

# Single Plan for Student Achievement Forest Grove Elementary

Date of this revision: 02.01.10

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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Pacific Grove Unified School District

The District Governing Board approved this revision on \_\_\_\_\_

## School Mission Statement

*Forest Grove School seeks to provide a quality educational program for all students. We recognize that the school serves students of different backgrounds, abilities and interests. We are committed to offering challenging programs in a positive educational environment to help individual students develop to their greatest potential. This environment fosters mutual respect, communication and compassion within the entire school community.*

Forest Grove's Mission Statement was written with the belief that every child is entitled to an optimum learning and educational experience. Not stated, yet understood in this statement, is the fact that children have different educational needs and challenges at each grade level.

Early primary grades (K-2) focus on beginning reading, language arts and mathematical concepts and skills. Third grade is a transitional year between skill development and concept application. In language arts, the transition is from learning to read to reading to learn. There is an emphasis on encouraging independent personal responsibility. The intermediate grades (4-5) emphasize core curriculum while focusing on preparing students for the transition to middle school.

Forest Grove is committed to maximizing each child's learning experience.

## School Profile

Forest Grove School, built in 1959, is situated on the edge of the Del Monte Forest in Pacific Grove, California. Pacific Grove is a residential community located on the ocean side of the Monterey Peninsula. The Pacific Grove Unified School District draws its students from the communities of Pacific Grove and Pebble Beach. Forest Grove was opened in 1959, and celebrated its 50th birthday in November of 2009.

Between 1969 and 1985, the Pacific Grove Unified School District experienced a significant decrease in enrollment, due to increased housing costs and the general costs of living in the area. In response, there was a re-organization of the schools. For many years, Forest Grove School educated students in the first through fifth grades. In the fall of 2000, three kindergarten classrooms were added to our school.

In 2009-2010, we added two Special Days Classes serving the district. In addition, we have a resource specialist program, a

speech program, counseling services, vocal and instrumental music, computer lab, library, physical education, English Language Development (ELD) support, and a before and after school child-care/recreation program.

Many students who attend Forest Grove School come with a rich background of experiences, which contributes to the diversity and the academic success of our learning community. Currently, Forest Grove has approximately 390 students enrolled in kindergarten through fifth grades. We also have an active focus on ELD for those learning English in our school. The student population is 71% Caucasian, 16% Hispanic, 8% Asian American and 5% other. 79 Students are currently considered ELD at Forest Grove.

The staff is made up of experienced teachers with a variety of professional talents. Well respected by the parents and the community at large, each staff member utilizes his or her unique strengths in the classroom. At the same time, their individual strengths are encouraged, and there is a real effort on the part of the staff to collaborate in a well articulated, standards based integrated curriculum.

Students who perform unsolicited acts of kindness, or act as role models for other students may be given a “Fabulous Falcon” award. Their names are announced each Friday, and the students' photos are posted on the Falcon Wall of Pride.

**The Before and After School Program** (BARSP) is also an integral part of the Forest Grove family. Many students are cared for before and after school at minimal cost to parents. In addition, there are a wide variety of extra-curricular activities offered to students at the school site that include many new after school programs in addition to the athletic, academic and social activities offered through outside organizations.

### **Parent Involvement Policy**

Parents and the community are an integral part of Forest Grove School. Parents are encouraged to participate in their child's educational experience in a variety of ways. Special family participation events and school-wide functions such as Back-to-School Night, Open House, holiday programs, Spooky Spaghetti Supper, parent conferences, Butterfly Parade and Bazaar, and Family Reading Night give all parents the opportunity to share special activities at school with their children. Parent organizations like PTA and Parent Advisory Committees, School Site Council, and English Language Advisory Committee give parents a direct voice in the planning and implementation of the school program. Title I meetings, newsletters, Back-to-School Night, parent-teacher conferences, and Open House give parents further opportunities to become involved with school and obtain information about school programs and their child's educational progress.

## **Single School Plan Needs Assessment**

Forest Grove Elementary School has a proud history of serving the students of our community with quality programs that meet the needs of all children at all levels. We have enjoyed high scores on the annual Standardized Testing and Reporting (STAR) test due to the quality instruction taking place in each of our classrooms. With a demographic shift occurring in our student population, new challenges are surfacing. District grade level leadership teams have created a process for further assessing the needs of these students. This Single School Plan will address these needs and allow us to determine if our support services are meeting the student needs.

Currently, we are using several means of assessment to measure the academic ability of our students beyond the STAR testing. District assessments, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in grades K-3, pre- and post- grade level assessments in writing, math computations, math problem solving, and reading comprehension. We continue to analyze data in the areas of language arts and mathematics to identify students who need extra support.

The charts in the following pages display the STAR test scores from 2004-2009. The school was able to make outstanding gains of 14 points in 2009 on the API. It is important to note that a grade-level-to-grade-level comparison does not illustrate individual student growth, since it is comparing two different populations of students. Even a review of student scores from one year to the next does not accurately measure student growth, since the tests are not calibrated across grade levels. It is much more important for our teachers to use all of the assessment data from state and local measures, in addition to their observations of the students themselves, to obtain an accurate picture of the learning of each child.

### **Title 1 Program**

Kindergarten through third grade will be assessed using DIBELS, which is administered three times a year. Reading Mastery, Earobics, and Read Naturally will be used in conjunction with the adopted Open Court materials to supplement English/Language Arts instruction in the Title I Program. Instruction schedules have been adapted to allow more flexible groupings of students and maximize student to aide time. We will be using the Learning Center model to maximize staffing capabilities to address more students who do not qualify for categorical assistance but fall in the Basic or Below Basic categories. It will combine the Resource Program, Title 1, ELD, Speech and the SIP programs into an integrated support package. This program is supported by Title 1 funds.

### **English Learner Program**

Forest Grove's population of English Learners (EL) has increased each year. English language proficiency ranges from

beginning to advanced. Students who are "Beginning" and "Early Intermediate" are seen by our ELD (English Language Development) teacher 4 times a week. At present, over 17% of our students are English learners. If these students are to continue to make progress in English language proficiency and meet adequate academic progress we must continue to have ELD as an area of focus. Our California English Language Development Test (CELDT) scores show steady and continued progress for our ELD students.

To meet the needs of our EL population, two important supports need to be in place: 1) our EL students need intensive daily support in both English language acquisition and; 2) EL students need to be placed with classroom teachers and para-professionals trained to work with them in the regular education setting. All but 2 of our teachers have been Cross-cultural Language and Academic Development (CLAD) certified. The ELD Master Plan was updated and approved in January 2008. This program is supported by EIA and Title 1 funds.

All English Learners are tested each fall with the required CELDT materials. Performance levels on these tests are reported to the appropriate agencies and serve as a basis for prioritizing services.

The English Learner Advisory Committee has elected to have the School Site Council serve as the advisory committee for the English Learner Program, as voted by the ELAC committee in 2009.

**Table 1. Ethnic background of English Language Learners at Forest Grove Elementary in 2009-2010**

<b>Ethnicity</b>	<b># of Students</b>	<b>Ethnicity</b>	<b># of Students</b>
Hispanic	25	Georgian	1
Korean	18	German	1
Japanese	4	Jordanian	1
Egyptian	3	Filipino	1
Italian	2	South African	1
Lebanese	2		
Spanish	2		
Tongan	2		
Chinese	1		
Fijian	1		

## Annual Assessment Window - CELDT Data

The CELDT is constantly evolving and the data that is received has changed over the years. The following table displays the most accurate data available.

Year	Grade	Advanced	Early Advanced	Intermediate	Early Intermediate	Beginning	Total
<b>2006-2007</b> <b>K-Initial Assessment</b> <b>1<sup>st</sup>-5<sup>th</sup> – Annual Assessment</b>	K	0	0	3	6	8	17
	1	0	0	5	3	1	9
	2	0	1	2	4	0	7
	3	0	1	3	0	1	5
	4	0	1	1	2	0	4
	5	0	4	2	0	1	8
	<b>Total</b>	<b>1</b>	<b>7</b>	<b>16</b>	<b>15</b>	<b>11</b>	<b>50</b>
<b>2007-2008</b> <b>K-Initial Assessment</b> <b>1<sup>st</sup>-5<sup>th</sup> – Initial and Annual Assessment</b>	K	0	0	3	7	2	12
	1	3	1	7	2	1	14
	2	1	4	2	3	2	12
	3	0	1	2	4	2	9
	4	0	2	3	0	1	6
	5	0	4	0	1	0	5
	<b>Total</b>	<b>4</b>	<b>12</b>	<b>17</b>	<b>17</b>	<b>8</b>	<b>58</b>
<b>2008-2009</b> <b>K-Initial Assessment</b> <b>1<sup>st</sup>-5<sup>th</sup> – Initial and Annual Assessment</b>	K	0	0	8	3	4	15
	1	2	4	6	0	0	12
	2	0	3	5	2	3	13
	3	1	3	2	1	2	9
	4	2	2	2	1	1	8
	5	3	3	0	1	1	8
	<b>Total</b>	<b>8</b>	<b>15</b>	<b>23</b>	<b>8</b>	<b>11</b>	<b>65</b>

*\*Data is not available because there were three or fewer students.*

# Data Analysis

## Standardized Testing and Reporting (STAR) Data

Students scoring in advanced, proficient, basic and below basic on a grade-to-grade basis in the areas of Language Arts, Math and Science are shown in the percentage data below. The test results represented a gain of 14 points on the API (from 888 to 902). Overall 76.4% of the students tested are Proficient or Advanced in ELA, 74.5% in Math and 81% in Science.

### STAR TEST DATA 2004-2009 MATH

#### Proficient and Above (Increase is Good)

	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
2004	55	67	71	45
2005	74	79	79	78
2006	69	73	82	76
2007	78	78	78	78
2008	79	63	93	83
2009	75	74	78	73

#### Basic and Below (Decline is Good)

	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
2004	45	33	29	55
2005	26	21	21	22
2006	31	27	16	24
2007	22	22	22	22
2008	21	37	7	17
2009	25	26	23	27

## LANGUAGE ARTS

### Proficient and Above (Increase is Good)

	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
2004	45	39	70	68
2005	60	64	71	70
2006	59	<u>64</u>	<u>84</u>	69
2007	70	62	85	81
2008	73	59	87	83
2009	74	72	82	81

### Basic and Below (Decline is Good)

	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
2004	55	61	30	32
2005	40	36	29	30
2006	41	<u>36</u>	<u>16</u>	31
2007	30	38	15	19
2008	27	41	13	17
2009	26	32	18	19

## 5<sup>th</sup> Grade SCIENCE

### Proficient and Above (Increase is Good)

	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
2005				59
2006				66
2007				64
2008				80
2009				81

### Basic and Below (Decline is Good)

	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
2005				41
2006				34
2007				35
2008				19
2009				19



## Second Grade

<b>Grade</b>	<b>Year</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Basic</b>	<b>Below Basic</b>	<b>Far Below Basic</b>
2 ELA	2009	29%	45%	19%	5%	2%
2 Math	2009	44%	31%	19%	6%	0

Second Graders take the STAR tests for the first time. This year, 74% of students in second grade scored benchmark or above on the 2009 testing in Language Arts and 75% scored proficient or above in math.

## Third Grade

### STUDENTS IN 2<sup>nd</sup> GRADE (2008) AND IN 3<sup>rd</sup> GRADE (2009)

#### LANGUAGE ARTS

<b>Grade</b>	<b>Year</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Basic</b>	<b>Below Basic</b>	<b>Far Below Basic</b>
2	2008	35%	38%	21%	6%	0
3	2009	37%	32%	21%	7%	4
<b>+/- %</b>		<b>+2</b>	<b>-6</b>	<b>0</b>	<b>+1</b>	<b>+4</b>

60% of the 3rd grade students were proficient or advanced in Language Arts. 4% fewer students scored proficient or advanced. 5% more students scored basic or below.

#### Math

<b>Grade</b>	<b>Year</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Basic</b>	<b>Below Basic</b>	<b>Far Below Basic</b>
2	2008	46%	33%	19%	2%	0
3	2009	53%	21%	14%	12%	0
<b>+/- %</b>		<b>+9</b>	<b>-12</b>	<b>-5</b>	<b>+10</b>	<b>0</b>

74% of 3rd grade students were proficient or advanced in Math. 3% fewer students scored proficient or advanced. 5% more students scored basic or below.

**Fourth Grade  
STUDENTS IN 3<sup>rd</sup> GRADE (2008) AND IN 4<sup>th</sup> GRADE (2009)**

**LANGUAGE ARTS**

<b>Grade</b>	<b>Year</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Basic</b>	<b>Below Basic</b>	<b>Far Below Basic</b>
3	2008	23%	36%	30%	8%	4%
4	2009	57%	25%	14%	4%	0
<b>+/- %</b>		<b>34</b>	<b>-14</b>	<b>-14</b>	<b>-4</b>	<b>-4</b>

82% of 4th grade students were proficient or advanced. 34% more students performed at advanced. 22% fewer students scored basic or below. This represents an OUTSTANDING increase in achievement.

**Math**

<b>Grade</b>	<b>Year</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Basic</b>	<b>Below Basic</b>	<b>Far Below Basic</b>
3	2008	42%	21%	27%	10%	0
4	2009	53%	25%	23%	0	0
<b>+/- %</b>		<b>11</b>	<b>4</b>	<b>-4</b>	<b>-10</b>	<b>0</b>

78% of 4th grade students were proficient or advanced. 11% more students achieved advanced and 4% more students scored proficient. In addition, 15% fewer students scored basic or below. Outstanding gains in math as well.

## Fifth Grade

### STUDENTS IN 4<sup>th</sup> GRADE (2008) AND IN 5<sup>th</sup> GRADE (2009)

#### LANGUAGE ARTS

Grade	Year	Advanced	Proficient	Basic	Below Basic	Far Below Basic
4	2008	57%	30%	13%	0	0
5	2009	48%	33%	16%	3%	0
<b>+/- %</b>		<b>-9</b>	<b>+3</b>	<b>+3</b>	<b>+3</b>	

81% of 5th grade students were proficient or advanced. 9% fewer students scored advanced. 3% more students scored proficient. There was a 6% increase in the number of students that scored basic or below basic.

#### MATH

Grade	Year	Advanced	Proficient	Basic	Below Basic	Far Below Basic
4	2008	53%	40%	8%	0	0
5	2009	41%	32%	24%	3%	
<b>+/- %</b>		<b>-12%</b>	<b>-8%</b>	<b>+16%</b>	<b>+3</b>	<b>+0%</b>

73% of 5th grade students were proficient or advanced. 20% fewer students scored in the proficient or advanced range. 19% more students scored in the basic or below basic range.

#### 5th Grade SCIENCE

Grade	Year	Advanced	Proficient	Basic	Below Basic to FBB
5	2009	36%	45%	19%	0

Only 5th graders are given the science test. 81% of the students scored proficient or advanced.

## School Improvement Plan Overview

The focus of support for the 2010 and 2011 school year will be grade level specific, with emphases on language arts, and in mathematics in support of the new district adopted curriculum. We will continue to utilize the district database, DIBELS, the STAR results, and teacher recommendations to identify students below grade level. Our instructional aides will continue to support identified students under teacher direction. Assessments will be used to identify key content standards that students will need to improve their learning.

### **In consideration of the data, the following areas of focus will be addressed in the 2009-2011 Single Plan for Student Achievement:**

- ✓ A school wide program with emphasis in differentiation of instruction in language arts and math. Each teacher will receive assistance from a highly qualified Instructional Assistant each day to assist in the differentiation of instruction. The Title 1 Program will continue to support students identified through the DIBELS Testing Program and those students recommended by teachers and identified through our Student Study Team process that are in need of small group direct instruction and intervention.
- ✓ An English Language Development (ELD) program will continue to meet the requirements for California standards in English acquisition. CELDT Data shows steady progress.
- ✓ An emphasis on a positive school climate and a safe school environment will be incorporated in the plan

# Curriculum Components

## COMPONENT #1: Language Arts

GOAL: To improve reading, writing and editing at all grade levels. An increase in the number of students scoring in the proficient and advanced levels on the STAR Test will occur, with the goal of 80% of students attaining the level of proficient or advanced.

OBJECTIVES	ACTIVITIES	ASSESSMENT	BUDGET
			2010-2011
1. Students at Forest Grove will receive differentiated-standards based instruction to ensure equal access to the curriculum, using Open Court; the district adopted Language Arts Program. 90% of students will perform at proficient or above.	Teachers will develop instruction to meet the needs of students from advanced through intensive intervention.	Assessments will be analyzed to determine student achievement. The desire is to move up one level until proficient or advanced on STAR	District Staff Development Funds
2. The Second Grade Team will develop a pilot of the Response to Instruction and Intervention model to address the needs of all students during a 60 minute block in language arts 4 days a week. The program will continue through 2010-2011. Additional grade levels may be added for the 2010-2011 school year.	Staff grade level meetings to discuss develop leveled lessons for the second semester.  Read Naturally Software Edition will be used to incorporate this individualized and highly motivating material into the rotation	Multiple measures using DIBELS, unit tests and district benchmark tests will be used to evaluate the effectiveness of the pilot	\$35,000 ARRA Funding  \$9,000 District Instructional Materials
3. Students who are below grade level expectations in reading, writing and editing will receive extra support to move them to basic, proficient or advanced. First Grade will continue to implement the Reading Incentive Program.	SIP Instructional Assistants will work under the supervision of the classroom teachers to help identified students with reading, writing and editing skills).	Students will advance one achievement level on STAR, or increase their score on other district measures until proficient or advanced	SIP funds \$51,015 09/10 \$52,000 10/11

## COMPONENT #2: Mathematics

GOAL: To learn and review basic Mathematics facts in grades 2-5 levels. An increase in the number of students scoring in the proficient and advanced levels on the STAR Test will occur, with the goal of 80% of students attaining the level of proficient or advanced.

OBJECTIVES	ACTIVITIES	ASSESSMENT	BUDGET
1. Using the newly adopted Harcourt Mathematics Curriculum, students will receive standards based, differentiated instruction in mathematics.	Teachers will use a variety of instructional strategies to instruct students.	Assessments imbedded in the new math adoption will be used to inform instruction and identify students who need additional support.	District Instructional Materials Funds
2. Students who are at the basic level or below will be provided extra support to reach proficient or advanced standards in mathematics.	The Math Adoption provides extra support materials that will be utilized in intervention instruction. SIP aides may be used to provide small group instruction.	Progress will be evaluated by looking at district computation assessments and STAR math assessments with the goal of at least 1 point of growth for those students at basic or below.	See Language Arts Above for budget

**COMPONENT #3: Limited English Proficient Students (EL)**

GOAL: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. An increase in the number of students scoring in intermediate, early advanced and advanced levels on the CELDT will occur.

OBJECTIVES	ACTIVITIES	ASSESSMENT	BUDGET
1. EL students will be given ELD instruction to support them in Language acquisition.	Qualifying EL students' will receive 4 days per week for a minimum of thirty minutes per day.	Student's Language Proficiency (as indicated by CELDT) will improve.	2009-2010  District Funded
2. 2 Teachers needing CLAD and SDAIE training are pursuing their authorization.	Take appropriate training.	All but 2 teachers currently meet this requirement.	District Funded



### COMPONENT #4: Science

GOAL: To present a science program for 4<sup>th</sup> and 5<sup>th</sup> graders that aligns with CDE content standards in the areas of physical, life, and earth sciences. The program shall be activity-based, with a wealth of hands-on experiences per the adopted instructional materials criteria.

There will be an emphasis on scientific inquiry, i.e. investigation, experimentation, and reporting.  
 An increase in the number of students scoring in the proficient and advanced levels on the STAR Test will occur.

OBJECTIVES	ACTIVITIES	ASSESSMENT	BUDGET
			2009-2010
1. Skills essential to scientific progress will be modeled.	Discussion will focus on learning to ask meaningful questions, and conduct investigations.  Students will be instructed in observation, critical thinking, and reading to investigate, and drawing conclusions.	Teacher Created Assessments.	No Impact

### Component #5: Physical Education

Goal: An increase in the number of students scoring in the “Healthy Zone” on the State Physical Fitness Test is the desired outcome to occur. Students will meet state standards for physical education in all grade levels.

OBJECTIVES	ACTIVITIES	ASSESSMENT	BUDGET
			2009-2010
1. Lessons will reflect concepts within the Physical Education content standards.	Instruction to students consistent with California State Standards.	Teacher Observation using benchmark capabilities consistent with grade level progress.	District Funded
2. Skills essential to psychomotor progress will be modeled.	A psychomotor program will be developed for first graders by the Physical Education teacher.	Teacher Created Assessments.	District Funded
3. Research based activities and games shall compose instructional program.	Learning cross-extension patterns, various exercises, catching, throwing and ball bouncing skills and games designed to help students with psychomotor progress.	Teacher Observation	District Funded

### Component #6: Technology

Goal: All students will be computer literate and capable of using the internet to do research by grade 5 as evidenced by 90% of all 5<sup>th</sup> graders appropriately creating a research paper.

OBJECTIVES	ACTIVITIES	ASSESSMENT	BUDGET
			2009-2010
1. Lessons will reflect concepts within content standards. Fourth Graders will take a 10-week course to learn keyboarding skills.	Direct instruction to students consistent with California State Standards. Learning keyboard and research techniques. District computer lab aide provides supervision.	Review Report Card Data and STAR Test Data to establish bench mark for future evaluation.	District Funded
2. Technology will be installed in all classrooms grades K-5. By 2013 Each classroom will have an LCD projector, Mimeo Board and Document Camera to enhance instruction.	Mimeo Boards, LCD projectors and universal mounts will be purchased, and installed in all classrooms used for core instruction, by the end of 2011. Document Cameras will be purchased beginning in 2010/2011,	Classrooms will be equipped with an LCD Projector, Mimeo Board and computer with wireless mouse and keyboard for teacher instruction,	Measure D Funds District Technology Funds
3. Teachers will learn to use Mimeo board technology.	Teachers will learn Mimeo board technology through staff development workshops.	Teacher effectiveness and experience.	Provided with Purchase of the Mimeo Boards.
4. Hands-on activities shall compose at least 75% of the instructional program provided in the computer lab.	All students shall using computer equipment and software appropriate for their learning objectives.	Teacher Observations	
5. Replace classroom computers	Replace computers so teachers have reliable, up to date teaching tools.	Lab technician and district technology director approval.	Measure D Funds District technology funds
7. Create student yearbook using Digital media devices.	Digital cameras would be used by students to create a school yearbook that could be sold as a fundraiser. The High School will work with the students to produce the DVD.	The assessment will be measured in student participation and the end product.	District Funded
8. Provide teachers with more web-based resources and educational sources.	Educator's websites site licenses would provide invaluable references, teaching ideas and tools for teachers.	Lab technician and district technology director approval.	District Funded PTA Funded PG Pride Grants to Teachers

### Component #7: Visual and Performing Arts

Goal: Students will be exposed to a wide variety of visual and performing arts experiences throughout the grade levels by professional artists, musicians and performers. Student progress is measured in a well-rounded educational experience provided by our district and supported by the Forest Grove Community. The goal is to provide every student with a minimum of least 7 hours of instruction as evidenced by classroom visitation and assembly schedules. Research supports the use of multiple intelligences for high student achievement.

OBJECTIVES	ACTIVITIES	ASSESSMENT	BUDGET
<p>1. <b>Artist in the Schools Program Develop Perceptual Skills and Visual Arts Vocabulary</b>                      1.1 Perceive and describe contrast and emphasis in works of art and in the environment.                      1.3 Identify pairs of complementary colors (e.g., yellow/violet; red/green; orange/blue) and discuss how artists use them to communicate an idea or mood</p>	<p>Each grade level will complete art projects through the use of Volunteer Art Docents. A volunteer Art Docent Coordinator ensures that the materials and supplies are available for each of the projects.</p>	<p>Teacher Observation using benchmark capabilities consistent with grade level progress.</p>	<p>No Impact</p>
<p>2. Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.</p>	<p><i>Skills, Processes, Materials, and Tools</i>                      2.1 Use shading (value) to transform a two-dimensional shape into what appears to be a three-dimensional form (e.g., circle to sphere).                      2.8 Use complementary colors in an original composition to show contrast and emphasis.</p>	<p>Teacher Observation using benchmark capabilities consistent with grade level progress.</p>	<p>No Impact</p>
<p>3. Students will be able to Analyze Art Elements and Principles of Design                      1.5 Describe and analyze the elements of art (e.g., color, shape/form, line, texture, space, and value), emphasizing form, as they are used in works of art and found in the environment.</p>	<p>2.5 Use accurate proportions to create an expressive portrait or a figure drawing or painting.                      2.6 Use the interaction between positive and negative space expressively in a work of art.                      2.7 Use contrast (light and dark) expressively in an original work of art.</p>	<p>Teacher Observation using benchmark capabilities consistent with grade level progress.</p>	<p>No Impact</p>
<p>4. Students will have an opportunity to see live performances throughout the school year.</p>	<p>Theater of All Possibilities, Zun Zun, California or Bust assembly, Magical Moonshine Theater, holiday programs, classroom productions and plays.</p>	<p>Student participation and enjoyment of programs and plays.</p>	<p>Donations                      PTA and PG pride                      AT&amp;T Foundation</p>

### Component #8: School Climate

Goal: All students will feel safe and supported at Forest Grove. Exemplary behavior will be encouraged.

OBJECTIVES	ACTIVITIES	ASSESSMENT	BUDGET
1. A Traffic Task Force will be created to address the unsafe traffic habits of parents exhibited before and after school.	The Task force will provide advice and propose possible solutions to the traffic problems based on a school survey	Traffic will Improve.	2009-2010 None
2. The Fabulous Falcon Award Program will be revamped to encourage exemplary behavior	Certificates will be presented, with a picture of the student receiving their award posted in the cafeteria.	Number of discipline referrals will decline	\$1,000 SIP funds
3. Afterschool Care will be available to members of the SSC during meetings, to allow a broader representation of parents to participate.	BASRP will provide daycare during the meetings.	Attendance of the SSC members	Not to Exceed \$200 SIP funds
4. An Administrators Discretionary Budget will be established to cover program needs that arise in support of the academic and school climate goals.	At the discretion of the administration, activities that support the school programs such as assemblies, field trips, replacement or repair of equipment, etcetera not to exceed \$500.00, will be funded.	Improved School Climate and Instruction	Not to Exceed \$500

## Forest Grove Technology Plan

**Current Status:**

**Classroom status:**

- Telephones in each room
- TV / VCR's in each room
- Overhead projectors in each room
- Tape / CD players in each room
- Computer(s) and network access in each room, and printer(s)
- All instructional class rooms will have smart board technology
- DLP projectors in 8 classrooms

**Library status:**

- 4 student and 1 teacher computer with network access 1 laser and 1 color networked printers available for use throughout the network
- 1 digital camera
- 1 video camcorder
- 2 digital movie cameras

**Computer lab status:**

- 30 computers with network access 1 laser networked printer and

1 color printer (15 need replacement)

- 1 scanner

**Other:**

- Resource Center has 8 computers
- Computers all run Windows XP OS and are Pentium II or better (Most classrooms have received new computers) Goal to replace all with Measure D funds.
- The network runs on peer-to-peer Microsoft Network
- There are over 70 computers that access the network
- Internet hookup runs on a 56K dedicated phone line
- There are site licenses for several software programs
- All 4<sup>th</sup> grade students go through a six-week daily typing program above and beyond their hour per week use of the computer lab
- All K - 5<sup>th</sup> grade students use the lab a minimum of 1 hour per week while other classes can schedule additional time during open time
- Web site maintained with links to several classroom web sites

**Ongoing and Future Plans:**

Description	Implementation	Funding
Replacement of printer toner/ink and printer drums for entire campus.	Ongoing	\$2,000 Per year District tech fund
Work with District Technology Coordinator to equip all classrooms appropriate technology tools. Classrooms will be equipped with Computer with wireless keyboard and mouse, LCD projector, Mimeo Board and document camera by the end of the 2012-2013 school year.	2009-12	Measure D PG Pride Grants SIP Funds
Repair and replace equipment and supplies (Computers, monitors, printers, mice, keyboards, etc.)	Ongoing	\$1,000 Per year District tech fund
Update computer T-1 lines	Ongoing	Measure D & District Grant

Update and purchase software in both the computer lab and the classroom. Site licenses will be purchased as deemed necessary.	Ongoing	District Tech Funds \$750
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### SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the School Site Council. The current make-up of the council is as follows:

Names of Members	Principal	Teacher	Staff	Parent
Mariphil Romanow-Cole	x			
Paula Crivello		x		
Nancy Parsons		x		
Kathy Hunter		x		
Jenn Erickson			x	
Jamie Schoemaker				x
Claudia Gutierrez				x
Kelly Hartwell				x
Silvia Mah				x
Myrna Nader				x
<b>Numbers of members in each category</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>

**SINGLE SCHOOL PLAN FOREST GROVE  
2009-2011 PROGRAM BUDGET**

<b>Funding</b>	<b>2009-2010</b>	<b>2010-2011</b>
Projected Current Year Allocation	\$43,422	\$43,422
Projected Prior Year carry-over	\$19,257	\$11,164
Projected Total Funds Available	<b>\$62,679</b>	<b>\$53,586</b>

**2009-2010 FOREST GROVE  
SIP PLAN BUDGET EXPENDITURES**

<b>Item</b>	<b>2009-2010</b>	<b>2010-2011</b>
<b>Budget</b>	<b>\$62,679</b>	<b>\$53,586</b>
Projected Classroom Instructional Aides	\$50,015	\$52,000
Fabulous Falcon Award Program and Principal's Discretionary	\$1,500	
Reserve for Economic Uncertainty for 2010		\$1,586
<b>Projected Balance:</b>	<b>\$11,164</b>	<b>\$0</b>

<b>2009-2010 SIP Aide Costs</b>
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Aide #1	2 Hours	\$ 7,790.84
Aide #2	3 Hours	\$ 22,562.67
Aide #3	2 Hours	\$ 12,339.50
Aide #4	2 Hours	\$ 7,322.25
<b>TOTAL</b>		<b>\$ 50,015.26</b>

**Other Expenditures not being funded by SIP**

<b>Budget Items</b>	<b>Funding Sources</b>
Matching \$2,000 Artist in the Schools Program	PTA Matching grant
Paraprofessional Training	Title II
Reading and Math Intervention	Title I
Math Challenge Books	Instructional Materials
Science Materials	Instructional Materials
Art Docent Program	PTA
Outdoor Education (science camp)	Fundraising, Donations
PE Dancing in the Classrooms	PTA
ELD	Title III
After School Enrichment	After School Enrichment
GATE Program	GATE

## 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 reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes that the modified content requirements, for this year of transition to the new plan format, have been met.
4. 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.

The School Site Council adopted this school plan on 2/1/2010.

Attested:

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Mariphil Romanow-Cole, Principal

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02.01.10

Kelly Hartwell, President

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02.01.10

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