

**High Plain Elementary School  
Andover, Massachusetts**



**School Improvement Plan  
2009-2010**

*“One Small Step...On the Journey of Learning”*



**High Plain Elementary  
School Improvement Plan  
2009-2010**

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**High Plain Elementary  
School Council Members  
2009-2010**

Brenda O'Brien	Principal
Linda Breen	Learning Specialist
Meredith Rawlinson	Grade 1 Teacher
Maura Bresnahan	Media Specialist
Brad Heim	Parent Representative – Co Chair
Christina Luconi	Parent Representative
Linda Ritchie	Parent Representative
Jeffrey Gealow	Parent Representative
Denise Nash	Parent Representative
Sydney Bialo	Community Representative
Linda Torrasi	Community Representative

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2009-2010**

## **1. INTRODUCTION**

### **Vision Statement**

The High Plain Elementary School is committed to providing a safe, caring and challenging educational environment that promotes learning and achievement for all students. We recognize and celebrate the diverse learning styles, interests, talents and cultures of our students and strive to offer a rich variety of meaningful learning experiences that will inspire innovative thinkers and confident learners. Students are encouraged to initiate, actively participate in and take responsibility for their learning, to make responsible decisions and to contribute constructively to their family and community.

### **Needs Assessment**

The 2009-2010 High Plain Elementary School Improvement Plan represents the culmination of ten months of discussions with parents, staff and students and the results from formal and informal needs assessments. Each year, the school council conducts a school wide parent and staff survey to assess the priorities of the High Plain Community as they relate to the Massachusetts Education Reform Act. A formal survey was distributed to all families and staff in December 2008 (Please see the attached survey & results summary – pages 5-7).

A total of 135 surveys were returned representing 178 students, or 33.8% of students. 36 teachers also responded, representing 83.7% of the professional instructional staff. The survey was divided into four parts. The first part asked respondents to prioritize the elements and goals defined by the Education Reform Act of 1993. The second part asked what additional enrichment programs and activities parents would like to see offered. The third part involved parent information and involvement in the school. The final question asked for top priorities for use of available resources and funding.

### **MERA Priorities**

Since its opening in September 2002, the High Plain Community has consistently identified the following MERA (Massachusetts Education Reform Act) Goals as their top priorities:

- 1. Class Size - Maintain pupil/teacher ratios in every grade to keep all class sizes at the lower end of the School Committee policy to support optimal student performance and educational achievement (#1 for staff and #2 for parents)**
2. School climate conducive to high expectations and student performance in all academic areas (#1 for parents and #3 for staff)
3. Professional development opportunities to support standards-based, diversified instruction, balanced literacy and the use of technology to facilitate curricular innovations and communication (#3 for parents and #5 for staff)
4. Welcoming school environment characterized by tolerance and respect (#4 for staff and #5 for parents)
5. Means for meeting the diverse learning needs of all students by differentiating instruction and providing appropriate support services (#2 for staff and #3 for parents)

## School Priorities

Last year, the High Plain Community participated in an extensive study to determine the feasibility of an expanded school day. Funded by an Expanded Learning Time (ELT) Planning Grant from the Department of Education, a team of parents and staff was appointed to review current research, make site visits to existing ELT model schools, facilitate focus groups, conduct parent and staff surveys and to host information forums. Ultimately, it was decided to delay applying for an implementation grant this year due to lack of fiscal information critical for the decision.

As a result of our research and parent surveys, it was apparent that there was a significant mandate to offer additional academic instruction beyond the school day in math, foreign language, hands-on science, technology and the creative arts. Toward this goal, High Plain Elementary has now expanded its enrichment program to ***Learning Leaps***. *Learning Leaps* is a K-5 before and after school program offering such new programs as Mandarin Chinese, Spanish, Math Magic, Investment Club, Agilent Science, Out of the Box Math, Think Tank (Homework Helpers), Kitchen Science, Puppetry, etc. We hope to continue to grow our offerings while maintaining a high quality but affordable program open to all our students.

High Plain continues its commitment to maintain a high level of parent involvement in the building. As an adjunct to Balanced Literacy, we have a trained team of 27 **Literacy Volunteers**. Each volunteer contributes one hour per week to meet with a designated student in grade one or two selected by their classroom teacher. The goal is to enhance reading fluency, improve reading comprehension and reading confidence. The value of this initiative was fully realized last year and we are fortunate that so many of our parents and community volunteers have committed to the program again this year. These 27 Literacy Volunteers and 85 plus ELF (Environmental Learning for the Future) Science Volunteers will be joined this year by a team of Math Games coaches volunteering in the classrooms to enhance math skills.

This year, High Plain Elementary will join other schools in participating in COGNOS training through a grant from the Department of Elementary & Secondary Education. The grant will enable us to secure data management software (DATA WAREHOUSE) to track and chart individual student programs. Synthesizing individual achievement data in a timely manner will facilitate differentiated instruction decisions and access to support services.

**High Plain Elementary School Council  
School Priorities  
2009-2010**

**Overarching Goal – One year’s progress for every student.**

**General Goals**

- **Maintain class size at the lower end of the School Committee policy to support optimum student performance and education achievement.**
- **Meet the diverse learning needs of all students by differentiated instruction and appropriate intervention and support services.**
- **High Expectations and Student Performance – School climate conducive to high expectations and student performance in all academic areas. Focus on enhancing Open Response writing.**
- **Foster a welcoming school environment for students, parents and staff based on the core values of respect, responsibility, tolerance, teamwork and a love of learning. Conduct individual grade level parent coffees to support co-partnership and enhance communication with parents.**
- **Maintain parental involvement in the life of the school and parent/school partnerships via communication, parent support services, and joint curricular initiatives, i.e. ELF, Volunteer Literacy Coalition and enrichment programming opportunities (*Learning Leaps*).**
- **Provide professional development opportunities to support standards based diversified instruction, balanced literacy, and the use of technology to facilitate curricular innovations and communication. Incorporate the use of SMART Boards, MP3 players, and “clickers” personal remotes to enhance instruction and student engagement.**
- **Conduct Open Circle meetings once a week and provide introductory training for Specialists and Instructional Assistants.**

**Continuing Concerns**

- **Special Education – Redefine the ETF (Educational Team Facilitator) from .6 FTE to 1.0 FTE to adequately manage the extensive caseload and extensive service needs of our students and their families.**
- **Balanced Literacy – Support full implementation of the balanced literacy program in all grades and to meet the diverse reading needs of all students, including students that require extra support or instruction.**
- **Physical Education – Provide two 45 minute physical education sessions each week to students in all grades.**
- **Data Management System – Participate in COGNOS/Data Warehouse training by the Massachusetts Department of Elementary and Secondary Education to establish software programs for data analysis and management.**

## **2. FOCUS OF THE PLAN**

The High Plain School Council has prioritized four MERA (Massachusetts Education Reform Act) goal areas for its 2009-2010 School Improvement Plan:

### **1. Impact of class size on student performance**

**1. Maintain all class sizes at or below the midpoint of the current Andover School Committee class size range policy**

### **2. Professional Development for School Staff to Enhance Curriculum and Instruction**

- **Provide the technology and professional development necessary to support the acquisition of 21<sup>st</sup> century skills by all students**

### **3. Means for meeting the Diverse Learning Needs of all students**

- **Redefine the Educational Team Facilitator as a 1.0 FTE position**

### **4. School Climate conducive to high expectations and performance**

- **Provide K-5 professional development and team planning time to establish SMART goals (Specific, Measurable, Attainable, Results-Oriented and Time Bound) targeting enhanced success in open response writing across all curricular areas and grades.**

Please note the attached School Council Survey and results summary.

**High Plain Elementary School Council  
Parent/Staff Survey  
December 2008**

Each year school councils are charged with the responsibility of creating a school improvement plan to address specific areas defined by the Education Reform Act of 1993. To ensure that we are focusing on areas which are most important to our parent community, we would appreciate your time to complete the survey on this sheet or on the Internet at **www.aps1.net/hpe and click on Parent Survey link**. Please complete only one survey per family.

Parents, please indicate the number of children you have in each grade: \_\_\_ FDK \_\_\_ HDK \_\_\_ 1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5  
Staff, please indicate which team you work with: \_\_\_ K \_\_\_ 1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_ Specialists \_\_\_ Support Services

**1. Education Reform Act**

Listed below are the elements devised by the Education Reform Act of 1993 for School Councils to address. Please indicate your top three priorities for this school year (1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup>)

- \_\_\_ School climate conducive to high expectations and student performance in all academic areas
- \_\_\_ Professional development for school staff to enhance curriculum and instruction
- \_\_\_ Enhancement of parental involvement
- \_\_\_ Class size/student-teacher ratios
- \_\_\_ Health, safety and discipline
- \_\_\_ Welcoming school environment characterized by tolerance and respect
- \_\_\_ Extracurricular activities and academic support
- \_\_\_ Means for meeting diverse learning needs of all students
- \_\_\_ Other \_\_\_\_\_

**2. What additional enrichment programs or activities would you like to see offered for students? Please check your top 3 priorities.**

- |                                   |                                   |
|-----------------------------------|-----------------------------------|
| ___ Additional Music              | ___ Clubs                         |
| ___ Additional Physical Education | ___ Additional Art                |
| ___ Foreign Language (_____)      | ___ Additional Technology         |
| ___ Instrumental Music            | ___ Additional Science            |
| ___ Challenge Math                | ___ Other (please describe) _____ |

**3. What topics would you suggest for parent information presentations or support programs? Please check your top 3 priorities.**

- \_\_\_ Understanding the School Curriculum and Instructional Strategies, e.g. Guided Reading.  
Please indicate the specific topic areas: \_\_\_\_\_
- \_\_\_ Student Support Services – Understanding what is available and how to access help
- \_\_\_ Handling Peer Pressure/Bullying
- \_\_\_ Homework
- \_\_\_ Parenting Support
- \_\_\_ Internet Safety
- \_\_\_ Understanding MCAS
- \_\_\_ Growth and Development Challenges in Pre-teens
- \_\_\_ 21<sup>st</sup> Century Skills
- \_\_\_ Other: \_\_\_\_\_

4. How would you suggest further enhancing parent involvement within our school community? Please check your top 3 priorities.

- Hold more social gatherings to meet other parents/families
- Schedule Hobby or Share Your Job Days
- Offer more parent-led enrichment classes
- Recruit Parent Liaisons for Student Council
- Offer more parent-student activities during the school day/evening (type? \_\_\_\_\_)
- Other \_\_\_\_\_

5. Where do you get most of your information about school?

- Backpack Flyers
- Other Parents
- Website
- List Serv Email
- Other \_\_\_\_\_

6. And finally, given the economic climate, it is possible we may need to make budgetary choices. Please rank your top 3 priorities where you think resources/funding should be committed to improve our school, with one being the most important.

- Cultural Events
- Technology Assisted Learning (e.g. SMARTBoards, Laptops, Instructional Software, etc.)
- Academics/Curriculum
- Opportunities for parents to be involved
- General Communications
- Extracurricular Activities (before and after school programs)
- Enrichment Programs (school wide and individual grade level assemblies/programs)
- Programs lost during previous budget cuts (PE, Music) \_\_\_\_\_  
Please indicate any specific
- Other \_\_\_\_\_

7. Please feel free to make any additional comments or suggestions. Your feedback and recommendations are very important as we construct our School Improvement Plan for FY10. Your input continues to make a difference for our school

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***Thank you for taking time to complete the survey. Please return the survey to your child's teacher or the HPE school office or complete online at [www.aps1.net/hpe](http://www.aps1.net/hpe) and click on Parent Survey link by December 19<sup>th</sup>.***

## Summary 2008-2009 High Plain School Council Survey

In December 2008, the High Plain Elementary School Council asked our parent & staff community to participate in our annual survey. As Massachusetts schools face the realities of a turbulent economy and the potential of looming budget cuts, High Plain remains committed to providing the best possible education for our children. The input from our parents and the wisdom and guidance from our gifted teaching staff will allow us to use this important data to focus our energies in the areas that will truly have the most impact. With that, the following is a summary of the data collected.

**A total of 135 surveys were returned representing 178 students, or 33.8% of students. 36 teachers also responded, representing 83.7% of the professional instructional staff.**

**“School Climate Conducive to high expectations and student performance in all academic areas”, “Class size/Student-teacher ratios” and “Professional development for school staff to enhance curriculum and instruction”** stand out as the areas parents feel strongly should be our top 3 priorities for this school year.

When asked about additional enrichment programs or activities parents would like to see offered to their children, **“Additional Science” “Challenge Math” and Foreign Language”** ranked the highest, as they did in last year’s survey. We’ve been pleased to be able to address all three with our *Learning Leaps* before and after school program. We will continue to focus on the development of these areas in our classrooms as well.

Parent suggestions for information presentations or support presentations were prioritized as follows: **“Growth and Development Challenges in Pre-teens”, “Handling Peer Pressure/Bullying”, and “21<sup>st</sup> Century Skills”**. While the first two remained clear priorities from last year’s survey, “21<sup>st</sup> Century Skills” was a new entry this year, and clearly important to our community.

When it comes to enhancing our parent involvement within our school community, parents selected **“Offering more parent-student activities during the school-day/evening”, “Hold more social gatherings to meet other parents/families”, “Schedule Hobby or Share Your Job Days”**. Our parent community clearly values finding ways to be involved, and would like us to be creative to meet the needs of both our working and stay-at-home parents. As one parent wrote, “simple volunteering to help in the classroom” is a great value.

Finally, our last topic dealt with the reality of budgetary choices, and where parents think we should prioritize our resources and funding committed to our school. By an overwhelming majority, **“Academics/Curriculum”** ranked as our need of most critical importance. Following closely behind were **“Programs lost during previous budget cuts”** (i.e., Music and PE) and **“Technology Assisted Learning”** (i.e., SMART Boards, Laptops, Instructional Software, etc).

As always, your participation is deeply appreciated, and is a necessary component to guiding our future direction.

Thank you!

### 3. RECOMMENDATIONS FOR IMPROVEMENT

#### **High Plain School Council Priority #1: Class Size – Maintain class size at or below the midpoint of the School Committee Policy**

##### **Andover School Committee (ASC) Goals 2009-2010:**

###### **Goal #1: Improve 21<sup>st</sup> century skills for all students**

Objective 1: Provide the curriculum instruction and assessment that develops 21<sup>st</sup> century skills in all students

##### **Massachusetts Education Reform Act (MERA) School Improvement Goals:**

**Goal #2:** Consider student to teacher ratios, ratios of students to other supportive adult resources and the impact of class size on student performance, including a scheduled plan for reducing class size.

**What:** Ensure that student/teacher ratios are at or below the midpoint of the ASC Policy to support optimal student achievement, and enable all students to achieve proficiency and beyond as defined by the MCAS learning standards and mandated by the federal directives of No Child Left Behind (NCLB).

Over the past seven years, the High Plain parent and staff communities have **consistently identified class size as the #1 priority for their School Improvement Plan**. The expansive body of educational research on learning styles, effective instructional practice, differentiation, standards based curricula and authentic assessment all point to the dramatic impact class size has on a teacher's ability to individualize instruction to meet the diverse needs of all their learners.

High Plain's seven year enrollment history has provided experience at both the high end and below midpoint range of class size. The opportunity to differentiate instruction to meet the broad range of students' learning styles, abilities, special needs and social/emotional growth is significantly reduced as class sizes climb above 24. The diverse portrait of our learners' needs, inclusive nature of our classrooms, rigor of the standards-based curriculum and our commitment to take every child to their highest level of proficiency and achievement, requires that no class size exceed the midpoint of the ASC policy.

**Persons Responsible:** School Committee and Superintendent

**Outcomes:** All High Plain classrooms will be at or below the present ASC Class Size Policy mid-point recommendation. (Gr. K-20, Gr. 1 & 2 – 23, and Gr. 3, 4 & 5 – 25).

**High Plain Elementary School  
Enrollment Totals**

	<b>2002/2003</b>	<b>2003/2004</b>	<b>2004/2005</b>	<b>2005/2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>
<b>All Day K</b>	20	41	39	38	41	40	40
<b>Staff</b>	1	2	2	2	2	2	2
<b>Ratio</b>	20	20.5	19.5	19	20.5	20	20
<b>Kindergarten</b>	61	35	31	34	35	28	39
<b>Staff</b>	2	1	1	1	1	1	1
<b>Ratio</b>	15.3	17.5	15.5	17	17.5	14	19.5
<b>Grade 1</b>	79	95	85	81	75	88	80
<b>Staff</b>	4	4	4	4	4	4	4
<b>Ratio</b>	19.7	<b>23.8*</b>	21.2	20.25	18.75	22	20
<b>Grade 2</b>	93	86	102	82	88	83	90
<b>Staff</b>	4	4	5	4	4	4	4
<b>Ratio</b>	<b>23.2*</b>	21.5	20.4	20.5	22	20.8	22.5
<b>Grade 3</b>	83	116	94	103	88	93	86
<b>Staff</b>	4	5	4	5	4	4	4
<b>Ratio</b>	20.8	23.2	23.5	20.6	22	23.25	21.5
<b>Grade 4</b>	106	89	105	96	108	93	98
<b>Staff</b>	4	4	5	4	5	4	4
<b>Ratio</b>	<b>26.5*</b>	22.3	21	24	21.6	23.25	24.5
<b>Grade 5</b>	98	107	85	110	97	113	94
<b>Staff</b>	4	4	4	5	4	5	4
<b>Ratio</b>	<b>24.5*</b>	<b>26.8*</b>	21.3	22	<b>24.25*</b>	22.6	23.5
<b>Total Enrollment</b>	<b>539</b>	<b>569</b>	<b>541</b>	<b>544</b>	<b>532</b>	<b>538</b>	<b>527</b>
<b>Staff</b>	<b>24</b>	<b>24</b>	<b>25</b>	<b>25</b>	<b>24</b>	<b>24</b>	<b>23</b>
<b>Ratio</b>	<b>22.4</b>	<b>22.8</b>	<b>21.6</b>	<b>21.76</b>	<b>22.17</b>	<b>22.42</b>	<b>22.91</b>

\* = At or above midpoint range of ASC class size policy

## **High Plain School Council Priority #2: Professional Development for School Staff to Enhance Curriculum and Instruction**

### **Andover School Committee (ASC) Goals 2008-2009:**

#### **Goal #1: Improve 21<sup>st</sup> Century Skills for All Students**

Objective #2: Commit to improve teacher quality

Objective #5: Enhance communication among all constituents

### **Massachusetts Education Reform Act (MERA) School Improvement Goals:**

**Goal #3:** Professional Development for school staff to support the use of technology, facilitate curricular innovations, instruction and communication.

**What:** Provide the technology and professional development necessary to support the acquisition of 21<sup>st</sup> century skills by all students. In keeping with the School Committee's objective to "provide the curriculum, instruction, and assessment that develops 21<sup>st</sup> century skills in all students", each of the six elementary school has made a commitment to enhance the use of technology. Our students will use engaging technologies in collaborative, inquiry-based learning environments to assist them in transforming knowledge and skills into solutions, new information, products, and global awareness. Each school will evaluate the use of a SMART Board Model Classroom as part of their instructional practice. With the support of the High Plain PTO, we will evaluate the use of SMART Board Model Classrooms in grades 2, 3, 4 & 5 as part of our instructional practice. Incorporating the use of MP3 players for podcasting, individual voting remotes ("clickers") to measure student comprehension, and SMART Board has had a dramatic impact. It has enabled:

- access to vast resources to support instruction via internet, i.e., virtual field trips, laboratory activities that previously were cost prohibitive
- the ability to connect with other classrooms; share best practices
- meet diverse learning needs of all students

**Persons Responsible:** PTO and grant funding, Building Principal and Staff

**Outcome:** Teachers will be trained to effectively enhance the use of technology (MP3 players, remotes and SMARTBoards) as instructional tools to better engage and meet the diverse learning needs of students.

## **High Plain School Council Priority #3: Means for Meeting the Diverse Learning Needs of All Students**

### **Andover School Committee (ASC) Goals 2008-2009:**

#### **Goal #1: Improve 21<sup>st</sup> Century Skills for All Students**

### **Massachusetts Education Reform Act (MERA) School Improvement Goals:**

**Goal #9:** Enhance the development of means for meeting the diverse learning needs of all students.

**What:** Redefine the Education Team Facilitator as a 1.0 FTE position. For the past three years the High Plain School Improvement Council has requested, along with the Director of Special Education, that our Education Team Facilitator accurately be represented as a 1.0 FTE position. High Plain Elementary School provides extensive counseling, academic support, occupational therapy, physical therapy & speech services for a broad spectrum and diverse population of special needs students, approximately 17.7% of our student population. Our Educational Team Facilitator (ETF) is responsible for coordinating the child study team and referral process for Special Education eligibility. This responsibility includes: scheduling all mandated testing; parent notification/communication; collaboration with consultants; and guiding the I.E.P. process to assure compliance with all state and federal guidelines. The ETF is an essential liaison for parents. In addition, our ETF provides professional development and mentoring for Special Education staff regarding appropriate assessment instructional strategies, behavior management plans and student assistive software. Our present staffing level of 0.6 FTE is inadequate to manage the extensive caseload of our ETF and effectively support the Special Education service needs of our students and their families and does not accurately represent the demands of the position.

**Persons Responsible:** Andover School Committee, Superintendent, Building Principal, Director of Pupil Personnel

**Outcome:** Redefine the Educational Team Facilitator (ETF) at High Plain Elementary as a 1.0 FTE position.

## **High Plain School Council Priority #4: Student Academic Performance and Achievement**

### **Andover School Committee (ASC) Goals 2008-2009:**

#### **Goal # 1: Improve 21<sup>st</sup> Century Skills for all students**

Objective: Provide the curriculum, instruction and assessment that develops 21<sup>st</sup> century skills in all students

### **Massachusetts Education Reform Act (MERA) School Improvement Goals:**

**Goal #1:** School's Educational Goals: Create a school climate conducive to high expectations and performance (alignment with Massachusetts School and District Accountability System District Performance Standards). Section 1: Student Results

**Goal #9:** Enhance the development of means for meeting the diverse learning needs of as many children as possible, including children with special needs.

**What:** Provide K-5 Professional Development and team planning time to establish SMART goals targeting enhanced success in open response writing for all students across all curriculum areas and grades.

Grade level teams (3, 4, 5), special education staff, the literacy team, learning specialist, and principal meet annually to compile a detailed review of our students' MCAS performance results. This review enables specific action plans/recommendations to address areas for instructional focus. The MCAS Analysis action plan, before school support groups, "Home Study" Backpacks in Reading and Math and small group review sessions will continue to further augment our core instruction in ELA, writing, math and science. This year HPE will focus on **Open Response writing across all curricular areas and grade levels**. Each grade level team has created specific SMART Goals to increase the amount of instruction, specific practice and assignments incorporated to support students' success in Open Response Writing. Professional development, team planning time and staff meetings will be devoted to sharing best practices, creating anchor packs, reviewing grade level FCA's and writing benchmarks.

**Persons Responsible:** Building Principal and Staff

#### **Outcomes:**

1. Implement all MCAS analysis action plans and strategic SMART goals to enhance academic achievement and performance in open response writing in grades K-5.
2. Continue small group math and literacy support group instruction in Grades 3, 4 & 5

## Addendum – Impact of 2003-2004 Budget Cuts and Lost Programming/Services

In **FY03**, our schools began feeling the effects of the reductions in state aid. When the final numbers had been processed the elementary schools had to accept a \$367,334 reduction to their portion of the overall school budget. This resulted in the following actions:

- Two of the elementary schools were forced to eliminate their assistant principals
- Three classroom teachers, a 0.5 media specialist and 3.5 media assistants were all eliminated
- Class sizes increased
- Principals assumed more supervisory obligations – At High Plain, there is no assistant principal to support 540 students and over 100 staff

Additional program cuts were made in **FY04**, as the elementary schools absorbed 43% of the overall budget reduction in Fiscal Year 2004, or a \$1,002,142 cut. This million dollar reduction resulted in the following actions across all our elementary schools and had the following impact on High Plain:

District Wide Reductions	Direct Impact on High Plain
<ul style="list-style-type: none"> <li>• 100% elimination of the elementary health teachers (returned September 2005)</li> </ul>	
<ul style="list-style-type: none"> <li>• 50% reduction of physical education teachers (grade 5 returned to two 45 minute classes/week in Sept.2006)</li> </ul>	<ul style="list-style-type: none"> <li>• Loss of 45 minute PE class per week in grades 1-4</li> </ul>
<ul style="list-style-type: none"> <li>• 33% reduction of our operating budgets</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase of classroom supplies, curriculum materials, copying cost and service contracts severely affected. Must rely on parents' contributions and donations</li> </ul>
<ul style="list-style-type: none"> <li>• 3.0 FTE reduction of custodians</li> </ul>	<ul style="list-style-type: none"> <li>• Loss of a ½ time custodian</li> </ul>
<ul style="list-style-type: none"> <li>• 1.6 FTE reduction of music teachers (grade 3 strings/recorder program – new offering, Sept. 2006)</li> </ul>	<ul style="list-style-type: none"> <li>• Loss of 15 minute Music class per week in grades 1 &amp; 2</li> </ul>
<ul style="list-style-type: none"> <li>• 0.8 FTE reduction of an Adaptive Physical Education Teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Loss of PEP program for primary grades</li> </ul>
<ul style="list-style-type: none"> <li>• Team leader positions no longer posted</li> </ul>	<ul style="list-style-type: none"> <li>• Loss of 7 Team Leader Positions (Gr. K-5 &amp; Specialist Teams). Team Leaders meet with principal and communicate back to team, prepare supply and material budgets of their team, schedule field trips and enrichment activities. Impact: decreased communication.</li> </ul>
<ul style="list-style-type: none"> <li>• Math teacher leader positions no longer posted</li> </ul>	<ul style="list-style-type: none"> <li>• Loss of 2 Teacher Leaders to support math professional development, enrichment and parent education</li> </ul>
<ul style="list-style-type: none"> <li>• Webmaster positions no long posted</li> </ul>	<ul style="list-style-type: none"> <li>• No stipend to maintain website</li> </ul>

The reductions that remain in place continue to negatively impact the elementary levels.