

The Single Plan for Student Achievement

PIEDMONT MIDDLE SCHOOL

01612756066492
CDS Code

Date of this revision: November 2015

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Piedmont Unified School District

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

Piedmont Unified School 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 provide 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 an education program that equips our students to live in a diverse world, acknowledge and appreciate cultural differences, understand the significance of socioeconomic inequalities, recognize the biases and discrimination that exist, identify conflicts and options for resolution, and take action for a positive outcome.
- 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. **Support Academic Excellence-** Create a breadth and depth of engaging learning opportunities for all students. Continue to inspire, teach, and support students of all levels of learning to: acquire mastery of the Common Core State Standards; cultivate critical thinking skills; and achieve to one's fullest potential.
2. **Maximize Individual Potential-** Recognize that each student has unique passions, motivations, and strengths. Help students to individualize their education and achieve to their fullest potential.
3. **Develop Resilience-** Create a culture of learning in the schools, where students feel safe taking risks, are flexible, innovative, and adaptable, and are able to take on new challenges. In addition to following students through assessments and benchmarks, offer social skills development and counseling support, to ensure students will be prepared to meet real world challenges while building resilience.
4. **Promote 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. **Cultivate A Global Citizenry-** Cultivate students to become engaged and responsible citizens in the larger global community.

6. **Build 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.

School Profile

Piedmont Middle School has an enrollment of 680 students in grades 6th through 8th. Current certificated faculty members include: 50 teachers, 4 resource teachers, 1 special day class teacher, 2 counselors, and 2 administrators.

The ethnic composition of our student body includes the following: 2% Filipino, 2% African American, 12% Chinese, 2% Japanese, 1% Korean, <1% Vietnamese, 2% Asian Indian, 2% Other Asian, <1% American Indian or Alaskan Native, 3% Hispanic, and 69% White (not of Hispanic origin). These percentages may not total 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 Piedmont Unified School District through parcel tax and bond measures passed in 1994, 1996, 2000, 2005, and 2009, the Piedmont Educational Foundation, district-wide and individual school site parent organizations. Parent volunteers help staff food service, the library, field trips, and provide a variety of assistance to the classroom teachers and the extracurricular program. The Piedmont Recreation Department co-sponsors and runs our extra-curricular after-school and interscholastic sport programs.

Equal Opportunity and Access

The 48.2 FTE faculty members of the middle school offer our 680 students a seven period class schedule with 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. Teachers provide additional assistance to students struggling with content standards in Study Skills elective classes for 6th, 7th, and 8th grades and 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.

Students with Special Needs

In addition to general education support, 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), Special Education classes, or in a co-taught, mainstream setting. There is close coordination between resource teachers, general education classroom teachers, program specialists, and parents regarding the student's progress with respect to their Individual Education Plan (IEP). In addition, counselors, adaptive P.E. teacher, LVN, 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, counselor, 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 four identified English Learner students for 2015-2016. All classified EL students are enrolled in a course that delivers specialized English language instruction led by our EL coordinator. When available, EL students are clustered in core academic classes, to ensure that teachers have opportunities to work with clustered students in a mainstream environment during Language Arts.

Economic Impact Aid funds this program. All classroom teachers have been trained in instructional strategies to assist English Learners, and they possess CLAD or equivalent credentials.

Gifted and Talented

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 school site newsletters.

Most GATE students are clustered in their core classes, science, and math in the sixth and seventh grades and in English, science, and math in the eighth grade. Support from the teacher librarians to provide enrichment reading materials is available. Students may also elect to participate in a Creative Writing class, Film Club, Mathletes, Photography Club, Jazz Band, Geography Bee, and Spelling Bee.

Teaching and Learning

The following statements characterize educational practices at this school:

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.

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 while 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

Each week, early release Wednesdays for common planning and collaboration 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 school climate issues, such as 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 practices. 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 impact student learning. Professional development in the areas of Infinite Campus, Data Director, differentiated instruction, and the Google Apps pilot has been well received. This year teachers, staff, and administrators will continue to focus on the awareness and implementation of the newly adopted Common Core State Standards.

Standards, Assessment and Accountability

Student assessment is 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. Eighth grade students at Piedmont Middle School will continue to participate in the California Standards Test program for science only, as mandated by the State of California. Piedmont students will be participating in the statewide test using the new assessment system, Smarter Balanced Assessment Consortium (SBAC). The SBAC assessment is aligned to the Common Core State Standards in English language arts/literacy and mathematics.

Funding and Governance

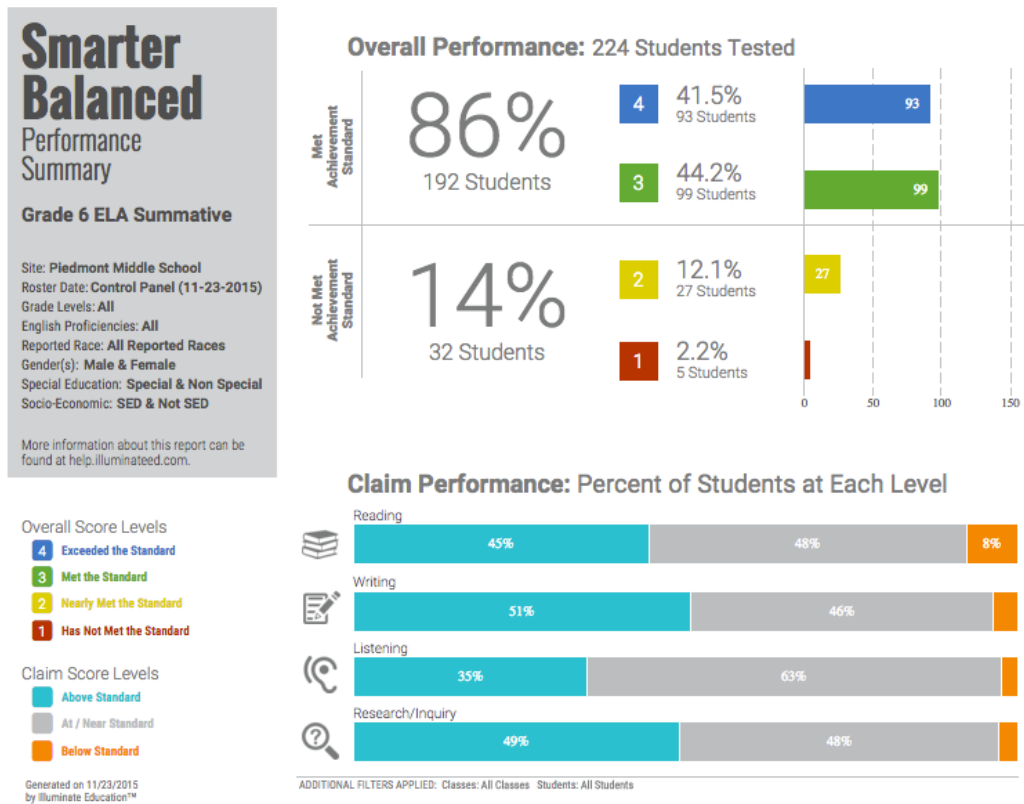
The Piedmont Unified School District Bylaws and Policies are followed at all times.

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.

Student Performance Data

The following graphics show how our 6th , 7th and 8th graders scored on both the English Language Arts as well as Mathematics portion of the Smarter Balanced Assessment during the 2014-2015 School Year:

English Language Arts:



Smarter Balanced Performance Summary

Grade 7 ELA Summative

Site: **Piedmont Middle School**
Roster Date: **Control Panel (11-23-2015)**
Grade Levels: **All**
English Proficiencies: **All**
Reported Race: **All Reported Races**
Gender(s): **Male & Female**
Special Education: **Special & Non Special**
Socio-Economic: **SED & Not SED**

More information about this report can be found at help.illuminateed.com.

Overall Score Levels

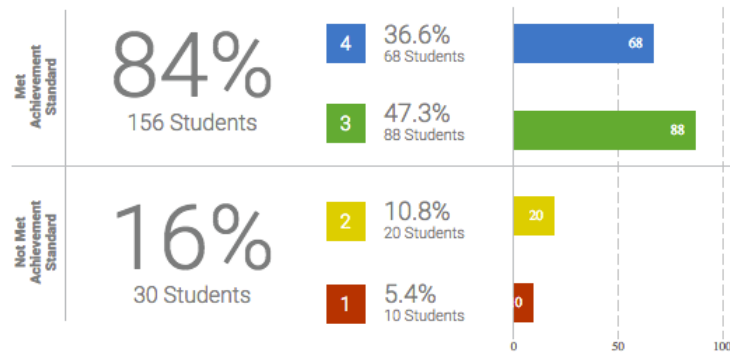
- 4 Exceeded the Standard**
- 3 Met the Standard**
- 2 Nearly Met the Standard**
- 1 Has Not Met the Standard**

Claim Score Levels

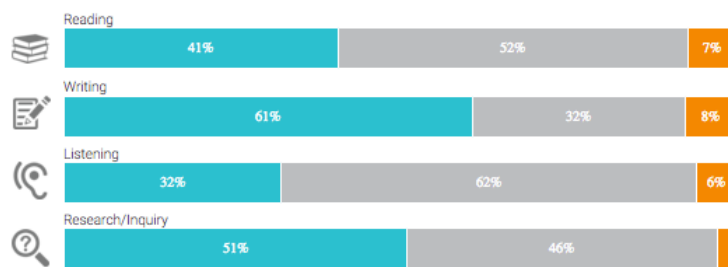
- Above Standard**
- At / Near Standard**
- Below Standard**

Generated on 11/23/2015
by Illuminate Education™

Overall Performance: 186 Students Tested



Claim Performance: Percent of Students at Each Level



ADDITIONAL FILTERS APPLIED: Classes: All Classes Students: All Students

Smarter Balanced Performance Summary

Grade 8 ELA Summative

Site: **Piedmont Unified School District**
Roster Date: **Control Panel (11-23-2015)**
Grade Levels: **All**
English Proficiencies: **All**
Reported Race: **All Reported Races**
Gender(s): **Male & Female**
Special Education: **Special & Non Special**
Socio-Economic: **SED & Not SED**

More information about this report can be found at help.illuminateed.com.

Overall Score Levels

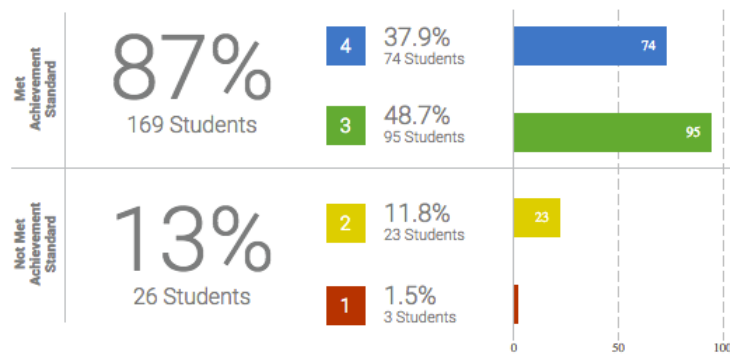
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- 2 Nearly Met the Standard**
- 1 Has Not Met the Standard**

Claim Score Levels

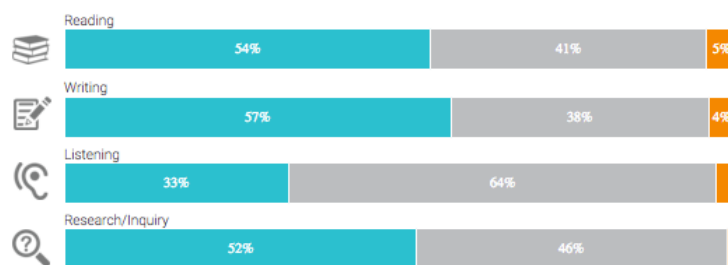
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- At / Near Standard**
- Below Standard**

Generated on 11/23/2015
by Illuminate Education™

Overall Performance: 195 Students Tested

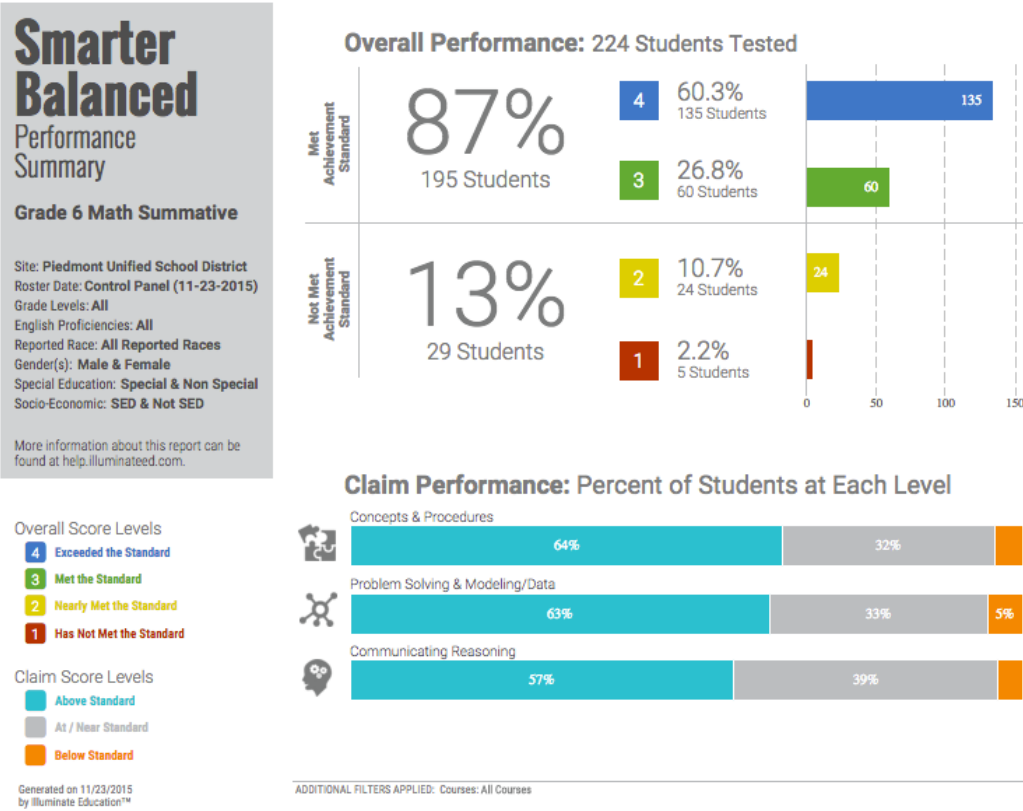


Claim Performance: Percent of Students at Each Level



ADDITIONAL FILTERS APPLIED: Courses: All Courses

Mathematics:



Smarter Balanced Performance Summary

Grade 7 Math Summative

Site: **Piedmont Unified School District**
 Roster Date: **Control Panel (11-23-2015)**
 Grade Levels: **All**
 English Proficiencies: **All**
 Reported Race: **All Reported Races**
 Gender(s): **Male & Female**
 Special Education: **Special & Non Special**
 Socio-Economic: **SED & Not SED**

More information about this report can be found at help.illuminateed.com.

Overall Score Levels

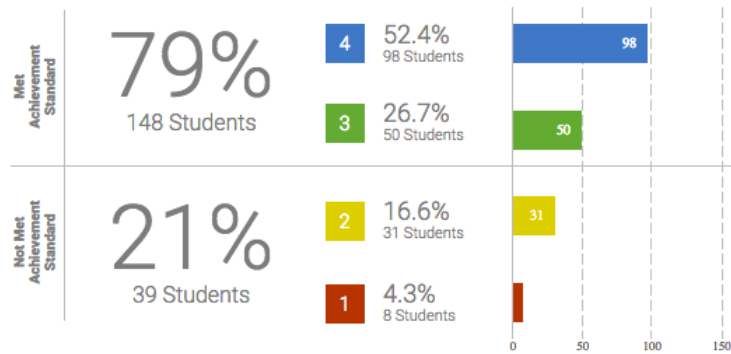
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- 1 Has Not Met the Standard**

Claim Score Levels

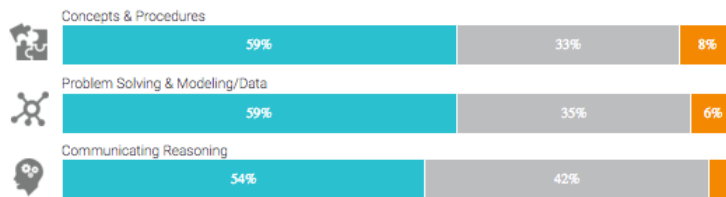
- Above Standard**
- At / Near Standard**
- Below Standard**

Generated on 11/23/2015
 by Illuminate Education™

Overall Performance: 187 Students Tested



Claim Performance: Percent of Students at Each Level



ADDITIONAL FILTERS APPLIED: Courses: All Courses

Smarter Balanced Performance Summary

Grade 8 Math Summative

Site: **Piedmont Unified School District**
 Roster Date: **Control Panel (11-23-2015)**
 Grade Levels: **All**
 English Proficiencies: **All**
 Reported Race: **All Reported Races**
 Gender(s): **Male & Female**
 Special Education: **Special & Non Special**
 Socio-Economic: **SED & Not SED**

More information about this report can be found at help.illuminateed.com.

Overall Score Levels

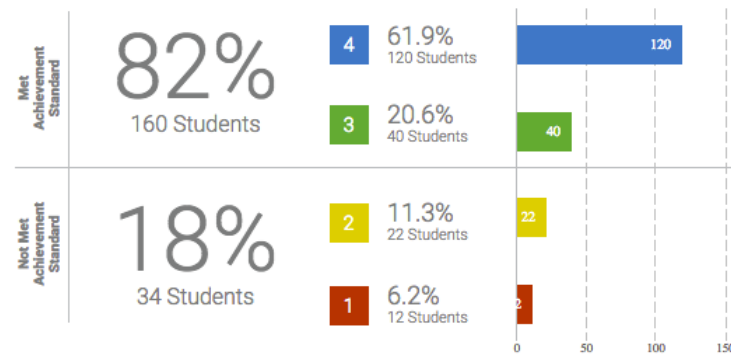
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Claim Score Levels

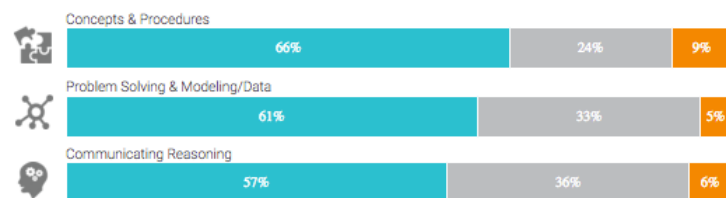
- Above Standard**
- At / Near Standard**
- Below Standard**

Generated on 11/23/2015
 by Illuminate Education™

Overall Performance: 194 Students Tested



Claim Performance: Percent of Students at Each Level



ADDITIONAL FILTERS APPLIED: Courses: All Courses

Progress report for PMS Goals for 2014-2015 school year

Goal #1

Maximize student learning that supports the transition and implementation of the Common Core State Standards in literacy within all subject areas including math as well as the Next Generation Science Standards while providing the necessary differentiation across all subjects.

With the support of our Director of Curriculum and Instruction as well as our Director of Informational Technology, we created and provided professional development that focused on the awareness and implementation of these new/emerging priorities so teachers could incorporate them into their teaching. We accomplished this by holding monthly meetings in which we prioritized our needs, resulting in the creation of meaningful professional development opportunities that were held not only during the Professional Development Days throughout the year, but also during Common Planning Time (CPT). Structured professional development was also provided around the topic of increasing the active participation within instruction by emphasizing student-led discussions, delivered by Dr. Cheryl Wozniak.

Using funding from both the District and the PMS Parents Club, we were fortunate to provide the entire PMS Science Department with the opportunity to attend the National Science Teachers Association Conference in Long Beach in November 2014. They were able to attend workshops that focused on providing professional development around the alignment of the Next Generation Science Standards (NGSS) which had just been adopted by the state of California.

A team of teachers attended the ASCD's Professional Development Institute workshop on Differentiated Instruction and the New Standards: Helping All Learners Succeed With Challenging Content. Following this two day workshop, the team of teachers created three professional development workshops that were provided to all teachers during CPT time on the topics of defining what differentiation is, identifying KUD's (what you want the students to Know, Understand and Do), Use of Pre-assessments, and the sharing of sample lessons to provide student choice.

Our math department worked extremely hard to rewrite the scope and sequence as we shifted from the 1997 standards to the CCSS. New courses such as CC6, CC7 and CC8 were created and new common assessments were developed. In addition, new formative assessments such as MARS tasks were introduced. All Common Core aligned classes piloted SpringBoard Curriculum, which provided ways for students to delve deeper into the curriculum while emphasizing the need to explain their mathematical reasoning. We also partnered with the Silicon Valley Math Initiative and received professional development, attended workshops and used web-based resources to supplement instruction. Members of the math department also attended the math presentations on pathways and compression that were offered at Math Task Force meetings, Site Council meetings, Parent Ed nights, and Board meetings.

New for the 14/15 school year we offered an after school writing support class for students to use on a drop in basis.

Goal #2

Maintain a positive school climate by building partnerships within and between our students, staff and parent communities while supporting the needs of the whole child.

Students participated in the Stanford Survey for Adolescent School Experiences that measures students' perspectives on homework, extracurricular activities, sleep, health, stress, parent expectations, academic engagement, integrity, and teacher support. Data was used to drive conversations that target each of these important areas as we continue to support the whole child. Three main areas of focus emerged: Evaluating Homework Load at PMS, Impact of Extracurricular Activities/Sleep, and Teacher Care.

A Schedule Change Recommendation Committee was formed to explore the idea of implementing a later start time. The committee shared research with the faculty on the advantages of having a later start time and created a proposed schedule that had school starting at 8:20am rather than 7:55am. The faculty voted on the proposed schedule and nearly met the 55% of the APT voting members needed to bring the schedule to the Board. With a high percentage of faculty supporting a later start time, we are continuing the discussion during the 2015/2016 school year.

New to the 2014/2015 school year, we visited individual classrooms to hold an additional Admin Expectation Talk with all students during the second semester. We also included a student made video on Cybersaftey during these presentations.

We held an additional club faire during 2nd semester that allowed students to present new ideas for student-led lunch clubs, giving students a wide range of choices each day during lunch. All lunch clubs are co-sponsored by certificated teachers, thus providing additional opportunities for students to make connections with teachers outside of their classroom settings.

A new club Safe Space was added this year. Posters encouraging inclusion are all around the school "This is a safe and inclusive place for lesbian, gay, bisexual and transgender students and their allies." Several school wide events were held including Ally Week where students signed a pledge promising to make sure everyone feels safe to be themselves at school. We also had some students observe the Day of Silence. The Safe Space club created a Pride Week; students dressed in different colors of the rainbow every day of the week. The week culminated in a celebration in the MPR for "No one eats Alone" Day. Finally, the club invited guests come to club meetings and these events were attended by club students and many others from the general student body.

We continue to strengthen the transition opportunities for all incoming 6th graders by evaluating and supporting Scots Camp, our two-day Orientation for all 6th graders at the beginning of the year.

Our ASB class created a few new events for the 2014/2015 school year that were widely successful. We held our first ever "Airbands" contest in which students performed lip-synching

routines. The contest promoted inclusion by encouraging groups to incorporate students from each of the three feeder schools and different grade levels, as well as staff members. We also introduced Student vs. Staff sporting events during the 2nd semester. These events provided yet another opportunity for students and staff members to connect outside of the academic classroom and were hugely successful.

For the first time ever, our counseling department checked in personally with each of our 645 students before the winter break. The intention was for counselors to create rapport with students while reminding them about the role of the counselor as well as the steps they can take to seek out their counselor's support if they are ever in need.

Lastly, we have our ongoing leadership opportunities facilitated by our outstanding counseling department.

Peer Mediation is a long-standing PMS leadership program that is offered to 7th grade students who will continue on as Peer Mediators during their 8th grade year. With adult supervision, this program helps students mediate disputes between fellow students. The students selected for the program are known to be fair, reliable, and good communicators. Mediation is a resolution approach in which disputants have the chance to sit face to face and talk uninterrupted so that each side of the dispute is heard. The mediators help the disputants to define their problem, generate possible solutions, and meet on common ground. When an agreement is reached, it is written and signed.

Safe School Ambassadors is another leadership program at Piedmont Middle School. Last January, 66 students were selected from a group of 6th, 7th and 8th grade applicants. An official trainer provided by Community Matters and paid for by a leadership grant under the Wellness Center trained these 66 students. The Safe School Ambassadors program is one of the nation's most effective bystander education programs that harnesses the power of students to prevent and stop bullying and violence. The selected students participate in a two-day interactive training along with several adults who serve as program mentors. The training gives student Ambassadors the motivation and skills to resolve conflicts, defuse incidents, and support isolated and excluded students. After the training, small group meetings of Ambassadors are held every few weeks. These meetings, led by the adult mentors, help to strengthen skills, support data collection and analysis of Ambassador interventions, and sustain student and adult commitment to the program.

The Be The Change Club is another opportunity for all students to develop and display leadership skills on campus. The club seeks to harness the kindness and motivation of Piedmont Middle School students to effect positive change. It provides an avenue for all students to make meaningful contributions to their community and world through collective action. Last year, the club put on several events, including Diversity Week and Campus Clean Up Day. Additionally, club members volunteered at the Alameda County Community Food Bank and were instrumental in getting over a ton of food ready for distribution to Bay Area families.

Goal #3

Support and evaluate the 6th Grade “Connected Learning Pilot” (1:1 Computing) to determine if expansion to all grade levels by the 2015/2016 school year is appropriate.

We continued to provide professional development to teachers, specifically targeting ways to incorporate 1:1 strategies to meet educational and curricular goals. We utilized the expertise of our Connected Learning Specialist who met regularly with departments during CPT to provide support. Teachers were also given the opportunity to attend Google Apps for Education Summits throughout the year. In addition we used faculty meeting time and CPT time to showcase 1:1 strategies that have complemented both instruction and curricular goals.

By working closely with the DTAC committee, we surveyed students to learn about the impact that the Chromebook Pilot had on their education in 6th grade. From this survey we learned that 69% of students have shared devices at home. We also learned that 93% of teachers believe the use of technology can enhance student learning, while 58% of teachers feel that the ability to be 1:1 has allowed them to use formative assessments more often.

Goal #4

Strengthen communication between teachers, students, and parents around academic and social emotional progress. Examples include: use of Learning Management Systems, Teacher Dashboard, Student Information Systems, Teacher Notes, etc.

In an effort to increase the communication between teachers/student/parents, we began the process of communicating academic progress for all students during Progress Reporting time (halfway point between quarter marking periods). Previously it was only mandatory for teachers to communicate academic progress if students were receiving a grade of C- or lower.

With this emphasis on increasing communication, we also began to pilot the use of an Online Gradebook through Infinite Campus. Any teachers interested in opening up their gradebooks online were given that opportunity. We also held parent coffees to help parents in their role of supporting students now that gradebooks can be accessed online.

Meetings were held with administration from both the middle school and high school to consider a few Learning Management Systems, including Schoology and School Loop. It was decided that further investigation would continue into the following year to explore the possible use and district adoption of a Learning Management System. Google Classroom has been a tool that many teachers have continued to use that has many components of a Learning Management System.

School Goals for Improving Student Achievement

Goals for 2015-2016 School Year

PMS SPSA Goal #1

Maintain a positive school climate by building partnerships within and between our students, staff and parent communities while supporting the needs of the whole child.

(Linked to PUSD LCAP Goal #6- Provide students with social and emotional learning opportunities and support services/practices that (a) ensure a safe and healthful learning environment and (b) teach respect, inclusion, resilience, responsible citizenship, self-discipline, and personal responsibility.)

- Continue student participation in the Stanford Survey for Adolescent School Experiences that measures students' perspectives on homework, extracurricular activities, sleep, health, stress, parent expectations, academic engagement, integrity, and teacher support. Data will be used to drive conversations that target each of these important areas as we continue to support the whole child.
- Reconvene the Schedule Change Recommendation Committee in an effort to continue discussing the merits of switching to a later start time to better support students. This year we plan to pilot a later start time before asking the APT members to vote on the proposed new schedule.
- Provide Training to all faculty members who are interested in learning more about the use and impact of Mindfulness within the classrooms.
- Provide meaningful Parent Education Nights on topics that are focused around our goal of supporting the needs of the whole child.
- Continue to hold conversations with the School Advisory Committee and the entire faculty on the three areas of focus that we determined from the data provided by the 2014/2015 Stanford Survey Data. The three areas of focus are: Homework Load, Extracurricular Activities/Sleep, and Teacher Care.
- Continue to strengthen the transition opportunities for all incoming 6th graders. Evaluate and support Scots Camp, and continue to examine the ways it supports students as they transition from 5th grade to 6th grade.
- Continue to publicize and support our leadership opportunities for students, including ASB, Peer Mediators, Safe School Ambassadors, and our new Be The Change club.
- Extend outreach efforts by counselors and Wellness Center staff to support more students whenever helpful.
- Survey students about participation in clubs and other extracurricular activities. Evaluate student feedback on clubs/extracurricular opportunities.
- With the Learnscape Lunchpark now open to all students, we have increased the space for students to gather together during lunch. We will continue to work toward creating even more space for students to enjoy, and hope to consider future expansion of the Learnscape Lunchpark to the surrounding area just north of its location.

PMS SPSA Goal #2

Maximize student learning that supports the transition and implementation of the Common Core State Standards in literacy within all subject areas including math as well as the Next Generation Science Standards while providing the necessary differentiation across all subjects.

(Linked to PUSD LCAP Goal: #2 - All students will have access to English Language Arts, Math, and Technical Subjects Common Core aligned curriculum in order to improve students' content mastery and skills in critical thinking, creativity, communication, collaboration, and technical literacy and to prepare them for college and career pathways.)

- Continue to provide professional development focused on the awareness and implementation of these new/emerging priorities, preparing teachers to incorporate them into their teaching.
- Review existing teaching and assessment materials to evaluate how they fit with new Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS), and make adjustments as appropriate.
- Compile sample lessons that fit these goals and make this list available for all teachers to reference and apply.
- Continue to develop and distribute new curriculum/teaching materials to support differentiated approaches to materials/lessons that build on ongoing efforts.
- Continue to encourage implementation of the Action Research Model during the Evaluation Process with an emphasis on creating and supporting CCSS/NGSS relevant curriculum.
- Work closely with our Director of Curriculum and Instruction to survey faculty during the professional development process on the appropriateness and effectiveness of what they are receiving and how to apply it to their teaching.
- Apply differentiated approaches to meet the learning needs of all students, including those whose learning styles may be particularly challenged by CCSS/NGSS approaches.
- Continue to investigate, demo and/or pilot the use of Digital Textbooks.

PMS SPSA Goal #3

Support, implement and evaluate the school wide Connected Learning Initiative.

- Continue to provide professional development to teachers, specifically targeting ways to incorporate 1:1 strategies to meet educational and curricular goals.
- Work closely with members from our site and members of the DTAC Committee to shape the revision of the PUSD Tech Plan.
- Provide time for articulation across all sites, including opportunities to share best practices as well as time to debrief challenges.
- Continue to examine strategies that can maximize digital learning experiences such as the use of a flipped classroom.
- Provide opportunities for our students to better understand the importance of Information and Digital Literacy (Digital Citizenship).

PMS SPSA Goal #4

Strengthen communication between teachers, students, and parents around academic and social emotional progress.

- Create a committee to explore the use of Learning Management Systems.
- Provide training for parents around accessing the various communication tools already available.
- Explore ways to improve our school website.
- Consider opportunities to enhance teacher feedback regarding citizenship and participation.

School Site Council Membership

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Ryan Fletcher (Principal)	X				
Karyn Shipp (Asst. Principal)			X		
Albert Chun (Teacher)		X			
Christy Blackie-Taylor (Teacher)		X			
Michael Friesen (Guidance Counselor)			X		
Jennifer Gulassa (Teacher Librarian)		X			
Mary Alice McNeil (Parent)				X	
Beth Porter (Parent)				X	
Cory Smegal (Parent)				X	
Kristen Malan (Parent)				X	
Doug Ireland (PUSD Board Member)				X	
Maggie Black (Student)					X
Charlie Olcott (Student)					X
Ruby Trost-Goldhammer (Student)					X
Numbers of members of each category	1	3	2	5	3