

Single Plan for Student Achievement

Brookside School



Three-Year Plan 2011-2012 to 2013-2014

Revision: November 28, 2012

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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Ross Valley School District

The District Governing Board approved this revision of the School Plan on _____

Brookside School
Single Plan for Student Achievement

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Brookside School

ABSTRACT AND FOCUS AREAS 2012-2013

The Brookside School Plan:

Is a three-year plan with annual revisions based on the analysis of multiple measures of student achievement including: STAR Content Standards Tests (CST), the California English Language Development Test (CELDT), District benchmarks, Writing assessments, Dibels Oral Reading Fluency (ORF), Reading A-Z/Raz Kids, Fountas and Pinnel Benchmark Assessment System, and district- and teacher-created standards-based assessments.

Involves 320 students K-4

- Site General Fund allocations include: school instructional/classroom supplies, office supplies/administrator, teacher classroom supplies, paper orders, repair of office equipment, travel and conference, mileage, maintenance contracts and equipment
- The District provides all other funding sources
- Links all expenditures including professional development to school-wide goals
- Involves staff and School Site Council in planning, implementing and evaluating the school program

ANALYSIS OF 2011-2014 DATA

2011/2012 California Standards Test – English Language Arts

Percent Scoring at Performance Levels (2011 data is for the combined school)

Performance Level	Advanced 2011/12	Proficient 2011/12	Basic 2011/12	Below Basic 2011/12	Far Below Basic 2011/12
2 nd Grade	54% / 81%	34% / 13%	7% / 4%	3% / 0%	2% / 1%
3 rd Grade	NA / 39.5%	NA / 37.5%	NA / 17%	NA / 2%	NA / 4%
4 th Grade	NA/NA	NA/NA	NA/NA	NA/NA	NA/NA

(2nd grade only 99% of students have results for CST language arts - 1 student scored an incomplete)

2011/2012 California Standards Test – Math

Percent Scoring at Performance Levels (2011 data is for the combined school)

Performance Level	Advanced 2011/12	Proficient 2011/12	Basic 2011/12	Below Basic 2011/12	Far Below Basic 2011/12
2 nd Grade	73% / 83%	19% / 10%	6% / 6%	2% / 1%	0% / 0%
3 rd Grade	NA / 49%	NA / 32%	NA / 17%	NA / 2%	NA / 0%
4 th Grade	NA/NA	NA/NA	NA/NA	NA/NA	NA/NA

Parent And Staff Surveys:

The District Parent survey was not administered during the 2011-2012 school year. Staff survey results indicate that the overall school environment is welcoming and supportive for student learning, but staff expressed concern that improvement is needed in the areas of discipline/playground supervision, communication with parents/guardians, and teacher professional development provision.

District and School Assessment Data demonstrate the following

English Language Arts Data based upon 1 st & 3 rd Trimester Benchmark Assessments	2011-2012		2012-2013	
	Fall	Spring	Fall	Spring
CORE Phonics Survey – % of Kindergarten students that can correctly identify all upper case letters	53%	NA	64%	
Kindergarten Assessment – % of Kindergarten students are able to say rhyming words correctly	71%	NA	80%	
Kindergarten Assessment - % of Kindergarten students are able to correctly identify the beginning sounds of words	67%	NA	83%	
1 st Grade Assessment - % of 1 st grade students can read 100% of the sight words	33%	NA	52%	
Dibels Oral Reading Fluency - % of 2 nd grade students have met the grade-level standard	84%	NA	79%	
Dibels Oral Reading Fluency - % of 3 rd grade students have met the grade-level standard	NA	NA	90%	
Dibels Oral Reading Fluency - % of 4 th grade students have met the grade-level standard	NA	NA	88%	

Math Data based upon 1 st & 3 rd Trimester Benchmark Assessments	2011-2012		2012-2013	
	Fall	Spring	Fall	Spring
Kindergarten Students Scoring Proficient or Advanced on District Mathematics Benchmarks	88%	NA	93%	
1 st Grade Students Scoring Proficient or Advanced on District Mathematics Benchmarks	95%	NA	86%	
2 nd Grade Students Scoring Proficient or Advanced on District Mathematics Benchmarks	96%	NA	94%	
3 rd Grade Students Scoring Proficient or Advanced on the District Mathematics Benchmarks	83%	NA	98%	
4 th Grade Students Scoring Proficient or Advanced on the District Mathematics Benchmarks	No 4 th in 2011-12		96%	

(data for the spring of 2011-12 school year was not recorded in Data Director and is not available)

SCHOOL TARGET GOALS FOR 2012-2013

Goal 1: Teaching & Learning—Language Arts/Literacy

- To improve student achievement in English Language Arts
- To become familiar with and implement the California Common Core State Standards (CCCSS) to promote 21st century skills
- To provide differentiated instruction for all students

Goal 2: Teaching & Learning—Mathematics

- To improve student achievement in Mathematics
- To become familiar with and implement the California Common Core State Standards (CCCSS) to promote 21st century skills
- To provide differentiated instruction for all students

Goal 3: Build and Maintain an Inclusive Learning Community

- To develop self-awareness and self-management skills to achieve school and life success
- To use social-awareness and interpersonal skills to establish and maintain positive relationships
- To demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts
- *To improve student & teacher technology training and access to hardware for improved technology integration (added 2012)*
- *To work with the district to develop common, researched-based language arts assessments and look into options for a district-wide intervention program (added 2012)*
- *To work at improving the district math benchmark assessments to better align to report cards*

Brookside School SCHOOL IMPROVEMENT PLAN

Brookside School Vision Statement

The Brookside community is committed to working together as a team to create an environment that equips all students with the knowledge, skills, and desire for lifelong learning in order that they will become responsible and contributing members of society.

Brookside School Mission Statement

The mission of Brookside is to provide a program of academic excellence, cultural richness, social, emotional, and physical development that educates, supports, challenges, and inspires the whole child. We work together as a team to promote:

- Mastery of basic academic skills
- Critical thinking and independent decision making
- Collaboration and cooperation by working together to reach a goal through group activities
- Communication through the sharing of thoughts, questions, ideas
- Responsibility for learning and behavior
- Sense of belonging, empathy, and responsibility within a community
- Understanding and respect for diversity
- Creative thinking, flexibility and risk-taking
- Self-worth
- Care and respect for the Earth

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.

2012-2013 District Goals

Goal I: Provide every student with meaningful, differentiated opportunities to access and demonstrate proficiency in core competencies and skills for global citizenship.

Goal II: Provide teachers, administrators and staff opportunities for professional development to enhance instructional leadership, curricular practices and professional skills to support 21st century teaching and learning.

Goal III: Collaborate with community, school and student stakeholders to create, design and build exemplary learning environments that incorporate and promote 21st century teaching and learning.

Goal IV: Promote engagement through active communication with all stakeholders.

Goal V: Implement best practices in recruitment, hiring and evaluation to attract, support and retain a high quality staff.

Goal VI: Facilitate a collaborative budget process to identify and allocate necessary resources to support 21st century teaching and learning.

District Commitments

Commitment I: Support the implementation of a structured system of instruction, assessment and differentiation for all learners.

Commitment II: Foster a cohesive environment and provide adequate resources and opportunities for growth that attracts, supports, and retains a high quality staff.

Commitment III: Provide safe, clean and well maintained school facilities that support teaching and learning, physical activity, and community use.

Commitment IV: Develop and implement a clear, accurate and sustainable budget and allocate resources to meet district goals.

Commitment V: Allocate adequate resources in order to implement and support 21st century learning environments.

Brookside School SCHOOL DESCRIPTION

Student Body Characteristics (2011-2012 data reflect combined schools)

Characteristics as of October each year	2011-2012	2012-2013	2013-2014
Total Enrollment	317 (K-3)	318 (K-4)	
Primary English Speakers	98%	98%	
White (Non-Hispanic)	83.9	81.7%	
African American not Hispanic	7%	2.2%	
American Indian or Alaska Native	3%	3%	
Asian	3.8%	2.2%	
Filipino	.7%	.3%	
Hispanic or Latino	5.5%	6.6%	
Pacific Islander	0%	0%	
White not Hispanic	83.9%	81.7%	
Receiving Free & Reduced Lunch	5.5%	9%	

Enrollment

(2011-2012 data reflect combined schools)

Brookside was a K-5 school on two campuses until the 2011-2012 school year — Brookside Lower (now Brookside Elementary) housing grades K-2 and Brookside Upper (now Hidden Valley) housing grades 3-5. The total enrollment for both campuses in the 2010-11 school year was 710 students. Brookside transitioned to two separate sites in the 2011-2012 school year, each with its own CDS code. Brookside added two 3rd grades in 2011-2012, two 4th grade classes in the 2012-2013 school year and will complete its transition to a K-5 school in 2013-14. In the 2012-2013 school year eight dedicated teachers willingly changed grade levels to accommodate the changing needs of the school. Our average classroom size is 20 or fewer in grades K-2, because Ross Valley School District participates in the Class Size Reduction program. However, in the 2011-2012 and 2012-2013 school years the 3rd grade classes expanded to an average of 25 to 1 due to budget constraints and lack of additional classroom space.

Brookside Enrollment	2011-2012	# of Classrooms	2012-2013	# of Classrooms
Transitional Kindergarten (district program)	NA	0	17	1
Kindergarten	135	7	36	2
First	65	3 1/2	77	4
Second	69	3 1/2	67	4
Third	48	2	72	3
Fourth	NA	0	49	2
Totals	317	16	318	16

Staffing

Currently, Brookside is a K-4 school, which consists of 16 classroom teachers, including a District Transitional Kindergarten program. Additional support services providers include: Resource Specialist, Speech and Language Specialist, School Psychologist, School Nurse, School-based Counselor, and one classified PE and Library Specialist. In 2012-2013 Brookside added a 30-hour per week Library Specialist to its staff. This position was previously shared by 3 district library specialists. We also have certificated Art and Music Teachers who are funded through the District's YES Foundation. In the 2012-2013 school year the RVSD added a .2 school counseling intern at our site, supported by the District Counseling Coordinator and a .2 Behavior Specialist. Other special services for students are provided on an as-needed basis through contracts with specialists through the county office and other non-public agencies. 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 each child. Our goal is to instill in our students a lifelong desire, joy and enthusiasm for learning.

Brookside Staffing	2011-2012	2012-2013	2013-2014
Classroom Teachers	16	16 (including TK)	
Learning Center Teachers	NA	1	
Learning Center Aide	NA	1	
Special Ed Teacher (shared HV)	.6	.4	
Special Ed Instructional Assistant	1	1	
Counselor	.2	.2 Counseling Intern	
Speech & Language	.5	.5	
School Psychologist	.2	.2	
School Nurse	.2	.2	
PE Specialist	1	1	
Library Specialist	3 (shared)	1	
Art Teacher	1	1	
Music Teacher	1 (K-2) 1 (3-4)	1 (K-2) 1 (3-4)	
Learning Center 1-1	1	1	
Administrative Assistant	1	1	
Custodians	2	2	
Instructional Assistants	3	2	
Resource 1-1	1	1	

Brookside School

Brookside is one of four elementary schools in the Ross Valley School District serving kindergarten through 4th grade students. Formerly a K-2 school, Brookside began transition to a K-5 school in the 2011-2012 school year by adding third grade. Brookside will complete its transition in the 2013-2014 school year. Brookside is located at 116 Butterfield Road in San Anselmo, California. Our campus is a hub for community activities, as neighboring children and adults use our fields, basketball courts, and play structures 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. Brookside participates in the Safe Routes to School, added a Green Team in 2012, has an active Student Government for 3-4 grade students and is incorporating a comprehensive recycling/composting and no-waste lunch program. Since 2007, Brookside staff (in conjunction with other District and County staff) has been researching and adopting the educational model of the Professional Learning Community (PLC). We will continue this work in 2012-2013. This approach to instructional oversight emphasizes a team-based approach to problem solving and a focus on improving student learning for each individual student (rather than concentrating on school-wide academic achievement scores). This year, the Brookside staff continues to consider the essential questions of the Professional Learning Community when planning instruction and assessment for all students:

1. What do we want our children to know?
2. How will we know when they do?
3. What will we do when they don't?
4. What will we do when/if they do?

Curriculum and Instruction

Brookside 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 transitioning our focus to the Common Core Standards for language arts and math. Brookside is committed to helping students develop life-long learning skills and capacities. In 2012-2013 Brookside staff development days, staff meetings and grade level collaboration time will focus on building instructional units using GLAD strategies.

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, problem solving, and creative and critical thinking. A variety of instructional approaches including direct instruction, small group learning centers, inquiry-based learning, project-based learning, cooperative learning, and multi-modal instruction are utilized to meet the learning needs of all students. Students in grades K-4 receive instruction in music and art once per week, taught by credentialed teachers. Students receive physical education instruction one (kindergarten) or two (1st-4th grade) times per week and visit the library one time per week. Students' knowledge and skills are assessed through teacher observation, analysis of daily classroom work, unit and mastery quizzes and benchmark assessments, classroom projects, oral presentations, and direct writing assessments.

Time and resources are needed to ensure that curriculum, instruction, and standards-based assessment are aligned, and district standards are addressed, in all subject areas. Teachers need additional time and support outside of the school day to ensure subject area curriculum is updated and modified to align to Common Core Standards and serve as a focal point for instructional planning purposes.

Various instructional support services benefit Brookside students. The library specialist provides instructional support to extend and enrich classroom instruction in all academic areas. This includes weekly story time, library skills, book checkout, and volume-based research opportunities in grades K-4. Since Brookside is transitioning from a K-2 to a K-5 school, the library is also in need of transition. It is currently not meeting the needs of our students or teachers. Last spring the district provided funds to upgrade facility needs in the library including additional shelving and furniture to accommodate 3-5th

grade size-students. This shelving and furniture arrived in late fall 2012 and is not yet completely installed. Generous funding (\$7,500) was also granted from the YES Foundation in the spring of 2012. These funds were allotted to Brookside to purchase additional volumes to support our 3rd and 4th grade students. Although these funds were granted in the spring of 2012, the budget was not allocated to the site until late fall of 2012. This caused our library to open for the 2012-2103 school year with an extremely limited number of volumes for our upper-grade students and teachers. These funds will be strategically spent this year based upon an inventory and analysis of the library's current state. In order to conduct this inventory additional funds were raised through a library birthday book program and a Roundtable approved parent "ASK". These funds will be used for a variety of needs listed below:

- Consultation with Sue Campbell, of Bookworks, who will; conduct an inventory and analysis of our current library volumes, mentor our new library specialist on book ordering, lesson planning related to the Common Core Standards, and general library management, help to create an inventory of resources necessary to support grade level instruction in all subject areas, and generation of a list of quality literature for our students to access.
- Establish two online library catalogue stations for students and teachers to search our inventory of books rather than searching book-by-book or in a line at the library specialist's desk. (the current library software, Winnebago, is antiquated and in need of replacement)
- Purchase of additional volumes to support in particular grades 3-5 curriculum needs and quality literature for students to read
- Purchase of a projector, screen and whiteboard to facilitate library instruction and enhance it through multi-media

A library committee was established this year and is composed of parents, the school library specialist and site administrator. This committee will meet monthly and work to identify and support the changing needs of the library as the school grows and all ideas and outcomes will be shared with staff for input. Brookside will once again submit a proposal to the YES foundation for additional funding to support its final transition year to a K-5 school. It is our hope that through this proposal and funds raised by the our new birthday book program and parent "ASK" the Brookside Library will become a resource center on campus, full of rich literature for our students and teachers to access.

Twenty Macintosh computers (10 desktops and 10 laptops) were donated to Brookside in the spring of 2012. Before this, Brookside did not have a networked computer lab. Since the lab does not have enough stations to accommodate a full class, this year's library schedule was modified so that each class would receive 30 minutes of small group library instruction with the library specialist while the teacher taught 30 minutes of small group technology next door. Although the small group instruction is valuable, this split has reduced the Three of the laptops will be used in the lab to accommodate the larger class sizes in 3rd and 4th grade while six of these will be relocated into two 4th grade classrooms for writing and keyboarding practice. These laptops are not reliable and require continual rebooting in order to work. Additionally, there is currently not enough bandwidth to support internet access in these classrooms. Classroom teachers use the computer lab for exploration, keyboarding, word processing, reinforcement of basic skills, and enrichment, but additional staff training is necessary to ensure all students are receiving the basic skills necessary to meet the Common Core Technology Standards. A Brookside Technology Committee, comprised of parents, teachers and the site administrator, was established this year to identify Brookside's technology needs, create a vision for improved technology integration in the classrooms and plan staff development.

Our school garden serves as an outdoor classroom and provides an aesthetic focus on campus. The garden is tended by the students with the help of parent and community volunteers throughout the year. This year, two garden committees were established (maintenance and planning). These committees are comprised of parents, teachers and the site administrator. The maintenance committee will work to maintain the current garden program in its present site, while the transition committee will begin research and planning for its move to a new location behind the library building. This move is due to future construction of classrooms planned for the site and to reduce obstruction and improve supervision on the playground.

Instructional assistants are assigned to classrooms to provide learning support for students. English Learners (EL) students scoring beginner or early intermediate receive specialized instruction from their classroom teachers and English Language Development (ELD) for 90 minutes per week from an ELD teacher. To ensure ELs are able to access the core content, instruction for ELs is based on Specially Designed Academic Instruction in English (SDAIE) methodology. Special education services, including resource programming and a district primary learning center is housed on-site to provide

learning support for students with specific learning disabilities. Counseling is provided on an as-needed basis. Academic intervention is built into the instructional day depending on the learning needs of the students.

DIMENSION 1: STANDARDS, ASSESSMENT AND ACCOUNTABILITY

ANALYSIS OF CURRENT EDUCATIONAL PRACTICES

The following statements characterize educational practice at this school:

1. Alignment of curriculum, instruction and materials to content and performance standards:

The District has aligned its math curriculum to the CCS and is working on alignment of ELA instruction to the CCS in the 2012-2013 school year. Teachers at Brookside align the written, taught and tested curriculum to content standards. Performance levels (K: Consistent or “meets standard”, In Progress, Below; 1st-4th grades: Meets, In Progress, Not Meeting Standards) have been established and are reported on assessments and district report cards with “Consistent” identified as the target performance standard indicating strong grade level achievement. Language Arts, Math, History/Social Science and Science adoptions are correlated to state standards.

2. Availability of standards-based instructional materials appropriate to all student groups:

To support state-adopted texts used in language arts (Open Court, K-3), math (Everyday Math), science (Delta Education/FOSS) History/social science (Harcourt at K; Pearson Scott Foresman at grades 1-4). Each student has access to adequate instructional materials including Easy, Average and Challenging components in the language arts, math, science and history/social science adoptions allowing for differentiated instruction. Teacher’s editions include links to California standards on each page as well as strategies to differentiate lessons for second language learners.

3. Alignment of staff development to standards, assessed student performance and professional needs:

Staff development at Brookside is designed to support identified needs based on data analysis. In 2011-2012 staff development days (3 annually) focused on developing assessments aligned to report cards and transition to the Common Core standards. In 2012-2013 these days will focus on GLAD training and the district adopted Social Emotional Learning Program (Toolbox). Early release Wednesdays provide additional time each week to evaluate progress, analyze data results and improve instructional practices school-wide. Teachers attend conferences and workshops that support identified areas of need and focus on best teaching practices to meet Brookside Lower’s annual goals. Our current focus is the implementation of an articulated Mathematics program based on creating common assessments and strategies. Staff will continue to implement an articulated reading program K-4 based on the curricula and strategies provided in Open Court, Project G.L.A.D. (Guided Language Acquisition Design), and Anita Archer. Further, staff development in technology related to the implementation of standards will continue to be sought through site based, District and County Office of Education opportunities. All Brookside Staff will be fully trained in Project G.L.A.D. this year. Those on the evaluation cycle were encouraged to and plan to align their evaluation to designing G.L.A.D. instructional units. All Brookside staff were also trained in the newly adopted Social Emotional Curriculum, Toolbox, in the fall of 2012. Toolbox is reinforced not only in classroom instruction, but in the weekly newsletter, Wednesday Welcome, on the playground and in our newly adopted discipline report (Reflection). A copy of the Reflection Form can be found in the appendix.

4. Services provided by the regular program to enable underperforming students to meet standards:

- a. Leveled reading (grades K-4) with students assessed each trimester to determine progress toward targeted reading goals;
- b. Differentiating classroom instruction to allow access for all learners;
- c. Small group targeted reading instruction K-4

5. Services provided by categorical funds to enable underperforming students to meet high standards:

- a. Learning Center and Resource teachers use technology and push-in services to reinforce and assess skills development for students with IEPs;
- b. One part-time ELD teacher delivers 90 minutes per week of English language development in a pullout class to English learners (ELs) with language proficiency levels of Beginner and Early Intermediate

ANALYSIS OF CURRENT EDUCATIONAL PRACTICES (continued)

6. Use of state and local assessments to modify instruction and improve student achievement:

The following multiple measures are used to determine the progress of all students in meeting content and performance standards or to measure progress in English Language Arts, Mathematics and English Language Development:

Assessment	Type	Grades	Subjects Tested	Performance Standard
California Standards Test	State-Standards Performance Based	2-3	Language arts, math, science	Proficient
CELDT	State-Performance Based	K-3	English language development	Early Advanced
Writing Prompt	Teacher Created	2	Writing proficiency	Rubric
District-wide Assessments	Grade Level Assessment	K-1	English Language Arts	Rubric
Open Court Assessments	Core Text Assessments	K-3	English Language Arts	% Correct
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Measures recognized and empirically validated skills related to reading outcomes	2-3	Oral reading fluency	Words read per minute Type of mistake made
Read A-Z	Differentiated Reading Passages	2	Reading comprehension	% Correct
Trimester 1, 2, & 3	District (Pilot)	K-3	Mathematics	Proficient
Math Facts	Time Test	2-3	Mathematics	% Correct
MARS Task	Performance Assessment	2-3	Mathematics	Rubric

7. Number and percentage of teachers in academic areas experiencing low student performance:

16 teachers (100%) work with under performing students in leveled reading groups. In the 2011-2102 school year, three first grade teachers provided before school reading intervention programs. This was discontinued in 2012-2013 school year due scheduling concerns and lack of before school day care space. One speech and language teacher, one resource teacher, and one resource instructional aide provide intervention for students with IEPs and others with special needs during school hours. The Resource Teacher, Learning Center teacher and two Instructional Assistants use the push-in model for approximate 70% of their time at the site.

8. Family, school, district and community resources available to assist these students:

Family: Volunteers as classroom assistants

School: Instructional aides, technology, leveled books, remedial curricula

District: One part-time ELD teacher

Community: Volunteers

9. School, district and community barriers to improvements in student achievement:

School: Limited financial resources to hire additional support staff; limited technology resources and support, tardies and attendance

District: Limited financial resources to hire additional support staff

10. Limitations of the current program to enable underperforming students to meet standards:

Differentiation occurs in every classroom to some degree and addresses the needs of underperforming students. Training in differentiation strategies (such as G.L.A.D. strategies and Fountas and Pinnell) will be offered to teachers in the upcoming year to ensure that all students receive the support they require for individual success. There is a need to find creative ways to provide additional intervention programs for underperforming students and high achieving, given the current budget limitations.

School Demographic Characteristics

(2011-12 numbers based on a combined Brookside Upper and Brookside Lower campus. October, 2011 CBEDS and May 2011 STAR Data)

Ethnic/Racial of Grade 2-3	2011-12	2012-13	Parent Education Level of Grades 2-3	2011-12	2012-13
African American not Hispanic	.7%	2.2%	(1) Not high school graduate	0%	.8%
American Indian or Alaska Native	.3%	.3%	(2) High school graduate	4%	2.5%
Asian	3.8%	2.2%	(3) Some college	9%	8.5%
Filipino	.7%	.3%	(4) College graduate	37%	48%
Hispanic or Latino	5.5%	6.6%	(5) Graduate school	49%	39%
Pacific Islander	0%	0%	Average Parent Education Level	4.3	4.2
White not Hispanic	83.9%	81.7%	Average Class Size (CBEDS) not reported	not reported	not reported
Participants in Free or Reduced Lunch	5.5%	9%	Enrollment in grades 2-5 on first day of testing	453	118
English Language Learners	2.3%	2.2%	Number of Students Excused from testing	1	0
Multi-track year-round school? (CBEDS) No	No	No	Number of Students Tested K-5 118	450	118
School Mobility		2%			

STUDENT PERFORMANCE DATA SUMMARY

(Based on a combined Brookside Upper and Brookside Lower campus.)

Academic Performance Index (API) Four-Year Summary

Year	API	Number included in API	Statewide Rank	Similar School Rank	Target
2008	897		10	4	Remain Above 800
2009	893		9	2	Remain Above 800
2010	931	406	10	8	Remain Above 800
2011	946	440	10	8	Remain Above 800
2012	946	118	10	8	Remain Above 900

<u>Student Groups</u>	Number of Pupils Included in 2011/2012 API	Numerically Significant	2011/2012 Subgroup API Base	2011/2012 Growth Target	2013 API Growth Target
Black or African American	4/1	No/No			
American Indian or Alaska Native	1/1	No/No			
Asian	18/4	No/No			
Filipino	5/1	No/No			
Hispanic or Latino	23/6	No/No			
Native Hawaiian or Pacific Islander	0/0	No/No			
White	375/97	Yes/Yes	946/952	Remain Above 800	Remain Above 900
Two or More Races	3/3	No/No			
Socioeconomically Economically Disadvantaged	20/7	No/No			
English Learners	18/4	No/No			
Students with Disabilities	72/4	No/No			

STUDENT PERFORMANCE DATA SUMMARY (continued)

CSTs

Reported by Percent in Quintiles

2011/2012 California Standards Test – English Language Arts

Percent Scoring at Performance Levels (2011 data is for the combined school)

Performance Level	Advanced 2011/12	Proficient 2011/12	Basic 2011/12	Below Basic 2011/12	Far Below Basic 2011/12
2 nd Grade	54% / 81%	34% / 13%	7% / 4%	3% / 0%	2% / 1%
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4 th Grade	NA/NA	NA/NA	NA/NA	NA/NA	NA/NA

2011/2012 California Standards Test – Math

Percent Scoring at Performance Levels (2011 data is for the combined school)

Performance Level	Advanced 2011/12	Proficient 2011/12	Basic 2011/12	Below Basic 2011/12	Far Below Basic 2011/12
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3 rd Grade	NA / 49%	NA / 32%	NA / 17%	NA / 2%	NA / 0%
4 th Grade	NA/NA	NA/NA	NA/NA	NA/NA	NA/NA

2011 / 2012 California English Language Development Test (CELDT) – Annual

(2011 Data Based on a combined Brookside Upper and Brookside Lower campus.)

Number at Performance Levels (B= Beginning, EI=Early Intermediate, I=Intermediate, EA=Early Advanced, A=Advanced)

2011/2012					
Grade	B	EI	I	EA	A
K-3 / K-4	1 / 1	6 / 3	5 / 4	6 / 6	4 / 2

STUDENT PERFORMANCE DATA SUMMARY (continued)

Conclusions from Student Performance Data (based on 1st trimester, 2011 assessment results):

Due to Brookside's transition to a K-5 school, the 2011-2012 school year was the first year Brookside had CST scores representative of its current population. This was also the first year 3rd graders were tested at Brookside. Although CST scores are only one measure of a student's progress, students in both 2nd & 3rd grade showed excellent results with 94% of all 2nd graders and 77% of all 3rd graders scoring proficient or advanced in language arts. In math 93% of our 2nd graders and 81% of our 3rd graders scored proficient or advanced. It is typical with CST scores that there is a drop in performance from 2nd to 3rd grade. This is typically due to the fact that in 3rd grade students are required to take the CST independent of their teacher, while in 2nd grade, the directions are read to the students. Also, due to the K-5 transition, Brookside does not yet have complete cohort data to show progress from one grade to the next since a portion of those included in the 2nd grade CST results from 2011 are now Hidden Valley 3rd graders. Last year 23% (11) 3rd grade students scored basic or below in language arts and 19% (9) 3rd graders scored basic or below basic on math. This data along with first trimester benchmarks will be used to coordinate language arts and math intervention for these current 4th grade students as well any others not meeting grade level expectations. Site resources will be re-allocated to address this need. After the first trimester it is clear that common, researched-based language arts benchmark assessments are necessary for all grade levels. Currently the only common assessment across grade levels are conducting (2-4) is DIBELS. Although DIBELS is a valid assessment of fluency, this does not show ability in reading comprehension and writing. In discussions with the district administrative team, it appears each site is using a variety of benchmark assessments with little commonality. Unfortunately this does not allow sites or grade levels to compare consistent data district-wide.

Conclusions from Parent and Teacher Input:

*(These results reflect responses from parents and teachers during the 2010-11 school year from a combined Brookside Upper and Lower School. **No parent survey was conducted in 2011-2012. The 2012-2013 Brookside Site Council will design a site based student, parent and teacher survey to be completed in the spring of 2013.**)*

- The Parent Survey of spring, 2011 maintained a strong participation level by parents
- The results of the 2011 Parent Survey indicated, for the most part, that parents are satisfied with how Brookside is performing in most categories
- Survey results indicated satisfaction in many areas, including the areas of:
 - school engagement
 - learning environment
 - school environment
- Four strategic focus areas emerged from the surveys:
 - lack of computer technology
 - weak PE program and teacher
 - differentiation in classrooms
 - responsiveness of principal

DIMENSION 2. TEACHING & LEARNING

LANGUAGE ARTS/LITERACY

Goal 1: Teaching & Learning—Language Arts/Literacy

- To improve student achievement in English Language Arts
- To become familiar with and implement the California Common Core State Standards (CCCSS) to promote 21st century skills
- To provide differentiated instruction for all students

Year:	ELA Measureable Objective:	Progress Made:	Evidence:
2011-2012	100% of teachers will be able to articulate essential concepts and skills of the new California Common Core State Standards (CCCSS)	This objective is not deemed critical or measurable - Revised	
2012-2013	K-4 teachers will become familiar with the new California Common Core State Standards and collaborate to create G.L.A.D. integrated units that incorporate Social Studies, Language Arts, Math, and Science, and emphasize collaboration, communication, and critical thinking among students.		
2011-2012	100% of teachers will have begun to develop and use curriculum-embedded, performance based assessments that are integrated and aligned with California's accountability system	This objective is not deemed measurable - Revised	
2012-2013	K-4 grade level teams will <u>begin</u> discussions with district & county-wide grade level teams to initiate performance based assessments reflecting expectations from the new CCCSS		
2011-2012	100% of teachers will enhance their professional knowledge by attending a variety of professional development trainings and workshops, including but not limited to, CCCSS workshops, G.L.A.D., Fountas and Pinnell, and Anita Archer,	In progress - Revised	
2012-2013	K-4 teachers will enhance their professional knowledge by attending a variety of professional development trainings and workshops (with a focus on Common Core and G.L.A.D.)		
2011-2012	100% of teachers will collaborate to develop integrated lessons and units that connect the most essential concepts and skills students need to know and do, and that clearly identify the big ideas and 21 st century skills	This objective is not deemed measureable - Revised	
2012-2013	K-4 Grade level teams will <u>begin</u> discussions with district and county-wide grade level teams to initiate curricular pacing guides aligned to CCCSS		

2011-2012 2012-2013	K-4 teachers will continue to develop and work in professional learning communities in order to reflect and refine instructional methods that enhance 21 st century skills mastery in classroom practice	In progress - Continued	
2011-2012	100% of students will improve critical thinking skills and communication skills based upon core academic subject assessments using teacher developed critical thinking rubrics	This objective is not deemed measurable	
2011-2012	95% of Kindergarten students will be able to correctly identify all upper case letter names as measured by the CORE Phonics Survey, as of the 3 rd trimester, 2012	This objective was not adequately communicated to staff and data was not saved – Continued for 2012-13	
2011-2012	95% of Kindergarten students will be able to correctly identify all upper case letter names as measured by the CORE Phonics Survey, as of the 3rd trimester, 2012		
2011-2012	95% of Kindergarten students will be able to say rhyming words correctly as measured by the Kindergarten assessment, as of the 3 rd trimester, 2012	This objective was not adequately communicated to staff and data was not saved - Continued for 2012-13	
2012-2013	95% of Kindergarten students will be able to say rhyming words correctly as measured by the Kindergarten assessment, as of the 3rd trimester, 2012		
2011-2012	95% of Kindergarten students will be able to correctly identify the beginning sounds of words as measured by the Kindergarten assessment, as of the 3 rd trimester, 2012	This objective was not adequately communicated to staff and data was not saved - Continued for 2012-13	
2012-2013	95% of Kindergarten students will be able to correctly identify the beginning sounds of words as measured by the Kindergarten assessment, as of the 3rd trimester, 2012		
2011-2012	90% of 1 st grade students will be able to read 100% of the sight words as measured on the 1 st grade assessment, as of the 3 rd trimester, 2012	This objective was not adequately communicated to staff and data was not saved – Continued for 2012-13	

2012-2013	90% of 1st grade students will be able to read 100% of the sight words as measured on the 1st grade assessment, as of the 3rd trimester, 2012		
2011-2012	95% of 2 nd grade students will have met the grade-level standard as measured by the DIBELS Oral Reading Fluency (ORF) assessment, as of the 3 rd trimester, 2012	This objective was not adequately communicated to staff and data was not saved – Continued for 2012-13	
2012-2013	95% of 2nd grade students will have met the grade-level standard as measured by the DIBELS Oral Reading Fluency (ORF) assessment, as of the 3rd trimester, 2012		
2011-2012	95% of 2 nd grade students will have scored proficient or above on the CST in Language Arts, as of the 3 rd trimester, 2012	Met – this objective is too broad and not measurable in the current school year – it will not be continued	94% scored proficient or advanced (81% adv. 13% prof.)
2012-2013	K-4 teachers will collaborate to implement intervention strategies / programs to address the needs of students not meeting grade level standards in language arts		

Key Components & Characteristics	Language Arts Action Plan	Person Responsible	Budget & Resources	Timeline
A. Assessment <input type="checkbox"/> 1. Student performance <input type="checkbox"/> 2. Identification of at-risk students (low-achievers, EDY, ELs, RSP) <input type="checkbox"/> 3. Continuous diagnosis of needs/Ongoing assessment <input type="checkbox"/> 4. Formal measures <input type="checkbox"/> 5. Informal measures <input type="checkbox"/> 6. Formative/summative assessment data	1,3,5 Students will be provided with opportunities to demonstrate understanding of the Common Core Standards through creative, collaborative activities which require the use of critical thinking and problem solving skills, and communication to authentic audiences.	Principal, Teachers	General Ed, Special Ed	On going
	1,4,6 CST will be administered in May 2012 in Grades 2 and 3, 4	Principal, Teachers		May
	1,2,3,4,5 K baseline and end of trimester phonics assessment will be administered.	Principal, Teachers		Trimester
	2 Progress of English learners will be monitored by using the QIA (Quick Informal Assessment), teacher observation, teacher-made assessments, and CELDT data	Principal, Teachers	District Title 1, Title III, EIA	On going
	2 According to IEP goals, progress of RSP students will be monitored by using a variety of individualized assessments.	Teachers		Trimester
	2,3,6 Dibels reading fluency benchmark assessment will be administered three times per year in grades 2, 3, 4.	Teachers		Trimester
	2,3,6 In grades K-4, the reading progress monitoring tool every six weeks will be used to measure the effectiveness of the differentiation (intervention and acceleration) program.	Teachers		Every 6 Weeks
	2,3,6 Fountas and Pinnell will be used to place and monitor student progress in reading comprehension in grades K (advanced only) and 1.	Principal, Teachers		Trimester
	2,3,6 At least two times each trimester, teacher will collaborate in grade levels to analyze data, track progress, and plan units of instruction, and differentiation materials, activities and strategies.	Teachers		Monthly
4 Monthly writing performance assessments will be used to evaluate writing progress.	Teachers		Monthly	

Key Components & Characteristics	Language Arts Action Plan	Person Responsible	Budget & Resources	Timeline
<p>B. Instruction</p> <ul style="list-style-type: none"> ❑ 1. Curriculum explicit and systematic K-3 ❑ 2. Curriculum explicit and systematic 4-6 ❑ 3. Skills-based support for students 4-6 not demonstrating skills required in K-3 ❑ 4. Opportunities for acceleration/enrichment (GATE & others) 	<p>1 Opportunities for all students to read a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects in order for students to build knowledge, gain insights, explore possibilities, and broaden their perspective.</p> <p>1 K-4 continuum of direct instruction in phonemic awareness, word analysis, grammar, phonics, decoding, word-attack skills, vocabulary development, comprehension skills, and guided reading.</p> <p>1 Grades K-4 focus on Range of Reading and Level of Text Complexity (CCCSS #10)</p> <ul style="list-style-type: none"> • K-Actively engages in group reading activities with purpose and understanding. • 1-With prompting and support, read prose and poetry of appropriate complexity for grade 1. • 2-3-Read and comprehend, literature, including stories and poetry, and in grade 3, dramas. • 4-read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed <p>1,4 Direct instruction and scaffolded opportunities for demonstrating proficiency in discussion & questioning strategies will be provided.</p> <p>1,4 Direct instruction and scaffolded opportunities for demonstrating proficiency in writing applications; GLAD strategies & conventions will be provided.</p> <p>4 Intensive reading strategies will be explicitly taught to students K-4 who are not demonstrating grade level achievement (leveled grouping, extended day program in K).</p> <p>4 Opportunities for acceleration/enrichment will be provided in class and through home study through reading materials.</p>	<p>K-4 Teachers, RSP</p> <p>K-4 Teachers</p> <p>K-4 Teachers</p> <p>K-4 Teachers</p> <p>K-4 Teachers</p> <p>K-4 Teachers</p>	<p>General Ed, Special Ed, SIP</p> <p>General Ed, Special Ed, SIP, Staff</p>	<p>Ongoing</p>

Key Components & Characteristics	Language Arts Action Plan	Person Responsible	Budget & Resources	Timeline
<p>C. Instructional Time</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. Primary: 2 & 1/2 hours <input type="checkbox"/> 2. Grades 4-6: 2 hours <input type="checkbox"/> 3. Engaged academic time maximized <input type="checkbox"/> 4. Time allocated to essential reading & literacy skills <input type="checkbox"/> 5. Extended learning time for all (before school, after school, Saturday School, summer school) 	<p>1,2,3,4 Students in primary classrooms will participate in reading and supporting language arts activities for 2 ½ hours daily.</p> <p>4 Each grade level K-4 offers a differentiated learning block for 30-45 minutes 3-4 times per week eg. Daily 5 (1st-3rd). This instructional time is used for students to work on specific reading skills they are missing or for students demonstrating mastery to extend their learning of standards through application.</p> <p>3,4,5 Students in grades K-4 not meeting grade level standards in comprehension and phonics will be designated an intervention group during the intervention/extension time period.</p>	<p>Teachers, Principal</p> <p>Teachers, RSP</p> <p>Teachers</p>	<p>General Ed, Special Ed, SIP</p>	<p>Daily</p> <p>October and ongoing</p> <p>October & ongoing</p>

Key Components & Characteristics	Language Arts Action Plan	Person Responsible	Budget & Resources	Timeline
<p>D. Instructional Materials</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. Consistent with current research <input type="checkbox"/> 2. Prioritize & sequence essential skills & strategies <input type="checkbox"/> 3. Address & reinforce content standards <input type="checkbox"/> 4. Contain activities that relate directly to learning objectives <input type="checkbox"/> 5. Provide suggestions for special needs (EDY, ELs, RSP, GATE) <input type="checkbox"/> 6. Provide systematic practice of needed skills for those students having reading difficulties <input type="checkbox"/> 7. EL, RSP & other support programs are aligned with curricular content/standards 	<p>1,2,3,4 K-4th grade teachers use the Open Court adopted text for teaching reading concepts, strategies, and phonics, so students can comprehend a variety of texts. In addition, in grades 1st-3rd, leveled and core literature and weekly current event news are used in whole and small group settings to further enrich the level and variety of reading response required.</p> <p>1,2,3,4,5,6,7 Teacher will use planning and evaluation cycles (plan B) to incorporate G.L.A.D. strategies into cross-curricular thematic units that allow for scaffolding and differentiation at all levels.</p> <p>5,6 Leveled reading books are used for guided reading to address specific student needs.</p> <p>5,6 English learners in grades K-4 receive direct instruction in English using specific ELD programs such as Language for Learning, Language for Thinking, and Language for Writing, as well as supplementary resources, for a minimum of 60 minutes weekly.</p> <p>5,6 1st-4th graders learn remedial and accelerated reading skills and develop choice in reading materials using the Daily 5 structure. Students also receive intervention instruction using Fountas and Pinnell, Reading A-Z, Read Naturally, Phonics 4 Reading, Explode the Code, and teacher created materials.</p> <p>5,6, Teachers will recommend and purchase supplemental materials to provide support and systematic practice for regular school programs; accelerated readers will use literature as supplemental materials.</p> <p>5,7 K-4 RSP/Speech students' IEPs will target student progress toward standards, and direct instruction will focus on comprehension, decoding and writing strategies.</p>	<p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>ELD Support Teacher</p> <p>Teachers, RSP</p> <p>Teachers</p> <p>RSP, Teachers, Support Staff</p>	<p>Instructional materials, Parent Club, general fund, EIA/LEP</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Twice/week</p> <p>Ongoing</p>

Key Components & Characteristics	Language Arts Action Plan	Person Responsible	Budget & Resources	Timeline
<p>E. Grouping</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. Flexible – Whole and heterogeneous <input type="checkbox"/> 2. Sizes adjusted to accommodate & reflect student progress <input type="checkbox"/> 3. Tutoring supplements explicit instruction <input type="checkbox"/> 4. Cross-class or cross-grade used when appropriate <input type="checkbox"/> 5. Centers & independent activities aligned with goals, strategies & grade-level standards 	<p>1,4 Whole-group instruction is used when the objective is appropriate for the range of learners and is required for teaching standards; homogeneous grouping is used to customize specific instruction based on assessed needs of students. These homogenous groupings can happen during any part of the day, as the teacher deems necessary.</p> <p>2,4 Centers work small group work Daily 5 in grades K-4 provide small group instruction and differentiation opportunities.</p> <p>2,4 K students will be identified for intervention using phonemic awareness, phonics, comprehension, and fluency assessments.</p> <p>2,4 Students in grades 1-4 will be identified for intervention using a reading fluency assessment such as: Dibels, Fountas and Pinnel and or a cold read of a fiction and non-fiction story. Students in K will be identified for intervention using identification of upper case letters, rhyming words and beginning sounds. Students will exit from intervention groupings once they demonstrate a “low risk” score using the reading fluency assessment.</p> <p>3 When appropriate, students will be grouped across the grade level to best serve their learning needs in reading.</p>	<p>Teachers, Principal</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p>	<p>General Fund</p>	<p>Ongoing</p>
<p>F. Differentiated Instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. Opportunity for systematic teaching & practice to learn skills & strategies <input type="checkbox"/> 2. Opportunities for acceleration/enrichment <input type="checkbox"/> 3. ELL emphasis on (1) developing proficiency in standard English & (2) simultaneous instruction in acquisition of academic vocabulary (ELD & sheltering) <input type="checkbox"/> 4. Teacher adapted instruction for multiple needs 	<p>1 Teachers will meet at grade levels to plan and align curriculum to essential standards and California Common Core State Standards; planning calendar will be used as a reference to plan instruction.</p> <p>1 A system for tracking student progress toward meeting standards will be developed and maintained. The standards-based district report card and grade-level rubrics are being used.</p> <p>2 Opportunities for acceleration will be provided in class and through home study through student reading materials, questioning strategies, book clubs, and a variety of responses to literature.</p> <p>3 GLAD strategies are used to allow for heterogeneous groups of students to collaborate on tasks together to accomplish learning objectives.</p> <p>3,4 EL and Special Ed instruction are offered to students qualifying for services</p>	<p>Teachers, Principal</p> <p>District, Teachers, Principal</p> <p>Teachers, Instructional Assistants</p> <p>ELD Support Teacher</p>	<p>General Fund</p>	<p>Early Release Wednesdays</p> <p>Ongoing</p>

Key Components & Characteristics	Language Arts Action Plan	Person Responsible	Budget & Resources	Timeline
<p>G. Classroom Instructional Management</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. Classrooms highly interactive <input type="checkbox"/> 2. Academic & social expectations well-established <input type="checkbox"/> 3. Clear links between instruction, behavior & curriculum <input type="checkbox"/> 4. Well-planned & managed whole-class & small-group lessons 	<p>1,4 Students will engage in whole group and small teacher-lead guided reading groups daily.</p> <p>2,4 Students and teachers will engage and use behavior strategies including Toolbox, conducive to creating environments of risk, trust, and responsibility for all learning.</p> <p>2,4 Students and teacher will work together to establish classroom norms; behavioral expectations will be posted and discussed.</p> <p>2,3 Students and parents will be informed of expectations for performance and receive timely feedback on assessment results via progress reports, parent-teacher conferences, report cards, newsletters, websites, and e-mails.</p>	<p>Teachers</p> <p>Teachers, Principal</p> <p>Teachers, Principal, Staff</p> <p>Teachers</p>		<p>Daily</p> <p>Ongoing</p>
<p>G. Professional Development</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. Research-based & focused on student learning, curriculum & instruction adapted to students' needs <input type="checkbox"/> 2. Educators participate in planning <input type="checkbox"/> 3. Activities ongoing & in-depth <input type="checkbox"/> 4. Time allocated for reflection, discussion, analysis of professional practice <input type="checkbox"/> 5. Administrative support <input type="checkbox"/> 6. Includes <u>all</u> staff who work with students <input type="checkbox"/> 7. Includes teacher training on working effectively with parents 	<p>1,2,3,4,5 Staff will participate in ongoing inquiries of academic practices using site grade-level meeting time 1-2 times per month during which they will focused on the CCCSS, sharing best practices; professional development opportunities will address the school focus on improving the teaching of literacy, math, and technology.</p> <p>4 Teachers participate in training on differentiation and how to apply practices learned: Anita Archer, GLAD, CUE Conference, CCCSS Workshop, Toolbox.</p> <p>5,6 Administrator will meet regularly to coordinate support staff schedules with students and to establish effective communication.</p>	<p>District, Teachers, Principal</p> <p>Teachers, Principal, District</p> <p>Principal</p>		<p>3 days annually; Early Release Wednesdays, Monthly Staff Meetings</p>

Key Components & Characteristics	Language Arts Action Plan	Person Responsible	Budget & Resources	Timeline
<p>I. Administrative Practices</p> <ul style="list-style-type: none"> ❑ 1. Knowledgeable about standards & effective language arts programs ❑ 2. Maximize & protect instructional time ❑ 3. Support development of explicit, grade-level & individual performance goals ❑ 4. Ensure all teachers are well-trained & supported ❑ 5. Allocate staff, resources & time in all grades for students not yet demonstrating competence 	<p>1 Participate in regularly scheduled curriculum meetings, principal trainings, and district and site professional development.</p> <p>1 Participate in CCCSS workshops for ELA and Mathematics.</p> <p>2 Schedule school-wide events around language arts and math designated time; work with staff to adjust reading time around specialists' schedules (Music, PE, Art, Library) to support designation reading intervention time.</p> <p>3 Meet weekly with Leadership Team members to plan program improvements using common assessment data and other evidence of student learning to plan instruction, guide the academic program, and design/implement differentiation.</p> <p>4 Provide release time for teachers to observe/model lessons, strengthen pedagogy and develop effective methodology.</p> <p>5 Schedule and allocate personnel to best meet the needs of all students to achieve grade level standards.</p> <p>5 SSC, administration and staff will regularly monitor implementation of and facilitation of Common Core and G.L.A.D. strategies</p> <p>5 Facilitate the new district-wide SST process at the site for those students not meeting grade level expectations</p>	<p>Principal</p> <p>Principal, Teachers</p> <p>Principal, Teachers, Support Staff</p> <p>Principal, Teachers</p> <p>Principal</p> <p>Principal, Support Staff</p> <p>Principal, SSC, Teachers</p>	<p>General Fund, Special Education</p>	<p>Ongoing</p> <p>Monthly</p> <p>Ongoing</p>
<p>J. Parent & Community Involvement</p> <ul style="list-style-type: none"> ❑ 1. Parents well-informed about content standards, curriculum, assessment & progress of their children - receive information ❑ 2. Parents encouraged to actively involve themselves in education & are supported in their efforts - receive training ❑ 3. Materials/programs organized so parents, siblings and/or community members can provide extended learning experiences ❑ 4. Community partnerships to design & provide professional development, tutoring & other programs ❑ 5. Community used as classroom ❑ 6. Parent Compact supports goals 	<p>1,2 Parents will receive information about standards, curriculum and assessment at Back-To-School Night, Open House, SSC, and Parent Club meetings, classroom and school newsletters.</p> <p>3,4 In-school programs to support reading will include parent/community volunteers.</p> <p>1,2,3 Parents/Guardians will monitor nightly reading homework and sign appropriate reading/home study logs to support literacy (K-3).</p> <p>1,2 Parents will receive an introduction to the California Common Core State Standards (CCCSS) through the school's newsletter.</p> <p>2,4,5, Parents will be provided the opportunity to participate in 4 site-based committees, beyond SSC, to assist and remain informed about site initiatives related to Library, Technology, Fundraising, and the school Garden</p> <p>2,4,5, Parents will be provided the opportunity to be involved in the transition of the school library from K-2 to K-5</p>	<p>Principal, District, Teachers</p> <p>District, Teachers, Principal</p> <p>Teachers, Principal</p> <p>Principal</p> <p>Principal</p> <p>Principal, teachers, parents</p>	<p>General Fund</p>	<p>Ongoing</p> <p>Fall</p> <p>Ongoing</p> <p>Ongoing</p>

TEACHING & LEARNING: MATHEMATICS

GOALS:

- To improve student achievement in Mathematics
- To become familiar with and implement the California Common Core State Standards (CCCSS) to promote 21st century skills
- To provide differentiated instruction for all students

Year:	Math Measureable Objective:	Progress Made:	Evidence:
2011-2012	100% of teachers will be able to articulate essential concepts and skills of the new California Common Core State Standards (CCCSS).	This objective is not deemed critical or measurable - Revised	
2012-2013	K-4 teachers will become familiar with the new California Common Core State Standards and collaborate to create G.L.A.D. integrated units that incorporate Social Studies, Language Arts, Math, and Science, and emphasize collaboration, communication, and critical thinking among students.		
2011-2012	100% of teachers will begin to develop and use curriculum-imbedded, performance based assessments that are integrated and aligned with California's accountability system.	This objective is not deemed critical or measurable - Revised	
2012-2013	K-4 grade level teams will <u>begin</u> discussions with district & county-wide grade level teams to initiate performance based assessments reflecting expectations from the new CCCSS		
2011-2012	100% of teachers will <u>pilot</u> the district-wide trimester Mathematics benchmark assessments.	Met - Revised	
2012-2013	K-4 teachers will collaborate with district-wide grade level teams to better align the district math benchmark assessments to district report cards		
2011-2012	100% of teachers will enhance their professional knowledge by attending a variety of professional development trainings and workshops, including but not limited to, CCCSS workshops; and G.L.A.D.,	In progress - Revised	
2012-2013	K-4 teachers will enhance their professional knowledge by attending a variety of professional development trainings and workshops (with a focus on Common Core and G.L.A.D.)		

2011-2012	100% of teachers will collaborate to develop integrated lessons and units that connect the most essential concepts and skills students need to know and do, and that clearly identify the big ideas and 21 st century skills.	This objective is not deemed measurable - Revised	
2012-2013	K-4 Grade level teams will <u>begin</u> discussions with district and county-wide grade level teams to initiate curricular pacing guides aligned to CCCSS		
2011-2012 2012-2013	K-4 of teachers will continue to develop and work in professional learning communities in order to reflect and refine instructional methods that enhance 21 st century skills mastery in classroom practice.	In progress - Continued	
2012-2013	90% of K students will demonstrate proficiency in counting forward to 100 by ones and tens from a given number as measured by an oral test. (<u>CCCSS - K Standards: Counting and Cardinality K.CC 1&2</u>)		
2012-2013	80% of 1st grade students will be able to fluently add and subtract within 10 showing progress toward adding and subtracting within 20 with 90% accuracy as measured by a 20 problem assessment (<u>CCCSS - Grade 1 Standards: Operations and Algebraic Thinking 1.OA 6</u>)		
2012-2013	80% of 2nd grade students will be able to fluently add and subtract within 100 with 90% accuracy as measured by a 20 problem assessment (<u>CCCSS - Grade 2 Standards: Number and Operations in Base Ten 2.OA 5</u>)		
2012-2013	80% of 3rd grade students will be able to fluently multiply and divide within 100 with 90% accuracy as measured on a 50 problem test (CCCSS – 3 rd Grade Standards: Operations and Algebraic Thinking, 3.OA 7)		
2012-2013	80% of 4th grade students will be able to fluently multiply a whole number of up to four digits by a one-digit whole number and be able to multiply two two-digit numbers with 90% accuracy as measured on a 20-problem assessment.		

Key Components & Characteristics	Mathematics Action Plan	Person Responsible	Budget & Resources	Timeline
<p>A. Assessment</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. Aligned with instruction <input type="checkbox"/> 2. Balanced - computational, procedural, conceptual and problem solving <input type="checkbox"/> 3. Identification of at-risk students (low-achieving, EDY, ELs, RSP) <input type="checkbox"/> 4. Used to improve instruction <input type="checkbox"/> 5. Teacher training in assessment strategies <input type="checkbox"/> 6. Formal measures <input type="checkbox"/> 7. Informal measures <input type="checkbox"/> 8. Formative/summative assessment data 	<p>1,3,4,7,8 Teachers will use pre/post test assessments from Everyday Math to assess instructional needs and plan instruction. Planning time will be needed for teachers to align assessments to the CCCSS.</p> <p>2,6 District Trimester assessments (MARS tasks for 2-3) will be administered three times per year.</p> <p>3 At-risk students will be identified on a regular basis and specific needs addressed in class through re-teaching and intervention groups.</p> <p>4,6 Teachers participate in analysis of student work in class, Everyday Math assessments, Trimester assessment scores, and STAR scores (2nd/3rd/4th) to modify instructional practices.</p> <p>4 Students and parents will receive assessment feedback on Everyday Math, Trimester, and STAR (2nd/3rd/4th) assessment results.</p>	<p>Teachers</p> <p>District, Teachers</p> <p>Teachers, RSP, Principal</p> <p>Principal, Teachers</p> <p>Teachers, Principal</p>	<p>General Fund</p> <p>Title II</p>	<p>Ongoing</p> <p>3x/year</p> <p>Fall – Ongoing</p>
<p>B. Instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. In-depth understanding of content standards <input type="checkbox"/> 2. Research-based instructional strategies <input type="checkbox"/> 3. Instruction effectively organized around goals <input type="checkbox"/> 4. Opportunities for acceleration/enrichment <input type="checkbox"/> 5. Results of assessment guide instruction 	<p>1 Planning calendars and supplements will be developed and used by grade levels as needed, to assure all students progress toward meeting essential standards aligned to the CCCSS.</p> <p>3,5 Instruction will be targeted to address needs of students; short- and long-term goals will be communicated to students and parents.</p> <p>4 Differentiated instruction to meet the needs of students needing acceleration/remediation in class and through extended learning opportunities will be provided.</p>	<p>District, Teachers</p> <p>Teachers</p> <p>Teachers, Support Staff</p>	<p>General Fund</p>	<p>Fall – Ongoing</p>

Key Components & Characteristics	Mathematics Action Plan	Person Responsible	Budget & Resources	Timeline
<p>C. Instructional Time</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. All students receive 50-60 minutes of instruction <input type="checkbox"/> 2. Learning time extended through homework <input type="checkbox"/> 3. Students actively participate during allocated time <input type="checkbox"/> 4. Instructional time maximized and protected <input type="checkbox"/> 5. Extended learning day/year (before school, after school, Saturday School, summer school) 	<p>1,3 All students (K-4) receive a minimum of 60 minutes of math instruction daily.</p> <p>2 All students will receive home work/study to extend and support classroom lessons and experiences.</p> <p>2,5 All students will receive home work/study using home links and school links to extend and support classroom lessons and experiences.</p> <p>3 All students (K-4) will actively participate in math activities, games centers, and the use of a variety of instructional strategies found in the Everyday Math program, along with supplemental math activities, that will develop strong problem solving strategies & skills applications.</p> <p>4 Scheduling of math instructional time will take place in the morning as often as possible and will be protected from other interruptions in the schedule whenever possible.</p>	<p>Teachers, Principal</p> <p>Teachers</p> <p>Teachers, Principal, Parents</p> <p>Teachers</p> <p>Teachers, Principal</p>		<p>Daily</p> <p>Ongoing</p>
<p>D. Instructional Materials</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. Focus on grade-level standards <input type="checkbox"/> 2. Resources are accurate <input type="checkbox"/> 3. Resources emphasize depth of coverage <input type="checkbox"/> 4. Resources organized in a sequential & logical way <input type="checkbox"/> 5. Provide suggestions for special needs (low-achievers, EDY, ELs, RSP, GATE) <input type="checkbox"/> 6. Instructional options included <input type="checkbox"/> 7. Resources balanced <input type="checkbox"/> 8. Resources provide opportunities for students to explain their thinking <input type="checkbox"/> 9. Resources supply ideas or tools for accommodating diverse student performance 	<p>1 Transition from California State Academic Content Standards to California Common Core State Standards</p> <p>1,2,4,7 Students will have Everyday Math as their core text with supplemental materials chosen by teachers as needed to meet standards.</p> <p>1,2,4 Planning calendar, texts, and assessments will be aligned to state standards.</p> <p>2,3,5 Resources are available to provide extended access and depth (e.g., manipulatives, technology) for regular programs. Additional planning time will be necessary to align these to the CCCSS and G.L.A.D. strategies.</p> <p>5 Special needs students are identified and receive additional opportunity to work with parent volunteers, instructional aides, resource teacher, and teacher. Resource students are provided support through the resource teacher & aide, and through differentiated and individualized instruction.</p> <p>7,9 Additional materials will be utilized as needed to ensure that all students have access to meeting standards</p>	<p>District, Teachers, Principal</p> <p>Teachers, Principal</p> <p>Teachers, Support Staff</p> <p>Teachers, Support Staff</p> <p>RSP, Teachers, Principal</p> <p>Teachers, Principal, District</p>	<p>General Fund</p> <p>SIP</p>	<p>Ongoing</p> <p>As needed</p>

Key Components & Characteristics	Mathematics Action Plan	Person Responsible	Budget & Resources	Timeline
F. Differentiated Instruction <ul style="list-style-type: none"> <input type="checkbox"/> 1. Opportunity for systematic teaching & practice to learn skills & strategies <input type="checkbox"/> 2. Opportunities for acceleration/enrichment <input type="checkbox"/> 3. Teacher adapted instruction for multiple needs 	<p>1,2,3 Teachers use direct instruction and guided practice incorporating G.L.A.D. strategies linked to the CCCSS to provide opportunity for systematic teaching and practice; re-teaching will be provided by classroom teacher and supported through resource teacher/aide, homework practice, and remedial support; acceleration will be provided through enrichment activities provided by classroom teacher and by online Every Day Math resources.</p>	Teachers		Daily
G. Classroom Instructional Management <ul style="list-style-type: none"> <input type="checkbox"/> 1. Classrooms highly interactive <input type="checkbox"/> 2. Classrooms have strong sense of purpose <input type="checkbox"/> 3. Intrinsic motivation fostered by assisting students to develop a deep understanding of math <input type="checkbox"/> 4. Academic & social expectations well-established; teachers optimistic about prospects for all students to achieve <input type="checkbox"/> 5. Clear links between instruction, behavior & curriculum <input type="checkbox"/> 6. Well-planned & managed whole-class & small-group lessons 	<p>2,4 Students and teachers will engage and use behavior strategies conducive to creating environments of risk, trust, and responsibility for all learning the CCCSS.</p> <p>1,2,4 In the 2011-12 school year students and staff engaged in and incorporate strategies learned from Dave Nettell's Cooperative Adventures program. In the 2012-2013 school year students & staff will incorporate strategies learned from the Toolbox Program.</p> <p>1,2,5 Students will receive instruction on how to effectively participate cooperatively and collaboratively in mathematical problem solving. Instruction is specific to promote student success in participating in highly interactive mathematical problem solving experiences.</p> <p>1,3,6 Instruction is varied to include whole group, small group, individual and cooperative groups to facilitate 21st century learning skills.</p> <p>2,3 Students and parents are informed of expectations for performance and receive timely feedback on progress via progress reports, parent-teacher conferences, report cards, newsletters, websites, and e-mails.</p> <p>4 School-wide academic and behavioral expectations are set, taught, and supported by posted classroom norms/rules.</p> <p>4 Expectations based on standards are well established. Standards will be identified and communicated by teacher to students.</p>	<p>Teachers</p> <p>Teachers</p> <p>Teachers, Principal</p> <p>Teachers, Principal</p> <p>Teachers, Principal</p> <p>Principal, Teachers</p> <p>Teachers, Principal</p>	<p>YES Grant</p>	<p>Ongoing</p> <p>Fall - Ongoing</p>

Key Components & Characteristics	Mathematics Action Plan	Person Responsible	Budget & Resources	Timeline
H. Professional Development <ul style="list-style-type: none"> <input type="checkbox"/> 1. Teachers receive excellent pre/in-service training <input type="checkbox"/> 2. Focuses on enhancing teachers' proficiency and providing pedagogical tools <input type="checkbox"/> 3. Long-term; actively engages teachers in math & math instruction <input type="checkbox"/> 4. Activities ongoing & in-depth <input type="checkbox"/> 5. Teachers have time & opportunity to work together <input type="checkbox"/> 6. Includes <u>all</u> staff who work with students <input type="checkbox"/> 7. Includes teacher training on working effectively with parents 	<p>1,2,4,5,6,7 In the 2011-12 school year Instructional staff the staff was provided opportunities to attend research-based, best practices training with Josh Deis, mathematics consultant, in the teaching and learning of mathematics. Collegial sharing at grade level meetings will continue to be a priority for the teams. Teachers will participate in staff discussions to analyze aggregated and disaggregated student math data to monitor progress and plan the instructional program.</p> <p>1,2,4,5,6,7 Instructional staff will be provided opportunities to attend CCCSS workshop provided by the District during whole-staff professional development day and workshops at the MCOE.</p> <p>1,2,4,5,6,7 Instructional staff will receive professional development in G.L.A.D. strategies</p> <p>7, Teachers will effectively communicate with parents on working with their children about their child's progress on a regular basis (progress reports, report cards, conferences).</p>	<p>Teachers, Principal, District</p> <p>Teachers, Principal</p> <p>Teachers, Principal</p> <p>Teachers</p>	<p>Title II</p> 	<p>District wide PD days, Early release Wednesdays</p> <p>Ongoing</p>
I. Administrative Practices <ul style="list-style-type: none"> <input type="checkbox"/> 1. Mathematics achievement a priority <input type="checkbox"/> 2. Clear long-term and short-term goals <input type="checkbox"/> 3. Scheduling and grouping support program <input type="checkbox"/> 4. Consideration given to using math specialists <input type="checkbox"/> 5. Administrators & teachers collaborate on developing school-wide management systems 	<p>1 Participate in regularly scheduled curriculum meetings, principal training, and district and site professional development.</p> <p>1,2 Parents will receive information about math standards, curriculum and assessment at Back-To-School Night, Open House, SSC and Parent Club meetings, classroom and school newsletters, and other parent meetings.</p> <p>1,5 Participate in workshops to better understand the CCCSS.</p> <p>1,2,3,5 Facilitate District-wide Grade Level Team meetings around the alignment of CCCSS, and use of G.L.A.D. and Toolbox at the site</p> <p>2 Schedule school-wide events around math designated time; work with staff to adjust math time around specialist schedules, when possible.</p> <p>3 Meet as needed with Leadership Team to plan program improvements using common assessment data and other evidence of student learning.</p> <p>5 Schedule and allocate personnel to best meet the needs of all students to achieve grade level standards.</p> <p>5 Facilitate the new district-wide SST process at the site for those students not meeting grade level expectations</p>	<p>District, Principal, Teachers</p> <p>Principal, Teachers, Parents</p> <p>Teachers, Principal</p> <p>District, Principal, Teacher Leaders</p> <p>Principal, Leadership Team</p> <p>Principal</p> <p>Principal, Teachers, Parents</p>	<p>Title II</p>	<p>Ongoing</p>

Key Components & Characteristics	Mathematics Action Plan	Person Responsible	Budget & Resources	Timeline
<p>J. Parent & Community Involvement</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. Parents well-informed about content standards, curriculum, assessment & progress of their children - receive information <input type="checkbox"/> 2. Parents encouraged to actively involve themselves in education & are supported in their efforts - receive training <input type="checkbox"/> 3. Materials/programs organized so parents, siblings and/or community members can provide extended learning experiences <input type="checkbox"/> 4. Community partnerships to design & provide professional development, tutoring & other programs <input type="checkbox"/> 5. Community used as classroom <input type="checkbox"/> 6. Parent Compact supports goals 	<p>1,2 Parents receive information about CCCS Mathematics Standards, report card pilot, curriculum and assessment at Back-To-School Night, Open House, SSC, DELAC, and Parent Club meetings, monthly/weekly classroom and school newsletters.</p> <p>3 A Parent Volunteer Handbook will be revised and distributed each successive year.</p> <p>3,4 In-school programs to support mathematics will include parent/community volunteers.</p> <p>6 Teachers establish agreements with parents to support student success at home and to work toward successful home-school collaboration.</p>	<p>Principal, District, Teachers</p> <p>Teachers, Parents Principal</p> <p>Teachers, Principal</p> <p>Teachers, Principal</p>	<p>General Fund</p>	<p>Ongoing</p>

**TEACHING AND LEARNING:
BUILD AND MAINTAIN AN INCLUSIVE LEARNING ENVIRONMENT**

GOALS:

- Develop self-awareness and self-management skills to achieve school and life success
- Use social-awareness and interpersonal skills to establish and maintain positive relationships
- Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts

Year:	Learning Environment Measureable Objective:	Progress Made:	Evidence:
2011-2012	The Brookside Lower school community has a shared vision and plan for promoting, enhancing and sustaining a positive school climate	This objective is not deemed measurable	
2011-2012	The Brookside Lower school community's practices are identified, supported and prioritized to: a. promote the learning and positive social, emotional, ethical and civic development of students b. enhance engagement in teaching, learning, and school-wide activities c. address barriers to learning and teaching and reengage those who have become disengaged	This objective is not deemed measurable	
2011-2012	The Brookside Lower school community creates an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, intellectually and physically, measured by positive results on the student, parent, and staff surveys	Not Met	No parent, student or staff survey was conducted in 2011-2012 to extract this data
2012-2013	The Brookside Lower school community creates an environment Where all members are welcomed, supported, and feel safe in school: socially, emotionally, intellectually and physically, measured by positive results on the student, parent, and staff surveys	Continued	
2011-2012	Teachers will participate in No Bully/Solution Team trainings and participate in Solution Teams when necessary	Met	3 teachers were trained in No-Bully/Solution Team
2012-2013	Teachers will participate in No Bully/Solution Team trainings and participate in Solution Teams when necessary	Met & Continued	2 teachers were trained in No-Bully/Solution Team
2011-2012	Teachers, classified staff (including the PE Specialist), principal, and parents attended a Playworks training	Not met	Staff visited a neighboring school with a full Playworks Program in place and brought back ideas to implement

2012-2013	The PE Specialist, Administrator and Yard Supervisors will visit a neighboring school with Playworks in place to learn more about this program and how we can build upon the work from last year		
2011-2012	A selected group of student Junior Coaches assists on the playground with conflict management and organizing structured games	Met - Revised	
2012-2013	A select group of student Junior Coaches will receive more intensive monthly trainings to better support and intervene during student conflicts on the playground		
2011-2012	Parent / Teacher committees were established to help plan for and enhance Brookside's programs related to Library, Technology, Garden and Fundraising (YES & Annual PTO fundraiser)	Not met - Revised	Staff & parents were not aware of Limited progress was made on each of these programs
2012-2013	A Parent / Teacher / Administrator Committee was established to plan for and enhance Brookside's Library program and K-2 to K-5 transition		
2012-2013	A Parent / Teacher / Administrator Committee was established to plan for and enhance Brookside's Technology program		
2012-2013	A Parent / Teacher / Administrator Committee was established to plan for and enhance Brookside's Garden program and location		
2011-2012	Teachers will receive targeted grade level on-site professional development in technology pertinent to the computer lab and server	Not met - Revised	
2012-2013	Teachers will receive on-site professional development targeted toward use of the lab for their grade level (K) (1-2) (3-4) with Tyler West Higgins. Trainings will focus on CCCSS Technology Standards, use and maintenance of the lab, and technology resources associated with grade level curriculum		
2012-2013	4th Grade students will be offered technology training through San Anselmo Rec on-site. These students will serve as techies in their classrooms to assist with tech trouble shooting and student support needs.		
2012-2013	The PE specialist will receive additional support and training for PE instruction by visiting other elementary schools with strong PE programs in place and collaborating with a credentialed PE teacher (parent volunteer)		

2012-2013	With upper grade students now present on campus, Brookside will begin implementation of the Presidential Youth Fitness Program, using the <i>FITNESSGRAM assessment program</i>		
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Key Components & Characteristics	Learning Environment Actions	Person Responsible	Budget & Resources	Timeline
A. Assessment	<ul style="list-style-type: none"> School culture survey will be conducted once per year. Site Council will establish age/grade-appropriate student surveys, and they will be administered to students once in the 2012-2013 school year and twice each year thereafter. A school climate vision and plan will be written and communicated to the community and will be used as a rubric for success 	Principal Principal, Teachers Principal, Teachers, Parents		Spring, 2013 Winter/Spring, 2013 Ongoing, 2011-12

Key Components & Characteristics	Learning Environment Actions	Person Responsible	Budget & Resources	Timeline
B. Instruction	<ul style="list-style-type: none"> Social Emotional Learning strategies are taught and reinforced in all classrooms and on the playground using strategies learned from the Toolbox Project. The District Behavior Program Manager will be available to consult with teachers regarding students of concern or those requiring a behavior plan The District Counseling Coordinator will be on site 1 day per week to supervise and coordinate with our Site Counseling Intern and to assist him with case management. A revised Pre-SST and SST referral process was established this year using the Target-20. Students of concern will be monitored via a tiered intervention approach to determine if an SST or eventual special education testing is necessary. Classroom instruction will support and complement social/emotional learning vision. Big/Little Buddies and Junior Coaches will support social/emotional vision. Playground expectations will be established, communicated during the 2012-2013 school year and reinforced. Students will participate in activities to develop social problem solving skills and reinforce a safe learning environment (Toolbox lessons, Spirit Day Assemblies, class meetings, Buddies, team games and activities, and student council). Students will participate in a variety of activities designed to foster respect for cultural, ethnic, and other types of diversity (Multicultural Day, assemblies, and Buddies). Students will participate in a variety of activities to connect them with the larger community (food and clothing drive, Trick or Treat for the Troops, Marin Food Bank, UNICEF) 	All Staff Teachers, Prog. Mgr. Counselor, Dist. Coordinator, Teachers, Admin. Teachers, Principal Resource Teachers Principal, PE Specialist, Teachers, I.A.s Teachers, Principal Teachers, Principal Principal, PE Specialist, Yard Supervisors, Parents	Parent Club Title II	Ongoing Nov., Dec., March. Ongoing

	<ul style="list-style-type: none"> Teachers, yard supervisors, parents, principal, and PE Specialist will participate in a Playworks training and collaborate on new procedures to implement in order to improve safety and fun for students at recess. Students will participate in nutrition activities in classes. Staff & parents will be provided information to guide healthy choices. School Site Council will evaluate progress toward completion of goals. Students will be selected for and participate on Solution Teams when the need arises. Administrator and teachers will participate on the District Social Emotional Committee. The Parent Handbook will be revised. Notations on student discipline and attendance issues will be written and monitored in Aeries. 	<p>Staff, Parents</p> <p>SSC Members</p> <p>Principal, Teachers</p> <p>Principal, Teachers</p> <p>Principal</p> <p>Administrative Assistant, Principal</p>		
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Key Components & Characteristics	Learning Environment Actions	Person Responsible	Budget & Resources	Timeline
C. Professional Development	<ul style="list-style-type: none"> Principal and Administrative Assistant will receive Aeries training on attendance and discipline. A Brookside Play Book and scope and sequence for physical education and recess activities will be developed based on Playworks model. Teachers, principal, PE Specialist, yard supervisors, parents, and a YMCA staff member will participate in a Playworks workshop. Teachers, principal, PE Specialist, and parents will participate in No Bully System workshops, including the No Bully Solution Team workshop. 	<p>Principal, AA</p> <p>Principal</p> <p>Teachers, Principal</p> <p>Principal, Staff, Parents</p> <p>Teachers, Principal, Staff, Parents, YMCA</p> <p>Teachers, Principal, Staff, Parents</p>	<p>YES</p> <p>Parent Club</p> <p>Parent Club</p> <p>Parent Club</p>	
D. Administrative Practices	<ul style="list-style-type: none"> Principal communicates on a weekly basis with parents through a newsletter distributed to parents by e-mail. Community building events and communication are on going. The Brookside Lower School Handbook will be revised to reflect the schools independent status and updated rules and procedures. 	<p>Principal</p> <p>Principal</p> <p>Principal, Staff</p>		

	<ul style="list-style-type: none"> No Bully Solution Teams will be put into effect based on need. 	Principal, Trained Staff		
	<ul style="list-style-type: none"> Use of Aeries will be used to monitor student discipline and attendance. 	Principal, Staff		

Key Components & Characteristics	Learning Environment Actions	Person Responsible	Budget & Resources	Timeline
E. Parent & Community Involvement	<ul style="list-style-type: none"> Parent Club and School Site Council meetings are held at least monthly and information/discussion in regards to school environment are shared. Evening parent education events are held throughout the school year. The weekly newsletter provides information around Brookside learning environment and planned activities. Parents participate directly the instructional program in a variety of ways (volunteer, special projects, selection of assemblies, garden committee, library committee and technology committee). Parents help develop projects and programs through a variety of opportunities (Site Council, Parent Club, YES, Site and District committees). Parents generate opportunities to include the community-at-large (Brookside Picnic, Multicultural Day, YES presentations). Parents participate in a multi-faceted communications network that includes the site newsletter, committee minutes, telephone calls, the parent survey, representation on a variety of committees, etc. Staff provides information to incoming Kindergarten families about the program though an orientation as well as school and classroom tour. Site will host one DELAC (District English Learner Advisory Committee) each year, to encourage parents of English Learners to participate in school activities and events. Teachers will provide parents with updated classroom information at regular intervals throughout the year. District wide elementary parent education No Bully training. Parents are invited to attend a Family Recess. Site Council will rewrite student surveys during 2012-2013. 	<ul style="list-style-type: none"> Parents Volunteers, Principal Dave Net tell, Principal Principal Teachers, Parents Principal, Parent Volunteers Parent Club, Parent Volunteers, Teachers, Principal Parents, Principal Teachers, Principal DELAC (District) Teachers Staff, parents Principal, PE Specialist Administrators, Parents 	<ul style="list-style-type: none"> YES Parent Club, YES Parent Club Parent Club, Kind 	<ul style="list-style-type: none"> Spring, 2012 Jan., 2012 Winter/Spring, 2012

TEACHING & LEARNING: HISTORY/SOCIAL SCIENCE

Textbook Adoptions

GRADE(S)	TITLE	PUBLISHER	PUBLICATION DATE	SUPPLEMENTAL RESOURCES
K	California Reflections	Harcourt	2007	Community resources, such as the history trunks available through the Marin History Museum, field trips, guest speakers and assemblies supplement and enrich the program.
1-4	History-Social Studies for California	Pearson Scott Foresman	2006	

Standards:

Based on the California History-Social Science Content Standards adopted in 1998, students at Brookside Lower receive a program that emphasizes historical narrative, the role of significant individuals throughout history and the rights and obligations of citizenship. While emphasizing Western civilizations as the source of American political institutions, laws, and ideology, the standards also expect students to analyze the changing political relationships within and among other countries and regions of the world. (Source: Academic Standards Commission). K-3 students are introduced to the basic concepts of four disciplines: history, geography, civics and economics.

Curriculum & Instruction:

The following grade level themes reflect a program that spirals from the child's place in the classroom and community to the county, state, and world:

- K: Learning and Working Now and Long Ago (school rules, national & state symbols, community jobs, location, and calendar)
- 1. A Child's Place in Time and Space (Citizenship, location, symbols & traditions of the U.S., everyday life around the world)
- 2. People Who Make a Difference (Community)
- 3. Continuity and Change (Local Region, Marin County)
- 4. California History and Statehood

Aspects of students' lives and society are discussed in relation to history, the community and our school. Students participate in activities that foster democratic ideas including Student Council, class helpers, and Junior Coaches. Brookside staff is being trained in the No Bully/Solution Team and Toolbox.

Assessment:

Teachers regularly assess progress formally and informally using tests, reports (oral and written) and project-based learning. An integrated curriculum provides opportunities to apply language arts skills of listening, speaking, reading and writing.

TEACHING & LEARNING: SCIENCE

Textbook Adoptions

GRADE(S)	TITLE	PUBLISHER	PUBLICATION DATE	SUPPLEMENTAL RESOURCES
K-4	Full Option Science System (FOSS) CA Edition	Delta Education	2007	Field trips, guest speakers and assemblies supplement and enrich the program.

Standards:

Based on the California Science Content Standards adopted in 1998, the science strands for grade K-5 include Earth Science, Life Science and Physical Science. All grade levels include an additional strand - Investigations and Experimentation.

Curriculum & Instruction:

As we move to fully implement a common core standards-based curriculum that aligns with and integrates the written, taught and tested curriculum, teachers need time to plan a comprehensive and integrated program. Classes take science-related field trips and are provided in-school science assemblies and programs funded through the PTO. The school garden, under the direction of classroom teachers, provides an opportunity for hands-on experiences for all students in life science.

Assessment:

FOSS assessments will be used along with teacher-created assessments. Journals are used to record investigations.

TEACHING & LEARNING: VISUAL and PERFORMING ARTS

School's visual and performing arts curriculum, based on the Visual and Performing Arts Framework for California Public Schools: K-12 gives all students equal opportunities for instruction, practice and individual expression in music and art.

Music: In grades K-4, a credentialed music teacher provides instrumental and choral music classes each week. All Kindergarten and 1st grade students receive 30 minutes of instruction, all 2nd grade students receive 40 minutes of instruction, and all 3rd & 4th grade students receive 45 minutes of instruction. (Students in the 1st/2nd grade combination class receive 40 minutes of instruction.)

Art: In grades K-4, a credentialed art teacher provides art classes each week. All Kindergarten through 3rd grade students receives 45 minutes of instruction.

TEACHING & LEARNING: PHYSICAL EDUCATION and HEALTH

Curriculum & Instruction:

Four unifying ideas are woven throughout the curriculum at each grade level:

1. Acceptance of personal responsibility
2. Respect for and promotion of the health of others
3. An understanding of the process of growth and development
4. Informed use of health related information, products and services

Students at Brookside participate in a developmentally appropriate program. A district P.E. specialist provides instruction for students in grades K-4 for 30-90 minutes weekly. The regular classroom teachers provide instruction for the balance of the time with a focus on student fitness. The school nurse provides hearing and vision screening for all students at least twice during their K-4 years. Children with special needs are taught coping and empowering skills, such as reflection writing to express their feelings.

Materials:

In addition to the district standards, Brookside has created a weekly games schedule for age-appropriate games taught to K-1 and 2-4, and has created a supplemental playbook. Games are taught to students during their PE classes and reinforced during recess. In the 2012-2013 school year, the PE Specialist has aligned the PE games he teaches to the California State PE Standards.

Assessment:

Assessment is incorporated into units within teachers' plans. Most assessments are performance-based and are used to evaluate student performance over time. In the 2012-2013 year our PE Specialist along with the Site Administrator will look to implement the Presidential Youth Fitness Program – Fitnessgram.

TEACHING & LEARNING: TECHNOLOGY

Overview:

Each general education classroom teacher has one desktop computer, projector and a document camera. In addition, 16 classrooms have DVD/VCR machines with speakers. The resource room has four computer stations. To promote equity, learning and access, the continued acquisition of computers for our computer lab, which opened in March of 2012, is essential to ensure informational literacy. To implement the goals of the instructional program, classroom and Library Specialist staff must receive relevant staff development and training. Additional classroom technology resources will be necessary to allow technology integration into lessons, student collaboration and ensure student access to information and skills required for 21st century learning. San Anselmo Rec will conduct its first after school technology class in the district in Brookside's library. Due to district maintenance concerns, students are not allowed to use the technology lab after school hours, so they must bring their own laptop for this course. To ensure all students receive weekly access to technology at our campus, our Library time was extended to 1 hour. Although this reduces their time in the library, it allows classes to be divided in half to receive 30 minutes of small group instruction in technology and 30 minutes of instruction in library skills. Additional technology times are available and prioritized for 3rd and 4th grade classes.

Goals:

- To instruct student in basic keyboarding skills
- To provide differentiated instruction for all students, i.e. diagnostic, remediation, enhancement, and assistive connectivity
- To instruct students in becoming critical consumers in the selecting, evaluating, analyzing and citing of information
- To ensure that each student has equitable access to information and the use of technology and will be able to communicate, access, interpret and manipulate data from a variety of locations in the school, district, nation and world

Current Program:

All classrooms, the office, and the computer lab are Internet connected. All classrooms have at least one classroom computer station. For the consecutive year, Brookside has formed a Technology Committee with teachers, parents, and site and district administrators, to develop a plan for ongoing hardware and software technology needs such as new devices (ie: Ipads, individual laptops) as well as California Standards Based curriculum planning and development.

We will need:

- Wireless/internet access in all classrooms (with strong signal). More bandwidth to support extra devices.
- Multiple printers available for printing student work/stories/art, etc.
- Color printers for teachers
- Copy machine / printer
- Apps for computers/lpads that support curriculum
- Dangles for MACS to hook up to the ELMO for showing video streaming, etc.
- Digital cameras for teacher use during field trips and other class activities.
- Video camera / flip camera for student projects and learning.

DIMENSION 3: GOVERNANCE & FUNDING

Governance

Guided by State and District standards, teachers and the principal determine changes in the curriculum and instructional practices. At Parent Club and SSC meetings staff and parents give reports on curriculum, instruction, extra-curricular activities and other items of interest. Their feedback is provided to the staff through the principal and staff members attending monthly meetings. School goals and improvement efforts in the Single Plan for Student Achievement are reviewed on an ongoing basis and revised annually in the fall. Site Council members and all teachers participate in data analysis, goal setting and evaluation of programs. Budget expenditures and activities are be linked to the plan as noted under budget and resources column.

School Site Council (SSC)

SSC is composed of a balance 4 school/staff members and 4 parents based on procedures stipulated in the SSC By-Laws (see Appendix). Members are selected by their respective peer groups. Parent openings are advertised in the newsletter and a ballot (with “write-in” option) is available for all families in the spring. In accordance with the Brown Act, agendas are posted at least 72-hours in advance and all meetings are open to the public.

SCHOOL SITE COUNCIL MEMBERSHIP

Name	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
William Cameron	X			
Anna Wentz		X		
Tracy Painter		X		
Denise Fong		X		
Stacia Sanchez				X
Julia Chen				X
Carin Rhodes				X
Myrel Jenks				X

CATEGORICAL FUNDING/BUDGET ALLOCATED TO BROOKSIDE SCHOOL

State Programs

Program	Purpose	Amount	Breakdown	Page
Economic Impact Aid/English Learner Program (EIA/LEP)	To develop fluency in English and academic proficiency of English learners.	\$6,500	Curriculum/Instruction & Teacher	

Federal Programs

Program	Purpose	Amount	Breakdown	Page
Title II: Professional Development (District Pays)	Promote school improvement by long-term professional development of school staff	Held by District	G.L.A.D. , Social & Emotional Learning (Toolbox) & Staff Development District-wide	

Total amount of state and federal categorical funds allocated to this school:

\$6,500.00

APPENDIX

By-Laws for Brookside School Site Council (updated 10/9/2012) – updates in bold

Article I Duties of the SSC

The SSC of Brookside Lower Campus, hereinafter referred to as the SSC, shall carry out the following duties:

- Obtain recommendations for, and review of, the proposed SPSA from all school advisory committees
- Develop and approve the Single Plan for Student Achievement (SPSA) and related expenditures in accordance with all state and federal laws and regulations
- Recommend the SPSA and expenditures to the governing board for approval
- Provide ongoing review of the implementation of the SPSA with the principal, teachers, and other school staff members
- Make modifications to the SPSA whenever the need arises
- Submit the modified SPSA for governing board approval whenever a material change (as defined in district governing board policy) is made in planned activities or related expenditures
- Two times annually, evaluate the progress made toward school goals to raise the academic achievement of all students
- **Conduct student survey to evaluate school climate**
- **Evaluate & approve school-wide emergency preparedness plan & coordinate replenishing of emergency supplies according to inventory lists**
- Carry out all other duties assigned to the SSC by the district governing board and by state law

Article II Members

Section A: Composition

The SSC shall be composed of 8 voting members, selected by their peers, as follows:

- **3** Classroom teachers
- 1 Other school staff members
- 4 Parents or community members
- The school principal shall be an ex officio member of the SSC

SSC members chosen to represent parents may be employees of the school district so long as they are not employed at this school.

Section B: Term of Office

SSC members shall be elected for 2-year terms. Half, or the nearest approximation thereof, of each representative group shall be elected during odd years, and the remaining number elected during even years. At the first regular meeting of the SSC, each member's current term of office shall be recorded in the minutes of the meeting.

Section C: Voting Rights

Each member is entitled to one vote and may cast that vote on any matter submitted to a vote of the SSC. Absentee ballots shall not be permitted.

Section D: Termination of Membership

The SSC may, by an affirmative vote of two-thirds of all its members, suspend or expel a member. Any elected member may terminate his or her membership by submitting a written letter of resignation to the SSC chairperson.

Section E: Transfer of Membership

Membership on the SSC may not be assigned or transferred.

Section F: Vacancy

Any vacancy on the SSC occurring during the term of a duly elected member shall be filled by a new member selected in an appropriate manner (e.g., regular elections; appointment of the SSC for the period of time until the next regular election; or the seating of a previously elected alternate member to fill the remainder of the term of the vacant seat).

Article III Officers

Section A: Officers

The officers of the SSC shall be a chairperson, vice-chairperson, secretary, and other officers the SSC may deem desirable.

The chairperson shall:

- Preside at all meetings of the SSC
- Sign all letters, reports, and other communications of the SSC
- Perform all duties incident to the office of the chairperson
- Have other such duties as are prescribed by the SSC

The vice-chairperson shall:

- Represent the chairperson in assigned duties
- Substitute for the chairperson in his or her absence

The secretary shall:

- Keep minutes of all regular and special meetings of the SSC
- Transmit true and correct copies of the minutes of such meetings to members of the SSC.
- Provide all notices in accordance with these bylaws
- Be custodian of the records of the SSC
- Keep a register of the names, addresses and telephone numbers of each member of the SSC, the chairpersons of school advisory committees, and others with whom the SSC has regular dealings, as furnished by those persons
- Perform other such duties as are assigned by the chairperson or the SSC

Section B: Election and Terms of Office

The officers shall be elected annually at the last meeting of the SSC and shall serve for one year, or until each successor has been elected.

Section C: Removal of Officers

Officers may be removed from office by a two-thirds vote of all the members.

Section D: Vacancy

A vacancy in any office shall be filled at the earliest opportunity by a special election of the SSC for the remaining portion of the term of office.

Article IV Committees

Section A: Subcommittees

The SSC may establish and abolish subcommittees of its own membership to perform duties as shall be prescribed by the SSC. At least one member representing teachers and one member representing parents shall make up the subcommittee. No subcommittee may exercise the authority of the SSC.

Section B: Other Standing and Special Committees

The SSC may establish and abolish standing or special committees with such composition to perform such duties as shall be prescribed by the SSC. No such committee may exercise the authority of the SSC.

Section C: Membership

Unless otherwise determined by the SSC, the SSC chairperson shall appoint members of standing or special committees. A vacancy on a committee shall be filled by appointment made by the chairperson.

Section D: Terms of Office

The SSC shall determine the terms of office for members of a committee.

Section E: Rules

Each committee may adopt rules for its own government not inconsistent with these bylaws or rules adopted by the SSC, or policies of the district governing board.

Section F: Quorum

A majority of the members of the committee shall constitute a quorum, unless otherwise determined by the SSC. The act of a majority of the members present shall be the act of the committee, provided a quorum is in attendance.

Article V Meetings of the SSC

Section A: Meetings

The SSC shall meet monthly. Special meetings of the SSC may be called by the chairperson or by a majority vote of the SSC.

Section B: Place of Meetings

The SSC shall hold its regular meetings at a facility provided by the school, unless such a facility accessible to the public, including handicapped persons, is unavailable. Alternate meeting places may be determined by the chairperson or by majority vote of the SSC.

Section C: Notice of Meetings

Written public notice shall be given of all meetings no less than three days in advance of the meeting. Changes in the established date, time, or location shall be given special notice. All meetings shall be publicized in the following venues: site newsletter and staff bulletin.

All required notices shall be delivered to the SSC and committee members no less than three days in advance of the meeting, personally, by mail, or by e-mail.

Section D: Quorum

The act of a majority of the members (5 out of 8 members of the SSC) present shall be the act of the SSC, provided a quorum is in attendance, and no decision may otherwise be attributed to the SSC. A majority of the members of the SSC shall constitute a quorum.

Section E: Conduct of Meetings

Meetings of the SSC shall be conducted in accordance with the rules of order established by California EC Section 3147(c), and with Robert's Rules of Order or an adaptation thereof approved by the SSC.

Section F: Meetings Open to the Public

All meetings of the SSC, and of committees established by the SSC, shall be open to the public. Notice of such meetings shall be provided in accordance with Section C of this article.

Article VI Amendments

An amendment of these bylaws may be made at any regular meeting of the SSC by a vote of two-thirds of the members present. Written notice of the proposed amendment must be submitted to SSC members at least three days prior to the meeting at which the amendment is to be considered for adoption.

Officers

CHAIRPERSON:

The chairperson shall:

- Preside at all meetings of the SSC
- Sign all letters, reports, and other communications of the SSC
- Perform all duties incident to the office of the chairperson
- Have other such duties as are prescribed by the SSC

VICE-CHAIRPERSON:

The vice-chairperson shall:

- Represent the chairperson in assigned duties
- Substitute for the chairperson in his or her absence

SECRETARY:

The secretary shall:

- Keep minutes of all regular and special meetings of the SSC
- Transmit true and correct copies of the minutes of such meetings to members of the SSC.
- Provide all notices in accordance with these bylaws
- Be custodian of the records of the SSC
- Keep a register of the names, addresses and telephone numbers of each member of the SSC, the chairpersons of school advisory committees, and others with whom the SSC has regular dealings, as furnished by those persons
- Perform other such duties as are assigned by the chairperson or the SSC

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related 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):
 - N/A School Advisory Committee for State Compensatory Education Programs
 - N/A English Learner Advisory Committee
 - N/A Community Advisory Committee for Special Education Programs
 - N/A Gifted and Talented Education Program Advisory Committee
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 Local Improvement Plan.
5. This school plan is based upon 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 revised school plan was adopted by the school site council on: November 27, 2012

Attested:

William Cameron
Typed name of school principal

William Cameron
Signature of School Principal

November 29, 2012
Date

Julia Chen
Typed name of SSC chairperson

Julia Chen
Signature of SSC chairperson

November 29, 2012
Date