

# Wildwood Elementary School

Piedmont, California

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

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## ***Mission Statement***

Wildwood 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 impart 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.*

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## ***School Profile***

Wildwood School has an enrollment of 306 students in grades kindergarten through fifth. Our school has been temporarily relocated for the 2010–2011 school year while 301 Wildwood Avenue undergoes seismic renovations. Children in grades 1-5 are bused to 1275 61<sup>st</sup> Street in Emeryville while our kindergarten students remain in District at Beach Elementary School. Class Size Reduction funds and a local parcel tax have made it possible to provide primary class size of 23 or less and fourth and fifth grade classes of 28 or less. The total number of classrooms this year for grades K-5 is 13.

The ethnic composition of our student body is: 76% White, 9% Chinese, 4% Multiple ethnicities or decline to state, and less than 2% of each of the following: American Indian, Japanese, Guamanian, Black, non-Hispanic, Asian Indian, Korean, Filipino, Hispanic, and Vietnamese.

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

Wildwood 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, Wildwood School has a Single Plan for Student Achievement.

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## ***Parent Involvement***

Funding from the Wildwood Parents Club (WPC) 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. The Wildwood Dads' Club contributes funding and labor for capital improvements at our school site.

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

Both the Piedmont Language School and the WW Parents Club sponsor classes outside of the regular school day at our temporary site in Emeryville. Additional enrichment classes are hosted on the Beach campus for Wildwood students.

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

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

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

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### ***Equal Opportunity and Access***

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, a Child Study Group (Student Study Team composed of classroom teachers, resource teachers and the district school psychologist meets weekly (more often if requested). 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.

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 7 students who are identified as English Learners this school year. 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/CTEL or equivalent credentials.

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.

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### ***Teaching, Learning and Standards***

Wildwood 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 curriculum is aligned with state standards which can be found at <http://www.cde.ca.gov/be/st>. 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 paraeducators in each classroom. This reduces the student/adult ratio and facilitates encouragement and assistance to students. 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 fourth and fifth grade students with information regarding peer pressure, self-esteem, and substance abuse. A Child Assault Prevention program helps educate students in third grade about safety measures they can employ should they sense danger from an adult or from a peer. General safety awareness is reviewed by teachers throughout the school year and parents are encouraged to review safety measures through articles in the weekly Whatnot!

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## ***School Climate***

At Wildwood Elementary we seek to provide a nurturing environment where all are respected. Our playground and campus rules follow these guidelines: Be Safe. Show Care and Concern for Each Other, the Property of Others and the Property of our School.

Children are encouraged to Speak Up if they see anyone being hurt physically or emotionally. These guidelines are also used on our buses. Additionally students are urged to use an “inside” volume on the school buses.

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 student council and fifth grade service positions 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. Our District has joined together with the community groups that also serve children in a Promote Respect campaign. Wildwood students are informed of the goals of this campaign. Wildwood School participates in a Go Green Initiative to help make students aware of their role in the health of our environment locally and globally. Our recycling program includes separating waste into green waste/ compost, paper and other recyclables and landfill.

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## ***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. Adoptions of Open Court materials in kindergarten and Houghton Mifflin materials in grades 1-5 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 1<sup>st</sup> grade and 2<sup>nd</sup> grades allows for small group instruction. Reduced class size in grades K–3 has enabled teachers to individualize the reading program.

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. Teachers participate in ongoing

discussions that focus on the analysis of students' writing work, the refinement of lessons and strategies for teaching writing and providing writing opportunities in all subject areas.

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.

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## ***Library Program***

Literacy and information literacy skills are strengthened and extended by our library program. All students meet once a week with our school 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.

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## ***Instructional Technology***

Our Instructional Technology plan focuses on increasing the use of technology to support and enhance student learning in a variety of ways. We have a computer lab with 26 workstations. Students, teachers, and classified staff use computers throughout the school for productivity and to access information. Instructional technology in the form of research-based multi-media projects supports student creativity, and helps students develop critical thinking and problem solving skills. Students are learning basic computer operations, keyboarding skills, appropriate and ethical internet use, and various software applications. Third through 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 library has eight computers available for student use to connect to EBSCO database and World Book online.

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## ***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. The core curriculum is EveryDay Math (EDM) adopted in June of 2008. Approximately 60 instructional minutes are devoted to mathematics daily. A Lesson Study program during which teachers plan a lesson together, watch each other teach and refine the lesson as grade level teams is being utilized to improve the teaching of mathematics.

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## ***History/Social Studies***

The History/Social Studies Program is integrated with other curriculum areas and emphasizes geographical and historical context and critical thinking skills. Students study and learn about themselves as members of a community, our free market system, connections to the past, California's unique history as a State, and the development of our Nation up to 1850. Field trips, guest lecturers, assemblies and classroom simulations, such as, Living History Day in fourth grade and The American Revolution in fifth grade, enhance our program. The Piedmont Appreciating Diversity Committee (PADC), in collaboration with the librarian and faculty, sponsors a Cultures Week in the spring, which this year will focus on South Asia.

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

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## ***Physical Education***

The PE program at Wildwood 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, wiffleball and softball.
- Rhythms and dance.

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### ***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. In fifth grade, instruction focuses on one specific instrument selected at the end of fourth grade. Skills built in the primary grades are further developed with more emphasis on reading musical notation. The whole school performs at a winter concert; fifth graders perform at a spring concert

Art instruction is taught by classroom teachers and art specialists funded by our WW 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. WW Parents Club, the Piedmont Educational Foundation and Piedmont Appreciating Diversity sponsor assemblies, guest artists and other performers. Kindergarten students are taught dance as part of their core program.

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## ***Professional Development***

Staff development activities are planned, carried out and evaluated for the purpose of improving the job-related knowledge and skills of the principal, teachers, instructional aides, and other student support personnel. Ongoing efforts are made to ensure equity through the continuous development of instructional strategies that demonstrate sensitivity to the diversity of pupil needs, learning styles, talents and levels of development. Weekly Common Planning time 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. WW Parents Club and community support groups provide funding for teachers to attend many workshops and conferences throughout the year.

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## ***Standards, Assessment and Accountability***

In an effort to achieve its Mission Statement, Wildwood 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 and
- 5) implementation of recommendations

Each teacher reviews the performance of their individual students and takes actions during the year to improve the learning process. The use of Data Director, a web based assessment management system, is being implemented this year to assist in tracking individual student progress over time as well as the progress of groups of students. The overall school performance is reviewed by the teachers, principal, and the School Site Council to identify school-wide areas for continued improvement. Faculty continue to investigate the broadest and best tools to evaluate progress toward Wildwood and PUSD's goals of developing intellectually curious and independent learners.

**Throughout the School Year:** Student assessment is key to guiding instruction and promoting learning. Student progress is continuously evaluated using multiple measures including group

administered standardized tests, curriculum based measures, individual diagnostic testing, progress reports, and classroom observations. Authentic assessment – a criterion based method of assessing student learning through evaluation of meaningful tasks – is also used by students and teachers to help drive instruction and learning. Staff meets regularly to collaborate on education successes, to streamline these techniques and strategies and to improve practice.

**On an Annual Basis:** Wildwood School participates in the STAR assessment program, which is mandated by the State of California. STAR testing evaluates student progress toward meeting State Curriculum standards. Since STAR is an annual state-wide standardized test, it allows the school to assess its own performance and progress on an annual basis and through time relative to State averages and selected peer groupings. Informally, feedback and input is sought each year by teachers about incoming/outgoing students to identify areas for improvement or enhancement in the curriculum. Students who are not proficient on STAR are given additional assessments to determine specific interventions. Additionally, on an annual basis surveys are conducted of parents to receive their perspectives and feedback. The STAR results and parent survey results are attached to this report.

**Differentiation:** The school recognizes the importance of differentiation in meeting its goals and has initiated programs to guide those efforts. Any student scoring below proficient on the English Language Arts or Math portions of STAR are referred to a Child Study Team to ensure that necessary interventions are in place. Any student scoring in the 98 percentile or above on either portions of STAR over two years who also produce strong work samples in class are considered eligible for GATE identification. Currently students with GATE identification are eligible beginning in fourth grade to receive a written plan specifying the differentiation strategies used to enhance their learning. PUSD’s GATE plan is being revised this year and the District will be piloting an additional standardized measure to assist in GATE identification. The grade for initial eligibility is also being reviewed.

A formal assessment process guides eligibility determinations for all Special Education programming and English Learner Services. Strategies to tailor instruction to fit the unique needs of students eligible for any of these services are determined by teacher specialists, classroom teachers, and parents in collaboration with one another.

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### ***Funding and Governance***

Piedmont Unified School District policies are followed at all times. Site Council meetings 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 weekly bulletin and posted a week before the meetings are held. Members are elected to represent parents/community and school staff. The school site plan is presented to the Piedmont Board of Education in the fall of each school year.

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***Review of Goals 2009-2010***

The Wildwood Site Council selected the following goals for school year 2009-2010:

**Improve Reading Proficiency, as measured by STAR results of proficient or advanced for all students in Reading Comprehension.** Goal for 2010 STAR results is to raise reading comprehension subtest scores to the same level or higher as overall English Language Arts proficiency levels. The overarching goal is for all students to be proficient or advanced in reading comprehension levels.

Baseline Data: *2010 Data reported in Bold*

*English Language Arts by Performance Standard*

	Grade 2	Grade 3	Grade 4	Grade 5
Advanced	53% <b>62%</b>	46% <b>47%</b>	71% <b>82%</b>	77% <b>78%</b>
Proficient	40%	41%	25%	21%
<hr/>				
Total at or Above Proficient	93% <b>95%</b>	87% <b>81%</b>	96% <b>93%</b>	98% <b>98%</b>
# of students	60 <b>45</b>	41 <b>59</b>	48 <b>44</b>	52 <b>50</b>

*Reading Comprehension Subtest Scores (ELA 2) 15 items Grades 2-4, 16 items at Grade 5*

	Grade 2	Grade3	Grade 4	Grade 5
Advanced	35% <b>73%</b>	38% <b>69%</b>	68% <b>73%</b>	67% <b>72%</b>
Proficient	51%	40%	23%	23%
<hr/>				
Total at or Above Proficient	86% <b>96%</b>	78% <b>75%</b>	91% <b>89%</b>	88% <b>94%</b>

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### ***Action Steps to Achieve Goal:***

Implement Universal Screening Agreements at Beach, Havens and Wildwood to better differentiate instruction to meet student needs and provide intervention as warranted.

- ❖ All Kindergarten 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 First Grade Students 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 Second and Third Grades, classroom teachers will screen all students using the Rigby Benchmark Assessment at the start of the year. Third grade teachers will also review 2<sup>nd</sup> 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, fourth and fifth grade teachers at Beach, Havens and Wildwood will determine the best instruments for universal screening of all students at this level.

### **Outcomes:**

**These Action Steps were all taken in 2009-2010. Fourth and Fifth grade teachers are using the Qualitative Reading Inventory and McLeod Assessment. These assessment practices and those outlined above for K-3 will be ongoing.**

**Support an active Arts program that provides a well-rounded education for every child.**

Baseline Data:

The Site Council notes their belief that a strong Arts Education at the elementary level provides an important foundational piece of academic learning.

During the 2009-2010 school year, each class at Wildwood is scheduled for 24 hours of Fine Arts instruction with an Art Specialist, weekly 30-minute vocal music instruction in grades K-4, one 30-minute instrumental lesson per week in fourth grade, and two 30-minute instrumental lessons in fifth grade. Parent Club and other support groups fund assembly performances and classes perform a range of dramatic presentations from Readers Theater work in the classroom to class plays for parent and student audiences.

**Action Steps to Achieve Goal:**

During the 2009-2010 school year, art teachers and principals at Beach, Havens, and Wildwood will work together to articulate and then implement a common K–5 art curriculum based on State Standards.

**Outcomes:**

A Tri-School meeting of all the art teachers was held to plan collaboratively for Cultures Week. Our Art teachers are paid hourly and their hours differ from site to site. Funding and scheduling were two obstacles toward scheduling meetings for articulation between the three sites. PAINTS funding this year will help continue these efforts. Wildwood will seek PAINTS funding this school year to support the creation of a mural or other installation made by students for the renovation at 301 Wildwood Avenue.

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***Continue to implement a strong mathematics program.***

Baseline Data:

Results by Performance Standard on the 2008 CST for Mathematics compared to 2009 CST for Mathematics 2010 is in Bold Italics.

	Grade 2	Grade 3	Grade 4	Grade 5
Advanced	52% <b>82%</b> <b>84%</b>	63% <b>60%</b> <b>83%</b>	57% <b>66%</b> <b>72%</b>	57% <b>65%</b> <b>67%</b>
Proficient	36% <b>13%</b> <b>11%</b>	29% <b>26%</b> <b>10%</b>	31% <b>30%</b> <b>26%</b>	35% <b>29%</b> <b>24%</b>

**Action Steps to Achieve Goal**

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.

**Outcomes:**

All steps were achieved.

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**Continue to promote a positive school environment for all children by exploring social curriculum enhancements.**

Baseline Data:

In the Wildwood Needs Assessment survey conducted in spring 2008, 95% of those responding reported that students feel safe at school and on the playground. Smaller percentages of 77% report students show respect for each other and 70% report students are learning to apply conflict resolution skills.

Currently the Let's Be Friends Program, c2006 The Ophelia Project , is being implemented in all third grades by our school counselor, Mrs. Sheila Haraldson, with assistance by classroom teachers. Fourth grade teachers are implementing components of Kids Helping Kids, ©2006 The Ophelia Project. PEP is taught in grades 4 and 5 and a Puberty Education program at 5<sup>th</sup> grade incorporates positive decision making messages.

Action Steps to Achieve Goal:

- ❖ Implement *Let's Be Friends Program* in all third grades during the 2009-2010 school year.
- ❖ Implement components of *Kids Helping Kids* in all fourth grades during the 2009-2010 school year.
- ❖ Explore initiation of Cooperative Adventures Workshops in 5<sup>th</sup> Grade Classes across the District
- ❖ Review other Social Curriculums at the Request of Site Council Members. Explore new Non-Competitive Recess Activities to introduce during the 2009-2010 school year.

**Outcomes:**

**All steps were achieved. Each fifth grade class participated in two sessions of Cooperative Adventures during the 2009-2010 school year. Program will continue if funding is available in 2010-2011. Purchase of new playground equipment included: jump ropes, hoola hoops, toss games and chalk.**

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*Goals 2010-2011*

<b>1</b>	<b>Intervention Planning</b>
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"> <li>▪ Identify students performing at the “Basic” level or below as measured by the STAR Test</li> <li>▪ Implement a school-based strategy, which includes parental involvement.</li> <li>▪ Document interventions and establish common formative assessments to inform on the student’s progress throughout the school year.</li> <li>▪ Review student progress reports for “needs improvement” areas to target support.</li> </ul>
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.

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<h1>2</h1>	<h2>English/Language Arts Comprehensive Program Review</h2>
Goal:	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.
Summary and planned actions:	<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"> <li>▪ Core program elements for Reading, Writing, Written and Oral English Language Conventions and Listening and Speaking</li> <li>▪ Instructional strategies used in Language Arts</li> <li>▪ Identification of materials used beyond the core adoptions</li> <li>▪ Assessment tools used, and discussion around how these tools inform instruction and differentiation strategies</li> <li>▪ Communication of differentiation strategies to parents</li> </ul>
Progress:	During Common Planning Time sessions thus far, teachers are beginning the work around defining our current program.
Measurement:	<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>

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<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"> <li>▪ Teachers teach 2 lessons per grade level</li> <li>▪ Teachers, in coordination with the Diversity Task Force, review the outcomes of the lesson pilot.</li> <li>▪ Explore how existing curricula related to school climate (Cooperative Adventures, PEP, others) are interrelated with Welcoming Schools</li> <li>▪ Teachers and staff will continue to pursue other curricula or materials to support inclusive classrooms</li> <li>▪ Staff Meetings provide opportunities to engage in professional conversations about practice and materials</li> </ul>
Progress	<p>Cross grade level meetings district-wide, work within the Diversity Task Force.</p> <p>Connect with PMS for student feedback channels to inform climate conversations.</p>
Measurement:	Teacher attendance at professional meetings. Feedback from students and teachers around the pilot lessons. Notes from staff meeting discussions related to <i>Welcoming Schools</i> pilot.

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## **Wildwood Site Topics for Discussion 2010-2011:**

- Plan and organize around transition back to 301 Wildwood at the end of the school year.
- Working with PAINTS and the Wildwood Dads Club (WDC) create a mural or other similar art project with student participation ideally to be installed in time for the reopening of 301 Wildwood Avenue.
- Continue 2009-2010 Goal of Improving Reading Proficiency, as measured by STAR results, to raise reading comprehension subtest scores to the same level or higher as overall English Language Arts proficiency levels. The overarching goal is for all students to be proficient or advanced in reading comprehension levels.

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**The Wildwood School Site Council approves the 2010- 2011 Single Plan for Student Achievement and recommends that it be approved by the Piedmont Unified School Board.**

**Staff**

**Signature**

Elaine Holt, Teacher \_\_\_\_\_

Martin Lewis, Teacher \_\_\_\_\_

Louisa Cheung, Teacher \_\_\_\_\_

Carol Cramer, Principal/co-chair \_\_\_\_\_

**Parents**

Diana Gleghorn, co-chair \_\_\_\_\_

Elizabeth Epstein \_\_\_\_\_

Eric Bentley \_\_\_\_\_

Catherine Teare \_\_\_\_\_

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