

PIEDMONT UNIFIED SCHOOL DISTRICT

REPORT FROM ADMINISTRATORS ON ACTION PLAN FOR 2010-11 DISTRICT GOALS

(Goals Adopted at Board Meeting of June 23, 2010)

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.

The Assistant Superintendent for Educational Services will coordinate District-wide activities that supports the culture of continuous review with the goal of discerning that which needs to stay and that which needs to change to continue/improving teaching and learning for all students in the District K-12. The following are examples of activities at each level:

Tri-School Activities:

- Develop, in collaboration with Principals and Tri-School teacher leaders, year-long Collaborative Planning Time agendas to support review of the Language Arts program. Goal is to articulate a scope and sequence K-5 to use for discussion with Site Councils and Curriculum Forum as part of continuous improvement
- Merge Site Council discussions pertaining to curriculum and instruction into Tri-School Site Council discussions.

Piedmont Middle School Activities:

- Follow pacing guide at each grade level based on content standards.
- Collect baseline data from grade level writing assessments to analyze
- Define effective/ineffective instructional strategies to refine writing program based on data from common writing assessments.
- Review content cluster information from STAR results and Data Director to identify skill areas that can be improved
- Develop instructional strategies to integrate into program to support and raise content cluster skills
- Look at math program at comparable middle schools to make decisions about program delivery
- Continue to use Accelerated Math Program
- Monthly meetings with School Advisory Committee (Dept. Chairpersons)
- Train teachers on how to maximize use of Data Director and Infinite Campus

Piedmont High School Activities:

- PHS Site Council will continue to develop goals regarding the review and improvement of the PHS English Language Arts Program. With the support and collaboration of English teachers, students, parents, and administrators, the PHS Site Council will recommend improvement strategies in the areas of course scope and sequence, best practice, consistency, and assessment.
- The PHS English Department will continue to facilitate the 9th, 10th, and 11th grade writing assessments as a tool to inform our teachers of student writing progress and specific areas of need.
- The PHS English Department and PHS Site Council will review the *Piedmont High School Online Survey of Graduated Seniors from the Class of 2009* in order to learn more about student success vs. student need in the areas of reading and writing strategies
- The PHS English Department and PHS Site Council will review the *English Language Arts Survey* in order to learn more about parent perceptions regarding rigor, homework, writing instruction, assessment, communication, and reading. This information will be used to recommend improvement strategies in the areas of course scope and sequence, best practice, consistency, and assessment.

Millennium High School Activities:

- Added an English section that has a focus of teaching writing strategies
- Focused on writing across all curriculums and in the process of developing goals around this, using several areas on STAR testing and High School Exit Exam testing in the areas of writing as measurable goals
- Foster the development of personnel at each site who understand and utilize *Infinite Campus* so as to create an application that works for each site and that can be taught to others
- The PHS English Department and Administrative Team will develop a student English Language Arts Survey order to learn more about student perceptions regarding rigor, homework, writing instruction, assessment, communication, and reading. This information will also be used to recommend improvement strategies in the areas of course scope and sequence, best practice, consistency, and assessment
- The PHS Faculty will receive several trainings on the use of Data Director in order to access State and PHS Common Assessments (i.e. STAR, SAT, ACT, etc.). This information will be used to inform our instructional strategies, pacing, and content emphasis
- The PHS English Department will receive dedicated time to grade, review, and discuss common writing assessments for the 9th, 10th, and 11th grades
- The PHS English Department will review and analyze data provided by the *University of California's Entry Level Analytical Writing Requirement Exam*

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.

All Administrators will continue in the professional development activities to improve systems of observing and evaluating classroom learning with the goal to provide feedback and support to support teachers in the delivery of curricula to support student learning in the classroom.

The Superintendent will facilitate with the President of the Association of Piedmont Teachers the formation of an Evaluation Committee for the purpose of developing an evaluation tool that supports teachers in the classroom.

All schools staffs will participate in professional growth activities. Following are examples of some of the activities:

Tri-School:

- Principal and teachers to participate on the Evaluation Committee
- Provide professional development opportunities during the common planning time
- Provide opportunities for teachers to observe and share successful practices in the delivery of instruction between and within school sites/grade levels
- Para-educators will participate in professional development activities 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)

PMS Activities:

- Principal and teachers to participate on the Evaluation Committee
- Ongoing training in differentiated instruction
- Opportunities for staff to attend classes and conferences for professional development
- Opportunities for in-house professional development

PHS Activities:

- Piedmont High School Teachers, with support of the PHS Parents' Club, will attend the following conferences/workshops:
 - Bay Area Writing Project
 - California Association of Student Councils
 - International Society for Technology in Education
 - CUE (Computer Using Educators)
 - Broadway Teacher's Workshop
 - Advanced Study and Training Program on Pedagogy and Chinese Teaching Materials
 - ACTFL (American Council on the Teaching of Foreign Languages): World Languages Expo
 - National Council of Teachers in Mathematics Conference
 - ACSA (Association of California School Administrators) Workshops on Budget and Finance
 - Asilomar Math Conference
 - CMEA (California Music Educators Association) Conference
 - TEACCH (Treatment and education of autistic and related communication handicapped children) Conference
 - NABT (National Association of Biology Teachers) Conference
 - Ready to Learn: Helping Students Survive and Thrive
 - Adolescent Health Conference
- Faculty and Administrative Representatives will serve on the PUSD Evaluation Committee

Millennium High School Activities:

- Foster the development of personnel at each site who understand and utilize *Infinite Campus* so as to create an application that works for each site and that can be taught to others
- Collaborate on informal observations for the five teachers that are shared between PHS and MHS.
- Encourage teachers to share experiences at both sites with each other so that all have a better understanding of students, subjects, and expectations

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.

Excellence in student achievement can only be achieved when all students are in a safe and supportive environment. The District Administrative staff will work with each site Principal to provide support in the areas of discipline, support services, diversity and green initiatives.

The Diversity and Respect Task Force has representatives from the District K-12 teachers, classified staff and administrators to facilitate the addressing of diversity throughout the District.

The Assistant for Student Services works in conjunction with the Assistant Superintendent of Business services to support “green” efforts in the design and construction of facilities, the development and support of gardens at each site and the practice of recycling.

Specific site activities to support this goal include:

Tri-School Activities:

- Distributed the *Welcoming Schools Curriculum*. Grade level teams are deciding on two lessons to pilot this year. Site Councils were given *An Introduction to Welcoming Schools* article to read in preparation for discussion about next steps, with possible integration of this curriculum at the elementary level.
- Coordinating the design and development of working gardens at each school to include appropriate curriculum and hand-on experiences. Accessibility for all students will be included in all designs.

Piedmont Middle School Activities:

- Student leadership activities that include: Peer Mediation, Youth Educators, Ambassadors at lunchtime, ASB Student Acknowledgement Program
- Groups for students to address common concerns such as body image, harassment, respect
- Game Days at lunchtime to support groups of students to get to know/experience each other
- Support communications skills and environmental issues by the addition of elective opportunities for students that include: communications Elective for 6th grade students, 6th Grade and 7/8 Green Team electives, maintenance of a school garden
- Hold quarterly grade level assemblies to reinforce behavior expectations/consequences, provide weekly discipline report to keep staff aware of student behavior issues
- Continue to work with Facing History and Ourselves regarding diversity and respect
- Continue offering school-wide Diversity Day
- Comparables Study on school climate with other middle schools
- Funding for library collection development (multicultural, green, respect, etc.)
- Coordinate with Havens to plant garden at PMS
- Coordinate with MHS Leadership Class in their green efforts

Piedmont High School Activities:

- Develop and implement a number of assemblies to address issues around
 - Date Rape Prevention Assembly
 - Trooper Johnson
 - *Every 15 Minutes* program – 2011
- Continue efforts to educate students on the issue of academic integrity
- Investigating a variety of different assemblies on the issues of racial and sexual diversity
- With support from parents on the PUSD Green Team, the PHS Custodians, and the PHS School Nutrition Advisory Committee (SNAC), we have developed a “3-can” waste management system at Piedmont High School. We have recycling, compost, and landfill cans throughout the PHS Campus
- All packaging containers, cups, and utensils from the Piper Café are 100% compostable and/or recyclable
- All photocopy paper purchased by PHS is 30% recycled “envirocopy”.

MHS Activities:

- Work with PADC and District Diversity group to provide opportunities for learning about diversity. (Example: Play “Outspoken”)
- Work with parent groups to bring Every 15 Minutes to the high school students for 2011-2012 school year to encourage personal responsibility.
- New addition of five hours of service (adopted by MHS parent club) to MHS by each MHS family with goal of getting parents more involved in MHS and PUSD communities and getting to know one another. Parents have volunteered to be part of all levels of committees, etc.

- New MHS parent, teacher and student representation to Green Committee.
- With addition of student leadership class at MHS, there is specific representation to district Green Committee meetings. Students also interfacing with PMS and Elementary students and teachers around gardening and other green issues.
- Use of *Infinite Campus*' referral capability in order for smoother handling of disciplinary issues.

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.

The District has implemented new student data systems (*Infinite Campus*) to facilitate the tracking of student data in the areas of attendance, grading and discipline in addition to *Data Director* to improve the analysis and development of student assessment data.

The Superintendent is working closely with support organizations to improve outreach and communication about the Piedmont schools to the broader community to include: information about student achievement/progress K-12 and after graduation; extensive outreach to the community to understand and provide feedback in the budget development process; incorporate the findings from the *Shaping Our Future* meetings in the development of programs for students that will require change to current delivery due to budget constraints.

District Administrators conduct open District-wide meetings to address issues of interest including: Curriculum Forum, GATE, English Learners, Special Education, Budget, Seismic Safety, Parcel Tax.

Specific site activities to support this goal include:

Tri-School Activities:

- Implementation of *Infinite Campus* and *Data Director*
- Revision of Child Study Forms to reflect Tri-School efforts to provide systematic intervention using a tiered intervention approach initiated through a review of assessment data and monitored by formal assessment measures as well as informal at regular intervals

PMS Activities:

- Train teachers on how to maximize use of *Data Director* and *Infinite Campus*.
- Use *Data Director* to compare multiple sets of data to inform instruction
- Work with Site Council to review and evaluate program and to create and implement a plan for improvement.
- Common Planning Days around curriculum, instruction, and assessment
- Monthly meetings with School Advisory Council (Dept. Chairpersons)
- Participate in Curriculum Forum and GATE Advisory Committee and District Advisory Committee

PHS Activities:

- PHS utilizes the Student Study Team Model as a “first response” intervention to support students who struggle academically
- PHS collaborates with staff, students, and community members via a variety of committees and councils (just to name a few):
 - School Advisory Council
 - Athletic Boosters’
 - Parents’ Club
 - Piedmont Parent Networks
 - School Nutrition Advisory Committee
 - Site Council
 - PUSD Budget Advisory Committee
 - GATE Council
 - PUSD Curriculum Forum
- PHS uses the following communication tools:
 - PHS Bulletin
 - PHS College and Career Center Bulletin
 - Twitter
 - Direct e-mail messages
- PHS has recently developed the following publications to support communication:
 - Athletics Student/Parent Handbook
 - Revised 8th Grade Parent Orientation Handbook
 - Revised Wellness Brochure

MHS Activities:

- Support individual needs of students through reviewing individual cases and deciding on alternative strategies when needed: Online Learning. Independent Study, etc.
- Foster more participation of parents in parent club meetings and through the newly adopted hours of service to the school.
- Work with teachers-coaches. Support and train all teacher coaches so that they are able to go on and train others on Infinite Campus capabilities; particularly for grading and grade book issues.
- Each staff meeting now begins with one person presenting teaching strategies that work for our diverse population.

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.

Fiscal planning is essential to maintain the District program over time. It requires the involvement of the wider community in Piedmont because of the growing support of local sources to sustain our budget. Approximately 30% of the District budget is from local sources and due to the growing volatility of the State and Federal sources to support education, it is incumbent on the District to develop a budget that is sustainable with the current level of local support. The activities included to address the planning process include:

- Staff to provide opportunities to the Board and public to understand/review the District budget for the current and at least two subsequent fiscal years:
- Presentations and Board Meetings:
 - June 2010– Adopted Budget for 2010-11 that includes multi-year projections for 2011-12 and 2012-13 that projected up to a \$5M shortfall over those two years
 - September 2010 – Provided the unaudited actuals for 2009-10 to confirm the beginning fund balance for 2010-11
 - September 2010 – Special Board Meeting to review budget issues for wider community.
 - December 2010 – First Interim Report to refine definition of two-year fiscal gap for subsequent two years. Must include a plan to balance budget through 2012-13

- March 2011 – Second Interim Report to include evidence of plan implementation to balance budget through 2012-13
- June 2011 – Adopt 2011-12 budget to include plans to balance budget through 2013-14
- Presentations by Business Services staff at site staff meetings. Include opportunities for input.
- Presentations by Business Services staff at Parent Club/Support Club meetings. Include opportunities for input.
- Solicit input at Budget Advisory Committee meetings
- Review reports and recommendations from the Parcel Tax Advisory Committee
- Business Services staff provide information to Collective Bargaining Associations for all budgets operated by the District. Include presentations to the employee groups and opportunities for input.
- Provide local newspapers, electronic media with notification of opportunities to cover the budget development process.
- Board of Education to provide direction to District staff regarding negotiations issues. Staff to work closely with Bargaining Teams to reach resolution on contract issues in a timely manner to minimize employee lay-off and reductions in student programs.

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.

The Seismic Safety Program has successfully completed the highest priority projects: The Maintenance facility, reconstruction of the Havens campus, the seismic strengthening of the Ellen Driscoll Theater, and the seismic strengthening of the Quad/Library building and Student Center at PHS.

Activities to continue the program for 2010-11 include:

- Official close-out of all projects to date
- Selection and awarding of the developer contract for the Wildwood project.
- Completion and approval of the Beach project design documents

- Applications for funding (and when possible priority status) to maximize eligibility for State construction funds
- Issuance of bonds and management of cash-flow for the current and planned projects remaining

Representatives from the Board and District staff continue discussions with the City Administrator and Mayor to develop a plan to manage community facilities to include the establishment of a replacement fund for future needs.

###