

**Silver Gate Elementary Input in Regard to Cluster Governance**

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Sent: Sunday, April 17, 2011 10:18 PM

To: McClure Sandra; srodi4340@gmail.com; adsykes@yahoo.com; Kristin Brown [samnerinsmom@yahoo.com]

Hi Everyone, Below you will find a rough-draft response to the Cluster regarding the issues they would like to see improved. This information is in response to a document called "A Courageous Conversation" (found here: [http://www.pointlomacluster.com/digital\\_filing\\_cabinet.jsp?a=Governance/Empowerment%20Framework](http://www.pointlomacluster.com/digital_filing_cabinet.jsp?a=Governance/Empowerment%20Framework)) which we received to help us weigh-in with feedback in the key areas they are addressing. If you have feedback or revisions for this letter, please 'reply to all'. Ultimately, Principal McClure and Arielle Sykes will be editing this document to make it presentable to the board (I believe by May 2<sup>nd</sup>). Thanks! HH

RE: Silver Gate Elementary Input Regarding the Point Loma Cluster Schools Empowerment Dialogue

After a thorough investigation of the six issues by our staff, School Site Council, and Friends of Silver Gate Elementary, we are pleased to report the following decisions were overwhelmingly agreed upon by all.

First, we would like to say thank you, and commend the cluster on their achievements to date. Thanks to the hard work of Cluster Foundation volunteers, we have cluster-wide events that fuel pride and community; a consistent cluster-wide communications system with e-mail, calendar, and websites; sharing of best practices by staff and parents; and a stronger effort to increase safety at our schools. You have even inspired the District to push for a community-based reform model! We would like to see more of all of those things, in other words, keep up the good work!

Before reviewing all of the issues below, we had one suggestion that we wanted to make to the Point Loma Cluster Foundation Board. We recommend taking just one challenge and attacking it at all levels. For example, the CST Scores for Math at Point Loma High School are low. If we as a cluster focus on this one challenge, then all other areas will probably improve. Communicating one single goal to the entire cluster (for example, "Let's Improve Math Scores!"), is much easier for students, parents, teachers, staff, even the district, to rally behind. It's just a small suggestion but we hope you will consider it.

Following are our responses to the control of the following six issues of concern.

**CCC**

We all agreed we cannot support the concept of the Collaborative Cluster Committee. The main reason being that we believe it would add another layer of bureaucracy.

**Budget**

We do not want any available district funds controlled at the Cluster level.

We would like Title 1 Funds to follow the student.

We would like the Cluster to work harder at fundraising to meet cluster-wide empowerment needs.

**Staffing**

We do not want decisions in regard to closing small schools to be made at the Cluster or Site level.

We would like the Cluster to continue bringing together teachers and Principals to share best practices.

We would like to see control over professional development funds and decisions at site-level.

We do not see the Cluster or the Site having the ability to control class size.

We would like the Cluster to gather teachers for teaching teams across school sites in order to share best practices.

**Curriculum**

We would like to see the Cluster work toward aligning the curriculum across elementary, middle, and high schools in a way that would supplement what is already in place.

We would like the Cluster to investigate performance streams and address these issues by supplementing rather than replacing what already exists.



**CORREIA MIDDLE SCHOOL**  
**Empowerment Framework Discussion Summary**  
**April 2011**

<b>What kind of decision-making authority do you want for: CURRICULUM</b>	
<b>Site Level</b>	<b>Cluster Level</b>
<ul style="list-style-type: none"> <li>- math curriculum we decide how to organize our program based on the new common core standards</li> <li>- detrack</li> <li>- benchmark</li> <li>- PLCS create Benchmark Data Director (to help, use District as a guide)</li> <li>- independent choice for students struggling with math, (slow down) or change to general math</li> <li>- department level work in curriculum revisions and common, regular assessments/aligned with Common Core Standards</li> <li>- vertical planning</li> </ul>	<ul style="list-style-type: none"> <li>- we have discussions with vertical teaming across the grade levels to organize our curriculum and textbook programs.</li> <li>- cross the sites curriculum</li> <li>- implementation of common core standards – advocacy for on-going pd in common core</li> <li>- vertical planning</li> <li>- planning of curriculum between elem., middle, and high schools. Sharing of books read/material covered each year. Keep all students on the same page.</li> </ul>
<b>What kind of decision-making authority do you want for: ACCOUNTABILITY</b>	
<b>Site Level</b>	<b>Cluster Level</b>
<ul style="list-style-type: none"> <li>- common assessments at the site level, not at the district level. we write our own benchmarks.</li> <li>- keep programs to help with high achievement</li> <li>- AVID/GPA requirements/incentives</li> <li>- common assessments among department and grade level; no longer use district benchmarks</li> </ul>	<ul style="list-style-type: none"> <li>- This could be discussed at the cluster level for vertical teaming. We could have Course-Alike common assessments, entry-level diagnostics, and assessments for course placement.</li> <li>- parent accountability for students who are 1) unprepared for 4<sup>th</sup> grade, 2) absent more than 10 times per semester, 3) behavior support program</li> <li>- 360° accountability must be defined in terms of measurable behaviors and outcomes</li> <li>- common assessments</li> </ul>
<b>What kind of decision-making authority do you want for: LEADERSHIP</b>	
<b>Site Level</b>	<b>Cluster Level</b>
<ul style="list-style-type: none"> <li>- budget planning could include real salary rather than average.</li> <li>- strong student behavior support (experienced) unafraid of school “statistics.” our numbers should reflect what is truly happening on campus</li> <li>- SSC should remain in effect as site governance</li> <li>- school site control over staff rather than district</li> </ul>	<ul style="list-style-type: none"> <li>- Cluster Superintendent voted on by Administrators, Teachers, Parents, and Community</li> <li>- checks and balances are needed to protect sites’ rights – layers of management should be streamlined and fully representative – not pushing an “agenda.”</li> </ul>
<b>Given what you’ve said about cluster level decision making, How might a Collaborative Cluster Committee (CCC) be structured to support that authority?</b>	
<ul style="list-style-type: none"> <li>- representation should be proportional to those shouldering most responsibility – school leaders and teachers.</li> </ul>	

Dewey

Brunch and Brainstorming  
April 25, 2010

Leadership-

- A panel comprised of parent, staff should be able to interview for principal.
- CCC representatives ( 1 elem, 1 middle school, 1 HS) on interview panel for Area Superintendent type position

Budget-

- If additional monies, same amount of money per kid across the district
- Title I must not be cut
- Site controlled not cluster controlled
- We would like the money from church rental

Accountability-

- OK as is

*eval cycle*

Staffing-

- Principal should have access to all candidates and be able to interview with a panel ( if no priority consideration candidates)
- Principal need ability to interview classified staff
- Principal has ability to keep one "key" person in office regardless of bumping

Scheduling-

- Site decision ( protect year round)

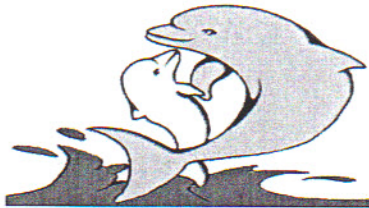
Curriculum-

- Maintain freedom to use supplemental curriculum

Collaborative Cluster Committee-

- 4 votes per school- 1 parent, 1 staff, 1 principal, 1 collaborative group vote.
- Collaborative group vote is vote determined after survey/polling takes place —

Loma Portal Elementary School ~ Pt. Loma Cluster Draft Framework FEEDBA



Staff meeting held on April 14.

Parent meetings held on April 21 and April 22.

All comments to follow were recorded from written statements/questions posed by staff & post it notes attached to charts at their respective meetings following a share out and dialogue on how our school and cluster may utilize community-based planning for the benefit of our students.

Principal Gerde



Loma Portal Elementary  
Pt. Loma Cluster Foundation Draft Framework  
Feedback April 2011

Parent Feedback

**Comment:**

The May 1<sup>st</sup>-16<sup>th</sup> meetings timeline is unrealistic. I wish the PLCCC luck.

The CCC should have some representation from each school.

This is a lot of information and change at once. It might be best to tackle one or two items. Staffing should be taken off the slate for now.

Two high school students should be on CCC who have been through elementary and middle school in the cluster.

I really liked how we got control of allocating our budgets at the school sites this year. Would like to collaborate with other cluster schools for certain funding areas, like music commonalities.

Scheduling starting at 9 am is too late, I hate minimum days. Why can't we get out the same time every day?!

Budget analyst just for PL cluster. Please communicate and learn from process La Jolla cluster is going through and has been through. Let's learn and apply what would work for PL cluster. What road blocks have they hit? What would they change? What stage are they at getting elementary autonomy? Research

I think the focus of this framework needs to be on what we can do as staff and parents together to provide the best education for our kids. If the cluster takes empowerment over staffing out of the framework then teachers and parents would be more likely to work together effectively.

Representative from every school site parents and teachers.

This feels fear based whether than empowering to all stakeholders-how do we remedy that?

Begin the Framework and CCC under a smaller umbrella – start with budget issues for example.

CCC structure – all principals should be on it – at least one teacher, one parent from each school on it as well.

Budget would be the only thing nicer to have more control of – and scheduling. There doesn't seem to be fair representation with 7 elementary schools, 2 middle schools and 1 high school. The cluster committee is weighted 6-5 parents to educators and 5-4 high school/middle to elementary. They need to take staffing off the table.

Title 1 funding needs to be kept by our schools.

Maybe start with one area of this Framework to start with? This is to much to start with.

Smaller has to be better than the vastness of our District.

More forums on school change/innovation.

Issue of marketing these discussions and presenting them in a succinct/clear manner.

Cluster schools should combine funding to leverage our resources for programs like science, music, language etc.

No “detracking” teaching needs to be to ability. I’m against lumping all into classes for “diversity” sake.

Representatives per site

- 1) Admin -1
- 2) Teacher -1
- 3) Parent -2

What specifically are the benefits of this structure? How is it different from the current structure? (Side by side chart)



Loma Portal Elementary  
Pt. Loma Cluster Foundation Draft Framework  
Feedback April 2011

Staff Feedback

**Comments:**

More elementary teachers needed on committee.

Starting with one school as a pilot school makes more sense. (2 people wrote this)

There is unequal representation of elementary school teacher/principals.

The CCC needs to have a more equal representation of individual sites.

Our cluster elementary schools have excellent API's and we need to continue the present structure and framework we have.

Parents need to know there will be a mass exit of teachers if this framework is approved because we have benefits, health and salary expectations.

Needs teacher input to daily calendar/class time scheduling.

Teachers, parents and administrators at school sites should have more control than committee.

I would like PT. Loma Cluster to be able to come up with there only bell times and minimum day schedule.

Do not separate us from the vast resources of SDUSD.

Our cluster schools already have elaborate evaluation systems to improve teacher and principal effectiveness. These were developed by educators with extensive scholarly training.

Cluster committee needs to be more specific as to what changes they want. I am pretty happy with how things are running at Loma Portal.

Who over sees distribution of text books?

Who will pay for data bases?

Funding for library staffing?

Will we have to hire people to be administrating the budget, accountants, annalist, and lawyers?

Will we still have access and use of IMC and TMC? What will take their place?

What will be the criteria for hiring and firing teachers? (2 people wrote this)

How will teachers be hired? Will all area teachers need to be interviewed?

Who will assess the teachers?

Will teachers get a choice to network at school site if they don't like the new structure?

It concerns us people (administrators and parents) can affect our job – esp. if we have had previous personality conflicts with those people. (What if I gave a kid a bad grade and the parent sits on the CCC-can that parent get me fired??)

Will teachers still be apart of SDEA? Will teachers be “on loan” from district or still district employees?

Classified staffing never seems to come up in discussions are we invisible to the “Foundation”?

To vague-exactly what are the steps/processes for hiring/retention/firing?

Shouldn't there be a representative from each school?

Are members elected or appointed? (Other then 2 at large).



As a parent I  
totally agree with  
all of this.

Pont Loma Cluster Survey 3/1/11

"Ditto"

3. I think it would be nice to have more control over the spending of money, although, at this point in time, I feel as though if benefits/pay were drastically changed the cluster would lose many excellent teachers. I would want more information on how this would look and who would be creating and overseeing this new model and how those people who were doing budgeting, etc. are getting paid before agreeing to anything. I think more specifics need to be given.

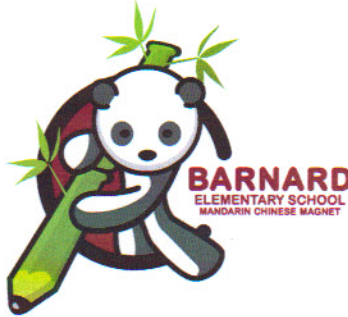
4. I would like more information on what the processes might look like; who would determine what was needed at each individual schools. More specific information needs to be given before I would even consider agreeing.

5. Why do we need to become a charter like model to work together and align the curriculum between the cluster schools? At Loma Portal we are meeting the needs of our individual school.

6. Who would have control over or determine the master/ daily calendars... the cluster or the individual schools? At Loma Portal we have weekly collaboratives to work on professional development, staff/grade level planning and already use our data in order to drive our instruction. What would change? Keeping class size low is a priority; I would like to know how the cluster would determine (or would it be determined by individual schools) what is the appropriate ratio of students to teacher to help increase the degree of personalization between teacher and students at each grade

7. I agree that individuals need to be held accountable and should be as effective as possible in their jobs and the effectiveness in their jobs. I would want to know who would be doing the evaluating. The evaluator should be knowledgeable about the job. I don't know how parents or community members would know what or how to evaluate a teacher, without ever teaching or spending an extended amount of time in a classroom; just like I wouldn't want a person who didn't know about hearts or surgery telling my heart surgeon how to do heart surgery. As far as encouraging continuous focus on improving instruction & real time assessment in the classroom, I feel that the teachers at Loma Portal are always trying to improve and individualize instruction to meet the needs of their individual students.

page 1 of 2  
from a staff member



## Summary of Barnard Stakeholder Feedback on PLCS Framework

### Budget

- Barnard community feels that Title One Funds should follow the students and show evidence of accountability. 62% of Barnard's population is under the "Free and Reduced Lunch Program". Every single dollar from title one has been used to fund resources that would move achievement upwards. After 3 years of gains and for the first time in school history, Barnard earned the 2011 Title 1 Academic Achievement Award.
- Barnard community is not in agreement that funding should be allocated to the cluster level but should be given to the individual schools with their own unique needs. An example that can be given is our dilapidated facility that has been ignored for a very long time. We expect to have these matters mitigated immediately without going through another bureaucratic process.

### Staffing

- Barnard is in need of qualified bi-lingual Mandarin Chinese teachers who are California Multiple subject Credentialed teachers as the school evolves every year into an immersion program up until 2017
- Barnard is in agreement in the flexibility of PD across the school levels because of the special nature of the program. We have concerns on how the cluster framework would assist in these matters.
- Barnard is considered a small school at this point with about little under 300 hundred students. We do not agree with the cluster's proposal to close without examining school's effectiveness. Everyone knows in this district of the "turnaround" story that Barnard has shared in the last 3 years.



## Curriculum

- Barnard community is in agreement that the alignment of curriculum across elementary, middle, and high schools should be evident as long as the Mandarin focus is not lost and continue the integration of theme into the core subjects that the students are exposed to every day.

## Scheduling

- Barnard community's position for now is having the flexibility to make our own decision. More data will be collected to have concrete feel of the community.
- Transportation at this time is a moot point due budget crisis.
- Barnard community would prefer to retain over the daily calendars and class time to ensure the needs of our unique Mandarin Chinese Immersion program for PD, sister school partnership activities, and project based learning.

## Accountability

- Barnard will strive to maintain our continual increase in Math and ELA percentage.
  - 07-08 ELA 48.1% MATH 58.8%
  - 08-09 ELA 62.6% MATH 70%
  - Today ELA 67.2% MATH 80%

## Leadership

- Barnard community is in agreement that the cluster schools should have a voice in selecting and retaining our superintendants.
- Barnard community feels that principal selection should be conducted on school site level while keeping the PLCS informed of our intentions if problems arise.
- Barnard community is in agreement as long as equal representation from each schools will head the governance team to interact with the district as long as all parties affected have had their concerns and opinions heard.

## Ocean Beach Elementary School

### Empowerment Framework Discussion

What kind of decision-making authority do you want for: CURRICULUM & INSTRUCTION	
Site Level	Cluster Level
<ol style="list-style-type: none"> <li>1. <i>Common Core Standards</i> to drive our work in curriculum and staff development.</li> <li>2. Increase time for Professional Learning Communities and teacher collaboration.</li> <li>3. Maintain control over professional development and funds at site level.</li> <li>4. Focus on data to differentiate instruction to meet student needs.</li> <li>5. Site level/grade level team decisions on order and pacing of units of study.</li> <li>6. Teacher input in the design of Benchmarks per grade level.</li> <li>7. Timing of benchmarks to be aligned better with the CST.</li> <li>8. Align Envision math benchmarks and adjust to units.</li> <li>9. Identify exemplary teachers for Cluster visitations.</li> <li>10. Integrate technology and digital media in the learning process</li> <li>11. Provide a balanced curriculum that engages the whole child in academics, the arts, and project based learning</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Common Core Standards</i> to drive work in curriculum and staff development.</li> <li>2. Survey staff and principals for input for professional development.</li> <li>3. Based upon survey results, prioritize curricular area of focus for staff development and integrate technology use and innovations in all P.D.</li> <li>4. Professional development within the cluster to include <i>Instructional Walkthroughs</i> to share best practices and curriculum innovations.</li> <li>5. Organize demonstrations of best practices in <i>i21</i> and technology innovations.</li> <li>6. Develop cadre of teacher expertise for organized cluster school visitations.</li> <li>7. Assess parent needs and develop a plan for cluster wide parent education opportunities.</li> <li>8. Advocate/voice for cluster schools to receive technology and textbooks in a timely manner and not being penalized because we are higher performing schools.</li> </ol>
What kind of decision-making authority do you want for: ACCOUNTABILITY	
Site Level	Cluster Level
<ol style="list-style-type: none"> <li>1. Grade levels to determine additional forms of performance based assessment should be agreed upon to show student growth (currently a part of our SBRC, however too much emphasis is being placed on CST results)</li> <li>2. Review and revise non-negotiables in curriculum, instruction, scheduling, and parent communication.</li> <li>3. Honor contractual agreements.</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide professional development to create, research, and evaluate assessments.</li> <li>2. Develop system of communication that engages all stakeholders and non-involved parents</li> <li>3. Cluster should not be responsible for holding stakeholders accountable for performance.</li> <li>4. Develop student/parent/staff accountability agreement for student absences and behavior referrals</li> <li>5. Honor contractual agreements.</li> </ol>
What kind of decision-making authority do you want for: LEADERSHIP	
Site Level	Cluster Level
<ol style="list-style-type: none"> <li>1. Engage in shared decision making.</li> <li>2. SSC remains categorical budget and school plan decision makers.</li> <li>3. School staff should be active in the</li> </ol>	<ol style="list-style-type: none"> <li>1. Enhance communication regarding Cluster meetings, surveys, professional development opportunities.</li> <li>2. Avoid leadership that adds another layer</li> </ol>



<p>selection of principals.</p> <ol style="list-style-type: none"> <li>Focus on academic achievement during activities and performances.</li> <li>Public celebration of accomplishments of students and staff.</li> <li>The school's decisions should represent all stakeholders.</li> </ol>	<p>of decision making. We are concerned about too many chiefs.</p> <ol style="list-style-type: none"> <li>Staff input via polling or survey before decisions are made.</li> <li>Cluster to be involved in the selection of area superintendent.</li> <li>Cluster decisions should represent all stakeholders.</li> <li>Maintain a calendar of cluster events on the cluster web page for community and stakeholder reference.</li> </ol>
<b>What kind of decision-making authority do you want for: BUDGET</b>	
<b>Site Level</b>	<b>Cluster Level</b>
<ol style="list-style-type: none"> <li>SSC to determine categorical budgets based upon site data and goals.</li> <li>Title 1 \$ needs to follow the students at their own school it should not be shared by cluster</li> </ol>	<ol style="list-style-type: none"> <li>Cluster to advocate for Title 1 Funding</li> <li>Develop a voice to rationally communicate with what is perceived as "North of the 8," or "Beach Community/Point Loma" students. All students regardless of community have social, emotional, and academic challenges and goals. School Board decisions often focus on the neediest students leaving out the needs of higher performing schools.</li> </ol>
<b>What kind of decision-making authority do you want for: STAFFING</b>	
<b>Site Level</b>	<b>Cluster Level</b>
<ol style="list-style-type: none"> <li>Site level staffing, should be controlled by the site and not at the cluster level.</li> <li>Find a way to provide 20:1 teacher/student ratio.</li> <li>Honor contractual agreements.</li> </ol>	<ol style="list-style-type: none"> <li>Cluster to be involved in the selection of area superintendent.</li> </ol>
<b>What kind of decision-making authority do you want for: SCHEDULING</b>	
<b>Site Level</b>	<b>Cluster Level</b>
<ol style="list-style-type: none"> <li>Each school should have the flexibility to determine daily schedules to incorporate project based learning, teaming, and intervention support for students</li> </ol>	<ol style="list-style-type: none"> <li>Cluster should negotiate bell times that are beneficial to each school in the cluster.</li> <li>Full staff input via polling or survey before decisions takes pace.</li> </ol>

## **Ocean Beach Elementary School Cluster Empowerment Meetings**

Meeting #1: 3/22 at 6:30 pm

Meeting #2: 3/25 at 8:00 am (translation provided)

### **Notes from meetings:**

#### **Budget:**

- Make sure making our own budget doesn't cause more trouble.
- Pair budget with accountability
- Be sure the money follows the students
- Make sure the district doesn't change their scale when they see efficiency. (ie. We get less money because we use less for certain things)

#### **Staffing:**

- Control what teachers we can keep. We want to keep the best teachers
- Kids must come first
- Possibly ability to close schools to get smaller class sizes/save staff
- Small class sizes are a priority

#### **Accountability:**

- Must evaluate success at all levels (site, cluster etc) How can we do that fairly
- Autonomy in testing and accountability measures
- Principal leadership and vision important
- Willing and able staff to do extra work in accountability. Teachers and staff should figure out what success looks like in a measurable way.
- Parents could be involved at school in real classroom actions (small group work etc) to help schools be successful.
- Be careful using parents and money too effectively because the district may never give money back

#### **Scheduling:**

- Parents concerned this flexibility could lead to a longer school day.
- Is this a deal breaker for the district due to the legal transportation issues? What can we do legally?
- Bussing costs seem huge. Is the district trying to cut bussing back?
- Align start times in our cluster to make them work for families and appropriate for the brain development/age of students.
- OB would be much better as a late start school due to the amount of tardies.

#### **Curriculum:**

- Appropriate pacing (particularly for the younger students)
- Data backed pacing and learning
- We must continue with and add programs that enrich learning in every way (creativity, free time, science. We must grow the whole child and not leave this out of education.



- All elementary kids should come to Dana with equal skill sets.
- Some sort of gifted program that allows for one year growth for more advanced kids.
- Some sort of gifted program that allows for one year growth for all kids: ELD, special ed, gifted, average.
- Appropriate professional development for our teachers/cluster needs. Not necessarily what the district says they need, but what they really need. Our cluster could do some unusual, innovative things with specific PD.
- Possible uniform social/character development throughout the schools in the cluster.
- Offer more ways to see students as “whole people.” With unique strengths and weaknesses. Not only as academic (math, LA) students. Maybe teachers to volunteer to do clubs (cluster wide?)etc.

#### **Leadership Questions:**

**OB Parents had many questions about the group that would “oversee” or liaison with the district.**

- Define role of governing board
- Define who represents
- How will these people get their information to take to the board?
- How will they represent each school and stakeholders?
- What would the chain of information look like from the school site to the cluster to the district

#### **Special Ed Concerns:**

- Need to have trained professionals on site and with students
- Need unity of information throughout the schools

#### **ELAC Concerns:**

- Need professional translators
- Spanish only meeting
- Buy in from ELAC –go to ELAC meetings
- Cluster ELAC meeting with translation and childcare at a community center
- PowerPoint in Spanish
- Shorter, less detailed PowerPoint

United Voice: Power for students, teachers, staff and parents

#### **Ideas:**

- We need to get this going so we can avoid some of the actions that will happen next year.
- Focus on public awareness (street fairs, farmers market)
- Put out a paper survey too that goes home with all student.

# Framework Buckets

## Dana Parent Input

Scheduling: Flexibility with lunch time duration.

Curriculum: Flexibility in additional supplemental curriculum.

Flexibility to maintain VAPA.

Flexibility to choose to use tracking or not, vet out the pros and cons to decide the best process.

Ensure teacher supports for the i21 classrooms.

Develop our own tracking system instead of categorizing students with the Raven, possibly CST scores with teacher recommendations.

Accountability: Use studies to support what works for student achievement.

Use of tracking issues repeated from curriculum.

Decide when classroom tools balance classroom size.

Set our own goals for where the level in any subject should be, with our own plans to reach those goals.

Budget: Title I funds should follow the students.

Flexibility over site based budgeting.

Flexibility in funds across the sites of the cluster (Prop S overflow used on another cluster campus)

Flexibility over the number of students in the cluster, including the number of elementary schools, what kind of "middle" or junior high, and levels at the high school.

Leadership: Keeping site leadership and area superintendent with a panel of decision makers including parents and staff.

CCC input: Teacher representation should be equal for K-2, 3-4, 5-6, 7-8, 9-12. Not necessarily weighted to the upper schools. Should include ASB student rep from the high school.

Staffing: Professional development cluster wide.

Area Sup. should coordinate vertical teaming across content areas.

Sharing of resources/best practices continued and increased across cluster elementary schools.

Libraries should have consistent resources across the cluster: commitment to maintaining staff.

Sharing of support personnel.