

Single Plan For Student Achievement

For School Year 2007-08

Brookside

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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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District: Lincoln Unified

The District Governing Board approved this revision of the School Plan on 12/6/2007

Single Plan For Student Achievement

About this School

OUR VISION AND MISSION

The Brookside Staff in partnership with home and community is committed to teaching the standards set forth by the State of California, and to continue to strive for academic excellence as evidenced by our Academic Performance Index. We will provide a safe and inspiring atmosphere thus contributing to the development of critical thinkers, responsible citizens and lifelong learners.

SCHOOL PROFILE

Brookside School, The Bobcats, is a suburban K-8 school that enjoys both a rich diversity of students and a supportive and involved community. Students from a wide variety of cultures and experiences are able to come to our school and participate in learning that is standards-based and challenging. With a population of approximately 758 K-8 students, many nationalities are represented and seventeen home languages are spoken. This variety of backgrounds is one of our greatest assets.

Our school and the community it serves hold high expectations for all students. The staff as a whole endeavors to support all students in attaining high goals through quality instruction and intervention programs such as special education services and language support services. Special education staff may serve non-identified, general education students, as appropriate. These services may be provided in general or special education settings. As the law states, general education teachers will provide services to special education students in collaboration with special education teachers and as provided for in the Individual Education Plans for students.

Over the last five years we have consistently been able to raise our API score to its current level of 869. According to our API we are one of the highest achieving schools in the area. We are extremely proud of this feat considering the large growth in our student population over the last eight years-from approximately 500 students to the current 758. Seventy percent of our students are at the proficient or advanced levels on the California Standards Test in language arts, seventy-one percent in mathematics. These achievements are a testament to the work ethic of our students and the ability of our staff and parents to motivate them. We do, however, realize that our work is not complete. We hope to have all of our students proficient in every subject.

As a K-8 site, Brookside School is able to provide students with the unique opportunity to become mentors and leaders to younger children as they themselves move up in grades. Intermediate students participate in student government where they find they are challenged to consider the concerns and needs of children from various grades when making decisions that affect the whole student body. Seventh and eighth graders have the opportunity to participate in the cross-age tutor program in which they spend time each day reading with younger students, and have an opportunity to participate in Student Leadership. In addition, our fourth, fifth and sixth grades students may volunteer to be conflict managers, and lunch commissioners. These opportunities allow primary students to see intermediate students as role models and leaders. In return, the older students take on these roles with vigor and commitment. The result is a richer learning experience for all involved.

The Brookside PTSA also serves to enrich the lives of our students. PTSA provides financial support and leadership for many programs that help Brookside students such as assemblies, student field trips, and an annual theater production. Brookside School and its community will continue to work together to provide a positive, well-rounded learning experience for our students.

Analysis of Current Educational Practice

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

Teachers use state and board adopted materials, and adhere to state standards, and classroom curriculum and materials are aligned to grade-level standards.

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

All classes have grade-appropriate instructional materials. All classes have intervention materials for students performing below standards and extension materials for students performing above grade-level standards.

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

Site funded professional development focuses on state standards. Student assessment data was analyzed to determine professional development needs such as the development of research-based teaching techniques for the remediation for under-performing students.

4. Services provided by the regular program to enable under-performing students to meet standard:

Classroom teachers have a procedure for identifying under performing students to meet standards. Under-performing students are given additional instruction in language arts. Duration of instruction is at least 60 minutes four times per week. Under-performing students are given additional instruction in mathematics. Duration of instruction is at least 30 minutes four times a week.

5. Services provided by categorical funds to enable under-performing students to meet standards:

SIP funds are used to support under-performing students and board adopted goals through the purchase of supplemental materials used for remediation. There are no other sources of funding for this site.

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

State and local assessments are analyzed by the administrative staff. The administrative staff works with teachers to modify classroom instruction. State and local assessments are analyzed by general education and special education teachers. This information is used to modify instruction.

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

N/A

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

The following resources are available to families; fee-based day care, hearing and vision screening, Early Intervention Program, Extended Year.

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

Some of underachieving students ride the bus to and from school, this interferes with teachers offering extra support after school. However, some of our teachers are working with students before school for about 20 minutes as the students arrive in the morning. Teachers have reported that although this allows for some remediation, the time is too short. Students who are able to access extra support after school, tend to show more improvement.

Additionally, there is little funding for after school help from teachers, and for teachers to be compensated they must have a minimum of 10 students each day. This does not create the ideal tutoring sessions, as 10 students or more proves to be too difficult for teachers to zero in on each student and provide the individualized attention needed by each student.

10. Limitations of the current program to enable under performing student to meet standards:

We are limited by time constraints due to classroom music, band and PE schedules. These programs take time away from the core curriculum instruction time. Additional limitations include lack of support personnel including extra staff for reading and math support.

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Student Performance Data Summary

Local Measures of Student Performance

Conclusions from Student Performance Data

72% of our students were proficient or advanced in math for the 2006-2007 school year, and in the 2005-2006 school year we had 71.7% of our students scoring proficient or advanced. Additionally, all of our significant sub-groups, with the exception of our White group, showed gains in mathematics. Our Asian sub-group went from 86% to 87.3%, Hispanic from 60.8% to 62.1%, and the percent of our EL students went from 67.9% to 72%. This could be attributed to the commitment made to schedule at least one hour per day for math, and implementation of a standards based pacing guide. Additionally, teachers have made themselves available before school and during recesses to students, and require many to attend these extra study sessions.

We will continue to commit to at least one hour of math instruction per day, five days per week, and to add 30 more additional minutes for under-performing students. We will also continue to use the district adopted pacing guide for math, and to use all district adopted textbooks and materials. Additionally, at Monday grade level meetings, teachers will meet cross grade level to discuss math instruction from one grade to the next. Teachers in 5-8 grades will also become involved in our district's LAMP grant. At a two-day retreat, and during two academic conference days during the school year, teachers will analyze STAR data and district and site assessment data for students performing at basic, below basic and far below basic. Specific strategies will be prescribed for each student and included on their IEP's.

We have made progress and/or maintained achievement in our subgroups and have met our Adequate Yearly Progress school-wide, with the exception of our Special Education subgroup. Ed. has remained the same with a 17-point difference between the white sub-group and the Hispanic sub-group, and a 21-point difference between our Asian sub-group and Hispanic sub-group. For math there is a 25-point difference between our Asian sub-group and the Hispanic sub-group, and an 11-point difference between our White sub-group and our Hispanic students.

Our EL subgroup made gains in LA and math, jumping from 60% proficient in 2006 to 63 percent proficient in 2007. For math the same sub-group grew from 68% proficient in 2006 to 72% proficient in 2007.

Our White sub-group grew one percentage point in LA but declined in math from 75% proficient in 2006 to 73% proficient in 2007.

Teachers will continue to use the district adopted standards based pacing guide, and will continue to make themselves available for help during recesses and before school. We will continue to use state adopted, board approved, and standards based LA and math curriculum. Monday grade level meetings and staff meetings will be used to discuss student learning, and best practices based on all forms of assessment. Assessments will be used to inform instruction. Three essential questions will be at the heart of the discussions; Based on the standards, what specific knowledge and skills should each student acquire from each unit of study? How do we know if each student has mastered the intended outcomes? How will we respond when a student has initial difficulty in achieving the standards we have established? We will work on changing our focus from teaching to student learning.

Additionally, EL teacher and general ed. teachers will meet to closely align pullout curriculum to classroom curriculum.

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Conclusions from Parent, Teacher and Student Input

Student Safety, campus cleanliness, yard supervisor effectiveness were positively reported on in both the parent and student surveys. The new parking lot procedure was implemented and traffic flow has also improved.

A new breakfast and lunch procedure was implemented to cut down on mess and noise level.

Conflict Managers, Lunch Commissioners, Environmental Patrol programs were implemented. Further yard supervisor training was conducted. CPR training was scheduled on site for staff members. Additionally bike/traffic safety assemblies were scheduled with security department for students. A more comprehensive safety plan was developed and rehearsed.

Administrators, as well as all staff, will continue to monitor the effectiveness of the campus supervisors and implement professional development as needed.

A school-wide character-building program is needed.

A part-time counselor will be hired to implement conflict manager meetings and to support appropriate social development of students.

School Goals for Improving Student Achievement

English Language Development

Increase Language Arts Proficiency

All students will reach their highest academic potential in English Language Arts.

Mathematics

Increase Math Proficiency

All students will reach their highest academic potential in mathematics.

School Climate

Safe and Secure Environment

All students will learn in a safe and secure learning environment where diversity is respected and where parents and all stakeholders are provided with a variety of opportunities to be involved.

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Planned Improvements in Student Performance

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

Goal: Increase Language Arts Proficiency

Goal Statement

All students will reach their highest academic potential in English Language Arts.

Student Group

All students including the following significant sub-groups will participate in this goal in grades K-8 at Brookside school; Socio-economically Disadvantaged, Asian, Hispanic, English Language Learners, GATE, White, Students with Disabilities.

Performance Gains

The percentage of socio-economically disadvantaged students scoring proficient or advanced will increase from 51.6% to 53.6% in Spring 2008.

The percentage of Asian students scoring proficient and advanced will increase from 81% to 83% in Spring 2008.

The percentage of Hispanic students scoring proficient and advanced will increase from 60% to 62% in Spring 2008.

The percentage of English Language Learners scoring proficient and advanced will increase from 63.6% to 65.6% in Spring 2008.

The percentage of GATE students scoring advanced will increase from 91% to 96%.

The percentage of White students scoring proficient and advanced will increase from 77.6% to 79.6% in Spring 2008.

Students with disabilities scoring proficient and advanced will increase from 23.8% to 33.8% in Spring 2008.

Means Evaluating

District benchmark assessments

Curriculum embedded assessments

Site identified assessments

Group Data

Language Arts baseline and continuing data provided by CST Language Arts scores in grades 2-8 and district summative assessments in grades K-1.

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Description of Specific Actions to Improve Educational Practice

Staff development

Means of Achievement: Staff development and professional collaboration

Tasks: All teachers will participate in Six Traits training, and implement strategies in their classrooms.

Measures: District benchmark writing tests, and teacher generated assessments and observation.

People Assigned: Kindergarten through sixth grade language arts teachers.

Start Date: 8/27/2007

End Date: 6/4/2008

Funding Source	Related Expenditure	Estimated Cost(s)
AB825 Block Grants	Materials/Resources	\$1,000.00
School Improvement Program	Materials/Resources	\$1,000.00

Instructional Strategies

Means of Achievement: Improvement of instructional strategies and materials

Tasks: During Monday grade level and staff meetings, teachers will collaborate strategies, including use of Universal Access time, for remediation of under-performing students, and to challenge GATE students. Strategies will be written in to students' ILP's, Teachers will order any needed materials and resources.

Measures: Teacher generated and district benchmark assessments.

People Assigned: Kindergarten through eighth grade teachers.

Start Date: 8/27/2007

End Date: 6/4/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement Program	Materials/Resources	\$5,000.00

Support for EL Students

Means of Achievement: Increased educational opportunity

Tasks: English Language learners as identified on CELDT, will be serviced by language support teacher in the form of daily small group pull-out sessions to front load general education curriculum.

Measures: Teacher and district formative and summative assessments.

People Assigned: Classroom teachers and ELL teacher.

Start Date: 8/27/2007

End Date: 6/4/2008

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Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement Program	Materials/Resources	\$1,000.00

Primary support

Means of Achievement: Increased educational opportunity

Tasks: Primary students selected by teacher based on CST scores, and district and teacher assessment scores, will receive reading support via our primary incentive aide in addition to extra support provided by the classroom teacher.

Measures: Teacher and district reading assessments, such as running records.

People Assigned: Primary teachers and primary incentive aide.

Start Date: 8/27/2007

End Date: 6/4/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement Program	partial salary of primary incentive aide	\$39,000.00
School Improvement Program	Materials/Resources	\$1,500.00

7th and 8th Grade Study Skills Classes

Means of Achievement: Increased educational opportunity

Tasks: Under-performing 7th and 8th grade students will be assigned to one of two study skills classes during electives for additional support in language arts. During this class students will receive additional support in reading and writing.

Measures: Teacher and district summative and formative assessments.

People Assigned: 7th and 8th grade teachers, and principal.

Start Date: 8/27/2007

End Date: 6/4/2008

Funding Source	Related Expenditure	Estimated Cost(s)
AB825 Block Grants	Materials/Resources	\$500.00

7/8 Reading Program

Means of Achievement: Staff development and professional collaboration

Tasks: Seventh and eighth grade Language Arts teachers will attend district Reading Apprenticeship training.

Measures: Teacher and district summative and formative assessments.

People Assigned: Seventh and eighth grade teachers.

Start Date: 8/27/2007

End Date: 6/4/2008

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Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Pacing Calendar

Means of Achievement: Alignment of instruction with content standards

Tasks: All teachers will adhere to the district pacing guide and assessment calendar.

Measures: Lesson plans and teacher observation.

People Assigned: All teachers, kindergarten through eighth grade.

Start Date: 8/27/2007

End Date: 6/4/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Comprehensive Library Services

Means of Achievement: Auxiliary services for students and parents

Tasks: Our library aide will work with classroom teachers to provide a scheduled library time for each class. Library time will include selected read aloud, instruction on library use, and opportunity to conduct research using the latest technology.

Measures: Anecdotal observations, schedule.

People Assigned: Library aide, classroom teachers and administrators.

Start Date: 8/27/2007

End Date: 6/4/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement Program	Library Aide Salary	\$18,000.00

Current Library Resources

Means of Achievement: Auxiliary services for students and parents

Tasks: The library aide will maintain and update library resources.

Measures: Purchase requisitions, administrative observation, parent and student surveys.

People Assigned: Library aide.

Start Date: 8/27/2007

End Date: 6/4/2008

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Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement Program	Cost of resources	\$5,000.00

Comprehensive Computer Lab

Means of Achievement: Auxiliary services for students and parents

Tasks: Our computer lab aides along with general education will develop lessons to be taught in the computer lab. The lessons will be based on grade level language arts standards. Every class will be scheduled for use of the lab. Additionally, the aides will maintain and update the lab according to the district technology plan.

Measures: Lesson plans, computer lab schedule, administrator observation.

People Assigned: Computer lab aides, teachers, administrators.

Start Date: 8/27/2007

End Date: 6/4/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement Program	Part time aide salary	\$4,500.00
School Improvement Program	Materials/Resources	\$2,500.00

Extended Day

Means of Achievement: Extended learning time

Tasks: Before school and after school remediation programs will be developed and implemented for students performing at basic, below basic and far below basic for language arts.

Measures: Formative and summative district and teacher assessments, STAR Data.

People Assigned: Teachers

Start Date: 11/1/2007

End Date: 6/4/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement Program	Materials/Resources	\$2,000.00

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Professional Development

Means of Achievement: Staff development and professional collaboration

Tasks: Teachers will attend conferences and/or workshops that are directly related to teaching strategies/methods for the instruction of language arts.

Measures: Purchase requisitions; administrative approval.

People Assigned: Teachers, administrators.

Start Date: 8/27/2007

End Date: 6/4/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement Program	Conference expenses	\$5,000.00

Alignment of Instruction

Means of Achievement: Alignment of instruction with content standards

Tasks: Two academic conferencing days will be scheduled for each grade level team K-6 where language arts lesson objectives, and test/quiz results, and class work of students performing basic, below basic and far below basic will be analyzed. Teaching strategies and lesson objectives will then be developed based on the scores. Individual plans will then be developed to assist these students in becoming proficient.

Measures: Teacher and district formative and summative assessments.

People Assigned: Classroom teachers and administrators.

Start Date: 11/1/2007

End Date: 4/30/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement Program	Substitute teachers	\$4,000.00
School Improvement Program	Materials/Resources	\$1,000.00

Professional Development

Means of Achievement: Staff development and professional collaboration

Tasks: Staff members will attend a two-day retreat for the 2008-2009 school year to analyze state and district Language Arts testing data. Based on student results and class/grade level cluster data, team and individual professional goals and actions will be developed to address the needs of under-performing students for the school year.

Measures: Teacher, district, state test data.

People Assigned: Administrators and staff.

Start Date: 8/14/2008

End Date: 8/15/2008

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Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement Program	Room and Board	\$5,300.00
School Improvement Program	Materials/Resources	\$2,500.00

Teacher Observation

Means of Achievement: Staff development and professional collaboration

Tasks: Teachers will be released from their classrooms to observe teammates' instructional methods during a 6-Traits lesson.

Measures: Observation, schedule, teacher and administrative feedback.

People Assigned: Teachers and administrators.

Start Date: 1/7/2008

End Date: 6/2/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement Program	Substitute Teachers	\$2,500.00

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Goal: Increase Math Proficiency

Goal Statement

All students will reach their highest academic potential in mathematics.

Student Group

All students including the following significant sub-groups will be participating in this goal in grades K-8 at Brookside school; Socio-economically Disadvantaged, Asian, Hispanic, English Language Learners, GATE, White, Students with Disabilities.

Performance Gains

The percentage of socio-economically disadvantaged students scoring proficient or advanced will increase from 52.7% to 54.7% in Spring 2008.

The percentage of Asian students scoring proficient and advanced will increase from 87.3% to 89.3% in Spring 2008.

The percentage of Hispanic students scoring proficient and advanced will increase from 62.1% to 64.1% in Spring 2008.

The percentage of English Language Learners scoring proficient and advanced will increase from 72% to 74% in Spring 2008.

The percentage of GATE students scoring advanced will increase from 85% to 90%.

The percentage of White students scoring proficient and advanced will increase from 73.5% to 75.5% in Spring 2008.

Students with disabilities scoring proficient and advanced will increase from 27.3% to 37.3% in Spring 2008.

Means Evaluating

District benchmark assessments

Curriculum embedded assessments

Site identified assessments

Group Data

Mathematic baseline and continuing data provided by CST math scores in grades 2-8, and district summative assessments in grades K-1.

Single Plan For Student Achievement

Description of Specific Actions to Improve Educational Practice

Alignment of Instruction

Means of Achievement: Alignment of instruction with content standards

Tasks: Two academic conferencing days will be scheduled for each grade level team K-6 where mathematic lesson plans, and student test/quiz results and class work will be analyzed. Based on the information, teachers will develop teaching strategies and lesson objectives to meet the needs of the students.

Measures: Teacher and district formative and summative assessments.

People Assigned: K-8 teachers; principal; assistant principal

Start Date: 9/17/2007

End Date: 6/2/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement Program	Substitute Teachers	\$4,000.00
School Improvement Program	Materials/Resources	\$1,000.00

Increased math time in class

Means of Achievement: Increased educational opportunity

Tasks: Students scoring below basic and far below basic in grades four through eight will receive a minimum of 30 minutes of additional math instruction each day.

Measures: Teacher and district formative and summative assessments.

People Assigned: Fourth through eighth grade teachers.

Start Date: 8/27/2007

End Date: 6/4/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement Program	Materials/Resources	\$1,000.00

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Staff development

Means of Achievement: Staff development and professional collaboration

Tasks: Teachers will participate in district LAMP (Lincoln Achievement in Mathematics Partnership) grant.

Measures: Teacher generated and district formative and summative assessments, and CST scores.

People Assigned: Fifth through eighth grade math teachers.

Start Date: 8/27/2007

End Date: 6/4/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement Program	Materials/Resources	\$1,000.00

Pacing Calendar

Means of Achievement: Alignment of instruction with content standards

Tasks: Teachers will adhere to district math pacing guide and assessment calendar.

Measures: Lesson plans and teacher observations.

People Assigned: Kindergarten through eighth grade teachers, principal, and assistant principal.

Start Date: 8/27/2007

End Date: 6/4/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Data Analysis

Means of Achievement: Alignment of instruction with content standards

Tasks: During a two-day retreat, the teachers will analyze math cluster data results from STAR and data from district assessments to determine areas of strength and areas of weakness in instructional methods. Based on the data, teachers as grade level teams, will develop teaching strategies that will strengthen the areas of weakness.

Measures: Teacher and district formative and summative assessments, STAR results.

People Assigned: Kindergarten through eighth grade teachers.

Start Date: 8/16/2007

End Date: 8/17/2007

Funding Source	Related Expenditure	Estimated Cost(s)
AB825 Block Grants	Room and board	\$6,500.00

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Cross-grade level collaboration.

Means of Achievement: Staff development and professional collaboration

Tasks: Teachers will use some Monday grade level meetings to discuss with their team teachers, and with teachers of grades above and below theirs to discuss and analyze effective and ineffective math pedagogy. Teachers will purchase necessary materials and supplies.

Measures: Meeting schedules, anecdotal notes, and administrative observation.

People Assigned: K-8 teachers and administrators.

Start Date: 8/27/2007

End Date: 6/4/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement Program	Materials/Resources	\$2,500.00

Professional Development

Means of Achievement: Staff development and professional collaboration

Tasks: To ensure that teachers remain current with the most recent, researched-based math teaching strategies, teachers will attend highly recommended math conferences and training including but not limited to LAMP Grant, Making Math Real, etc.

Measures: Administrative approval, teacher reporting, administrative observation.

People Assigned: Teachers and administrators.

Start Date: 8/27/2007

End Date: 6/4/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement Program	Conference expenses	\$5,000.00

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Goal: Safe and Secure Environment

Goal Statement

All students will learn in a safe and secure learning environment where diversity is respected and where parents and all stakeholders are provided with a variety of opportunities to be involved.

Student Group

All students including the following significant sub-groups will be participating in this goal in grades K-8 at Brookside school; Socio-economically Disadvantaged, Asian, Hispanic, English Language Learners, GATE, White, Students with Disabilities and their families.

Performance Gains

Suspension rate will decrease from 36 students for 85 days to 26 students for 70 days, and average daily attendance will increase from 96.8% to 98.8%.

Means Evaluating

Parent and student surveys, suspension rates, daily attendance rates, and anecdotal observation by administrators.

Group Data

Baseline data from Power school (attendance data, discipline data).
Anecdotal data from administrators, teachers, parents.

Description of Specific Actions to Improve Educational Practice

Classroom Meetings

Means of Achievement: Staff development and professional collaboration

Tasks: Teachers will be formally trained and implement classroom meetings as designed by educator Frank Meder.

Measures: Student and parent surveys. Anecdotal observations by teachers, counselor and administrators.

People Assigned: General education teachers grades K-6.

Start Date: 8/16/2007

End Date: 8/17/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement Program	Trainer, Frank Meder	\$2,500.00

Conflict Managers

Means of Achievement: Increased educational opportunity

Tasks: Volunteer students, approved by counselor, teachers, parents and administrator will attend a district-wide conflict manager training. Attendees will learn how to facilitate social conflicts on the playground between students in grades one through five.

Measures: Parent and teacher surveys.

People Assigned: Students in the fifth through eighth grades, counselor and administrators.

Start Date: 8/26/2007

End Date: 6/4/2008

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Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement Program	Training	\$500.00

Lunch Commissioners

Means of Achievement: Increased educational opportunity

Tasks: Student volunteers in grades fifth and sixth will be selected with teacher, parent and administrator approval to assist younger grade level students in the cafeteria during lunch.

Measures: Anecdotal observation by administrators and campus supervisors.

People Assigned: Two classroom teachers, as their adjunct duties, campus supervisors, and administrators.

Start Date: 8/25/2007

End Date: 6/4/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement Program	Volunteer Training	\$500.00

Art Lessons

Means of Achievement: Increased educational opportunity

Tasks: All students in grades kindergarten through eighth, including primary and intermediate SDC students and those identified as GATE, will participate in an eight-week art lesson.

Measures: Observation/Schedule

People Assigned: San Joaquin County Department of Education Artists-in-the-Classrooms Program Instructors and Brookside teachers.

Start Date: 10/1/2007

End Date: 4/30/2008

Funding Source	Related Expenditure	Estimated Cost(s)
AB825 Block Grants	Cost of Artist and Supplies	\$12,000.00

School-Wide Musical Production

Means of Achievement: Increased educational opportunity

Tasks: All interested students, including GATE identified, will have the opportunity to be involved in a school-wide musical production.

Measures: Observation; parent and student surveys.

People Assigned: One campus supervisor, administrators.

Start Date: 11/3/2007

End Date: 3/16/2008

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Funding Source	Related Expenditure	Estimated Cost(s)
AB825 Block Grants	campus supervisor	\$1,200.00

Cultural Night

Means of Achievement: Involvement of staff, parents and community

Tasks: A cultural night will be planned and held at Brookside.

Measures: Parent and student surveys. Attendance.

People Assigned: Parents, teachers, students and administrators.

Start Date: 10/30/2007

End Date: 12/7/2007

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Student Transportation Safety

Means of Achievement: Increased educational opportunity

Tasks: Students will attend a bike, scooter, etc. safety assembly.

Measures: Observation

People Assigned: Teachers, administrators.

Start Date: 11/30/2007

End Date: 11/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Additional Yard Duty Assignment

Means of Achievement: Auxiliary services for students and parents

Tasks: A teacher will supervise the crosswalk at the front of the school to the parking lot after school.

Measures: Administrative observation and parent surveys.

People Assigned: Additional teacher, and administrators.

Start Date: 8/26/2007

End Date: 6/4/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

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Counseling Support

Means of Achievement: Auxiliary services for students and parents

Tasks: A part-time school counselor will be hired for two days per week to facilitate the Conflict Manager Program, and to aide in social development of students via individual and small group counseling sessions. Teachers, administrators, students and parents may make referrals.

Measures: Administrative observation.

People Assigned: Counselor, administrators, parent and student surveys

Start Date: 8/27/2007

End Date: 6/4/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement Program	Salary of part-time counseling position	\$26,000.00
School Improvement Program	Materials/Resources	\$1,500.00

Yard Supervisor Professional Development

Means of Achievement: Staff development and professional collaboration

Tasks: Yard supervisors will be re-trained on proper yard supervision practices, and will meet monthly with the assistant principal for professional collaboration.

Measures: Administrative observation; meeting agendas.

People Assigned: Principal, assistant principal, yard supervisors.

Start Date: 8/25/2007

End Date: 6/4/2008

Funding Source	Related Expenditure	Estimated Cost(s)
AB825 Block Grants	Materials/Resources	\$500.00

School-Wide Flag Salute

Means of Achievement: Involvement of staff, parents and community

Tasks: Bi-monthly, all students, grades kindergarten through eight, and staff members will gather to on Friday mornings to recite the Pledge of Allegiance. Additionally, awards and special recognition will be given to students who have special accomplishments.

Measures: Observation, schedule.

People Assigned: All staff, students, and administrators.

Start Date: 8/25/2007

End Date: 6/4/2008

Single Plan For Student Achievement

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Single Plan For Student Achievement

Categorical Funding Allocated to this School

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under 'Other') may be allocated to the school in accordance with district policy.

Centralized Services

Program/Initiative Purpose	Amount
Centralized Services funds as allocated by the District	\$13,982

School Improvement Program

Program/Initiative Purpose	Amount
Improve school response to educational, personal and career needs of all students.	\$103,141

Economic Impact Aid, English Learner Programs (EIA-LEP)

Program/Initiative Purpose	Amount
Develop fluency in English and academic proficiency of English Learners.	\$110,785

Single Plan For Student Achievement

School Site Council Members

Name	Represents	Contact Info	Reviewed Plan Date
Chris Schrimpl	Parent	953-8642	12/6/2007
Greg Kalthof	Certificated	953-8642	12/6/2007
Jennifer Johnson	Parent	953-8642	12/7/2007
Julie Porta	Certificated	953-8642	12/7/2007
Kim Girardi	Parent	953-8642	12/7/2007
Lori Fowler	Parent	953-8642	12/7/2007
Margarite Reyes	Parent	953-8642	12/7/2007
Melissa Whittock	Certificated	953-8642	12/7/2007
Prof. Dong	Parent	953-8642	12/7/2007

Single Plan For Student Achievement

Recommendations

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:

	Approval Date
1. School Site Council Members	
2. Plan Review Due Date:	12/6/2007
3. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.	
4. 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.	
5. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):	
State Compensatory Education Advisory Committee	
Gifted and Talented Education Advisory Committee	
English Learner Advisory Committee	10/25/2007
6. 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.	
7. 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.	
8. The school plan was adopted by the council on:	12/6/2007
9. Public Notice Due Date:	1/14/2008
10. District Governing Board Review Due Date:	1/17/2008
11. School Site Plan Approved:	12/6/2007
12. Attested by School Principal:	12/6/2007
13. Attested by School Site Council Chairperson:	12/6/2007

Attested:

Maureen Oechel		
Typed Name of School Principal	Signature of School Principal	Date
Lori Fowler		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date