

**WILDWOOD  
ELEMENTARY SCHOOL**

Piedmont, California

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

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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 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**

Wildwood School has an enrollment of 304 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-2. At third grade, class sizes are at 21 and 22 this school year. 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 26. The total number of classrooms this year for grades kindergarten-five is 14.

The ethnic composition of our student body is: 70 % White, 10% Chinese, 12% multiple ethnicities or decline to state, and less than 2% of each of the following: American Indian, Black, non-Hispanic, Asian Indian, Korean, Filipino, Hispanic, Vietnamese and Other Pacific Islander.

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 paraeducators.

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.

## **PARENT INVOLVEMENT**

Wildwood is fortunate to have an extremely active Parents Club which provides many volunteer hours as well as significant financial assistance to the school. 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.

The school is a community facility. Both the Piedmont Language School and the Wildwood 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 the school program and its effects on children. Communication forums include an orientation meeting for newcomers, weekly newsletters, monthly WW 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. Three parent information nights about our new math program are scheduled for this school year.

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 performing and visual arts, respectively. Piedmont's Appreciating Diversity Committee provides a film series throughout the year that addresses topics relating to diversity and sponsors a week of activities focused on a particular area of the world each spring. Piedmont Asian American Club sponsors events that highlight Asian cultures and provides forums for discussion.

Parents are kept informed of emergency procedures. Disaster preparedness is on-going. The WW Parents Club replenishes emergency food and water supplies annually. Emergency 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 Group composed of classroom teachers, resource teachers and the district school psychologist meets weekly (more often if requested) to consider the needs of students and ensure that 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, when necessary, the team makes recommendations for students to receive specialized assistance.

Specialized services in the general education program include reading resource, counseling, and occupational therapy.

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

Reading Resource	21
Counseling	14 – 30
Occupational Therapy	70

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 14 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.

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**

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 [www.cde.ca.gov/be/st/](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, Wildwood places a strong focus 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.

## **SCHOOL CLIMATE**

At Wildwood Elementary we seek to provide a nurturing environment where all are respected. Our playground and campus rules are based on the five Lifelong Guidelines: **Trustworthiness, Truthfulness, Active Listening, No Put Downs and Personal Best** (copyright Susan Kovalik and Associates) and can be summed up by the 3 Rs: **Respect, Responsibility and Resourcefulness**. Our District has joined with Piedmont community groups that also serve children in a Promote Respect campaign, and Wildwood students are informed of the goals of this campaign.

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 influence our school climate directly. Classes participate in a buddy program that pairs older and younger children in mentoring relationships. Wildwood's Go Green Initiative helps make students aware of their role in the health of our environment, locally and globally. Efforts this school year will include expanding our recycling program and implementing a green waste collection on our lunch patio.

## **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 metacognitive 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 1<sup>st</sup> grade, 2<sup>nd</sup> grade, and the first semester of 3<sup>rd</sup> 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 is

emphasized across the curriculum. Many teachers participate in a lunch-time study group focused on analysis of students' writing, refinement of lessons, and strategies for teaching writing.

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 school teacher-librarian. The library program consists of four components:

- Reading – promoting 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 – using technology to enhance learning through the use of subscription databases and the online catalog.
- Collaboration with classroom teachers – supporting the curriculum with resources and work with teachers to create resource based research projects.
- Information Literacy – helping 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 20 work stations. Students, teachers, and classified staff use computers throughout the school for productivity and to access information. Students learn 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. Students use our automated library catalogue system to find books in the library, and the library also 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 Math*, adopted by the District in June 2008, is being implemented this school year with intensive staff development activities. A Lesson Study program during which teachers plan a lesson together, watch each other teach and refine the lesson as grade level teams as well as specific staff development through Math Solutions is being utilized to improve the teaching of mathematics. Approximately 60 instructional minutes are devoted to mathematics daily.

## **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, about our free market system, about connections to the past, California's unique history as a State, and the development of the United States up to 1850. Field trips, guest lecturers, assemblies and classroom simulations such as Living History Day in fourth grade and Ellis Island in fifth grade 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, and parent volunteers provide a Parent Educator Program to fourth and fifth-grade students with educational information about drugs, alcohol and tobacco.

## **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 and wiffleball/softball.
- Rhythm and dance.

Results of the 2008 California Fitness Test are attached.

## **VISUAL AND PERFORMING ARTS**

In weekly music lessons, all students in grades 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 add an instrumental lesson each week. In fifth grade, students focus their two music lessons each week by choosing either instruction on one specific instrument tested during fourth grade or a focus on 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 also perform at a spring concert

Art is taught by classroom teachers and by art specialists funded by the Wildwood 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 held each spring.

Drama experiences in the classroom include puppetry, plays, oral reading, creative dramatics, and other oral presentations. Many classes perform dramatic plays and musicals. Wildwood Parents Club, the Piedmont Educational Foundation and the Piedmont Appreciating Diversity Committee 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 to share ideas related to curriculum and instruction. Focus areas for this school year are mathematics and writing. Each grade level will receive an additional day of coaching in mathematics during the school year, and a writing consultant will continue coaching Writer's Workshop activities based on Lucy Calkin's model of teaching writing.

Wildwood also works with Piedmont's other elementary schools through Tri School meetings designed to promote consistency and dialogue within and between grade levels as well as among the three elementary schools. A K-12 Curriculum council meets throughout the year to review the K-12 program, and will focus in 2008-2009 on Language Arts. Wildwood Parents Club 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. Wildwood 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 referred to the Child Study Team 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**

Piedmont Unified School District policies are followed at all times. Site Council meetings are held at least 4 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 reviews the school plan annually and presents it to the Piedmont Board of Education in the fall of each school year.

**GOALS 2008-2009**

The School Site Council has selected the following goal for this school year:

**Maintain or improve student performance in Mathematics during the first year of the Everyday Math implementation.**

Results by Performance Standard on the 2008 CST for Mathematics:

	<u>Grade 2</u>	<u>Grade 3</u>	<u>Grade 4</u>	<u>Grade 5</u>
Advanced	52%	63%	57%	57%
Proficient	36%	29%	31%	35%
Total At or Above Proficient	88%	92%	88%	92%
Total # of Students	42	52	51	52

An additional area of focus for this year is for the faculty **to investigate instructional strategies to support reading comprehension and writing strategies.**

**The Wildwood School Site Council approves the 2008-2009 Single Plan for Student Achievement and recommends that it be approved by the Piedmont Unified School Board.**

<b>Staff</b>	<b>Signature</b>
Carol Cramer, Principal/co-chair	_____
Elaine Holt, Teacher	_____
Jenny Jackson-Paton, Teacher	_____
Anjuna Wagner, Teacher	_____
<b>Parents</b>	
Shirley Lee	_____
Beth Porter	_____
Melanie Schane (alternate)	_____
Sarah Sharman	_____
Catherine Teare, co-chair	_____