

The Single Plan for Student Achievement

PIEDMONT MIDDLE SCHOOL

01612756066492
CDS Code

Date of this revision: November 2014

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Piedmont Unified School District

The District Governing Board approved this revision of the School Plan on _____.

PIEDMONT UNIFIED SCHOOL DISTRICT GOALS

OUR COMMITMENTS *as a public school system:*

- We are committed to cultivate a learning community where students are engaged in their learning, strive for excellence, and are supported to achieve to their fullest potential.
- We are committed to providing a safe, nurturing learning environment where every member of the Piedmont schools feels respected. We strive to increase everyone's sense of inclusion in our community. Our practice of safety and inclusion begins with our policy of prohibiting discrimination on the basis of age, disability, ethnicity, gender, language, marital status, nationality, race, religion, sexual orientation, and socioeconomic status.
- We are committed to foster an education program that equips our students to live in a diverse world, acknowledge and appreciate cultural difference, understand the significance of socioeconomic inequalities, recognize the biases and discrimination that exist, identify conflicts and options for resolution, and take action for positive change.
- We are committed to advance the commitments, vision, and goals of our school system by:
 - working collaboratively
 - allocating and effectively managing limited resources

OUR VISION

Our vision for "Shaping Our Future" is rooted in six major themes.

1. Supporting Academic Excellence

By creating a breadth and depth of engaging learning opportunities for all students, continue to inspire, teach, and support students of all levels of learning to: acquire mastery of the Common Core State Standards; cultivate critical thinking skills; and achieve to one's fullest potential.

2. Maximizing Individual Potential

Recognizing that each student has unique passions, motivations, and strengths, help students to individualize their education and achieve to their fullest potential.

3. Developing Resilience

Create a culture of learning in the schools, where students feel safe taking risks, being flexible, innovative, and adaptable, and taking on new challenges. In addition to following students through assessments and benchmarks, offer social skills development and counseling support, so students are prepared to meet real world challenges in their lives with resilience.

4. Promoting Program Adaptability

With an emphasis on continuous growth and effective communications, reflect on the relevance and effectiveness of educational programs in a rapidly changing world in order to create learning opportunities that are comprehensive, innovative, dynamic, and sustainable.

5. Cultivating A Global Citizenry

Cultivate students to become engaged and responsible citizens in the larger global community.

6. Building K-12 Community

Develop collaborations across groups in the K-12 educational community to stay informed and to participate in the development and maintenance of programs and practices that support the District's commitments, vision, and goals.

OUR GOALS

#1 – Adapt & Improve Educational Program Delivery: Continuously adapt and improve program delivery in collaboration with administration, staff, employee groups, support groups, parents, and the community, so that we can continue to provide a comprehensive educational program for all students that supports academic excellence, maximizes individual potential, and cultivates global citizenship.

#2 – Support Professional Growth & Instructional Effectiveness: With a focus on supporting student growth through an effective instructional program, work in collaboration with administration and employee groups to enhance evaluation, training, and compensation systems in order to attract and sustain a quality professional staff for all students within budget limitations.

#3 – Provide a Safe Learning Environment: Provide students with a safe and healthful learning environment where respect, inclusion, resilience, responsible citizenship, self discipline, and personal responsibility are thoughtfully practiced.

#4 – Cultivate a Dynamic Learning Community: Cultivate a dynamic learning community focused on growth, inquiry, and communications in partnership with employees, parents, students, community members, and organized groups.

#5 – Develop & Implement a Sustainable Plan to Balance the Budget: Continue to develop and implement a three-year plan to balance the budget in collaboration with administration, employee groups, support groups, parents, and the community, in order to sustain the quality of our educational and instructional programs, and school facilities.

Goal #6 – Invest In & Preserve School Facilities & Infrastructure: Develop and implement a plan to ensure the long-term safety, accessibility, usability, and value of school facilities and infrastructure within budget limitations and in collaboration with the City of Piedmont where appropriate.

SCHOOL PROFILE

Piedmont Middle School has an enrollment of 645 students in grades 6th through 8th. Current certificated faculty members include: 43 teachers, 5 resource teachers, 1 special day class teacher, 2 counselors, and 2 administrators.

The ethnic composition of our student body includes the following: 2% Filipino, 3% African American, 12% Chinese, 2% Japanese, 1% Korean, <1% Vietnamese, 2% Asian Indian, 2% Asian Indian, 1% Other Asian, <1% American Indian or Alaskan Native, <1% Cambodian, 4% Hispanic, and 70% White (not of Hispanic origin). These percentages may not total 100% due to responses of the following: other, multiple, declined to state, or non-response.

The school district provides the following program specialists: counseling, technology, physical education, school psychologist, vocal and instrumental music, special education, speech and language therapist, nurse, teacher librarian, adaptive P.E., and resource specialist. All resource and special day classrooms have Para-educators (instructional aides).

Piedmont Middle School has participated in School Improvement Program since 1974 and became part of a School Based Coordinated Program in 1987. As required by SB 374, Piedmont Middle School has a Single Plan for Student Achievement which is revised annually.

PARENT INVOLVEMENT

The Piedmont community supports the school through a parcel tax, bond measures passed in 1994, 1996, 2000, 2005, and 2009, the Piedmont Educational Foundation, and district-wide and individual school site parent organizations. Parent volunteers help staff food service, the library, field trips, and provide a variety of assistance to the

classroom teachers and the extra-curricular program. The Piedmont Recreation Department co-sponsors and runs our extra-curricular after-school and inter-scholastic sports programs.

EQUAL OPPORTUNITY AND ACCESS

The 37.5 FTE faculty members of the middle school offer our 645 students a seven period class schedule with rigorous curriculum that emphasizes pre-college preparation. Enrichment is incorporated within the curriculum as well as through electives, before and after school classes, and special events. A variety of services are offered to GATE, English Learners, and Special Education students. Teachers provide additional assistance to students struggling with content standards in Study Skills elective classes for 6th, 7th, and 8th grades and by meeting with students before, during, and after school. Summer school is available to all students. Acceleration in math and foreign language is available to PMS students through offerings at Piedmont Middle School and at Piedmont High School, which is adjacent to the Piedmont Middle School campus.

Students with Special Needs

In addition to general education supports, a broad range of special education programs are available to students with special needs. They are identified and found eligible for services by a multi-disciplinary assessment team. Students in need of academic help may receive special education services in one of the Learning Centers (Resource Specialist), in Special Education Core, or in a co-taught, mainstream setting. There is close coordination between resource teachers, general education classroom teachers, program specialist, and parents regarding the student's Individual Education Plan (IEP) and progress. In addition, counselors, adaptive P.E. teacher, LVN, and speech and hearing specialists provide services to students with specific needs.

A Student Study Team (SST) composed of parent/guardian, classroom teachers, resource teacher, counselor, and the District school psychologist meet as necessary to consider the needs of students and to ensure that all students have equitable access to, and the opportunity to participate in and benefit from, high-quality curricular and extracurricular activities. The needs of students are discussed, information from parents/guardians is shared, and recommendations may be made by the team for students to receive specialized assistance.

English Learners (EL) Students

Piedmont Middle School has four identified English Learner students for 2014-2015. All classified EL students are enrolled in a course that delivers specialized English language instruction led by our EL coordinator. When available, EL students are clustered in core academic classes, so teachers has opportunities to work with clustered students in a mainstream environment during Language Arts.

Economic Impact Aid funds this program. All classroom teachers have been trained in instructional strategies to assist English Learners, and they possess CLAD or equivalent credentials.

GATE

The District goal of inspiring students to achieve their fullest potential is supported by the implementation of a GATE program that reaches the unique learning styles, abilities, and needs of students who perform at or show the potential to perform at an exceptionally high level in one or more areas of expression. The District's plan aims to identify and support students gifted in the visual and performing arts and in leadership, as well as in traditional academic subjects.

The District sponsors a well-attended GATE Advisory Council that includes educators, parents, and community members and which meets regularly to address philosophical and program design issues. The community has the opportunity to receive District updates and provide input at regularly scheduled GATE Advisory Council and school site council meetings, as well as periodic communications provided in the District Newsletter and site newsletters.

Most GATE students are clustered in their core classes, science, and math in the sixth and seventh grades and in English, science, and math in the eighth grade. Support from the teacher librarians to provide enrichment reading materials is available. Students may also elect to participate in a Creative Writing class, Film Club, Mathletes, Photography Club, Debate Team, Jazz Band, Geography Bee, and Spelling Bee.

TEACHING AND LEARNING

The following statements characterize educational practices at this school:

1. Alignment of curriculum, instruction, and materials to content and performance standards:

District adopted curricular materials are aligned to the standards in the areas of language arts, reading, social studies, math, science and P.E.. Curriculum and instruction are aligned to the standards in all content areas including math, science, language arts, social studies, reading, P.E. and some electives. Information literacy standards are taught in conjunction with library research and projects in a variety of content areas.

2. Availability of standards-based instructional materials appropriate to all student groups:

Standards-based materials are available in all content areas, and all students have access to standards-based materials. It is important to note that, during the pilot and adoption process, teachers look for state-approved material that best support their

teaching styles while meeting the varied needs of the student population. Library provides a variety of resources to support content standards tailored to a variety of learning styles and reading levels. Differentiation within the materials makes them more widely accessible to all students in the school, regardless of ability level.

PROFESSIONAL DEVELOPMENT

Each week, early release Wednesdays for common planning and collaboration are built into the school calendar. In addition, opportunities for workshops, conferences, in-services, and release days are available through funding by the PMS Parents Club and the School and Library Improvement Program (SLIP). In addition to academic pursuits, other focus areas include school climate issues, such as respect (anti-bullying) and diversity. Articulation across grade levels within PMS and with PHS and the three feeder elementary schools ensure continuous progression towards mastery.

Professional development has been aligned to standards and instructional practices. Teachers have many opportunities to work with their content and grade level peers to develop plans for the implementation of standards and to discuss instructional strategies and best teaching practices that most effectively impact student learning. Professional development in the areas of Infinite Campus, Data Director, differentiated instruction, and the Google Apps pilot has been well received. In 2013-2014 teachers, staff, and administrators will focus on the awareness and implementation of the newly adopted Common Core State Standards.

STANDARDS, ASSESSMENT AND ACCOUNTABILITY

Student assessment is the key to guiding instruction and promoting learning. Student progress is evaluated and shared using multiple measures including group administered standardized tests, curriculum-based measures, common assessments, individual diagnostic testing, progress reports, and classroom observation. Eight grade students at Piedmont Middle School will continue to participate in the California Standards Test program for science only, as mandated by the State of California. Piedmont students will be participating in the statewide test using the new assessment system, Smarter Balanced Assessment Consortium (SBAC). The SBAC assessment is aligned to the Common Core State Standards in English language arts/literacy and mathematics. Beginning in the 2014-2015 school year, all students will be assessed using the SBAC assessment system in both literacy and math.

FUNDING AND GOVERNANCE

The Piedmont Unified School District Bylaws and Policies are followed at all times.

Economic Impact Aid supplements general fund dollars to support our English Learners (EL) program. School and Library Improvement Program (SLIP) funds support activities to reach school and district goals. Special Education funds provide services for students with special needs.

CONCLUSIONS FROM STUDENT PERFORMANCE DATA

Since California participated in a state-wide field test for the Smarter Balanced Assessment Consortium during the 2013/2014 school year, individual and school wide scores were withheld from the public by the state. However, for reference I have included Piedmont Middle School's previous results from 2013 below:

Piedmont Middle School scored above the STAR testing statewide performance target of 800 in Academic Performance Index (API) in 2013. In 2013 Piedmont Middle School received an API score of 964, a 2-point decrease from its 2012 base score of 966. Based on participation rate, Annual Measurable Objectives (AMOs), and API score, Piedmont Middle School met its Adequate Yearly Progress (AYP) requirements for 2013. (Refer to pages 16-18 for detailed STAR results)

PROGRESS REPORT FOR PMS GOALS FOR 2013-2014 SCHOOL YEAR

Goal #1

Maximize student learning through instructional differentiation that supports the awareness and implementation leading towards the mastery of Common Core State Standards in literacy and math for all students.

We worked with the Alameda County Office of Education (ACOE) in partnership with our own PMS CCSS/Differentiation Support Team in creating and providing professional development focused on the awareness and implementation of these new/emerging priorities so teachers could incorporate them into their teaching. We accomplished this by holding monthly meetings in which we prioritized our needs, resulting in the creation of meaningful professional development opportunities.

Topics led by the PMS CCSS/Differentiation Team included: Understanding the shifts from the 1997 standards to the CCSS in both math and literacy; Making connections between Anchor Standards and current units covered in departments; Exploring Depth of Knowledge; Creating Performance Learning Tasks (PLT's); Use of PLT Rubrics; Academic Vocabulary; Building Content Knowledge through Content-Rich Non-Fiction; Reading, Writing and Speaking Grounded in Evidence From Text; and Regular Practice with Complex Text and its Academic Language.

Our math department used multiple release days to re-write the scope and sequence as we shifted from the 1997 standards to the CCSS. New common assessments were created and formative assessments such as MARS tasks were introduced. During the second semester teachers began to pilot different materials such as the SpringBoard Curriculum, which provided ways for students to go deeper within the curriculum while also emphasizing the need to explain their mathematical reasoning. Members from the math department also attended the math presentations on pathways and compression that were offered at Curriculum Forums, Site Council meetings, Parent Ed nights, and Board meetings.

Our teacher librarians created a Google site to add resources and sample lessons for teachers to use, and our 7th grade reading elective teachers created common lessons that would be covered in each class, regardless of the genre of the class. This allowed for over 15 Common Core aligned lessons to be identified and covered outside of students' Core classes.

Goal #2

Maintain a positive school climate by building partnerships within and between our students, staff and parent communities while supporting the needs of the whole child.

New for 2013/2014, administrators began giving Admin Expectation Talks to individual classes rather than addressing students in grade level assemblies as was done in the past. This gave the students an opportunity to get to know the principal and assistant principal better, and allowed them to ask questions in a smaller setting that felt safe. During these talks, school rules were discussed and ample time was spent reviewing safety on campus. The talks addressed many forms of harassment, including sexual harassment and cyberbullying. As the year progressed, many of these topics were covered at grade level parent nights.

We continued to promote the need for our students to be upstanders. One way we accomplished this was by creating a link on our website to give students another avenue to speak up about behaviors on our campus that they may tolerate but would like to change. This link, titled "See Something, Say Something Scots" is a vehicle to collect information from students so that the administrative team here at PMS can work toward finding solutions to end the inappropriate behaviors observed by students. We also use this tool to highlight positive behaviors and acts of kindness among students. We do this by creating posters that will hang around campus, each one highlighting a behavior that was witnessed and appreciated as shared by a student using this website. These posters will allow a student to see an anonymous action described and realize that it is actually a description of his or her own recent act of kindness that was noticed by a peer or faculty member. This effort to accentuate the positive behaviors of students on our campus will serve to strengthen the culture at PMS.

Also new to PMS, we created the first ever Wellness Counseling space on campus (Room 105). Before this, students were only seen in the office on days when one of our guidance counselors was working up at PHS. However, we now have an area on campus designated for use solely by the Wellness Center.

Student lunch clubs were also started. A Club Faire was held at the beginning of the year for students to advertise their student led clubs. Hosting clubs served to empower students, and provided them with opportunities to make connections with teachers outside of their content areas.

Another area that received much attention was the way we schedule transition activities for our incoming 6th graders. Working with the elementary schools, we chose to move back the date of the Incoming 6th grade Student Tour to late May, rather than holding the visit before the Parent night in early April. Working with our Film & Animation students, we also created a student-made video which portrayed a "Day in the Life of Piedmont Middle School." This video introduces incoming 6th graders to the many fun activities they will participate in, as well as the many faculty and staff members who will support them. And finally, with the support of our Parents Club, a team of teachers created a new orientation program titled Scots Camp that would be offered to all 6th Grade students during the first week of school. Activities and curriculum for this new orientation were designed during the summer months leading up to the start of the 2014/2015 school year, and 8th grade students who applied to be camp counselors

were trained so that they could lead all of the activities at the start of the year. The themes developed for Scots Camp included: Getting to know PMS, Character Education, Team Building and Digital Citizenship.

Lastly, we have our ongoing leadership opportunities facilitated by our outstanding counseling department.

Peer Mediation is a long-standing PMS leadership program that is offered to 7th grade students who will continue on as Peer Mediators during their 8th grade year. With adult supervision, this program helps students mediate disputes between fellow students. The students selected for the program are known to be fair, reliable, and good communicators. Mediation is a resolution approach in which disputants have the chance to sit face to face and talk uninterrupted so that each side of the dispute is heard. The mediators help the disputants to define their problem, generate possible solutions, and meet on common ground. When an agreement is reached, it is written and signed.

Safe School Ambassadors is another leadership program at Piedmont Middle School. Last January, 66 students were selected from a group of 6th, 7th and 8th grade applicants. An official trainer provided by Community Matters and paid for by a leadership grant under the Wellness Center trained these 66 students. The Safe School Ambassadors program is one of the nation's most effective bystander education programs that harnesses the power of students to prevent and stop bullying and violence. The selected students participate in a two-day interactive training along with several adults who serve as program mentors. The training gives student Ambassadors the motivation and skills to resolve conflicts, defuse incidents, and support isolated and excluded students. After the training, small group meetings of Ambassadors are held every few weeks. These meetings, led by the adult mentors, help to strengthen skills, support data collection and analysis of Ambassador interventions, and sustain student and adult commitment to the program.

Upstanders and Innovators is a leadership program open to all students at lunch one day a week and is led by a counselor and a classroom teacher. It is a place where kids can talk about real issues, either positive or challenging, in an effort to come up with ways to address them or take action. It can simply be a safe place for kids to talk and seek advice from the adults, or they can help each other out by bouncing ideas off one another.

Youth Educators (YEds) is a leadership program that selects 16-20 PHS Juniors to participate in over 60 hours of training that prepares them to teach lessons to all 8th graders on subjects like peer pressure, friendships, effects of drug and alcohol use, and making good decisions for themselves. When they discuss these issues with their 8th graders and answer questions about high school myths and fears, they do so from a place of integrity and honesty. The YEds program is designed to help 8th graders transition to PHS. The new 9th grade classes go through freshman orientation with their YEd leaders who are now seniors. These YEd leaders provide support and act as

resources and role models for our students during their first year at PHS.

Goal #3

Support and evaluate the switch to our modified block schedule.

A survey was created by our Site Council and was administered at the end of each semester to students, teachers and parents. Data was then discussed at Site Council meetings, School Advisory Council meetings, and Faculty meetings, and was also shared with the greater parent community in our weekly newsletter. Below are some key findings from the survey:

- Only 15% of students disapproved of the Block Schedule
- 57% of students felt that the Block Schedule had made it easier to manage homework, with 21% feeling it is the same
- 62% of students preferred days where only 4-5 classes meet rather than all 7 classes
- 62% of teachers felt that they can go deeper into subjects because of the longer block periods
- 73% of teachers felt more comfortable trying new instructional strategies due to the Block Schedule
- 57% of teachers felt that the Block Schedule had increased their ability to collaborate with other teachers
- 70% of teachers felt that the Block Schedule had increased the ability for students to collaborate as well as increased the ability for more student/teacher interaction
- 70% of teachers felt that the Block Schedule had increased the opportunity for differentiation in the classroom

In addition to these key findings, the switch to our new block schedule has doubled collaboration time by allowing for Common Planning Time (CPT) to fall on every Wednesday from 2pm-3pm. In previous years, teachers only received two CPT times per month, and now they have the ability to meet four times. As a site we have used this time to introduce professional development that focuses on transitioning to Common Core development, supporting our move the block schedule, as well as integrating technology to meet instructional goals. Our CPT time also overlaps with the elementary schools, allowing teachers to hold meetings to discuss K-8 articulation.

SCHOOL GOALS FOR IMPROVING STUDENT ACHIEVEMENT

Goals for 2014-2015 School Year

Goal #1

Maximize student learning that supports the transition and implementation of the Common Core State Standards in literacy within all subject areas including math as well as the Next Generation Science Standards while providing the necessary differentiation across all subjects.

- Continue to provide professional development focused on the awareness and implementation of these new/emerging priorities, preparing teachers to incorporate them into their teaching.
- Review existing teaching and assessment materials to evaluate how they fit with new Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS), and make adjustments as appropriate.
- Compile sample lessons that fit these goals and make this list available for all teachers to reference and apply.
- Develop and distribute new curriculum/teaching materials to support differentiated approaches to materials/lessons (Led by CCSS/Diff. Support Team and Teacher Librarians), building on ongoing efforts.
- Continue to encourage implementation of the Action Research Model during the Evaluation Process with an emphasis on creating and supporting CCSS/NGSS relevant curriculum.
- Work closely with our new Director of Curriculum and Instruction to survey faculty during the professional development process on the appropriateness and effectiveness of what they are receiving and how to apply it to their teaching.
- Apply differentiated approaches to meet the learning needs of all students, including those whose learning styles may be particularly challenged by CCSS/NGSS approaches.
- Provide professional development that focuses on increasing active participation within instruction by emphasizing student-led discussions.

Goal #2

Maintain a positive school climate by building partnerships within and between our students, staff and parent communities while supporting the needs of the whole child.

- Student participation in the Stanford Survey for Adolescent School Experiences that measures students' perspectives on homework, extracurricular activities, sleep, health, stress, parent expectations, academic engagement, integrity, and teacher support. Data used to drive conversations that will target each of these important areas as we continue to support the whole child.
- Hold an additional club faire during second semester that allows students to present new ideas for student-led lunch clubs, giving students a wide range of

choices each day during lunch. All lunch clubs will be co-sponsored by certificated teachers, thus providing additional opportunities for students to make connections with teachers outside of their classroom settings.

- Continue to strengthen the transition opportunities for all incoming 6th graders. Evaluate and support Scots Camp, and continue to examine the ways it supports students as they transition from 5th grade to 6th grade.
- Continue to publicize and support our leadership opportunities for students, including ASB, Peer Mediators, Safe School Ambassadors, and the new Be The Change club.
- Extend outreach efforts by counselors and Wellness Center staff to support more students whenever helpful.
- Survey students about participation in clubs and other extracurricular activities. Evaluate student feedback on clubs/extracurricular opportunities.
- With the Learnscope Lunchpark now open to all students, we have increased the space for students to gather together during lunch. We will continue to work toward creating even more space for students to enjoy, and hope to consider future expansion of the Learnscope Lunchpark to the surrounding area just north of its location.

Goal #3

Support and evaluate the 6th Grade “Connected Learning Pilot” (1:1 Computing) to determine if expansion to all grade levels by the 2015/2016 school year is appropriate.

- Continue to provide professional development to teachers, specifically targeting ways to incorporate 1:1 strategies to meet educational and curricular goals.
- Survey students, teachers, and parents about the implementation of the Connected Learning Pilot. Evaluate what is/isn't working well.
- Surveys to take place during mid-year and end of year. Evaluate surveys and identify priorities for additional adjustments.
- Provide time for articulation across all sites, including opportunities to share best practices as well as time to debrief challenges.

Goal #4

Strengthen communication between teachers, students, and parents around academic and social emotional progress. Examples include: use of Learning Management Systems, Teacher Dashboard, Student Information Systems, Teacher Notes, etc.

- Create a committee comprised of teachers, students and parents to brainstorm ideas centered around strengthening communication.
- Provide training for parents on how to access the different communication tools already available.
- Explore ways to improve our school website.
- Consider opportunities to enhance teacher feedback regarding citizenship and participation.

School Site Council Membership

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Ryan Fletcher (Principal)	X				
Karyn Shipp (Asst. Principal)			X		
Ted Greenebaum (Teacher)		X			
Jamie Van Kleeck (Teacher)		X			
Michael Friesen (Guidance Counselor)			X		
Carolyn White (Teacher Librarian)		X			
Mary Alice McNeil (Parent)				X	
Beth Porter (Parent)				X	
Cory Smegal (Parent)				X	
Lillis Stern (Parent)				X	
Andrea Swenson (PUSD Board Member)				X	
Andrew Stoddard (Student)					X
Zazie Huml (Student)					X
Ruby Trost-Goldhammer (Student)					X
Numbers of members of each category	1	3	2	5	3

Form E: Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):

___ School Advisory Committee for State Compensatory Education Programs

___ English Learner Advisory Committee

___ Community Advisory Committee for Special Education Programs

___ Gifted and Talented Education Program Advisory Committee

___ Other (*list*)

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan 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 school plan was adopted by the school Site Council at a public meeting on: _____

Attested:

Ryan Fletcher
Typed name of school principal

Signature of school principal

Date

On Behalf of Site Council

On Behalf of Site Council

Date