

**Portola Valley School District
Strategic Plan Goals & Implementation Plan
2011 - 12 School Year**

Approved by the Governing Board
on October 19, 2011

STRATEGIC PLAN GOALS

EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

1. Maintain a climate that promotes fairness, respect, social development, group responsibility, and happiness. This is a continuing goal from 2010-11.
2. Continue ongoing evaluation of the structure and course of study in the middle school. This is a continuing goal from 2010-11.
3. Study the impact of the new single-gender, boys' only classes at Ormondale School to determine whether this model and/or specific practices should be continued and applied to other grades. This is a new goal for 2011-12 based on the formation of two single-gender classes at Ormondale.

CONTENT DELIVERY

1. Use teacher developed K-8 Writing prompts and rubrics to assess student writing, inform instructional practices, and drive curriculum adoption decisions. This is a continuing goal from 2010-11.
2. Increase student achievement, ignite enthusiasm for learning, and address the needs of all learners through participation in Professional Learning Communities devoted to teachers researching and implementing best practices. This is a new goal for 2011-12 and replaces the cross-curricular unit of study development goal from last year.
3. Conduct a review of the foreign language program in the Portola Valley. Explore options for improving the program including opportunities to offer choice in foreign language study. This is a new goal for 2010-11.
4. Begin a review of the Mathematics Scope and Sequence and course of study to update grade level standards to reflect newly adopted Common Core Standards. This is a new goal for 2010-11. This goal will likely continue through 2014.
5. Make instructional decisions using a reliable, efficient data management system. This is a continuing goal from 2010-11.
6. Continue implementation of digital citizenship curriculum district-wide. This is a new goal for 2010-11 based upon the successful pilot of the curriculum last year.

RESOURCE MANAGEMENT

1. Through an inclusive process, develop and implement a balanced budget for the 2011-12 school year that continues forward progress on the strategic plan, maintains a well-rounded education for all PVSD students, and provides the necessary flexibility to respond to changes in state and local funding. This is a continuing goal.

EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

1. Maintain a climate that promotes fairness, respect, social development, group responsibility, and happiness.

- Continue to develop and implement school-wide programs to promote social-emotional learning and a positive climate in classrooms and on the playground designed to reduce student-to-student bullying and student feelings of isolation.
- Increase counseling support at both schools in order to address student social-emotional needs effectively and efficiently.
- Implement a Principal's Advisory Team at Corte Madera to assist Principal Corritone in leading Corte Madera School effectively.

ACTIVITIES/COSTS	TIMELINE/BENCHMARKS	SUCCESS INDICATORS	LEAD	ESTIMATED MONTHLY TIME INVESTMENT
Continue to develop and implement school-wide programs to promote social-emotional learning and a positive school climate. Costs vary depending on programs. School operations and Site Council budgets will cover costs.	Each school principal will work with Site Council and school leadership committees to identify, implement, and review school-wide programs designed to improve school climate. Teachers and counselors will implement identified programs in classrooms.	Improved student and parent survey results in affective areas.	Principals	<ul style="list-style-type: none"> ✓ Admin 4-6 hrs. ✓ Teachers – varies by program but up to 10 hours
Increase counseling support at both schools through lunch time groups, classroom lessons and, as needed, 1:1 student support. Portola Valley School Foundation is covering cost of additional counselor time.	Counseling support will be available on both campuses on a daily basis. Counselors will offer classroom lessons on a monthly basis, counseling groups and 1:1 sessions as needed.	Improved student and parent survey results in affective areas. Improved student behaviors and social relationships as observed by school staff.	Principals	<ul style="list-style-type: none"> ✓ Admin 5 hrs. ✓ Counselors 1.0 FTE/Site
A Principal's Advisory Team will be established at Corte Madera School. Participants will receive a stipend of \$2500 from site budget.	By the beginning of the school year, a Principal's Advisory Team made up of teachers, Dean of Students, and Corte Madera Office Manager will begin weekly meetings.	Positive leadership transition for Corte Madera students and staff.	Corte Madera Principal	<ul style="list-style-type: none"> ✓ All Members – 4 hrs.

2. Continue ongoing evaluation of the structure and course of study in the middle school.

- Assess the impact of recent changes in the 6th grade program, the 7/8 English/Language Arts literature and writing courses, choice in social studies, and additional 7/8 math choices and longer class periods.
- Explore opportunities in 7th and 8th grades to provide choice, maximize the use of instructional time, and implement innovative, instructional practices including student-centered, project based learning.

ACTIVITIES/COSTS	TIMELINE/BENCHMARKS	SUCCESS INDICATORS	LEAD	ESTIMATED MONTHLY TIME INVESTMENT
<p>Assess the impact of recent changes in the 6th grade program, the 7/8 English/Language Arts literature and writing courses, choice in social studies, and additional 7/8 math choices and longer class period through observation, teacher interviews, and student data analysis. No costs.</p>	<p>Interviews will be held with middle school teachers beginning in the fall. Classroom observations will occur throughout the year. Parent opinions will be solicited through surveys, at principal coffees, etc.</p>	<p>Improved parent/student survey results, fewer parent concerns, observable changes in student engagement and academic performance.</p>	<p>Superintendent, Assistant Superintendent, CMS Principal</p>	<p>✓ Admin 4-6 hrs.</p>
<p>Explore opportunities in 7th and 8th grade to provide choice, maximize the use of instructional time, and implement innovative, instructional practices. No costs this year, costs in the future depend on changes.</p>	<p>Ongoing discussions and brainstorming with key stakeholders as well as review of best practices both locally and nationally.</p>	<p>Improvement in the middle school course of study for the 2012-13 school year.</p>	<p>Superintendent, Assistant Superintendent, CMS Principal</p>	<p>✓ Admin 4-6 hrs.</p>

3. Study the impact of the new single-gender, boys' only classes at Ormondale School to determine whether this model and/or specific practices should be continued and applied to other grades.

- Enlist the support of an educational researcher to conduct an ethnographic study of the program to determine impact on student engagement and learning for boys.
- Assign Ormondale Counselor to continue work with 3rd grade girls and collect anecdotal information based on conversations and observations as well as student performance data to determine impact on student engagement and learning for girls.
- Conduct pre- and post- surveys with parents to determine program impact.

ACTIVITIES/COSTS	TIMELINE/BENCHMARKS	SUCCESS INDICATORS	LEAD	ESTIMATED MONTHLY TIME INVESTMENT
<p>Enlist the support of an educational researcher to conduct an ethnographic study of the program to determine impact on student engagement and learning for boys. Researcher will receive approximately \$5000 for project.</p>	<p>A researcher will be in place as early as possible in the school year. S/he will follow approximately 15 boys, 3 from each of the 3rd grade classes throughout the school year to study and report on social-emotional and academic progress. Ormondale Principal, 3rd grade teachers, counselor, and Assistant Superintendent will review this information on an ongoing basis.</p>	<p>Greater understanding of the personal experiences of a representative sample of the boys in the 3rd grade which will aid in determining the overall efficacy of the program.</p>	<p>Assistant Superintendent, ORM Principal, ORM third grade teachers, Counselor</p>	<p>✓ Admin 4-6 hrs. ✓ Researcher 20 hrs. ✓ 3rd Grade Teachers 4 hrs. ✓ Counselor 4 hrs.</p>
<p>Assign Ormondale Counselor to continue work with 3rd grade girls and collect anecdotal information based on conversations and observations as well as student performance data to determine impact on student engagement and learning for girls. Costs included in Counselor's current FTE.</p>	<p>A percentage of the Ormondale Counselor's time will be assigned to study and report on social-emotional and academic progress of girls in the 3rd grade throughout the school year. Ormondale Principal, 3rd grade teachers, counselor, and Assistant Superintendent will review this information on an ongoing basis.</p>	<p>Greater understanding of the personal experiences of girls in the 3rd grade which will aid in determining the overall efficacy of the program.</p>	<p>Assistant Superintendent, ORM Principal, ORM third grade teachers, Counselor</p>	<p>✓ Admin 4-6 hrs. ✓ Counselor 12 hrs.. ✓ 3rd Grade Teachers 4-6 hrs.</p>
<p>Conduct pre- and post-surveys with parents to determine program impact. No costs</p>	<p>Administrative team will conduct pre and post surveys with parents and share the results with teachers, counselor, and researcher.</p>	<p>Greater understanding of the personal experiences of students in the 3rd grade which will aid in determining the overall efficacy of the program.</p>	<p>Assistant Superintendent, ORM Principal, ORM third grade teachers, Counselor</p>	<p>✓ Admin 2-3 hrs. ✓ Researcher 2-3 hrs. ✓ 3rd Grade Teachers 1hr. ✓ Counselor 1 hr.</p>
<p>Conduct regular 3rd to 4th grade collaboration meetings during the year to prepare 4th grade teachers to meet the needs of the rising 3rd graders. No costs.</p>	<p>Principals and teachers will hold multiple collaboration meetings during the year.</p>	<p>Smooth transition for students from 3rd to 4th grade preserving best practices to provide for ongoing student success.</p>	<p>ORM and CMS principals, ORM third grade teachers and CMS 4th grade teachers, Counselor</p>	<p>✓ Admin 1-2 hrs. ✓ Teachers 1 hr. ✓ Counselor 1 hr.</p>

CONTENT DELIVERY

1. Use teacher developed K-8 Writing prompts and rubrics to assess student writing, inform instructional practices, and drive curriculum adoption decisions.

ACTIVITIES/COSTS	TIMELINE/BENCHMARKS	SUCCESS INDICATORS	LEAD	ESTIMATED MONTHLY TIME INVESTMENT
<p>K-8 language arts teachers will administer district-wide writing prompts and use the Common Core standards aligned rubrics developed during the 2010-11 school year to assess student writing during the 2011-12 school year. Using student results as a guide, teachers will identify specific student instructional needs and collaboratively strategize how to best address these needs using publisher and teacher created materials.</p>	<p>K-8 Language Arts teachers will administer writing prompts in September/October, January/February, April/May.</p> <p>Language arts teachers will meet throughout the school year to analyze student results and research available resources to address identified student needs.</p> <p>Language Arts teachers will recommend materials for District adoption.</p>	<p>Improved student performance in writing. Identification of instructional materials aligned to student needs.</p>	<p>Assistant Superintendent, Principals</p>	<p>✓ Admin 4-5 hrs. ✓ Teachers 4-5 hrs.</p>

2. Increase student achievement, ignite enthusiasm for learning, and address the needs of all learners through participation in Professional Learning Communities devoted to teachers researching and implementing best practices directly related to Universal Design for Learning.

ACTIVITIES/COSTS	TIMELINE/BENCHMARKS	SUCCESS INDICATORS	LEAD	ESTIMATED MONTHLY TIME INVESTMENT
<p>All staff will engage in a professional learning community with colleagues to explore a topic of interest. Each PLC will be given \$1500-2000 to cover costs related to action research. Funds provided through PVSF Endowment Grant.</p>	<p>By the end of September, each teacher will select a professional learning community topic, and begin meeting with colleagues to engage in Action Research around the topic. These groups will be cross-grade level and cross-school. Meetings will occur on Wednesday afternoons 5 times during the year and continue in 2012-13.</p>	<p>Improved professional environment and peer relationships for teachers. Increased engagement in professional development. Increased implementation of best practices in K-8 classrooms, particularly as related to meeting the needs of all learners and designing universally accessible curriculum.</p>	<p>Assistant Superintendent, Principals</p>	<p>✓ Admin 1-2 hrs. ✓ Teachers 1-2 hrs.</p>

3. Conduct a review of the foreign language program in the Portola Valley. Explore options for improving the program including opportunities to offer choice in foreign language study.

ACTIVITIES/COSTS	TIMELINE/BENCHMARKS	SUCCESS INDICATORS	LEAD	ESTIMATED MONTHLY TIME INVESTMENT
<p>Administrative team will conduct a review of the current foreign language program in PVSD, and collect information about foreign language programs offered K-8 locally and nationally. No cost.</p> <p>Administrative team will review parent and student feedback, track student post middle school progress, and study researched best practices in language study.</p> <p>Administrative team will explore options for implementing best practices in PVSD language program including providing additional choice in language study.</p>	<p>By the end of January, the administrative team will be prepared to submit a proposal to the Board of Trustees outlining a recommendation to expand opportunities for language study in Portola Valley including offering language choice in the 2012-13 school year. Once approved, administrative team will develop the program, identify teachers (if necessary), and make changes to the master schedules to accommodate changes.</p>	<p>Renewed interest in the study of foreign language as indicated in parent/student surveys. Balanced and varied student selection of language options offered.</p>	<p>Superintendent, Assistant Superintendent, Principals</p>	<p>✓ Admin 3-4 hrs.</p>

4. **Begin a review of the Mathematics Scope and Sequence and course of study to update grade level standards to reflect newly adopted Common Core Standards, critical thinking, and problem-solving skills.**

ACTIVITIES/COSTS	TIMELINE/BENCHMARKS	SUCCESS INDICATORS	LEAD	ESTIMATED MONTHLY TIME INVESTMENT
<p>Administrators and teacher members of the mathematics committee will meet four times during the 2011-12 school year to begin revising current mathematics standards to reflect Common Core Standards. No cost.</p>	<p>Four meetings are planned for the 2011-12 school year to begin making changes to the PVSD Mathematics Course of Study. District Wednesday meetings during 2011-12 and 2012-13 will be utilized to share changes with all staff.</p>	<p>PVSD course of study will reflect Common Core Standards.</p>	<p>Assistant Superintendent</p>	<p>✓ Admin 1-2 hrs. ✓ Teacher Committee Members 1-2 hrs.</p>
<p>Administrators and teachers at CMS will review recent changes to the middle school mathematics program (longer class periods, additional levels offered in 6-8, and differentiation support offered in 5th grade) to determine impact of these changes. No cost.</p>	<p>Discussions will be held with teachers throughout the year to determine the impact of changes. Student assessment data will be reviewed at the end of the year to measure progress. Course of study changes, if any are deemed necessary, will be presented to the Board in March or April and to parents following Board approval.</p>	<p>Improved student engagement and performance in mathematics as indicated by standardized assessments.</p>	<p>Superintendent, Assistant Superintendent, CMS Principal, CMS Dean of Students, Teachers</p>	<p>✓ Admin 3-4 hrs. ✓ Teachers 1-2 hrs.</p>

5. Make instructional decisions using a reliable, efficient data management system.

ACTIVITIES/COSTS	TIMELINE/BENCHMARKS	SUCCESS INDICATORS	LEAD	ESTIMATED MONTHLY TIME INVESTMENT
Identify specific data management needs and priorities. Work with key stakeholders to develop systems to respond to these needs. Costs will depend on identified needs.	Work with key stakeholders to develop a data management system that addresses district needs and priorities during the first semester of the school year. Make this system accessible to all staff by the end of the 2011-12 school year.	Successful introduction and integration of a student data management system to be used in making all instructional decisions in the classroom.	Superintendent, Assistant Superintendent, District Technology Team	<ul style="list-style-type: none"> ✓ Admin 3-4 hrs. ✓ District Technology Team 3-4 hrs.
Program specialist, in partnership with site teams, will continue development of a response to intervention system through consistent assessment, data analysis, and appropriate interventions in the area of reading to meet the needs of all students in the area of reading. No cost.	Continue consistent tier 1 and tier 2 interventions K-8, and develop a system for tracking student progress and impact of these interventions during the 2011-12 school year.	All students receive timely, effective, supportive interventions in reading. Progress is closely tracked and monitored by teachers and administrators.	Program Specialist, Principals, Site Team	<ul style="list-style-type: none"> ✓ Admin 6-8 hrs. ✓ Site team 1-2 hrs.
Teachers will continue to analyze assessment data on a regular and frequent basis (at least monthly) to determine effectiveness of tier 1 and tier 2 interventions and access different interventions as indicated by the data. No cost.	Ensure that consistent tier 1 and tier 2 interventions are available to students K-8 throughout the school year. Track all student progress and responses to intervention during the school year.	All teachers use student assessment data to determine necessary interventions, and students respond to these interventions with academic progress.	Program Specialist, Principals, Teachers	<ul style="list-style-type: none"> ✓ Admin 3-4 hrs. ✓ Teachers 3-4 hrs.

6. To promote media and information literacy skills, continue implementation of digital citizenship curriculum district-wide.

ACTIVITIES/COSTS	TIMELINE/BENCHMARKS	SUCCESS INDICATORS	LEAD	ESTIMATED MONTHLY TIME INVESTMENT
District technology team will work with Common Sense Media, principals, school counselors, and teaching staff to develop lessons for implementation in K-8 classrooms.	Lessons will be taught throughout the school year in all classes to establish student understanding and compliance with digital citizenship standards.	Responsible student engagement with digital tools.	District Technology Specialist, Site Principals	<ul style="list-style-type: none"> ✓ Admin 3-4 hrs. ✓ District Technology Team 3-4 hrs.

RESOURCE MANAGEMENT

1. Through an inclusive process, develop and implement a balanced budget for the 2012-13 school year that continues forward progress on the strategic plan, maintains a well-rounded education for all PVSD students, and provides the necessary flexibility to respond to changes in state and local funding.

ACTIVITIES/COST	TIMELINES/BENCHMAR KS	SUCCESS INDICATORS	LEAD	ESTIMATED MONTHLY TIME INVESTMENT
Through an inclusive process, develop and implement a balanced budget for the 2012-13 school year that continues forward progress on the strategic plan, maintains a well-rounded education for PVSD students, and provides the flexibility to respond to changes in state and local funding. No cost.	Develop a preliminary financial forecast for the 12-13 school year. Presentation to the School Board at the November meeting.	An initial understanding by stakeholders of the opportunities and/or challenges that will be present in developing the budget for the coming school year.	Superintendent	✓ Admin 20-25 hrs.
Should cost reductions be necessary, provide opportunities for stakeholders to better understand the financial forecast and to offer suggestions on how the financial shortfall might be mitigated.	Community forums in early February.	Active participation of stakeholders.	Superintendent	✓ Admin 20 hrs.
Should cost reductions be necessary, using input from stakeholders, present a preliminary budget reduction plan to the School Board in February.	Governor's budget address and San Mateo Assessor's 12-13 assessed valuation forecast in February; final PVSF Annual Campaign results - end of February; collective bargaining for the 12-13 year with labor units – ongoing.	A Board approved budget reduction plan by March 8 th .	Superintendent	