

**BEACH
ELEMENTARY SCHOOL**

Piedmont, California

**SINGLE PLAN
FOR STUDENT ACHIEVEMENT
2011-2012**

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%, and Hispanic 5.5%. 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 sixteen and includes a Special Day Class for Intensive Language Support for grades 3-5.

Our school has been temporarily relocated for the 2011-2012 school year while 100 Lake Avenue undergoes seismic renovations. Children in grades 1-5 are bused to 1275 61st Street in Emeryville while our kindergarten students remain in the District at Havens Elementary School. We have 49 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 Para educators support the classroom program. All classrooms have instructional Para educators 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. All students are asked to bring a food pack to be stored in each classroom as part of

emergency preparedness. Water for each student is stored at the school. A District Disaster Drill is scheduled biennially, with a review of plans each school year. This year the drill will take place on October 20th. A Comprehensive School Safety Plan and emergency preparedness binder are reviewed annually. Emergency backpacks for each classroom were replenished this fall and a team of volunteer parents who work in Emeryville has been organized to assist in the event of an emergency while we are on site in Emeryville.

Beach School has participated in School Improvement Program (SIP) 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. Para educators in each classroom provide additional academic support for all students. This reduces the student/adult ratio and facilitates encouragement and assistance for all 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 that all students have opportunities 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. At the elementary level, programming consists 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. Following the District's revised GATE plan, this year we will begin formally identifying students for GATE in the spring of third grade. Prior to formal identification, administrators, teachers, and parents may refer K-3 students who appear to require greater differentiation to a Child Study Team (CSG). The team will review the needs of the child and consider appropriate accommodations in the classroom.

The District is now using the OLSAT (Otis-Lennon School Ability Test), a standardized abilities test, as part of its GATE (Gifted and Talented Education) eligibility determination 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 to facilitate integration of 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.

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, even in its temporary location, remains 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, Words Their Way Spelling Programs are being introduced in all grades. The Houghton Mifflin Spelling Programs in grades 3-5 will continue to supplement our spelling program during the transition to the Words Their Way program.

This year, following a comprehensive review of our English Language Arts program last year, teachers at all three sites will be structuring conversations based on the Professional Learning Communities model of a book study. The philosophies and content within each book will be discussed and elements will be agreed upon for implementation by grade level across all three elementary schools in the District.

Kindergarten will use Growing Readers to support planning for independent reading workshops and a balanced literary program, including mini-lessons and reading conferences.

First and Second Grades will be using Comprehension for the Ground Up to develop reading workshop models.

Third, Fourth and Fifth grades will use Teaching For Comprehending and Fluency: Thinking, Talking and Writing about Reading k-8 which includes teaching and assessment frames, teaching strategies for reading instruction, guided reading, book discussion and shared performance reading.

In addition, grades 3, 4, and 5 are going to be using the Lucy Calkins Readers' Workshop Units of Study for Teaching Reading Book Series to implement Readers' Workshop at grades 3-5.

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, Para educators, 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. 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 two days a week, funded by the Beach Parents Organization (BPO). 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. The Beach Green Committee is working with all district sites on a 3-year environmental education action plan. This year, we will be defining and articulating our current program. Our school garden has been moved to our temporary site in Emeryville.

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. A Cultures Week, held each spring, focuses the entire student body on one region of the world.

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 these 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 Arts 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 K through 3 once a week. Kodaly and Orff methods of music instruction are practiced in the music classroom. In fourth grade vocal lessons are supplemented with instruction in Orff and orchestral instruments. In fifth grade students select an instrument to focus on for the year and receive instruction for one hour per week. A Holiday Program in December and a 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. School staff reviews student data on the California Fitness Test 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, International Society for Technology in Education's (ISTE) 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:

- *equitable access to technology, through adequate student/computer ratios, security, maintenance and reliability*
- *opportunities for students and staff to acquire 21st Century skills*
- *Computer lab periods continue in our temporary location and all classrooms have computer workstations.*

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 practices 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. Students are continually praised for good citizenship through classroom and school-wide 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 is in place to provide opportunities for collaborative planning among teachers.

K-5 and 5-6 discussions are also held to ensure continuity between the grades. Work this year will include teachers reading and discussing professional texts to support consistency in the delivery of our Language Arts program, classroom differentiation and intervention strategies. We will also continue discussions on the promotion of a positive school climate using resources to teach children problem solving strategies as well as address bullying behavior and put-downs.

District wide teachers and administrators are piloting a new evaluation system that continues to be based on the California Standards for the Teaching Profession and that encourages teacher observation as well as reflection on student and parent feedback.

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 district-wide 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 2010-2011 Goals:

Goal 1: Intervention Planning: 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.

This goal was successfully met. Targeted identification, intervention and/or monitoring were put into place for each student who scored below proficient on the STAR test. Procedures were established by the Reading Resource and Math Resource Teachers to efficiently and effectively incorporate this specific intervention goal into their programs. Now that the processes for identification, intervention and monitoring of below proficient STAR students have been successfully implemented this year, they will become an ongoing, integral component of our Reading Resource and Math Resource programs going forward.

Goal 2: English Language Arts Comprehensive Program Review: During the 2010-2011 school year, develop a clearly defined and articulated Language Arts program, K-5. Elements for future review and development will be defined and next steps will be planned.

This goal was met but has not been fully accomplished. Planned actions were complete and next steps were identified. This goal will continue for the 2011-2012 school year.

Goal 3: School Climate/Welcoming Schools Pilot: Teachers and staff will pilot lessons from the Welcoming Schools curriculum and evaluate next steps for fostering an inclusive climate in classrooms.

This goal was only partially met. There are a variety of curriculums being used at the three elementary schools to talk about and address school climate issues and develop an inclusive community for learning and growing. Since so many of the lessons from each curriculum are similar, there was not a consistent commitment to using lessons from the Welcoming Schools Curriculum as we had planned. There is an interest in having one basic curriculum that is implemented Tri-school with each school having the ability to augment that basic curriculum with site-specific activities.

To this end, we are recommending that this goal be continued for the 2011-12 school year.

Progress Update: Beach Site Topics for Discussion 2010-2011:

Plan and organize around possible Beach School retrofit/construction and move to Emeryville. **Our transition to Emeryville has gone smoothly and we're happy to know that both phases of the construction project will now proceed.**

Discuss ways to communicate effectively with families about assessments and student work. **This work is ongoing and we'll be in communication with Havens and Wildwood this year on how to improve our efforts specifically around Language Arts.**

Continue a portion of Goal 1 (Reading Instruction and Assessment from 2009-10) of examining 4th and 5th grade assessment tools for language arts. **This year all fourth grade teachers Trischool will administer the Columbia Teachers College Reading Assessments and Fifth grade teachers will administer the QRI (Qualitative Reading Inventory**

Explore correlation between CA State Standards in Language Arts and the newly adopted Common Core standards, noting changes for grade levels. **This work will continue as part of our Trischool CPT work this year. We have identified many matches between our current State Standards and the Common Core Standards.**

2011 – 2012 Goals

District Elementary School Site Goals:

School Climate/Welcoming Schools Curriculum Pilot: This goal was not fully implemented in 2010-2011 and will be continued for the 2011 – 2012 school year.

Teachers and staff will pilot lessons from the *Welcoming Schools* curriculum and evaluate next steps for fostering an inclusive school environment for learning and growing.

Action Plan: Using a Tri-school CPT, each grade level will decide upon 2 lessons from the *Welcoming Schools* Curriculum to pilot between December 2011 and March 2012.

- Prior to December 2011, each Tri-school grade level will review the Welcoming Schools Curriculum and decide on two lessons to teach by the end of March 2012.
- In April 2012, by Tri-school grade level and as K-5 teachers together, an evaluation of the Welcoming Schools lessons will take place and a

- recommendation will be made to either move forward with adoption of this curriculum, or to pilot another curriculum the following year.
- A review and discussion of the curriculum will take place at Site Council meetings.
 - A matrix of current activities will be developed and presented to the Tri-school Site Council.

Progress: Discussions at each Site Council meeting.

Measurement: Completion of two lessons at each grade level and an evaluation of their success. A review and recommendation for next steps by the end of the 2011-2012 school year.

Goal 2: Continue to Develop a Comprehensive, Tri-school English/ Language Arts Program:

- Acquire new and innovative resources for reading and writing instruction.
- Evaluate progress and continue to increase consistency across the three elementary sites.
- Increase opportunities for depth and breadth in the K-5 Language Arts program.
- Explore a variety of models to differentiate instruction in reading and writing.
- Examine and discuss the efficacy of operating assessment tools and strategies.

Specific Actions for Achievement

All grade levels will be looking at Words Their Way for spelling, vocabulary and phonics instruction. While we anticipate full implementation of WTW by next year, we will continue to include our current spelling/grammar materials as we explore alternatives for addressing the grammar component. In Tri-school meetings we will focus our review of recent STAR results on student performance in *written conventions and writing strategies*.

While the professional texts listed below ultimately will be reference materials that support our instructional program, this year we will be structuring conversations based on the ***Professional Learning Communities*** model of a book study: the philosophies and content within each book will be discussed and elements will be selected for Tri-school implementation.

- Kindergarten will use Growing Readers to support planning for independent reading workshops and a balanced literacy program that includes mini-lessons and reading conferences.
- First and Second Grades will be using Comprehension from the Ground Up to develop reading workshop models.
- Third, Fourth and Fifth Grades will use Teaching For Comprehending and Fluency; Thinking, Talking and Writing about Reading K-8 which includes teaching and assessment frames, teaching strategies for reading instruction, guided reading, book discussion and shared and performance reading.

In addition, grades 3, 4, and 5 will use Lucy Calkins Readers' Workshop Units of Study

for Teaching Reading Book Series to implement Readers' Workshop at grades 3-5. This planning will be documented and a Board presentation will be planned for the spring to inform the public about our ongoing work with the Tri-school, ELA program. We continue to use a writing workshop model (which consists of mini-lessons, modeled writing, independent writing, editing and revision, and publishing) as the foundation of our writing program. The readers' workshop model works similarly toward the goal of building competent readers. We are moving in the direction of a readers' workshop approach to reading instruction, and our goal is to develop this with consistency across the three schools.

Additional steps:

- Further develop leveled classroom libraries.
- Continue articulation K-5 and 5-6.
- Examine assessment tools and strategies to add more common assessments across the three elementary schools.
- Continue to monitor proficiency with core skills and broaden communication with parents about student progress.

Tri-School Topics for Discussion:

- PUSD World Languages Review
- Review of K – 5 music program with emphasis on the new components for fourth and fifth grades.

Beach Topics for Discussion:

- World Language as it pertains to elementary education
- Given the role of the Tri-school site council, what is the role of site-specific councils?

SCHOOL SITE COUNCIL 2011-2012

Parents

John Creighton

Susan Miller-Davis.....

Linda Morell.....

Community

Martha Jones.....
School Board

Staff

Lynne Christianson.....
Resource Specialist

Nancy Parker.....
Reading Resource

Kathy Moody.....
Para Educator

Dan Bonnin

Assistant Principal