

## PIEDMONT UNIFIED SCHOOL DISTRICT

### ACTION PLAN FOR 2013-14 DISTRICT GOALS

#### 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 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 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. **The update provides sample Operational Responses that reflect the activities that were actually done throughout the 2013-14 school year to support the Board 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
  - Activities:
    - At beginning of school year involve staff in the strategic planning process to provide leadership when bring in broader community to Shaping Our Future.
    - Use information from Shaping Our Future to develop tactics to support the themes generated – new and continued
    - Utilize the Shaping Our Future day and follow up in the development of the Local Control Accountability Plan (LCAP) that is required as part of the Local Control Funding Formula (LCFF) to provide to the State the District plans on how to address the needs of all students, especially those with targeted needs.

### Operational Response:

- **October 9, 2013 held Shaping Our Future 2.0 with approximately 70 representatives from stakeholders in the District. Staff, parents and students were represented from each school in the District. The themes were updated and used as the base for the development of the LCAP.**
- **The LCAP was reviewed by the community in June and approved by the Board on June 25, 2014.**

#### 2. Develop long-range plan for the implementation of the Common Core Standards

##### ○ Activities:

- Utilize the professional development days for professional development activities for administrators, teachers, and paraeducators on the Common Core Standards
- Provide opportunities for parent/community education on the Common Core Standards.

### Operational Response:

- **The Parent Clubs and PEF funded an additional professional development day for all staff to receive training in the definition of the Common Core Standards.**
- **Curriculum Forum held six meetings throughout the school year to review the standards for Common Core in the area of mathematics.**
- **Board approved the adoption of Common Core 6, 7 and 8 for the 2014-15 school year. Included alternative pathways for students during transition time from the 1996 standards to the Common Core. Included a commitment to future pathways that include Calculus AB and BC.**
- **Teachers provided up to 8 additional hours of paid time for the development of lessons to reflect the Common Core standards.**
- **Administrators and teachers attended Columbia Teachers College for training in Readers and Writers Workshop for tri-school.**
- **Administrators and teachers attended the Silicon Valley Math Initiative institute and SpringBoard training for Common Core Math implementation.**
- **Established a District Math Task Force (staff and parents) and Math Leadership Team (math staff) for development of the next phase of the implementation pathways for math in high school.**
- **Developed a year-long professional development program for 2014-15 school year.**
- **Restored the position of the Director of Curriculum and Instruction to provide direct support to principals and teachers in the area of curriculum implementation and the new state assessment system. Funded from Common Core State funds and a grant from PEF.**
- **Established the position of Director of Instructional Technology to provide leadership in the area of all digital services for learning and assessment for staff and students. The Director will coordinate with site technology providers to insure equitable and grade-appropriate access for all students across the grade levels.**

### 3. Review High School Graduation Requirements

- 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 for 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 trends that are consistent 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 for students that reduces stress 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)

#### Operational Response:

- **Adopted the Computer Science Teachers Association Standards for computer science instruction in grades K-12.**
  - **Board approved two additional computer science courses for High School.**
  - **Approved implementation of 1:1 devices for students in grades 9 and 11 for 2014-15.**
  - **Organized the Counseling/Leadership Programs/Wellness Center services to improve delivery of support to students.**
  - **Piloted change in bell schedule for 2014-15 to allow students to start school later, as recommended by health professionals. Bell schedule increases the opportunity for students to take advantage of tutoring time.**
  - **Reviewed Advanced Placement/Honors opportunities in the context of how to reduce stress. PHS instituted an AP/Honors worksheet for students that detailed the required preparation, homework and summer expectations for all AP/Honors courses offered. The conversation will continue in 2014-15.**
  - **Students participated in the Challenge Success Survey to gather data to determine how to best address issues specific to Piedmont. Piedmont High School joined the Stanford University program, Challenge Success, which includes neighboring high-performing schools in development of efforts to address student needs.**
  - **Approved student participation in the State Seal of Biliteracy for seniors that provides recognition for high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages. There were 56 PHS/MHS qualifying students in the graduating class of 2014.**
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.

### Operational Response:

- Policy reviews still in progress – to be continued in 2014-15.
  - New student planners at secondary included the code of conduct and expectations for students.
  - Administrators from PHS/MHS/PMS visited classrooms to provide information in a small group setting as to expectations for behavior and academic integrity.
5. Support efforts to expand opportunities for students to engage in service learning as part of the regular school day and after school/summer.
- Activities:
    - Support teachers in the continuation, and development and implementation of hands-on learning experiences including MHS Camp Arroyo, the 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 Senior Project as a requirement for all seniors in high school.

### Operational Response:

- PHS/MHS students identified social themes and developed projects by grade level to address: environment/stewardship of natural resources; discrimination/social justice; poverty/homelessness; and economic disparity.
- Board approved two additional computer science courses for High School.
- Approved implementation of 1:1 devices for students in grades 6, 9 and 11 for 2014-15.
- Organize the Counseling/Leadership Programs/Wellness Center services to improve delivery of support to students.
- Approved a science course “Physics Alternative Energy Design and Construction” for ninth graders to be implemented in 2014-15. It replaces the current Physical Science class, which is not on the A-G approved list for UC and CSU, with a course that is approved for the “D” requirement for a lab science.

**#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 the new

evaluation process implementation.

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 (Alameda, Berkeley, Albany, Emery are the other four)
3. Support site and District review mandates:
  - Activities:
    - Develop LCAP as required by the State.
    - Complete credentials-audit by Alameda County to assure compliance.

#### **Operational Response:**

- **Implemented second year of evaluation system that included development of coaches for teachers referred to TEAM (Teachers Engaged in Active Mentoring)**
- **Five teachers completed National Board Certification process. Continue to support interest of additional teachers by providing grants for teachers to participate in first phase of process.**
- **Teams of teachers have participated in professional development opportunities over the summer: Departments meet to develop new curriculum aligned with Common Core for new math classes at PMS; and staff participate in Columbia University Teachers College Readers Institute, Silicon Valley Math Institute (SVMI) Coaching Institute, Engage New York Common Core Elementary Math Curriculum Training, and SpringBoard professional development.**
- **Opportunities are planned to continue professional development opportunities throughout 2014-15.**
- **Reinstatement of the position of Director of Curriculum and Instruction to provide the coordination of professional development opportunities with, for and by staff.**
- **Ensure use of digital tools to improve teaching and learning with the coordination of professional development by the Director of Instructional Technology.**
- **Professional Development was provided to all Special Education staff in the area of RtI2 (Response to Instruction and Intervention) in August 2014. This will be scheduled for all staff in 2014-15**
- **The LCAP was developed and approved by the County Office of Education and submitted to the State for approval (expected in September 2014)**
- **Para-professional educators were included in all activities on staff**

## development days

- **Audit of credentials was completed with no negative findings for the District**

**#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 use guidelines in the Technology Plan as related to “Technology Digital Rights and Responsibilities” to parents, students and staff
    - 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 grades 6-12 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 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.
    - 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 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. Maintain services K-12 to students to support personal responsibility, resiliency and respect.
  - Activities:

- Wellness Center to provide counseling services to students in need, grades 6-12, and coordinate student leadership programs such as Ambassadors, Peer Advisors, and Youth Educators.
- Support the efforts of the Secondary Climate Committee to increase student awareness (PHS/MHS) to understand and reduce at-risk behaviors by providing classroom lessons, assemblies and parent education.
- Follow protocols for dealing immediately with graffiti, bullying, 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 academic integrity expectations.

### **Operational Response:**

- **Director of Instructional Technology reviewed with administrators and teachers the protocols for use of technology in the classroom. As part of the technology plan, extensive reviews of Digital Citizenship with students who will be part of the 1:1 implementation.**
- **At the beginning of the 2014-15 school year, Middle School students will participate in an orientation program for 6th graders called Scot's Camp.**
- **The pilot bell schedule at PHS/MHS provides at least two days a week where students start later in response to research that supports the need for teens to get more sleep.**
- **SchoolMates staff participated in training in the Second Step social emotional curriculum adopted by the tri-school sites to ensure consistency in vocabulary and expectations between school and after-school programs.**
- **All MHS students to participate in a one-day retreat to promote team building and a positive social climate as part of the MHS school culture.**
- **Administrative staff to visit all student classes to review the expectations for student behavior.**
- **Set up meetings with Police Chief to develop opportunities for the Piedmont Police to be a positive presence at the school sites.**

**#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) and 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 Committee, 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 to all stakeholders the District budget and provide opportunities for as many 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.

### Operational Response:

- **Successful completion of the negotiation of collective bargaining agreements with Association of Piedmont Teachers (APT) and California State Employees Association (CSEA) through 2017 using Interest Based Bargaining**
- **The PEF/APSCP publication “Spotlight” was delivered to every household in Piedmont; it provided substantive information on the schools and students.**
- **Continued multiple forums for community participation. Over 100 opportunities were scheduled over the course of the year.**
- **Tri-school Parent Education Night: Challenge Success with Denise Pope to review research regarding the effectiveness of homework for elementary students.**
- **To facilitate the discussions about math progressions, a Math Task Force including staff and parents is established to begin meeting in 2014-15.**
- **Increase presence in *The Piedmonter* for coverage of the schools.**
- **Use of coordinated communications tools to deliver information directly to parents in the event of an emergency.**
- **Increase use by parents of the Infinite Campus offerings to communicate with the schools and teachers individually.**

**#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 allows for

consideration of the variables while maintaining the ability to offer a stable student program that reflects depth and breadth of programs offered by the most highly qualified staff.

- Activities:
  - Provide multi-year budget scenario updates that incorporates the new State funding model, Local Control Funding Formula (LCFF), per 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 stake holders 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 and Piedmont Educational Foundation and all support groups to maximize funds donated to the District to support the K-12 program.
- 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 relates to school funding.
    - Staff and consultants work with the Office of Public School Construction (OPSC) and the Division of the State Architect (DSA) and the State Allocation Board (SAB) on facilities funding opportunities.

### **Operational Response:**

- **Negotiations included a focus on improving compensation for employees while minimizing long-term obligations to the District for post-employment liabilities.**
- **District Adopted Budget and Local Control Accountability Plan submitted to the County on time and approved.**
- **Include the impact of various factors in preparation of multi-year budget projections to aid the Board in the development of the budget.**
- **Board active in communication with State legislators regarding bills that affect school budgets, such as the bill limiting reserve levels that are allowed in district budgets.**
- **Active Board participation resulting in the revision by the State Legislature of the Civic Center Act to allow facility use charges that incorporate a factor for maintenance.**
- **District staff and Board work more closely with the City of Piedmont staff and Council to better serve our common community.**

**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 March 2013 by QKA and present options for implementation of the plan including private fund raising and possible bond for community to consider.
    - 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 the 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 that is a requirement of 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.

### **Operational Response:**

- **The Board authorized the placement of a bond measure on the ballot for the community to consider renovation of the Alan Harvey Theater (AHT). This measure was rejected by the electorate in June 2014.**
- **Steering Committee to review use of funds donated expressly for the improvement of AHT in the event the bond measure failed. This includes the replacement of the seats and repair of the stage and roof.**
- **District consultants are meeting with DSA to develop a long-term mitigation plan to address accessibility issues at AHT.**
- **Technology improvements at all sites as needed for the implementation of the new Smarter Balanced assessments required as part of the Common Core Standard adoption and for the use of 1:1 devices by students.**
- **Appointment of Director of Instructional Technology to ensure that implementation of digital services is focused on the needs of students to access the curriculum.**