

**BEACH
ELEMENTARY SCHOOL**

Piedmont, California

SINGLE PLAN
FOR STUDENT ACHIEVEMENT
2010-2011

Beach School Site Council

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BEACH ELEMENTARY SCHOOL

Single Plan For Student Achievement 2010-2011

MISSION STATEMENT

Beach Elementary School has adopted the Piedmont District Strategic Plan Mission Statement: Piedmont Unified, an exemplary school district committed to public education, is dedicated to developing independent learners who are responsible, competent, collaborative, compassionate, and intellectually curious with a strong sense of self and community. Through quality instruction and shared leadership, the District will impact knowledge and promote creative and critical thinking in a safe, nurturing and challenging environment. A qualified, inventive and student oriented staff supports this mission.

The theme of "Respect" continues to be a focus at all the schools in Piedmont, and is interwoven throughout the curriculum at Beach School. Our work includes the implementation of annually adopted District Goals.

SCHOOL PROFILE

Beach School has an enrollment of 328 students in grades kindergarten through fifth, with 147 females and 181 males. The ethnic breakdown of our student population is as follows: White 64.6%, Asian 24.4%, Filipino 1.5%, Black 7.0%, American Indian 1.5%.

5.5% of our total student body is identified as Hispanic. Class Size Reduction funds have made it possible to have classes of 20 or fewer students in grades K-3. The citizens of Piedmont passed parcel tax Measures B and E, this year to support our schools in a difficult budget climate. The total number of classrooms this year in grades K-5 is fifteen.

This year, Beach School is host to 39 Kindergarten students from Wildwood School, which is under construction. We are also hosting students and staff with the Intensive Language Program this year. We have 70 staff members, including both certificated and classified employees.

The school district provides the following program specialists: physical education, technology instructor, vocal and instrumental music, school psychologist, speech and language therapist, nurse, librarian, resource specialist, reading resource teacher and English Language Development specialist. Instructional paraeducators support the classroom program. All classrooms have instructional paraeducators for the equivalent of one hour a day. There are also many parent volunteers assisting in classrooms.

Parents are kept informed of emergency procedures. Disaster preparedness is ongoing. An all-schools citywide disaster drill was conducted on October 21st. All students are asked to bring a food pack to be stored in each classroom in the event it is needed.

Water for each student is stored at the school. A District Disaster Drill is scheduled biennially, with a review of plans each school year. A Comprehensive School Safety Plan and Emergency Preparedness Binder are reviewed annually. Emergency backpacks for each classroom were replenished this fall.

Beach School has participated in School Improvement Program since 1974 and became part of a School Based Coordinated Program in 1987. As required by SB 374, Beach School will have a Single Plan for Student Achievement.

TEACHING AND LEARNING

Beach School provides a rich environment for students to learn and grow academically. On a daily basis and by design, curriculum, pedagogy, and assessment intertwine to support each student's academic growth.

Beach School requires all students 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. All curricula are aligned with state standards that can be found at www.cde.ca.gov. All students have access to standards-based instructional materials. Each year teachers review student progress, examine test results 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 students' 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 paraeducators in each classroom. This reduces the student/adult ratio and facilitates encouragement and assistance to students.

Reading specialists and special education teachers work with the library staff to assure that the library collection supports program for the gifted as well as students with special needs.

Classroom teachers and specialists collect information from formal test records, observations, and portfolios of student work to plan a program to build upon the 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 Child Study Group composed 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 have opportunity to participate in high-quality curricular and extracurricular activities. Teachers and parents can refer students to the Child Study Group 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 special education personnel, or to be tested 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 multi-disciplinary 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 is changing based on assessment throughout the year.

The table below indicated the number of students served by each program.

Reading Resource	32+
Math Support	25+
Counseling	Kindergarten classes + 40

English Learner Program, E.L.

There are 6 students who are identified as English Learners and who receive services. An additional 20 students have been reclassified as English proficient, and they will be monitored for two years. 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.

Gifted and Talented

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. Each fall, students are identified and referred for GATE, and information on a differentiated program is provided at conferences in November. Additional referrals

may happen throughout the year. 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. Although formal identification of students does not begin until fourth grade, administrators, teachers, and parents may refer K-3 students who appear to require greater differentiation to a Child Study Team. The team will review the needs of the child and consider appropriate accommodations in the classroom.

The GATE Advisory Committee recently reviewed the results of the districtwide GATE survey. In Grades 4 and 5, the District is piloting the administration of a standardized abilities test as part of its GATE (Gifted and Talented Education) eligibility determination process. The District will be renewing its GATE plan in June and wishes to determine if the use of a norm referenced abilities test will improve our identification process.

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 regular classroom. Resource teachers, special education instructional aides, classroom teachers and School Improvement Program aides 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. Resource programs available at our school include: Intensive Language Program, Resource Specialist, English Language Development, Occupational Therapy, Hearing Impaired, Speech and Language Therapy, and Adaptive P.E. Reading Resource and Math Specialists are also available to assist classroom teachers and instruct small groups of students.

Social Skills Groups are available at lunch on Wednesdays and Fridays that integrate general education and special education students.

CURRICULUM AREAS

Language Arts

Teachers employ balanced literary programs that draw on a wide array of instructional activities. Students gain exposure and experience with an extensive collection of quality children's literature intended to foster a life-long love of reading. Children have opportunities to read, interact and share their responses to literature with others. Other critical goals include developing strong, independent, fluent readers who think and question critically, and employ multiple comprehension strategies. These strategies include using meaning to decode, exploring language structure, building phonological awareness, employing meta-cognitive strategies, and using text analysis.

Houghton Mifflin materials have been purchased for students in grades K-5 and will be used in addition to a variety of multiple-copy sets of literature and nonfiction and single copy editions. Third, fourth and fifth grade teachers have selected books that support instruction in social studies. Classrooms are supplemented with a variety of other reading materials and literature. Before-school Book Clubs are scheduled to meet during the year for students in grades four and five.

Children engage in authentic and meaningful writing tasks. Their writing is part of a multi-step process that progresses through prewriting, drafting, and revision, before culminating in a variety of finished texts. Instructional attention is given to content proofreading, editing, spelling, handwriting, and word processing. These skills are explicitly taught in lessons that are embedded in the writing process and in lessons that focus on discreet skills. Writing across the curriculum is emphasized. All teachers are continuing to develop curriculum using the Writer's Workshop process and Units of Study by Lucy Calkins.

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 daily.

The Nancy McHugh Library is an important resource for teachers and students alike at Beach. The teacher librarian works collaboratively with teachers to provide direct instruction around literature selections and research strategies. Each classroom visits the library for 30 minutes each week for a lesson, and many classes extend their time to use the facility for research. The library is supported by a half-time library assistant, and maintains an extensive collection that serves as a community resource. In addition, a significant professional development library is housed for teacher reference and use.

This year, all three elementary schools are proceeding with a program review of Language Arts. This review will include evaluation of current practices, assessment of needs and evaluation of teaching materials in Language Arts, including writing.

Mathematics

Beach School's mathematics program contains well-defined sequential expectations that cover all strands of the math framework throughout the grades. The mathematics curriculum 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. Hands-on tools and manipulatives are widely used to build conceptual understanding. Students work individually, in cooperative groups, and as a whole class with the help of teachers, paraeducators, math resource teacher and parent volunteers. Teachers are implementing the State standards.

Everyday Mathematics, adopted in June of 2008, continues to be implemented this school year. A minimum of 60 instructional minutes is devoted to mathematics daily. Teachers received staff development and training with the new mathematics series last year, and this year will follow up with year 2 implementation discussions both district-wide, at each site, and by grade level. In addition, the 5th grade teachers will be meeting with the middle school to fine tune the implementation.

Beach School is fortunate to have a math specialist on staff three days a week, funded by the Beach Parents Organization. The specialist works with each grade level team to support the math curriculum and provides small group instruction to students needing support or challenge. In addition, the teacher provides staff development in effective methods for teaching math.

Science

Teachers use the district-adopted FOSS/Delta science program in grades K-5.

As a supplement to state texts and a standards-based instructional program, parent presenters, guest speakers and science specialists provide enrichment in science throughout the year. The science enrichment specialist works at the school every week, teaching small groups of students, working with teachers in classrooms, and reinforcing the concepts presented in classes.

There are opportunities for children to pursue individual scientific interests culminating in an annual science fair. The PEP program, taught by parent volunteers, supports the science curriculum by providing information about drugs, alcohol, and tobacco. Fifth grade students spend a week participating in puberty education classes taught by specialist Ivy Chen.

Parents and the Beach Parent Organization provide funding for special science field trips to further enrich our science program. Teachers extend class activities by going to museums, nature areas, and walking field trips. This year field trips are planned to

Marin Headlands, Hidden Villa, The Oakland Museum, Tilden Park, Lawrence Hall of Science, Ardenwood Farm, Redwood Regional Park, U.C. Botanical Gardens, Chabot Space and Science Center, Whole Earth Bakery and Fitzgerald Marine Reserve at Moss Beach.

The teacher-librarian and technology coordinator assist teachers and students in selecting science and reference materials to enhance the study of a particular topic.

Beach School is committed to environmental education. Last year, the Beach Green Committee worked with all district sites in the process of developing a 3-year action plan. This year, we will be defining and articulating our current program. Activities throughout the year will focus on recycling programs, alternate energy sources, and garden activities. The school garden has been significantly expanded and improved in 2007, and in fall 2009, the school was awarded the Hansen's Natural and Native Grant to expand our California native garden.

History and Social Studies

History and Social Sciences are an integrated part of our school curriculum. Students attend assemblies, music classes, and participate in art activities related to various social studies units. Instructional materials adopted during the 2005-2006 school year were purchased to implement and address the State standards and are being used in all classrooms as of the 2007-2008 school year. During the holidays, children share their many customs with their classmates. Children enlarge their vision of the world through oral language, literature, pictures, map, family history, globe activities and on-line research projects. Special assemblies are sponsored by Piedmont Asian American Club and the Piedmont Appreciating Diversity Committee. This year we will focus on Australia and the Pacific Islands during Cultures Week in the spring.

The library media specialist and technology coordinator assist teachers and students in using nonfiction and reference materials, bibliographies and historical fiction to supplement the study of history and social sciences through print and technology based resources. There is computer software available to back-up social studies instruction. In addition, students have access to web sites for the purpose of research.

Visual and Performing Arts

Visual art is taught by classroom teachers utilizing a variety of media and integrating it with areas of study. Guided drawing, sketching, sculpting and watercolor techniques are among the areas included in art instruction. Art textbooks enhance the classroom instruction with information about artists and styles. Children's art projects are displayed throughout the school. Two art shows of student work are scheduled this year. In addition, an art specialist provides visual art instruction for grades K-5. The "Meet the Masters" program continues this year with the support of parent docents in classrooms.

Performing Art activities include classroom plays, skits, choral readings, poetry recitals, book reports accented with costumes and other oral presentations. Individual classes and grade levels attend the symphony and other musical and theatrical productions.

A music specialist provides vocal music for students in grades 1 through 4 once a week. Kodaly and Orff methods of music instruction are practiced in the music classroom. In addition to songs and games, the students are taught to read music. Recorders and autoharps are introduced at the third grade. Beginning in fourth grade, three instrumental music teachers (brass, strings, flutes/clarinets) provide an instrumental music program for fourth and fifth grades. A Holiday Program in December and Spring Concert provide opportunities for students to perform.

Physical Education

Emphasis is on participation, good sportsmanship and skill development. Activities include games and sports, rhythms, dance, tumbling, movement skills and equipment manipulation. All P.E. instruction is co-educational. Grades 1-5 receive three 30-minute periods of P.E. per week and kindergarten students participate in two 30-minute periods per week. Student results on the 2009 California Fitness Test are reviewed by school staff annually.

Technology

We believe that 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, ISTE's NETS skills, and critical thinking derived from work around Bloom's Taxonomy to create engaged and literate learners. Educational Technology aims to improve student achievement through providing:

- 1- equitable access to technology, through adequate student/computer ratios, security, maintenance and reliability*
- 2- opportunities for students and staff to acquire 21st Century skills*
- 3- support to state curricular standards by enhancing instruction planning, delivery, practice, assessment, and communication*

With those goals in mind, the school has installed an average of 3 internet connected computers per classroom (2005, 2003, 2001). Classroom computers are supported by a school server (2007), allowing student work and teacher materials to be accessible anywhere in the school. Students also have access to computers in the library, computer lab, multipurpose room and other areas of instruction. Ten laptops (2004) on a wireless cart are available for classroom use, especially in the upper grades. Word processing is typically managed using two carts of 30 Alphasmarts (1998). An additional mini-lab of 6 computers (2003, 2001) exists in the library, providing research stations and overflow catalog access from the library's five catalog stations (2001). The computer lab has 23 stations (2007) and serves as a hub for direct instruction and classroom projects.

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. Technology is also a tool in classroom instruction with teacher use of communication and planning technologies (email, webpages, our internal wiki, shared resource folders), and delivery technologies (LCD projectors, smartboards, document cameras, USB microscopes) in addition to aforementioned practice and assessment use of technology in the hands of the students.

Currently, efforts to attain our goals have been focused on technology in the classroom (smartboards, LCDs etc) to activate engaged learners, staff development on current communication technologies to help our staff manage increasing amounts of data and curriculum, and maintaining our equipment in times of budget shortfalls.

STANDARDS, ASSESSMENT AND ACCOUNTABILITY

Students at Beach School participate in a broad-based curriculum with grade-level standards defined by the State of California. Emphasis is placed 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. Beach participates in the STAR test program, which is mandated by the State of California. STAR testing evaluates student progress toward meeting State curriculum standards. Any student scoring below proficient on the English-language arts or math portions of STAR is individually reviewed to insure that necessary interventions are in place. The principal and teachers review student achievement to identify areas for continued program improvement.

In an effort to achieve its Mission Statement, Beach Elementary 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

The use of Data Director is being implemented this year to assist in tracking individual student progress over time as well as the progress of groups of students.

Parent conferences are held twice a year and progress reports 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 program and goals is measured by student performance on standardized tests in grades 2-5, teacher-developed assessments portfolio samples, comments by parents on surveys, and student feedback. We are continuing to develop assessments that are administered at all 3 elementary schools at each grade level.

Second, third, fourth and fifth grade teachers review STAR test data and use the information to evaluate programs and plan instruction. All teachers collect samples of student work throughout the year and use this information in parent conferences and to evaluate student performance.

Evaluation of student achievement is done by examining results of the California Standards Tests at grades 2-5, administered in the spring of 2010 to all students grades 2-5, examining student work against standards, and teacher evaluation of student work. Each year, students scoring below proficient level are identified and teachers develop instructional plans to address the needs of these students. **STAR 2010 test data is attached.

SCHOOL CLIMATE

We strive to maintain a warm and nurturing school atmosphere, where respect and support among students, staff and parents is evident. The staff and parents of Beach School work hard to encourage personal and social growth. The school has clearly stated and reasonable rules that are consistently applied, and each classroom has expectations clearly stated and often developed with student input. Beach School has attractive grounds that students and parents help plant and maintain. Students are continually praised for good citizenship through classroom and schoolwide recognition.

Staff members routinely work together to identify and solve problems. We believe that “mistakes=information” and demonstrate a commitment to learn new ways to approach challenges. We foster a positive climate and teachers work to intervene to prevent and stop inappropriate behavior through regular class meetings, discussions and assemblies. In addition, a behavior contract is sent home the first day of school and parents and students are asked to sign it. All students are expected to follow the contract. When students have problems, parents are informed and, in some cases, the counselor may be contacted to assist.

Student Leadership

Buddy classes pair up younger and older children for learning opportunities throughout the year. Leadership opportunities are available for 4th and 5th graders in our Beach Leaders program. Last year, we instituted a School Traffic Safety Patrol for 5th grade student leaders. We hope to continue offering students in 3rd, 4th and 5th grade participation in “Cooperative Adventures,” led by Dave Nettell, to work on collaborative problem solving and communication. Students in 4th and 5th grade are invited to apply to be library student assistants, or “Beach Booksters.” Students learn to shelve books and help younger students locate materials. The teacher-librarian schedules monthly meetings to provide additional training and motivation to continue volunteering. In addition, we have students leading the “Beach Goes Green” efforts at lunchtime and beyond. As a school community, we are committed to supporting environmental education. One of our goals this year is to provide further opportunities for student leadership on campus.

School spirit is high. There are many traditions at Beach School, among them the Halloween Parade, Holiday and Spring Concerts, the Beach Revue, Science Fair, Pancake Breakfast, Tri-School Art Show, and Open House. There is an annual Beach School tee-shirt, and there are buddy programs between grade levels, with children sharing projects.

Staff Development

Whenever possible, the district offers substantial opportunities for professional development that significantly elevate the quality of instruction and enable all children to reach proficiency on challenging state academic content and achievement standards.

A BTSA program is in place to support new teachers and three staff members have been trained as mentors.

Our staff is committed to professional growth as indicated by the many workshops, conferences and classes they attend. 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 was initiated this year to provide opportunities for collaborative planning among teachers.

Work this year will include a review of our English Language Arts program including differentiation and intervention strategies, planning at grade levels to support consistency in our delivery of curriculum, promotion of a positive school climate using resources to teach children problem solving strategies as well as ways to address bullying behavior and put downs.

After school Tri School meetings are scheduled to promote consistency and dialogue within and between grade levels as well as among the three elementary schools. The focus of the 2010-2011 school year will be on Language Arts. Piedmont Unified School District, Beach Parents Organization and community support groups provide funding for teachers to attend many workshops and conferences throughout the year.

A K-12 Curriculum Forum will meet three times this year to review the K-12 program. Piedmont Unified School District, Beach Parents Organization and other community support groups provide funding for teachers to attend workshops and conferences throughout the year.

Parent Involvement

Home-school communication is an essential element in the Beach program. Parents are kept informed of activities, policies, and individual progress through a weekly parent newsletter, weekly classroom newsletters, formal and informal conferences and an active parent organization that meets monthly. Input from parents is important to the effectiveness of our program and is welcomed by staff and administration. Parents are invited to participate in parent education activities and consistently receive relevant information concerning school program and its effects on children. District, school and classroom websites are another mode of communication with parents. In addition, several evening parent education programs will be presented this year around the topics of mathematics and literacy.

Parent volunteers are critical to the success of our educational program. Many volunteer hours are logged every week in each individual classroom. In addition, parents are trained to be volunteer support in the computer lab, in classrooms for math stations, writing/editing groups, and in the library. Parents will continue to provide Parent Educator Programs to fourth and fifth grade students, with focus on teaching

students how to make decisions and cope with peer pressure. This year, parents provide the Meet the Masters art history/docent program in grades 2-5. Parent volunteers are also responsible for coordinating our school lunch program in partnership with Children's Choice, an outside vendor.

Community activities scheduled in the fall are the Chalk Art4Peace Festival and Beach Dads' Pancake Breakfast, the city/school Harvest Festival, and the Beach Book Fair which benefits the library. A school musical revue is performed in March. Student-led community service projects are ongoing throughout the year. The Beach Science Fair takes place in April this year.

The school is a community facility, used by local Cub Scout, Brownie, Girl Scout, and Boy Scout troops, the Piedmont Language School, the Piedmont Recreation Department, Piedmont Adult Education and Beach Parent Organization After School Enrichment classes. The Berkeley Chess School offers weekly after school classes.

Funding from the Beach Parents Organization (BPO) and the parcel tax make it possible to retain a .9 FTE curriculum technology teacher, as well as part time science, art and math enrichment teachers. Local parcel tax money provides the ability for us to retain physical education, vocal and instrumental music, library, counseling, and reading specialists. In coordination with the Beach Parent Organization, the Beach Dads' Group works on special projects including the edible garden and school landscaping. The Beach Parent Organization provides after-school enrichment activities in art, science, drama, dance, cooking, computer explorations, sewing/knitting, and videography.

BPO also provides financial support for assemblies featuring performing artists. Parents assist with field trips and classroom activities. Currently there are plans for classes to visit the Oakland Museum, the San Francisco Symphony, Asian Art Museum, Chabot Space and Science Museum, Marin Headlands, Sacramento Capitol building, Lawrence Hall of Science, Oakland Farmers' Market, Hidden Villa, and Moss Beach.

The Piedmont Educational Foundation was established in 1975 to inspire and support educational excellence and innovation in Piedmont schools. The Educational Foundation provides support for districtwide projects, as well as a teacher grant program.

PRAISE is a parent organization with interest in special education and is open to all parents. Meetings are held throughout the year and provide speakers and forums for parent interaction. CHIME and PAINTS are two parent organizations designed to provide support for music and visual arts, respectively. Membership in community support groups is open to all parents and interested community members.

The Piedmont Language School sponsors foreign language classes that are available to all students. At Beach School, classes in Spanish are available to students before school.

FUNDING AND GOVERNANCE

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

Meetings of the School Site Council are held at least 6 times per year to review the school plan, vote on budget and analyze parent survey and assessment data. All meetings are open to interested community members and notices of the meetings are advertised in the Wednesday News and posted a week before the meetings are held. Members are elected to represent parents/community and school staff. The School Site Council annually reviews the school plan and presents it to the Piedmont Board of Education in the fall of each school year.

REVIEW OF PROGRESS **2009-2010 Beach School Goals**

The School Site Council, working in conjunction with the Beach faculty, reviewed the following goals in 2009-2010. See PROGRESS section for updates on questions and concepts that were discussed during our Site Council meetings.

1	Reading Instruction and Assessment
Goal:	In at least three of the four grade levels, 90% or more of students tested taking the STAR test will perform at the “proficient” or above levels in Language Arts.
Summary and planned actions:	<p>Implement Universal Screening Agreements at Beach, Havens and Wildwood to better differentiate instruction to meet student needs and provide intervention as warranted.</p> <ul style="list-style-type: none"> ▪ All <u>Kindergarten</u> students to be screened by the classroom teacher by March using the Houghton Mifflin Emergent Literacy Assessment and or the Rigby Benchmark Assessment. ▪ At the beginning of the year, classroom teachers will screen all <u>First Grade Students</u> using the Emergent Literacy Assessment OR the Rigby Benchmark Assessments as appropriate. A leveled reading score for every student will be provided to parents at conference periods and at the end of the year. An end of year leveled reading score will be passed on to the next year’s teacher. ▪ In <u>second and third grades</u>, classroom teachers will screen all students using the Rigby Benchmark Assessment. Third grade teachers will also review 2nd grade STAR test scores. A leveled reading score for every student will be provided to parents at conference periods and at the end of the year. An end of year leveled reading score will be passed on to the next year’s teacher. ▪ During the 2009-2010 school year, <u>fourth and fifth</u> grade teachers at Beach, Havens and Wildwood will determine the best instruments for universal

	<p>screening of all students at this level.</p> <ul style="list-style-type: none"> Teachers will use results of assessment data in planning for instruction and differentiation of curriculum.
Progress:	<p>All grade levels are now following the above structure. 4th and 5th grade is still in conversation about the most effective tools to use. This conversation will extend into 2010-2011 goals.</p> <p>Leveled reading scores were available for parents at conferences, and will be included in data collected at the end of the year, passed along to next year's teacher.</p>
Measurement:	<p>STAR test results for 2009-2010 for grades 2, 3, 4, and 5. Completion of universal screening plan. Identification of 4th and 5th grade common screening tool. Teacher-reported outcomes of planning using data.</p>

2	Mathematics Instruction and Assessment
Goals:	In at least three of the four grade levels, 90% or more of students taking the STAR test will perform at the "proficient" or above levels in Mathematics.
Summary and Planned Actions:	<ul style="list-style-type: none"> Continue dialogue across grade levels about the implementation of EveryDay Math. Consistently administer mid and end of year EDM assessments to provide an additional common measure of student progress.
Progress	<p>STAR Results from Spring 2010 administration</p> <p>Students at proficient or above:</p> <p>Grade 2 – 95%</p> <p>Grade 3 – 95%</p> <p>Grade 4 – 91%</p> <p>Grade 5 – 100%</p>
Measurement:	Results of mid-year and end of year assessments, STAR results 2009-10

<h1>3</h1>	<h2>Intervention Planning</h2>
Goal:	90% of students performing at the “Basic” and below levels will show improvement on the STAR test from 2009 to 2010.
Summary and Planned Actions:	<p>At this time, 100% of students scoring Basic or below in grades 3-5 have a documented intervention plan and are receiving support.</p> <ul style="list-style-type: none"> • Identify students performing at the “Basic” level or below as measured by the STAR Test • Implement a school-based strategy, which includes parental involvement. • Document interventions and establish common formative assessments to inform on the student’s progress throughout the school year. • Review student progress reports for “needs improvement” areas to target support.
Progress	<p>All students grades 3-5 who are performing at Basic and below currently have interventions in place to support them. STAR data will be reviewed in August.</p> <p>Goal nearly met: 8 students targeted Improvement in at least one area (Math or Language Arts) shown for 7 of them. (87.5%)</p>
Measurement:	STAR test results for 2009-2010 for grades 2, 3, 4, and 5. Documented interventions for students.

<h1>4</h1>	<h2>Arts Instruction</h2>
Goal:	Define an active Arts program that provides a well- rounded education for every child.
Summary and Planned	<ul style="list-style-type: none"> • Coordinate with Havens and Wildwood Art

Actions:	<p>Specialists to establish baseline program currently being delivered.</p> <ul style="list-style-type: none"> • Provide opportunities for coordinated conversations to address standards at each grade level. • Develop a scope and sequence for Visual Art instruction for grades K-5 using California state standards.
Progress	<p>All three art instructors met to collaborate and discuss current program. The elementary schools are working to partner with PAINTS to provide further opportunities for coordination. At Beach, our art instructor collaborated closely with grade level teachers. Informal survey information is being solicited (May/June 2010). Next steps around a scope and sequence are ongoing for 2010-2011.</p>
Measurement:	Document of general scope and sequence for Visual Art.

5	Differentiated Instruction
Goal:	Strategically address the needs of a wide range of learners in each classroom.
Summary and Planned Actions:	<ul style="list-style-type: none"> • Teachers participate in professional development days on differentiated instruction and read professional literature to support practice. • Other opportunities may include teacher-to-teacher observation, common planning time and work around curriculum design. • Teachers being evaluated in 2009-10 have created goals around differentiation. • Site Council representatives will visit a comparable school to research strategies used outside of Piedmont for differentiation.
Progress:	<p>Fall Workshop with Anne Beninghoff Follow up with Anne Beninghoff in Spring with some teachers</p>

	Integrating technology throughout the year in classrooms (document cameras in particular) Read and discussed articles at staff meetings Writing – professional work included observed lessons Heightened consciousness of differentiation – use of language around our school community
Measurement:	Teacher report and observation. Identify ways to document progress. Site Council visit to comparable school. Parent-teacher conferences.

6	Student Engagement
Goal:	Support students in becoming independent, self-directed, and empowered learners.
Summary and Planned Actions:	<ul style="list-style-type: none"> • Periodically through the school year, all students will identify personal academic goals as appropriate. • Encourage students to be personally invested in their progress through the year.
Progress:	Everyday Math – self assessments Writing Journals and Book Baskets – 1st grade reflections Daily goals Rubrics to promote self awareness on a variety of projects
Measurement:	Students will report on their progress toward goals to the teacher at appropriate time intervals.

7	Student Leadership
Goal:	Continue to promote a positive school environment for all children by exploring social curriculum enhancements.
Summary and Planned Actions:	Beach School provides opportunities for students to become community leaders. Any student expressing interest will have the opportunity to take a leadership role in the Beach community. <ul style="list-style-type: none"> • Document the student participation levels in

	<p>academic and social leadership opportunities.</p> <ul style="list-style-type: none"> • Identify students who would benefit from additional arenas for leadership. • Identify a community service project for student participation beyond the school community. • Explore funding sources for Cooperative Adventures.
Progress:	<p>Academic Leadership Beach Booksters Grades 4/5 Spelling Bee 4/5 Green Committee 4/5 Math Olympiads 4/5 Peer Helpers 4/5 Cooperative learning, pair learning Social Leadership Student Leadership 4/5 Rainy Day Helpers 4/5 Class Jobs across the grades Buddies 4/5 Traffic Patrol 5th Unicef, Change for Change (schoolwide, led by 5th) Beach Revue (optional) Science Fair (all grades...) Could Lost/Found be run by student leaders? Could we take on a schoolwide community service project? Leadership in the garden or grounds?</p>
Measurement:	<p>Measure and monitor student participation levels in Beach leadership activities. Continue work with Cooperative Adventures program.</p>

8	Parent Participation and Involvement
Goal:	<p>Recognize and encourage parent participation and involvement at the classroom and school level. Goal for 90% of parents/guardians¹ volunteer or otherwise contribute to a school-related activity at least once during the school year.</p>

¹ Parent/guardian will be defined as one person from the student's household or extended family (e.g. grandparent or other caregiver).

Summary and Planned Actions:	Administration and staff work to coordinate communication about school-related activities and opportunities. <ul style="list-style-type: none"> • “Back-to-School” night sign up for volunteer opportunities • Teachers work with room parents to coordinate volunteer opportunities. • Extend further invitation to attend Site Council meetings. • BPO supports parent volunteering on larger school initiatives and events. • A formal measure of appreciation will be extended to volunteers in the spring.
Progress:	Library log/computer lab/ Visitor log in the office Teachers – how to track volunteer hours Weekly news to parents Concerns about being sensitive to pressures of fundraising and naming who gives what amount Alternatives to daytime volunteering
Measurement:	Parent Club, Teacher and Principal informed documentation.

<h1>9</h1>	<h2>Staff Development</h2>
Goal:	Teachers and staff will read at least 4 shared professional articles connected to curricular goals and have an opportunity to discuss their educational implications during staff meeting time.
Summary and Planned Actions:	<ul style="list-style-type: none"> • Teachers participate in at least 7 school/district sponsored professional development days (staff collaboration). • Teachers attend Tri-School Articulation meetings 4 times a year. • Teachers and staff will read at least 4 shared professional articles connected to curricular goals and have opportunities to discuss educational implications. • Staff Meetings provide opportunities to engage in professional conversations about practice.

Progress	Cross grade level meetings at site Article review on topics including differentiation, grouping, GATE strategies, and diversity education.
Measurement:	Teacher attendance at professional meetings. Notes from staff meeting discussions around professional articles.

10	School-Home Communications
Goal:	Improve school communications systems.
Summary:	<p>Currently, there are many different avenues that parents use to learn about school events/information. In the District Needs Assessment Survey, many respondents reported “Don’t know” with questions around specialized programs.</p> <ul style="list-style-type: none"> • Update Beach School website in 2009-10 to make it user-friendly and informative. • Plan for information to be included in teacher newsletters around specialized programs.
Progress	Teacher emails to individuals and newsletters Mail to families from school Question: does the website really fill a need?
Measurement:	Website completion and measuring usage of site. Teacher newsletters, Wednesday News.

BEACH SCHOOL GOALS 2010-2011

1	Intervention Planning
Goal:	100% of students performing at the “Basic” and below levels will be monitored and/or assessed for intervention program qualification in order to ensure continued progress toward reaching state standards.
Summary and Planned Actions:	<p>At this time, 100% of students scoring Basic or below in grades 3-5 should have a documented intervention plan or be closely monitored.</p> <ul style="list-style-type: none"> • Identify students performing at the “Basic” level or below as measured by the STAR Test • Implement a school-based strategy, which includes parental involvement. • Document interventions and establish common formative assessments to inform on the student’s progress throughout the school year. • Review student progress reports for “needs improvement” areas to target support.
Progress	All students grades 3-5 who are performing at Basic and below on 2010 STAR in either Math or Language Arts will be monitored.
Measurement:	STAR test results for 2009-2010 for grades 2, 3, 4, and 5. Documented interventions for students.

<p style="text-align: center;">2</p>	<p style="text-align: center;">English/Language Arts Comprehensive Program Review</p>
<p>Goal:</p>	<p>During the 2010-2011 School Year, articulate and refine English/ Language Arts program, K-5. Elements for future review and development will be defined and next steps will be planned.</p>
<p>Summary and planned actions:</p>	<p>Using the English-Language Arts Standards as a foundation, focus will be placed on defining our Piedmont K-5 program, including noting those elements that are common and distinctive to all three elementary sites. The program review will include identification and definition at each grade level of:</p> <ul style="list-style-type: none"> Core program elements for Reading, Writing, Written and Oral English Language Conventions and Listening and Speaking Instructional strategies used in Language Arts Identification of materials used beyond the core adoptions Assessment tools used, and discussion around how these tools inform instruction and differentiation strategies Communication of differentiation strategies to parents
<p>Progress:</p>	<p>During Common Planning Time sessions thus far, teachers are beginning the work around defining our current program.</p>
<p>Measurement:</p>	<p>Written scope and sequence of ELA program as it moves through K-5</p> <p>Reflections from teachers and staff about continuous improvement</p>

<h1>3</h1>	<h2>School Climate – Elementary Welcoming Schools Pilot</h2>
Goal:	Teachers and staff will pilot lessons from the Welcoming Schools curriculum and evaluate next steps for fostering an inclusive climate in classrooms.
Summary and Planned Actions:	<ul style="list-style-type: none"> • Teachers teach 2 lessons per grade level • Teachers, in coordination with the Diversity Task Force, review the outcomes of the lesson pilot. • Explore how existing curricula related to school climate (Cooperative Adventures, PEP, others) are interrelated with Welcoming Schools • Teachers and staff will continue to pursue other curricula or materials to support inclusive classrooms • Staff Meetings provide opportunities to engage in professional conversations about practice and materials
Progress	Cross grade level meetings districtwide, work within the Diversity Task Force Connect with PMS for student feedback channels to inform climate conversations
Measurement:	Teacher attendance at professional meetings. Feedback from students and teachers around the pilot lessons. Notes from staff meeting discussions related to Welcoming Schools pilot.

Beach Site Topics for Discussion 2010-2011:

Plan and organize around possible Beach School retrofit/construction and move to Emeryville.

Discuss ways to effectively communicate with families about assessments and student work.

Continue a portion of Goal 1 (Reading Instruction and Assessment from 2009-10) of examining 4th and 5th grade assessment tools for language arts.

Explore correlation between CA State Standards in Language Arts and the newly adopted Common Core standards, noting changes for grade levels.

SCHOOL SITE COUNCIL 2010-2011

Parents

John Creighton
Second year, first term

Sue Lin.....
First year, first term

Linda Morell.....
Second year, first term

Community

June Monach.....
Board of Education

Staff

Lynne Christianson.....
Resource Specialist, First year, first term

Nancy Parker.....
Grade 1, First year, first term

Megan Nakahara.....
Classified, second year, second term

Julie Valdez
Principal