

Mill Valley School District

Mill Valley Middle School Plan 2008-2009

Principal: Matt Huxley

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Mill Valley, CA 94941

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**Mill Valley Middle School Site Council
2008-2009 SCHOOL YEAR**

The School Site Council has approved the Mill Valley Middle School Single Plan for Student Achievement and has submitted it to the Board of Trustees for approval.

Matt Huxley, Principal

Typed name of Chairperson

Signature

Date

Names and role (principal, teacher, parent, other staff or student) of members

Lise Jordan, Parent	
Suzanne Chase, Teacher	Carolyn Hartigan, Counselor
Molly Peets, Teacher	Lainey Alvater, Parent
Urban Carmez, Parent (Alternate)	Shannon Green, Teacher
Matt Huxley, Principal (Co-Chair)	Bob Jacobs, Teacher
Kim Roen, Teacher	Aniko Molnor, Parent
Sandy Agajen, Classified	Simone Jordan, Parent
Anna Lazzarini, Assistant Principal	Joyce Feeney, Kiddo Representative
Tammy Scott, Parent	
Barbara Musser, Teacher	
Jonna Palmer, Teacher	

Mill Valley Middle School School Information

School Description

Mill Valley Middle School promotes academic excellence and the development of personal responsibility. It borders Bayfront Park and the Mill Valley Recreation Center. Approximately 705 students in grades 6-8, 43 teachers and 19 support staff come to the middle school each day. We are organized in six grade level pods made up of 120-135 students in each of these teams. Teachers meet monthly in departments and teaching team meetings to coordinate curriculum and to discuss student needs. Our school is known for having a strong academic program that includes Language Arts, Social Studies, Mathematics, Science, Foreign Language, Art, Instrumental and Vocal Music, and Physical Education. In addition to having high academic expectations and results, the MVMS staff believes strongly in helping students be successful both socially and emotionally. In addition to preparing students to be successful in high school and beyond, a central mission is to create lifelong learners. We also take pride in having a strong support team that continually works on helping all students to be successful.

A full time library media specialist and part-time clerk staff our centrally located library. It is open to students after school and is the hub of our learning environment. In addition to having an effective special education team, we have two full time school counselors. Students can participate in many extra curricular activities including leadership, athletics, and various clubs. We have a vibrant and generous PTSA that publishes bi-monthly newsletters and supports many school programs.

SUPPLEMENTARY PROGRAMS

Title II Part A Teacher Quality

Title II, Part A – Teacher and Principal Training and Recruiting Fund

Title II, Part A provides assistance for preparing, training, recruiting, and retaining high-quality teachers. The amount of funding available for services to private school personnel is governed by NCLB § 9501, which requires equitable participation of private school teachers and other education personnel to the extent that the LEA, consortium, or entity uses its funds for professional development.

- ◆ Title II funding provides support for veteran teachers to meet competency and/or other licensure requirements (i.e., CLAD or BCLAD).

Title III (LEP)

Title III, Part A – English Language Acquisition, Language Enhancement, and Academic Achievement

NCLB §3102 describes the goals of the English Language Acquisition, Language Enhancement, and Academic Achievement program. It provides funds for helping limited English proficient (LEP) and eligible immigrant students attain English proficiency and meet the same challenging state academic content and student achievement standards as all students are expected to meet. Private school students, teachers, and other educational personnel whose schools are located within an LEA, consortium, or entity that receives a grant from the state are eligible to participate in this program, as required by the Uniform Provisions.

- ◆ Title III provides support for veteran teachers to meet competency and/or other licensure requirements (i.e., CLAD or SDAIE).

Title IV Safe and Drug Free School

Title IV, Part A – Safe and Drug-Free Schools and Communities

The Safe and Drug-Free Schools and Communities Act support programs that foster a safe and drug-free learning environment. Activities authorized in NCLB § 4114 include:

- *Drug, violence, and suicide prevention programs.*
- *Professional development and training.*
- *Developing school security plans.*
- *Conflict resolution, community service, and character education programs.*
- *Family involvement activities.*
- *Counseling*
- *Mentoring*
- *Emergency intervention services.*

- ◆ Safe and Drug-Free funding enhances and supports our peer assistance program (WEB), Safe School Ambassadors as well as other student, parent and staff educational programs.

Title V

Title V, Part A – Innovative Programs
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Innovative Programs, as mandated by NCLB § 5142, support education reform and innovative school improvement programs to improve school, student, and teacher performance. Private school students, teachers, and other educational personnel may receive professional development, library materials, and educational equipment. Other activities may include:

- *Community service programs.*
- *Consumer education*
- *Purchase of computer hardware and software.*
- *Programs to hire and support school nurses.*
- *School-based mental health services.*
- *Programs for cardiopulmonary resuscitation training in schools.*
- *Parent and community involvement.*

- ◆ This funding source provides instructional materials for classrooms.

School and Library Improvement Block Grant

School and Library Improvement Block Grants are for elementary, intermediate, and secondary schools to improve instruction, services, school environment and organization at school sites according to plans developed by School Site Councils.

- School and Library Improvement Block Grant funding is used to cover department budgets for instructional materials and supplies.
- In addition, these funds provide mini-grants to teachers for instructional improvement projects.

English Language Learner Program/Economic Impact Aid (EIA)

The Economic Impact Aid Program (EIA) is a program supporting compensatory education services for educationally disadvantaged student and bilingual education services for English Language Learners.

- ◆ Students with a limited English proficiency are served by a credential teacher who supports them in achieving fluency by working with them on their other classes in a very small class setting. Technology and collaboration with the English Language Learner's other teachers help these students become more a part of the school community.

Tobacco Use Prevention Education (TUPE)

The Tobacco Use Prevention Education Program (TUPE) is a program supports educating students regarding the deleterious effects of tobacco products and giving them skills to resist the pressures to begin or providing counseling to help them stop.

- ◆ Mill Valley Middle School has been tracking students' data on tobacco and other drug use as well as school safety and health concerns. Special educational assemblies are used to promote healthy choices and to make student aware of the negative consequences of drug/alcohol abuse

and tobacco use. Students at each grade level have a health education unit taught through the Physical Education Department.

School Safety and Violence Prevention

A program providing funding to school districts maintaining grades 8-12 for purposes that improve school safety or reduce violence among students.

- ◆ School Safety and Violence Prevention funding supports a full-time campus supervisor position.

Gifted and Talented Education

Provides challenging curriculum and instruction to gifted and talented students capable of achieving significantly beyond the level of their peers.

- ◆ GATE serves identified students in all three grade levels in English and in Social Studies. GATE students are clustered in classes where the teacher has been trained in differentiating curriculum. GATE teachers participate in regular staff development and belong to the District GATE advisory.

Special Education Program

Special Education Programs are designed to ensure that all students with exceptional needs are appropriately identified, assessed, and provided free appropriate public education programs and services designed to meet their unique needs.

1. Funds provide a Resource Specialist Program, which is designed to support the needs of individual students with IEP's. Students are served either in the regular education classroom or in a Academic Support program – usually one period per day.
2. Provides a Special Day Class, which is a more comprehensive program for students that spend more than 50% of their school day in a special education program. There are two to three additional instructional aides in this classroom.
3. Provides a Speech and Language Program, which is designed to serve students with difficulties in articulation, voice, fluency or language processing. Students receive services in a pullout program.
4. Under special circumstances, special education (i.e. a special reading support or math support. class) may be provided to pupils who have not been identified as individuals with exceptional needs, provided that all individuals with exceptional needs are appropriately served and a description of the services is included in the school site plan

Mill Valley Middle School

Demographic and Achievement Summary Information

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	
Enrollment, CBEDS						
All Students	761	736	726	689	710	

% Ethnicity, CBEDS						
African American	2.0	2.5	2.5	2	1.2	
American Indian / Alaskan Native	0	.5	.5	0	.1	
Asian	9	9.0	7.5	8	6.7	
Filipino	1	1.0	.5	1	.6	
Hispanic / Latino	6	6.0	4.5	5	4.0	
Pacific Islander	0	.5	0	0	.1	
White (not of Hispanic Origin)	78	79.0	79.5	80	77.5	
Multiple/No Response	4	1.5	5.0	6	9.8	

Mobility (STAR)						
% new to site this year	6.0	3.4	3.0	7.4	1.6	

% Free/Reduced Lunch, Consolidated Application						
	2.0	3.1	4.8	1.7	3.1	

English Proficiency (Spring R-30)						
% English Language Learners (EL)	1.7	.6	2.0	1.6	3.4	
% Fluent English (IFEP & RFEP)	.2	1.5	5.0	5.8	5.6	
# Of Students Reclassified to FE for Year	15	33	7	5	5	

Number of Students enrolled in Special ED, SELPA						
RSP	55	65	50	40	35	
SDC	9	8	9	10	11	
DIS	19	6	9	5	13	

Attendance

% Average Student A.D.A.	96.1	96.6	96.7	97.2	96.3	
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	2004-2005	2005-2006	2006-2007	2007-2008
Suspensions By Offense/Education Code				
<i>48900 (a) Caused/Threatened/Attempted Injury</i>	15	23	20	17
<i>48900 (b) Possess/Sale/Furnish Dangerous Object</i>	1	4	3	1
<i>48900 (c) Possess/Use/Sale/Furnish Controlled Subst.</i>		8	2	
<i>48900 (d) Offer/Sale Controlled Substance</i>			1	
<i>48900 (e) Commit/Attempt Robbery or Extortion</i>				
<i>48900 (f) Cause/Attempt Damage to Property</i>				
<i>48900 (g) Stolen/Attempted to Steal Property</i>	4	3	4	6
<i>48900 (h) Possession of Tobacco</i>		2		
<i>48900 (i) Obscene Act/Vulgarity</i>	7	10	8	4
<i>48900 (j) Possess/Offer/Sale of Drug Paraphernalia</i>			2	4
<i>48900 (k) Disruption/Defied Authority</i>	14	36	34	21
<i>48900 (l) Received Stolen Property</i>				
<i>48900 (m) Possess Imitation Firearm</i>				
<i>48900 (n) Sexual Assault/Battery</i>				
<i>48900 (o) Harass/Threaten/Intimidate Witness</i>				
<i>48900 (p) Offer/Arrange/Sale of drug Soma</i>				
<i>48900 (q) Engaged/Attempted Hazing</i>				
<i>48900.2 Sexual Harassment, Threat, Intimidation</i>		5	2	4
<i>48900.3 Cause/Attempt/Threat/Partic. Hate Violence</i>		3		3
<i>48900.4 Harassment, Threat, Intimidation</i>	4	6	8	11

<i>48900.7 Terrorist Threat</i>				
Total # of Annual Suspensions	45		84	71

Total # of Annual Expulsions				
<i>48900 (a) Caused/Threatened/Attempted Injury</i>				1
<i>48900 (b) Possess/Sale/Furnish Dangerous Object</i>				
<i>48900 (c) Possess/Use/Sale/Furnish Controlled Subst.</i>				
<i>48900 (d) Offer/Sale Controlled Substance</i>				
<i>48900 (e) Commit/Attempt Robbery or Extortion</i>				
<i>48900 (f) Cause/Attempt Damage to Property</i>				
<i>48900 (g) Stolen/Attempted to Steal Property</i>				
<i>48900 (h) Possession of Tobacco</i>				
<i>48900 (i) Obscene Act/Vulgarity</i>				
<i>48900 (j) Possess/Offer/Sale of Drug Paraphernalia</i>				
<i>48900 (k) Disruption/Defied Authority</i>			2	
<i>48900 (l) Received Stolen Property</i>				
<i>48900 (m) Possess Imitation Firearm</i>				
<i>48900 (n) Sexual Assault/Battery</i>				
<i>48900 (o) Harass/Threaten/Intimidate Witness</i>				
<i>48900 (p) Offer/Arrange/Sale of drug Soma</i>				
<i>48900 (q) Engaged/Attempted Hazing</i>				
<i>48900.3 Cause/Attempt/Threat/Partic. Hate Violence</i>				
<i>48900.7 Terrorist Threat</i>				
Total # of Annual Expulsions	0	0	2	1

<i>Total # of Identified Truants</i>	0	0	1	0
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<i>% Of Highly Qualified Teachers in Current Assignment</i>		100	100	100
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Demographic Data and Discipline Options Observations

Enrollment and all ethnicity data have remained relatively stable over the past five years with the exception of a drop in the number of resource program students and an increase in the number of special day class students. The student population, however, is expected to grow significantly in the next two to three years. It is important to begin planning for how the increased enrollment will impact the facilities, staffing, and school culture.

Student behavior is generally positive as measured by the low rate of suspensions, expulsions and truancy. All of our certificated staff members have been identified as meeting the Highly Qualified Teacher requirements as established in the No Child Left Behind legislation.