

Beach Elementary School - Havens Elementary School - Wildwood Elementary School
Piedmont, California
Tri-School Single Plan for Student Achievement
2014-2015

Summary

Beach, Havens, and Wildwood Elementary Schools are the three elementary programs in the Piedmont Unified School District. It is very intentional that the three elementary schools work closely together to promote parity in all aspects of education. We are part of a Unified School District preparing students for one middle school. Together the three schools submit a Single Plan for Student Achievement, with goals developed through Tri-School collaboration and effort. Beach, Havens and Wildwood schools have participated in School Improvement Program since 1974 and became part of a School Based Coordinated Program in 1987. As required by SB 374, Beach, Havens and Wildwood Schools have a Single Plan for Student Achievement.

Beliefs

We adhere to a common set of beliefs and commitments, which form the basis of the District's philosophy (BP 0100) and are implemented through annually-developed and District-adopted goals. The beliefs and commitments that form the basis of the District's philosophy are:

- Every person has intrinsic worth.
- We are responsible for our actions and our inaction.
- Learning is a life-long journey.
- While learning is the responsibility of the individual, education is the obligation of the community.
- Appreciating diversity strengthens community.
- When an individual's gifts are shared, community is strengthened.
- The potential for individual success exists in every person.
- Enjoyment enhances life.
- Meaningful endeavors grow from passion, courage, commitment, and compassion.
- Family and friends are fundamental to personal well-being.
- Open-mindedness and responsiveness to change are essential to growth and renewal.

Commitments

- We are committed to cultivating a learning community where students are engaged in their learning, strive for excellence, and are supported to achieve to their fullest potential.
- We are committed to providing a safe, nurturing learning environment where every member of the Piedmont Schools feels respected. We strive to increase everyone's sense of inclusion in our community. Our practice of safety and inclusion begins with our policy of prohibiting discrimination on the basis of age, disability, ethnicity, gender, language, marital status, nationality, race, religion, sexual orientation, and socioeconomic status.
- We are committed to fostering an educational program that prepares our students to live in a diverse world, acknowledge and appreciate cultural differences, understand the significance of socioeconomic inequalities, recognize the existence of biases and discrimination, identify conflicts and options for resolution, and take action for positive change.
- We are committed to advancing the beliefs, commitments, vision, and goals of our school system by working collaboratively and allocating and effectively managing limited resources.

School Profile

Current Enrollment (Grades Kindergarten through Fifth)

Beach	362
Havens	533
Wildwood	301

Ethnic Composition of Student Bodies

School Enrollment	Beach 362	Havens 533	Wildwood 301
Hispanic/ Latino	10%	5%	9%
American Indian or Alaskan Native			less than 1%
Asian	11%	14%	10%
Black or African American	2%	1%	
Native Hawaiian or Other Pacific Islander			
White	58%	78%	73%
Two or More Races	20%	12%	10%

Class Size

Seismic, safety and accessibility upgrades were completed on all elementary schools between 2008 and 2012. Class Size Reduction funds and a local parcel tax have made it possible to provide primary class sizes of 24 or less and fourth and fifth grade classes of 27 or less.

Teaching and Learning

Each of our elementary schools provides a rich environment for students to learn and grow academically. Curriculum, pedagogy, and assessment intertwine to support each student's academic growth. All students are required to learn the essential standards of a broad academic curriculum. The curriculum includes Language Arts, mathematics, science, technology, history/social studies, visual and performing arts, physical education, and health. We have begun the transition to Common Core Standards in Language Arts and mathematics. All students have access to standards-based/Common Core instructional materials. Each year teachers review students' progress on classroom and standardized tests and collaborate at grade levels to provide the strongest program for each student.

In addition to the clear emphasis on a broad academic education, a strong focus is placed on student's social-emotional growth. Problem solving is emphasized through cooperative learning and the development of critical thinking skills. Cooperative learning is important in fostering teamwork, building community, encouraging peer to peer learning, and promoting self-esteem and respect among students. An emphasis on inferring, analyzing, and synthesizing content is an integral part of developing critical thinking skills. Additional academic support is provided by encouragement and assistance to students.

The school district with supplemental funding from the Parent Clubs provides the following program specialists: reading resource, math resource, counseling, technology, physical education, vocal and instrumental music, school psychologist, speech and language therapist, nurse, librarian, occupational therapist, resource specialist, inclusion teachers and English Language Development specialist. All classrooms have instructional paraeducators for the equivalent of one hour a day.

Language Arts

The goal of our language arts instruction is to foster in our students a lifelong love of reading and writing. To that end, the Reading and Writing Workshop approach to teaching literacy and instructional materials written by Lucy Calkins have been adopted K-5. Teachers use these materials to guide their students in becoming fluent readers and writers. Students are exposed to children's literature that promotes a love of reading and serves as mentor texts for their own writing. Leveled classroom libraries are the primary source for reading materials, which include a variety of single texts as well as multiple-copy sets of literature. Many of our literature selections, both fiction and nonfiction, extend concepts taught in social studies and science.

During Reading and Writing Workshop, students have opportunities to read, interact, and share their reading and writing experiences. Other overarching literacy goals include developing strong, independent, fluent readers and writers who think and question critically, employ a variety of reading strategies to comprehend what they read, and use a variety of writing strategies to create authentic pieces of writing for a specific audience. Examples of specific reading strategies include using meaning to decode, exploring language structure, building phonological awareness, employing metacognitive strategies, and developing text analysis skills. Examples of specific writing strategies include choosing a manageable topic, developing ideas, organizing writing, using the appropriate voice, including sentence variety, and understanding the conventions of written language.

Reading and Writing Workshops are structured around explicit mini lessons where teachers connect students' learning to prior experience; introduce through direct modeling one teaching point, which could be a strategy, skill, or procedure; provide students the opportunity to practice through active involvement; and link the new learning to students' own reading and writing practices. Student choice is a critical component of both workshops. In Reading Workshop, students choose from a selection of "just right books" to build stamina, fluency, and comprehension during independent reading periods. The elementary schools have a general goal that students read approximately 50% fiction and 50% non-fiction texts cumulatively, throughout their elementary years. Teachers meet with students during this reading time to confer one-on-one or in small groups, and the conferences connect to the mini lesson or particular needs of the reader. Assessment of reading levels and conference notes guide teachers in differentiating to meet students' learning needs. A "just right" book is one that a person can read with 95% or better accuracy with strong comprehension.

In Writing Workshop, the lessons in the Units of Study support children in engaging in authentic and meaningful writing tasks. The Units of Study in Opinion, Information, and Narrative Writing is the curriculum resource teachers use to guide Writer's Workshop lessons. Students are taught the steps of the writing process: prewriting, drafting, revising, editing, and publishing. Instructional attention is given to both content and conventions, where attention is given to editing for grammar, punctuation, and spelling. These skills are taught explicitly in mini lessons and reviewed in writing conferences. Students' published writing is handwritten or word-processed.

Word Study is taught using a developmental approach. Words Their Way Spelling Inventories are administered to assess students' spelling levels, and small group instruction is provided for each level of spellers. Teachers also use students' written work to guide their planning for differentiated word work that supports students' acquisition of phonemic awareness, phonics, spelling, vocabulary, word

structure analysis, and appreciation of language. *Phonics Lessons* by Fountas and Pinnell are used K-2 and *Words Their Way* by Donald Bear, Marcia R. Invernizzi, Shane Templeton, and Francine R. Johnston are used K-5.

In all grades, students are actively involved in developing thoughtful listening and speaking skills. There are numerous speaking activities: reading books aloud, dramatic presentations and plays, poetry recitals, current events presentations, sharing time, oral discussions, cooperative learning groups, conflict resolution, and book talks. Approximately 90 instructional minutes are spent on Language Arts instruction daily. A staggered reading schedule in 1st grade allows for small group instruction of no more than 11-12 students.

Library Program

Literacy and information literacy skills are promoted, strengthened, and supported by our library program. All students meet once a week for 30 minutes with our teacher-librarian, with additional flexible time for resource-based projects as needed. The teacher-librarian is supported by a part-time library assistant. The Common Core State Standards emphasize teacher-librarians' key skills: research; equipping students to access, evaluate, and synthesize information; and strengthening literacy. The Model School Library Standards for California Public Schools provide the structure for the elementary school library programs. The teacher-librarian actively maintains and updates an extensive collection of resources, both print and electronic, for students, teachers and parents; these resources support the Common Core curriculum as well as the independent reading and diverse learning needs of students.

The library program consists of four components:

- Reading – The teacher-librarian promotes reading through sharing books, exposure to different fiction and nonfiction genre, and individual reader advisory for students, teachers and parents. Love of literature and life-long learning are emphasized through a variety of programs.
- Collaboration with classroom teachers – As the information specialist, the teacher-librarian supports the curriculum with appropriate resources and works with teachers to create and implement resource based research projects that are central to the Common Core. Further collaboration is provided to support classroom teachers with Reading and Writing Workshops.
- Technology – The teacher-librarian uses and/or teaches the use of technology tools such as the document camera, LCD projector, iPads, chromebooks, and computer workstations. Encouraging students and teachers to use technology to access, use and share information, and maintaining subscription databases, online catalog, electronic books and the library website are part of the teacher-librarian role.
- Digital and Information Literacy – The teacher-librarian helps students learn by being able to find, analyze, and use print and digital information safely and in meaningful ways.

Mathematics

Following our work last year to look closely at the shifts in mathematics and identifying areas for curricular support, teachers are piloting the EDM (Every Day Math) Common Core edition in grade K-2 and Engage NY in grades 3-5. As more materials are released this spring we will look at piloting additional curriculum. Professional Development last year focused on the shifts in mathematics as well as the 8 standards of mathematical practice. PUSD joined the Silicon Valley Math Initiative (SVMI) in the spring. All teachers received an overview of the available resources in the spring and an elementary math specialist, elementary principal, middle school math teacher, high school math teacher and the Director of Curriculum and Instruction attended a summer training. All K-12 teachers of math participated in a professional development day in August focused on strategies to promote math talk in

our classrooms. Professional Development for teachers will be ongoing this spring. A K-12 math leadership team has been developed and elementary teachers, administrators and math specialists will meet throughout the year. A math task force with community members, teachers and administrators will also meet throughout the year.

The mathematics program focuses on developing understanding of fundamental concepts with an emphasis on problem solving. Students work on building and articulating problem solving strategies, representing mathematical ideas, making connections, and recognizing and utilizing patterns. Concepts and skills from all strands are interwoven, reinforced and extended through lessons and assignments. Manipulatives are widely used to build conceptual understanding. Students work individually, in cooperative groups, and as a whole class with the help of teachers, instructional aides, math resource teachers and parent volunteers. Approximately 60 instructional minutes are devoted to mathematics daily. A part time math specialist, funded by our Parent Clubs, provides small group instruction to students needing support or challenge in grades 2-5. New this year, our parent clubs have funded additional instructional aide support for the teaching of mathematics. In addition, our math specialist provides staff development for differentiation strategies in mathematics instruction.

History/Social Studies

The history/social studies program is integrated with other curriculum areas and emphasizes geographical and historical context and critical thinking skills. Students study and learn about themselves as members of a community, our free market system, connections to the past, California's unique history as a State, and the development of our Nation up to 1850. They are asked to compare and contrast multiple viewpoints and to read information about our world, past and present from multiple sources. Field trips, guest lecturers, assemblies and classroom simulations enhance our program.

Science/Health

Our science curriculum, FOSS (Full Option Science Systems) emphasizes lessons that integrate science with other subject matter. Lessons include experiments, field trips/guest presentations and outdoor education. Students are taught to compare, organize, infer, relate and apply scientific data in the areas of Life Science, Earth Science, and Physical Science. Students practice the scientific method by posing questions, making hypotheses, collecting data, recording results, drawing conclusions and applying new knowledge. A science resource teacher assists classroom teachers in preparing experiments and presenting lessons. Additionally, hands-on science lessons are taught in our school gardens reinforcing our commitment to environmental education. Teachers extend class activities by going to museums, nature areas and other outdoor field trips, and an annual science fair provides opportunities for students to design, research and report on their own inquiries. This school year we will begin the transition to the Next Generation Science Standards (NGSS) focusing on the shifts that will be needed away from California State standards as we move toward implementation of NGSS.

Fifth grade students will continue to take the California Standards Test in Science as part of the new California Assessment for Student Progress and Performance (CAASSP) formerly STAR testing program. They will be assessed on fourth and fifth grade science standards in the spring of fifth grade. We anticipate that as the State moves into full implementation of NGSS there will be a parallel shift in the way science standards are assessed.

Fifth grade students spend a week in puberty education instruction taught by specialist Ivy Chen. Parent volunteers provide a Parent Educator Program to fourth and fifth grade students with educational information about drugs, alcohol and tobacco (see School Climate section). The Second Step program,

also described in the School Climate section, is used to teach students skills for academic success, development of empathy, emotion management and problem solving.

Physical Education (PE)

The P.E. program is designed to encourage all students to raise their personal fitness level, develop new motor skills and enjoy active participation in a wide variety of games and sports. Activities are also designed to foster inclusion and mutual respect among students. Students strive toward improved performance and work cooperatively toward common goals. The curriculum includes:

- Locomotor and gross motor development
- Sensory motor development
- Organized elementary games aimed at skill acquisition and promoting the notion that movement is fun and healthy
- Traditional sports including team handball, volleyball, basketball, track, whiffle-ball and softball
- Rhythms and dance

The California Fitness Test is administered to fifth graders and individual results of this assessment are shared with parents and reviewed annually by the P.E. teachers and the Site Council.

To promote physical activity across settings, all classroom teachers were trained by our PE specialists in September on strategies to incorporate movement breaks into class time.

Visual and Performing Arts

In weekly music lessons, all students in Kindergarten through third grade receive vocal music instruction in which the following skills are built:

- Singing in tune, unison and in simple parts
- Keeping rhythmic patterns in the body, starting with walking the steady beat and building to performing rhythms from notation
- Creativity and improvisation, both musical and poetic
- Performing as part of an ensemble

Musical materials used include folk songs, art songs, singing games and folk dances from diverse cultural sources, with a particular focus on our American musical heritage.

In fourth grade, students have two 30 minute music sessions per week in which they experience Orff and orchestral instruments. In fifth grade, instruction focuses on one specific instrument selected at the end of fourth grade. Skills built in the primary grades are further developed with more emphasis on reading musical notation. The whole school performs at a winter concert; fifth graders perform at a spring concert.

Art instruction is taught by art specialists funded by our Parents Club and supported by classroom teachers. PAINTS (Promote Art In The Schools) and the Parents Club provide funding for additional material to supplement our art supplies so that all students have the opportunity to work with a variety of materials. Hallways and classrooms display student art throughout the year and art shows are displayed on campus and in the community.

Drama experiences include puppetry, plays, oral reading, creative dramatics, and other oral presentation. The Parents Club, the Piedmont Educational Foundation and Piedmont Appreciating Diversity sponsor assemblies, guest artists and other performers. All students are taught dance as part of their PE program.

Instructional Technology

Technology is a critical component to student advancement because it supports inquiry, communication, and analysis. Our implementation of technology resources is grounded in research, tied to curriculum, and focused on positively impacting student learning. Informing our approach are best practices of 21st century skills, International Society for Technology in Education's (ISTE) National Education Technology Standards (NETS) skills, and critical thinking derived from work around Bloom's Taxonomy to create engaged and literate learners.

Piedmont's use of educational technology aims to improve student achievement by providing:

1. Equitable access to technology, through adequate student/computer ratios, support to instruction, security, maintenance and reliability
2. Opportunities for students and staff to acquire 21st Century skills
3. Support for the Common Core Standards

Classroom teachers are active participants in lab instruction and lesson planning, working collaboratively with the site technology coordinator to design lessons that support, enrich and assess state curricular standards and develop appropriate technology skill sets. Teachers use technology with students in the classroom to further curricular goals as called out in the Common Core Standards. Beginning this year, classroom sets of Chrome Books will be available to students in a 3:1 ratio at second and third grade and 1:1 at fourth and fifth. Tablets will be purchased this spring for use by K-1 students. Teachers use technology for communication and planning (email, webpages, shared resource folders), and instructional delivery (LCD projectors, smartboards, document cameras, USB microscopes and Dashboard).

Computer lab periods are scheduled for all first through fifth grades and goals this year will focus on the teaching of computer science. Library workstations are available for student use to connect to EBSCO database and World Book online. As computer lab time is not a teacher preparation period, teachers are active participants in lab instruction and lesson planning, working collaboratively with the site technology coordinator to design lessons that support, enrich and assess state curricular standards and develop appropriate technology skill sets.

Differentiation

The school recognizes the importance of differentiation in meeting its goals and has initiated programs to guide those efforts. Any student scoring below proficient on the English Language Arts or Math portions of STAR (or in the future, Smarter Balance Assessment) are referred to a Student Study Team to ensure that necessary interventions are in place. Tier 1 and 2 interventions occur in the classroom and sometimes include Reading and Math Resource support. Additional reading assessments are used to monitor students' reading progress. Students that produce strong work samples in class receive differentiated instruction that provide open-ended assignments, more breadth and depth, acceleration, or some combination of the above.

A formal assessment process guides eligibility determinations for all Special Education programming and English Learner services. Strategies to tailor instruction to fit the unique needs of students eligible for any of these services are determined through the collaborative efforts of teacher specialists, classroom teachers, and parents. Classroom teachers and specialists collect information from formal test records, observations, and portfolios of student work to plan a program that builds upon students' current levels of knowledge. When necessary, the classroom teacher shortens or extends assignments, or provides open-ended assignments, to meet the needs of individual students.

Equal Opportunity and Access

A Student Study Team comprised of classroom teachers, resource teachers and the District school psychologist meets twice a month (more often if requested) to consider the needs of students and ensure all students the opportunity to participate in high-quality curricular and extracurricular activities. Teachers and parents can refer students to the Student Study Team at any time during the year. The special needs of students are discussed, information from parents is shared, and recommendations may be made for students to receive assistance from resource personnel, or to be assessed for inclusion in the special education program. Resource specialist, speech and language and hearing impaired programs are available to students with exceptional needs. The reading resource teacher, the counselor, enrichment teachers, teacher-librarians and other staff members may offer support and enrichment activities for a student.

A broad range of special education programming is available to students who have been identified and found eligible for services by a multidisciplinary assessment team. Students qualifying for special education services are typically served the majority of their day in the general education classroom. Specialized services in the general education program include reading resource, math resource, and counseling. The population served by these programs is variable, and changes based on assessment throughout the year.

English Learner Program (EL)

The English Language Development specialist works with students and serves as resource to classroom teachers to provide additional and appropriate instructional opportunities for students developing fluency in English. Economic Impact Aid funds this program. All classroom teachers have been trained in skills to assist English language learners and possess CLAD or equivalent credentials.

School Enrollment	Beach 362	Havens 533	Wildwood 301
Students receiving direct services	1	21	10
Students reclassified as English Proficient being monitored	10	15	2

Gifted and Talented

Students in third grade are given the option of taking the OLSAT (Otis Lennon Schools Abilities Test), a group administered standardized measure. Students scoring in the 9th stanine on any 2 sections will be considered eligible for GATE identification. Students with GATE identification are eligible for cluster grouping and to receive a written plan specifying the differentiation strategies used to enhance their learning beginning in fourth grade. Our GATE plan is being reviewed during this school year and revisions to the current plan may be made.

The District's program serves GATE students who are talented in traditional academic areas as well as areas including creative ability, leadership, and visual and performing arts. At the elementary level, programming primarily consists of in-class differentiation and enrichment activities. In addition, elementary GATE identified students with advanced mathematics aptitude are eligible to receive supplemental instruction from the elementary math specialist. Prior to formal identification, administrators, teachers, and parents may refer K-3 students who appear to require greater differentiation to a Gate Study Team. The team will review the needs of the child and consider appropriate accommodations in the classroom.

Special Education

When students have been referred for special education services, their Individual Educational Programs (IEPs) are coordinated with regular instruction and are provided with minimum disruption to the students' participation in the general education classroom. Resource teachers, classroom teachers, special education instructional paraeducators, and general education paraeducators coordinate the instructional program to help the child with special needs succeed in the regular classroom.

Students who qualify for special education participate in the regular class program and receive individual or small group instruction from special education staff. Special Education programming available in our elementary schools include: Intensive Language Program, Resource Specialist, Occupational Therapy, Hearing Impaired, Speech and Language Therapy, and Adaptive P.E. Additional services can be arranged through a student's Individualized Education Plans when needed to help them access the core program.

Facilitated play and social skills groupings are available during lunch and recess to support the development of social and pragmatic language skills.

Professional Development

Staff development activities are planned, carried out, and evaluated for the purpose of improving the job-related knowledge and skills of the principal, teachers, instructional aides, and other student support personnel. Ongoing efforts are made to ensure equity through the continuous development of instructional strategies that demonstrate sensitivity to the diversity of pupil needs, learning styles, talents and levels of development. Weekly Common Planning time is provided for opportunities for collaborative planning among teachers at grade levels at the site and across the District. K-5 and 5-6 discussions also are held to ensure continuity between the grades. Emergency Preparedness training as well as training for the specific health needs of students is ongoing.

Staff Development this year includes:

- Silicon Valley Math Initiative workshops and web based resources
- Attendance at Columbia Teacher's College Reading Workshop Institute by 10 elementary educators and follow up strategy workshops for teachers during faculty meetings and Common Planning time and the October Professional Development day
- Professional Development for pilot math curriculum as well as strategies for promoting student talk in mathematics discussions
- Opportunities for teachers to attend other Common Core Related Workshops
- In-services on Movement Breaks to energize students
- Goal setting and reflection as part of the evaluation system and as part of a continuous cycle of improvement
- Emergency Preparedness including first aid and CPR

All certificated staff have the opportunity to participate in Piedmont's exemplary Teacher Evaluation Program, created with support from the Piedmont Educational Foundation. Teachers solicit and review 360 degree feedback from students and parents, as well as administrators and other teachers.

Standards, Assessment, and Accountability

Students in our elementary schools participate in a broad-based curriculum with grade-level standards defined by the Common Core Standards for Mathematics and Literacy Instruction with emphasis on cognitive thinking skills and communication. Student assessment is key to guiding instruction and promoting learning. Student progress is evaluated using multiple measures including group administered standardized tests, curriculum-based measures, individual diagnostic testing, progress reports, and classroom observation. Our fifth grade students will continue to participate in the California

Standards Test program for science only, as mandated by the State of California. Students in grades 3-5 will be assessed this spring according to State guidelines that are in development at this time.

The three elementary schools, Beach, Havens and Wildwood, and the Piedmont Unified School District support a culture of continuous improvement for all stakeholders including students, parents, teachers, and administrators. This culture employs a continuous cycle of collaborative efforts to improve school performance through the following steps:

1. Acquisition of qualitative and quantitative performance data
2. Assessment and analysis of such data
3. Identification of areas for further improvement or further inquiry
4. Development of recommendations for improvements including collaboration on best practices
5. Implementation of recommendations

Parent conferences are held twice a year and progress reports are sent three times during the year. Students receive timely feedback on their work. Multifaceted assessment tools assist teachers in guiding group and individual instruction. The effectiveness of school programs and goals are measured by teacher-developed assessments, portfolio samples, comments by parents on surveys, and student feedback. We are continuing to develop assessments that are administered at all three elementary schools at each grade level and will be developing a new report card with benchmarks and assessments as part of our transition to the Common Core.

School Climate

Our elementary schools seek to provide a nurturing environment where all are respected. Children are encouraged to Speak Up if they see anyone being hurt physically or emotionally. Additionally we ask that students walk during transition times and behave in a manner conducive to learning when inside the building.

We foster a positive playground climate and intervene to prevent and stop bullying behavior through class meetings, assemblies, and discussions. During the 2013-2014 school year, all elementary schools launched the Second Step program K-5. Second Step is a social emotional curriculum that addresses skills for learning, empathy, emotion management, and problem solving. In addition to this, we have a progression of consequences in place to address hurting anyone physically or emotionally or damaging school property. Discussions with adults, missed recesses, parent conferences, behavior plans, and in some circumstances suspension, are part of the progression.

Service positions provide opportunities for students to have direct positive influence on our school climate. Classes participate in a buddy program that pairs older and younger children in a mentoring relationship. Our school participates in a Go Green Initiative to help make students aware of their role in the health of our environment locally and globally. Our waste reduction program includes separating waste into green waste/compost, paper and other recyclables and landfill.

The Parent Education Program (PEP) provides fourth and fifth grade students with information regarding peer pressure, self-esteem, and substance abuse. General safety awareness is reviewed by teachers throughout the school year and parents are encouraged to review safety measures through articles in the weekly newsletters.

Parent Involvement

Funding from our Parents Clubs makes it possible to extend the hours of our technology curriculum teacher and our school counselor, and to provide science, art and math resource teachers as well as funds for art and science supplies. These Parent Clubs also contribute funding and labor for capital improvements at our school site.

Parent volunteers make a significant positive impact on the school. They assist as classroom helpers, library volunteers, noon game monitors, field trip drivers and coordinate a host of special projects that benefit our students. A hot lunch program is provided daily by Children's Choice and served by parent volunteers. Parents and faculty meet formally at Back to School Night in September, at fall and spring conferences, and at Open House, which will be held in February this year. Attendance at these events is very high. Fundraising and community building events occur throughout the year. Both the Piedmont Language School and the Parents Clubs sponsor classes outside of the regular school day on our campus and the school also functions as a community facility for Adult Education classes, scout meetings and special events.

Parents are invited to participate in parent education activities and consistently receive relevant information concerning school program and its effects on children. Communication forms include an orientation meeting for newcomers, weekly newsletters, monthly Parents Club meetings, monthly Dads' Club meetings, parent teacher conferences, bulletin board displays in the front entrance, School Board summaries and District, school and some classroom websites.

Membership in community support groups is open to all parents. PRAISE (Parents, Resources and Advocacy in Special Education) is a parent organization with interest in special education. Meetings provide speakers and forums for parent interaction. CHIME (Citizens Highly Interested in Music Education) and PAINTS (Promote Arts in the Schools) are two parent organizations designed to provide support for the visual and performing arts. Piedmont's Appreciating Diversity Committee (PADC) provides a film series throughout the year that addresses topics relating to diversity. Piedmont Asian American Club (PAAC) sponsors events that highlight Asian cultures and provides forums for discussion.

Parents are kept informed of emergency procedures. Disaster preparedness is ongoing. The Parents Club replenishes emergency food and water supplies annually. Emergency Drills are held monthly. District Disaster Drills are scheduled annually in the fall to practice emergency procedures. A comprehensive School Safety Plan is reviewed annually.

Funding and Governance

Piedmont Unified School District policies are followed at all times. Site Council meetings are held at least six times per year to review the school plan, vote on budget as necessary and analyze parent survey and assessment data. All meetings are open to interested community members and notices of the meetings are advertised in the weekly bulletin and posted a week before the meetings are held. Members are elected to represent parents/community and school staff. The School Site Plan is presented to the Piedmont Board of Education in the fall of each school year.

Progress Updates on Tri-School Site Goals for 2013-14

This year is a preparation year for the transition to Common Core Standards and the Smarter Balanced Assessment. We want to provide a variety of opportunities for the parent community to understand these changes as they unfold.

Goal 1: Communication	Parent Communication: To build parent awareness of the transition from the CA standards to the Common Core State Standards.
Actions	<ul style="list-style-type: none"> • Present information to parents at Parent Club meetings • Principals' messages in school bulletins • Emails to highlight special events to inform community about Common Core • Inform parents of technology developments and Smarter Balanced Assessment information as available • Craft communication to inform parents of District work surrounding transition to Common Core • Create simple one page take-aways for spring conferences on Common Core transition • K-5 focused Common Core Informational Evening, including elements of model lessons, sample assessment questions, etc.
Measurement	<ul style="list-style-type: none"> • Parents' attendance rate at District Common Core evening presentations • Content included in newsletters from classroom and school • Minutes from Parent Club sessions
Progress	Work Accomplished.

Piedmont Unified School District will work with the Alameda County Office of Education to provide ongoing professional development for the next two years in Common Core curriculum and instruction methods/strategies.

Goal 2: Common Core	Develop instructional strategies/practices and academic interventions to support the mastery of Common Core State Standards in literacy for all subject areas and in math for all students.
Action Plan	<ul style="list-style-type: none"> • Participate in ongoing planning and work with Alameda County Office of Education to support strategic professional development in order to effectively implement the Common Core State Standards in the 2014-2015 school year • Training through professional development during Common Planning Time sessions, as well as three Professional Development days during the school year (10/14/13, 11/1/13 and 1/6/14) • Actively seek out and explore what other districts in and outside of California are using to launch Common Core (report cards, homework policies, curriculum) • Develop a process to create new Common Core Standards-Based report cards • Examine the use of paraeducator support in the transition to Common Core instructional design. • Begin to discuss homework policies and expectations in the context of the transition to Common Core

Goal 2: Common Core	Develop instructional strategies/practices and academic interventions to support the mastery of Common Core State Standards in literacy for all subject areas and in math for all students. (continued)
Measurement	<ul style="list-style-type: none"> • Teacher attendance at Professional Development days and Common Planning time • Defined process for developing new report card systems • Documented discussions at Site Council and Staff Meetings
Progress	<ul style="list-style-type: none"> • New Report Card Developed. Will be used in November 2014 • Paraeducator Support for Mathematics for the next three years funded by Parent Clubs • Denise Pope addressed the elementary faculty and parents in April 2014 on the relationship between homework and parent achievement. • Homework Communication sent to parents August 2014.

In anticipation of implementation of the Common Core State Standards and the Smarter Balanced statewide assessments, and in alignment with the Piedmont Unified School District Technology Plan, goals are developed to support student use of technology, coordination of technology curriculum and communication.

Goal 3: Technology	Technology Instruction: Students will demonstrate proficient use of technology as defined in the California Common Core State Standards by focusing on collaboration, communication, use of evidence, and evaluation of information.
Action Plan	<ul style="list-style-type: none"> • Use 21st century tools such as Google Apps and Chromebooks in lessons that focus on collaboration, communication, use of evidence, evaluating information in alignment with Common Core Standards • Implement a rigorous digital literacy/citizenship curriculum • Focus on keyboarding skills: <ul style="list-style-type: none"> ➢ Investigate best practice of keyboarding instruction ➢ Investigate pure web-based keyboarding (TTL4, Typing Pal, Typing Club) ➢ Use Read, Write and Type™ at beginning of 1st grade to reinforce phonics and introduce core keyboarding tenets ➢ Implement keyboarding practice in order to demonstrate 12-15 wpm at 90% accuracy at 4th grade • Identify and provide the hardware and infrastructure necessary to support Common Core instruction and assessment on the Smarter Balanced test • Train classroom teachers in further developing common core aligned activities that utilize technology • Develop a performance task assessment using technology that can be implemented Tri-School • Use technology in a testing scenario using SBAC practice tests • Examine how technology can serve students with special needs

Goal 3: Technology	Technology Instruction: Students will demonstrate proficient use of technology as defined in the California Common Core State Standards by focusing on collaboration, communication, use of evidence, and evaluation of information. (continued)
Measurement	<ul style="list-style-type: none"> • Focus on Grade 4 (as a target grade in PUSD’s Instructional Tech Plan) with a target of 12-15 wpm at 90% accuracy by end of school year 2013-2014 • Focus on Grade 4 with a meaningful measure for Common Core with writing tests (see DIT Plan page 25) • Use CommonSense Media curriculum to support Common Core standards (from DIT plan page 26) as reported by schools • Use the nationally normed TRAILS (Tools for Real Time Assessment of Information Literacy Skills) assessment to measure informational literacy (from DIT plan 26) • Necessary hardware and technology is in place in classrooms
Progress	<ul style="list-style-type: none"> • Chrome Books introduced to all fifth graders by January 2014. Students took up use very easily. Lab work was extended to classrooms as a result. • 5th grade teachers became familiar with the use of Teacher Dashboard, a gmail account management system • All grades 3-5 used Chromebooks for the pilot of the CAASP testing last spring. • Typing programs are now web based and students in grades 1-5 can access and practice at home • May 2004: Concepts of Computer Science were introduced to grades 1-3.

With attention to issues of diverse student learning needs and student stress, examine and optimize school structures and practices to foster social-emotional growth and intellectual intelligence for all students.

Goal 4: Social/ Emotional Curriculum	Implement Second Step Social/Emotional Curriculum during the 2013-14 School Year, with lessons delivered in each classroom in all grades K-5. Communicate with school community about core elements of the program.
Action Plan	<ul style="list-style-type: none"> • Provide support and training to all certificated and classified staff during the 2013-14 school year • Provide information to parents via school and classroom newsletters, as well as using “Home Links” from the curriculum • Examine the Center for Human Development’s Parent Educator Program curriculum content at grades 4 and 5 to evaluate for content duplication and partnership with lessons provided through Second Step • Partner with site Schoolmates programs around core components/language of Second Step that we hope can be used consistently across our settings • Provide opportunities for dialogue between 5th grade and 6th grade to discuss ways to support social/emotional growth in the transition to middle school • Present Second Step at a parent education night, perhaps including student role-plays

Goal 4: Social/ Emotional Curriculum	Implement Second Step Social/Emotional Curriculum during the 2013-14 School Year, with lessons delivered in each classroom in all grades K-5. Communicate with school community about core elements of the program. (continued)
Measurement	<ul style="list-style-type: none"> • Teacher evaluation of implementation and feedback on next steps • Feedback from yard supervisors and other staff on instances where Second Step language was used or skills applied • Student self-evaluation tools – reflect on times that they applied lessons from Second Step • Parent feedback through homework and home links; possible survey in spring • Content about Second Step included in classroom newsletters • Messages in school newsletters/website content
Progress	<ul style="list-style-type: none"> • Training for classified staff provided during 11/1/13 Professional Development Day • Training for Beach, Havens, Wildwood Schoolmates Staff May 2014 • PEP curriculum review begun. To be continued in 14/15 school year. • Communication in School Bulletins. • Full implementation expected 2014-2015

Beach Elementary School - Havens Elementary School - Wildwood Elementary School

Comprehensive School Safety Plan 2014-2015

As specified in SB 187, a Comprehensive School Safety Plan is in place and published on our school website for the public to review. The plan is updated annually and more often if necessary.

Assessment of Current Status of School Crime: To date, our schools have not reported crime this school year.

Child Abuse Reporting Procedures: Reporting procedures are reviewed at a staff meeting at the beginning of each school year.

Disaster Procedures, routine and emergency: Emergency Preparedness is addressed through well communicated plans and regularly scheduled drills: monthly fire drills, earthquake drills, review of intruder alerts at faculty meetings, district wide evacuation drills, and a Shelter in Place drill should there be a need to stay inside. Each school has multiple radios for communication on site and across the district. A megaphone is kept in the office that can be used to give directions to students on the playground and our student address system will be accessible from remote locations later this year. Our email system can be accessed for communication in the event of a Shelter in Place situation. Our District's student information system can be accessed on and off site to communicate during an emergency. Piedmont Unified is working with Piedmont Police and Piedmont Fire Department to coordinate emergency preparation. Our Site Plan for Emergency Preparedness is attached.

Policies related to suspension, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion: Board Policies are reviewed annually. Our elementary schools rarely suspend students and work to provide a progression of consequences when necessary that support students in school. There are no suspensions to date this school year.

Notification to Teachers pursuant to EC 49079: This section outlines policies regarding notification to teachers about students who have engaged in dangerous behaviors. This is not a typical need at the elementary level in our District.

Sexual Harassment Policy: Our District's policy is distributed to all staff at the beginning of each school year, and reviewed at faculty meetings annually. Teachers review the large concepts associated with the policy for students in Grades 3, 4 and 5. Teachers and Yard Duty Personnel receive training in supporting a school culture that is based on respect.

School Wide Dress Code: PUSD elementary schools do not have a school dress code although students are asked to not wear items that can be distracting in the educational setting.

Safe Ingress and Egress of Pupils, Parents and School Employees to and From School: Maps illustrating exits for an evacuation are posted in each classroom and included in classroom handbooks which are shared with substitute teachers. Regularly scheduled drills, help school personnel, students and parent volunteers become familiar with these predetermined evacuation routes. A Crossing Guard(s) in front of the school and student-run patrols assist students during pick up and drop off.

The school is handicap accessible. Handrails and safe surfaces are maintained for the safety of all.

Safe and Orderly School Environment: Communications about a safe and orderly school environment are shared with the school community through class meetings, weekly newsletters and the website. Evacuation Plans, School Maps and Behavior Guidelines are posted at each school site. Each classroom and each space with a program run by a teacher specialist is equipped with an emergency backpack that contains emergency and first aid supplies. Copies of emergency cards for each class are kept in the backpack. Food and water are stored on site in case of an emergency.

All classrooms and offices have telephones. Radios/ cellphones are carried by a yard duty supervisor at each recess. All visitors including parents and guardians are required to sign in.

School Classrooms are attractive and clean. Exterior appearance is good. Vandalism and graffiti are minimal. Any graffiti that is discovered is removed immediately. A full time custodian and part time custodian maintain the campuses and consult with the District's Maintenance Team if assistance is needed. Grounds are maintained by a District Gardener. Teachers maintain an environment conducive to learning and all classrooms display evidence of the curriculum. Classroom disruptions are minimized and instructional time is protected through the joint efforts of faculty and staff. A school counselor is available part time to help children with areas of concern related to their overall well-being.

Campus security is provided by school staff. A credentialed teacher and paraeducators supervise each recess. The lunch patios and sections of playground are supervised by a minimum of 2 noon yard supervisors during each lunch recess.

Rules and Procedures pursuant to EC 35291 and EC 35291.5: In order to create an environment that is respectful of all and conducive to learning, all are asked to act in a safe manner and to follow guidelines for promoting respectful behavior. Each classroom teacher posts rules that are consistent with the Guidelines.

Consequences for not following school and/or classroom guidelines or rules may include the following: talking or counseling with an adult, writing a behavior plan and/ or note of apology, contact with parent, missed recess or recess in an alternative location, instruction in an alternate location, and/or community service. District guidelines for suspension/ expulsion are available should the need arise.

Our schools have an open game policy. Recess games and activities are open for all children to join. Children are discouraged from bringing games, collections or toys from home which cannot be shared easily by all who wish to participate. Guidelines and Expectations have been shared with each classroom for the lunch patio and playground. Additional Playground Rules include: No tackle games; no fighting, real or pretend; and if an activity appears unsafe or can hurt anyone or damage school property, it is not allowed. Weapons and any replicas of weapons are not allowed on the school campus.

Yard Duty Personnel have participated in Staff Development designed to help adults recognize bullying type behaviors on our playground. All of our elementary schools use the Second Step Curriculum to support social emotional and academic learning. The high visibility of adults on campus including parent volunteers, and a constant, consistent reinforcement of guidelines for acceptable behavior create a safe environment for students. Each site has a part time counselor to work with individual and small groups of children and to provide unit lessons on making and keeping friends and on problem-solving strategies. Additionally some parent education is available as well as time to meet with parents to help address a family's needs as they relate to their child's education.

PEP (Parent Educator Program) Training in fourth and fifth grades helps children formally develop positive decision making strategies. A health education program for our fifth graders that focuses on puberty also reinforces positive decision-making strategies.

**BEACH INCIDENT COMMAND SYSTEM
OVERVIEW OF ICC TEAMS AND RESPONSIBILITIES**

Team	Team Name	Personnel	General Responsibilities
1	Command Center Located near tire swing/storage shed 1 radio	Michael Corritone - Lead Lauren Lopez (scribe) Sun Lee (Site Security) Sarah Wheeler (T-F) Jaimie Lasky (PM)	<ol style="list-style-type: none"> 1. Account for presence of all students, staff. 2. Implement and coordinate all disaster operations. 3. Control external and internal communication. 4. Maintain log and prepare reports for District ICC.
2	Search and Rescue Meet at Command Center 3 radios	Pedro Maravilla – Lead Evan Hu James Holan Emily Hoge (M-W) Jacob Stahl Raul Jorcino Daniel Loughran	<ol style="list-style-type: none"> 1. Search campus in a methodical pattern to find injured and missing persons. 2. Report location of all injured persons to Command Center. 3. Assess damage to structures and report to Command Center. 4. Station team members as guards near unsafe areas to prevent re-entry. 5. Direct loiterers/public to appropriate locations.
3	Site Security Meet at Command Center 1 radio	Sun Lee – Lead (then to Command) Susie Schonberg Lenea Smydra Carol James Nancy Bowen (T-Th) Beverly Feder (M, Th) Kim Bonacum (T)	<ol style="list-style-type: none"> 1. Secure school site by locking all external gates, doors, etc. 2. Monitor all entrances 3. Route fire, ambulance and police. 4. Escort media to District ICC. 5. Check all utilities (water, gas, electricity). 6. Determine sanitation conditions and report to Command Center. 7. Assist on Search and Rescue Team as needed.
4	First Aid Meet near Kindergarten Playground 1 radio	Stephanie Valdez-Kaminsky-Lead Leigh Symkowick Nadia Pacult Robin Ludmer (T-Th) Jaime Taggart Sarah Kingston (M, W)	<ol style="list-style-type: none"> 1. Administer first aid. 2. Document name, injury, first aid given. 3. Determine need for medical assistance. 4. Work cooperatively with outside agencies. 5. Keep Command Center informed. 6. Maintain morgue as needed.

**BEACH INCIDENT COMMAND SYSTEM
OVERVIEW OF ICC TEAMS AND RESPONSIBILITIES**

Team	Team Name	Personnel	General Responsibilities
5	<p>Supervision and Assembly</p> <p>Meet at playground Assembly Area near retaining wall</p> <p>2 radios</p>	<p>Heidi Sawicki – Lead <i>All Classroom Teachers</i></p> <p>Molly Coffey-Smith</p> <p>Patti Lowe-Stevenson <i>All Sp.Ed. Paras</i></p> <p>Pannipa Sieben</p> <p>Adrian Behrendt (T,Th)</p>	<ol style="list-style-type: none"> 1. Evacuate and direct students, when appropriate, to planned station at Assembly Area. 2. Assign a team member as Assembly Area coordinator. 3. Control entrances to the Assembly Area. 4. Manage all Assembly Area activities and communications. 5. Account for students. 6. Determine need for assisting other teachers. 7. Supervise and reassure students throughout the duration of the event.
6	<p>Student Release</p> <p>Meet near Upper Gate</p> <p>1 radio</p>	<p>Megan Nakahara – Lead</p> <p>Lori Jo Sinclair</p> <p>Lynne Christianson</p> <p>Barby Love (M-W)</p> <p>Michelle Sullivan</p> <p>Rachel Whitman</p>	<ol style="list-style-type: none"> 1. Staff Main Gate and Reunion Gate. 2. Establish messenger system between Main Gate, Reunion Gate, and Assembly Area. 3. Process the reuniting of students with parents, guardians, family members. 4. Document released students on the Sign Out Sheet

**HAVENS SCHOOL SITE INCIDENT COMMAND SYSTEM
OVERVIEW OF ICC TEAMS AND RESPONSIBILITIES**

Team	Team Name	Personnel	General Responsibilities
1	Command Center	Anne Dolid Ken Taylor Denise Meredith Nancy Andrada Emily Wong	<ol style="list-style-type: none"> 1. Account for presence of all students, staff. 2. Implement and coordinate all disaster operations. 3. Control external and internal communication. 4. Maintain log and prepare reports for District ICC.
2	Search and Rescue	Kate MacDonald Laura Richey/Erin Ashton Matt Campana Terry Smith Kelly Ellis Carole Lowenberg Raul Jorcino Katie Jepsen Shauna Revelli	<ol style="list-style-type: none"> 1. Search campus in a methodical pattern to find injured and missing persons. 2. Report location of all injured persons to Command Center. 3. Assess damage to structures and report to Command Center. 4. Station team members as guards near unsafe Areas to prevent re-entry. 5. Direct loiterers/public to appropriate locations.
3	Site Security	Antonio Maravilla Mark Alvarez Jason Compton Laura Remer Helle Vistisen *Emily Wong (Highland Gate) Jerry Carrone	<ol style="list-style-type: none"> 1. Secure school site by locking all external gates, doors, etc. 2. Monitor all entrances. 3. Route fire, ambulance and police. 4. Escort media to District ICC. 5. Check all utilities (water, gas, electricity). 6. Determine sanitation conditions and report to Command Center. 7. Assist on Search and Rescue Team as needed.
4	First Aid	Cheryl Vaughn Joanne Chace Carrie Rodrigues/Marianne Peirce Kelly Wallis Somaly Ourn Ellen Staples Klara Szell Lori Eifert Mike Wong Bev Feder Kim Bonacum	<ol style="list-style-type: none"> 1. Administer first aid. 2. Document name, injury, first aid given. 3. Determine need for medical assistance. 4. Work cooperatively with outside agencies. 5. Keep Command Center informed. 6. Maintain morgue as needed.

**HAVENS SCHOOL SITE INCIDENT COMMAND SYSTEM
OVERVIEW OF ICC TEAMS AND RESPONSIBILITIES**

Team	Team Name	Personnel	General Responsibilities
5	Supervision and Assembly *not assigned to class/students	Katy Levin Michelle Song Janine Mortan Kate Campbell Kim Jordan Kelly Bunje Nancy Roscelli Helen Brown Rachna Dube Christine Fredericks Chris deBlicek Diana Thomas Lydia Adams Cathy DeVos Jodi Carter Bri Tarpey Kirsten Seymour Gabriella Gordon Katy Polvorosa Adrian Behrendt Anne Violanti Dan Bonnin Stacey Rodriguez Pam DeLuca Barb Horst	<ol style="list-style-type: none"> 1. Evacuate and direct students, when appropriate, to pre-planned station at Assembly area, using pre-determined routes. 2. Assign a team member as Assembly area coordinator. 3. Control entrances to the Assembly area. 4. Manage all Assembly area activities and communications. 5. Account for students. 6. Determine need for assisting other teachers, 7. Supervise and reassure students throughout the duration of the event.
6	Student Release	Jessica Roine Lori Morris Mary Leon Karen Keller Jessica Siebert Brenna Galvin Janice Sheldon Kathy Morrisroe Cecille Gunst Chad Hamilton Giena Vogel Ashley Stevanovic	<ol style="list-style-type: none"> 1. Staff main gate and reunion gate. 2. Establish messenger system between Main Gate, Reunion gate, and Assembly Area. 3. Process the re-uniting of students with parents, guardians, and family members 4. Document the records of released students on the Sign Out Sheet.

**WILDWOOD SCHOOL SITE INCIDENT COMMAND SYSTEM
OVERVIEW OF ICC TEAMS AND RESPONSIBILITIES**

Team	Team Name	Personnel	General Responsibilities
1	Command Center	Carol Cramer Melissa Cowan Becky Tretola	<ol style="list-style-type: none"> 1. Account for presence of all students, staff. 2. Implement and coordinate all disaster operations. 3. Control external and internal communication. 4. Maintain log and prepare reports for District ICC.
2	Search and Rescue	Javier Lopez Bernadette Navarro Louisa Cheung Viki Salazar District Maintenance Others as Available	<ol style="list-style-type: none"> 1. Search campus in a methodical pattern to find injured and missing persons. 2. Report location of all injured persons to Command Center. 3. Assess damage to structures and report to Command Center. 4. Station team members as guards near unsafe Areas to prevent re-entry. 5. Direct loiterers/public to appropriate locations.
3	Site Security	Search and Rescue Team Michael Coen Ellen Reed Debbie Rego Linsey Sandrew Music Teachers Itinerant Personnel	<ol style="list-style-type: none"> 1. Secure school site by locking all external gates, doors, etc. 2. Monitor all entrances. 3. Route fire, ambulance and police. 4. Escort media to District ICC. 5. Check all utilities (water, gas, electricity). 6. Determine sanitation conditions and report to Command Center. 7. Assist on Search and Rescue Team as needed.
4	First Aid	Sandy Martin Mary Carter Other Staff as they become available	<ol style="list-style-type: none"> 1. Administer first aid. 2. Document name, injury, first aid given. 3. Determine need for medical assistance. 4. Work cooperatively with outside agencies. 5. Keep Command Center informed. 6. Maintain morgue as needed.

**WILDWOOD SCHOOL SITE INCIDENT COMMAND SYSTEM
OVERVIEW OF ICC TEAMS AND RESPONSIBILITIES**

Team	Team Name	Personnel	General Responsibilities
5	Supervision and Assembly	Martin Lewis Classroom Teachers and their instructional aides including special education para educators	<ol style="list-style-type: none"> 1. Evacuate and direct students, when appropriate, to pre-planned station at Assembly area, using pre-determined routes. 2. Assign a team member as Assembly area coordinator. 3. Control entrances to the Assembly area. 4. Manage all Assembly area activities and communications. 5. Account for students. 6. Determine need for assisting other teachers, 7. Supervise and reassure students throughout the duration of the event.
6	Student Release	Christine Petersen/ John Roure Marta Krampitz-Dickson	<ol style="list-style-type: none"> 1. Staff main gate and reunion gate. 2. Establish messenger system between Main Gate, Reunion gate, and Assembly Area. 3. Process the re-uniting of students with parents, guardians, and family members 4. Document the records of released students on the Sign Out Sheet.

Hold a Public Meeting: The School Site Council Meetings serve as the public meetings for review of the School Safety Plan. At its meeting on **November 4, 2014**, the School Site Council determined that:

The safety plan addresses the needs of the school and the students within the school by providing a comprehensive plan that addresses emergency preparedness through well communicated plans, regularly scheduled drills, and guidelines and expectations for student behavior that are consistently monitored and reinforced.

In reviewing the plan, the School Site Council considered the following: the plan assures each student a safe physical environment by providing a well-maintained building, safe campus and safe ingress and egress to and from school.

Each student is assured a safe, respectful, accepting and emotionally nurturing environment. Evidence of this environment includes multiple postings of school expectations, observations of respectful student behavior, the work of the school counselor that is jointly funded by the district and the Parents Club, and the presence of many caring adults on campus including parent volunteers. As a school community we work together to underscore the importance we place on having our school be a safe, nurturing environment where children are encouraged to take on responsibility and leadership roles for the betterment of our community.

Students are provided resiliency skills through the explicit teaching of conflict resolution. Positive decision making strategies are taught through our Second Step program and Health Education programs offered to fourth and fifth graders. Teachers and the school counselor lead discussions that help develop resiliency skills on an ongoing basis as they relate to daily events at school.

Beach:

NAME	ROLE	SIGNATURE	DATE
Michael Corritone	Principal		
Ellen Garrett	Teacher		
Leslie Estrada	Teacher		
Jessica Sprague	Teacher		
Liz Fitzgerald	Parent		

Havens:

	SIGNATURE	DATE
Anne Dolid, Principal	Staff	
Lori Morris, Counselor		
Kate MacDonald, Teacher		
Helen Brown, Teacher		
Ellen Staples, Para-Educator		
Parents		
Mimi Johnson		
Liz Jordan		
Maureen Rhodin		

Wildwood:

Staff	Signature	Date
Virginia Sanseau, Paraeducator		
Kathleen Schneider, Teacher		
Ellen Reed, Teacher Librarian		
Carol Cramer, Principal		
Parents	Signature	Date
Christine Wentz		
Randi Drake		
Rachel Long		
Jeanne- Marie Hebert		

**Beach Elementary School – Havens Elementary School – Wildwood Elementary School
Tri-School Site Goals for 2014-15**

Guiding Purpose: Based on Shaping our Future 2.0, we have identified that we want students to be 21st Century Learners.

All of our goals are developed through this lens, and our work is focused on this outcome. Based on conversations with tri-school teachers, staff, parents, and administration, some of our identified needs are:

- Uninterrupted Blocks of Instructional Time
- Increased Length of Kindergarten Day
- Visual and Performing Arts Program Articulation K-12
- Possibility of Common Prep Time
- Allocation of Space
- Discussion of Elementary Conference Schedule
- Evaluation of Elementary Instructional Minutes
- Science Program Articulation Grades K-5
- Special Education Service Delivery Tri-School
- Computer Science Curriculum Development

Through the collaborative development of our SSC goals, we will address many of these in the 2014-15 school year.

Goal 1: Communication (LCFF Goal 4: Cultivate a Dynamic Learning Community)

- A. As we implement Common Core Standards and California Assessment of Student Performance and Progress (CAASPP), we will provide a variety of opportunities for all stakeholders to learn about and understand these changes.

Action Plan	Start/End Date	Measurement	Progress	Responsible
Provide timely information on topics pertaining to common core and CAASPP	Ongoing	Weekly Principals Message, presentations to parent clubs, Infinite Campus messaging		Admin Parent Club Leadership
Survey parents on what communications and information they want and need in order to develop a protocol for communications	October-April	Development of survey Survey results Protocol		SSC Sub-Committee
K-5 focused Common Core Informational Evenings including "Math Nights," model lessons from piloted curriculum, sample assessment questions from CAASPP, etc.	Fall Winter Spring	Hold 2-3 informational meetings for the year each focused on different subject areas and different grade levels Attendance Video links		Admin Math Leadership Team Math Task Force Math Specialists

Goal 2: Common Core (LCAP Goal 1: Adapt and Improve Educational Program Delivery; LCAP Goal 2: Support Professional Growth and Instructional Effectiveness)

Tri-School faculty will participate in professional development in Common Core curriculum and instruction to develop instructional strategies/practices and academic interventions to support the mastery of Common Core State Standards with an emphasis on Literacy and Math.

Action Plan	Start/End Date	Measurement	Progress	Responsible
Examine the flow of the school day, recognizing the changing needs of use of instructional time with Common Core curriculum	2014-15	Survey results Needs assessment		SSC Sub-Committee
Teacher Leaders and Administration participate in ongoing planning to support strategic professional development in order to effectively implement the Common Core State Standards including CPT Time, Staff Meetings and three Professional Development Days	Ongoing	Survey results Attendance Report outs on training	August PD focus on Student Talk in Math Classrooms Saturday Eureka Math Training 3-5 teachers SVMI trainings - launch of Problem of the Month in October Teacher visits to Berkeley Unified to see Readers Workshop and Eureka Math lessons Follow up to Reader's Workshop Training at October PD with Interactive Read Aloud training Asilomar Math Conference Next Generation Science Standards training in San Diego Saturday 9/6 Engage New York Common Core Math Program Training 14 participants	District Admin Site Admin Teacher Leadership Teachers

Goal 2: Common Core (LCAP Goal 1: Adapt and Improve Educational Program Delivery; LCAP Goal 2: Support Professional Growth and Instructional Effectiveness) (continued)

Action Plan	Start/End Date	Measurement	Progress	Responsible
Defined process for assessing new report card system	Fall 2014- April 2015	Committee continue to meet three times to assess the effectiveness of report card and prepare to facilitate follow up conversations with grade level teams Develop and conduct parent survey to gather feedback on efficacy of report card Agendas and minutes from district CPT meetings	Committee meeting on October 22 to discuss revisions ahead of first implementation CPT meeting held on October 15 to review intent of report card and provide feedback to committee	
Continue to discuss homework practices and expectations in the context of Common Core State Standards	Ongoing	Documented discussions at Site Council and Staff Meetings		SSC Members

Goal 3: Technology (LCAP Goal 1: Adapt and Improve Educational Program Delivery)

- A. Faculty will use 1:1 devices at 4th and 5th grade to support differentiated instruction.
- B. An articulated Computer Science Curriculum is being developed and will meet the CSTA standards and is aligned with the Piedmont Unified School District Technology Plan.

Action Plan	Start/End Date	Measurement	Progress	Responsible
Provide each 4th and 5th grade student a Chromebook for use in the classroom	November 2014	Chromebooks deployed to all students		Director of Tech Site Tech Coordinators TOSA
Research and use applications that support Common Core Standards instruction	Ongoing	Teacher lesson plan Student projects		Director of Tech Admin Site Tech Coordinators Teachers
Actively seek out and explore how other districts are utilizing devices and 1:1 environments to integrate technology in support of common core instruction		Compilation of research		SSC Sub-Committee
Create technology scope and sequence.	2014-15	Benchmarks Curriculum		Site Tech Coordinators
Implement a rigorous digital literacy/ citizenship curriculum tied to Common Sense Media and linked back to Second Step Curriculum	2014-15	Lesson Plans Agendas and Collaboration Notes		Teacher Librarians Tech Coordinators TOSA Counselors
Review how technology is used to serve students with special needs in order to develop a plan going forward.		Survey Special Education teachers and support staff		SSC Sub-Committee

Goal 4: Social/ Emotional Curriculum

With attention to issues of diverse student learning needs, we will examine and optimize school structures and practices to foster social-emotional growth for all students.

Action Plan	Start/End Date	Measurement	Progress	Responsible
Continue partnership with site Schoolmates programs around core components/language of Second Step.	Ongoing	Quarterly meetings between sites and Schoolmates to share updates and discuss progress		Admin Schoolmates Staff
Promote recess as a safe and inclusive place for all students	October 2014- April 2015	Use of second step language in conflict resolution Implementation of a variety activities to meet student needs	Playworks training on October 13, 2014 Use of quiet game stations Implementation of art stations weekly	Classified staff PE Teachers Admin
Explore partnerships with PMS and PHS to extend social emotional learning K-12.	2014-15	Meeting minutes with PHS Student reflections after HS students present to elementary students Evaluation of culminating activity	Initial meeting with PHS Service Learning Coordinator	Admin 4th and 5th Grade Teachers PHS Service Learning Coordinator

The Beach School Site Council approves the 2014-2015 Single Plan for Student Achievement and recommends that it be approved by the Board of Education of the Piedmont Unified School District.

NAME	ROLE	SIGNATURE	DATE
Michael Corritone	Principal		
Ellen Garrett	Teacher		
Leslie Estrada	Teacher		
Jessica Sprague	Teacher		
Liz Fitzgerald	Parent		

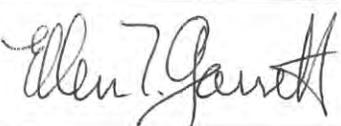
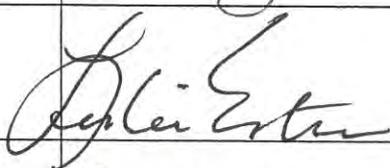
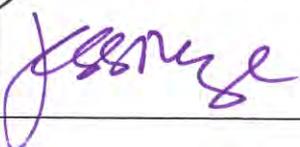
The Havens School Site Council approves the 2014-2015 Single Plan for Student Achievement and recommends that it be approved by the Board of Education of the Piedmont Unified School District.

Staff	SIGNATURE	DATE
Anne Dolid, Principal		
Lori Morris, Counselor		
Kate MacDonald, Teacher		
Helen Brown, Teacher		
Ellen Staples, Para-Educator		
Parents		
Mimi Johnson		
Liz Jordan		
Maureen Rhodin		

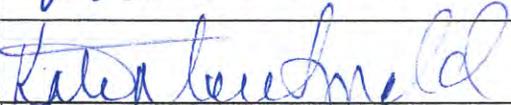
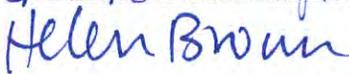
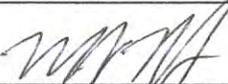
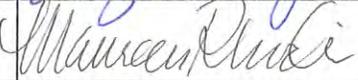
The Wildwood School Site Council approves the 2014-2015 Single Plan for Student Achievement and recommends that it be approved by the Board of Education of the Piedmont Unified School District.

Staff	Signature	Date
Virginia Sanseau, Paraeducator		
Kathleen Schneider, Teacher		
Ellen Reed, Teacher Librarian		
Carol Cramer, Principal		
Parents	Signature	Date
Christine Wentz		
Randi Drake		
Rachel Long		
Jeanne-Marie Hebert		

The Beach School Site Council approves the 2014-2015 Single Plan for Student Achievement and recommends that it be approved by the Board of Education of the Piedmont Unified School District.

NAME	ROLE	SIGNATURE	DATE
Michael Corritone	Principal		11/4/14
Ellen Garrett	Teacher		11/4/14
Leslie Estrada	Teacher		11/4/14
Jessica Sprague	Teacher		11/4/14
Liz Fitzgerald	Parent		

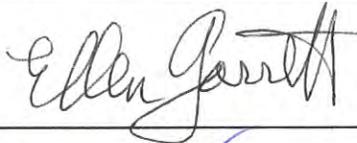
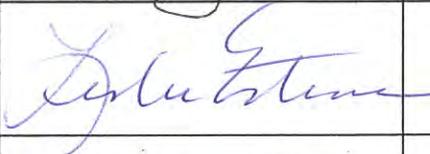
The Havens School Site Council approves the 2014-2015 Single Plan for Student Achievement and recommends that it be approved by the Board of Education of the Piedmont Unified School District.

Staff	SIGNATURE	DATE
Anne Dolid, Principal		11-4-14
Lori Morris, Counselor		11-4-14
Kate MacDonald, Teacher		11-4-14
Helen Brown, Teacher		11-4-14
Ellen Staples, Para-Educator		11/4/2014
Parents		
Mimi Johnson		11/4/2014
Liz Jordan		11/4/2014
Maureen Rhodin		11-4-14

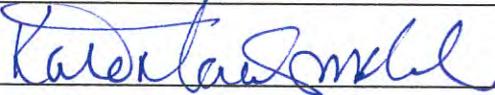
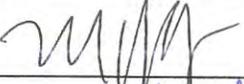
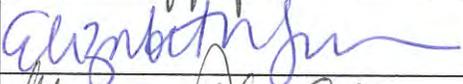
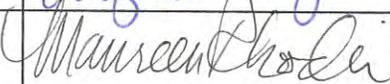
The Wildwood School Site Council approves the 2014-2015 Single Plan for Student Achievement and recommends that it be approved by the Board of Education of the Piedmont Unified School District.

Staff	Signature	Date
Virginia Sanseau, Paraeducator	<i>Virginia Sanseau</i>	11/4/14
Kathleen Schneider, Teacher	<i>Kathleen Moore</i>	11/4/14
Ellen Reed, Teacher Librarian	<i>Ellen Reed</i>	11/4/14
Carol Cramer, Principal	<i>Carol Cramer</i>	11/4/14
Parents	Signature	Date
Christine Wente		
Randi Drake	<i>Randi Drake</i>	11/4/14
Rachel Long	<i>Rachel Long</i>	11/4/14
Jeanne-Marie Hebert	<i>Jeanne-Marie Hebert</i>	11/4/14

Beach:

NAME	ROLE	SIGNATURE	DATE
Michael Corritone	Principal		11/4/14
Ellen Garrett	Teacher		11/4/14
Leslie Estrada	Teacher		11/4/14
Jessica Sprague	Teacher		11/4/14
Liz Fitzgerald	Parent		

Havens:

Staff	SIGNATURE	DATE
Anne Dolid, Principal		11-4-14
Lori Morris, Counselor		11-4-14
Kate MacDonald, Teacher		11-4-14
Helen Brown, Teacher		11-4-14
Ellen Staples, Para-Educator		11-4-14
Parents		
Mimi Johnson		11-4-14
Liz Jordan		11/4/2014
Maureen Rhodin		11-4-14

Wildwood:

Staff	Signature	Date
Virginia Sanseau, Paraeducator	<i>Virginia Sanseau</i>	11/4/14
Kathleen Schneider, Teacher	<i>Kathleen Schneider</i>	11/4/14
Ellen Reed, Teacher Librarian	<i>Ellen Reed</i>	11/4/14
Carol Cramer, Principal	<i>Carol Cramer</i>	11/4/14
Parents	Signature	Date
Christine Wente		
Randi Drake	<i>Randi Drake</i>	11/4/14
Rachel Long	<i>Rachel Long</i>	11/4/14
Jeanne- Marie Hebert	<i>Jeanne-Marie Hebert</i>	11/4/14