

**HAVENS  
ELEMENTARY SCHOOL**

**SINGLE PLAN  
FOR STUDENT ACHIEVEMENT  
2010-2011**

## MISSION STATEMENT

**Havens** Elementary School has adopted the Piedmont Unified School 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.

In addition, we work to implement annually adopted District Goals.

## School Profile

**Havens** School has an enrollment of **482** students in grades kindergarten through fifth. Although we continue to receive Class Size Reduction funds, budget cuts have made it necessary to have many of our primary classes over the 20:1 ratio. This year, 12 of our 14 K-3 classrooms have more than 20 students. Our fourth and fifth grade classes remain under the new 28:1 staffing ratio. The total number of classrooms this year for grades kindergarten-five is **21** and we are all together again at our new school back in Piedmont.

The ethnic composition of our student body is:

|  |              |
|--|--------------|
| <b>American Indian/Alaskan Native:</b> | <b>0.4%</b>  |
| <b>Asian:</b>                          | <b>17.0%</b> |
| <b>Pacific Islander:</b>               | <b>0.0%</b>  |
| <b>Filipino:</b>                       | <b>1.0%</b>  |
| <b>Hispanic/Latino:</b>                | <b>1.0%</b>  |
| <b>African American:</b>               | <b>1.6%</b>  |
| <b>White:</b>                          | <b>72.4%</b> |
| <b>Other/Declined to State:</b>        | <b>7.4%</b>  |

The school district provides the following program specialists: reading resource, counseling, technology, physical education, vocal and instrumental music, school psychologist, speech and language therapist, nurse, librarian, occupational therapist, resource specialist and English Language Development specialist. All classrooms have

instructional aides. This year the instructional aide hours have been reduced to 5 hours/week per class.

Havens 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, Havens School will have a Single Plan for Student Achievement.

### **Parent Involvement**

Funding from the Havens Parents Club (HPC) makes it possible to extend the hours of our technology curriculum teacher and our school counselor, and to provide science, art and math resource teachers as well as funds for art and science supplies.

Parent volunteers make a significant positive impact on the school. They assist as classroom helpers, library volunteers, field trip drivers and coordinate a host of special projects that benefit our students. A hot lunch program is provided five days a week and is organized and staffed by parent volunteers. Parents and Faculty meet formally at Back to School Night in September, at fall and spring conferences, and at Open House. Attendance at these events is very high. Fundraising events occur throughout the year.

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

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

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

## Equal Opportunity and Access

A Child Study Team composed of classroom teachers, resource teachers and the district school psychologist meets bi-weekly (more often if requested) to consider the needs of students and ensure all students have equitable access to, and opportunity to participate in and benefit from, high-quality curricular and extracurricular activities. The special needs of students are discussed, information from parents is shared, and recommendations, when necessary, are made by the team for students to receive specialized assistance.

Specialized services in the general education program include reading resource, math resource, and counseling. Due to budget cuts, we are no longer able to provide regular education occupational therapy.

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

|                                      |           |
|--------------------------------------|-----------|
| Reading Resource (09-10 school year) | <b>40</b> |
| Counseling (09-10 school year)       | <b>53</b> |
|                                      |           |

In addition to general education supports, a broad range of special education programs are available to students with exceptional needs. Students with special education needs are 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.

There are **28** students who are identified as English Learners. The English Development Coordinator 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 Education (GATE)

The District's program serves GATE students who are talented in traditional academic areas as well as areas including creative ability, leadership, and visual and performing arts. At the elementary level, programming primarily consists of in-class differentiation and enrichment activities. In addition, elementary GATE identified students with advanced mathematics aptitude are eligible to receive supplemental instruction from the elementary math specialist. 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.

## Teaching and Learning

Havens School requires all students to learn the essential standards of a broad, academically-oriented 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](http://www.cde.ca.gov). All students have access to standards based instructional materials.

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 amongst students. An emphasis on inferring, analyzing, and synthesizing content is an integral part of developing critical thinking skills

Student support is provided by instructional aides (paraeducators) in each classroom. This reduces the student/adult ratio and facilitates encouragement and assistance to students. Due to budget reductions, the amount of instructional aide time allocated for each of the classes is now 5 hours/week. The Havens Parent Club funds the instructional aide hours in fourth and fifth grades. Resource teachers are available to assist classroom teachers and students in the areas of technology, reading, math and science. The Parent Education Program (PEP) provides third, fourth and fifth grade students with information regarding peer pressure, self-esteem, and substance abuse.

## SCHOOL CLIMATE

At Havens Elementary School we seek to provide a nurturing environment where all are respected. Our playground and campus rules can be achieved by following the five Lifelong Guidelines: **Trustworthiness, Truthfulness, Active Listening, No Put Downs and Personal Best and 18 LifeSkills** (Copyright Susan Kovalik and Associates). We foster a positive playground climate and intervene to prevent and stop bullying behavior through class meetings, assemblies, and discussions. In addition to this, we have a progression of consequences in place to address infractions of the school rules.

Our fifth grade leadership teams provide opportunities for students to have direct positive influence on our school climate. Classes participate in a buddy program that pair older and younger children in a mentoring relationship. In 2008, with the help of parent volunteers, Havens launched a Go Green Initiative to help make students aware of their role in the health of our environment locally and globally. This program remains strong at our new school.

## **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 adopted for students in grades K-5 and are used in addition to a variety of multiple and single copy sets of literature. Many of our literature selections, both fiction and non-fiction, extend concepts taught in social studies and science. A staggered reading schedule in first and second grade allows for small group instruction.

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 have participated in professional development training with Brenda Wallace around 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.

## **LIBRARY PROGRAM**

Literacy and information literacy skills are strengthened and extended by our library program. All students meet once a week with our teacher-librarian. The library program consists of four components:

- Reading – promote reading through story telling, exposure to different genre, guest authors and illustrators, and individual reader advisory. The library maintains a wide variety of print and media to meet the reading and information needs of students and teachers.
- Technology – use technology to enhance learning through the use of subscription databases and the online catalog.
- Collaboration with classroom teachers – support the curriculum with resources and work with teachers to create resource based research projects.
- Information Literacy – help students learn by being able to find, analyze, and use information in meaningful ways.

## **INSTRUCTIONAL TECHNOLOGY**

Our Instructional Technology plan focuses on increasing the use of technology to support and enhance student learning in a variety of ways. Students, teachers, and classified staff use computers throughout the school for productivity and to access information. Students are learning basic computer operations, keyboarding skills, appropriate Internet use, and various software applications. Fourth and fifth grade students have access to word processing tasks. As students progress from primary to upper-grades, the emphasis shifts from learning to use the computer to using the computer as a tool to learn; upper-grade students begin using the computer to research, organize, format, and present work. Our automated library catalogue system is used by students to find titles of books and their location in the library. Our new library has a bank of computers available for student use to connect to EBSCO database and World Book online.

## **MATHEMATICS**

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. Manipulatives are widely used to build conceptual understanding. Students work individually, in cooperative groups, and as a whole class with the help of teachers, instructional aides, math resource teacher and parent volunteers. Teachers are implementing the State standards. The Everyday Mathematics Program was adopted in June of 2008. A minimum of 60 instructional minutes are devoted to mathematics daily. During our first year of implementation, all teachers received extensive training and the program has proven to be very successful.

## **HISTORY/SOCIAL STUDIES**

The History/Social Studies Program is integrated with other curriculum areas and emphasizes geographical and historical context and critical thinking skills. Students study and learn about themselves as members of a community, our free market system, connections to the past, California's unique history as a State, and the development of the nation up to 1850. Field trips, guest lecturers, assemblies and classroom simulations enhance our program.

## **SCIENCE/HEALTH**

Our science curriculum emphasizes lessons that integrate science with other subject matter. Lessons include experiments, field trips/guest presentations and outdoor education, including a three day, two night environmental education program at Marin Headlands for 5<sup>th</sup> grade students. Students are taught to compare, organize, infer, relate and apply scientific data in the areas of Life Science, Earth Science, and Physical Science. Students practice the scientific method by posing questions, making hypotheses, collecting data, recording results, drawing conclusions and applying new knowledge. Science resource teachers assist classroom teachers in preparing experiments and presenting lessons. Fifth graders receive a human sexuality program that focuses on puberty. Parent volunteers provide a Parent Educator Program to third,

fourth and fifth grade students with educational information about drugs, alcohol and tobacco.

### **PHYSICAL EDUCATION**

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

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

### **VISUAL AND PERFORMING ARTS**

In weekly music lessons, all students K through 4 receive vocal music instruction in which the following skills are built:

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

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

In fourth grade students have an additional instrumental lesson per week in which they experience orchestral instruments through a rotation system. In fifth grade, students focus their two lessons a week on instruction for one specific instrument which they choose following the fourth grade rotation. Skills built in the primary grades are further developed with more emphasis on reading musical notation. The whole school performs at a winter concert; fifth graders perform at a spring concert

Art instruction is taught by classroom teachers and art specialists funded by our HAVENS Parents Club. PAINTS (Promote Art In The Schools) and the Parents Club provide funding for additional material to supplement our art supplies so that all students have the opportunity to work with a variety of materials. All teachers share a commitment to promoting the visual arts as evidenced by their commitment to a school wide art exhibit planned for each spring.



Drama experiences in the classroom include puppetry, plays, oral reading, creative dramatics, and other oral presentation. Many grade levels perform dramatic plays and musicals. HAVENS Parents Club, the Piedmont Educational Foundation and Appreciating Diversity sponsor assemblies, guest artists and other performers. Kindergarten students are taught dance as part of their core program.

## **Professional Development**

Staff development activities are planned, carried out and evaluated for the purpose of improving the job-related knowledge and skills of the principal, teachers, instructional aides, and other student support personnel. Ongoing efforts are made to ensure equity through the continuous development of instructional strategies that demonstrate sensitivity to the diversity of pupil needs, learning styles, talents and levels of development.

This year our staff development days have focused on two new computer programs that the district recently adopted. Infinite Campus replaces the old SASI program which is our student information system. There are many components available for teacher use, including online attendance and report cards. Data Director is also new this year. Data Director allows teachers to access their students' STAR test scores, create reports and track progress.

This year we are implementing a new school schedule which allows for Common Planning Time each Monday afternoon. The CPT schedule replaces our once a month Collaboration Afternoons. The Common Planning Time meetings are divided between grade level directed collaboration and site or district level directed collaboration. The main focus this year is evaluating the English Language Arts program.

Havens Parent Club and community support groups provide funding for teachers to attend many workshops and conferences throughout the year.

## **Standards, Assessment and Accountability**

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. Havens school 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. Overall school performance is reviewed by the principal and teachers to identify school-wide areas for continued improvement. The most recent STAR test scores are attached to this report.

Authentic assessment- a criterion based method of assessing student learning through the evaluation of meaningful tasks-is used by students and teachers to help drive

instruction and learning. Staff meets regularly to collaborate on education successes and to streamline these techniques and strategies.

## **Funding and Governance**

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

School and Library Improvement Program Block Grant Funds- It is the judgment of the School Site Council that all of these funds, augmented by available Piedmont Unified District funds, be used to employ instructional aides for all classes. It is our belief that the lowest possible student/adult ratio is most effective in achieving our goals for all children.

Gifted and Talented Education Funds – Limited G.A.T.E. funds are available to provide materials, resources, and staff development opportunities which would not otherwise be obtainable.

School Garden Grant Funds – To support students in developing lifelong habits of nutrition and fitness and to support gardens in every school

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. This year we began a combination of Tri-School Council meetings and individual school site meetings. All meetings are open to interested community members and notices of the meetings are advertised in the weekly bulletin and posted a week before the meetings are held. Members are elected to represent parents/community and school staff. The School Site Council annually reviews the school plan and presents it to the Piedmont Board of Education in the fall of each school year.

## Review of 2009-2010 Goals

**Goal 1:** After a review of the current and historic Star Test Results for Havens, the Site Council has identified the following subsections of the Star Test/CST English language as areas of focus: Written Conventions and Writing Strategies. The Site Council will work with Havens' faculty to seek an improvement of a minimum of 5% over the average of the past three year's Mean Percent Correct Score (for all grades) of 79.75% for Writing Conventions and 76% for Writing Strategies.

This goal was not entirely met. We did not meet our goal of a 5% increase in Writing Conventions. The mean % score for 2009/10 was 80.25% which is only a 0.21% increase over the past 3 years' mean % score of 80.08%. We exceeded the goal for Writing Strategies, however. The mean % score for 2009/10 was 81.5% which represents an 8.67% increase over the past 3 years' mean % score of 75.00%.

**Goal 2:** To share best practices in each grade level, which could facilitate improvement in reading comprehension. Other measures of reading comprehension such as the Rigby Benchmark Assessment will be utilized in addition to the Star Test.

This is ongoing and closely aligned with the evaluation of the English Language Arts curriculum.

**Goal 3:** To maximize the amount of play space for students by establishing procedures to safely utilize the nearby public park as well as the Havens Jr. multi-purpose room

This goal was partially met. We were able to utilize the park on a regular basis for both PE and recess play. Given the location of the multipurpose room and the limited number of available yard supervisors, we were not able to establish a procedure for using the multipurpose room to maximize play space for the students at Havens Jr.

**Goal 4:** To work together with Beach and Wildwood to implement an articulated K-5 art curriculum based on State Standards.

All of the elementary school art specialists met with Carol Cramer, Wildwood Principal, to examine the visual art standards for each grade level. I have continued to meet with the art specialists at Havens to ensure our program is aligned with the state standards and is a progressive art curriculum.

## **Goals: 2010-2011**

### **District Elementary School Site Goals:**

**Goal 1 Intervention Planning:** 100% of students performing at the “Basic” and below levels on the STAR Test will be monitored and/or assessed for intervention program qualification in order to ensure continued progress toward reaching state standards.

**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 will be developed. Elements for future review and development will be defined and next steps will be planned.

**Goal 3 School Climate – Elementary *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.

### **Havens School Site Goals:**

**Goal 4: Evaluate and refine the Single Plan for Student Achievement:** During the 2010–2011 school year, the members of the Havens School Site Council will evaluate and refine the contents of the various sections of the Single Plan for Student Achievement.

## **Action Plans for implementing 2010-2011 goals:**

### **District Elementary School Goals:**

**Goal 1:** At this time, 100% of students scoring Basic or below in grades 3-5 should have a documented intervention plan or be closely monitored.

- 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.

**Goal 2:** 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:

- 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

**Progress:** During Common Planning Time sessions thus far, teachers are beginning the work around defining our current program.

**Measurement:** Written scope and sequence of ELA program as it moves through K-5. Reflections from teachers and staff about continuous improvement.

**Goal 3:** Teachers will teach 2 lessons per participating grade level from the *Welcoming Schools* Curriculum:

- Teachers, in coordination with the Diversity Task Force, will review the outcomes of the lesson pilot.
- 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.

**Measurement:** Teacher attendance at professional meetings. Notes from staff meeting discussions around *Welcoming Schools* pilot.

### **Havens School Site Goals:**

**Goal 4:** During the course of this school year, the Site Council will thoroughly review the contents of the Single Plan for Student Achievement and make suggestions for improvement including researching best practices to support students and teachers.

- Council members will read the plan before attending the December 2, 2010 Site Council meeting.
- The Council will discuss each section of the Plan to ensure that it the information is as up-to-date as possible and that if necessary, additional information will be added.
- This process will be repeated at future Site Council meetings until the entire Plan is reviewed and revised.

**Measurement:** The updated 2011 – 2012 Single Plan for Student Achievement.

**SCHOOL SITE COUNCIL**

The 2010-2011 Single Plan for Student Achievement was adopted by the Havens School Site Council and recommend that it be approved by the Piedmont Unified School Board.

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