

**HAVENS
ELEMENTARY SCHOOL**

Piedmont, California

**SINGLE PLAN
FOR STUDENT ACHIEVEMENT
2008-2009**

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 (See attached).

School Profile

Havens School has an enrollment of **454** students in grades kindergarten through fifth. Class Size Reduction funds have made it possible to have classes of 20 or fewer students in grades K-3. A local parcel tax has made it possible to provide an average of 26 students per class for grades four and five and additional instructional aide time for individual classes exceeding 27. The total number of classrooms this year for grades kindergarten-five is **21**.

The ethnic composition of our student body is:

American Indian/Alaskan Native:	0.2%
Asian:	14.2%
Pacific Islander:	0.0%
Filipino:	1.4%
Hispanic/Latino:	2.2%
African American:	0.6%
White:	69.8%
Other/Declined to State:	11.5%

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 (paraeducators).

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 now 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.

The school is a community facility. The Havens Parents Club sponsor classes outside of the regular school day, including an after-school enrichment program. Local scout troops, and community groups use the school after hours.

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 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. During the review of our math program in 2007-2008, a Family Math Night was held for parents and children to attend together and specific information about our K-5 math program was sent home.

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 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 biannually 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, counseling, and occupational therapy.

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

Reading Resource	52
Counseling	58
Occupational Therapy	Kindergarteners + 35

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 **24** 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 which can be found at 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. 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. Our District has joined together with the community groups that also serve children in a Promote Respect campaign. Havens students are informed of the goals of this campaign. This year, 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.

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 1st grade, 2nd grade, and the first semester of the 3rd grade allows for small group instruction. Reduced class size in grades one, two and three 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. Writing across the curriculum is emphasized. All teachers are participating 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. We have a computer lab with 15 work stations. 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 and our library has several 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. Everyday Mathematics, adopted in June of 2008 is being implemented this year. A minimum of 60 instructional minutes are devoted to mathematics daily. Teachers received training in the implementation of Everyday Math before school began and will continue this training during our two Staff Development days in November. In addition to this training, teachers are participating in fall and winter workshops with Math Solutions to improve the teaching of mathematics.

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 5th 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.

Results of the 2008 California Fitness Test are attached.

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, students focus their two lessons a week by either choosing instruction on one specific instrument tested during fourth grade or and in vocal music. 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.

Three staff development days and seven afternoons are scheduled throughout the 2008-2009 school year so that teachers can meet together to share ideas related to curriculum and instruction. Focus areas for this school year are mathematics and writing. All classroom teachers participated in a full day of Everyday Math training prior to the beginning of school and will have another full day in November. In addition, each grade level will receive two ½ days of coaching in mathematics. A writing consultant will continue the coaching begun last year in conducting Writer's Workshop activities based on Lucy Calkin's model of teaching writing. 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. A K-12 Curriculum Forum will meet four times this year to review the K-12 program. HAVENS Parents 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– \$56,000 - 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 – \$1,254 - 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 - \$820 – 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. 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.

Goals: 2008-2009

The School Site Council, working in conjunction with the Havens' faculty, has selected the following goals for the upcoming school year:

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 of 80.08% for Writing Conventions and 75.00% for Writing Strategies.

Goal 2: The Site Council will work with Havens' physical education instructors to increase Havens' performance on the Upper Body Strength portion of the California Physical Fitness Test by a minimum of 5% over the current level of 68%.

Additional areas of focus:

Area 1: The Site Council will monitor the implementation of the Everyday Math curriculum at Havens.

Area 2: The Site Council will review and provide input to the plans for the interim housing of the Havens school site and the impact of the construction on the 2009/2010 school year.

SCHOOL SITE COUNCIL

The 2008 - 2009 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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