The Single Plan for Student Achievement

School: Murray Middle School

CDS Code: 15-73742-6009310

District: Sierra Sands Unified School District

Principal: Kirsti Smith

Revision Date: November 7, 2013

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on December 19, 2013.

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School Vision and Mission

Murray Middle School's Vision and Mission Statements
VISION
Murray Middle School will be a community- fostering academic excellence for all students and demonstrating leadership in character development. The vision statement is intended to serve as both the blueprint for improvement and the benchmark by which we will evaluate our progress.
I. Climate - An Exemplary School:
A. Provides a place where students feel comfortable, safe and accepted
B. Promotes open communication between parents, teachers, students which encourages a sense of teamwork and cooperation
C. Acknowledges and celebrates the achievements of students and staff in learning and leadership
D. Develops the concept of community through academic, co-curricular and extracurricular activities with a focus on promoting well rounded students

II. Staff - An Exemplary Staff:
A. Focuses on increased student achievement with instruction methods that reflect current research and proven effective classroom practices
B. Supports the school's mission, vision, values and goals in attitude and action
C. Models the importance of lifelong learning through their commitment to ongoing professional development
D. Works to create conditions that promote student success
E. Encourages colleagues and students in an atmosphere of support and respect
F. Models professionalism through personal integrity, commitment, and ethical behavior
G. Collaborates to improve student learning (instructional strategies, methods, and assessments)
III. Academic Excellence - In an Exemplary School:
A. The curriculum promotes intellectual curiosity, creative thinking, and challenges students to reach their full potential
B. High levels of achievement are accomplished through measurable academic standards aligned with the major instructional goals
C. Focus is placed on character development which incorporates respect, social skills, and moral integrity into academic concepts
D. The concept of teamwork through academic and extracurricular activities is developed
E. Technology will be utilized by staff to enhance teaching strategies and the increase student proficiency with technology.
IV. Students - In an Exemplary School:
A. Accept responsibility for their learning and their actions
B. Set challenging goals and give their best effort to achieve high academic standards
C. Behave toward other students and teachers in a manner consistent with good character (considerate, responsible, and committed)
D. Encourage each other in an atmosphere of support
E. Become involved in school and community service
V. Parents and Community Support - In an Exemplary School the parents and/or community:
A. Play an active role in the academic education and character development of the students
B. Form partnerships with teachers to demonstrate the importance of education
C. Monitor their student's academic progress using planners and on-line services.
D. Are involved with the school by volunteering their time and/or service
E. Are supportive of the school's vision, goals, and mission

MISSION
The mission of Murray Middle School is to create a safe, positive environment to facilitate academic, physical, social, and emotional growth so that our students become productive members of society.

School Profile

Murray Middle School has served the isolated Indian Wells Valley in the southeastern corner of Kern County since 1943. Murray is a 6 - 8 comprehensive school located on the China Lake Naval Weapons Military Base. We have a unique population of students who come from military families, engineering and research families and support families living in the surrounding four hundred square mile area. We serve all segments of our educational community by providing a standardized core of education custom designed for the educational and emotional needs of our students. Our current population is 600 and consists of transient and returning

students, fifty percent qualify for free/reduced lunch, less than 10% live on the naval base and 30% participate in our counseling programs. Our special needs population makes up 10% of our student body and they participate and hold offices in many of our leadership programs. We are proud of our academic growth over the years raising our API from the mid 600 range to our current mid 800 range. Students and staff take school seriously. Our school climate is inclusive and working to be bully resistant. Programs to help students transition into middle school and their new school include Safe School Ambassadors, Rachel's Challenge, New Student Orientation, ELD services, special classes for students whose first language was not English and our extensive counseling program staffed by one full time counselor, 3 part time counselor/therapist/psychologists.

Murray Middle School , though isolated on the northern edge of the Mojave Desert, acts as an oasis by providing a history of achievement and a tradition for preparing students for their future.

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
The annual parent survey administered in the winter of 2012 indicated our areas of strength and growth. Areas of strength included student discipline consistency, including rule enforcement and consequences. Parents feel invited and encouraged to visit school and to participate in events. Areas for growth as indicated by the parent survey include changing the access to our on-line services so that parents can log in with ease and navigate the pages quickly. Parents feel that the communication between the teachers and the parents through phone and email should be more prompt. Topics that parents would like to attend at parent nights include getting ready for college and options for students, GATE education and opportunities, what we do about bullying and how to help their students with the standards so that the students do show mastery of the grade level standards.

Classroom Observations
Veteran teachers are formally observed and evaluated every other year. New teachers are observed many times during the school year and evauated formally 2 times. A Walk About occurs once a week. for every teacher. Teachers observe each other and collaborate on their observations. Teachers are using EDI (Explicit Direct Instruction) strategies in their lessons. These strategies are observed and comments to encourage or coach the teachers are given during individual teacher-administrator conferences.

Teachers at Murray Middle School conduct orderly, collaborative lessons every day. Classroom management is a strength of the teachers at Murray which allows students the best opportunity to learn. Our classroom instructional strengths include EDI strategies, AVID strategies and grade level and subject area collaboration. Students benefit from the willingness of teachers to work together to find the best techniques to use to help the students master the standards.

<p style="text-align:center"><u>Analysis of Current Instructional Program</u></p>

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

<u>Standards, Assessment, and Accountability</u>

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

    School-wide results of state and district assessments in math and language arts (CST, CELDT, benchmarks) are reviewed in late August to identify the school's focus. District pacing guides in Language Arts and Math as well as the State Curriculum Frameworks and blueprint standards, are used as planning guides. Test data is warehoused in Illuminate and data is available by school, by teacher, by student group, and by individual student. This information is used to identify students at risk and to plan instruction and/or re-teaching. Teachers use benchmark results in Language Arts and Mathematics and science and social studies as well as classroom formative assessments to monitor and modify instruction and plan interventions. Teachers also work in grade level and subject specific collaboration teams to analyze student data, develop curriculum, create action plans and discuss, model, and observe best practices.

    Student assessment at Murray Middle School occurs through multiple measures and is ongoing. Students are assessed orally and in writing, through projects, labs, quizzes and tests. The assessment results are used to adjust pacing and rigor. Assessments specific to Murray include the STAR reading level and comprehension test, formative assessment created by departments, standard benchmarks and placement tests which are used to determine level placement in math classes. The results are also used to place students in either intervention or enrichment and to encourage students to attend after school tutorials and programs to enrich their knowledge.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

    Core subject area teachers administer both common formative assessments and common benchmark assessments. Data from the common assessments is used to place students in our intervention programs every six weeks. Students are re-taught the essential standards they had not mastered as indicated by the common formative assessments. Data indicates that students are mastering the standards at a higher rate as compared to past years.

    The overall data from benchmark assessments is used to modify pacing and instructional strategies. Teachers collaborate weekly and monthly to make changes to lesson design based on the data from the benchmark assessments.

<u>Staffing and Professional Development</u>

3. Status of meeting requirements for highly qualified staff (ESEA)

    All of the teachers at Murray are highly qualified except for three special education teachers. These three teachers are working consistently to complete the requirements to become Highly Qualified Teachers.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers participate in professional development in a variety of areas. When new textbooks are adopted teachers receive training for optimal use of the new adoption. Two new teaching strategies have been taken on by Murray teachers. We use EDI and AVID strategies for effective teaching to give students optimal opportunity to master the standards. Three times per school year the four core subject areas have one day of district sponsored collaboration. This has centered on Common Core standards and technology use for effective implementation of these new standards. Teachers attend subject specific staff development out of town as well. ELD teaching strategies are taught during the district collaboration staff development days and ELD workshops are offered for teachers and school personnel to attend as well.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is based on district initiatives and individual school and teacher needs. Student performance data, teacher surveys, and principal observations help determine professional needs. The focus of Murray Middle School's staff development has been predominantly in the area of EDI, ELD, AVID, Common Core and PLC and teaching strategies to differentiate the instruction so that students from non-English speaking backgrounds and socioeconomically disadvantaged families and other ethnicities as well as our general education students are able to succeed at mastering the standards. Staff development is specifically focusing on Explicit Direct Instruction (EDI), 3D curriculum for intervention groups, and taking AVID schoolwide. Staff development also includes trainings such as PLC, Common Core implementation, Kate Kinsella math strategies, Larry Bell Language arts acquisition strategies, Smart Music, Step Up To Writing, autism training, and much more.

The four core subject areas attend 3 full day, school district collaboration meetings to develop common pacing, common assessments and common core standards. In addition to the district meetings the school site has 3 minimum days for collaboration as departments and as grade levels to assess the flow of curriculum, use of assessment and review teaching strategies both vertically and horizontally.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Assistant principal position has evolved into a curriculum coach and has been created to allow for instructional modification and assessment development and analysis. This position is both administrative – taking care of school safety, activities and discipline but is also curriculum and instruction based. This position works with teachers to develop essential standards, pacing guides, benchmark assessments and effective teaching strategies.

The District provides BTSA coaches for new teachers. New teachers attend professional development workshops taught by the BTSA Resource Teachers. The coaches work with teachers on the California Standards for the Teaching Profession. Other content experts and instructional coaches who provide instructional assistance and support for teachers are the district ELA Coach, ELD Teacher Coordinators, Special Education Program Support Teachers, and department liaisons as well as teachers trained in specific areas that come back as teacher trainers. They support site teachers by meeting monthly to work through department staff development needs and on an as needed basis for classroom management, they do peer coaching and observation, model lessons and provide feedback for one another as they review the results of assessments based on particular teaching strategies used to help the students acquire a standard or series of standards. In addition, weekly technology trainings and staff professional development days are used to train in topics such as Illuminate, Aeries, benchmark tests/ analysis, and textbook adoptions in order to assist teachers in planning instruction.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Our teachers have grade level meetings once a month and department meetings once a month. Once every week for 30 minutes department collaborate in addition to the monthly hour long collaboration meetings. They use these meetings to review assessments, analyze results, plan re-teaching and examine the progress of targeted students. They also meet to collaborate in cross grade level teams in departments to work with specific at risk students. Teachers in some grade levels have attended training to learn to analyze data and design intervention strategies. We use our SLIBG funds to finance substitutes throughout the school year for teachers to collaborate with their grade level and department partner to refine their pacing guides, lesson plans and assessments as well as analyze assessment results and create interventions for areas in need of improvement. There is a need for more in-school day time for collaboration. Various ideas for this are being researched.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The four core subject areas have 3 collaboration days to work with both middle schools to understand common core standards, pacing guides and assessments to ensure students are receiving the most appropriate learning with the best teaching strategies to help them master the grade level standards. All teachers use state adopted textbooks and supplementary materials, California content standards, grade level expectations, the district pacing calendars and blueprints to prepare for weekly lesson plans and guide instruction in Language Arts, Math and ELD throughout the year. Grade level teams collaborate together using data from the benchmark assessments, CST assessments, and formative assessments to analyze student performance and adjust instruction accordingly.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Our school follows the California Framework and Sierra Sands USD recommended instructional minutes. Every teacher has a daily and yearly plan to ensure that students receive the appropriate amount of instructional time for each subject to not only meet legal requirements but also meet the individual needs of students. Every effort is made to maintain the integrity of the instructional minutes in ELA and Math classes.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers are guided to pace instruction according to the district pacing guides. Our school gives 4 benchmarks (beginning of the year plus three quarter benchmark assessments) during the school year that assess mastery of skills in all 4 core areas. Additional re-instruction is provided to students not meeting their academic targets. Instruction is individualized to ensure that each student excels at the appropriate level to attain proficiency on grade level standards.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Murray has sufficient textbook and consumable materials for the student population. Textbook adoptions are currently being implemented according to the National and State subject area frameworks and standards adoptions.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Current adopted instructional materials for our site are included in a chart located at the back of this document. Sufficient materials are available, Please refer to SARC/Curriculum and Instruction/Textbooks for more detailed information. The district completed a new English Language Arts/ ELL adoption for grades 6 (Glencoe) and 7-8 (Holt) that is being implemented in 2012-2013 to address identified needs.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All students receive rigorous, standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through small group instruction. In Math, reading and ELA, students are grouped by instructional level, assessed, and regrouped appropriately. Teachers examine student work samples and meet at grade-level and/or department level meetings to ensure that students are mastering standards. They also determine student needs, adjust instruction and plan re-instruction accordingly. Intervention action plans are developed. A school-wide program has been instituted; this is year 3, to bring the students who are in need of intervention as determined by standardized benchmark assessment, together as a group and work on the specific learning goals for those students. Further assistance though the Student Study Team process is used to identify, assist and monitor students at risk. Interventions are agreed upon and implemented by the classroom teachers in collaboration with the student's family.

Students can be assigned or volunteer to be in acceleration programs such as AVID, ALAS, I/E, ZAP, Mustang Up, and Study Hall. These programs help students who are not doing homework, not participating in class, struggling with mastery of grade level standards and hoping to go to college.

14. Research-based educational practices to raise student achievement

Murray has truly researched areas for effective teaching strategies so that we can reach every student. The implementation of EDI, ELA -English 3D. PLC's and Common Core have increased our teacher's awareness of the varied techniques available and validated what they currently use. The students are benefiting because they are receiving instruction in many different formats which meets the many levels of learning.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

District, community, family and school resources available to assist underachieving students:
- District Nurse
- School Psychologist, speech teacher, Special Education Program Specialists
- After school tutoring and instruction
- Resource Teachers: Special Education, AVID, ALAS, AMS
- Translator
- ELD Teacher Coordinator
- Peer tutors
- Instructional aides
- Parent volunteers
- School Attendance Review Board (SARB)
- Resource Officer, College Community Health counselors
- Intervention/enrichment Program – 30 minutes, 2 times a week 6 sessions a year

Our school communicates with parents through:
- Weekly phone and email information messages to every family
- Student Planners
- Progress reports and report cards
- Parent informational meetings and visitations
- Back-To- School Nights/ Open Houses
- Superintendent's Council
- Parent Teacher Conferences
- Literacy Nights
- School Site Council
- ELAC meetings
- PTO
- EdLine, email, phone calls, and school web pages
- Automated phone system
- New student orientations

Our School Site Council meets state requirements for parity and consists of :
__1_ _ Principal
__3__ Classroom teachers
__1__ Other staff
__3__ Parents and community members
__2__ Students

At SSC meetings, we participate in the planning and approval of the school plan revision, budget, monitoring and evaluation. Each year the SSC attends training and leadership participates in training to learn how to analyze data, set goals and plan interventions. Parents are encouraged to participate in governance activities. Parents are encouraged to participate in an annual survey that serves as an evaluation of services.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The School Site Council is in place to review the overall school goals and to review that the funding allocations are proportioned to support the school goals. The School Site Plan is reviewed on an annual basis by the staff and by the School Site Council. Changes are made and the plan is approved by all stakeholders. Record of the adoption of the plan is made during a School Site Council meeting in November.

<u>Funding</u>

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical services focused on the underperforming students at this school include but are not limited to: Workability for special education students, and collaboration time funded by SLIBG which is used by staff to improve delivery of education and analysis of assessment. The teaching positions for ALAS, AMS and AVID courses are funded by catagoricals as is the AVID coordinator position. These staff members all work to improve student performance. Paraprofessionals assist with special education students. Enrichment activities in and out of the school environment for the GATE students, Accelerated Reading and math programs, and ALEK and support for Student Assistance Team are also provided. I/E program, EDI teaching strategies, and enrichment programs are all funded by categorical programs. Teachers work with struggling students to set goals, check progress and celebrate successes. Categorical funds are used to purchase a range of materials for our library.

Translation services (Spanish) are provided as a centralized service through State Economic Impact funding (EIA). This centralized service is presented to each SSC on a yearly basis for discussion and approval. Counselors provide support through grants and work with all students and specifically at risk students, in particular 8th graders.

18. Fiscal support (EPC)

District provides funding to the school through school and library improvement block grant (general fund), GATE, and general fund. Due to the conversion to LCFF fiscal support is still not finalized and allocations are being researched currently.

Description of Barriers and Related School Goals

Barriers that influence the success of students at Murray include: the changing state fiscal climate (acquisition of necessary materials for teaching the core subjects), the increasing numbers of low socio-economic status of our students (SWD and ELD students have fewer resources at home to support their learning), the nature of middle school students (School climate is being addressed consistently in order to keep students engaged and the curriculum relevant), access to school is difficult for many parents and guests due to the barriers to the base, our remote location and the distance parents must drive to access the school or district offices (ELD students and parents with low economics cannot get on base and do not have the vehicle or funds for gas).

Time will be needed to complete the facilities project for the construction of a new middle school located outside of the barriers of the base property. This one event will definitely allow an increase in parent and community involvement in the school.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	574	564	539	386	366	334	28	31	31	17	19	18
Growth API	779	808	833	793	821	850	725	744	746	904	951	994
Base API	790	779	825	814	793	837	683	725	768	827	904	955
Target	5	5	A	A	5	A						
Growth	-11	29	8	-21	28	13						
Met Target	No	Yes	Yes	No	Yes	Yes						

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	115	116	120	46	50	52	256	264	270	61	72	77
Growth API	719	756	767	637	732	695	688	736	762	500	539	603
Base API	736	721	774	628	637	752	703	689	755	571	500	553
Target	5	5	5				5	6	5			
Growth	-17	35	-7				-15	47	7			
Met Target	No	Yes	No				No	Yes	Yes			

Conclusions based on this data:

1. We observed the API for the English Learners population decreased between 2012 - 2013. We conclude that more instruction time needs to be allotted to this population of students as well as varied teaching strategies. Research based curriculum should be used to facilitate this population of students mastery of the standards.

2. We observed that the API for African American students decreased between 2012 - 2013. We conclude that more instruction time needs to be allotted to this population of students as well as varied teaching strategies. Research based curriculum should be used to facilitate this population of students mastery of the standards.

3. We observed that the socio-economically disadvantaged API increased for the 2012-2013 school year. We conclude that our intervention programs, classroom management and focus on EDI and AVID strategies have made the curriculum more attainable for this population.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	99	99	100	99	99	100	100	100	100	100	100
Number At or Above Proficient	312	342	340	223	227	220	13	17	15	14	18	18
Percent At or Above Proficient	54.4	60.6	63.1	57.8	62.0	65.9	46.4	54.8	48.4	82.4	94.7	100.0
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	No	Yes	Yes	No	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	99	100	99	100	99
Number At or Above Proficient	45	55	59	10	20	17	92	123	130	15	18	19
Percent At or Above Proficient	39.1	47.4	49.2	21.7	40.0	32.7	35.9	46.6	48.1	24.6	25.0	24.7
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	No	Yes	No	--	--	--	No	Yes	No	--	--	--

Conclusions based on this data:

1. Observations show that the significant subgroups have increased thier mastery of the standards at profient or above, over the past 3 years. But there is still an achievement gap between subgroups. We can conclude that intervention is necessary as well as varied teaching strategies and increased parent communication.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	99	99	100	99	99	100	100	100	100	100	100
Number At or Above Proficient	285	303	301	207	210	203	7	11	12	15	16	17
Percent At or Above Proficient	49.7	53.8	55.9	53.8	57.4	61.0	25.0	36.7	38.7	88.2	84.2	94.4
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	No	Yes	No	No	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	99	100	99	100	99
Number At or Above Proficient	40	47	46	12	21	17	78	103	112	8	14	17
Percent At or Above Proficient	34.8	40.5	38.3	26.1	42.0	32.7	30.6	39.2	41.5	13.1	19.7	22.1
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	No	Yes	No	--	--	--	No	Yes	No	--	--	--

Conclusions based on this data:

1. Observations show that the significant subgroups (except EL) have increased thier mastery of the standards at profient or above, over the past 3 years. But there is still an achievement gap between subgroups. We can conclude that intervention is necessary as well as varied teaching strategies and increased parent communication.

School and Student Performance Data

CELDT (Initial Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results										Number Tested
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		
	#	%	#	%	#	%	#	%	#	%	#
6	1	8	2	15	4	31	6	46	0	0	13
7	1	8	5	38	4	31	2	15	1	8	13
8	1	13	2	25	2	25	3	38	0	0	8
Total	3	9	9	26	10	29	11	32	1	3	34

Conclusions based on this data:

1. We observed that there were two students who took this initial assessment and scored at the advanced and early advanced levels. We conclude that these students may potentially meet the redesignation criteria.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**
K	0	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0	0
6	1	8	2	15	4	31	6	46	0	0	13
7	2	13	7	44	4	25	2	13	1	6	16
8	1	13	2	25	2	25	3	38	1	8	8
Total	4	11	11	30	10	27	11	30	1	3	37

2012-13 CELDT (All Assessment) Results

Conclusions based on this data:

1. Our observations indicate that we have 3 students who are scoring at advanced, 12 who are scoring at early advanced, 11 scoring at intermediate, 8 scoring at early intermediate and 1 scoring in the beginnng stages of English acquisition. We conclude that we will be working to help redesignate possibly 15 studnets from ELL to regualr education. Close monitoring of the student's academic progress will be made in order to exedite this redesignation.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2010-11	**2011-12**	**2012-13**
Number of Annual Testers	27	28	34
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	27	28	34
Number Met	--	--	15
Percent Met	--	--	44.1%
NCLB Target	54.6	56.0	57.5
Met Target	*	*	No

AMAO 2	Attaining English Proficiency					
	2010-11		**2011-12**		**2012-13**	
	Years of EL instruction		**Years of EL instruction**		**Years of EL instruction**	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort	5	22	1	27	3	32
Number Met	--	--	--	--	--	12
Percent Met	--	--	--	--	--	37.5%
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	*	*	*	*	*	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	**2011-12**	**2012-13**
English-Language Arts			
Met Participation Rate	--	--	--
Met Percent Proficient or Above	--	--	--
Mathematics			
Met Participation Rate	--	--	--
Met Percent Proficient or Above	--	--	--

Conclusions based on this data:

1. We observed that most EL students at Murray are long term English learners who have not exited the program. We conclude that focused instruction on their EL needs, to enable them to demonstrate English proficiency, is needed. Test Scores, CELDT test, and GPA all affect the student's continued placement in the ELD program.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2010-11	**2011-12**	**2012-13**
Number of Annual Testers	371	358	321
Percent with Prior Year Data	100	99.7	100.0
Number in Cohort	371	357	321
Number Met	190	213	173
Percent Met	51.2	59.7	53.9
NCLB Target	54.6	56.0	57.5
Met Target	**No**	**Yes**	**No**

AMAO 2	Attaining English Proficiency					
	2010-11		**2011-12**		**2012-13**	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort	258	184	253	167	231	145
Number Met	38	89	57	81	51	71
Percent Met	14.7	48.4	22.5	48.5	22.1	49.0
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	**No**	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2010-11	**2011-12**	**2012-13**
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	Yes
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	Yes
Met Target for AMAO 3	**No**	**No**	**Yes**

Conclusions based on this data:

1. We observed Murray mirrors the district data regarding most students being long term English language learners. The conclusion is that we need to develop curriculum and teaching strategies that make acquisition of the Common Core state standards accessible to this student population.

Planned Improvements in Student Performance

<u>**School Goal #1**</u>

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: ELA
LEA GOAL:
Provide an academic program aligned with the Common Core Standards that supports all students with an equal opportunity for educational growth and creativity while preparing them for a productive future.
SCHOOL GOAL #1:
Improve English, Reading and Writing mastery of the standards for every student at each grade level in every sub-group based on quarterly common assessments.
Data Used to Form this Goal:
On-going formative assessments, common assessments, classroom observations, Benchmarks and End of course assessment (STAR).
Findings from the Analysis of this Data:
Students are mastering the ELA standards at an average rate of between 75% and 86%, depending on the standards being tested and the grade level.
How the School will Evaluate the Progress of this Goal:
Murray is working in PLC groups as grade levels and departments. They analyze the data from each common formative assessment and from the benchmark assessments. Decisions are made to put students in like intervention groups by standards mastery. Teachers use the data to re-teach with new strategies as needed and to re-test and to adjust pacing.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Data Analysis. Staff will meet on a quarterly basis to analyse benchmark and formative assessment data, modify instruction and assessment tools and plan intervention.	October, January, March, May	Principal, Assistant Principal and Department Liaisons, teachers	Supplies, paper, toner, folders	4000-4999: Books And Supplies	School and Library Improvement Program Block	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students who are not mastering the standards will be provided with an intervention program within the school day and will be offered intervention programs outside the school day. Supplies will be purchased to supplement regular educaiton and to enhance the intervention program's.	September 2013 - April 2014	Teachers	Personnel salaries	1000-1999: Certificated Personnel Salaries	School and Library Improvement Program Block	1250
			Personnel benefits	3000-3999: Employee Benefits	School and Library Improvement Program Block	135
			Supplies, paper, toner	4000-4999: Books And Supplies	School and Library Improvement Program Block	2000
Curriculum will be developed for the Transition to Common Core Standards. Pacing guides, lessons and assessments will be developed.	February - April 2014	Principal, Teachers	Substitutes	1000-1999: Certificated Personnel Salaries	District Funded	
ELD and SED students will be assisted through district EL project teacher who will provide support through teaching students, coaching teachers and providing professional development. Supplies such as books, manipulatives and technology devices will be available.	October - May	District EL Staff	Personnel	1000-1999: Certificated Personnel Salaries	District Funded	
			Personnel Benefits	3000-3999: Employee Benefits	District Funded	
			Technology	4000-4999: Books And Supplies	LCFF-ED	1500
			Materials, supplies	4000-4999: Books And Supplies	EIA-SCE Carryover	565
Intervention before/afterschool	Weekly	Administration, Teachers, Counselor	Teacher stipend and transportation	1000-1999: Certificated Personnel Salaries	District Funded	2000
				5700-5799: Transfers Of Direct Costs	District Funded	500
Through professional development, explore new instructional strategies and work to align pacing with the new adoptions of texts and materials, for example UNRAAVEL, EDI, English 3-D, AVID School-wide, and Step up to Writing. PD will help staff use assessment data to guide instruction.	Yearly	Teachers, counselors, Admin.	Substitutes	1000-1999: Certificated Personnel Salaries	School and Library Improvement Program Block	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Computer which will be used to facilitate the teaching and learning of the Common Core Standards.	Yearly	Teachers, Admin, Clerks	Supplies, Equipment	4000-4999: Books And Supplies	School and Library Improvement Program Block	1,000
Student incentives will be available to reward students who have mastered the standards, adhered to the school goals and performed as a respectful student.	Monthly	Teachers, Admin, Clerks	Assemblies	5000-5999: Services And Other Operating Expenditures	School and Library Improvement Program Block	1,000
			Certificates, medals, trophies	4000-4999: Books And Supplies	School and Library Improvement Program Block	1,000

Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Math
LEA GOAL:
Provide an academic program aligned with the Common Core Standards that support all students with an equal opportunity for educational growth and creativity while preparing them for a productive future.
SCHOOL GOAL #2:
Improve Math Common Core Standards mastery for every student at each grade level in every sub-group based on quarterly assessments.
Data Used to Form this Goal:
On-going formative assessments, common assessments, classroom observations, benchmarks and end of course assessments (STAR for 2012-2013)
Findings from the Analysis of this Data:
Students are mastering the state standards at the same rate each year. Measurement and geometry as well as probability and statistics are the two areas that need intervention.
How the School will Evaluate the Progress of this Goal:
PLC's are used to give teachers and staff the opportunity to work together in department and grade level specific groups. They analyse the data from each common formative assessment and from the benchmark assessments. Decisions are made to put students in intervention groups organized by standards mastery. Teachers use the data to re-teach, re-pace, and develop new teaching strategies to help the students master the standards.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Data analysis. Staff will meet on a quarterly basis to analyze benchmark and formative assessment data.	October, January, March, May	Principal, Assistant Principal, Department Liaisons, department teachers	Supplies, paper, toner	4000-4999: Books And Supplies	School and Library Improvement Program Block	500
Develop curricular pacing guides to match the Common Core standards, and create assessments.	October, January, March, May	Principal, Assistant Principal, Teachers	Supplies, toner, paper, folders	4000-4999: Books And Supplies	School and Library Improvement Program Block	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students who are not mastering the standards will be provided with an intervention program within the school day and will be offered intervention programs outside the school day.	September 2013-May 2014	Principal, Assistant Prinipal, counselor, Teachers	personnel salaries	1000-1999: Certificated Personnel Salaries	School and Library Improvement Program Block	1250
			benefits	3000-3999: Employee Benefits	School and Library Improvement Program Block	135
			Supplies, toner, paper, technology	4000-4999: Books And Supplies	School and Library Improvement Program Block	6639
ELD students will be assisted through district ELD project teachers who will provided support, assessment, teaching and coaching for both the students and the teachers.	October, January, March, May	District EL staff, Teachers	Personnel	1000-1999: Certificated Personnel Salaries	District Funded	
			Benefits	3000-3999: Employee Benefits	District Funded	
			Supplies	4000-4999: Books And Supplies	School and Library Improvement Program Block	1500
Through Professional Development we will explore new instructional strategies and work to align pacing with the new adoption of texts and materials, for example UNRAAVEL, EDI, English 3D, AVID.	September 2013-April 2014	Teachers, counselors, administration	substitutes	1000-1999: Certificated Personnel Salaries	School and Library Improvement Program Block	1250
			Personnel Benefits	3000-3999: Employee Benefits	School and Library Improvement Program Block	135
			Supplies, paper, toner	4000-4999: Books And Supplies	School and Library Improvement Program Block	500
Technology upgrades and new equipment will be purchased in order to allow staff and students the most up to date equipment for teaching and learning.	Yearly	Principal, Teachers	Supplies	4000-4999: Books And Supplies	School and Library Improvement Program Block	1500
Celebration of successes for students. Incentives such as assemblies, certificates, short programs with parental involvement will serve to recognize the accomplishments of all.	Monthly August 2013 to May 2014	Murray Stakeholders	Assemblies	5000-5999: Services And Other Operating Expenditures	School and Library Improvement Program Block	1000
			Certificates, supplies	4000-4999: Books And Supplies	School and Library Improvement Program Block	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Before/after school Intervention	Weekly	Administration, counselor, teacher	Teacher Stipend, Transportation cost	1000-1999: Certificated Personnel Salaries	District Funded	2000
				5700-5799: Transfers Of Direct Costs	District Funded	500

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: ELD
LEA GOAL:
Provide an academic program aligned with the Common Core Standards that support all students with an equal opportunity for educational growth and creativity while preparing them for a productive future.
SCHOOL GOAL #3:
English Language Learners and students categorized in significant sub-groups will improve their mastery of the Common Core state standards at each grade level as based upon quarterly assessments.
Data Used to Form this Goal:
Yearly CELTD assessments, On-going formative assessments, common assessments, benchmarks, classroom observations, end of course assessments (STAR).
Findings from the Analysis of this Data:
Observation indicate that we have long term ELD students. many ELD students are making progress at a slow rate. The goal is to help all of the ELD students progress out of the ELD program and assimilate into the gereral education program.
How the School will Evaluate the Progress of this Goal:
Progress will be indicated by assessments (CELDT, SBC, teacher observation, student grades).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Curriculum will be developed to reflect the Common Core standards and ELD standards. Pacing guides, teaching strategies and assessments will be created.	Yearly fall, spring	Teachers	Materials and supplies	4000-4999: Books And Supplies	EIA-SCE Carryover	500
Data analysis will occur on a monthly basis to review CELDT scores, movement to the next ELD band and to ensure the students are moving forward.	Monthly	Teachers, administrators	Supplemental curriuclum	4000-4999: Books And Supplies	EIA-SCE Carryover	1000
			supplies, toner, paper	4000-4999: Books And Supplies	EIA-SCE Carryover	367

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Intervention courses will be created within the school day in order to allow all students access.	Quarterly	Teachers,	Materials	4000-4999: Books And Supplies	EIA-SCE Carryover	500
			Personnel	1000-1999: Certificated Personnel Salaries	LCFF-EL	28796
			Benefits	3000-3999: Employee Benefits	LCFF-EL	9635.62
Professional development for teachers and administrators will be supported for best teaching practices for the sub-group populations.	Yearly	Teachers	Travel	5000-5999: Services And Other Operating Expenditures	EIA-SCE Carryover	1000
			Subs	1000-1999: Certificated Personnel Salaries	EIA-SCE Carryover	1000
			Benefits	3000-3999: Employee Benefits	EIA-SCE Carryover	110
			Supplies	4000-4999: Books And Supplies	EIA-SCE Carryover	500
Technology will be purchased, training will occur and students will have the most up to date equipment possible, to ensure their progress throughout the year.	Yearly	Teachers	Computers, projectors, screens	5000-5999: Services And Other Operating Expenditures	School and Library Improvement Program Block	4000
Rewards and incentives will be offered for those students who accomplish the goals they set for themselves.	QuarterlyYearly	Teachers, administration, clerks	Supplies, certificates, film, banners, food	4000-4999: Books And Supplies	School and Library Improvement Program Block	1000

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Climate and Student Opportunities
LEA GOAL:
Provide safe, drug free well maintained culturally sensitive, and adequately equipped schools to ensure a positive learning environment. Provide a variety of student programs, opportunities, strategies, and interventions that maximize the likelihood for student success.
SCHOOL GOAL #4:
Courses and programs within and without the four core curricular areas will be encouraged and supported. School climate and safety is important for student success programs and procedures will be put in place to ensure an environment conducive to academic and social success and student safety.
Data Used to Form this Goal:
Healthy Kids Survey, Parent Survey, variations in enrollment in courses such as Spanish, art, band, orchestra, choir, AVID and GTT.
Findings from the Analysis of this Data:
Students indicate on their Healthy Kid survey that they have been bullied less than 40% of their time at Murray. They have missed school because of being bullied less than 4% of the time. Drugs and controlled substances are a part of fewer than 15% of the studnets lives. Course selection and success in courses such as PE, band, computers, art and Spanish is well over 90%.
How the School will Evaluate the Progress of this Goal:
Murray will adjust the Bully programs currently in place to meet the needs of the new populations of students. Drug and controlled substance awareness education will continue and be adjusted to meet the needs of the changing student body. Courses such as PE, orchestra, computers and GTT will be offered as long as the student interest and state requirements are met.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Course outlines, pacing guides and teaching strategies will be designed based on Common Core standards, AVID, GTT, and other guidelines as dictated by the various programs.	Quarterly	Department Liaisons, Teachers, Administration, district [personnel	Personnel (subs)	1000-1999: Certificated Personnel Salaries	EIA-SCE Carryover	1500
			Benefits	3000-3999: Employee Benefits	EIA-SCE Carryover	135

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Committees such as Safety, GATE, AVID, CTE, SAT, PTO and Site Council will examine surveys, student responses, parent input and staff discussions to determine the effectiveness of the courses and programs at Murray.	Yearly fall, spring	Site Council, PTO, GATE, Safety, master Schedule, Teachers, Administration	Personnl Surveys, paper, toner Computers, scanners	 4000-4999: Books And Supplies 4000-4999: Books And Supplies	 School and Library Improvement Program Block School and Library Improvement Program Block	 500 1500
Professional development will be researched and PD participation will occur in programs for which data indicates training is needed. Examples are safety training, Gateway to Technology training, AVID training and Student Assistance Team training. Teachers for courses such as band, Spanish and art will receive staff development as the need occurs.	Yearly	Teachers, Administration	Personnel, Benefits instructional materials	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies	EIA-SCE Carryover EIA-SCE Carryover EIA-SCE Carryover	1500 135 500
Equipment for these courses and programs will be updated on a regular cycle. Equipment will include instruments, art supplies, technology, projectors, screens and other materials as needed.	Yearly	Teachers, clerks, administration	Supplies, computers, paper, toner,	4000-4999: Books And Supplies	School and Library Improvement Program Block	3000
Implement and support AVID courses.	Yearly	Adminsitration, Teachers	Personnel salary Personnel benefits Personnel salary Personnel benefits	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF-ED LCFF-ED LCFF-ED LCFF-ED	11642 4520.16 11635 4519.41

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Services for Planned Improvements in Student Performance

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts and Math
SCHOOL GOAL #1:
Provide support services to improve classroom instruction and meet the needs of parents and students

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
Provide translation services and EL support	August-May	EIA-LEP Project Teacher	EIA-LEP Project Teacher Salary	1000-1999: Certificated Personnel Salaries	LCFF-EL	4,585.16
			EIA-LEP Project Teacher Benefits	3000-3999: Employee Benefits	LCFF-EL	1,294.92
			Translator Salaries	2000-2999: Classified Personnel Salaries	LCFF-EL	5,132.28
			Translator Benefits	3000-3999: Employee Benefits	LCFF-EL	4,673.72
			Translator Mileage	5000-5999: Services And Other Operating Expenditures	LCFF-EL	191.08

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
School and Library Improvement	34,294	0.00
Title I Part A: Allocation	0	0.00
Title I Part A: Parent Involvement	0	0.00
Title I Part A: Professional Development	0	0.00
EIA-SCE Carryover	9,312	0.00
LCFF-ED	44,087	10,270.43
LCFF-EL	38,432	0.38

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
District Funded	5,000.00
EIA-SCE Carryover	9,312.00
LCFF-ED	33,816.57
LCFF-EL	38,431.62
School and Library Improvement Program Block	34,294.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Kirsti Smith	[X]	[ ]	[ ]	[ ]	[ ]
Tina Halterman	[ ]	[ ]	[X]	[ ]	[ ]
Tami Welsh	[ ]	[X]	[ ]	[ ]	[ ]
Anthony Barnes	[ ]	[X]	[ ]	[ ]	[ ]
Mike Robbins	[ ]	[X]	[ ]	[ ]	[ ]
Julie Ann Pennix	[ ]	[ ]	[ ]	[X]	[ ]
Suzanne Clark	[ ]	[ ]	[ ]	[X]	[ ]
Sarah Kowalski	[ ]	[ ]	[ ]	[X]	[ ]
Sydney Marler	[ ]	[ ]	[ ]	[ ]	[X]
William Khouri	[ ]	[ ]	[ ]	[ ]	[X]
Numbers of members of each category:	**1**	**3**	**1**	**3**	**2**

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

[ ]	State Compensatory Education Advisory Committee	_____ Signature
[X]	English Learner Advisory Committee	_____ Signature
[ ]	Special Education Advisory Committee	_____ Signature
[ ]	Gifted and Talented Education Program Advisory Committee	_____ Signature
[ ]	District/School Liaison Team for schools in Program Improvement	_____ Signature
[ ]	Compensatory Education Advisory Committee	_____ Signature
[ ]	Departmental Advisory Committee (secondary)	_____ Signature
[ ]	Other committees established by the school or district (list):	_____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on November 15, 2012.

Attested:

Kirsti Smith	_Kirsti Smith_	11-21-13
Typed Name of School Principal	Signature of School Principal	Date
Anthony Barnes	_Anthony Barnes_	11-21-2013
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date