

Ross Valley School District

Brookside School
2008-2010
Single Plan for
School
Improvement

David Finnane, Lower Campus Principal
116 Butterfield Road
San Anselmo, CA 94960
(415)453-2948, fax (415)453-0243

Tracy Smith, Upper Campus Principal
46 Green Valley Court
San Anselmo, CA 94960
(415)454-7409, fax (415)454-3782

Terri Wilsie, Chairperson – Site Council

TABLE OF CONTENTS

Site Leadership Team Signature Page.....	1
District Vision, Guiding Beliefs, Mission & Goals.....	2
School Description, Vision & Mission.....	8
Demographic and Accountability Summary of Information (DASI).....	11
Analysis and Summary	18
RVSD Governing Board Goals.....	21
School-Wide Objectives/Action Plans.....	23
Centralized Support for Planned Improvements Staff Development Plan/Activities.....	29
Recommendations & Assurances	49
Budget.....	53

MARIN COUNTY SCHOOL

SCHOOL YEAR 2007-2008

Brookside School Site Council

The Leadership Team has approved the school improvement or school-based coordinated program plan and the priorities of the activities for our Action Plans and has submitted it to the Board of Trustees for approval.

Terri Wilsie

Typed name of Chairperson

Signature

Date

Names and role (principal, teacher, parent, other staff or student) of members

Frank Lucido	Parent
Diana Sottile	Parent
Pat Newberry	Parent
Diane Campbell	Parent
Anne Scherr	Parent
Terri Wilsie	Parent
Tricia Maynard	Teacher
Jenny Derby	Teacher
Nicole Stuart	Teacher
Donna Dapprich	Teacher
Cori Kelly	Staff
David Finnane	Principal
Tracy Smith	Principal

Ross Valley School District

STRATEGIC PLAN

VISION

Ross Valley School District graduates will be prepared for increasingly complex life in the 21st century. They will have mastered core content areas to their highest ability and be flexible in their application of skills and knowledge. They will be intellectually curious, will understand the importance of inquiry, and will be confident in their ability to pursue and direct their own learning. They will access, manage, and evaluate information through the ever-growing means available. They will be capable and innovative problem-solvers, and will be able to work collaboratively and effectively with others. They will appreciate the rich possibilities of creative expression. Our graduates will be involved, caring, respectful, and positive members of the community and, ultimately, of our democratic society, reflecting awareness, demonstrating integrity and acting responsibly for each other, their community and the world around them.

GUIDING BELIEFS

We believe:

- every child has an innate ability and desire to learn, and all children need challenge and support to grow to their full potential
- each child brings unique experiences, abilities, motivations, and learning needs to school.
- children learn best in an environment that is emotionally and physically safe and supportive
- schools are learning communities where teachers, staff, families, and children all learn and all share in the learning process
- schools must have the participation of those they serve to be successful
- communication is an essential tool for building trust and credibility, and for working and problem-solving collaboratively
- all people deserve to be treated with respect

MISSION

Ross Valley School District and its schools are dedicated to providing the quality educational experience all students deserve, which is grounded in best practices, reflects the highest academic standards, and is responsive to community expectations.

We keep the focus on our students, and we are committed to providing a program of academic excellence, cultural richness, social, emotional, and physical development that educates, supports, challenges and inspires the whole child.

The Ross Valley School District:

- provides diverse opportunities and experiences so all children experience success
- nurtures curiosity and supports the development of critical thinking which together provide the foundation for life-long learning
- engages students in a range of creative outlets including performing and visual arts
- engages students in caring for the social and natural worlds around them
- models life-long learning through continuous program improvement and professional development
- draws on educational research, available data, and current best practices to inform all aspects of our work—academics, social-emotional support, district governance, school operations
- ensures successful student and family transitions into the district, and from grade to grade and school to school, including attention to articulated curricula
- attracts, supports, and retains an excellent teaching, administrative, and support staff
- provides school grounds and facilities that are safe, well-equipped, maintained, and realize the best use of the community's investment in them
- engages the full school community in an authentic and respectful manner
- communicates proactively and effectively throughout the District so that students, families, teachers, staff, and the entire community are informed and empowered to participate

GOAL A

Use best practices of instruction to engage, challenge, support and educate all students in ways that reflect diverse learning styles, individual strengths, and differentiated needs

MAJOR STRATEGIES:

- A1) Invest adequate time and resources to train and support our teachers and administrators to develop and effectively implement engaging, challenging curricula and differentiated instruction
- A2) Educate all District stakeholders about the full range of instructional programs available to students, including but not limited to Special Education, Gifted and Talented Education, Programs of Choice, English Language Learners, Title I
- A3) Provide adequate resources to assure that all students are performing to their full potential
- A4) Use a range of differentiated assessment tools to evaluate and communicate student success
- A5) Provide resources and professional development to enable teachers to adopt relevant technology and fully integrate its use in supporting, differentiating, and extending instruction
- A6) Commit to continual program improvement by providing teacher time and resources for program planning, reflection, and evaluation
- A7) Provide opportunities to assess levels of interest in programs of choice; where there is sufficient interest and sufficient evidence of best practice, expand programs of choice while maintaining equity and investment in strengthening all programs
- A8) Develop and implement regular, on-going evaluative processes to obtain authentic, useful student, family, teacher and staff feedback

GOAL B

Make learning meaningful and deep by implementing a balanced curriculum and assessment program based on District-identified essential standards that integrate and resolve the demands of:

- **deep engagement in learning**
- **accountability for State standards**
- **development of life-long learning skills and capacities, including but not limited to critical thinking, questioning, and information literacy**

MAJOR STRATEGIES:

- B1) Initiate and sustain a process to identify District essential standards that define and integrate:
- **engaged learning**
 - **accountability for State standards**
 - **development of life-long learning skills and capacities**
- B2) Use District essential standards to stimulate and guide curriculum development and articulation across grades
- B3) Strengthen curricular focus to address critical thinking, questioning, information literacy, and other life-long learning skills
- B4) Empower, encourage, and recognize teaching and learning that meet District essential standards
- B5) Use a variety of assessment tools to assess and report student mastery of District essential standards

GOAL C

Surround our students with a caring community of adults who support their learning and social/emotional well being

MAJOR STRATEGIES:

- C1) Adopt a philosophy and create and nurture a culture that engages and celebrates authentic, full partnership among family, district, schools, and the wider community
- C2) Build relationships of trust among all stakeholders; enable access to information, and expand opportunities for input and dialogue by implementing best communication practices and communication technology
- C3) Clarify roles and responsibilities and increase the level of openness in decision-making processes; use collaborative/shared decision-making models wherever possible and effective
- C4) Explore, implement, and sustain structures and opportunities for all students to have regular and personalized relationships with one or more adults and to experience connectedness to the school environment
- C5) Identify and implement teaching practices, classroom/school arrangements, and enrichment/extra-curricular activities that intentionally infuse the district with a culture that supports each student's social/emotional well-being, addresses needs of the whole child, and provides meaningful opportunities for participation
- C6) Inform our multiple stakeholders about who we are, what we are about, and what is important using an expanded range of communication methods (print, technology-based, in person) to increase the effectiveness of two-way communication

GOAL D

Attract, support, and retain a high quality team of teachers, administrators, and staff.

MAJOR STRATEGIES:

- D1) Define, fund, and implement a competitive compensation and benefits plan, and provide additional monetary and non-monetary incentives including but not limited to classroom stipends, mentorships, leadership opportunities
- D2) Provide an environment that honors teaching and leadership that are forward-thinking, innovative, and engage creativity and passion
- D3) Empower teachers with time and opportunities for self-reflection and planning in order to examine and perfect existing teaching practice, and explore and test promising new practice
- D4) Create professional development plans with staff that incorporate the District's priorities for enhancing curricula and teaching practice and that address individual teachers' strengths and needs
- D5) Expand opportunities for development, growth, and leadership for teachers, administrators, staff, and board members
- D6) Re-examine the District's operating structure to improve effectiveness and efficiency and increase clarity about which decisions get made where and by whom

Introduction

General Information

This school site plan has been developed by our school administrators with input from our classroom teachers and site council representatives. This plan is designed to provide a complete overview of our school.

Brookside School Vision Statement

The Brookside Community is committed to working together as a team to create an environment that enables students to become effective and contributing world citizens by promoting:

- Mastery of basic academic skills
- Responsibility for their learning and behavior
- Self-worth
- Sense of belonging and responsibility within a community
- Understanding and respect for diversity
- Critical and creative thinking, flexibility and risk-taking
- Cooperation, collaboration and empathy
- Care and respect for the Earth

Brookside School Mission Statement

The Brookside School Community is committed to providing a program of academic excellence, cultural richness, social, emotional, and physical development that educates, supports, challenges, and inspires the whole child. We believe every child has the innate ability and desire to learn, and all children need challenge and support to grow to their full potential. We work together as a team to create an environment which enables students to develop a healthy sense of self, understand and respect diversity, think critically and creatively, take risks, work in collaboration with their peers, and show respect for the Earth.

Student Body Characteristics

As of October 2007, Brookside School's enrollment was 597 students in grades K through 5. 95% of our students are primary English speakers. 86% of the students are Caucasian.

Staffing

Brookside is a K-5 school on two campuses. Our total enrollment for both campuses is 597. Brookside School's staff consists of 28 classroom teachers and 20 classified employees. Additional support services providers include: Resource Specialists (for students with special needs), Speech and Language Specialists, a School Psychologist, an Occupational Therapist, a School Nurse and school-based Counselors. We also have part-time Art and Music Teachers which are funded through the YES Foundation. Other special services for students are provided on an as-needed basis by contracting for specialists through the county office. Our average classroom size is 20 or less in grades K-3 because Ross Valley School District participates in the Class Size Reduction Program. Grades 4 and 5 have an average class size of 26. The

teaching staff is dedicated to providing a strong, well-rounded educational program that supports the academic basics as well as the social and emotional development of the child. Our goal is to instill in our students a lifelong desire, joy and enthusiasm for learning.

School Description

Brookside School is one of three elementary schools in the Ross Valley School District serving Kindergarten through 5th grade students. It is located on two campuses, serving students in Kindergarten through 2nd grade at the Lower Campus at 116 Butterfield Road and students in grades 3rd through 5th at the Upper Campus, located at 46 Green Valley Court in San Anselmo. Our campuses are hubs for community activities as neighboring children and adults use our fields, basketball courts, play structures, and tennis courts after school and on weekends. We also work closely with the San Anselmo Recreation Department so that our facilities can be utilized for community recreational programming. Our school gardens serve as outdoor classrooms and provide an aesthetic focus on each campus. The gardens are tended by the students with the help of parent and community volunteers throughout the year. The Brookside School community is comprised of a well-established, stable population where stakeholders play an integral role in the school.

Curriculum and Instruction

Brookside School teachers and staff strive to provide students with instruction that is engaging and challenging. Students are educated in ways that reflect diverse learning styles, individual strengths and interests, and differentiated needs. The utmost challenge and goal is to make learning meaningful and deep while also being accountable for State standards. Brookside is committed to helping students develop life-long learning skills and capacities, including but not limited to critical thinking, questioning, and information literacy.

Description of School Programs

Brookside School strives to provide each child with a rich, stimulating, and balanced academic program based upon state standards in all academic areas. Instruction in each subject area focuses on development of basic skills, creative thinking and problem solving. A variety of instructional approaches including direct instruction, small group learning centers, inquiry learning, project based learning, cooperative learning, and multi-modal instruction are utilized to meet the learning needs of all students. Students in grades K-5 receive instruction in music and art once per week. Art and music are taught by credentialed teachers. Students receive physical education instruction one (kindergarten) or two (1st-5th grade) times per week. Students' knowledge and skills are assessed through teacher observation, analysis of daily classroom work, unit and mastery quizzes and assessments, classroom projects, oral presentations, and direct writing assessments and portfolios.

Time and resources are devoted on an ongoing basis to ensure that curriculum, instruction, and standards-based assessment are aligned and district standards are addressed in all subject areas. Subject area curriculum matrices are updated and modified as new standards are adopted and serve as a focal point for instructional planning purposes.

Various instructional support services benefit Brookside students. The library specialists provide instructional support to extend and enrich classroom instruction in all academic areas. This includes weekly story time, library use skills, book checkout, volume-based research and internet research opportunities (internet work is primarily in grades 3-5). Our networked computer lab (at BUC only) is used by classes for exploration, keyboarding, word processing,

reinforcement of basic skills, and learning enrichment beginning in 3rd grade. Instructional assistants are assigned to classrooms to provide learning support for students. English Language Learner (ELL) students receive specialized instruction from their classroom teachers. This instruction is based on Specially Designed Academic Instruction in English (SDAIE) methodology. Special education services, including resource programming at each site, are housed on site to provide learning support for students with specific learning disabilities. Site counseling is provided on an as-needed basis. Academic intervention is provided before and after school in language arts for students in grades 2nd-5th and math for students in grades 4th-5th.

BROOKSIDE SCHOOL

Elementary School Demographic and Accountability Summary Information

Demographics

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Enrollment, CBEDS	526	528	542	551	536	552
Academic Performance Index(API)Overall	905	911	918	923	940	933
<i>White</i>	914		929	938	947	938
<i>Hispanic/Latino</i>	-	-	-	-	-	-
<i>Socioeconomically Disadvantaged</i>	-	-	-	-	-	-
Mobility						
<i>% new to site this year</i>	.97	.76	4.43	n/a	n/a	
<i>% Of Highly Qualified Teachers in Current Assignment</i>				100%	100%	100%
% Free/Reduced Lunch	3.6	6.4	5.6	5.6	4.7	3

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
% Ethnicity, CBEDS						
Hispanic	4	4.5	3.1	3.3	2.8	2.7
Asian/Pacific Rim	3.1	4.2	3.3	3.4	3.9	3.1
African American	1.0	0.8	0.2	0.9	1.1	1.3
White	91.8	90.3	91.3	90.7	90.2	88.4
Other						4.5

English Proficiency (Spring R-30)						
% English Only	93	92.5	93.4	96	93	
% English Language Learners (EL)	3.4	5.3	3.3	4	2	
% Fluent English (IFEP & RFEP)	3.6	4.5	3.3	3.3	5	
# Of Students Reclassified to FE for Year	2	3	4	6.7	2	

%age of Students Enrolled in Special ED						
RSP	7	6.5	6.8	5.3	6.3	
SDC	3	2.7	n/a	n/a	n/a	
Speech	3.4	4.6	5.5	7.4	9.0	

Attendance						
% Average Student A.D.A.	96.29	96.28	95.97	95.82	96.5	

Total # of Suspensions by Offense						
Drug/Alcohol	0	0	0	0	0	0
Tobacco Use	0	0	0	0	0	0
Assault/Battery/Fighting	0	0	0	0	0	0
Hate Crime/Sexual Harassment/Racial Slur	0	0	0	0	0	0
Weapon Possession	0	0	0	0	0	0
Vandalism	1	2	1	0	0	0
Total Expulsions	0	0	0	0	0	0

% Of Students at the Following English Language Arts Levels (CST)	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Grade 2						
advanced	30	29	39	28	40	35
proficient	41	40	34	47	45	48
basic	22	23	19	16	11	10
below basic	5	4	6	6	2	5
far below basic	2	3	2	3	2	2

Grade 3						
advanced	46	42	32	53	40	32
proficient	38	37	39	29	35	42
basic	11	15	21	15	14	20
below basic	5	5	5	3	9	3
far below basic	0	0	3	0	1	3

Grade 4						
advanced	67	63	55	66	80	72
proficient	27	27	27	24	16	15
basic	6	9	13	7	4	11
below basic	0	0	3	1	0	1
far below basic	0	1	2	2	0	0

Grade 5						
advanced	36	48	61	54	59	54
proficient	43	34	23	28	27	36
basic	19	15	13	12	9	10
below basic	3	1	1	4	5	0
far below basic	0	1	1	3	0	0

% of students scoring 6 or above on Grade 4 writing assessment						
		50	33	19	40	68

% of students at following levels for MATH (CST)	2002- 2003	2003- 2004	2004- 2005	2005- 2006	2006- 2007
Grade 2					
advanced	42	45	41	47	63
proficient	33	33	39	35	22
basic	12	20	10	12	11
below basic	13	2	9	5	2
far below basic	0	0	1	1	1
Grade 3					
advanced	57	53	71	75	64
proficient	31	30	23	17	24
basic	9	13	6	5	6
below basic	3	4	0	3	6
far below basic	0	0	0	0	0
Grade 4					
advanced	53	47	74	86	70
proficient	33	23	15	11	15
basic	10	21	5	4	13
below basic	3	8	5	0	3
far below basic	1	1	0	0	0
Grade 5					
advanced	38	38	48	63	61
proficient	41	38	24	25	35
basic	12	16	18	8	3
below basic	7	8	5	5	0
far below basic	2	1	5	0	1
% of students at following levels for SCIENCE (CST)					
Grade 5					
advanced		25	28	29	29
proficient		55	47	49	51
basic		17	18	18	17
below basic		3	5	3	3
far below basic		1	2	1	0

%age Meeting California Content Standards By Program, By Grade Level (CST)					"Advanced" or "Proficient" Levels	
Grade 2	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Reading						
Non-program	74	n/a	n/a	79	91	90
ELL	33	n/a	n/a	50	n/a	n/a
IF/RF	0	n/a	n/a	n/a	n/a	n/a
Title I	-	-	-	-	-	-
SDC	0	n/a	n/a	n/a	n/a	n/a
RSP	0	n/a	n/a	59	41	58
GATE	-	-	-	-	-	-
Female	-	-	-	73	84	89
Male	-	-	-	77	86	78
Math						
Non-program	71	n/a	n/a	82	87	91
ELL	67	n/a	n/a	50	n/a	n/a
IF/RF	0	n/a	n/a	n/a	n/a	n/a
Title I	-	-	-	-	-	-
SDC	0	n/a	n/a	n/a	n/a	n/a
RSP	0	n/a	n/a	70	50	63
GATE	-	-	-	-	-	-
Female	-	-	-	83	76	82
Male	-	-	-	77	88	88

Grade 3	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Reading						
Non-program	88	n/a	n/a	86	84	80
ELL	25	n/a	n/a	n/a	0	-
IF/RF	100	n/a	n/a	n/a	n/a	n/a
Title I	-	-	-	-	-	-
SDC	0	n/a	n/a	n/a	n/a	n/a
RSP	17	n/a	n/a	50	48	47
GATE	-	-	-	-	-	-
Female	-	-	-	90	75	78
Male	-	-	-	72	76	69
Math						
Non-program	88	n/a	n/a	94	98	90
ELL	50	n/a	n/a	n/a	50	-
IF/RF	100	n/a	n/a	n/a	n/a	n/a
Title I	-	-	-	-	-	-
SDC	0	n/a	n/a	n/a	n/a	n/a
RSP	50	n/a	n/a	88	73	76
GATE	-	-	-	-	-	-
Female	-	-	-	93	92	84
Male	-	-	-	94	93	92

%age Meeting California Content Standards By Program, By Grade Level (CST)					"Advanced" or "Proficient" Levels	
Grade 4	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Reading						
Non-program	93	n/a	n/a	95	97	97
ELL	0	n/a	n/a	0	n/a	n/a
IF/RF	83	n/a	n/a	n/a	n/a	n/a
Title I	-	-	-	-	-	-
SDC	0	n/a	n/a	n/a	n/a	n/a
RSP	50	n/a	n/a	69	88	47
GATE	95	n/a	n/a	100	100	100
Female	-	-	-	95	97	90
Male	-	-	-	85	94	85
Math						
Non-program	91	n/a	n/a	93	99	94
ELL	0	n/a	n/a	0	n/a	-
IF/RF	83	n/a	n/a	n/a	n/a	n/a
Title I	-	-	-	-	-	-
SDC	0	n/a	n/a	n/a	n/a	n/a
RSP	50	n/a	n/a	74	78	47
GATE	100	n/a	n/a	100	n/a	100
Female	-	-	-	91	95	85
Male	-	-	-	88	97	85

Grade 5	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Reading						
Non-program	82	n/a	n/a	91	88	92
ELL	0	n/a	n/a	0	33	-
IF/RF	75	n/a	n/a	n/a	n/a	n/a
Title I	-	-	-	-	-	-
SDC	0	n/a	n/a	n/a	n/a	n/a
RSP	46	n/a	n/a	39	77	-
GATE	100	n/a	n/a	100	100	-
Female	-	-	-	85	90	90
Male	-	-	-	78	83	90
Math						
Non-program	73	n/a	n/a	84	88	98
ELL	-	n/a	n/a	0	67	-
IF/RF	75	n/a	n/a	n/a	n/a	n/a
Title I	-	-	-	-	-	-
SDC	0	n/a	n/a	n/a	n/a	n/a
RSP	38	n/a	n/a	17	83	47
GATE	100	n/a	n/a	94	100	-
Female	-	-	-	73	87	83
Male	-	-	-	71	87	77
Science						
Female	-	-	-	70	76	83
Male	-	-	-	79	81	77

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Grade 2		* 2 Tested	* 2 Tested		* 3 Tested
Beginning	0	*	*	0	*
Early Intermediate	3	*	*	0	*
Intermediate	0	*	*	0	*
Early Advanced	2	*	*	0	*
Advanced	2	*	*	0	*

Grade 3	* 3 Tested		* 2 Tested	* 2 Tested	
Beginning	*	1	*	*	0
Early Intermediate	*	1	*	*	0
Intermediate	*	1	*	*	0
Early Advanced	*	0	*	*	0
Advanced	*	2	*	*	0

Grade 4	* 1 Tested		* 3 Tested		*2 Tested
Beginning	*	1	*	0	*
Early Intermediate	*	1	*	0	*
Intermediate	*	2	*	0	*
Early Advanced	*	0	*	0	*
Advanced	*	0	*	0	*

Grade 5	* 1 Tested			* 2 Tested	
Beginning	*	0	0	*	0
Early Intermediate	*	0	3	*	0
Intermediate	*	0	0	*	0
Early Advanced	*	0	1	*	0
Advanced	*	0	0	*	0

* Data was not provided for groups of three or less.

Analysis of Demographic and Accountability Summary of Information

Demographic

Description of Data The Brookside student population had remained relatively stable over the past three (3) to five (5) years but is now reaching full capacity with an expected enrollment next year of over 640 students. All ethnic groups have remained relatively constant over the past five years.

Conclusion It is expected that the student body population will increase during the 2008-2009 school year. We project adding an additional fifth grade classroom as well moving 2 second grade classes to our Upper Campus to accommodate projected growth in kindergarten. Developing a plan to handle further growth during the 2008-2009 school year is critical to the academic and socioemotional success of our students. With regards to the overall demographics of the school, we project little to no change in the ethnic make-up, English language learners, and socioeconomic status of the total student body.

Standardized Tests

Description of Data Brookside students consistently scored above the national average in all subject areas on the CAT -6, which is administered annually to only third grade students, during the spring of 2006. The percentage of students who scored at or above the 50th percentile were as follows: Reading 81%, Language Arts 78%, Math 84%, Spelling 74%.

Because of the relative homogeneity of the Brookside student population, disaggregation by ethnic groups, language proficiency levels, and special education status is difficult to accomplish.

Conclusion Third grade students at Brookside School consistently scored above the national average in major subject areas based upon the CAT-6 test. Annual monitoring of the CAT-6 results will assist in determining focus areas for staff development and will be part of the overall evaluation of the academic program.

California Content Standards

Description of Data 83%, 74%, 87%, and 90% of students in grades two, three, four and five achieved scores of advanced or proficient on the California Standards Test (CST) in language arts.

85%, 88%, 85%, and 96% of students in grades two, three, four and five achieved scores of advanced or proficient on the California Standards Test (CST) in math. 80% of students at grade five achieved a score of advanced or proficient on the CST in Science.

Conclusion Brookside students have historically performed exceptionally well on California Content Standards Tests. Of note are the fifth grade scores in both the language arts and mathematics sections of the test. (90% and 96% respectively) The teaching staff has analyzed data from both their current year's class as well as their past year's class to determine areas of focus for the 2007-2008 school year. The ongoing goal is to increase the percentage of students who achieve scores of proficient or advanced.

Percentage of Students at/above Standards (Site Based Assessment)

Description of Data Student achievement is measured annually by standardized testing, however Brookside staff utilize site based assessments to monitor progress and understanding of key ideas on an ongoing basis throughout the year. End of chapter and end of unit assessments in language arts and math are utilized to assess understanding and to plan future lessons. The teaching staff also uses performance tasks in all subject areas, including science and social studies. Each of these reflects California curriculum standards. The report card is used as a communication tool to inform parents of student progress every trimester, while progress reports are sent home at the middle of each trimester to keep parents informed about their child's academic progress. A formal parent-teacher conference is held in November of each year to review the first trimester report card and discuss expectations for the remainder of the school year.

Conclusion Brookside students generally earn high report card marks in all subject areas. It is important to track report card marks relative to other assessments to ensure that there is continuity in what is being assessed and to revise assessment tools if necessary. The teaching staff communicates with parents on an ongoing basis regarding each student's academic progress and informs parents of this progress by sending home scored assessments.

Parent Survey

Description of Data The Parent Survey of Spring 2007 maintained a strong participation level by parents. This was due primarily to a sustained marketing and distribution campaign that was orchestrated at the Site Council level in conjunction with school administration and district management. Parents were repeatedly informed about the survey through emails, postings in the weekly school bulletin and flyers.

The results of the 2007 Parent Survey indicated that for the most part, parents are satisfied with how Brookside is performing in most categories. However, there were certain areas of the survey where parents identified as areas of focus that need improvement or attention. To help the Site Council and District prioritize these areas of concern, the designer of the survey, Chris Yalonis (a Brookside parent), recommended that it should be most concerned with areas where more than 10% of respondents gave low ratings to school performance (in the "do not agree at all" or "disagree somewhat" categories). The areas of pride/focus discussed at the Site Council level included the following:

UPPER, Parent Survey

Proud of:

1. High marks in school environment.
2. 11% increase in satisfaction with technology program.
3. Increased satisfaction with grade-level transitions.

Focus on:

1. Adequate supervision/consistent discipline on playground
2. Homework; appropriately supporting students' needs
3. Appreciating diversity/ students respecting each other

LOWER, Parent survey

Proud of:

1. School environment
2. Differentiated instruction
3. High marks in all major content areas

Focus on:

1. Supervision on school grounds
2. Homework (new plan this year for authentic, meaningful homework)
3. Technology

Conclusions and Recommendations To ensure that the parent survey is accurate over time, the survey questions will remain the same going forward. In this way the Site Council, school administration and district management will be able to better assess and compare results from year to year to evaluate progress. During the 2007-2008 year, the Brookside School Site Council has agreed to keep the Parent Survey as a priority. Site Council members will continue to coordinate the marketing of the parent survey to ensure a high number of respondents.

ROSS VALLEY SCHOOL DISTRICT GOALS 2007-2008

Academic Achievement and Student Learning

- Identify essential power standards at each grade level for math, language arts, history and science. (B-1)
- Use these essential standards to guide district curriculum and assessment development to provide students with a deeper understanding of these key areas, and to ensure articulation across grade levels. (A-4, B-2)
- Refine methods to engage every student, to challenge and support each student to reach his/her full academic potential. (A-4)
- Continue to develop differentiated delivery models and examine existing program models for improvement opportunities. (A-1)

Student Social and Emotional Well-Being

- Solidify a district culture that promotes personalized relationships, ensures inclusiveness, provides stability and continuity, and allows for meaningful participation opportunities to ensure each student feels connected to his/her school community. (C-4, C-5)

Human Resources and Professional Development

- Develop professional growth opportunities throughout the organization, encouraging people to innovate, collaborate, and to share or develop strategies to differentiate instruction, improve student achievement, and improve school connectedness. (A-1, D-5)

Governance/Decision-Making

- Use open and shared decision making whenever possible and effective, while recognizing that meetings need to be efficient and focused. (C-3)
- Examine our existing structures to assess their effectiveness in meeting our current needs, and clarify the roles and responsibilities of participants. (D-6)

Communication

- Support multiple methods of communication enabling all stakeholders' access to vital information. (C-6)
- The district web site will be further developed to include up-to-date pertinent data including events, documents, policies, and offer interactive opportunities. (C-2)
- The entire organization will create opportunities to improve and provide prompt communications recognizing that this is one of our community's key measures of our success in meeting student and family needs. (C-2)
- We will continue to solicit and use feedback from all stakeholder groups and communicate results to improve our effectiveness as an organization. (C-2)

Facilities and Finance

- Conduct a needs assessment to examine our ability to accommodate our growing enrollment, examine school boundaries, facilities, and resources.
- Refine budget reporting and information to enable a clearer understanding of our finances to the school and greater community.

❖ **COMMUNICATION**

- Refine RVSD communication processes, including a continually updated website, to facilitate information sharing and student support

❖ **GOVERNANCE**

- Expand the culture of collaborative decision-making throughout the district

Form A: Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students based on API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of all student groups:

<p>SCHOOL GOAL # 1: LANGUAGE ARTS (Based on conclusions from Analysis of Program Components and Student Data pages) We will improve students' performance at every level in both reading and writing through teaching identified Essential Standards and developing the practices of Professional Learning Communities.</p>				
<p>Student groups and grade levels to participate in this goal: Kindergarten – 5th Grade</p>		<p>Anticipated annual performance growth for each group: To increase the percentage of students increasing by one level or more scoring on California Standards Tests.</p>		
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> • Student performance on in-class assessments • Student performance on standardized tests (2nd-5th) • Results of teacher observations/comments regarding curriculum and student performance • Results of parent survey 		<p>Group data to be collected to measure academic gains:</p> <ul style="list-style-type: none"> • STAR testing data • Teacher created formative assessments 		
<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>1.1 Teachers and staff will explore the development of a block schedule allowing for concentrated time for intervention/extension.</p>	<p>5/08-4/10</p>	<p>No Cost</p>	<p>\$0</p>	<p>Title II</p> <p>SIP Funds, Special Education Funds Discretionary Site Block Grant Title II</p>
<p>1.2 Teachers and staff will receive on going professional development in key components of professional learning communities: essential standards, formative assessments, intervention resources, and classroom management for small group instruction.</p>	<p>5/08-4/10</p>	<p>To be determined at district level</p>	<p>TBD</p>	
<p>1.3 Teachers and staff will facilitate and organize small group/individual assistance based on results of assessments with the use of volunteers, instructional aides and special education staff.</p>	<p>5/08-4/10</p>	<p>SIP supported aides & special education aides if available Intervention Materials</p>	<p>All funds</p>	
<p>1.4 Teachers will be provided time for grade level dialogue and planning based on common formative</p>	<p>5/08-4/10</p>	<p>Release time for teachers, trainer's fees, supplementary</p>	<p>\$4,000 per site</p>	

assessments. 1.5 Teachers will seek out and use strategies that promote deep and meaningful learning for all students. 1.6 Teachers will be asked to participate in the district language arts adoption process and receive professional development linked to the newly adopted text (10-11 school year).	5/08-4/10	materials No cost	\$0	Title II
	9/08-4/10	TBD	TBD	

Form A: Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students based on API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of all student groups:

<p>SCHOOL GOAL # 2: MATH (Based on conclusions from Analysis of Program Components and Student Data pages) We will improve students' performance at every level in math through teaching identified Essential Standards and developing the practices of Professional Learning Communities.</p>					
<p>Student groups and grade levels to participate in this goal: Kindergarten – 5th Grade</p>		<p>Anticipated annual performance growth for each group: To increase the percentage of students increasing by one level or more scoring on California Standards Tests.</p>			
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> • Student performance on in-class assessments • Student performance on standardized tests (2nd-5th) • Results of teacher observations/comments regarding curriculum and student performance • Results of parent survey 		<p>Group data to be collected to measure academic gains:</p> <ul style="list-style-type: none"> • STAR data • Unit assessments • Analysis of MARS assessments when appropriate • Formative assessments developed by teachers 			
<p style="text-align: center;">Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>		<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>2.1 Staff will analyze and use district identified Essential Standards in their teaching of mathematics.</p>		5/08-4/10	No Cost	\$0	
<p>2.2 Staff will analyze and use common math assessment results to determine instructional focus and strategies.</p>		5/08-4/10	No Cost	\$0	
<p>2.3 Teachers and staff will explore a block schedule allowing for concentrated time for intervention/extension.</p>		5/08-4/10	No Cost	\$0	
<p>2.4 Teachers and staff will receive on going professional development in key components of professional learning communities: essential standards, formative assessments, intervention resources, and classroom management for small group instruction.</p>		5/08-4/10	To be determined at district level	TBD	Title II
<p>2.5 Teachers and staff will facilitate and organize small group/individual assistance based on results of assessments with the use of volunteers, instructional aides and special education staff.</p>		5/08-4/10	Sip supplemented aides & special education funded aides if available	All Funds	SIP/Special Ed Funds
<p>2.6 Teachers will be provided time for grade level dialogue and planning based on common formative assessments.</p>		5/08-4/10	Release time for teachers, Trainer's fees, supplementary materials	TBD	Title II
<p>2.7 Teachers will seek out and use strategies that promote</p>					

<p>deep and meaningful learning for all students. 2.8 Teachers will be asked to participate in the district math adoption process and receive professional development linked to the newly adopted text (09-10 school year).</p>	<p>5/08-4/10</p>	<p>TBD</p>	<p>TBD</p>	<p>Title II</p>
---	------------------	------------	------------	-----------------

Form A: Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students based on API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of all student groups

<p>SCHOOL GOAL # 3: SPECIAL NEEDS (Based on conclusions from Analysis of Program Components and Student Data pages) Implement a comprehensive program that meets the unique needs and requirements of individual students; differentiate instruction.</p>					
<p>Student groups and grade levels to participate in this goal: Kindergarten – 5th Grade</p>		<p>Anticipated annual performance growth for each group: Students will make adequate yearly progress as defined by IEP goals and English Language Development expectations.</p>			
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> • Student attendance at intervention classes. • Student completion of extended activities. • Student performance based on IEP goals and counseling objectives. • Student performance on academic assessments. • Parent survey responses. 		<p>Group data to be collected to measure academic gains:</p> <ul style="list-style-type: none"> • STAR data for disaggregated groups • CELDT data • On going formative assessments 			
<p style="text-align: center;">Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>					
		Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
3.1 Utilize annual beginning of the year team meetings with staff to analyze students' strengths and areas in need of improvement. Allocate resources to those students requiring extra assistance.		5/08-4/10	Substitute costs & release time	\$400	General fund
3.2 Begin to design a block schedule that allows for concentrated times 4 times a week for extension and intervention within the school day. These times will align with the resource specialist schedule to allow for a more comprehensive support for special education students. (Upper Campus Only)		5/08-4/10	No cost	\$0	
3.3 Conduct weekly Integrated Service Team meetings to monitor student progress and determine interventions. Provide Special Education services for students who qualify.		5/08-4/10	Varies by child as needed		Special Education Funds
3.4 Provide academic intervention support both during		5/08-4/10	Intervention Materials	TBD	General fund; Discretionary

the school day, before and after school, in the areas of math and language arts for low achieving students.				Site Block Grant
3.5 Provide time and funds for staff training and articulation within and amongst grade levels.	5/08-4/10	To Be Determined by district		Title II
3.6 Provide small group/individual assistance to students in need.	5/08-4/10	SIP supported aides	All funds	SIP

Form A: Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students based on API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of all student groups:

<p>SCHOOL GOAL # 4: LEARNING ENVIRONMENT (Based on conclusions from Analysis of Program Components and Student Data pages) To provide a safe environment that promotes respect for individual differences, develops positive social skills and encourages active participation in all aspects of school life.</p>					
<p>Student groups and grade levels to participate in this goal: Kindergarten – 5th Grade</p>		<p>Anticipated annual performance growth for each group: To increase the percentage of students increasing by one level or more scoring on California Standards Tests.</p>			
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> • Parent and student surveys. • Discipline records. • Response/feedback from community groups 		<p>Group data to be collected to measure academic gains:</p> <ul style="list-style-type: none"> • Parent and student surveys • Responses from community groups 			
<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>					
		Start Date	Proposed Expenditures	Estimated Cost	Funding Source
4.1 Students will participate in lessons on communication, character education and conflict resolution.		5/08-4/10	No cost		
4.2 Teachers will receive on going training and support in the areas of communication and character education.		5/08-4/10	Character Education consultant	TBD	TBD
4.3 Students will participate in a variety of activities designed to foster respect for cultural and ethnic diversity (ie, field trips, assemblies, buddies, multi-cultural day, Coast Miwok Day)		5/08-4/10	Assemblies	varies	YES Foundation, Parent Club
4.4 Students will participate in a variety of activities to connect them with the larger community (ie, Cancel A Car, food and clothing drives, Pennies for Patients, UNICEF).		5/08-4/10	No Cost		
4.5 Students will participate in a variety of community building activities such as morning meeting, class meetings, team games and activities, student council, the Green Team, reading competitions, the Marathon, Spelling Bee, Geography Bee, Science Fair, Outdoor Education, field trips.		5/08-4/10	Minimal participation costs		Site funds, Parent Club

--	--	--	--	--

Form A: Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students based on API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of all student groups:

SCHOOL GOAL # 5: PARENT/COMMUNITY INVOLVEMENT (Based on conclusions from Analysis of Program Components and Student Data pages)				
Student groups and grade levels to participate in this goal: Kindergarten – 5th Grade		Anticipated annual performance growth for each group: To increase the percentage of students increasing by one level or more scoring on California Standards Tests.		
Means of evaluating progress toward this goal: <ul style="list-style-type: none"> • Parent surveys • Review of communications posted on website 		Group data to be collected to measure academic gains: <ul style="list-style-type: none"> • STAR results • 		
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
5.1 Create and advertise a yearly calendar of Brookside and district events and post on school website 5.2 Maintain an updated website for the school 5.3 Create and implement new ways to include new families into the community: Building. Engaging. Authentic. Relationships. (B.E.A.R.) 5.4 Support the experience of second graders and their families at Upper Campus.	5.08-9.08 Ongoing 5.08-4.10 5.08-6.09	No Cost to School Site No Cost to School Site No Cost to School Site Aide Time Library Books Noon Supervision YMCA Childcare	 To be determined	 To be determined

Form B: Centralized Support for Planned Improvements in Student Performance

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p>PROGRAM SUPPORT GOAL: TITLE II Part A PROFESSIONAL DEVELOPMENT: TITLE II Part D TECHNOLOGY (Based on conclusions from Analysis of Program Components and Student Data pages) <i>To increase the academic achievement of all students by helping school and districts to 1) improve teacher and principal quality through professional development and other activities, including reduced class sizes and 2) ensure that all teachers are highly qualified.</i></p>					
<p>Groups participating in this goal (e.g., students, parents, teachers, administrators): <i>Teachers, administrators, paraprofessional</i></p>		<p>Anticipated annual growth for each group: <i>Teacher appropriate certification will meet NCLB requirement annually. All groups will report satisfaction rating on staff development evaluations.</i></p>			
<p>Means of evaluating progress toward this goal: <i>Agendas and sign in sheets for day staff development, release time, grade level meetings at school/district level, cross grade level meetings, in-service with outside providers with follow through in the classroom, site visits, peer observations, attendance at conferences/workshops based on analysis of individual classroom needs and teacher selected areas of interest.</i></p>		<p>Group data to be collected to measure gains: <i>Participant evaluations of individual workshops Annual staff survey for Staff Development</i></p>			
<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>		<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<ul style="list-style-type: none"> • <i>Continue the development and identification of essential standards and explore district wide assessments.</i> • <i>Continue the development of the "professional learning community" at each RVSD school site.</i> • <i>Provide training for new teachers in teaching in reduced class settings including individualized instruction, effective teaching, including classroom management, in smaller classes, identifying and responding to student needs and opportunities to build on the individual strengths of students.</i> • <i>Develop a curriculum map to identify areas of instruction for concept introduction, reinforcement and mastery. Staff development to focus on differentiating instruction , developing effective strategies and use of hands-on learning to reinforce concepts</i> • <i>Complete and disseminate Information Literacy skills continuum. Provide staff development for teachers to apply technology and research skills in the curricular areas</i> 		<p>5/2008 – 6/2009</p>	<p><i>Teacher stipends</i></p>	<p>\$20,000</p>	<p>Title II Part A BTSA</p>
		<p>5/2008 – 6/2009</p>	<p><i>Teacher stipends</i></p>	<p>(incl. above)</p>	<p>"</p>
		<p>8/2008 – 6/2009</p>	<p><i>Stipends for BTSA support providers, release time for observations</i></p>	<p>(incl. above)</p>	<p>"</p>
		<p>5/2008 – 6/2009</p>	<p><i>Release time for training; workshop fees for team to lead the process</i></p>	<p>(incl. above)</p>	<p>"</p>
			<p><i>Credentialed tech mentors at elementary and middle school levels to plan technology integration with teachers</i></p>	<p>\$2000</p>	<p>Title II Part D</p>

<i>to support student learning</i>	<i>5/2008 – 6/2009</i>			
------------------------------------	----------------------------	--	--	--

Form B: Centralized Support for Planned Improvements in Student Performance

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p>PROGRAM SUPPORT GOAL: TITLE IV Safe & Drug Free School (Based on conclusions from Analysis of Program Components and Student Data pages) <i>To adopt and carry out a comprehensive drug and violence prevention program which will decrease drug abuse and violence among our students</i></p>					
<p>Groups participating in this goal (e.g., students, parents, teachers, administrators):</p> <ul style="list-style-type: none"> <i>Students, grades K-8</i> <i>Parents</i> <i>Teachers</i> <i>Support staff</i> <i>Administrators</i> <i>County Agency personnel</i> 		<p>Anticipated annual growth for each group:</p> <p><i>As evidenced by results from the CHKS and student surveys a greater percentage of students will report feeling safe at school and connected at school. A lesser percentage of students will report alcohol use and marijuana use.</i></p> <p><i>A reduction in percentage of student suspensions for alcohol, drug, and violence compared to prior year.</i></p>			
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> • <i>CHKS</i> • <i>Release time for staff days</i> • <i>Wellness Committee membership, agendas, minutes, activities</i> • <i>Healthy Choices Committee membership, agendas, minutes, activities</i> • <i>Contract w BACR counseling agency; list of counselors; caseloads</i> • <i>School Psychologist Interns; schedules; caseloads</i> • <i>Staff Dev. opportunities distributed to staff</i> • <i>Attendance at conferences re: drugs, alcohol, school safety</i> • <i>MCOE Emergency Planning Committee and RVSD emergency planning committee agendas</i> • <i>Annual Suspension Data</i> • <i>Agendas from parent trainings</i> • <i>Agendas and sign in for staff dev.</i> • <i>IST and SST agendas and case notes</i> 		<p>Group data to be collected to measure gains:</p> <p><i>CHKS (gr. 5 & 7)</i></p> <p><i>Student surveys</i></p> <p><i>Suspension data(K-8)</i></p>			
<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>		<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<ul style="list-style-type: none"> • <i>Continue planning, developing, and implementing a comprehensive and integrated multiyear plan for alcohol, drug, tobacco, and violence reduction at the K-8 level.</i> • <i>Identifying local needs and conducting needs</i> 		<p><i>8/08 – 5/09</i></p>	<p><i>BACR Agency Counseling Services Contract (consultation, training,</i></p>	<p><i>District-wide:</i></p> <p><i>Title IV:</i></p>	<p><i>Title IV funding</i></p> <p><i>General Fund</i></p>

<p><i>assessments to assist in local planning efforts and implementation activities.</i></p> <ul style="list-style-type: none"> • <i>Promoting safe school environments and meeting mandated state requirements</i> • <i>Continue planning prevention, intervention, and youth asset development curriculum, services, and activities.</i> • <i>Continue implementing curriculum to be utilized with students and staff at the 4-8 levels.</i> 		<p><i>individual and group services)</i> <i>Release time for staff –</i> <i>Substitute costs</i> <i>Speaker Costs</i> <i>Life Skills Curriculum</i> <i>purchase for middle school</i> <i>Costs of survey</i> <i>administration</i> <i>Classified Staff support</i></p>	<p><i>\$5000</i></p>	
---	--	--	----------------------	--

Form B: Centralized Support for Planned Improvements in Student Performance

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p>PROGRAM SUPPORT GOAL: TITLE V (Based on conclusions from Analysis of Program Components and Student Data pages)</p> <ul style="list-style-type: none"> To provide broad support for activities that encourage educational innovation and enhancement of learning through technology, library services, and instructional and media materials. To meet the needs of at-risk students. To provide incentives to increase motivation for our most at-risk students. 					
<p>Groups participating in this goal (e.g., students, parents, teachers, administrators):</p> <p>Teachers Certificated and Classified Support Staff Counselors Administrators</p>		<p>Anticipated annual growth for each group:</p> <p>Decreased behavior referrals initiated by teachers, support staff. Decreased counseling referrals for specific needs Increased positive responses from students with student survey.</p>			
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> Student positive participation at school as evidenced by teacher/administrator observation, individual student achievement scores, improved individual attendance, decrease discipline incidences, student survey responses. 		<p>Group data to be collected to measure gains:</p> <p>Achievement scores Discipline records/reports Student surveys</p>			
<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>		<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<ul style="list-style-type: none"> Provide student counseling services for students at risk of failure. Counseling services to be contracted through outside agency as funds allow. Utilize student interns from local colleges/universities to provide counseling services as needed. Utilize school psychologists to supervise. Provide conflict management training to students and staff. 		<p>9/08 – 5/09</p> <p>9/08 – 5/09</p> <p>9/08 – 5/09</p> <p>9/08 – 5/09</p>	<p>Counselor salary</p> <p>Contract services fees</p> <p>Student interns stipends</p> <p>Conflict Management training costs</p>	<p>\$2000</p>	<p>Title V</p>

Form B: Centralized Support for Planned Improvements in Student Performance

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p>PROGRAM SUPPORT GOAL: ENGLISH LANGUAGE LEARNER (ELL) PROGRAM/ECONOMIC IMPACT AID (EIA) and TITLE III LEP (Based on conclusions from Analysis of Program Components and Student Data pages)</p> <ul style="list-style-type: none"> To develop each ELL student's fluency in English. To provide instructional support services to promote English language development and academic progress in the core curriculum. To improve home to school communications through increased opportunities for parents of ELL students to become involved in their school site. To increase awareness among parents of ELL students about how to support their children academically. 				
<p>Groups participating in this goal (e.g., students, parents, teachers, administrators):</p> <ul style="list-style-type: none"> English Language Learner Coordinator Teachers Grades K – 8 Students qualifying for ELL services Grades K – 8 District Staff Parents 		<p>Anticipated annual growth for each group:</p> <ul style="list-style-type: none"> Students will make individual progress on the ELD/ELL standards checklist. Students will demonstrate growth in STAR assessments in Language Arts and Math. Students will make 1 year's growth on the CELDT. Increased parent participation in meetings and school events as evidenced by parent attendance.. Increased District staff and ELL Coordinator collaboration as evidenced by communiqués. . 		
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> Report cards, ELD progress guide ELL Coordinator observations ELL Program Survey ELL families attendance at Site Council, DELAC, and other school events. 		<p>Group data to be collected to measure gains:</p> <ul style="list-style-type: none"> CELDT ELD/ELL Checklist for each ELL identified English Language Learner Survey 		
<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>

<ul style="list-style-type: none"> • Collaborate with Title I and Academic Intervention services to ensure that ELL students are able to participate in a maximum number of extended day reading and math programs. • Provide training in strategies and instructional materials to classroom teachers to help increase students' academic achievement. • Monitor progress of ELL students in the district; provide information to IST's and teachers at each site regarding ELL student progress. • Home language translations of school and district documents and communications as appropriate. • Increase availability of oral translations to facilitate teacher-parent dialogue. 	<p>9/ 2008–6 /2009</p> <p>6 / 2008</p> <p>9/2008 – 6 /2009</p> <p>As needed 9/2008 – 6/2009</p> <p>As needed 9/2008 – 6/2009</p>	<p>Staff Development & Training</p> <p>Instructional materials</p> <p>Communications with EL parents</p> <p>Meeting supplies</p>	<p>\$4500</p>	<p>EIA Funds Title III LEP</p>
<ul style="list-style-type: none"> • Provide outreach to ELL parents regarding opportunities to become involved in their children's school. • Provide outreach to ELL parents regarding opportunities to learn more about how to support their children in school. 	<p>Monthly through School Site Council ELAC, DELAC, home-school communiqués</p>			

Form B: Centralized Support for Planned Improvements in Student Performance

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p>PROGRAM SUPPORT GOAL: GIFTED AND TALENTED EDUCATION PROGRAM (Based on conclusions from Analysis of Program Components and Student Data pages)</p> <ul style="list-style-type: none"> To identify gifted and talented students and provide high-quality differentiated opportunities that meet the identified students' particular abilities and talents at all sites. 				
<p>Groups participating in this goal (e.g., students, parents, teachers, administrators): <i>Students, parents, teachers and administrators</i></p>		<p>Anticipated annual growth for each group: <i>Improve quality of GATE program by clustering students and providing differentiated educational opportunities to all identified GATE students. Train all GATE cluster teachers twice annually. Hold individual "Parent GATE Nights" at each RVSD school, annually. Expand GATE differentiated Instruction training to include K-3 teachers.</i></p>		
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> Ross Valley School District (RVSD) Parent Survey RVSD Staff Survey Teacher Observation and Feedback 		<p>Group data to be collected to measure gains: <i>RVSD Parent Survey</i> <i>Staff Development Feedback</i></p>		
<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>

<ul style="list-style-type: none"> Actively identify all eligible gifted students in grades 4-8 through the use of multiple measures including the Test of Cognitive Skills (TCS/II). Continue district wide testing program administered in 3rd grade to identify gifted and talented students starting in 4th grade. Students in 4-8th grade are also eligible for program admission based on parent and/or staff requests for a re-test using TCS/II. Provide ongoing staff development opportunities for teachers in the district who work directly with identified GATE students. Expand opportunities to include sending teachers to the annual California Association for the Gifted State conference. Coordinate monthly district-wide GATE Committee meetings consisting of parent and staff representatives from each site. Improve communication about GATE in RVSD between district committee and parents by creating an RVSD "GATE Report" and holding annual GATE Parent Info Nights at each RVSD school. Hire two "GATE Mentor" teachers to support the GATE needs at each RVSD school site (one for K-5, one for 6-th) 	March – May 2008-09	Substitute costs, testing materials and scoring fees, teacher stipends	\$500	GATE Funds
	Ongoing	Substitute costs, materials fees	\$2,000 annually	GATE Funds
	August 2008 – Ongoing	Substitute costs, consultant fees, teacher materials costs	\$10,000 annually	GATE Funds
	August 2008 – Ongoing	Teacher stipends	\$1,000 annually	GATE Funds
	Fall 2008 and Ongoing	GATE Library materials and meeting supplies	\$1000	GATE Funds
	Fall 2008 (one year field test)	Stipend/contract	\$10,000	Strategic Plan Funds

Form B: Centralized Support for Planned Improvements in Student Performance

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p>PROGRAM SUPPORT GOAL: Tobacco Use Prevention Education (TUPE) (Based on conclusions from Analysis of Program Components and Student Data pages)</p> <ul style="list-style-type: none"> To educate our students regarding the deleterious effects of tobacco products and give them skills to resist the pressures to begin or provide counseling to help them stop. 					
<p>Groups participating in this goal (e.g., students, parents, teachers, administrators): <i>Students, parents, administrators, support staff</i></p>		<p>Anticipated annual growth for each group: <i>Reduced percentage of student tobacco use Reduce tobacco related suspensions</i></p>			
<p>Means of evaluating progress toward this goal: <ul style="list-style-type: none"> CHKS survey to 5th and 7th graders biennially </p>		<p>Group data to be collected to measure gains: <i>Annual TUPE report/Healthy Kids Annual Report CHKS survey data</i></p>			
<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>		<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<ul style="list-style-type: none"> Provide counseling services for individuals or groups of students who are at risk for starting smoking or who have been identified as a current “user” of tobacco or nicotine products. Counseling services are to be offered at all sites in the district. Provide a two fulltime counselor at the middle school. Provide two day of counseling support at elementary sites contracted through clinicians and interns from the Bay Area Community Resources or the School Psychologist intern program. Post signs at school entries and other locations indicating the No Tobacco policy on district and school sites. Review and update Board Policy related to tobacco – free environments. Purchase instructional materials as appropriate/needed. Funds are available for purchase of materials as appropriate/needed. Materials may be borrowed from MCOE 		<p>8/08 – 5/09</p>	<p><i>Counseling Services Curriculum implementation Instructional Materials</i></p>	<p><i>District-wide: TUPE: \$3500</i></p>	<p><i>TUPE and General fund</i></p>

<p>and/or the Healthy Kids Resource Center.</p> <ul style="list-style-type: none"> ✚ Administer California Healthy Kids Survey at 5th and 7th grades and the California Tobacco Survey at 7th grade. Provide results of survey to school sites and administrators. 				
<ul style="list-style-type: none"> ✚ Disseminate instructional materials such as posters, resource handouts, resource center information, etc. available through the Marin County Resource Center to the elementary sites and the middle school. Utilize teacher and student curriculum and activity resources distributed in the fall from the American Cancer Society. Participate as needed in the Tobacco Fund Advisory Committee, which is a countywide funded committee to develop tobacco prevention programs for students and residents of Marin County. ✚ Continue to share cessation resource materials and contact information with middle school staff and students through the science and health courses. ✚ Middle school students to participate and attend the Health Class at White Hill MS which utilizes the Botvin Life Skills curriculum 				

Form B: Centralized Support for Planned Improvements in Student Performance

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p>PROGRAM SUPPORT GOAL: SPECIAL EDUCATION PROGRAM (Based on conclusions from Analysis of Program Components and Student Data pages)</p> <ul style="list-style-type: none"> To ensure that all students with exceptional needs are appropriately identified, assessed, and provided free appropriate public education programs and services designed to meet their unique needs. 				
<p>Groups participating in this goal (e.g., students, parents, teachers, administrators): <i>Students, parents, teachers, support staff, administrators, agency personnel, SELPA staff, classified staff, contracted agency and NPS staff, consultants, SELPA Consortium services and staff</i></p>		<p>Anticipated annual growth for each group: <i>Key Performance Indicator measures as provided by the CDE - status Individual Student IEP data Federal and State reports STAR data for students with Disabilities CDE – SESR data – self review documents SEAC Parent Survey Data</i></p>		
<p>Means of evaluating progress toward this goal: <i>Key Performance Indicators from CDE SESR report – self validation review data from CDE STAR data from CDE for students with disabilities IEP data re: student progress Federal and State reports, as applicable SEAC parent survey data</i></p>		<p>Group data to be collected to measure gains: <i>~ RVSD parent satisfaction survey ~ SEAC parent survey information</i></p>		
<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<ul style="list-style-type: none"> Referrals for students with suspected disabilities made by school staff and parent/guardians. Sites have IST – Integrated Services Team and SST – Student Study Teams that review students’ strengths, needs, and areas of suspected disabilities. Students with suspected disabilities are assessed by the multidisciplinary teams that include RSP teachers, gen. ed. teachers, School Psychologists, Speech/Language therapists, School Nurse, Occupational Therapists, Adaptive PE specialists, Technology Resource Center staff, Hearing Impaired Specialists, Visually Impaired Specialists, etc. to determine needs and make recommendations. The parent has input on the assessment process, as well. 	<p>5/08 – 6/09</p>	<p>Staffing: Administrative and classified administrative support staff; SDC teacher; RSP teachers, SDC and RSP classified staff; 1:1 aide classified staff; Non Public School Costs Non Public Agency Costs Consultant Costs Staff Development expenditures</p>	<p>District-wide Costs: \$ _____ dollars</p>	<p>Federal and State Special Education Revenue; General Fund contribution</p>

<ul style="list-style-type: none"> • <i>IEP teams recommend placement and services to identified students. Areas of focus include: direct remediation, consultation/collaboration with staff, strategies skills development, work study habits, and support for the students' success in the gen. ed. programs.</i> 		<p><i>Curriculum expenditures</i></p> <p><i>Assistive technology expenditures</i></p> <p><i>Low incidence expenditures</i></p>		
<ul style="list-style-type: none"> • <i>Special Education Staff make community mental health referrals, and assessments for other areas of need, as appropriate.</i> • <i>At the sites, Resource Specialist services are provided to identified students, as well as, speech/language services, occupational therapy services, etc.</i> • <i>A learning Center Program is operated by the District at Brookside Upper campus for individually identified students in grades 3, 4, or 5.</i> • <i>Students needing Special Day Class services at the middle school are enrolled in the SDC at White Hill Middle School. Elementary students are served in SELPA Special Day Classes operated by MCOE and/or other school Districts within the SELPA. Students in need of Severely handicapped Special Day Class services are serviced in county operated programs. Low incidence services are provided to all sites by MCOE staff, as needed. Transportation services are provided for students whose IEP's indicate the need. One county operated SDC for primary elementary students is located at Wade Thomas school. Mainstreaming is provided at all sites. Students in need of a Non Public Placement according to their IEP;s are served at those identified sites. District provides Non Public agency services as needed; i.e. behavioral consultation, physical therapy, etc.</i> • <i>District partners with interagency agreements with CCS – California Children Services and CMH - Community Mental Health.</i> • <i>Search and serve efforts are conducted by District and site staff. Preschool students are identified and served in intensive</i> 		<p><i>Extended school year costs</i></p>		

<p><i>and non intensive programs through Marin County Office of Education.</i></p> <ul style="list-style-type: none"> • <i>Transition services are provided at age of 3 years, preschool to K; elementary to middle school; and middle school to high school.</i> • <i>All students with disabilities are recommended for participation in the STAR and CAPA state tests.</i> • <i>Special Education Staff meetings occur routinely for all certificated sp.ed. staff. Sp. Ed. staff also attend site based staff meetings and districtwide staff meetings. RSP, S/L, Nurse, School Psych, OT, and administrative staff attend regional and state conferences, as well as many SELPA trainings.</i> • <i>Special Education budgets include assistive technology, computer software, assessment materials, curriculum materials, release time for meetings/trainings.</i> 				
--	--	--	--	--

Form B: Centralized Support for Planned Improvements in Student Performance


The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p>PROGRAM SUPPORT GOAL: School Improvement Plan and School and Library Improvement Program (SLIP) (Based on conclusions from Analysis of Program Components and Student Data pages)</p> <ul style="list-style-type: none"> To meet the educational needs of all students, including student achievement and improved environment. To support and sustain high quality professional development. To maintain and enhance library school collections. 					
<p>Groups participating in this goal (e.g., students, parents, teachers, administrators): <i>Teachers, Administrators, Parents, Instructional Assistants Library specialists, Information Literacy Specialists</i></p>		<p>Anticipated annual growth for each group: <i>Students receiving instructional assistance will demonstrate improvement in performance as indicated by statewide assessments, teacher observation, and report cards and progress reports.</i></p> <p><i>Students demonstrate improved reading skills and motivation for reading as indicated by classroom assessments, teacher observations, and library circulation rates.</i></p>			
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> Comparison of student scores 2007-08 to 2008-09 Analysis of report cards and progress reports to determine effectiveness of service. Teacher observation of student motivation to read and improvement of reading skills. 		<p>Group data to be collected to measure gains: <i>Student scores on statewide assessments, teacher observations, report cards, progress reports Library circulation rates</i></p>			
<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>		<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<ul style="list-style-type: none"> Purchase of curriculum-focused and high-interest fiction and nonfiction library materials Deselection of outdated library materials using professional guidelines 		<p>8/2008 – 6/2009</p>	<p><i>Purchase professional resources needed for deselection decisions Purchase new library materials</i></p>	<p><i>Professional resources for deselection - est. \$220; New library materials</i></p>	<p><i>\$2 / ADA designated for SLIP money</i></p>
<ul style="list-style-type: none"> Provide instructional assistants in the classroom to support student achievement and maintain effective 		<p>8/2008 – 6/2009</p>	<p><i>Continue instructional</i></p>	<p><i>\$150,000</i></p>	<p><i>SLIP funds</i></p>

learning environment.		<i>assistants positions</i>		
-----------------------	--	-----------------------------	--	--

Form B: Centralized Support for Planned Improvements in Student Performance

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p>PROGRAM SUPPORT GOAL: YES – ROSS VALLEY SCHOOLS FOUNDATION (Based on conclusions from Analysis of Program Components and Student Data pages) YES is a private, non-profit organization dedicated to raising funds for the support of quality education in the Ross Valley School District. The volunteer board and other parent volunteers work to raise the funds for our schools. YES raises funds to support the following programs: music, art, dance, homework labs, libraries, poetry, sports, theater arts, and technology. YES will invest approximately \$700,000 in programs and curriculum support for the 1,800 students in kindergarten through 8th grades in the Ross Valley School District.</p>				
<p>Groups participating in this goal (e.g., students, parents, teachers, administrators): <i>Parents, administrators, teachers.</i></p>		<p>Anticipated annual growth for each group:</p> <ul style="list-style-type: none"> <i>Effectiveness of music, art, technology, and library programs will increase as evidence by the responses from parents on the district's annual Parent Survey.</i> <i>Student attitude toward music, art, technology and library skills development will show improvement as evidenced by the school site's Annual Student Survey.</i> 		
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> <i>YES relies upon the district personnel evaluative process to ensure teacher quality and utilizes the results of the school site surveys for parent input on YES-related programming. YES also utilizes the results of school student surveys done at each campus.</i> 		<p>Group data to be collected to measure gains: <i>Parent Surveys</i> <i>Student Surveys</i></p>		
<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p> <i>Art and Music Teams meet monthly to plan curriculum and programming for all students K-8.</i></p>	<p><i>Fall, 2008</i> <i>Summer, 2009</i></p>	<p><i>Music and Art Teacher Salaries</i> <i>School Assemblies</i> <i>Instructional Materials</i></p>	<p><i>\$700,000</i></p>	<p><i>YES</i></p>

ROSS VALLEY SCHOOL DISTRICT

Staff Development Calendar 2007-2008

as of 1/3/08

Staff Development Days

- August 21, 2007 8:00-9:30 All Staff-Welcome and Introductions at White Hill
9:30-3:00 White Hill-Workshop with Ellen Dodge
(Elementary Sites-Work Day)
- August 22, 2007 8:30-11:30 BLC/BUC-Workshop with Ellen Dodge
12:30-3:30 Manor-Workshop with Ellen Dodge
(White Hill and Wade Thomas-Work Day)
- August 23, 2007 8:30-11:30 Wade Thomas-Workshop with Ellen Dodge
(White Hill, BLC, BUC, and Manor-Work Day)
- October 22, 2006 Essential Standards Feedback in Grade Levels
School Site Specific Professional Development
- January 28, 2008 Professional Learning Communities Workshop-All K-8 Teachers

Wednesdays (unless otherwise noted e.g. End of Year Party) & Additional Training. All are subject to change.

- August
New Teacher Orientation to the District
Open Court Training, K-5 Year 1 Teachers
24 District wide cert. Sp. Ed. meeting from 8:30 - 10:30am at the DO
29 Curriculum Planning
(Ellen Dodge at BLC)
BUC Back to School Night Prep
- September 5 Site Staff Meeting
(Ellen Dodge at BUC)
M, WT, & WH 6th- Back to School Night Prep
12 Site Staff or Grade Level Meeting
(Ellen Dodge at WT)
19 Site Staff or Grade Level Meeting
(Ellen Dodge at MNR)
WH 7th – 8th Back to School Night Prep
26 District Grade Level Meetings
Topic: FOSS Training (K-2 at WT; 3-5 at BUC)
(Ellen Dodge at WH)

October	3	Site Staff Meeting (Ellen Dodge at BLC)
	10	Curriculum Planning K-Report Card Meeting at BLC (Ellen Dodge at BUC) <i>Progress Reports Issued: 10/15-10/19</i>
	17	Site Grade Level Meeting (Ellen Dodge at WT)
	24	Curriculum Planning (Ellen Dodge at MNR)
	31	District Grade Level Meetings Topic: Essential Standards Leadership Team – Vertical Alignment (2:45 – 4:30 DO) All other teachers Curriculum Planning (Ellen Dodge at WH)
November	7	Site Staff Meeting (Ellen Dodge at BLC) Grades K-5 Report Cards Issued at Conferences
	14	Site Grade Level Meeting Possible Essential Standards Work Group or Leadership Team mtg (Ellen Dodge at BUC)
	21	Curriculum & Planning (Ellen Dodge at WT) <i>Grades 6-8 Report Cards Issued: 11/26-11/30</i>
	28	District Grade Level Meetings (K –5 at BLC) Topic: (Ellen Dodge at WH)
December	5	Site Staff Meeting (Ellen Dodge at MNR)
	12	District Holiday Party
	19	Site or District Grade Level Meeting (Ellen Dodge at WH) District Holiday Party

Note that for the remainder of the year, the primary topic for all Site & District Grade Level meetings will be Unwrapping the Standards (1st focus area: Math)

January	9	Site Staff Meeting (Ellen Dodge at BLC)
	16	Site Grade Level Meeting (Ellen Dodge at BUC)
	23	Curriculum and Planning (Ellen Dodge at WT) <i>Progress Reports Issued: 1/28-2/1</i>

	30	District Grade Level Meetings (K-5 at WT) Topic: Unwrapping Standards (Ellen Dodge at WH)
February	6	Site Staff Meeting (Ellen Dodge at MNR)
	13	Site Grade Level Meeting (Ellen Dodge at BLC)
	20	<i>Mid-Winter Break</i>
	27	District Grade Level Meetings (K-5 at MNR) Topic: Unwrapping Standards (Ellen Dodge at WH)
March	5	Site Staff Meeting (Ellen Dodge at BUC)
	12	Site Grade Level Meeting (Ellen Dodge at WT)
	19	Curriculum and Planning (Ellen Dodge at MNR) <i>Report Cards Issued: 3/25-3/28</i>
	26	District Grade Level Meetings (K-5 at BUC) Topic: Unwrapping Standards Info Lit (skills & implementation), grades 2-5 (Ellen Dodge at WH)
April	2	Site Staff Meeting (Ellen Dodge at BLC)
	9	<i>Spring Break</i>
	16	Site Grade Level Meeting (Ellen Dodge at BUC)
	23	Curriculum and Planning (Ellen Dodge at WT)
	30	District Grade Level Meetings (K-5 at BLC) Topic: Unwrapping Standards Info Lit (skills & implementation), grades 2-5 (Ellen Dodge at WH)
May	7	Curriculum and Planning (Ellen Dodge at MNR) <i>Progress Reports Issued: 5/5-5/9</i>
	14	Site Staff Meeting (Ellen Dodge at BLC) <i>WH Open House Prep</i>
	21	Site Grade Level Meetings (Ellen Dodge at BUC) <i>Manor Open House Prep</i>
	28	Curriculum and Planning (Ellen Dodge at WH) <i>BUC & WT Open House Prep</i>
June	4	Curriculum and Planning

(Ellen Dodge at WT)

BLC Open House Prep

Report Cards Issued: 6/12

5 (Thurs) District Retirement/End of Year Party

11/12 Graduations / End of Year Business

(Ellen Dodge at MNR)

Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Community Advisory Committee for Special Education Programs
 - Gifted and Talented Education Program Advisory Committee
 - Other (**list**)
4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on: May 6, 2008.

Attested:

David Finnane

Typed name of school principal

Signature of school principal

May 6, 2008

Date

Tracy Smith

Typed name of school principal

Signature of school principal

May 6, 2008

Date

Terri Wilsie

Typed name of SSC chairperson

Signature of SSC chairperson

May 6, 2008

Date