May 2012	-	-	-
2. The PHS English Department will attend Site Council meeting to explain how the new standards are working and participate in the group discussion.	November 2010 – May 2011	-	-	-

SCHOOL GOAL # 5: PHS staff will develop a program to promote and communicate the Academic Integrity Policy in order to reduce the number of 2011-2012 AIP violations as compared to the number of violations during the 2009-2010 school year.				
Group to participate in this goal: PHS Faculty and Administration	Anticipated annual performance: Increased awareness for Site Council Members and PHS Faculty Members around academic integrity strategies at PHS.			
Means of evaluating progress toward this goal: Selected PHS Faculty Members will present AIP strategies to the PHS Site Council on April 24, 2012.	Group data to be collected: PHS Department Chairs will solicit AIP strategies from their colleagues in order to present at Site Council.			
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1. PHS Department Chairs will solicit AIP strategies from their colleagues in order to present at Site Council.	November 2011	-	-	-
2. Department members will share AIP strategies at a staff meeting in April, 2012.	April 2012			
2. Selected PHS Faculty Members will present AIP strategies to the PHS Site Council on May 8, 2012.	May 2012	-	-	-

SCHOOL GOAL # 6: Proficiency levels on the 2011-12 STAR Exam will improve or maintain as compared with similar grade-level scores from 2010-2011.				
Student groups and grade levels to participate in this goal: 9 th , 10 th , 11 th grade students		Anticipated annual performance growth for each group: 95% of students tested will improve or maintain proficiency levels		
Means of evaluating progress toward this goal: 2011-2012 STAR Exam test results		Group data to be collected to measure academic gains: STAR Exam test results		
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1. PHS Teachers will continue to deliver high quality instruction and support students' various learning styles.	August 2011 – June 2012	-	-	-
2. PHS will develop strategies to motivate and encourage students to perform at their best when assessed by the STAR Exam.	January 2012 - May 2012	-	-	-
3. 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 2011 – May 2012	-	-	-

Site Council Membership, PHS 2011-2012

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:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Rich Kitchens	X				
Dave Keller		X			
Christine Alper		X			
Joanne Guillen-Donohoe		X			
Sunny Yu		X			
Virginia Leskowski		X			
Melanie Reed			X		
Lisa Joyce				X	
Burr Nash				X	
Liz Tuan				X	
Shawnim Kashani					X
Hannah Watry					X
Alex Moss					X
Totals	1	5	1	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: October 18, 2011

Attested:

Rich Kitchens

Typed name of school principal

Signature of school principal

Date

On Behalf of Site Council

On Behalf of Site Council

Date