

Portola Valley School District

Summary Update on the District Strategic Goals for the 2010-11 and 2011-12 School Years

**Presented to the Governing Board
on June 15, 2011**

EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

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

- **Develop and follow norms for respectful, productive communication among all stakeholders.**
- **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.**

Progress on This Goal

This is an on-going goal at both campuses. We have engaged in several activities to promote respectful communication among all stakeholders. To begin this process, we arranged for every PVSD to observe one of their peers working in the classroom. These peer observation opportunities helped teachers become more aware of one another's work and promoted positive, collegial relationships. Work should continue on this goal next year with particular emphasis on promoting a smoother transition the between 3rd and 4th grades.

Both campuses have implemented school-wide programs to promote social-emotional learning and a positive climate in the classroom and on the playground. Ormondale continued their highly successful Pride assemblies. Lisa Vaughn, Ormondale counselor provided lessons on various community-building topics such as friendship, caring, cooperation, etc. In addition, Ormondale launched its highly successful "bucket-filling" program this year.

Corte Madera school counselor Kristen Shima provided lessons on various topics such as friendship, kindness, bullying, etc. In addition, Corte Madera 7th grader participated in Challenge Day again this year. Finally, the whole school participated in Steps to Respect and pledged to respect themselves and others at all times.

For the coming school year, an additional day of Counselor time is planned for each school. This time will be devoted to classroom social emotional learning lessons.

EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING (continued)

2. Conduct an evaluation of the structure of the middle school program, including but not limited to, a review of course offerings; the impact of adding an advisory period, possible alternative daily schedules.

Progress on this Goal

Tim Hanretty and Carol Piraino conducted 1:1 interviews with every middle school teacher to learn about the benefits and challenges of the current structure, course offerings and schedules. In addition, the January 3rd professional development day was devoted to a discussion of ways that the course offerings and schedules could be improved to meet the needs of Corte Madera students. The staff used the Taking Center Stage II document as a guide for this discussion.

Changes were made to the 6th grade program to promote a smoother transition between 5th grade and middle school. The main substantive change was the creation of a 6th grade Core class for English and social studies. The Core class will include advisory topics such as peer relationships, organization, and middle school transition. The structure of the day has been modified to allow for greater flexibility among the core content teachers to determine the use of time for project-based learning and cross-curricular integration.

In addition, changes were made to the 7/8 program. Four levels of math instruction are now available to 7th and 8th grade students. These classes are offered opposite elective courses at the beginning of the school day so that math course selection does not impact the other classes. Daily instructional time for math has been increased from 43 minutes to 55 minutes for the 11-12 school year. A daily math drop-in program staffed by a certificated math teacher will also be available during the 11-12 school year for all 6-8 students.

All students are also being given the option of taking a Latino Culture class in lieu of Spanish class.

Additional review of both the math course offerings and the foreign language course offerings will be conducted next year.

EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING (continued)

3. Through a collaborative and inclusive process involving staff, parents, and students, identify the qualifications and professional experience desired for the position; establish a search and selection process; and assist the District leadership in selecting the next Principal of Corte Madera School.

Progress on this Goal

In early January, a series of “input” forums were conducted for parents, staff and the School Board. A formal document entitled “Corte Madera School Principal – Preferred Attributes” was developed based upon input received at these meetings, distributed to the PVSD community and utilized in the candidate recruitment process.

An initial search and selection process based on the District’s highly-successful past practice was implemented in late January with a goal of selecting the new Principal by late April or early May. Despite a strong candidate pool, an individual was not identified for the position.

A second search and selection process was implemented immediately that utilized a modified version of the District’s previous search and selection process. After extensive formal and informal networking, and a series of pre-interviews of viable candidates, three candidates were brought forward to a panel of staff and parents for a series of interviews over two days. After additional interviews with district administrators and the School Board coupled with extensive reference checks, the Superintendent recommended to the Governing Board on June 1st that Mr. Michael Corritone be appointed as the next Principal of Corte Madera School. The Board voted unanimously to appoint Mr. Corritone.

CONTENT DELIVERY

1. To increase student achievement and ignite enthusiasm for learning, all K-8 teachers will continue to develop and implement inquiry-based, differentiated instruction in the core content areas and with a special focus on science.

Progress on This Goal

Each K-5 teacher developed or revised two instructional units. Every middle school teacher developed one integrated unit of study. These units are project-based and student-centered. The teaching teams collaborated with colleagues and focused on the core content areas, with a particular emphasis on science. Highlights of these units were shared at the June 1st Board Meeting (Ormondale) and at the June 15th Board Meeting (Corte Madera).

In addition, the 4/5 team continued their work on their program evaluation. The teachers, in collaboration with Carol Piraino and David Fetterman, established a set of student assessments to help measure program efficacy. These assessments were conducted during the 2010-11 school year, and the data from these assessments has been organized into a series of spreadsheets for study by the teaching and administrative teams. This data will be collected in future years to measure long-term program impact. The data will also help serve as a means to identify effective practices and spread these practices across the grade level.

2. Develop a PVSD K-8 Writing Scope and Sequence for full implementation by the start of the 2012-13 school year.

Progress on this Goal

K-5 and middle school English/Language Arts teachers formed three vertical teams to address each form of writing identified in the Common Core Standards (see attached document): Narrative, Information/Explanatory, Opinion.

Each vertical team created a set of writing prompts, representing an appropriately aligned progression, to be administered and scored during the 2011-12 school year and in subsequent years. The calendar for assessments is as follows:

- a. Narrative – September/October
- b. Information/Explanatory – January/February
- c. Opinion – April/May

Each team began work on rubrics, also representing an appropriately aligned progression, to assess the writing. The rubrics are based on the Common Core Standards and the 6 Traits for Writing (Ideas/Content, Word Choice, Organization/Structure, Voice, Sentence Fluency, Conventions).

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

Progress on this Goal:

Significant time was devoted by the District administration to review various student data management systems that are currently on the market. It became readily apparent that there is not an “off-the-shelf” product currently available that fulfills all of PVSD’s identified needs. This is particularly true of the e-portfolio component. The administration has determined that the best course of action is to acquire a stand-alone student data system that will serve as the repository of student data and will provide a user-friendly platform for teachers and staff to access and disaggregate data. The District technology team, using Google Docs, is developing a proto-type e-Portfolio for possible use District-wide.

Despite the slower-than-anticipated progress on this goal, significant achievement was gained with the implementation of the AIMSWeb program for use in the District’s Response to Intervention (RTI) initiative. At Corte Madera, this tool has been used to identify students in 4th, 5th and 6th grades who need additional assistance in English/Language Arts who need assistance. Additionally, this tool will allow for improved year-over-year analysis of student academic progress.

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.

Progress on this Goal

A balanced budget for the 2011-12 school year was developed that did not reduce any programs or services that have historically been provided to PVSD students. In addition, significant program changes were implemented for the 6th grade program that required additional staffing. Enhanced staffing for the Special Education program has been incorporated into the budget to reflect improved services to students with learning differences. Additional math support personnel have been included for the 4th and 5th grades as well as additional science support at Ormondale. Through a successful partnership with the Portola Valley Schools Foundation's Gala Fund-A-Need and Endowment Grant Program, the District is able to add an additional day of Counselor time at each school for the coming year.

The District administration and the Portola Valley Teachers' Association continue to discuss various approaches to alternative compensation.

A five year Kindergarten enrollment study was performed to assist the District with multi-year financial planning. The study was presented to the School Board in December.

SUMMARY

Progressing or completed as planned

Effective Learning Environments

- School Climate/Social Emotional Learning
- Middle School evaluation and realignment
- Corte Madera Principal search and selection

Content Delivery

- Inquiry-based differentiated instruction
- K-8 Writing Scope and Sequence

Resource Management

- Development of balanced budget
- No program reductions
- Advancement of strategic goals
- Kindergarten enrollment study

Progressing with a revised timeline

Effective Learning Environments

- Student data management system

Content Delivery

- None

Resource Management

- Alternative compensation initiative

Tentative Additional Goals for 2011-12

- Foreign Language Course of Study Review
- Mathematics Course of Study Review – Common Core Standards
- Implementation of Principal's Advisory Team at Corte Madera

