

Administrative Regulation

INSTRUCTION

Master Plan for School Improvement

Responsibilities of the School

Each school is to develop a three-year school improvement plan. Each of the following is to be addressed in the three-year plan:

- A. The school improvement plan must identify instructional activities designed to meet the needs of all students, including those who are educationally disadvantaged, limited-English proficient, learning handicapped, gifted, and talented.
- B. The school plan shall include, but is not limited to, the following components:

- 1. Communication

- Reading

- Decoding (3)*
 - Comprehension (1)
 - Application (1)

- Language Arts

- Listening (2)
 - Writing (including spelling) (1)
 - Speaking (1)

- 2. Mathematics

- Computation (3)
 - Concepts (2)
 - Applications (1)

- 3. Science (2)

- 4. Arts (3)

- Music, Dance, Art

- 5. Social Studies

- Multicultural Awareness/Appreciation (Respect) (1)
 - Multicultural Knowledge (3)
 - Citizenship (1)
 - Self-Concept and Emotional Health (1)
 - Career/Consumer Education (3)
 - Academic Attitude (1)

* Denotes Priority (See Item D).

- 6. Physical Education/Health (3)

- 7. Instructional Support

- Attendance procedures

G.A.T.E.

L.E.P.

Special Education

Student conduct procedures

Auxiliary health service procedures

8. Evaluation Process (including time lines)

Formative/Summative processes

C. School will use the District Base Plan in the development of its school plan.

D. The District Needs Assessment has determined the following areas to be priorities for the 1986-89 school improvement plan. Each area is to be addressed accordingly, within the components specified in Item B.

Priority 1: Reading Comprehension
Reading Application
Speaking
Writing (including spelling)
Self-Concept and Emotional Health
Mathematics--Applications
Multicultural Awareness/Appreciation (Respect)
Citizenship
Academic Attitude

Priority 2: Listening
Mathematics--Concepts
Science

Priority 3: Reading Decoding
Mathematics--Computation
The Arts
Career/Consumer Education
Multicultural Knowledge
Physical Education/Health

E. The school plan will address the following within the appropriate components:

- Staff Development
- Parent Education and Involvement
- Vertical/Horizontal Articulation

F. Student information will be provided as requested on the assurance forms.

- G. School councils will participate in the development of the plan with signed assurances from the school site council chairperson. Parents must be actively involved in the planning, implementing, and evaluating of the school program.
- H. Resource allocations will be addressed with a budget page for each major resource. All schools will include a budget page for the District discretionary fund. Schools shall retain a contingency fund in each of their budgets. The amount of this contingency shall be at least 2% of the total budget.
- I. The Board of Trustees recognizes that a school can further improve instruction through the school-based coordination program. The following are the steps necessary for a school to participate in the school-based coordination program. The Board recognizes the existing school site council as the required school site council for the school-based coordination program.
 - 1. Each principal is to inform his/her school site council as to the purpose and content of the school-based coordination program.
 - 2. If a school site council chooses to participate, such action is to be recorded in the school site council's formal minutes.
 - 3. The school site council must obtain appropriate parent representation for new participating students.
 - 4. The school site council, in its deliberation, must also designate which funds are to be included in the school-based coordination program.
 - 5. The school plan must address the changes. (Reference: School Plan Development Manual, 81-82).

Legal References: **California Education Code**
Sections 51210 and 51220

School Plan Development Manual, 1982
District Base Plan Document, 1982-85

Approved: May 13, 1982

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