

TO: Board of Education

FROM: Constance Hubbard, Superintendent
Michael Brady, Assistant Superintendent, Business Services
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SUBJECT: **APPROVE ACTION PLAN ALIGNED WITH 2013-14 DISTRICT GOALS;
AND PROVIDE DIRECTION IF NEEDED**

I. **SUPPORT INFORMATION**

In keeping with the District's efforts toward becoming a professional learning community (PLC), the Board of Education establishes Goals and Commitments that align with the three basic precepts of PLC's:

1. Ensure focus on student learning for ALL students.
2. Build a collaborative culture in which the notion of continuous growth is embedded.
3. Establish a "results" orientation that includes objective and subjective criteria to evaluate the progress of the "whole child" for all students from transitional kindergarten to high school graduation and beyond.

The model includes the following three roles and responsibilities (Van Clay & Soldwell, 2009) for District personnel to work collaboratively while keeping within the boundaries of their assignments. The bold text represents the categories in the PUSD 2013-14 Action Plan.

1. Strategic Role: Responsible for establishing the vision for our District including the articulation of the goals for the short and long term. **2013-14 Goals and Commitments affirmed in April 2013**
2. Tactical Role: Responsible for planning and allocation of resources to meet the articulated vision. **Tactics as developed by Administrative staff and Teacher-leaders**
3. Operational Role: Responsible for implementing the tactical plans directly with students. They represent the day to day focus we want on student learning. **Activities - examples to be implemented at the site with teachers, paraeducators, support staff, parents, community and students**

The Commitments, Vision and Goals that the Board affirmed for 2013-14 continue the themes of the previous three years. They clearly reflect the strategic

responsibilities of the Board. The Action Plan for 2013-14 reflects the tactical and operational activities that have been identified to address the Board's strategic direction during the 2013-14 school year. At the end of this year/beginning of next year, an update on the Action Plan will provide information that the Board can use to assess the progress made toward fulfilling the long and short-term goals as defined.

The community meeting "*Shaping Our Future 2.0*" held in October 2013 affirmed the themes that are the foundation of the Goals and Commitments. The all-day meeting brought together community member, teachers, students, classified staff, parents, administrators and Board members to collaboratively define the vision for Piedmont Unified School District. We will provide a detailed update on the specifics that emerged from the exercise and how it will help shape the tactical and operational activities starting in 2013-14 and into the next few years.

Shaping Our Future, like all successful strategic planning processes, should include a re-visit to the vision and goals within three or four years of its approval. This model of visiting progress with the eye on growth is consistent with the PLC model we are moving toward in our schools. The WASC (Western Association of Schools and Colleges) process of self-study, reflection, independent review, and development of an action plan to map out areas for growth as part of the accreditation requirement also uses the same concepts.

As the Board looks toward assessing their strategic responsibilities, it is important that the Administrative Team provide information about ways to align policies, practices, and procedures. Consideration for the needs of students in a future that cannot even be defined yet will need to be met by staff prepared to develop the tactical and operational strategies that support the Board commitments, vision and goals.

The *Shaping Our Future 2.0* process is a vital component in fulfilling the State requirement connected with the Local Control Funding Formula (LCFF) that requires districts to develop the Local Control Accountability Plan (LCAP.) The LCAP is an articulated District-wide plan for student achievement and the implementation of the Common Core Standards and reflects the involvement of all District stakeholders.

It is anticipated that after review of the data received at the *Shaping Our Future 2.0* meeting and the continued involvement of staff, parents, students and community in the development of the LCAP, the description of the vision for each theme will be updated. The attached plan, for example, updates the Supporting Academic Excellence theme by replacing "California Content Standards" with "California Common Core." The statements under each theme were formulated by stakeholders in 2010. In anticipation that the review will take place as part of the LCAP and updates will be determined at that time, no other changes were made at this point. The 2013-14 Action Plan tactical and suggested activities for operational implementation incorporate the some of the priorities that were

identified in *Shaping Our Future 2.0*. As pathways are identified as a priority, they will be incorporated into future Action Plan activities.

The 2013-14 Action Plan is a living document intended to provide direction in the implementation of the Board Goals. It helps provide context and focus to our work of continuous reflection on our practices to improve teaching and learning, in addition to supporting students to grow in a healthy safe school environment.

Piedmont schools have a long tradition of the Board, staff, parents and community working together to support all students. In these difficult economic times, the contributions from all have allowed Piedmont students to receive educational opportunities vital to all students in California. We are grateful to all contributors to the education of our children.

II. **RECOMMENDATION: REVIEW AND ACTION**

The Board is requested to review the 2013-14 Action Plan and approve it with the understanding that there will be updates and modifications to incorporate feedback from *Shaping Our Future 2.0* and requirements for the development of the Local Control Accountability Plan.

PIEDMONT UNIFIED SCHOOL DISTRICT

ACTION PLAN FOR 2013-14 DISTRICT GOALS

OUR COMMITMENTS as a public school system:

- We are committed to cultivating 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 providing a safe, nurturing learning environment where every member of the Piedmont schools feels respected. We strive to increase everyone's sense of inclusion in our community. Our practice of safety and inclusion begins with our policy of prohibiting discrimination on the basis of age, disability, ethnicity, gender, language, marital status, nationality, race, religion, sexual orientation, and socioeconomic status.
- 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

OUR 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: **Implement Common Core State Standards and Smarter Balanced assessment program**; ~~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 skill 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 – TACTICS – ACTIVITIES

Following are the Board approved goals that reflect the vision and commitments for the Piedmont District for 2013-14 and into the future. The tactics reflect the key areas of focus for the 2013-14 school year to support the goals. The activities describe how the tactics are put into practice at the implementation level (site and/or District) to support the 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.

Tactics:

1. Visit the strategic planning activity “*Shaping Our Future 2.0*” in Fall of 2013
 - o Activities:
 - At beginning of school year involve staff in the strategic planning process to provide leadership when bringing in broader community to *Shaping Our Future*.
 - Use information from *Shaping Our Future* to develop tactics to support the themes generated – both new and continued.
 - Utilize the *Shaping Our Future* day and follow up in the development of the Local Control Accountability Plan (LCAP) required as part of the Local Control Funding Formula (LCFF). LCAP will provide the State with how the District plans to address the needs of all students, especially those with targeted needs.
2. Develop long-range plan for the implementation of the Common Core Standards
 - o Activities:
 - Utilize professional development days for professional development activities on the Common Core Standards for administrators, teachers, and paraeducators
 - Provide opportunities for parent/community education on the Common Core Standards.
3. Review High School Graduation Requirements
 - o Activities:
 - Review scope and sequence of health education delivery (e.g., review the Social Psychology requirement to determine if it meets needs of current students).
 - Coordinate health education course content, Wellness Center services, and counseling protocols to create a comprehensive service model for students.
 - Review the semester computer requirement in the context of the needs of today's students and consistency with the approved District Technology Plan and with Science Technology Engineering Mathematics (STEM), Career Technical Education (CTA), and themes identified in *Shaping Our Future 2.0*.

- Review the Advanced Placement/Honors program and explore ways to manage the program that reduce stress for students while not disadvantaging students in their college application process.
 - Look at scope and sequence for students with the goal of reducing stress during the Junior year (e.g., develop a four-year plan for students).
4. Review discipline policies and practices for compliance with Ed Code, consistency, progressive/other interventions prior to suspension, and how suspension is reported on college applications.
 5. Support efforts to expand opportunities for students to engage in service learning as part of the regular school day and after school/summer programs.
 - Activities:
 - Support teachers in the continuation, development and implementation of hands on-learning experiences including MHS Camp Arroyo, the Glean-A-Thon, site garden programs, AISCE summer program, E-soccer, and service learning at the high school level.
 - Provide professional development to staff as to how to improve student outcomes in the core curriculum areas through service learning and inter-disciplinary projects. Consider implementation of a Senior Project as a requirement for all seniors in high school.

#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.

Tactics:

1. Continue to support the implementation of the evaluation tools developed by the joint APT/District Evaluation Committee. Adapt the tools and protocols developed for the evaluation of teachers for the evaluation of administrators.
 - Activities:
 - Develop a handbook for use by teachers and administrators to guide implementation of the new evaluation process.
2. Continue to provide common planning time for teachers/staff to collaborate and form/strengthen Professional Learning Communities as part of the culture.
 - Activities:
 - Provide opportunities for teachers to observe and share successful practices in the delivery of instruction between and within school sites/grade levels.
 - Teachers who have GATE certification will have the opportunity to be differentiation coaches for colleagues.
 - Paraeducators will participate in professional development activities as part of the Common Core professional development days. Paraeducators will continue to participate in professional development opportunities sponsored by the Special Education Local Planning Area (SELPA) of which Piedmont is one of five participating districts (including Alameda, Berkeley, Albany, and Emery).
3. Support site and District review mandates:
 - Activities:
 - Develop LCAP as required by the State.
 - Complete credentials audit by Alameda County to assure compliance.

#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.

Tactics

1. Board Policies and Administrative Regulations reflect the expectations that all students and staff are in a safe and healthful learning environment.
 - Activities:
 - Communicate to parents, students, and staff the use guidelines incorporated in the “Technology Digital Rights and Responsibilities” as part of the Technology Plan.
 - Provide training to staff on responsibilities related to Digital Citizenship including Social Media
2. Review practices and procedures to reduce stress and increase student healthy behaviors at the secondary level.
 - Activities:
 - Review the bell schedules for grades 6-12 in order to start the student day later as recommended by health professionals as better for teenagers. Include coordinating schedules at PMS/PHS/MHS to facilitate the sharing of programs for students and improve the ability to have staff assigned to more than one site.
 - Facilitate meetings with staff and Piedmont Police Department to develop expectations for roles and responsibilities relative to student behaviors at school and at after school activities.
 - Communicate to students and parents the expectations (and consequences) for student behavior during school and on weekends especially as it relates to use of alcohol and drugs. Include guidelines for use of social media.
3. Continue to facilitate/strengthen culture of respect, inclusion and diversity education.
 - Activities:
 - Monitor the implementation of Second Step and Welcoming Schools at the three elementary schools with the expectation that there is a tri-school approach at each grade level.
 - PHS/MHS administration to work with all coaches, students and families to increase the culture of respect and high expectations for student athletes.
4. Maintain services for K-12 students to support personal responsibility, resiliency, and respect.
 - Activities:
 - Wellness Center to provide counseling services to grade 6-12 students in need and coordinate student leadership programs such as Ambassadors, Peer Advisors, and Youth Educators.
 - Support the efforts of the Secondary Climate Committee to increase PHS/MHS student awareness to understand and reduce at-risk behaviors.
 - Follow protocols for dealing immediately with graffiti, bullying, and harassment including sexual harassment and hate-motivated incidents.
 - Review expectations with all students as to respectful behavior, including an understanding of what constitutes sexual harassment.
 - Monitor and reinforce expectations of academic integrity.

#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.

Tactics

1. Continue to implement the ideals of the Interest-Based Bargaining approach to all collective bargaining activities for all employees.
 - Activities:
 - The Association of Piedmont Teachers (APT), the California School Employees Association (CSEA), and the Association of Piedmont School Administrators (APSA) have been active collaborators as part of the negotiations process to ensure the delivery of a comprehensive rigorous program for students while maintaining fiscal solvency. As part of the negotiations process for 2013-14, the District remains committed to the priority of maintaining the most highly qualified staff.
 - Communicate with parents and community the issues to be addressed as part of the collective bargaining program with adequate time to provide meaningful input.
2. Communication, Communication, Communication
 - Activities:
 - Continue opportunities for staff, community, parent, and student involvement in District operations, including: Site Councils, Budget Advisory Committee, Citizens Oversight Committee, Parcel Tax Advisory Subcommittee, GATE Advisory Council, Curriculum Forum, Parent Education presentations, Parent Clubs, and Board Meetings.
 - Work with community volunteers in the organization and planning of the Speaker Series presentations.
 - Coordinate with Piedmont Educational Foundation inclusion of District information as part of PEF publications that are sent to the entire community.
 - Review and update District website to make sure materials are current, accessible and relevant.
 - Communicate the District budget to all stakeholders and provide opportunities for community members to know and understand the district budget.
 - District administrators to participate in community support organizations, including Parent Clubs, Piedmont Educational Foundation and City of Piedmont 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.

Tactics

1. Develop multi-year budgets as part of the budget development process that allow for consideration of variables while maintaining the ability to offer a stable student program reflecting the depth and breadth of programs offered by the most highly qualified staff.
 - Activities:
 - Provide multi-year budget scenario updates that incorporate the new State funding model, the Local Control Funding Formula (LCFF), at prescribed intervals (Interim Reports) and as needed for planning purposes.

- Attend School Services of California (SSC), California Association of School Business Officials, and Alameda County Office workshops/information sessions to remain up to date on variables.
 - Provide opportunities for all stakeholders to know and understand the budget.
2. Continue partnerships with employee associations and fundraising groups in collaboration with the District to support the K-12 program.
 - Activities:
 - Continue to communicate budget issues with all stakeholders at the Budget Advisory Committee.
 - Apply the Interest Based Bargaining approach to negotiations with employee groups.
 - Coordinate with the Giving Campaign, the Piedmont Educational Foundation, and all support groups to maximize funds donated to the District to support K-12 programs.
 3. Participate in State-wide activities/associations to support California's funding of public schools including facilities.
 - Activities:
 - Meet with local Representatives Loni Hancock and Nancy Skinner on issues/legislation that relate to school funding.
 - Staff and consultants work with the Office of Public School Construction (OPSC), the Division of the State Architect (DSA), and the State Allocation Board (SAB) on facilities funding opportunities.

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.

Tactics

1. Review options for renovation of the Alan Harvey Theater
 - Activities:
 - Staff to review Conceptual Design presented in April 2013 by QKA and present options for implementation of the plan including private fundraising and a possible bond measure for community consideration.
 - Review work and cost estimates for essential work to be done as part of the Modernization Program.
 - Provide Board with information related to bonding capacity and requirements for a possible bond measure to support remodel of the theater.
2. Implement PUSD Technology Plan for all District Sites.
 - Activities:
 - Review organizational model to include an emphasis on curriculum as primary in the design and delivery of technology needs.
 - Prepare for technology needs connected to the administration of the Smarter Balanced test required by the Common Core Standards.
 - Continue community engagement with regular District Technology Advisory Committee (DTAC) meetings.
 - Develop plan for long-term infrastructure needs for the District for parity at all sites.