

# **PACIFIC GROVE MIDDLE SCHOOL SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2011**

**CDS Code:** 27-66134-6058754  
**Approved:** School Site Council: April 14, 2010  
Board of Education:

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 MIDDLE SCHOOL  
SINGLE PLAN FOR STUDENT ACHIEVEMENT  
School Improvement Plan (SIP)  
2010-2011**

**SCHOOL COMMUNITY DESCRIPTION**

Pacific Grove Middle School (PGMS) is the only middle school in the Pacific Grove Unified School District. The district consists of two elementary schools (K-5), one middle school (6-8), one high school (9-12), and one community high school. It also has an adult school which oversees adult education as well as preschool education in a variety of settings. The district enjoys deep community support and, until recently, has been experiencing declining enrollment. Due to high property values, the district receives property tax revenue in excess of its state "revenue limit," which is based on an Average Daily Attendance (ADA) formula. Several bond measures have been passed which have provided additional funding for building improvements. Parcel taxes have been approved to allow restoration of programs and personnel that had been previously cut. Measure D, was passed in 2006, giving the district \$42 million for facility improvements. The first of these improvements at PGMS has been a new classroom for the music program and improvements to the Performing Arts Center. The track was paved, drainage was added, and the outdoor basketball courts were resurfaced. A new set of bleachers was added to the gymnasium. New windows and flooring were installed, and the exterior was painted in the summer of 2008. Our Measure D committee, comprising staff and parents, continues to work with an architect to develop and refine projects at PGMS that will be funded through Measure D. New projects, including modernization of science labs, home economic kitchen, school cafeteria, physical education locker rooms, and outdoor student eating areas are scheduled to begin spring 2010. These projects for Pacific Grove Middle School are constantly reviewed by district and site Measure D committees with an anticipated completion date of spring 2011.

As a philosophy, PGMS seeks to give each student a variety of experiences with the purpose of preparing them for success in all areas of their high school education. A demanding academic program is combined with extracurricular activities and student support services. The school's Parent Teacher Student Association (PTSA), School Site Council and staff have developed a strong, supportive partnership through which volunteer time and allocated funds are expended to improve the total school program. In addition, each program is reviewed for its rigor and effectiveness to make sure that we are meeting every student's needs.

The middle school years present students with profound physical, social and psychological changes. It is the bridge from childhood to early adulthood. PGMS takes pride in the achievements of its students along this journey as reflected by above-average test scores, a well-behaved student body, regular community service participation, and a commitment to the visual and performing arts. Through these achievements, and others, PGMS graduates have begun the process of building their own bridges toward a successful future.

PGMS currently has 409 students enrolled in grades six through eight. This number includes a special day class composed of students with learning handicaps and an English language learner class. The student ethnicity is: 71% Caucasian, 11% Asian, 12% Hispanic, 2% African American, 3% multiple-response or other, and 1% Filipino.

Parents and community are an integral part of PGMS. We welcome volunteers and parents to help out in the classroom, library, and office in a variety of ways. School-wide functions (Back-to-School Night, Open House, holiday programs, parent conferences, Butterfly Parade and Bazaar, Honors Night, District Music Festival, various drama and musical productions, and Promotion) are heavily attended. PGMS has an active PTSA, School Site Council (SSC), and Measure D Committee. Parents take a strong, participatory lead in assisting administration with making sound decisions for our site and students.

Due to our high 2007/08 test scores, PGMS was awarded California Distinguished School honors. Detailed analysis as well as a school overview was submitted in response to this opportunity for review in December 2008. A validation team visited PGMS in February 2009 to interview students, parents, and staff about our improved math scores and our support systems that serve our academically at-risk students. Coincidentally, State Superintendent of Schools Jack O'Connell toured our school the same day as the Distinguished School team because of the Grand Jury Report about how the PGMS staff connects with our students. Refer to Services and Intervention section of this plan. The Distinguished School title for Pacific Grove Middle School will remain through the 2013 school year.

**PACIFIC GROVE MIDDLE SCHOOL  
SINGLE PLAN FOR STUDENT ACHIEVEMENT  
2010-2011**

**SPECIFIC SCHOOL PROGRAM DESCRIPTIONS**

**ENGLISH LEARNERS**

Structured English Immersion Program (SEI)

Students who do not have reasonable fluency are placed in the SEI program unless they have been granted a parental exception waiver for placement in an alternative bilingual program or in an English language mainstream classroom as required by law.

SEI is to be taught overwhelmingly in English. This means that all subjects are taught in English. English is the language of instruction, textbooks and assessment. Primary language support may be used to introduce concepts, clarify, and explain. The SEI program may occur in two settings, the regular classroom and/or the ELD classroom and includes the following components: systematic English language development (ELD), academic instruction using the Specially Designed Academic Instruction in English (SDAIE) approach, instruction that is overwhelmingly in English with minimal primary language support, and use of district-adopted English language arts core curriculum materials.

English learners at the lowest levels of English proficiency are not immediately expected to master grade-level core-content course work in English. The emphasis for English learners performing at the beginning, early intermediate and low-level intermediate levels is primarily the development of English proficiency.

English Language Mainstream Program (ELM)

Students with reasonable fluency in English are those in the higher level of Intermediate, early advanced and advanced levels on the California English Language Development Test (CELDT). The English language mainstream is the second phase of the program for English Learners with reasonable fluency in English. This setting uses decreasing SDAIE strategies, materials and primary language support. Instruction is provided by a California teaching certificate (CTC) authorized teacher and is differentiated to meet the needs and ELD levels of each student.

The program contains the following components: systematic ELD, academic instruction through English, and use of district adopted core curriculum materials.

## GIFTED AND TALENTED PROGRAM

Activities for gifted and talented education (GATE) students have been held during lunch time, occasional Saturdays, or after school. The purpose of these activities is to give GATE students an opportunity to work with other GATE students, to challenge them to higher level thinking, and to give them some enrichment experiences that they would not have in the regular classroom. These activities cover a wide range of academic interests and learning styles.

Criteria for GATE selection includes teacher recommendations, standardized test scores in the 95<sup>th</sup> percentile or higher, high academic grades, and high scores on the Structures of Intellect (SOI) test.

Additional pathways for GATE students who want to challenge themselves in the regular curriculum have also been created. They include algebra in the 7<sup>th</sup> grade, geometry in the 8<sup>th</sup> grade, a young entrepreneurs class that, in addition to exploring entrepreneurial endeavors, takes some of the standards from the English/language arts and history curriculum to a much deeper level, and Spanish I, which is the equivalent of high school Spanish I.

## COUNSELING SERVICES

PGMS has one full-time counselor and one part-time counselor. Academic counseling is the responsibility of both counselors; however, our part-time counselor focuses on working with students who are at risk for failure in multiple classes and face the possibility of non-promotion. This counselor coordinates intervention services for these students, holds parent and student meetings, and works with the teachers to give the student the best chance for success. The full-time counselor oversees this counseling program, as well as outside services such as SuperKids and County Mental Health Services for students in need of counseling for more specific needs, County Mental Health, and various rape crisis and sexual harassment programs. The counseling department uses a student data system named PowerSchool to track and identify the students described above. They also oversee school-wide programs, such as Challenge Day for seventh-grade students, which is offered to act as a vehicle to promote tolerance and understanding. Students with atypical academic needs, other than special education requirements (such as home hospital assignments) are monitored by both school counselors. These intervention programs are intended to, and have proven to be, beneficial for most of our students and enable them to feel more a part of PGMS.

## SERVICES AND INTERVENTION PROGRAMS FOR AT-RISK STUDENTS

The most academically at-risk students are students receiving D and F grades. After each grading period, these students meet with the counselor to discuss promotion requirements and strategies for improvement. The counselor contacts parents via letters and phone calls. Student Study Teams (SST's) are scheduled to determine the reason for the inadequate performance and to provide additional means of support for the student's academic success. Student Study Teams are also offered for students with attendance and behavior problems which interfere with academic performance. Additional strategies include: weekly progress reports via email through PowerSchool, a web-based academic and attendance program to keep parents and students informed of grades and assignments; study hall provided before school daily in the library; after school study hall at least three days a week in the library with tutoring provided by a teacher on duty; and math and algebra support classes available during the school day. An English/language arts support class is offered during first period. Also offered is an after-school math tutoring class for selected at-risk math students conducted by a teacher's aide three days per week.

The "DOT" program reviewed by the Grand Jury in 2008 consists of simple staff contact with students in ways other than academic. This is a result of a middle/high school staff development session that addressed varying learning and teaching styles of our students and staff. Student names are listed in our PGMS lounge as well as electronically. Each time a staff member "connects" with a student on a personal level, a dot is placed by the student name. The original goal was to ensure that each student had at least three dots (three points of contact) each semester. As mentioned, "DOTTIE" is now online which has enabled the staff to "dot" students more efficiently. Alongside the "DOT" program is a weekly club entitled Be the Change. This gathering of students spread the message of mutual respect throughout our campus by engaging in connecting-types of activities.

## PARENT INVOLVEMENT

Parent involvement takes on several forms at PGMS. Parent surveys gather input as it relates to our curricular offerings, homework, expectations, communication, student connectedness, and other areas.

PGMS has enjoyed a very active PTSA. Parents volunteer around the school in a variety of ways: in the library during study hall at noon-time, at school dances, promotion ceremonies, play supervision, traffic safety, and myriad other ways. This group has implemented fundraising activities to help pay for our lunch time clubs, dances, the promotion celebration, special projects, various classroom materials, and other expenses. All of their efforts have provided for PGMS a much richer place not only for the students but also for our visitors.

In addition, parents and community members are encouraged to join various other groups and committees, including but not limited to: School Site Council, the Measure D Planning/Oversight Committees, Promotion Committee, the Student-Parent Handbook Committee, PTSA, and lunchtime supervision.

## INPUT ANALYSIS

The parent survey was conducted after the end of first semester in late January 2009. Nearly half of the surveys were returned to the school. The next parent survey will be offered online January 2011 with hopes that the return rate will increase if done every other year. The results from the 2009 survey reflected general satisfaction with the workings of PGMS and did not merit immediate attention for administration to alter school procedures or to address particular issues. The main concerns in 2009 pertained to traffic safety, bullying, and the amount of homework. These issues are addressed on a regular basis via homeroom chats, leadership meetings, and newsletter articles.

The format of our staff survey included two opportunities for input: What is Working Well at PGMS and What Needs to Improve? The results of this survey reflected general satisfaction from our teachers. The positive comments related to administration, office management, and school pride. Comments relating to how PGMS can improve related to focusing on staff team building, campus cleanliness, sudden schedule changes, more teacher collaboration time, and administrative decision making pertinent to effectiveness of staff meetings.

Pacific Grove Middle School once again received strong results from the State Testing and Reporting (STAR) program. The school's academic performance index (API) was 883 in the spring of 2009. This means that the vast majority of our students scored either proficient or advanced in each of the testing areas. Here is a breakdown of the percentage of students who scored proficient or advanced in each of the content areas: English-Language Arts 80.1%; Mathematics 67.6%; History (8<sup>th</sup> grade only) 70.2%; Science 72.4%. We met our goals for annual yearly progress, but as a professional community, our teachers and administrators are not satisfied with these results. As a consequence, we have set a goal of achieving an academic performance index of 900 on this year's test. The intent of the goal was to encourage teachers to use the information from the testing data to guide their instruction in the classroom. Professional development has been designed around this concept, and we hope that our students will master the California content standards even better this year than in years past. The goal is posted in the school and most of our students are aware of the challenge before them and the confidence we have in their ability to reach the goal.

A significant focus on writing across the curriculum in the past several years has contributed to the rising writing scores in seventh grade. An English/language arts support class to improve reading and writing skills was implemented in 2008-09. There continues to be significant support from SIP for math tutoring, in addition to the math support classes offered during the school day for seventh- and eighth-grade students who are struggling in math. It was decided that we will continue the after school tutorial math program. Ongoing data analysis shows this program to be an effective one.

Reports regarding the various components of the SIP have been made throughout the year and have been used to make decisions for funding for the 2010-11 school year. The technology budget expenditures remain of particular interest because that amounts to almost a third of the entire SIP budget.

**PACIFIC GROVE MIDDLE SCHOOL  
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2010-2011**

**MISSION AND VISION STATEMENTS**

**MISSION STATEMENT OF PACIFIC GROVE MIDDLE SCHOOL**

The mission of Pacific Grove Middle School is to provide a quality educational experience that teaches our students the skills and abilities they need to transition into high school with self-esteem, a capacity for critical thinking, a sense of responsibility, global awareness, and respect for self and others. Our staff is committed to setting and achieving high standards of academics and behavior while recognizing and responding to the individual talents and learning styles of our students.

**VISION STATEMENT OF PACIFIC GROVE MIDDLE SCHOOL**

The staff of Pacific Grove Middle School pursues excellence in education by providing a progressive, standards-based program that challenges every student to be an independent thinker and responsible citizen and inspires a desire for lifelong learning.

In an atmosphere that is purposeful and structured, friendly and caring, skills are taught and support is provided to assist the transition from childhood to adolescence. Our team-oriented approach is based on a strong academic foundation and is enhanced by fine arts, vocational and extracurricular opportunities, and the use of current technology. We encourage our students to work to their highest potential and publicly recognize both their efforts and achievements.

Pacific Grove Middle School maintains a positive partnership with the parents of our students and the greater community by collaborating on numerous student-centered programs that model success through cooperation, communication, and enrichment of our environment for personal and academic growth.

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2010-2011**

**NEEDS ASSESSMENT**

Based on the 2008 STAR results, it is clear that some of our efforts toward math and writing are paying off. The scores in math were particularly impressive in algebra and geometry. In 6<sup>th</sup> and 7<sup>th</sup> grade, however, the gains hoped for did not materialize. Two directions for the 2009-10 school years are set: continue the after-school math tutorial funded through SIP and establish a 6<sup>th</sup>-grade math support class. The goals of providing our students more math support was met this year via our support classes for all grade levels, before and after school. Student grades improved and parent interest has encouraged these support systems to remain in place for the 2010-2011 school year. Our 2009 math scores remained basically the same during 2008. The PGMS math department has adopted curriculum maps and pacing guides aligned to the state standards in an effort to teach content standards in uniform manner. This should make our support classes more effective. Our English/language arts support class provided extra support for our struggling readers who perhaps did not qualify for special education. This class will also continue for the upcoming school year. Our 2008 English/language arts scores showed evidence of growth since 2009. Every grade level showed an increase in the percentage of students who scored advanced or proficient (6<sup>th</sup> grade 72-80%, 7<sup>th</sup> grade 68-87%, 8<sup>th</sup> grade 71-73%). More impressive is a look at our cohort progress (Class of 2015 77-80%, Class of 2014 improved 72-87%, Class of 2013 improved 68-73%). This shows student improvement on the STAR test from one year to the next. It is clear that our English/language arts program is having the desired effect on our students.

Advancement via Individual Determination (AVID) classes has been explored by both the School Site Council, as well as the staff. There is general agreement that students need academic support, study skills, and post-secondary school goal-setting. For the 2009-10 school year the 8<sup>th</sup> grade AVID class as well as the 6<sup>th</sup> grade explorative, based on AVID philosophy, successfully serviced 20 8<sup>th</sup> graders and all of our 6<sup>th</sup> grade students. Our staff continues to support the concept of providing study support and college-bound ideals. Therefore, 2010-11 curricula will continue to include the 6<sup>th</sup> grade class and the AVID class will continue to be offered to our eighth grade students. The SIP plan will continue to support this class with funding.

In response to popular demand, two sections of Spanish I were offered in 2009-10. A total of 45 8<sup>th</sup> grade students were enrolled. We will continue to offer two sections in 2010-11. These classes are open only to 8<sup>th</sup> grade students because they will be able to enroll in Spanish II as freshmen.

The focus in previous years has been on specific needs of students who fall into underperforming areas (e.g., math and algebra support classes, various study halls), on the school climate and culture (e.g., Challenge Day, PGMS musical support, after school sports, various incentives), and on teaching methodology and support (e.g., technology support, curriculum supply support, and professional development support).

Our teaching staff continues to appreciate the benefits of staff development as it relates to their specific departments and grade levels. The need to ensure that staff development is relevant to professional interests as well as student needs is crucial. Staff development, in order to be most effective, must occur with the support of the entire staff. On the 2009-2010 Staff Development Day, our staff traveled on a school bus to Carmel Middle School for the purposes of observing various programs, networking with like departments and grade levels, and to explore the possibility of sharing resources in the future. From that experience, our staff was able to connect with a school of similar demographics and academic needs as well as begin a professional relationship among staff and administration. At the beginning of the year, staff development focused on an analysis and explanation of the STAR results from the previous year. Teachers used this information to make decisions about how to focus their instructional decision based on areas of greatest student need. Professional development can take several forms: attending seminars and conferences focused on specific areas of PGMS need, bringing in experts to speak with the entire staff or particular departments, hiring substitutes to free up faculty to observe other programs or to meet as a team to design or implement strategies to improve student achievement. This need will always be a critical component of a SIP to support the current direction set by student need. Direction in Professional Learning Communities, differentiated instruction, and support for advanced students, were goals met for the upcoming school year. For the 2010-11 school year, our teachers will be scheduled in such a way that their preparation times will be shared with colleagues who teach the same grade levels. This will enable staff to meet often and collaborate while connecting their curriculum in more meaningful ways for our students. In addition to these needs, it is imperative that staff be familiar with and trained in RTI (Response to Intervention) techniques in order to properly address the needs of all students. The concept of RTI creates ongoing conversation among staff and includes the differentiated instruction that commonly takes place in our classrooms to accommodate the varying learning styles of our students. This general education function is the responsibility of all staff to recognize student learning styles, limitations, and techniques to use effectively in the classroom. Thus, training for all staff needs to be provided and ongoing. Some staff participated in the training relevant to our district's Autism Project this year due to the expected flow of autistic students in the next couple of years. This training will continue as needed and as appropriate.

Technology continues to be a priority at PGMS. Every classroom is now equipped with an LCD projector. All classrooms have document cameras and mimeos. With the uncertainty of outside funding from the district general fund, it is important to continue to set aside funding in the SIP budget to purchase, maintain, and upgrade existing hardware and software because technology supports student achievement and is used by all disciplines. PGMS acquired two mobile computer units this year for purposes of being able to offer more technology to more classes simultaneously. This purchase was made possible via grant requests, PTSA, and SSC funding. We hope to continue this trend of adding technology, perhaps in the form of mobile labs, for our students.

In order for students to perform their best academically, they must be in an environment that is nurturing, safe, stimulating, and challenging. To that end, there needs to be a variety of ways that students can feel connected to their school. Sports, leadership, student council, clubs, drama, chorus, band, honor society, conduct club, and other activities give students a sense of belonging and give them opportunities to learn lessons that are not taught in traditional academic classes. Research shows that bullying, alcohol and drug use, violence, rudeness, and other social problems must be addressed at school. Challenge Day, which teaches tolerance and empathy, and our inspirational assemblies pertinent to making good lifestyle choices were held during the 2009-10 year and received positive reviews. There is also a curriculum unit on bullying that is offered in 7<sup>th</sup> grade English classes. Classroom visits and chats with the principal and assistant principal also address school climate, bullying and other issues. We would like to continue to offer activities such as Challenge Day, speakers or assemblies that support students' making good choices, and positive incentives to promote high ethics and character in our students. Our Be the Change club, facilitated by our school counselor, continues to grow and its popularity among all types of students is evident through its increasing numbers, positive messages spread from student to student, and projects displayed throughout the school. Another level of maintaining a safe environment is to ensure that no drugs or alcohol are brought onto campus at any time. The funding provided by SIP for quarterly contraband canine visits has helped to determine that PGMS is a clean campus. These visits, as well as our drug and alcohol units, connect our students to healthy lifestyle choices with messages that discourage student use of illegal substances.

In addition, connectivity can be achieved through belonging to a sports team, engaging in homeroom competitions, participating in spirit days and lunchtime activities, the school-wide reading competition, and being involved in student government. District-level support does not adequately address these needs and due to pending state-wide budget cuts, funding for some district-supported stipends may be eliminated beginning in 2010-11. Spring sports such as golf and tennis are not funded in the District budget and are funded by SIP. Additional SIP funding of sports may be needed if the district budget falls short.

Drama continues to provide an opportunity for many students to become part of a positive and meaningful group. One drama/musical production was offered this year partially funded through SIP funds. Approximately 45 students participated in this program, representing more than 10% of the student body. The School Site Council and various district committees have identified drama as an area of continued need. Plans exist to continue supporting this program with SIP funding.

Pacific Grove Middle School programs, such as drama, academic support, sports, and staff development, as well as special programs, continue to thrive due to the support of SIP funding. These expenditures enable our students to enjoy and learn from enrichment type of experiences not always possible in the regular school curriculum.

# PACIFIC GROVE MIDDLE SCHOOL

**2009 – 10**

**Table 1 STAR Results 2007-08 (2008-09 results pending)**

Year	2004 - 05	2005-06	2006-07	2007-08	2008-09	<b>2009-2010</b>
API base score	810	852	855	873	877	<b>pending</b>
State / schools rank	9 / 2	9 / 4	9/1	10/7	<b>pending</b>	<b>pending</b>

## STAR California Standards Test (CST) Results (All results are in percentiles)

### English / Language Arts

Grade Level	Advanced			Proficient			Basic			Below Basic			Far Below Basic			Proficient & above		
	06	07	<b>08</b>	06	07	<b>08</b>	06	07	<b>08</b>	06	07	<b>08</b>	06	07	<b>08</b>	06	07	<b>08</b>
<b>5</b>	40	37	<b>33</b>	27	42	<b>46</b>	22	14	<b>21</b>	7	4	<b>0</b>	4	2	<b>0</b>	67	79	<b>79</b>
<b>6</b>	42	31	<b>35</b>	33	31	<b>37</b>	20	20	<b>17</b>	4	15	<b>7</b>	2	3	<b>4</b>	75	62	<b>72</b>
<b>7</b>	34	35	<b>36</b>	42	34	<b>32</b>	15	19	<b>15</b>	4	9	<b>13</b>	5	4	<b>3</b>	76	69	<b>68</b>
<b>8</b>	37	40	<b>39</b>	32	31	<b>32</b>	16	15	<b>22</b>	11	8	<b>5</b>	4	5	<b>2</b>	69	71	<b>71</b>

### Math

Grade Level	Advanced			Proficient			Basic			Below Basic			Far Below Basic			Proficient & above		
	06	07	<b>08</b>	06	07	<b>08</b>	06	07	<b>08</b>	06	07	<b>08</b>	06	07	<b>08</b>	06	07	<b>08</b>
<b>5</b>	33	44	<b>39</b>	38	31	<b>43</b>	17	16	<b>13</b>	10	6	<b>4</b>	2	3	<b>2</b>	70	75	<b>82</b>
<b>6</b>	23	18	<b>38</b>	45	44	<b>39</b>	24	24	<b>14</b>	6	6	<b>8</b>	2	8	<b>2</b>	68	62	<b>77</b>
<b>7</b>	38	35	<b>30</b>	37	31	<b>42</b>	14	20	<b>15</b>	7	10	<b>8</b>	4	3	<b>5</b>	75	66	<b>72</b>
<b>8</b>																		

### General Math (Grade 6 & 7 standards) 8<sup>th</sup> grade only

Grade Level	Advanced			Proficient			Basic			Below Basic			Far Below Basic			Proficient & above		
	06	07	<b>08</b>	06	07	<b>08</b>	<b>06</b>	07	<b>08</b>	06	07	<b>08</b>	06	07	<b>08</b>	06	07	<b>08</b>
<b>8<sup>th</sup> grade</b>	4	3	<b>8</b>	25	19	<b>37</b>	<b>33</b>	41	<b>29</b>	27	24	<b>18</b>	10	14	<b>8</b>	29	22	<b>45</b>

<b>Algebra (8<sup>th</sup> grade only)</b>																		
<b>Grade Level</b>	<b>Advanced</b>			<b>Proficient</b>			<b>Basic</b>			<b>Below Basic</b>			<b>Far Below Basic</b>			<b>Proficient &amp; above</b>		
	06	07	<b>08</b>	06	07	<b>08</b>	06	07	<b>08</b>	06	07	<b>08</b>	06	07	<b>08</b>	06	07	<b>08</b>
<b>8<sup>th</sup> grade</b>	15	24	<b>32</b>	52	52	<b>46</b>	24	18	<b>16</b>	7	6	<b>6</b>	1	1	<b>0</b>	67	76	<b>78</b>
<b>Geometry (8<sup>th</sup> grade only)</b>																		
<b>Grade Level</b>	<b>Advanced</b>			<b>Proficient</b>			<b>Basic</b>			<b>Below Basic</b>			<b>Far Below Basic</b>			<b>Proficient &amp; above</b>		
	06	07	<b>08</b>	06	07	<b>08</b>	06	07	<b>08</b>	06	07	<b>08</b>	06	07	<b>08</b>	06	07	<b>08</b>
<b>8<sup>th</sup> grade</b>	47	88	<b>75</b>	47	0	<b>13</b>	6	12	<b>13</b>	0	0	<b>0</b>	0	0	<b>0</b>	94	88	<b>88</b>
<b>Science (8<sup>th</sup> grade only)</b>																		
<b>Grade Level</b>	<b>Advanced</b>			<b>Proficient</b>			<b>Basic</b>			<b>Below Basic</b>			<b>Far Below Basic</b>			<b>Proficient &amp; above</b>		
	06	07	<b>08</b>	06	07	<b>08</b>	06	07	<b>08</b>	06	07	<b>08</b>	06	07	<b>08</b>	06	07	<b>08</b>
<b>8<sup>th</sup> grade</b>	30	43	<b>58</b>	23	27	<b>26</b>	23	19	<b>10</b>	14	8	<b>3</b>	9	3	<b>3</b>	53	70	<b>84</b>
<b>History (8<sup>th</sup> grade only)</b>																		
<b>Grade Level</b>	<b>Advanced</b>			<b>Proficient</b>			<b>Basic</b>			<b>Below Basic</b>			<b>Far Below Basic</b>			<b>Proficient &amp; above</b>		
	06	07	<b>08</b>	06	07	<b>08</b>	06	07	<b>08</b>	06	07	<b>08</b>	06	07	<b>08</b>	06	07	<b>08</b>
<b>8<sup>th</sup> grade</b>	33	44	<b>41</b>	31	35	<b>33</b>	20	13	<b>17</b>	6	7	<b>7</b>	10	1	<b>2</b>	64	82	<b>74</b>

**7<sup>th</sup> Grade California Standards Writing Test**

Score	<b>average</b>	<b>2</b>	<b>4</b>	<b>6</b>	<b>8</b>
Percent of those tested - 2006	4.3	10	64	25	0
Percent of those tested - 2007	5.5	3	37	42	18
<b>Percent of those tested - 2008</b>	<b>6.14</b>	<b>0</b>	<b>16</b>	<b>61</b>	<b>23</b>

STAR CAT/6 Results 7 <sup>th</sup> Grade Only (average percentile ranking)												
Grade			7						7			
Reading	2005		61				Language	2005		62		
	2006		70					2006		71		
	2007		71					2007		74		
	<b>2008</b>		<b>65</b>					<b>2008</b>		<b>69</b>		
Math	2005		63				Spelling	2005		55		
	2006		71					2006		61		
	2007		72					2007		69		
	<b>2008</b>		<b>66</b>					<b>2008</b>		<b>61</b>		

As of 2007, only 3<sup>rd</sup> grade and 7<sup>th</sup> grade students take the CAT/6.

**Table 2. Summary of Spring 2009 Results of the California Physical Fitness Report for 7<sup>th</sup> Grade**

Number of fitness standards achieved	PGMS Percent			PGMS Cum percent			State Percent	State Cum percent
	2007	2008	2009	2007	2008	2009	2009	2009
6 of 6 fitness standards	47.1	52.9	38.1	47.1	52.9	38.1	34.2	34.2
5 of 6 fitness standards	25	22.7	27.3	72	75.6	65..5	26.5	60.7
4 of 6 fitness standards	16.9	14.3	14.4	89	89.9	79.9	17.8	78.5
3 of 6 fitness standards	7.4	4.2	10.1	96.3	94.1	89.9	11.5	90.0
2 of 6 fitness standards	2.9	5.0	7.2	99.3	99.2	97.1	6.4	96.4
1 of 6 fitness standards	.7	0.0	2.2	100	99.2	99.3	2.7	99.0
0 of 6 fitness standards	0	0.8	.07	100	100	100	1.0	100

**PACIFIC GROVE MIDDLE SCHOOL  
SINGLE PLAN FOR STUDENT ACHIEVEMENT  
2010 – 11**

**COMPONENT:** Language Arts

**GOAL:** Students will improve their writing skills.

<b>Objectives</b>	<b>Activities</b>	<b>Assessment</b>	<b>Budget</b>
<p>Students' writing scores will improve in their class writing assignments, site English/Language Arts assessments, and on the STAR 7<sup>th</sup> grade writing assessment.</p>	<p>The English Department will meet twice yearly to score common writing assignments.</p> <p>All non-English/Language Arts classes will have students write at least a body paragraph quarterly in their class.</p> <p>All English/Language Arts classes will teach how to write opening, body, and closing paragraphs using the same model and language.</p>	<p>Scores will be compared from fall and spring prompts.</p> <p>Writing improvement will be seen at all grade levels.</p> <p>Writing samples and scores from non-English/Language Arts classes.</p> <p>Writing samples and scores from English/Language Arts classes.</p> <p>Portfolios will be maintained in all English/Language Arts classes.</p>	<p>Site funding Staff development funding</p> <p>\$500</p>

**PACIFIC GROVE MIDDLE SCHOOL  
SINGLE PLAN FOR STUDENT ACHIEVEMENT  
2010 – 11**

**COMPONENT:** Mathematics

**GOAL:** Students whose mathematical performance is poor will improve their basic skills and understanding of math.

<b>Objectives</b>	<b>Activities</b>	<b>Assessment</b>	<b>Budget</b>
<p>Students' math scores will improve both in class assessments and on the STAR.</p> <p>Students struggling in regular math classes will have remediation opportunities to strengthen basic math skills relevant to the level of math that they are taking.</p>	<p>Provide after school math support that provides basic tutoring and access to computer programs designed to improve student skills and monitor their growth.</p> <p>Math support classes for 6<sup>th</sup>, 7<sup>th</sup>, and algebra students may be scheduled for first period, if possible, to allow students to take the course without giving up an elective class.</p>	<p>Attendance will be monitored and compared with scores to look for a positive correlation.</p> <p>Students in math support classes will be assessed for improvement in both their regular math class as well as their support class.</p>	<p>\$2,000 for tutor in after school tutorial program offered two days per week.</p> <p>Note: The class is offered three days per week but SIP only funds two. The other day is an early release Thursday and funding is not required.</p>

**PACIFIC GROVE MIDDLE SCHOOL  
SINGLE PLAN FOR STUDENT ACHIEVEMENT  
2010 – 11**

**COMPONENT:** Visual and Performing Arts

**GOAL:** Students will have access to a variety of programs, special events, and activities that provide motivation and support for academics, climate, and culture of the school.

<b>Objectives</b>	<b>Activities</b>	<b>Assessment</b>	<b>Budget</b>
Students will be given the opportunity to participate in a drama program that performs semi-annual productions for the school, parents, and community.	<p>The school will sponsor musical and other drama productions throughout the year.</p> <p>The drama department may partner with local community colleges to enhance the program.</p>	The number of participating students will be monitored each year for growth and/or stability.	<p>\$1,500 for stipend, equipment, and/or supplies</p> <p>Site funds</p> <p>Funding from local community colleges</p>
Students will be given the opportunity to participate in the vocal and/or instrumental music program that strengthens and supports the elementary program and feeds into the high school program.	Vocal and instrumental music will be offered to students in the regular curriculum.	Students will participate in District activities and events throughout the year.	General fund

**PACIFIC GROVE MIDDLE SCHOOL  
SINGLE PLAN FOR STUDENT ACHIEVEMENT  
2010 – 11**

**COMPONENT:** Library

**GOAL:** PGMS Students acquire Information Literacy Skills through the collaborative process of planning and instruction.

<b>Objectives</b>	<b>Activities</b>	<b>Assessment</b>	<b>Budget</b>
Reinforce & extend classroom instruction by planning collaboratively with instructors	Purchase appropriate instructional materials to support curriculum, i.e. Steinbeck and Holocaust units, Research Assignments, etc.  Meet with teachers to coordinate instructional component for effective learning	Instructor feedback; Student-produced projects and presentations  Library circulation statistics	District Site Library Budget
Provide curricular support in a variety of formats	Provide materials in a variety of formats, i.e. foreign language, bilingual, audio/video, etc.  Compile and distribute subject-related and/or format-related bibliographies to staff.  Purchase equipment/software for classroom use (+ licenses) to enhance student learning in varied formats.	Librarian generated bibliographies, both subject-related and format-related  Library circulation statistics	District Site Library Budget  \$1,900 for equipment and software licenses.
Provide relevant, current, and age-appropriate materials, keeping in mind current State mandated Standards for each curricular area	Review and select library materials using accepted review sources and selection techniques.  Use collection mapping techniques to access collection strengths and weaknesses.	Teacher and student feedback  Collection Mapping Process  Library circulation statistics	District Site Library Budget

<p>Provide technology to enhance and extend information literacy, i.e. accessing, locating, selecting, and evaluating information in a variety of formats</p>	<p>Instruct &amp; monitor students in search techniques using the Internet and other electronic sources.</p> <p>Instruct &amp; monitor student use of CDs, DVDs/Video, Microsoft Office</p> <p>Include use of print medium as a useful format in locating information</p> <p>Update and/or replace circulation software to manage all media collections and text books</p>	<p>Review finished student projects, essays, presentations</p> <p>Collaborate with Technology Committee and other experts on staff to maintain currency of technology, i.e. software and hardware</p> <p>Continue collection evaluation</p> <p>Annual report from library staff</p>	<p>District Site Budget</p>
<p>Provide access to video, audio and current instructional delivery systems and equipment</p>	<p>Purchase and oversee inventory and distribution of LCD projectors, TVs, VHS/DVD players, overhead projectors, document cameras, etc.</p> <p>Provide/maintain scanner/ copier for student and staff use</p>	<p>Library inventory and circulation statistics.</p> <p>Maintain contact with Site &amp; district Technology committees as well as curricular departments</p>	<p>District Site Budget</p>

**PACIFIC GROVE MIDDLE SCHOOL  
SINGLE PLAN FOR STUDENT ACHIEVEMENT  
2010 – 11**

**COMPONENT:** Staff Development

**GOAL:** Student learning is enhanced through instruction that utilizes the most recent research, teaching methodologies, and subject matter knowledge.

<b>Objectives</b>	<b>Activities</b>	<b>Assessment</b>	<b>Budget</b>
<p>All staff will regularly participate in professional development activities to enhance their teaching methodologies, deepen their subject matter knowledge, and broaden their understanding of learning. This will be done both in district-wide and individual professional growth seminars.</p>	<p>Staff members who attend external professional development will be expected to share with and/or train the rest of the staff on the information learned.</p> <p>Develop a report form for staff to fill out regarding the staff development activity that they attended.</p>	<p>Staff will be surveyed regarding staff development and that survey will be referred to in developing future staff development.</p> <p>Follow-up reports from staff participating in staff development opportunities.</p>	<p>\$3,000 (fees and materials associated with staff attending professional development activities)</p> <p>Title II Funding Staff Development Days</p>

**PACIFIC GROVE MIDDLE SCHOOL  
SINGLE PLAN FOR STUDENT ACHIEVEMENT  
2010 – 11**

**COMPONENT:** Technology

**GOAL:** Student learning is enhanced by access to a wide variety of technology throughout the middle school.

<b>Objectives</b>	<b>Activities</b>	<b>Assessment</b>	<b>Budget</b>
<p>Students regularly use technology in the classroom, library, and computer labs to enhance school-related projects work, and learning.</p>	<p>A dynamic technology plan is implemented that addresses the need for new technology as well as maintenance of existing technology.</p> <p>Provide student access to technology with adult supervision outside of regular school hours.</p>	<p>The technology committee reviews the plan for relevance to current needs and to implement phases as funding becomes available.</p>	<p>\$6,000 Repair and replace existing technology, maintain Web site, purchase new software, services and equipment as per Technology Plan.</p>
<p>Staff will regularly use technology to enhance instruction, record keeping, research, and communication.</p>	<p>Staff is given regular professional development on the use of hardware and software as it relates to instruction, record keeping, research, and communication.</p>	<p>Feedback from staff, students, parents and the community.</p> <p>Report from administration on the use of record keeping and communication software and services.</p>	

**PACIFIC GROVE MIDDLE SCHOOL  
SINGLE PLAN FOR STUDENT ACHIEVEMENT  
2010 – 11**

**COMPONENT:** Student Academic Support Services

**GOAL:** Student learning will improve with academic support services addressing their specific needs.

<b>Objectives</b>	<b>Activities</b>	<b>Assessment</b>	<b>Budget</b>
Students, both at risk and not at risk academically, will use the after school study hall for: tutoring, library resources, computer use, and to do homework.	Provide an after-school study hall for an hour a day, at least three to four days a week in the library. The study hall will be supervised by a staff member who will tutor students in need.	Student attendance will be recorded.	Staff member will get adjunct duty credit; therefore, there is no need for funding.
The most at-risk students will bring their grades up to passing levels.	Provide a mandatory study hall at lunch time for students most at risk of not passing their classes as determined by their grades and feedback from staff.	Students will have their grades and improvement monitored. Reports will be given to the Site Council.	Staff member will get adjunct duty credit; therefore, there is no need for funding.
Students, advanced and others, will benefit from instructional techniques, special materials, and supplies to implement innovative/new and project-based curriculum in both the academic and elective classrooms.	Staff and departments will implement innovative/new programs and project-based programs into the curriculum. Staff and departments will determine areas of need concerning materials and supplies.	Staff reports on implemented programs.  Student scores on classroom assessments and STAR, if appropriate, will be monitored.	\$4,850 supplies and curricular materials related to innovative and project-based curriculum

<p>Students in the academic middle, who are underachieving but motivated, will improve study habits and set college success as a goal.</p>	<p>An Advancement Via Individual Determination (AVID) class will be offered to qualifying students.</p> <p>Tutorial sessions will be held regularly to assist students.</p> <p>Staff will be trained in AVID teaching methodologies.</p> <p>Students will be able to visit colleges, attend workshops, and participate in special activities.</p>	<p>The make-up of the AVID class and student progress will be monitored by staff, and reports will be made to the Site Council.</p>	<p>\$3,500 for tutors and activities</p>
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**PACIFIC GROVE MIDDLE SCHOOL  
SINGLE PLAN FOR STUDENT ACHIEVEMENT  
2010 – 11**

**COMPONENT:** Student Social and Cultural Support Services

**GOAL:** Student learning will improve in a climate that motivates students, enhances understanding, tolerance, and empathy, and promotes pride through student accomplishment.

<b>Objectives</b>	<b>Activities</b>	<b>Assessment</b>	<b>Budget</b>
Students will aspire to do their best work, behave appropriately at all times, and strive for excellence during their school career.	Provide honors night, conduct club events, courtesy card program, inspirational assemblies, and quarterly academic recognition events.	Discipline reports from the assistant principal monitoring behavior will show a drop in poor behavior.	\$2,600 (supplies for these various programs)
Students will learn and practice understanding, tolerance, and empathy.	Challenge Day will be provided for seventh-grade students and follow-up activities will occur school-wide.	Student and staff feedback. Record keeping of behavior.	\$2,600
School attendance will improve.	Provide a part-time lunch period activity program that appeals to a wide variety of students.	Student feedback and participation in the activities.	\$750 supplies
At least 50% of PGMS students will participate in a variety of after school sports.	Provide additional coed sports opportunities.	Records will be kept regarding the number of students participating in the sports.	

<p>The campus will continue to be a safe and healthy environment for students, staff, and the community.</p>	<p>Provide monthly walk-thru inspections to keep up with building safety, maintenance, and appearance.</p> <p>Institute the school safety plan.</p> <p>Contract with outside agency for intermittent canine visits to search campus for contraband substances and to provide another means of visible safety for students and staff.</p>	<p>Records will be kept of walk-thru inspections and work orders generated to keep building safe and attractive.</p> <p>Records will be kept of drills implemented and minutes of school safety committee.</p> <p>Agency generated reports will be delivered to the school.</p>	<p>District and site funded</p> <p>District and site funded</p> <p>\$500</p>
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**PACIFIC GROVE MIDDLE SCHOOL  
SINGLE PLAN FOR STUDENT ACHIEVEMENT  
2010 – 11  
Appendix A**

**SCHOOL SITE COUNCIL MEMBERS**

The following are elected members of the School Site Council or are members in fulfillment of legal requirements.

<b>NAME</b>	<b>REPRESENTING</b>	<b>TERM EXPIRES</b>
Jennifer Jansen	Parent	2010-2011
Tom Wagner	Parent	2010-2011
<i>Pending</i>	Parent	2011-2012
<i>Pending</i>	Parent	2011-2012
<i>Pending</i>	Student	2010-2011
<i>Pending</i>	Student	2010-2011
Tiffany Jones	Faculty	2010-2011
Terry Piotrkowski	Faculty	2010-2011
<i>Pending</i>	Faculty	2011-2012
<i>Pending</i>	Faculty	2011-2012
<i>Pending</i>	Classified	2011-2012
Mary Riedel	Principal	Perpetual

PACIFIC GROVE MIDDLE SCHOOL  
SCHOOL SITE COUNCIL BY-LAWS

Appendix B

ARTICLE I           NAME

The name of this committee shall be Pacific Grove Middle School Site Council (“Council”).

ARTICLE II           PURPOSE

The purpose of this committee shall be to:

1. Develop and recommend the School Improvement Plan (SIP).
2. Have ongoing responsibility to review with the principal, teachers, and other school personnel the implementation of the School Improvement Program and to assess periodically the effectiveness of the program.
3. Annually review the School Improvement Plan, establish a new school budget consistent with the Education Code, and, if necessary, make modifications in the plan to reflect changing improvement needs and priorities.

ARTICLE III           MEMBERSHIP

1. a. The Council shall be composed of the principal and representatives of teachers elected by teachers at the school; other school personnel elected by other school personnel at the school; parents of pupils attending the school or other community members elected by such parents; and pupils elected by pupils attending the school.
- b. The Council shall be constituted to ensure parity between the following two “groups”: (a) the principal, classroom teachers, and other school personnel (collectively “school staff”); and (b) equal numbers of parents or other community members elected by parents and pupils (collectively “parents”).
- c. Classroom teachers shall comprise the majority of those persons representing the school staff.
- d. Council members representing parents shall not be employees at Pacific Grove Middle School.

2. The membership of the Council shall not exceed 12 and must be an even number to ensure parity between representative groups.
3. Resignation will be effective upon written notice to the chairperson and the principal.
4. Membership will be established to ensure parity between parents/students and school personnel. Except for student representatives who shall serve a one-year term, each representative (excluding the principal, who is a perpetual representative) shall serve a two-year term or such portion of the term remaining for the “seat” to which a member is elected, with the option of running for, and if reelected, serving consecutive terms. Term is defined as the school year commencing the first day of the school year in the calendar year of election and ending two years thereafter. Regular elections are to be held in May of each school year with the term commencing the following first day of the next school year. Members shall be elected to designated “seats” on the Council to ensure a regular rotation of membership.
5. At each School Site Council election, the candidates failing election to vacancies as representatives for each constituency group (school, staff and parents) but receiving the next higher number of votes, may be designated as first and second alternates, respectively, and shall participate in the School Site Council as specified herein. Alternates so elected shall serve until the next regular election.
6. Voting rights — Each member shall be entitled to vote on each matter submitted to a vote of the Council. The elected alternate (from the group of an absent member [e.g., school staff or parents]) shall vote in the absence of a member from their group. There shall be no absentee voting.
7. Membership shall automatically terminate for any member who is absent from three consecutive meetings at the end of the third such meeting.
8. Vacancies on the Council (either the result of resignation or automatic termination) shall be filled for the remainder of the term of the seat vacated by the appointment of the first alternate or if necessary, the second alternate of the appropriate group. The appointee shall serve only to the end of the term of the seat vacated at which time the vacated seat will be filled by regular election. If no alternate is available to fill a vacancy, a special election shall be held to fill the vacancy.

#### ARTICLE IV

#### OFFICERS

The officers of this Council shall be a chairperson, vice-chairperson, and a secretary. The Chair and Vice-chair should be from different member groups.

## ARTICLE V

### ELECTION OF OFFICERS

1. All officers shall be elected for the school year by the Council at the first meeting of the school year, written notices of the election having been given.
2. New officers shall assume their duties at the first meeting of the school year.
3. No member shall hold the same office for more than two years in succession.
4. Should an officer resign or be terminated before new elections are held, the chairperson (or Council in the event the chairperson is absent) shall appoint a member in good standing to assume the office for the balance of the school year.

## ARTICLE VI

### MEETING AND QUORUM

1. All members of the Council are to be open and public, and all persons shall be permitted to attend any Council meeting and address the Council on any item within the jurisdiction of the Council.
2. Regular monthly meetings of the Council shall be determined each year by the current Council. At least 72 hours before each meeting, a notice shall be posted at the school or other appropriate place accessible to the public that specifies the date, time, location, and agenda of the meeting. The agenda shall contain a brief description of each item to be discussed or acted upon. Only those items on the agenda that have been discussed by the Council at a previous meeting may be acted upon except as allowed under applicable laws and except that non-agenda laws and/or non-action (i.e., discussion) items of an emergency nature may be acted upon at a regular meeting with approval of all of the members present.
3. Special meetings may be called at any time by the chairperson or by a majority of all members, by providing written notice (delivered by mail, by hand, or electronically by facsimile) to all members at least 24 hours in advance of the special meeting. The notice shall specify the time and place of the special meeting and the business to be transacted. No other business shall be considered at the special meeting.
4. School Site Council meeting agendas, minutes, and other writings prepared for discussions or consideration at a public meeting of the School Site Council, are to be considered public records and shall be reasonably made available for public inspection as required by applicable sections of the California Public Records Act.
5. A simple majority of the membership, provided each group is represented by at least one member (and in the case of the parents' group, said member is a parent), shall constitute a quorum.

## ARTICLE VII

### DUTIES OF OFFICERS

1. It shall be the duty of the chairperson to preside at all meetings and sign all official correspondence and communications from the Council.
2. In the absence or disability of the chairperson, the vice-chairperson shall assume the duties of the chairperson.
3. The secretary shall create a written record of the minutes of meetings (or ensure that such record is made), post notice of meetings, and provide meeting agendas as required herein.

## ARTICLE VIII DUTIES OF COUNCIL MEMBERS AND ALTERNATES

1. It shall be the duty of all council members to:
  - a. Attend all meetings or notify the chairperson in advance when unable to attend.
  - b. Accept positions as officers or subcommittee members when so elected or appointed, unless unable to carry out the duties required of such positions.
  
2. It shall be the duty of all elected alternates to:
  - a. Attend all meetings or notify the chairperson in advance when unable to attend.
  - b. Take part in Council discussions and, when necessitated by the absence of a member in that alternate's group (school staff or parents), participate in any votes conducted at that meeting.
  - c. Accept positions as subcommittee members when so elected or appointed, unless unable to carry out the duties required of such positions.
  
3. A member or alternate of the School Site Council shall be required to disqualify herself or himself from a matter under discussion or vote when the member or alternate has a financial interest in the matter. (A financial interest is defined as a situation in which it is reasonably foreseeable that a decision will have a material financial effect, distinguishable from its effect on the public generally or on school personnel generally, on the member or her or his immediate family, or upon any business activity in which the member is an employee, or holds any position of management, control, or fiscal interest.)

ARTICLE IX

COMMITTEES

The chairperson shall appoint such committees as directed by a majority of the members present.

ARTICLE X

AMENDMENTS

1. The by-laws may be amended at any regular meeting by a vote of a majority of the full Council membership of each group.
2. The meetings will be governed by these by-laws and any disputes will be settled by Roberts Rules of Order.

**PACIFIC GROVE MIDDLE SCHOOL  
SINGLE PLAN FOR STUDENT ACHIEVEMENT  
PROGRAM BUDGET  
2010-2011  
Appendix C**

Adopted April, 2010

**FUNDING:**

2010-2011 allocation	\$20,852
Estimated 2009-2010 carry-over	<i>\$11,000</i>

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<b>Total funds available</b>	<b>\$31,852</b>
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**EXPENDITURES:**

Language Arts, p. 16	500
Mathematics, Math Tutor p. 17	2,000
Visual and Performing Arts, p. 18	1,500
Library, equipment and software, p. 19	1,900
Staff Development, professional development p. 21	3,000
Technology, p. 22	6,000
Student Academic Support, innovative program supplies, p. 23	4,850
Student Academic Support, AVID & AVID Tutor, p. 24	3,500
Student Social/Cultural Support, student motivation, p.25	2,600
Student Social/Cultural Support, Challenge Day, p.25	2,600
Student Social/Cultural Support, Activity supplies, p. 25	750
Student Social/Cultural Support, Coach Stipends, p. 25	0
Student Social/Cultural Support, Safe Campus, p.26	500

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<b>Total Expenditures</b>	<b>29,700</b>
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<b>UNALLOCATED BALANCE:</b>	<b>2,152</b>
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