

Beach, Havens, and Wildwood Elementary Schools
Piedmont, California
Single Plan for Student Achievement
2015-2016

Introduction

Beach, Havens, and Wildwood Elementary Schools are the three elementary programs in the Piedmont Unified School District. It is very intentional that the three elementary schools work closely together to promote parity in all aspects of education as we are part of a Unified School District preparing students for one middle school. Together the three schools submit a Single Plan for Student Achievement, with goals developed through Tri-School collaboration and effort. Beach, Havens and Wildwood schools have participated in School Improvement Program since 1974 and became part of a School Based Coordinated Program in 1987. As required by SB 374, Beach, Havens and Wildwood Schools have a Single Plan for Student Achievement.

Beliefs

We adhere to a common set of beliefs and commitments, which form the basis of the District's philosophy (BP 0100) and are implemented through annually-developed and District-adopted goals. The beliefs and commitments that form the basis of the District's philosophy are:

- Every person has intrinsic worth.
- We are responsible for our actions and our inaction.
- Learning is a life-long journey.
- While learning is the responsibility of the individual, education is the obligation of the community.
- Appreciating diversity strengthens community.
- When an individual's gifts are shared, community is strengthened.
- The potential for individual success exists in every person.
- Enjoyment enhances life.
- Meaningful endeavors grow from passion, courage, commitment, and compassion.
- Family and friends are fundamental to personal well-being.
- Open-mindedness and responsiveness to change are essential to growth and renewal.

Commitments

- We are committed to cultivating a learning community where students are engaged in their learning, strive for excellence, and are supported to achieve to their fullest potential.
- We are committed to providing a safe, nurturing learning environment where every member of the Piedmont Schools feels respected. We strive to increase everyone's sense of inclusion in our community. Our practice of safety and inclusion begins with our

policy of prohibiting discrimination on the basis of age, disability, ethnicity, gender, language, marital status, nationality, race, religion, sexual orientation, and socioeconomic status.

- We are committed to fostering an educational program that prepares our students to live in a diverse world, acknowledge and appreciate cultural differences, understand the significance of socioeconomic inequalities, recognize the existence of biases and discrimination, identify conflicts and options for resolution, and take action for positive change.
- We are committed to advancing the beliefs, commitments, vision, and goals of our school system by working collaboratively and allocating and effectively managing limited resources.

School Profile

Current Enrollment as of Census Day, October 2015 (Grades Kindergarten through Fifth)

Beach	335
Havens	497
Wildwood	311

Ethnic Composition of Student Bodies

School	Beach	Havens	Wildwood
Hispanic/ Latino	13%	5%	10%
American Indian or Alaskan Native	0%	0%	less than 1%
Asian	10%	16%	12%
Black or African American	3%	less than 1%	0%
Native Hawaiian or Other Pacific Islander	0%	less than 1%	0%
White	55%	64%	67%
Two or More Races	19%	14%	11%

Class Size

Seismic, safety and accessibility upgrades were completed on all elementary schools between 2008 and 2012. Class Size Reduction funds and a local parcel tax have made it possible to provide primary class sizes of 24 or less and fourth and fifth grade classes of 26 or less.

Teaching and Learning

Each of our elementary schools provides a rich environment for students to learn and grow academically. Curriculum, pedagogy, and assessment intertwine to support each student's academic growth. All students are required to learn the essential standards of a broad academic curriculum. The curriculum includes Language Arts, mathematics, science, technology, history/social studies, visual and performing arts, physical education, and health. We teach the Common Core Standards in Language Arts and mathematics. All students have access to standards-based/Common Core instructional materials. Each year teachers review students' progress on classroom and standardized tests and collaborate at grade levels to provide the strongest program for each student.

In addition to the clear emphasis on a broad academic education, a strong focus is placed on student's social-emotional growth. Problem solving is emphasized through cooperative learning and the development of critical thinking skills. Cooperative learning is important in fostering teamwork, building community, encouraging peer to peer learning, and promoting self-esteem and respect among students. An emphasis on inferring, analyzing, and synthesizing content is an integral part of developing critical thinking skills. Additional academic support is provided by encouragement and assistance to students.

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

Language Arts

The goal of our language arts instruction is to foster in our students a lifelong love of reading and writing. To that end, the Reading and Writing Workshop approach to teaching literacy and instructional materials written by Lucy Calkins have been adopted K-5. Teachers use these materials to guide their students in becoming fluent readers and writers. Students are exposed to children's literature that promotes a love of reading and serves as mentor texts for their own writing. Leveled classroom libraries are the primary source for reading materials, which include

a variety of single texts as well as multiple-copy sets of texts. Many of our text selections, both fiction and nonfiction, extend concepts taught in social studies and science.

During Reading and Writing Workshop, students have opportunities to read, interact, and share their reading and writing experiences. Other overarching literacy goals include developing strong, independent, fluent readers and writers who think and question critically, employ a variety of reading strategies to comprehend what they read, and use a variety of writing strategies to create authentic pieces of writing for a specific audience. Examples of specific reading strategies include using meaning to decode, exploring language structure, building phonological awareness, employing metacognitive strategies, and developing text analysis skills. Examples of specific writing strategies include choosing a manageable topic, developing ideas, organizing writing, using the appropriate voice, including sentence variety, and understanding the conventions of written language.

Reading and Writing Workshops are structured around explicit mini lessons where teachers connect students' learning to prior experience, introduce through direct modeling one teaching point, which could be a strategy, skill, or procedure, provide students the opportunity to practice through active involvement, and link the new learning to students' own reading and writing practices. Released in the summer of 2015, the new Units of Study in Teaching Reading, K-5 are the curriculum that guides this work. TK teachers use the Kindergarten Guide to inform their teaching of literacy. Differentiation, which includes student choice, is a critical component of both workshops. In Reading Workshop, students choose from a selection of "just right books" to build stamina, fluency, and comprehension during independent reading periods. The elementary schools have a general goal that students read approximately 50% fiction and 50% non-fiction texts cumulatively, throughout their elementary years. Teachers meet with students during this reading time to confer one-on-one or in small groups, and the conferences connect to the mini lesson or particular needs of the reader. Assessment of reading levels and conference notes guide teachers in differentiating to meet students' learning needs. A "just right" book is one that a person can read with 95% or better accuracy with strong comprehension.

In Writing Workshop, the lessons in the Units of Study support children in engaging in authentic and meaningful writing tasks. The Units of Study in Opinion, Information, and Narrative Writing is the curriculum resource teachers use to guide Writer's Workshop lessons. Students are taught the steps of the writing process: prewriting, drafting, revising, editing, and publishing. Instructional attention is given to both content and conventions, where attention is given to editing for grammar, punctuation, and spelling. These skills are taught explicitly in mini lessons and reviewed in writing conferences. Students' published writing is handwritten or word-processed.

Word Study is taught using a developmental approach. Words Their Way Spelling Inventories are administered to assess students' spelling levels, and small group instruction is provided for each level of spellers. Teachers also use students' written work to guide their planning for

differentiated word work that supports students' acquisition of phonemic awareness, phonics, spelling, vocabulary, word structure analysis, and appreciation of language. *Phonics Lessons* by Fountas and Pinnell are used K-2 and *Words Their Way* by Donald Bear, Marcia R. Invernizzi, Shane Templeton, and Francine R. Johnston are used K-5.

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 instruction daily. A staggered reading schedule in 1st grade allows for small group instruction of no more than 11-12 students.

Reading Intervention is offered in the classroom and through our reading resource program. New this year, students reading below grade level will be offered a structured intervention program called Leveled Literacy Intervention (LLI) for 4-5 thirty to forty five minute periods a week. This intensive intervention is designed to increase students' fluency and comprehension in a finite time frame. Progress will be documented and parents will receive regular updates.

Library Program

Literacy and information literacy skills are promoted, strengthened, and supported by our library program. All students meet once a week for 30 minutes with our teacher-librarian, with additional flexible time for resource-based projects as needed. The teacher-librarian, whose position is part time, is supported by a part-time library assistant. The Common Core State Standards emphasize teacher-librarians' key skills: research; equipping students to access, evaluate, and synthesize information; and strengthening literacy. The Model School Library Standards for California Public Schools provide the structure for the elementary school library programs. The teacher-librarian actively maintains and updates an extensive collection of resources, both print and electronic, for students, teachers and parents; these resources support the Common Core curriculum as well as the independent reading and diverse learning needs of students.

The library program consists of four components:

- Reading – The teacher-librarian promotes reading through sharing books, exposure to different fiction and nonfiction genre, and individual “reader advisory” for students, teachers and parents. Love of literature and life-long learning are emphasized through a variety of programs.
- Digital and Information Literacy – The teacher-librarian helps students learn by being able to find, analyze, and use print and digital information safely and in meaningful ways. Additionally, library workstations are available for student use to connect to EBSCO database and World Book online.

- Collaboration with classroom teachers – As an information specialist, the teacher-librarian supports the curriculum with appropriate resources and works with teachers to create and implement resource based research projects that are central to the Common Core. Further collaboration is provided to support classroom teachers with Reading and Writing Workshops.
- Technology – The teacher-librarian uses and/or teaches the use of technology tools such as the document camera, LCD projector, iPads, chromebooks, and computer workstations. Encouraging students and teachers to use technology to access, use and share information, and maintaining subscription databases, online catalog, electronic books and the library website is part of the teacher-librarian role.

Mathematics

Last spring we adopted Bridges in Mathematics and Number Corner as our TK- 5 curriculum. With PEF/ parent club support, a full time K-5 math coach was hired this school year. Additionally, our parent clubs fund part time math specialists at each site who together with classroom teacher leaders received training from Math Learning Center this summer and are leading professional development sessions this school year as we launch these new curricula. Bridges in Mathematics, second edition, is a comprehensive K-5 curriculum that focuses on “developing students’ deep understandings of mathematical concepts, proficiency with key skills, and ability to solve complex and novel problems.” Learning is facilitated through direct instruction, structured investigations and open exploration. Number Corner, second edition, complements the Bridges curriculum by providing short daily exercises that introduce, reinforce and extend skills and concepts related to the critical areas of study at each grade level. Using a calendar, that is built over a month; new display pieces provide starting points for discussions, problem solving and short written exercises. Ongoing assessment in both programs guides teachers in differentiating for individual and small group needs. Our parent clubs have funded additional instructional aide support for the teaching of mathematics. Working with math specialists, support for small group differentiation strategies is provided in classrooms and pull out groupings depending on need.

Approximately 75 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, our free market system, connections to the past, California’s unique history as a State, and the development of our Nation up to 1850. They are asked to compare and contrast multiple viewpoints and to read information about our world, past and present from multiple sources. Field trips, guest lecturers, assemblies and classroom simulations enhance our program.

Science/Health

Following a year of developing awareness, we begin the transition to Next Generation Science Standards this school year. The work of our TriSchool science specialists, funded by our parent clubs, will focus on supporting this transition, STEAM activities (science, technology, engineering, art and math) and garden lessons that focus on Next Generation Science standards are being launched. Classroom teachers will continue to use FOSS (Full Option Science Systems) which emphasizes lessons that integrate science with other subject matter. Lessons include experiments, field trips/guest presentations and outdoor education. 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. Teachers extend class activities by going to museums, nature areas and other outdoor field trips and an annual science fair which will become a STEAM fair this year provides opportunities for students to design, research and report on their own inquiries.

Fifth grade students will continue to take the California Standards Test in Science as part of the new California Assessment for Student Progress and Performance (CAASSP) formerly STAR testing program. They will be assessed on fourth and fifth grade science standards in the spring of fifth grade. We anticipate that as the State moves into full implementation of NGSS there will be a parallel shift in the way science standards are assessed.

Fifth grade students spend a week in puberty education instruction taught by specialist Ivy Chen. Fourth and fifth grade students received educational information about drugs, alcohol and tobacco (see School Climate section). The Second Step program, also described in the School Climate section, is used to teach students skills for academic success, development of empathy, emotion management and problem solving.

Physical Education (P.E.)

The P.E. program 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, whiffle-ball and softball

- Rhythms and dance

The California Fitness Test is administered to fifth graders and individual results of this assessment are shared with parents and reviewed annually by the P.E. teachers and the Site Council.

To promote physical activity across settings, all classroom teachers are trained on strategies to incorporate movement breaks into class time.

Visual and Performing Arts

In weekly music lessons, all students in Kindergarten through third grade 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 two 30 minute music sessions per week in which they experience Orff and 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. This year, students will participate in a winter performance showcasing the articulation of the vocal music program and student skill development over time. There will also be a culminating music concert in the spring.

Art instruction is taught by art specialists funded by our Parents Club and supported by classroom teachers. 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. Hallways and classrooms display student art throughout the year and art shows are displayed on campus and in the community.

Drama experiences include puppetry, plays, oral reading, creative dramatics, and other oral presentation. The Parents Club, the Piedmont Educational Foundation and Piedmont Appreciating Diversity sponsor assemblies, guest artists and other performers. All students are taught dance as part of their PE program.

Instructional Technology

Technology is a critical component to student advancement because it supports inquiry, communication, and analysis. Our implementation of technology resources is grounded in research, tied to curriculum, and focused on positively impacting student learning. Informing our approach are best practices of 21st century skills, International Society for Technology in Education's (ISTE) National Education Technology Standards (NETS) skills, and critical thinking derived from work around Bloom's Taxonomy to create engaged and literate learners.

Piedmont's use of educational technology aims to improve student achievement by providing:

- Equitable access to technology, through adequate student/computer ratios, support to instruction, security, maintenance and reliability
- Opportunities for students and staff to acquire 21st Century skills
- Support for the Common Core Standards

Lessons are designed that support, enrich and assess state curricular standards and develop appropriate technology skill sets. Teachers use technology with students in the classroom to further curricular goals as called out in the Common Core Standards. Classroom sets of chromebooks are available to students in a 3:1 ratio at second and third grade and 1:1 at fourth and fifth. Tablets will be piloted in our K-1 classrooms this year. Teachers use technology for communication and planning (email, webpages, shared resource folders), and instructional delivery (LCD projectors, smartboards, document cameras, USB microscopes and Dashboard).

Computer lab periods are scheduled for all first through fifth grades and computer science goals are addressed during this time.

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 CAASP are referred to a Student Study Team to ensure that necessary interventions are in place. Tier 1 and 2 interventions occur in the classroom and sometimes include Reading and Math Resource support. Additional reading assessments are used to monitor students' reading progress. Students that produce strong work samples in class receive differentiated instruction that provide open-ended assignments, more breadth and depth, acceleration, or some combination of the above.

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 through the collaborative efforts of teacher specialists, classroom teachers, and parents. Classroom teachers and specialists collect information from formal test records, observations, and portfolios of student work to plan a program that builds upon students' current levels of knowledge. When necessary, the classroom

teacher shortens or extends assignments, or provides open-ended assignments, to meet the needs of individual students.

Equal Opportunity and Access

A Student Study Team comprised of classroom teachers, resource teachers and the District school psychologist calendars weekly meetings to consider the needs of students and ensure all students the opportunity to participate in high-quality curricular activities. Teachers and parents can refer students to the Student Study Team at any time during the year. The special needs of students are discussed, information from parents is shared, and recommendations may be made for students to receive tiered intervention that is assessed and monitored, or to be assessed for inclusion in the special education program. A broad range of special education programming is available to students who have been identified and found eligible for services by a multidisciplinary assessment team. Students qualifying for special education services are typically served the majority of their day in the general education classroom. Specialized services in the general education program include reading resource, math resource, and counseling. The population served by these programs is variable, and changes based on assessment throughout the year.

The counselor, enrichment teachers, teacher-librarians and other staff members may also offer enrichment activities for a student.

English Learner Program (E.L.)

The English Language Development specialist administers the CELDT assessment (California English Language Development Test) to those students who speak languages other than English in their home. The EL teacher and a part time paraeducator work with students and serves as resource to classroom teachers to provide additional and appropriate instructional opportunities for students developing fluency in English. All classroom teachers have been trained in skills to assist English language learners and possess CLAD or equivalent credentials.

The Current E.L. enrollment is:

	Beach	Havens	Wildwood
Students receiving direct services	2%	3%	3%
Students reclassified as English proficient being monitored	2%	1%	3%

Gifted and Talented

Students in third grade are given the option of taking the OLSAT (Otis Lennon Schools Abilities Test), a group administered standardized measure. Students scoring in the 9th stanine on any 2 sections will be considered eligible for GATE identification. Students with GATE identification are eligible for cluster grouping and to receive a written plan specifying the differentiation strategies used to enhance their learning beginning in fourth grade. Our GATE plan is being reviewed during this school year and revisions to the current plan may be made.

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. Prior to formal identification, administrators, teachers, and parents may refer K-3 students who appear to require greater differentiation to a Gate Study Team. Students in fourth and fifth grade may also be found eligible for GATE identification through a GATE study team process. The team will review the needs of the child and consider appropriate accommodations in the classroom.

Special Education

When students have been referred for special education services, their Individual Educational Programs (IEPs) are provided with minimum disruption to the students' participation in the general education classroom. Resource teachers, classroom teachers, special education instructional para-educators, and general education para-educators coordinate the instructional program to help the students succeed.

Special Education programming available in our elementary schools include: Intensive Language Program, Resource Specialist, Occupational Therapy, Hearing Impaired, Speech and Language Therapy, Adaptive P.E. Additional services can be arranged through a student's Individualized Education Plans when needed to help them access the core program. Facilitated play and social skills goals can be included in these programs.

Professional Development

Staff development activities are planned, carried out, and evaluated for the purpose of improving the job-related knowledge and skills of all personnel. Ongoing efforts are made to ensure equity through the continuous development of instructional strategies that demonstrate sensitivity to the diversity of pupil needs, learning styles, talents and levels of development. Weekly Common Planning time is provided for opportunities for collaborative planning among teachers at grade levels at the site and across the District. K-5 and 5-6 discussions also are held to ensure continuity between the grades. Emergency Preparedness training as well as training for the specific health needs of students is ongoing.

Staff Development this year includes:

- Silicon Valley Math Initiative workshops and web based resources
- Training by Math Learning Center for math coaches, specialists, classroom teacher leaders and administration to support yearlong professional development across our elementary schools as we launch our new math curriculum.
- Attendance at Columbia Teacher's College Homegrown Reading Workshop Institute by 44 elementary educators and follow up strategy workshops for teachers during faculty meetings and Common Planning time.
- Ongoing coaching by a consultant highly trained in Readers Workshop through classroom visits, demonstration lessons and workshops.
- Opportunities for teachers to attend NGSS workshops and other Common Core Related Workshops
- Leveled Literacy Intervention Training for Reading Resource, Special Education teachers and paraprofessionals, Administrators
- Goal setting and reflection as part of the evaluation system and as part of a continuous cycle of improvement
- Emergency Preparedness including first aid and CPR
- Nueva Learning Conference on Innovation

All certificated staff have the opportunity to participate in Piedmont's Teacher Evaluation Program, created with support from the Piedmont Educational Foundation. Teachers solicit and review 360 degree feedback from students and parents, as well as administrators and other teachers.

Standards, Assessment, and Accountability

Students in our elementary schools participate in a broad-based curriculum with grade-level standards defined by the Common Core Standards for Mathematics and Literacy Instruction with emphasis on cognitive thinking skills and communication. Student assessment is key to guiding instruction and promoting learning. Student progress is evaluated using multiple measures including group administered standardized tests, curriculum based measures, individual diagnostic testing, progress reports, and classroom observation. Our fifth grade students will continue to participate in the California Standards Test program for science only, as mandated by the State of California. Students in grades 3-5 will be assessed this spring according to State guidelines using the CAASPP California Assessment of Student Performance and Progress. Results are reviewed, analyzed and shared with the community.

The three elementary schools, Beach, Havens and Wildwood, 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 by following these steps:

1. Acquisition of qualitative and quantitative performance data
2. Assessment and analysis of such data
3. Identification of areas for further improvement or further inquiry
4. Development of recommendations for improvements including collaboration on best practices
5. Implementation of recommendations

Parent conferences are held twice a year and progress reports are sent three times during the year. Students receive timely feedback on their work. Multifaceted assessment tools assist teachers in guiding group and individual instruction. The effectiveness of school programs and goals are measured by common assessments portfolio samples, comments by parents on surveys, and student feedback.

School Climate

Our elementary schools seek to provide a nurturing environment where all are respected. Children are encouraged to Speak Up if they see anyone being hurt physically or emotionally. Additionally we ask that students behave in a manner that demonstrates respect, inclusion and problem solving both in the classroom and during less structured times such as transitions and recess.

We foster a positive playground climate and intervene to prevent and stop bullying behavior through class meetings, assemblies, and discussions. Second Step, a social emotional curriculum that addresses skills for learning, empathy, emotion management, and problem solving is used TK-5. In addition to this, we have a progression of consequences in place to address hurting anyone physically or emotionally or damaging school property. Discussions with adults, missed recesses, parent conferences, behavior plans, and in some circumstances suspension are part of the progression.

Service positions provide opportunities for students to have direct positive influence on our school climate. Classes participate in a buddy program that pairs older and younger children in a mentoring relationship. Our schools participate in Green Initiatives to help make students aware of their role in the health of our environment locally and globally. Our waste reduction program includes separating waste into green waste/compost, paper, and other recyclables and landfill.

General safety awareness is reviewed by teachers throughout the school year and parents are encouraged to review safety measures through articles in the weekly newsletters. Lessons taught in Second Step and through our PE/ Health program are supplemented in fourth and fifth with information on the negative effects of alcohol and drugs.

Parent Involvement

Funding from our Parents Clubs 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 Clubs also contribute funding and labor for capital improvements at our school sites.

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 daily by Children's Choice and served by parent volunteers. Parents and faculty meet formally at Back to School Night in September, at fall and spring conferences, and at Open House, which will be held in February this year. Attendance at these events is very high. Fundraising and community building events occur throughout the year. Our Parents Clubs sponsor classes outside of the regular school day on our campus and the school also functions as a community facility for Piedmont Language School, Adult Education classes, scout meetings and special events.

Parents are invited to participate in parent education activities through the PUSD speaker series. Relevant information concerning school program and its effects on children is communicated out to parents. Communications include an orientation meeting for newcomers, weekly newsletters, monthly Parents Club meetings, monthly Dads' Club meetings, parent teacher conferences, bulletin board displays in the front entrance, and District, school and some classroom websites.

Membership in community support groups is encouraged. Support groups include:

- PEF - Piedmont Education Foundation
- Education Speaker Series
- PRAISE - Parents, Resources and Advocacy in Special Education
- CHIME - Citizens Highly Interested in Music Education
- ALPS - Advanced Learner Parent Support
- PADC -Piedmont's Appreciating Diversity Committee
- PAAC - Piedmont's Asian American Club
- PAINTS - Promote Arts in the School

Parents are kept informed of emergency procedures. Disaster preparedness is ongoing. The 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.

Funding and Governance

Piedmont Unified School District policies are followed at all times. Site Council meetings are held at least six times per year to review the school plan and its integration with PUSD's Local Control Accountability Plan. Site council members vote on budget as necessary 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.

Progress Updates on 2014-2015 goals:

Tri-School Site Goals for 2014-15

Guiding Purpose: Based on Shaping our Future 2.0 we have identified that we want students to be 21st Century Learners.

All of our goals are developed through this lens, and our work is focused on this outcome.

Based on conversations with tri-school teachers, staff, parents, and administration, some of our identified needs are:

- Uninterrupted Blocks of Instructional Time
- Increased Length of Kindergarten Day
- Visual and Performing Arts Program Articulation K-12
- Possibility of Common Prep Time
- Allocation of Space
- Discussion of Elementary Conference Schedule
- Evaluation of Elementary Instructional Minutes
- Science Program Articulation Grades K-5
- Special Education Service Delivery Tri-School
- Computer Science Curriculum Development

Through the collaborative development of our SSC goals we will address many of these in the 2014-15 school year.

Goal 1: Communication (LCFF Goal 4: Cultivate a Dynamic Learning Community)

- A. As we implement Common Core Standards and California Assessment of Student Performance and Progress (CAASPP), we will provide a variety of opportunities for all stakeholders to learn about and understand these changes.

Action Plan	Start date/ End date	Measurement	Progress	Persons Responsible
Provide timely information on topics pertaining to common core and CAASPP	Ongoing	Weekly Principal's Message, presentations to parent clubs, Infinite Campus messaging	classroom teacher newsletter Principal's messages sent through Wednesday Bulletin Principal's present at parent club meetings	Admin Parent Club Leadership
Survey parents on what communications and information they	October-April	Development of survey Survey results	SSC sub-committee worked towards developing a survey;	SSC Sub-committee

Action Plan	Start date/ End date	Measurement	Progress	Persons Responsible
want and need in order to develop a protocol for communications		Protocol	survey was not completed	
K-5 focused Common Core Informational Evenings including “Math Nights,” model lessons from piloted curriculum, sample assessment questions from CAASPP, etc.	Fall, Winter, Spring	Hold 2-3 informational meetings for the year each focused on different subject areas and different grade levels Attendance Video links	Family Math Nights- (BAMP) Held 1 on math models Nov. ACOE Dan Meyer Math pathway info nights Teacher led intro to Bridges and Number Corner in spring	Admin, Math Leadership Team, Math Task Force, Math Specialists

Goal 2: Common Core (LCAP Goal 1: Adapt and Improve Educational Program Delivery; LCAP Goal 2: Support Professional Growth and Instructional Effectiveness)

Tri-School faculty will participate in professional development in Common Core curriculum and instruction to develop instructional strategies/practices and academic interventions to support the mastery of Common Core State Standards with an emphasis on Literacy and Math.

Action Plan	Start date/ End date	Measurement	Progress	Persons Responsible
Examine the flow of the school day, recognizing the changing needs of use of instructional time with Common Core curriculum	2014-15	Survey results Needs assessment	<p>Planning with teachers to determine next steps and possibility of working with a consultant as well as timeline development</p> <p>Team of teachers, staff, admin and parents working with CreatEdu to examine the design of our instructional day - two committee meetings held (April 16, May 6) - community information evening held on May 6</p> <p>Instructional Program Design committee report out to staff with updates</p> <p>Work has continued into this fall with 2 additional meetings and a community information meeting on October 8th as well as bulletin updates</p>	Admin/ Teachers

Action Plan	Start date/ End date	Measurement	Progress	Persons Responsible
Teacher Leaders and Administration participate in ongoing planning to support strategic professional development in order to effectively implement the Common Core State Standards including CPT Time, Staff Meetings and three Professional Development Days	ongoing	Survey results Attendance Report outs on training	<p>August PD focus on Student Talk in Math Classrooms</p> <p>Saturday 9/6 Engage New York Common Core Math Program Training 14 participants</p> <p>SVMI trainings - launch of Problem of the Month in October.</p> <p>Teacher visits to Berkeley Unified to see Readers Workshop and Eureka Math lessons</p> <p>Follow up to Reader's Workshop Training at October PD with Interactive Read Aloud training</p> <p>Asilomar Math Conference</p> <p>Next Generation Science Standards training in San Diego K/1 Conference</p> <p>Anne Benninghoff iPad conference</p> <p>January 6 Professional Development</p>	District and Site Admin, teacher leadership, teachers

Action Plan	Start date/ End date	Measurement	Progress	Persons Responsible
			<p>Anne Diskin K focus on writing</p> <p>Staff meetings focused on professional learning (ongoing) based on conference information</p> <p>Teacher Leaders participate in thorough review of math materials and select Bridges and Number Corner for piloting</p>	
Defined process for assessing new report card system	Fall 2014- April 2015	<p>Committee continue to meet three times to assess the effectiveness of report card and prepare to facilitate follow up conversations with grade level teams</p> <p>Develop and conduct parent survey to gather feedback on efficacy of report card</p> <p>Agendas and minutes from district CPT meetings</p>	<p>Committee meeting on October 22 to discuss revisions ahead of first implementation</p> <p>CPT meeting held on October 15 to review intent of report card and provide feedback to committee</p> <p>Parent Survey following first marking period</p>	
Continue to discuss homework practices and expectations in the context of Common Core State Standards	ongoing	Documented discussions at Site Council and Staff Meetings	<p>Communication out to parents in October</p> <p>Teachers tweaking HW quantity and quality (ongoing)</p>	SSC members

Goal 3: Technology (LCAP Goal 1: Adapt and Improve Educational Program Delivery)

A. Faculty will use 1:1 devices at 4th and 5th grade to support differentiated instruction.

B. An articulated Computer Science Curriculum is being developed and will meet the CSTA standards and is aligned with the Piedmont Unified School District Technology Plan.

Action Plan	Start date/ End date	Measurement	Progress	Persons Responsible
Provide each 4th and 5th grade student a Chromebook for use in the classroom	November 2014	Chromebooks deployed to all students	Done	Director of Tech and Site Tech coordinators and TOSA
Research and use applications that support Common Core Standards instruction	ongoing	Teacher lesson plan Student projects	Ongoing- aggregate resources	Director of Tech, admin, site tech coordinators, teachers
Actively seek out and explore how other districts are utilizing devices and 1:1 environments to integrate technology in support of common core instruction		Compilation of research	Harker visitation Google in the elem classroom session PD on Jan 20th with a teacher leader implementing 1:1 at second grade. M. Corritone and S. Griffin visit Richland 2 in SC	SSC sub-committee
Create technology scope and sequence.	2014-15	Benchmarks Curriculum	Implementation of Code.org lessons development of draft in preparation for writing of the next 3 year plan	Site tech coordinators
Implement a rigorous digital literacy/citizenship curriculum tied to Common Sense Media and linked back to Second Step Curriculum	2014-15	Lesson Plans Agendas and Collaboration Notes	Counselors developed second step aligned tech lessons Libraries developed digital citizenship lessons	Teacher Librarians, Tech Coordinators, TOSA, Counselors

Action Plan	Start date/ End date	Measurement	Progress	Persons Responsible
Review how technology is used to serve students with special needs in order to develop a plan going forward.		Survey special education teachers and support staff	differentiation tools ie membean, newsela.com, Read Write ext, explore sharing a doc across sites documenting what works and what doesn't possibly use a CPT time to share apps	SSC Sub-committee

Goal 4: Social/ Emotional Curriculum

With attention to issues of diverse student learning needs, we will examine and optimize school structures and practices to foster social-emotional growth for all students.

Action Plan	Start date/ End date	Measurement	Progress	Persons Responsible
Continue partnership with site Schoolmates programs around core components/language of Second Step.	Ongoing	Quarterly meetings between sites and Schoolmates to share updates and discuss progress		Admin and Schoolmates staff
Promote recess as a safe and inclusive place for all students	October 2014- April 2015	Use of second step language in conflict resolution Implementation of a variety activities to meet student needs	Playworks training on October 13, 2014 Use of quiet game stations PLS read alouds Implementation of art stations weekly	Classified staff, PE Teachers, Admin

Action Plan	Start date/ End date	Measurement	Progress	Persons Responsible
Explore partnerships with PMS and PHS to extend social emotional learning K-12.	2014-15	<p>Meeting minutes with PHS</p> <p>Student reflections after HS students present to elementary students</p> <p>Evaluation of culminating activity</p>	Initial meeting with PHS Service Learning Coordinator	Admin, 4th and 5th grade teachers, PHS Service Learning Coordinator

TriSchool School Site Council Goals 2015-16

Instructional Excellence

LCAP Goal - #1

PUSD will continue to ensure that 100% of teachers are highly qualified, appropriately credentialed, and trained in best practices for teaching Common Core standards and 21st century student-centered learning skills.

LCAP Goal - #2

All students will have access to English Language Arts, Math, and Technical Subjects Common Core aligned curriculum in order to improve students' content mastery and skills in critical thinking, creativity, communication, collaboration, and technical literacy and to prepare them for college and career pathways.

LCAP Goal - #4

All EL students will make progress toward English proficiency and will be able to access grade-level content in English language arts, math, history, and technical subjects.

School Site Council Goal 1

Tri-School faculty will implement curricula and academic interventions to support students in meeting Common Core State Standards with an emphasis on Literacy and Math.

Objective	Needs	Actions	Expected Measurable Outcomes
Implement newly adopted curricula, including Bridges, Number Corner, Reader's Workshop, and Leveled Literacy Intervention	Professional development	Implement classroom coaching model <ul style="list-style-type: none">• Reader's Workshop Consultant (paid by PC Principal Funds/C&I)• 1.0 Math Instructional Coach• Teacher led CPT/ Professional Development Participation in training and workshops	100% of classroom teachers receive grade level specific support in Reader's Workshop a minimum of 5 times over the course of the year Math Instructional Coach will develop and lead a minimum of 10 trainings for teachers on the new Curricula 100% of RSP and Reading Resource staff will participate in LLI training 100% of students in the Reading Resource program will be taught using the LLI

Objective	Needs	Actions	Expected Measurable Outcomes
			<p>program</p> <p>At least 80% of teachers will participate in at least one professional development training</p>
Differentiate instruction for a variety of learners including Special Education, English Learners, and GATE.	Professional Development	<p>Participation in training and workshops</p> <p>Providing training for use of pre and post assessment data to inform instruction</p> <p>Reading Resource Teachers in Collaboration with Classroom teachers will use benchmark assessment tools to identify and monitor students in need of reading interventions</p> <p>Math Enrichment/ Resource specialists will use pre and post assessment data to identify students for enrichment and resource supports</p>	<p>Representative teachers (at least three per site) will attend innovation conferences, including the Nueva conference and will share out their findings</p> <p>100% of RSP and Reading Resource staff will participate in LLI training</p> <p>100% of teachers will participate in in-house training on supporting strategies for behavior success</p> <p>100% of students identified as requiring intervention or enrichment will receive support services</p> <p>100% of classroom teachers will be trained in systems for entering and interpreting pre and post assessment data</p> <p>100% of classroom teachers will administer and enter pre and post assessment data</p> <p>100% of students identified as requiring intervention will receive support services</p> <p>At least 10% of students in significant subgroups will improve CAASPP scores by at least 1 level</p>

Objective	Needs	Actions	Expected Measurable Outcomes
Allocate appropriate time, space, and resources to match our instructional needs.	Minimize transitions and increase uninterrupted blocks of instructional time to maximize learning.	Instructional Program Design Team will make recommendations to school community regarding new schedule for 2016-17 school year.	3 schedule prototypes that reflect the identified design principles will be created and considered New 2016-17 schedule will be created by end of the school year
Train EL coordinators on new ELD standards. Monitor student progress and growth of significant subgroups (ie: English Learners) using CAASPP data and benchmark assessments, with attention paid to performance of subgroups	Professional Development Access to data-- CAASPP, CELDT and curriculum (Bridges Assessment Data entry); data coaches, Professional development	Participation in trainings and workshops Administrators, teacher leaders will familiarize themselves with the new ELD standards. Administrators, teacher leaders and teachers will examine CAASPP, CELDT and classroom assessment data to measure student progress	100% of EL Teachers/Coordinators will participate in ACOE led trainings on new standards At least 10% of students receiving EL services will improve CAASPP scores by at least 1 level

Social and Emotional Learning

LCAP Goal - #6

Provide students with social and emotional learning opportunities and support services/practices that (a) ensure a safe and healthful learning environment and (b) teach respect, inclusion, resilience, responsible citizenship, self-discipline, and personal responsibility.

School Site Council Goal 2

With attention to issues of diverse student learning needs, examine and optimize school structures and practices to foster social-emotional growth for all students.

Objective	Needs	Actions	Expected Measurable Outcomes
Support a culture of empathy and mutual respect.	<p>Ensure a safe and inclusive environment for all learners.</p> <p>Support students in developing emotional regulation</p>	<p>Provide students opportunities at school assemblies to review Second Step Problem solving strategies.</p> <p>Identify specific strategies to support the development of emotional regulation: e.g., identify the size of the problem, zones of regulation</p> <p>Professional Development for paraeducators and support staff</p> <p>Discuss and post school-wide expectations/guidelines on the playground and on campus</p>	<p>100% of staff will participate in in-house training on supporting strategies for behavior success</p> <p>100% of support staff will participate in Second Step problem solving professional development</p>
Integration of 4th and 5th grade health standards with Second	Integrate content to maximize efficient use of	map drug/ alcohol awareness onto science units	Notes from Parents Education night

Objective	Needs	Actions	Expected Measurable Outcomes
Step and PE lessons to address cyber-safety and drug/alcohol awareness.	instructional time Time for teachers to create these additional lessons/integration .	focusing on body systems, PE units focusing on healthy bodies Parent education event to communicate content provide support for discussing drug/alcohol use with children	Student work samples
Examine the structure of the school day to ensure allocation of appropriate time, space, and resources for our instructional needs.	Minimize transitions and increase uninterrupted blocks of instructional time to maximize learning.	Instructional design work	New 2016-17 schedule will be created by end of the school year

Parent Involvement and Leadership

LCAP Goal - #7

Increase parent involvement in leadership opportunities and school-connectedness (especially those parents from underrepresented groups, e.g. EL & SPED) in order to provide forums for communication, discussion and input, and to raise awareness of available resources to support student learning.

School Site Council Goal 3

Engage the parent community by raising awareness, providing, educating, and soliciting input in the areas of focus from goals 1 and 2 above.

Objective	Needs	Actions	Expected Measurable Outcomes
Provide opportunities to educate and inform parents about new curricula and initiatives tri-school.	<p>Support parents in their understanding of new curricula</p> <p>Effective communication protocols between parent groups and schools</p>	<p>Provide parent education opportunities in the following areas:</p> <ul style="list-style-type: none"> • Bridges and Number Corner • Leveled Literacy Intervention • Reader's Workshop • Technology • Second Step • STEAM • In collaboration with C&I and parent support groups, parent workshops on programs including special education, GATE, EL • Record presentations and publish to the larger parent community 	<p>15% parent attendance/viewership rate when appropriate at each parent education opportunity</p> <p>Parent feedback/reflections at the end of event</p>

Objective	Needs	Actions	Expected Measurable Outcomes
Examine the structure of the school day to ensure allocation of appropriate time, space, and resources for our instructional needs.	Minimize transitions and increase uninterrupted blocks of instructional time to maximize learning.	<ul style="list-style-type: none"> Instructional design work includes parent nights, parent involvement on committees, HPC meetings, etc. 	New 2016-17 school day schedule will be created by end of the school year
Provide opportunities to showcase curriculum and celebrate student work.	<p>Launch STEAM expo in spring of 2016. Continue elementary Open Houses and classroom/program celebrations.</p> <p>Shift elementary winter concert to a demonstration of music classroom instruction in December and a formal concert in the spring that better matches the instructional flow of the vocal music program</p>	<p>Design and launch STEAM Expo</p> <ul style="list-style-type: none"> Student and parent information on expectations prior to event collaboration with classroom teachers, art specialists, science teachers, etc. <p>Redesign vocal music concert:</p> <ul style="list-style-type: none"> Communicate changes to parent community 	<p>50% student STEAM Expo participation</p> <p>100% of classroom teachers will have 1 classroom celebration in addition to open house</p> <p>Winter Presentation event to demonstrate articulated curriculum and student skill development over time</p>

Beach Havens Wildwood Elementary School Comprehensive School Safety Plan 2015-2016

As specified in SB 187, a Comprehensive School Safety Plan is in place and published on our school website for the public to review. The plan is updated annually and more often if necessary.

Assessment of Current Status of School Crime: To date, our schools have not reported crime this school year.

Child Abuse Reporting Procedures: Reporting procedures are reviewed by video presentation and documented participation annually.

Disaster Procedures, Routine and Emergency: Emergency Preparedness is addressed through well communicated plans and regularly scheduled drills: monthly fire drills, earthquake drills, review of intruder alerts at faculty meetings, district wide evacuation drills, and a Shelter in Place drill should there be a need to stay inside. Each school has multiple radios for communication on site and across the district. A megaphone is kept in the office that can be used to give directions to students on the playground and our student address system is accessible from remote locations later this year. Our email system can be accessed for communication in the event of a Shelter in Place situation. Our District's student information system can be accessed on and off site to communicate during an emergency. Piedmont Unified is working with Piedmont Police and Piedmont Fire Department to coordinate emergency preparation. Our Incident Command staffing plan for Emergency Preparedness is attached.

Policies related to suspension, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion: Board Policies are reviewed annually. Our elementary schools rarely suspend students and work to provide a progression of consequences when necessary that support students in school. There are no suspensions to date this school year.

Notification to Teachers pursuant to EC 49079: This section outlines policies regarding notification to teachers about students who have engaged in dangerous behaviors. This is not a typical need at the elementary level in our District.

Sexual Harassment Policy: Our District's policy is distributed to all staff at the beginning of each school year, and reviewed at faculty meetings annually. Teachers review the large concepts associated with the policy for students in Grades 3, 4 and 5. Teachers and Yard Duty Personnel receive training in supporting a school culture that is based on respect.

School Wide Dress Code: PUSD elementary schools do not have a school dress code although students are asked to not wear items that can be distracting in the educational setting.

Safe Ingress and Egress of Pupils, Parents and School Employees to and From School:

Maps illustrating exits for an evacuation are posted in each classroom and included in classroom handbooks which are shared with substitute teachers. Regularly scheduled drills, help school personnel, students and parent volunteers become familiar with these predetermined evacuation routes. Crossing Guard(s) assist students during pick up and drop off.

The schools are handicap accessible. Handrails and safe surfaces are maintained for the safety of all.

Safe and Orderly School Environment: Communications about a safe and orderly school environment are shared with the school community through class meetings, weekly newsletters and the website. Evacuation Plans, School Maps and Behavior Guidelines are posted at each school site. Each classroom and each space with a program run by a teacher specialist is equipped with an emergency backpack that contains emergency and first aid supplies. Copies of emergency cards for each class are kept in the backpack. Food and water are stored on site in case of an emergency.

All classrooms and offices have telephones. Radios/ cellphones are carried by a yard duty supervisor at each recess. All visitors including parents and guardians are required to sign in.

School Classrooms are attractive and clean. Exterior appearance is good. Vandalism and graffiti are minimal. Any graffiti that is discovered is removed immediately. A full time custodian and part time custodian maintain the campuses and consult with the District's Maintenance Team if assistance is needed. Grounds are maintained by a District Gardener. Teachers maintain an environment conducive to learning and all classrooms display evidence of the curriculum. Classroom disruptions are minimized and instructional time is protected through the joint efforts of faculty and staff. A school counselor is available part time to help children with areas of concern related to their overall well-being.

Campus security and recess and lunch supervision is provided by school staff.

Rules and Procedures pursuant to EC 35291 and EC 35291.5: In order to create an environment that is respectful of all and conducive to learning, all are asked to act in a safe manner and to follow guidelines for promoting respectful behavior. Each classroom teacher posts rules that are consistent with the Guidelines.

Consequences for not following school and/ or classroom guidelines or rules may include the following: talking or counseling with an adult, writing a behavior plan and/ or note of apology, contact with parent, missed recess or recess in an alternative location, instruction in an alternate location, and/ or community service. District guidelines for suspension/ expulsion are available should the need arise.

Our schools have an open game policy. Recess games and activities are open for all children to join. Children are discouraged from bringing games, collections or toys from home which cannot be shared easily by all who wish to participate. Guidelines and Expectations have been shared with each classroom for the lunch patio and playground. Additional Playground Rules include: No tackle games. No fighting, real or pretend, and if an activity appears unsafe or can hurt anyone or damage school property, it is not allowed. Weapons and any replicas of weapons are not allowed on the school campuses.

Instructional Aides have participated in Staff Development designed to help adults recognize bullying type behaviors on our playgrounds. All of our elementary schools use the Second Step Curriculum to support social emotional and academic learning. The high visibility of adults on campus including parent volunteers, and a constant, consistent reinforcement of guidelines for acceptable behavior create a safe environment for students. Each site has a part time counselor to work with individual and small groups of children and to provide unit lessons on making and keeping friends, and problem solving strategies. Additionally, some parent education is available as well as time to meet with parents to help address family's needs as they relate to their child's education.

BEACH INCIDENT COMMAND SYSTEM OVERVIEW OF ICC TEAMS AND RESPONSIBILITIES

Team	Team Name	Personnel	General Responsibilities
1	Command Center Located near tire swing/storage shed 1 radio	Michael Corritone - Lead Lauren Lopez (scribe) Sun Lee (Site Security) Sarah Wheeler (T-F) Jaimie Lasky (PM)	<ol style="list-style-type: none"> 1. Account for presence of all students, staff 2. Implement and coordinate all disaster operations 3. Control external and internal communication 4. Maintain log and prepare reports for District ICC
2	Search and Rescue Meet at Command Center 3 radios	Pedro Maravilla - Lead Jacob Stahl Raul Jorcino Daniel Loughran	<ol style="list-style-type: none"> 1. Search campus in a methodical pattern to find injured and missing persons 2. Report location of all injured persons to Command Center 3. Assess damage to structures and report to Command Center 4. Station team members as guards near unsafe areas to prevent re-entry 5. Direct loiterers/public to appropriate locations
3	Site Security Meet at Command Center	Sun Lee - Lead (then to Command) Susie Schonberg Carol James Nancy Bowen (T-Th)	<ol style="list-style-type: none"> 1. Secure school site by locking all external gates, doors, etc 2. Monitor all entrances 3. Route fire, ambulance and police 4. Escort media to District ICC

Team	Team Name	Personnel	General Responsibilities
	1 radio	Beverly Feder (M, Th) Kim Bonacum (T)	<ol style="list-style-type: none"> 5. Check all utilities (water, gas, electricity) 6. Determine sanitation conditions and report to Command Center 7. Assist on Search and Rescue Team as needed
4	First Aid Meet near Kindergarten Playground 1 radio	Stephanie Valdez-Kaminsky -Lead Leigh Symkowick Nadia Pacult Robin Ludmer (T-Th) Kristi Melick (T, Th)	<ol style="list-style-type: none"> 1. Administer first aid 2. Document name, injury, first aid given 3. Determine need for medical assistance 4. Work cooperatively with outside agencies 5. Keep Command Center informed 6. Maintain morgue as needed
5	Supervision and Assembly Meet at playground Assembly Area near retaining wall 2 radios	Heidi Sawicki – Lead <i>All Classroom Teachers</i> Molly Coffey-Smith Elissa Eseman <i>All Sp.Ed. Paras</i> Pannipa Sieben Adrian Behrendt (T,Th)	<ol style="list-style-type: none"> 1. Evacuate and direct students, when appropriate, to planned station at Assembly Area 2. Assign a team member as Assembly Area coordinator 3. Control entrances to the Assembly Area. 4. Manage all Assembly Area activities and communications 5. Account for students 6. Determine need for assisting other teachers 7. Supervise and reassure students throughout the duration of the event
6	Student Release Meet near Upper Gate 1 radio	Megan Nakahara - Lead Lori Jo Sinclair Lynne Christianson Barby Love (M-W) Michelle Sullivan Rachel Whitman	<ol style="list-style-type: none"> 1. Staff Main Gate and Reunion Gate 2. Establish messenger system between Main Gate, Reunion Gate, and Assembly Area 3. Process the reuniting of students with parents, guardians, family members 4. Document released students on the Sign Out Sheet

HAVENS SCHOOL SITE INCIDENT COMMAND SYSTEM

Team	Team Name	Personnel	General Responsibilities
1	Command Center	Anne Dolid Ken Taylor Denise Meredith Nancy Andrada Emily Wong	<ol style="list-style-type: none"> 1. Account for presence of all students, staff. 2. Implement and coordinate all disaster operations. 3. Control external and internal communication. 4. Maintain log and prepare reports for District ICC.
2	Search and Rescue	Kate MacDonald Matt Campana Terry Smith Carole Lowenberg Raul Jorcino Katie Jepsen Shauna Revelli	<ol style="list-style-type: none"> 1. Search campus in a methodical pattern to find injured and missing persons. 2. Report location of all injured persons to Command Center. <ol style="list-style-type: none"> 1. Assess damage to structures and report to Command Center. 1. Station team members as guards near unsafe Areas to prevent re-entry. 5. Direct loiterers/public to appropriate locations.
3	Site Security	Antonio Maravilla Mark Alvarez Jason Compton Laura Remer Helle Vistisen Rafaelle Lane *Emily Wong (Highland Gate)	<ol style="list-style-type: none"> 1. Secure school site by locking all external gates, doors, etc. 2. Monitor all entrances. 3. Route fire, ambulance and police. 4. Escort media to District ICC. 5. Check all utilities (water, gas, electricity). 6. Determine sanitation conditions and report to Command Center. 7. Assist on Search and Rescue Team as needed.
4	First Aid	Laura Richely/Chad Hamilton Joanne Chace Carrie Rodrigues/Marianne	<ol style="list-style-type: none"> 1. Administer first aid. 2. Document name, injury, first aid given. 3. Determine need for medical assistance. 4. Work cooperatively with outside

Team	Team Name	Personnel	General Responsibilities
		Peirce/Shelly Lynch Kelly Wallis Somaly Ourn Ellen Staples Klara Szell Lori Eifert Mike Wong Bev Feder Kim Bonacum	agencies. 5. Keep Command Center informed. 6. Maintain morgue as needed.
5	Supervision and Assembly *not assigned to class/students	Katy Levin Michelle Song Janine Mortan Kate Campbell Kim Jordan Kelly Bunje Nancy Roscelli Helen Brown Rachna Dube Christine Fredericks Chris deBlieck Diana Thomas Lydia Adams Cathy DeVos Jodi Carter Bri Tarpey Adrian Behrendt Barbara Midney Dan Bonnin Stacey Rodriguez Pam DeLuca Barb Horst Jessie Chin Natalie Henrich Janisse Parilla	1. Evacuate and direct students, when appropriate, to pre-planned station at Assembly area, using pre-determined routes. 2. Assign a team member as Assembly area coordinator. 3. Control entrances to the Assembly area. 4. Manage all Assembly area activities and communications. 5. Account for students. 6. Determine need for assisting other teachers, 7. Supervise and reassure students throughout the duration of the event.
6	Student Release	Jessica Roine Lori Morris/Jackie Ong	1. Staff main gate and reunion gate. 2. Establish messenger system between Main Gate, Reunion gate, and Assembly Area.

Team	Team Name	Personnel	General Responsibilities
		Karen Keller Jessica Siebert Brenna Galvin Janice Sheldon Kathy Morrisroe Cecille Gunst Giena Vogel Ashley Stevanovic Aileen Finney Kirsten Seymour Gabriella Gordan Katy Polverosa	3. Process the re-uniting of students with parents, guardians, and family members 4. Document the records of released students on the Sign Out Sheet.

WILDWOOD SCHOOL SITE INCIDENT COMMAND SYSTEM

Team	Team Name	Personnel	General Responsibilities
1	Command Center	Carol Cramer Melissa Cowan Becky Tretola	<ol style="list-style-type: none"> 1. Account for presence of all students, staff. 2. Implement and coordinate all disaster operations. 3. Control external and internal communication. 4. Maintain log and prepare reports for District ICC.
2	Search and Rescue	Bernadette Navarro Javier Lopez Viki Salazar District Maintenance Others as Available	<ol style="list-style-type: none"> 1. Methodically search campus to find injured and missing persons. 2. Report location of all injured persons to Command. 3. Assess damage to structures and report to Command. 4. Station team members as guards near unsafe areas to prevent re-entry.
3	Site Security	Search and Rescue Team Lousia Cheung Michael Coen Ellen Reed Debbie Rego Linsey Sandrew	<ol style="list-style-type: none"> 1. Secure school site by locking all external gates, doors, etc. 2. Monitor all entrances. 3. Route fire, ambulance and police. 4. Escort media to District ICC. 5. Check all utilities (water, gas, electricity). 6. Determine sanitation conditions and report to Command. 7. Direct loiterers/public to appropriate locations. 8. Assist on Search and Rescue Team as needed.

Team	Team Name	Personnel	General Responsibilities
4	First Aid	Mary Carter Erin Ashton Kristi Melick Sarah Kingston Carrie Rodrigues	<ol style="list-style-type: none"> 1. Administer first aid. 2. Document name, injury, first aid given. 3. Determine need for medical assistance. 4. Work cooperatively with outside agencies. 5. Keep Command Center informed. 6. Maintain morgue as needed.
5	Supervision and Assembly	Martin Lewis Classroom Teachers and their instructional aides including available special education para educators and part time teacher specialists not already assigned	<ol style="list-style-type: none"> 1. Evacuate and direct students, when appropriate, to pre-planned Assembly area, using pre-determined routes. 2. Assign a team member as Assembly area coordinator. 3. Control entrances to the Assembly area. 4. Manage all Assembly area activities and communications. 5. Account for students. 6. Determine need for assisting other teachers, 7. Supervise and reassure students throughout the duration of the event.
6	Student Release	Christine Petersen John Roure *Marta Krampitz-Dickson	<ol style="list-style-type: none"> 1. Staff main gate and reunion gate. 2. Establish messenger system between Main Gate, Reunion gate, and Assembly Area. 3. Process the re-uniting of students with parents, guardians, and family members 4. Document the records of released students on the Sign Out Sheet.

Hold a Public Meeting: The School Site Council Meetings serve as the public meetings for review of the School Safety Plan. At its meeting on October 26, 2015, the School Site Council determined that:





The safety plan addresses the needs of the school and the students within the school by providing a comprehensive plan that addresses emergency preparedness through well communicated plans, regularly scheduled drills, and guidelines and expectations for student behavior that are consistently monitored and reinforced.

In reviewing the plan, the School Site Council considered the following: the plan assures each student a safe physical environment by providing a well-maintained building, safe campus and safe ingress and egress to and from school.

Each student is assured a safe, respectful, accepting and emotionally nurturing environment. Evidence of this environment includes multiple postings of school expectations, observations of respectful student behavior, the work of the school counselor that is jointly funded by the district and the Parents Club, and the presence of many caring adults on campus including parent volunteers. As a school community we work together to underscore the importance we place on having our school be a safe, nurturing environment where children are encouraged to take on responsibility and leadership roles for the betterment of our community.

Students are provided resiliency skills through the explicit teaching of conflict resolution. Positive decision making strategies are taught through our Second Step program and Health health standards. Teachers and the school counselor lead discussions that help develop resiliency skills on an ongoing basis as they relate to daily events at school.

Beach Elementary School:

Name-Title	Signature	Date
Michael Corritone- Principal		11/4/15
Leslie Estrada- Teacher		11/4/15
Robin Ludmer- Teacher Librarian		11/4/15
Hope Salzer- Parent		
Alex Hughes- Parent		
Elizabeth Shook- Parent		11/4/15

Havens Elementary School:

Name-Title	Signature	Date
Anne Dolid- Principal	<i>A. Dolid</i>	11/5/15
Kate MacDonald- Teacher	<i>Kate MacDonald</i>	11/5/15
Lori Morris- Counselor	<i>Lori Morris</i>	10/4/15
Ellen Staples- paraeducator	<i>Ellen Staples</i>	11/4/15
Elizabeth Jordan- Parent	<i>Elizabeth Jordan</i>	11/4/15
Mimi Johnson- Parent	<i>Mimi Johnson</i>	11/4/15
Julia Gumina- Parent	<i>Julia Gumina</i>	11/04/15

Wildwood Elementary School:

Name-Title	Signature	Date
Carol Cramer- Principal	Carol Cramer	11/4/15
John Roure - Paraeducator	John Roure	11/4/15
Ellen Reed - Teacher Librarian	Ellen Reed	11/4/15
Joanie Sears - Teacher	Joanie Sears	11/4/15
Jeanne-Marie Hebert - Parent	Jeanne-Marie Hebert	11/4/15
Jenna Caldwell - Parent	Jenna Caldwell	11/4/15
Mary Wells -Parent	Mary Wells	11/4/15