

RAVENSWOOD CITY SCHOOL DISTRICT

Five-Year Educational Plan, 1971-76*

Office of the Superintendent -- Administrative Council

These Educational Plans for RCSD comply with the Stull Bill (AB 293).

By the end of the 1976-77 school year, we of the RCSD community-family expect to:

	<u>TASKS COMPLETED (%)</u> (90-100%)
1. Begin operationalizing the District's philosophy which aims for total student development through Community-Family Guided Education (CFGE); this means clarifying the meaning of the philosophy as applied in staff organization and interpersonal and group relationships. (9/71* and 8/72***) -----	'71-72
2. Initiate appropriate workshops to explicate the District's goals and directions. -----	"
3. Distribute written copies of the plans for implementation.†-----	'72
4. Secure the Board's adoption of a District philosophy.-----	'71-72
5. Obtain the Board's tacit approval of the general educational goals and plans for the District. (See the Planning, Development, and Training Team Report to the Board, 6/72. Master Plan adoption, 1969-71; CFGE and MUS-E unit plans are now defining and refining the Master Plan.) -----	'71-73
6. Operationalize the organizational aspects of programming for total student development through CFGE (by establishing multiunits and local School Instructional Councils in all K-6 schools). -----	'71-72
7. Adopt a calendar of RCSD educational plans and programs. (See the attached assignments for the Administrative Council's Task Force, dated 12/18/72.) -----	'71-76
8. Organize a <u>District Instructional Council</u> to supervise and support the implementation of curricular activities that are compatible with District objectives. -----	'72
9. Begin to review old job descriptions for staff. -----	'71-72
10. Re-write and distribute new job descriptions for administrative staff, principals, principals' assistants, vice-principals, teaching vice principals, and staff working with District Directors. -----	'72-73

*This Five-Year Plan helps to set objectives (tasks) that will facilitate assessment of educational performance within the RCSD (1971-76). This was/is the goal of the STULL BILL. By Dec. 1976 we hope to have achieved 95% of the above plan's objectives.

**On Professional Day (9/71) the "Glossary of Terms for CFGE ..." was distributed (and/or was made available) to all of the District staff. Copies are still available in the Supt.'s office.

***On August 28-30, 1972 a District workshop was held to explicate the District's objectives and the implementation of same.

†A paper entitled "Implementation of CFGE..." was distributed during the August workshop. It is available for all principals to distribute to their staffs. See the Superintendent's secretary for same.

Revised and refined from first draft: 8/72

1/1/73

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Committee & Sub-
W. G. G. T.
C. R. D. S.
M. P.

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COMPLETED (%)
(40-80%)

11. Clarify and outline descriptive functions of the District's complementary educative personnel within the schools, first (viz. principals, school councils, multiunit leaders, center coordinators, department heads, resource teachers, paraprofessionals, student teachers, and other teachers, students, community counselors, Student Services staff, Teacher Corps Team Leaders and interns) AND parents and community agents. '71-74
12. Organize initial programs for the improvement of education at the junior high range:
 - A. Hire and place a student counselor at each jr. hi. bldg. '72
 - B. Provide psychology interns to complement counselors '72-73
 - C. Initiate the Right-to-Read Program '72-73
 - D. Begin a Science Lab.
13. Formulate instructional objectives and strategies for each of the five years through utilizing the District Instructional Council and local school councils to assist units, departments, special education needs, etc. '72-76
14. Establish priorities and stages of implementation of District's objectives for total student development. '71-76
15. Record a calendar for completing local schools' instructional objectives for the development of all students. '72-76
16. Guide teachers (through multiunit families) to identify those students who are reading one grade or more below their grade range placements, and assist them (through school councils) in clarifying programs to eliminate the reading deficiencies. '72-74
 - A. Assist teachers in varying instructional programs to eliminate identified reading deficiencies (beginning with the "Third Grade Reading Problem". At least 75% of identified "deficient" Third Graders" should increase his achievement test score by at least one grade by June 1973. '72-73
 - B. Guide principals, resource teachers, unit leaders, and other teachers to conceive teaching and learning (evaluation) as a process of setting clear concepts, skills, and abilities as objectives and to base evaluation upon said specific criterion-referenced goals; both formative and summative evaluation will derive meaning from/as related to initial objectives. '72-76

*Consult the listed duties of the members of the Administrative Council's Task Force (Attached).

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11/73

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COMPLETED (%)
(10-30%)



17. Begin to plan long-term improvement of educational programs at the junior high level. '72-74
18. Identify on-going ins vice needs, and arrange for suitable instruction to develop the staff. (District and university workshops, seminar, and laboratory experiences will be used.) '71-76
19. Examine, identify, and coordinate curricular needs that will increase students' motivation, development, and performance in grades 4-8th. '72-74
20. Determine and re-write evaluation criteria and procedures for all staff. Procedures are to be used to assure intra-group accountability, based upon the objectives for student development which have been approved by the Administration, District Instructional Council, S.I.C.'s and parents. '72-74
21. Designate evaluation periods, and distribute the agreed-upon evaluation instruments to certificated staff first. '72-73
22. Secure the Board's and Ravenswood Teacher's Assoc.'s adoption statement concerning evaluation for certificated personnel. '73
23. Construct a new Administrative Regulations and Curricular Programs Handbook for Community-Family Guided Education in the Ravenswood City School District. '73-74
24. Begin to re-evaluate the uses to which educational excursions are put. (5%-9%)
 - A. Provide for each school a recent (6/73) outline of things to see and places to go as shown in: "145 Bay Area Tours You Can Take", Peninsula Living, Palo Alto Times. '72-73
 - B. Examine the possibility of setting "trip standards" that will correlate trips with specific objectives. '72-73
25. Study long-range needs for developmental programs for our young children in early-childhood education. Coordinate early-childhood education with primary learning objectives. '72-74
26. Recommend and design alternatives for creating different learning environments (especially for learners with "special" problems). '72-73
27. Identify and re-write obsolete District policies. '72-73
28. Establish guidelines for the use of all monies coming into the District. '72-73

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