

# **The Single Plan for Student Achievement**

PIEDMONT MIDDLE SCHOOL

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CDS Code

Date of this revision:           October 2010

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Piedmont Unified School District

The District Governing Board approved this revision of the School Plan on \_\_\_\_\_.

## MISSION STATEMENT

Piedmont Middle School (PMS) 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 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 Middle School has an enrollment of 618 students in grades 6 through 8. Staff currently includes 44 teachers, 3 resource teachers, 1 special day class teacher, 2 counselors, and 2 administrators.

The ethnic composition of our student body includes the following: 1% Filipino, 1% African American, 19% Asian, 2% Hispanic, and 66% 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, adaptive P.E., and resource specialist. All resource and special day classrooms have para-educators (instructional aides).

Piedmont Middle 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 Middle 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 food service and provide a variety of assistance to the classroom teachers and the extra-curricular program. The Piedmont Recreation Department co-sponsors and runs our extra-curricular after-school and inter-scholastic sports programs.

## **EQUAL OPPORTUNITY AND ACCESS**

The 32.8 FTE faculty members of the middle school offer our 618 students a seven-period day with a rigorous curriculum that emphasizes pre-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. Library staff and teachers provide additional assistance to students struggling with content standards by meeting with students before, during, and after school. Summer school is available to all students. Acceleration in math and foreign language is available to PMS students through offerings at Piedmont Middle School and at Piedmont High School which is adjacent to

the Piedmont Middle School campus. Information on additional enrichment opportunities is available in the counseling office.

### **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 of the Learning Centers (Resource Specialist), in Special Education Core, or in a co-teach, mainstream setting. There is close coordination between resource teachers, general education classroom teachers, and parents regarding the student's 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, classroom teachers, resource teacher, 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 parents/guardians is shared, and recommendations may be made by the team for students to receive specialized assistance.

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

Piedmont Middle School has seven identified English Learner students for 2010-11. EL students are clustered in core academic classes, so the teacher has opportunities to work with clustered students in a mainstream environment during Language Arts.

Economic Impact Aid funds this program. Ninety-four 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 Middle School, students may qualify for accelerated math classes: Advanced Math in 6<sup>th</sup> grade, Algebra in 7<sup>th</sup> grade, and Geometry in 8<sup>th</sup> grade. Attempts are made to cluster students in their core classes in the sixth and seventh grades and in English class in the eighth grade. Support from the teacher librarians to provide enrichment reading materials is available. Students may also elect to participate in Creative Writing class, Shakespeare Club, Film Club, Chess Club, Jazz Band, Geography Bee, and Spelling Bee.

## **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, science and P.E.. Curriculum and instruction are aligned to the standards in all content areas including math, science, language arts, social studies, reading, P.E. and some electives. Information literacy standards are taught in conjunction with library research and projects in a variety of content areas.

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.

## **PROFESSIONAL DEVELOPMENT**

Early release Mondays for common planning are built into the school calendar. In addition, opportunities for workshops, conferences, in-services, and release days are available through funding by the PMS Parents Club and the School and Library Improvement Program (SLIP). In addition to academic pursuits, other focus areas include respect (anti-bullying) and diversity. Articulation across grade levels within PMS and with PHS and the three feeder elementary schools 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 differentiated instruction, common assessments in writing, Response to Intervention (RTI), Word Press Training, and Facing History and Ourselves have been well-received. In 2010-11 topics will include common assessment in writing, Infinite Campus (new Student Information System), and training in Data Director that provides multiple sets of data. Faculty and staff will continue to receive training in differentiated instruction as a means to create multiple paths for students of different abilities, interest, or learning needs and in tying curricular themes and instructional methods on building school community around respect, diversity, and tolerance.

## **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 Middle 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, teachers, and the School Site Council to identify school-wide areas for continuous improvement.

## **FUNDING AND GOVERNANCE**

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

Economic Impact Aid supplements general fund dollars to support our English Learners (EL) program. School and Library Improvement Program (SLIP) funds support activities to reach school and district goals. Special Education funds provide services for students with special needs.

## **CONCLUSIONS FROM STUDENT PERFORMANCE DATA**

Piedmont Middle School scored above the STAR testing statewide performance target of 800 in Academic Performance Index (API) in 2009. In 2010 Piedmont Middle School received an API score of 942, a 14 point growth from its 2009 base score of 928. Based on participation rate, Annual Measurable Objectives (AMOs), and API score, Piedmont Middle School met its Adequate Yearly Progress (AYP) requirements for 2010. (Refer to Tables 1 – 4 for detailed STAR results)



## Goals from 2009-2010 School Year

### Goal #1

- Explore and implement remedial math programs in 6<sup>th</sup> and 8<sup>th</sup> grades with all students performing below grade level as measured by common math assessments in order to increase the number of students who score proficient on STAR.

*Selected 6<sup>th</sup> grade students, who were identified by their core teachers as needing extra help in basic math skills, primarily in the areas of decimals, fractions, percents, and integers, participated in two five-week math lab sessions. The math labs were offered once in the fall and again in the spring. Pre and post testing indicated that all students demonstrated growth. These students showed significant improvement in their basic math skills as the year progressed. Many students reported to their teachers that they were feeling more confident in math.*

*Accelerated Math was piloted in the Intro to Algebra classes. This classroom-proven software provided essential math practice to our students. Math assignments were tailored to the students' current levels. The math practice was automatically scored and provided ongoing feedback to students and further challenge. This program was an intervention that helped to differentiate math instruction as it addressed students' individual needs. There will be ongoing training in the 2010-11 school year on Common Planning Mondays to implement the program in other math classes, particularly in the 6<sup>th</sup> grade.*

### Goal #2

- Develop an articulated, cross-grade level writing program which focuses on effective instructional and evaluation strategies as measured by analysis of student progress through common student assessments.

*Pacing guides were developed by Core 6 and Core 7 teachers in English Language Arts to show timelines of the curriculum covered at each grade level over the course of the year and to ensure curricular continuity within grade levels. The pacing guide aligned with the state content standards in a logical and progressive manner. In 8<sup>th</sup> grade English teachers reviewed and modified their pacing guide based on input from teachers, curricular challenges and assessment.*

*Both Core 6 and Core 7 developed a rubric system to begin the process of evaluating students' writing performance. A common prompt was assigned to all 6<sup>th</sup> grade students. Core 6 teachers blindly scored the writings and learned that the grading*

*varied among the teachers. It was determined that discussion around philosophy, standards and criteria, and common language were necessary for consistency when grading the essays.*

*In Core 7 there will be two different writing assessments, one at the beginning of the year and the other at the end of the year. Careful consideration is given to how the teachers intend to use the results as they strive to enhance both teaching and learning in the area of writing.*

### Goal #3

- Continue to provide professional development to academic/core teachers in differentiated instruction, to make curriculum accessible and challenging to every student, and to respond to students' diverse needs.

*Core 6 and Core 7 teachers worked with Anne Beninghof to develop a rubric system for writing. Specific performance criteria were identified as initial steps to development of the rubric. They also assessed particular writings as they were creating this rubric.*

### Goal #4

- Continue to build a culture of respect and diversity in our school community that is evident in the norms, values, and behaviors of our student and staff as measured by the number of referrals to administrators/counselors and a student survey.

*The entire PMS staff attended workshop with Jack Weinstein from Facing History and Ourselves in August, 2009 to examine racism, prejudice, and discrimination and to discuss ways to help students make essential connections between history and the moral choices they confront in their own lives.*

*In October, Jack Weinstein worked with each department on how to embed community building into existing curriculum as it related to respect and diversity.*

*Mr. Bonnin reported that the number of referrals and suspensions have leveled off over the past 10 years.*

## SCHOOL GOALS FOR IMPROVING STUDENT ACHIEVEMENT

### Goals for 2010-2011 School Year

#### Goal #1:

*Look at English Language Arts content cluster information from STAR results and identify skill areas that could be improved. Core 6 teachers are looking at writing strategies, particular in the areas of ideas and organization, voice, word choice, and sentence fluency. Core 7 teachers are looking at writing conclusions and English teachers are focusing on word analysis and vocabulary development. At each grade level, teachers will develop strategies to integrate into the program to raise content cluster scores.*

#### Goal #2

*Collect baseline data from grade level writing assessments to analyze overall strengths and weaknesses and identify effective/ineffective instructional strategies to refine the writing program and raise overall proficiency.*

#### Goal #3

*Provide professional development and support to all teachers in all subject areas in Data Director and Infinite Campus to help teachers input, access, interpret, and use data.*

#### Goal #4

*Collect information from our own and other middle schools regarding school climate with an emphasis on respectful speech and behavior towards all individuals to assess the degree of inclusiveness among the student body.*

## 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> <i>Look at English Language Arts content cluster information from STAR results and identify skill areas that could be improved. At each grade level, develop strategies to integrate into the program to raise content cluster scores.</i>	
<b>Group to participate in this goal:</b> <i>Core 6, 7. and English 8 teachers, students, and administrators</i>	<b>Anticipated annual performance growth for each group:</b> <i>Increase the number of students who score proficient on STAR.</i>
<b>Means of evaluating progress toward this goal:</b> <i>See increases in STAR proficiency rates</i>	<b>Group data to be collected to measure academic gains:</b> <i>STAR results</i>
<b>SCHOOL GOAL # 2:</b> <i>Collect baseline data from grade level writing assessments to analyze overall strengths and weaknesses and identify effective/ineffective instructional strategies to refine the writing program and raise overall proficiency.</i>	
<b>Group to participate in this goal:</b> <i>Core 6, 7. and English 8 teachers, students, and administrators</i>	<b>Anticipated annual performance growth for each group:</b> <i>Administration of common writing assessment at each grade level to establish a baseline.</i>
<b>Means of evaluating progress toward this goal:</b> <i>Common assessments and data from STAR Writing.</i>	<b>Group data to be collected:</b> <i>Results from common assessments and STAR Writing results.</i>
<b>SCHOOL GOAL # 3:</b> <i>Provide professional development and support to all teachers in all subject areas in Data Director and Infinite Campus to help teachers input, access, interpret, and use data.</i>	
<b>Group to participate in this goal:</b> <i>Faculty and staff to participate in this goal.</i>	<b>Anticipated annual performance growth for each group:</b> <i>All academic/core teachers are provided with at least one opportunity.</i>
<b>Means of evaluating progress toward this goal:</b> <i>Increase in number of faculty and staff who use Infinite Campus and Data Director to collect data to inform instruction.</i>	<b>Group data to be collected to determine areas of successes and areas for continuous growth:</b> <i>Data collection, lesson designs, common planning minutes, and/or reports from School Advisory Council meetings (Dept. Chairpersons/Leadership Team)</i>
<b>SCHOOL GOAL # 4:</b> <i>Collect information from our own and other middle schools regarding school climate with an emphasis on respectful speech and behavior towards all individuals to assess the degree of inclusiveness among the student body.</i>	
<b>Group to participate in this goal:</b> <i>Administrators, counselors, teachers, staff, students, and parents.</i>	<b>Anticipated annual performance:</b> <i>Prepare, administer, and analyze student surveys and compare and analyze findings from other middle schools where possible.</i>
<b>Means of evaluating progress toward this goal:</b> <i>Research and collect information from other middle schools. Track counselor/administrative referrals and use the surveys to create a baseline for future comparison.</i>	<b>Group data to be collected to determine areas of successes and areas for continuous growth:</b> <i>Findings from research, survey results, and number of referrals to administrators and counselors.</i>

<b>Actions to be Taken to Reach These Goals<sup>1</sup></b> <b>Consider all appropriate</b>	<b>Start Date<sup>2</sup></b> <b>Completion Date</b>	<b>Proposed Expenditures<sup>3</sup></b>	<b>Estimated Cost</b>	<b>Funding Source</b>
<p><i>Goal #1</i></p> <ul style="list-style-type: none"> <li>• <i>More training in Data Director</i></li> <li>• <i>Examine STAR Content Clusters in Data Director</i></li> <li>• <i>Identify ELA content clusters of STAR results that need improvement</i></li> <li>• <i>Look at STAR release questions related to Content Clusters</i></li> <li>• <i>Explore and implement instructional strategies/Differentiation strategies</i></li> <li>• <i>Common Planning Days</i></li> </ul> <p><i>Goal #2</i></p> <ul style="list-style-type: none"> <li>• <i>Identify ELA content clusters of STAR results that need improvement</i></li> <li>• <i>Define areas for improvement in correlation with standards</i></li> <li>• <i>Create and administer common assessment to establish baseline</i></li> <li>• <i>Scoring of writing assessments using rubrics developed by each grade level</i></li> <li>• <i>Compare baseline data with end-of-the-year writing assessment</i></li> <li>• <i>Articulation within and across grade levels and with elementary and high schools.</i></li> <li>• <i>Explore and implement instructional strategies/Differentiation strategies</i></li> <li>• <i>Common Planning Days</i></li> <li>• <i>Peer Observations</i></li> <li>• <i>Release time for teacher follow-up training/planning</i></li> </ul>	<p><i>2010-2011</i></p>	<ul style="list-style-type: none"> <li>• <i>Release Time</i></li> <li>• <i>Substitute Costs</i></li> <li>• <i>Workshops/Conferences</i></li> <li>• <i>Registration fees and travel expenses</i></li> <li>• <i>Staff Development</i></li> <li>• <i>In-House Training</i></li> <li>• <i>Technology Equipment and Tools</i></li> <li>• <i>Technology training</i></li> <li>• <i>Instructional resources and materials</i></li> <li>• <i>Stipends</i></li> <li>• <i>Consultants' Fees</i></li> <li>• <i>Copying</i></li> <li>• <i>Materials, e.g. copy paper</i></li> <li>• <i>Library Supplemental Materials (\$3,391)</i></li> </ul>	<p><i>\$18,391</i></p>	<p><i>School and Library Improvement Program Block Grant</i></p>

<p><i>Goal #3</i></p> <ul style="list-style-type: none"> <li>• <i>Training in Data Director and Infinite Campus</i></li> <li>• <i>Common Planning Days</i></li> <li>• <i>Release time for teacher follow-up training/ planning</i></li> </ul> <p><i>Goal #4</i></p> <ul style="list-style-type: none"> <li>• <i>Collect information about what other middle schools are doing regarding school climate</i></li> <li>• <i>Use information to make decisions about how to improve school climate at PMS</i></li> <li>• <i>Baseline Data on number of referrals to administrators/counselors</i></li> <li>• <i>Develop, administer, and analyze student survey</i></li> <li>• <i>Develop, administer, and analyze faculty/staff survey</i></li> <li>• <i>Committee to design survey</i></li> <li>• <i>Committee to assess, interpret and respond to results of survey</i></li> <li>• <i>Counseling</i></li> <li>• <i>Wellness Center at PMS</i></li> <li>• <i>Lunch-time group meetings</i></li> <li>• <i>Peer Mediation Program</i></li> <li>• <i>Youth Educators Program</i></li> <li>• <i>Student recognition program</i></li> <li>• <i>Grade level assemblies</i></li> <li>• <i>Student participation at grade level assemblies</i></li> <li>• <i>Student Study Team (SST)</i></li> <li>• <i>Professional Development on Respect and Diversity</i></li> <li>• <i>Release time for follow-up training/planning</i></li> <li>• <i>Common Planning Days</i></li> <li>• <i>Meetings with School Advisory Council (Dept. Chairpersons/Leadership Team)</i></li> </ul>				
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### School Site Council Membership

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Jeanne Donovan	X				
Dan Bonnin (Asst. Principal)			X		
Annie Holland (teacher)		X			
Tamara Knapp (teacher)		X			
Debby Sorenson (teacher)		X			
Carolyn White (teacher librarian)		X			
Kathy Kelleher (parent)				X	
Sue Lin (parent)				X	
Michelle Lucas (parent)				X	
Leisha Manley (parent)				X	
Meredith Aebi					X
Ben Zweig (student)					X
Numbers of members of each category	1	4	1	4	2

## 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 (*list*)

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: March 26, 2008

Attested:

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

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

\_\_\_\_\_  
Date

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

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

\_\_\_\_\_  
Date



Table 1: Academic Performance by Student Group

### CST English-Language Arts

API PROFICIENCY LEVEL		CALIFORNIA STANDARDS TEST SCORES																				
		All Students			White			Asian			Students with Disability											
		'08	'09	'10	'08	'09	'10	'08	'09	'10	'08	'09	'10	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Number (#) and Percent (%) At or Above Proficient	#	514	527	514	342	350	373	102	98	107	46	31	40									
	%	90	90	90	90	90	90	92	90	92	57	51	55									
Number and Percent At Basic	#	36	43	44																		
	%	6	7	7																		
Number and Percent Below Basic	#	15	12	10																		
	%	3	2	2																		
Number and Percent Far Below Basic	#	8	6	6																		
	%	1	1	1																		
TOTAL NUMBER AND PERCENT	#	573	588	574	380	389	415	111	109	116	81	63	74									
	%	100	100	100																		

Conclusions indicated by the data:

1. Most of our students are at or above proficient.
2. Most of those students who are below proficient are basic; very few are at far below basic.
3. The proficiency of the faculty and staff and the presentation of curriculum and instruction are reflected in the STAR results.

Table 1: Academic Performance by Student Group

**CST Mathematics**

API PROFICIENCY LEVEL		CALIFORNIA STANDARDS TEST SCORES																				
		All Students			White			Asian			Students with Disability											
		'08	'09	'10	'08	'09	'10	'08	'09	'10	'08	'09	'10	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Number (#) and Percent (%) At or Above Proficient	#	329	293	313	215	190	234	68	61	60	28	20	27									
	%	87	79	87	86	78	87	96	87	91	53	43	54									
Number and Percent At Basic	#	32	59	34																		
	%	9	16	9																		
Number and Percent Below Basic	#	13	16	11																		
	%	3	4	3																		
Number and Percent Far Below Basic	#	4	4	2																		
	%	1	1	1																		
TOTAL NUMBER AND PERCENT	#	378	372	359	249	242	270	71	70	66	53	46	50									
	%	100	100	100																		

Conclusions indicated by the data:

1. Most of our students are at or above proficient.
2. Most of those students who are below proficient are basic; very few are at far below basic.
3. The proficiency of the faculty and staff and the presentation of curriculum and instruction are reflected in the STAR results.

Table 1: Academic Performance by Student Group **CST General Mathematics (Grades 6 & 7 Standards)**

API PROFICIENCY LEVEL		CALIFORNIA STANDARDS TEST SCORES																				
		All Students			White			Asian			Students with Disability											
		'08	'09	'10	'08	'09	'10	'08	'09	'10	'08	'09	'10	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Number (#) and Percent (%) At or Above Proficient	#	52	54	53	41	38	41			10	5	5	8									
	%	60	70	73	60	69	75			91	19	42	40									
Number and Percent At Basic	#	21	17	13																		
	%	24	22	18																		
Number and Percent Below Basic	#	13	5	6																		
	%	15	6	8																		
Number and Percent Far Below Basic	#		1	0																		
	%	1	1	0																		
TOTAL NUMBER AND PERCENT	#	87	77	72	68	55	55	9	8	11	26	12	20									
	%	100	99	99																		

Conclusions indicated by the data:

1. Most of our students are at or above proficient.
2. Most of those students who are below proficient are basic; very few are at far below basic.
3. The proficiency of the faculty and staff and the presentation of curriculum and instruction are reflected in the STAR results.

Table 1: Academic Performance by Student Group

## Algebra

API PROFICIENCY LEVEL		CALIFORNIA STANDARDS TEST SCORES																				
		All Students			White			Asian			Students with Disability											
		'08	'09	'10	'08	'09	'10	'08	'09	'10	'08	'09	'10	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Number (#) and Percent (%) At or Above Proficient	#	86	118	116	51	70	75	27	22	21												
	%	88	95	93	85	92	92	96	100	95												
Number and Percent At Basic	#	11	6	6																		
	%	11	5	5																		
Number and Percent Below Basic	#	1	0	3																		
	%	1	0	2																		
Number and Percent Far Below Basic	#	0	1	1																		
	%	0	1	1																		
TOTAL NUMBER AND PERCENT	#	98	125	126	60	70	81	28	22	22												
	%	100	100	101																		

Conclusions indicated by the data:

1. Most of our students are at or above proficient.
2. Most of those students who are below proficient are basic; very few are at far below basic.
3. The proficiency of the faculty and staff and the presentation of curriculum and instruction are reflected in the STAR results.

**Table 2: Academic Performance by Grade Level**

API PROFICIENCY LEVEL		ACADEMIC PERFORMANCE INDEX (API) DATA BY GRADE FOR <u>CST ENGLISH-LANGUAGE ARTS (ELA)</u>																				
		Grade: 6			Grade: 7			Grade: 8			Grade: ____			Grade: ____			Grade: ____			Grade: ____		
		'08	'09	'10	'08	'09	'10	'08	'09	'10	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Number (#) and Percent (%) At or Above Proficient	#	170	178	174	186	170	177	158	179	164												
	%	95	87	94	94	94	84	83	90	92												
Number and Percent At Basic	#	8	19	8	10	10	22	17	13	14												
	%	5	9	4	5	6	11	9	7	8												
Number and Percent Below Basic	#	1	4	1	1	1	6	11	5	1												
	%	1	2	1	1	1	3	6	3	1												
Number and Percent Far Below Basic	#	0	4	1	1	0	4	5	2	0												
	%	0	2	1	1	0	2	3	1	0												
TOTAL NUMBER AND PERCENT	#	179	205	184	198	180	209	191	199	179												
	%	101	100	100	101	101	100	101	101	101												

Conclusions indicated by the data:

1. Most of our students are at or above proficient.
2. Most of those students who are below proficient are basic; very few are at far below basic.
3. The proficiency of the faculty and staff and the presentation of curriculum and instruction are reflected in the STAR results.

**Table 2: Academic Performance by Grade Level**

API PROFICIENCY LEVEL		ACADEMIC PERFORMANCE INDEX (API) DATA BY GRADE FOR <u>CST MATHEMATICS</u>																				
		Grade: 6			Grade: 7			Grade: ____			Grade: ____			Grade: ____			Grade: ____			Grade: ____		
		'08	'09	'10	'08	'09	'10	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Number (#) and Percent (%) At or Above Proficient	#	149	166	170	180	127	142															
	%	83	81	93	91	76	81															
Number and Percent At Basic	#	20	23	10	11	37	24															
	%	11	11	5	6	22	14															
Number and Percent Below Basic	#	8	12	4	5	3	7															
	%	4	6	2	3	2	4															
Number and Percent Far Below Basic	#	2	4	0	2	0	2															
	%	1	2	0	1	0	1															
TOTAL NUMBER AND PERCENT	#	179	205	184	198	167	175															
	%	99	100	100	101	100	100															

Conclusions indicated by the data:

1. Most of our students are at or above proficient.
2. Most of those students who are below proficient are basic; very few are at far below basic.
3. The proficiency of the faculty and staff and the presentation of curriculum and instruction are reflected in the STAR results.

**Table 2: Academic Performance by Grade Level**

API PROFICIENCY LEVEL		ACADEMIC PERFORMANCE INDEX (API) DATA BY GRADE FOR <u>CST GENERAL MATHEMATICS</u>																				
		Grade: 8			Grade: ____			Grade: ____			Grade: ____			Grade: ____			Grade: ____					
		'08	'09	'10	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Number (#) and Percent (%) At or Above Proficient	#	52	54	53																		
	%	59	70	73																		
Number and Percent At Basic	#	21	17	13																		
	%	24	22	18																		
Number and Percent Below Basic	#	13	5	6																		
	%	15	6	8																		
Number and Percent Far Below Basic	#	1	1	0																		
	%	1	1	0																		
TOTAL NUMBER AND PERCENT	#	87	77	72																		
	%	99	99	99																		

Conclusions indicated by the data:

1. Most of our students are at or above proficient.
2. Most of those students who are below proficient are basic; very few are at far below basic.
3. The proficiency of the faculty and staff and the presentation of curriculum and instruction are reflected in the STAR results.

**Table 2: Academic Performance by Grade Level**

API PROFICIENCY LEVEL		ACADEMIC PERFORMANCE INDEX (API) DATA BY GRADE FOR <u>ALGEBRA</u>																				
		Grade: 7			Grade: 8			Grade: ____			Grade: ____			Grade: ____			Grade: ____			Grade: ____		
			'09	'10	'08	'09	'10	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Number (#) and Percent (%) At or Above Proficient	#	15	31	86	103	85																
	%	100	94	88	94	92																
Number and Percent At Basic	#		0	11	6	6																
	%		0	11	5	7																
Number and Percent Below Basic	#		1	1	0	1																
	%		3	1	0	1																
Number and Percent Far Below Basic	#		1	0	1	0																
	%		3	0	1	0																
TOTAL NUMBER AND PERCENT	#	15	33	98	110	92																
	%	100	100	100	100	100																

Conclusions indicated by the data:

1. Most of our students are at or above proficient.
2. Most of those students who are below proficient are basic; very few are at far below basic.
3. The proficiency of the faculty and staff and the presentation of curriculum and instruction are reflected in the STAR results.



**Table 3: English-Language Arts Adequate Yearly Progress (AYP)**

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP																										
	All Students			White			African-American			Asian			Hispanic			English Learners			Redesignated -Fluent English Proficient			Socioecon Disadv			Students w/Disabilities		
	'08	'09	'10	'08	'09	'10	'08	'09	'10	'08	'09	'10	'08	'09	'10	'08	'09	'10							'08	'09	'10
Participation Rate	99	99	99	99	99	100	100	100	90	98	98	99	84	100	100	100	92	100							96	95	98
Number At or Above Proficient	511	524	516	343	349	372				101	98	108		11	10	15	21	29							47	38	47
Percent At or Above Proficient	90.1	90.5	89.9	90	90.4	89.6				91.8	91.6	93.9		91.7	83.3	83.3	91.3	93.5							58	58.1	56.0
AYP Target	35.2	46.0	56.8	35.2	46.0	56.8				35.2	46.0	56.8															
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes				Yes	Yes	Yes															

Conclusions indicated by the data:

1. Each student group met its participation rate for three consecutive years.
2. All students met the AYP target in English-Language Arts for three consecutive years.
3. Piedmont Middle School met its Adequate Yearly Progress (AYP) requirements for three consecutive years.

**Table 4: Mathematics Adequate Yearly Progress (AYP)**

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP																													
	All Students			White			African-American			Asian			Hispanic			English Learners			Redesignated - Fluent English Proficient			Socioecon Disadv			Students w/Disabilities					
	'08	'09	'10	'08	'09	'10	'08	'09	'10	'08	'09	'10	'08	'09	'10	'08	'09	'10	'08	'09	'10	'08	'09	'10	'08	'09	'10			
Participation Rate	98	100	100	99	100	100	100	100	90	98	100	100	84	100	100	100	100	100										96	100	99
Number At or Above Proficient	472	477	496	310	312	358				103	97	106		10	9	15	20	28										35	32	45
Percent At or Above Proficient	83.4	81.7	86.4	81.6	80.4	86.1				93.6	89.0	92.2		83.3	75.0	83.3	80.0	90.3										43.2	48.5	52.9
AYP Target	37.0	47.5	58.0	37.0	47.5	58.0				37.0	47.5	58.0																		
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes				Yes	Yes	Yes																		

Conclusions indicated by the data:

1. Each student group met its participation rate for three consecutive years.
  
2. All students met the AYP target in Math for three consecutive years.
  
3. Piedmont Middle School met its Adequate Yearly Progress (AYP) requirements for three consecutive years.