

The Single Plan for Student Achievement

School: Manor Elementary
CDS Code: 21750026024277
District: Ross Valley Elementary School District
Principal: Peg Minicozzi
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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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School Vision and Mission

Manor Elementary's Vision and Mission Statements

At Manor School we believe all students can excel to their fullest potential when provided with high quality instructional programs and highly skilled teaching and support staff. We emphasize a love for learning, academic rigor, a strong connection with our community, and positive character building. At Manor School we develop and maintain an environment where all adults within the learning community are committed to ensuring a culture of creativity, happiness, confidence, and engagement that benefits all children. Our school's mission is to provide learning opportunities that are authentic - bringing students and community together for enriched content studies and real life experiences. We recognize that students learn in different ways. We know that learning is optimal when school is partnered with family and community. Through role modeling, we remind our students often of the joy that comes with "learning something new each day."

School Profile

Manor School is one of four elementary schools in the Ross Valley School District serving kindergarten through fifth grade students. The facility is located in the beautiful Oak Manor neighborhood of Fairfax, California in Marin County. In partnership with Expeditionary Learning, the Manor staff and school leadership work collaboratively to create a comprehensive teaching and learning framework that incorporates meaningful and relevant project-based learning grounded in real world problems (expeditions). a deliberate focus on character education through habits of mind, habits of work, and service learning, and an emphasis on student-engaged assessment and high quality student work. We work in partnership with parents and community members to ensure that all students are engaged, happy, and successful learners.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

In the Spring of 2015, the School Site Council created and administered a parent survey. The response rate for the survey was only 72 parents with a total enrollment of students at 387. Please see a summary of these results below:

Summary Findings from Manor Parent Survey – Spring 2015

1. Most parents in the survey (75% or above) believe that their child's needs are being met in all academic areas. However, more parents said that they "did not know" about Science and Social Studies than the other academic areas. Some parents want their children to be more challenged academically.
2. Most parents in the survey (88% or above) believe that their child's needs are being met in Art and Music.
3. Most parents in the survey (80% or above) believe that their child is being supported or challenged in Reading and Writing. Math, Science and Social Studies received a lower percentage (avg. 70%).
4. Most parents in the survey (82%) believe that their child is engaged and excited about learning at Manor.
5. Only 21% of parents in this survey believe that the homework their child receives is "greatly" beneficial to his or her academic achievement but most (80%) believe it is "just enough".
6. 63% of parents in this survey believe that their child will be prepared for the next grade level in ALL subjects. When reading though the comments, it appears that math and writing are the areas of most concern.
7. 88% of parents in this survey are either satisfied or very satisfied with the school's approach to socio-emotional learning. However, only 36% are very familiar with our Toolbox Curriculum (50% are somewhat familiar).
8. 87% of parents in this survey believe that their child's experience at recess is either positive or somewhat positive. When reading through the comments, some general conclusions are:

- We need more trained yard supervisors on the yard.
- Although things are better, there are still instances of "bullying" behavior on the yard.
- Some children find it difficult to become part of a game or don't know what to do with the unstructured time.

9. 53% of parents in this survey believe that the staff is either “very effective” or “effective” in dealing with behavior issues (including bullying, harassment, exclusion, etc.). However, 37% answered, “I don’t know”. About 8% said “somewhat ineffective” or ineffective”.
10. 68% of parents in this survey feel welcome and “very included” in the Manor parent community. 24% feel “somewhat included”.
11. The overall school climate is positive. However, the K-5 MAP conflict is a source of discomfort for many.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Formal and informal observations are conducted on a daily basis. A summary of my observations include:

- Teachers are implementing the District-wide Reading Workshop approach.
- Teachers are implementing the District-wide Writing Workshop approach.
- Teachers are utilizing a variety of Common Core curriculum for mathematics instruction.
- Four teachers are piloting the two math programs.
- Teachers are beginning to integrate science and social studies topics through project-based learning activities.
- Teachers are differentiating their instruction through 1-1 conferring, small group instruction, and independent research/inquiry projects.
- Teachers are utilizing technology to support instruction when available.
- Teachers are using both formative and summative assessment to guide instruction.
- Teachers are beginning to use learning targets, CREW meetings, and Habits of Mind/Habits of Scholarship from Expeditionary Learning.

Analysis of Current Instructional Program

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

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

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

The District calendar is established to provide a minimum day on Wednesday in order to provide opportunities to meet in Professional Learning Communities (PLC). The teachers meet in grade level teams at the school site and the District level to analyze data, set goals for instruction, discuss and review teaching strategies, and set grade level goals. The school uses a variety of multiple measures to assess student performance toward standards, to plan instruction, and identify appropriate interventions for students. Grades K-5 uses Columbia University Teachers College Reading assessment to identify students' reading levels and to diagnose specific areas of need. In addition, teachers in grade 3-5 use the Scholastic Reading Inventory at the beginning and end of year as a universal screening tool and to provide students with practice taking technology-based assessments. Teachers use other curriculum embedded assessments such as end of unit math assessments, performance-based science assessments, and on-demand writing assessments during the year. The District has developed a rubric for reclassification of English Language Learners and these students are progress monitored for two years to ensure their continued growth.

This is the first year that the District has received information from CAASPP and the data will be used to establish benchmarks for the school. The new adaptive testing tools are providing opportunities for both instruction and evaluation. We are focusing on ensuring the students are comfortable with the testing format and will be providing more instruction in how to navigate and use the tools provided in the tests. State data from the SBAC and the CELDT will be used, in conjunction with performance data obtained through multiple measures, to set goals and plan instruction.

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

Teachers utilize both formal assessments and observational data from small group instruction and 1-1 conferring to differentiate instruction for all levels of learners. Teachers use grade level team meetings to problem solve and plan instruction. The school has a Student Study Team (SST) to support general education teachers to develop plans for Tier 1 interventions in the classroom and to determine which students may need Tier 2 or 3 interventions. Teachers provide enrichment and more challenging work for students who exceed standards.

Staffing and Professional Development

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

All teachers in the District meet the requirement for highly qualified.

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

The District teachers have appropriate credentials and have sufficient instructional materials that are aligned to the Common Core. Throughout the year, teachers receive professional development provided by the District, including Reading and Writing Workshop. Staff meetings are focused on curriculum and instruction through the use of teacher leaders, professional books, videos, etc. In addition, teachers meet in grade level teams during the early release Wednesday time to work toward goals in curriculum and instruction. The teachers also work with the District Math Coordinator who meets with District grade level teams to deepen teachers' understanding of the eight mathematical strategies and the new Common Core Math Standards. The school also has a part-time Technology Coach who supports teachers with the integration of technology into classroom instruction.

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

The District and school has a established a professional development calendar to ensure teachers have access to instructional strategies that are based on assessment results, standards, and professional need. In ELA, teachers receive training in components of a balanced literacy model that includes Reading and Writing Workshop. The teachers also work with the District Math Coordinator who meets with District grade level teams to deepen teachers' understanding of the eight mathematical practices and the new Common Core Math Standards. The school also has a part-time Technology Coach who supports teachers with the integration of technology into classroom instruction. In addition, the school's PTA has established a budget so that teachers have the opportunity to attend outside professional development based on their individual needs. Through the District's teacher evaluation system, teachers have the opportunity to personalize their learning by developing a professional development plan or to earn continuing education units (CEU).

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

Through the District-sponsored professional development in ELA, teachers have an opportunity to observe experts plan and deliver Common Core lessons in reading and writing through the workshop model. The teachers also have access to the District math coordinator to plan units of study in math and instructional consultation. Each site has a part-time technology coach to support teachers in using technology in the classroom. The school has an ELD teacher who can offer some support and advice to teachers. Also, the District has provided a Special Education Coordinator to support general education teachers , special education teachers, and instructional support staff in order to provide research based interventions and strategies. The District has increased the FTE of special education teachers across the District in order to provide supports for students requiring specialized academic instruction and interventions. Finally, the District has increased counseling support by providing two days of counseling at the site to support social/emotional barriers related to learning.

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

Teachers meet in grade level teams two times per month to work on unit planning, analyzing assessment data, and overall curriculum and instruction. In addition, the teachers attend District Grade Level meetings to share practices, plan instruction, and to align curriculum across the four elementary schools.

Teaching and Learning

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

The school uses a variety of curricular materials to meet the Common Core Standards in ELA, Math, Social Studies and Science. The District has provided each teacher with a leveled library, a phonics or word work program, and the Units of Study for Teaching Reading for each classroom teacher. Teachers are also using the District-adopted program, Every Day math, along with other Common Core supplemental math materials.

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

At Manor school the Principal and Leadership team develop instructional blocks in reading/language arts and mathematics to provide appropriate instructional minutes. Each student receives at least 60 minutes of ELA instruction and 60 minutes of mathematics instruction throughout the day.

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

Site grade Level and District teams meet to discuss instructional pacing of Common Core curriculum. The report cards are aligned to the Common Core standards in order to ensure that there is ample opportunity to teach the essential standards. Through professional development, teachers are developing a knowledge of the shifts in both English Language Arts and Mathematics and areas of instructional focus. Through discussion at District administrative meetings the principals and District staff work collaboratively to ensure that there is a common understanding of the pace of instruction.

At the school level, a schedule is created to allow for the most optimal intervention approach targeted to meet students' needs both in and out of the classroom. Some students receive intensive interventions in addition to the classroom instruction to accelerate their learning and close the achievement gap.

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

The District is providing standards based intervention materials to meet the needs of the students that match the area of need. Materials are scientifically researched based and will support the student achievement and increase learning. Some of the materials include Wilson/Foundations reading intervention. Leveled Literacy Instruction, and Lexia Core 5.

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)

The District provides scientifically researched based instructional materials that are aligned to the standards. Intervention materials are aligned to the areas of student need and are scientifically researched based.

Opportunity and Equal Educational Access

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

Teachers meet regularly to review initial data and progress monitoring data for students who are receiving interventions. The results from the data are used to guide instruction in alignment with the Common Core State Standards. Teachers differentiate the curriculum in ELA by using the Reading and Writing workshop model which includes small group instruction and 1-1 conferences targeted for each student's individual needs. Teachers also differentiate math instruction by implementing strategy groups targeted for specific needs. Students with more intense needs in ELA receive support from a reading intervention teacher through a program called Leveled Literacy Intervention (LLI). Special education programs support the needs of special education students. The Students having difficulty with social emotional skills receive counseling support to improve motivation and school performance. The Student Study Team offers teachers and parents suggestions, strategies, and accommodations to support students not meeting standards.

14. Research-based educational practices to raise student achievement

Teachers use the District-adopted, research-based, Common-Core aligned curriculum in ELA, math, science, and social studies.

Parental Involvement

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

The PTA and the YES Foundation supports the additional needs at our school. They support students by subsidizing field trips and school assemblies. We encourage parent volunteers to assist in the classroom and a variety of school site activities on a regular basis. There is a District English Language Advisory Committee and Special Education Parent Group and Wellness Committee that meets throughout the school year to provide information on a variety of topics such as reading intervention, executive functioning skills, social emotional learning, health and safety. Also, the District supports Healthy Family initiatives by collaborating with the TAM High School District to provide parent education related to student wellness.

The District staff provide additional support to the school site. The District has provided support to translate materials and forms for parents in Spanish which is the primary other language spoken by families. Also, the District provides translation at student conferences and Student Success Teams and IEP meetings. There is District support in identifying students that qualify for subsidies for the National School Lunch Program. There is a homeless liaison that works with Marin County Office of Education to provide supports for students that are identified as homeless or foster students. There are a variety of programs and supports from parents, staff and community to provide necessary supports that will foster student engagement and participation for all students.

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 District oversees the parents, community representatives, and school staff in planning, implementation and evaluation of the Consolidated Application to provide students supports.

Funding

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

The district utilizes categorical funds to target instruction for students that are underperforming. The District provides instruction to English Language Learners in ELD primarily focusing on reading and writing support. All of the general education teachers have received their CLAD and provide supports using GLAD strategies. Teachers are aware of the importance of developing the student's knowledge of academic vocabulary. In addition, students that qualify for the NSLP receive targeted instruction through Title I. This is Tier II support targeted to improve reading and writing and math skills. Through Title II, the District is able to provide professional development that is personalized to the teacher and meets the District goals. Finally, through Title III funds, the District is able to provide support for EL students by supporting the hiring of a EL Coordinator.

18. Fiscal support (EPC)

The District provides fiscal support for students that are underperforming. The District's general fund supports the additional materials and staff needs that are not funded in their entirety by Federal and State funds. The Director of Student Services in collaboration with the Chief Business Official allocate funds to provide additional staff , professional development and scientifically researched based instructional materials

Description of Barriers and Related School Goals

Need for more alignment of curriculum and instruction K-5

Need for more high quality, formative assessment in math

Need for more time for professional development for teachers to deepen their understanding of Common Core standards

Not enough technology to support preparation for new computer-based assessment

Need for more support for special education students (more staff)

Need for more support for ELD students (more staff)

Need for more training in working with high achievers

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	62	75		58	72		58	71		93.5	96	
Grade 4	62	68		62	67		62	67		100.0	98.5	
Grade 5	64	67		64	64		64	64		100.0	95.5	
All Grades	188	210		184	203		184	202		97.9	96.7	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2443.1	2459.0		38	30		19	31		29	27		14	13	
Grade 4	2490.1	2490.2		29	39		31	19		24	21		16	21	
Grade 5	2539.0	2546.6		39	31		30	47		14	14		17	8	
All Grades	N/A	N/A	N/A	35	33		27	32		22	21		16	14	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	38	42		40	44		21	14	
Grade 4	21	33		60	51		19	16	
Grade 5	44	36		41	59		14	5	
All Grades	34	37		47	51		18	12	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	19	25		57	55		22	20	
Grade 4	26	33		48	49		26	18	
Grade 5	33	34		48	50		17	16	
All Grades	26	31		51	51		22	18	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	40	31		52	62		9	7	
Grade 4	26	24		68	64		6	12	
Grade 5	25	31		63	64		11	5	
All Grades	30	29		61	63		9	8	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	24	28		59	61		16	11	
Grade 4	34	27		52	57		15	16	
Grade 5	41	42		48	47		11	11	
All Grades	33	32		53	55		14	13	

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	62	75		57	72		56	72		91.9	96	
Grade 4	62	68		62	67		62	67		100.0	98.5	
Grade 5	64	67		63	63		63	63		98.4	94	
All Grades	188	210		182	202		181	202		96.8	96.2	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2445.0	2439.2		18	22		44	29		21	32		16	17	
Grade 4	2500.9	2495.4		19	30		40	31		34	25		6	13	
Grade 5	2540.1	2541.3		35	29		27	32		25	32		13	8	
All Grades	N/A	N/A	N/A	24	27		37	31		27	30		12	13	

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	39	32		41	42		20	26	
Grade 4	40	37		42	36		18	27	
Grade 5	43	35		35	43		22	22	
All Grades	41	35		39	40		20	25	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	27	35		57	53		16	13	
Grade 4	32	39		53	42		15	19	
Grade 5	35	32		57	51		8	17	
All Grades	31	35		56	49		13	16	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	25	33		66	54		9	13	
Grade 4	26	31		50	49		24	19	
Grade 5	33	22		49	60		17	17	
All Grades	28	29		55	54		17	16	

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K			***												
1		25		20	50		40	25	***	20		***	20		
2	20				50	***	80				25	***		25	
3				***	25			75	60			20			20
4				***	***	20	***		60		***	20			
5	20	***		80	***			***	***						
Total	11	12	5	37	41	11	42	29	53	5	12	26	5	6	5

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	17			17			33	25		17	25		17	50	
1		25		20	50		40	25		20			20		
2	20				40		80				20			40	
3				***	20			60			20		***		
4				25	***		50				***		25		
5	20	25		80	50			25							
Total	11	8		29	33		36	25		7	17		18	17	

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2014-15	2015-16	2016-17
Number of Annual Testers			
Percent with Prior Year Data			
Number in Cohort			
Number Met			
Percent Met			
NCLB Target			
Met Target			

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	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						
Number Met						
Percent Met						
NCLB Target						
Met Target						

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2014-15	2015-16	2016-17
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.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2014-15	2015-16	2016-17
Number of Annual Testers			
Percent with Prior Year Data			
Number in Cohort			
Number Met			
Percent Met			
NCLB Target			
Met Target			

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	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						
Number Met						
Percent Met						
NCLB Target						
Met Target						

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2014-15	2015-16	2016-17
English-Language Arts			
Met Participation Rate			
Met Percent Proficient or Above			
Mathematics			
Met Participation Rate			
Met Percent Proficient or Above			
Met Target for AMAO 3			

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

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: English Language Arts
LEA/LCAP GOAL:
GOAL 1 - EVERY STUDENT IN RVSD WILL HAVE ACCESS TO HIGH QUALITY TEACHING AND LEARNING. 1-A. Focus on key elements of Common Core State Standards by developing and implementing the RVSD Teaching and Learning Framework.
SCHOOL GOAL #1:
In our second year of implementation in Reading and Writing Workshop, teachers will utilize formative and summative assessment data to inform instruction to improve student achievement in English Language Arts.
Data Used to Form this Goal:
CAASPP results from 2016, school-based reading assessment data, and school-based writing assessment data
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Formative and Summative Assessments will be used to identify strengths and weaknesses in reading and writing.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to provide on-going training for new and returning staff in Reading and Writing Workshop.	Spring 2017 and 17-18 school year	Hired Consultants - Momentum in Teaching	District-wide staff development coordination effort to implement ELA instruction to CCSS The District has contracted with Momentum in Teaching (MIT) to provide new and on-going professional development for all certificated staff.	0001-0999: Unrestricted: Locally Defined	General Fund	146500
Provide on-going training for teachers in using the new District Writing Assessment and using the results from this assessment to inform instruction.	Spring 2017 and 17-18 school year	District Staff, Principals, and/or teacher leaders		None Specified	None Specified	
Grade Level Teams will work collaboratively to review the results of on-demand assessments for writing 3x per year and utilize a protocol and rubric to identify strengths and areas of need for each student.	Spring 2017 and 17-18 school year	Principal and Grade Level Leaders		None Specified None Specified	None Specified None Specified	
All teachers will utilize consistent and systematic record-keeping and observation note-taking for 1-1 conferences, guided reading, and strategy groups.	Spring 2017 and 17-18 school year	Principal and Teacher Leaders		None Specified	None Specified	
Teachers will be trained in how to develop learning targets through our EL Education partnership and begin using learning targets in the classroom in March 2017.	Spring 2017 and 17-18 school year	EL Education School Designer/Consultant and Principal	Contract with EL Education provides 15 direct service days of planning and professional development for teachers. Expeditionary Learning	5000-5999: Services And Other Operating Expenditures	District Funded	31850

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will be trained in using critique and feedback tools for high-quality student work through our partnership with EL Education	Spring 2017 and 17-18 school year	EL Education School Designer/Consultant and Principal	Contract with EL Education provides 15 direct service days of planning and professional development for teachers. Expeditionary Learning above			
Teachers in Grades 3-5 will review the results of the CAASPP assessment ELA, set goals for their students/class, and utilize the interim assessment "blocks" to support students in reading and writing analytically using the chrome books.	Spring 2017	Principal and Teachers		None Specified	None Specified	
Purchase professional books to support staff in deepening their understanding of Reading and Writing Workshop	Spring 2017	Principal	Using site funds, the principal has purchased professional books to support staff.	0000: Unrestricted	Site Formula Funds	
Teachers will receive staff development on Words Their Way for grades 2-5.	Spring 2017	Principal and teachers		4000-4999: Books And Supplies	Lottery: Instructional Materials	1000
Leadership Team will explore ways for teachers to observe reading and writing workshop both at Manor and at other school sites.	Spring 2017 and 17-18 school year	Leadership Team		None Specified	None Specified	200

Planned Improvements in Student Performance

School Goal #2

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: Mathematics
LEA/LCAP GOAL:
GOAL 1 - EVERY STUDENT IN RVSD WILL HAVE ACCESS TO HIGH QUALITY TEACHING AND LEARNING. 1-A. Focus on key elements of Common Core State Standards by developing and implementing the RVSD Teaching and Learning Framework.
SCHOOL GOAL #2:
Teachers will continue to develop an understanding of the 8 standards of mathematical practices and students will apply the standards to solve complex mathematical problems.
Data Used to Form this Goal:
Smarter Balanced Assessment in Math - Spring 2016 results
Findings from the Analysis of this Data:
Many of our students are adjusting to the shift based on the new CCSS-M; in particular the standards for mathematical practice ask students to delve deeper into concepts and express their mathematical thinking. Students need support with this shift from an answer getting based curriculum to a thinking based curriculum.
How the School will Evaluate the Progress of this Goal:
Formative and Summative Assessments will be used to identify strengths and weaknesses in math.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will receive explicit professional development on the eight Mathematical Practices.	Spring 2017 and 17-18 school year	Math coordinator working with grade level bands (K/1st, 2nd/3rd, 4th/5th)	District funded Math Coordinator will provide PD during PLC Wednesday early release to general education teachers, 1.0 FTE for District wide Math Coordinator	None Specified 1000-1999: Certificated Personnel Salaries	None Specified LCFF - Base	135000
Teachers will receive professional development on lessons and lesson structures that develop and support the mathematical practices.	Spring 2017 and 17-18 school year	Math coordinator working with grade level bands (K/1st, 2nd/3rd, 4th/5th)	District funded Math Coordinator will provide PD during PLC Wednesday early release 1.0 FTE for District wide Math Coordinator. See Amount above	None Specified	None Specified	
Teachers will implement Math Talks in order to support mathematical discourse in their classroom. Teachers will rely on the book Number Talks: Helping Children Build Mental Math and Computation Strategies, websites such as estimation180.com, you-cubed and other materials from their source text.	Spring 2017 and 17-18 school year	Math coordinator working with grade level bands (K/1st, 2nd/3rd, 4th/5th)	See above for Math Coordinator Materials for Math Talks and Units for Math	4000-4999: Books And Supplies	Lottery: Instructional Materials	47345
Teachers will engage in pilot of math textbook materials. Materials will be evaluated based on district lens which includes questions relating to the mathematical practices.	By June 2017	Math coordinator working with grade level bands (K/1st, 2nd/3rd, 4th/5th)	District Funded materials for pilot See Amount above	4000-4999: Books And Supplies	Lottery: Instructional Materials	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will receive staff development on newly selected textbook program focusing on lessons that support the mathematical practices.	Spring 2017 and 17-18 school year	math coordinator K-5 teachers	See above for Math Coordinator			
Teachers will become familiar with Jo Boaler's Growth work in order to support mathematical discourse in the classroom.	Spring 2017 and 17-18 school year		See above for Math Coordinator			
Teachers will continue to implement lesson structures such as Three-act Tasks and Numberless word problems in order to support and develop the Mathematical Practices.	By December 2017		See above for Math Coordinator			
Teachers will engage in exploration of the meaning of math fluency and how to help students achieve fluency through the development of math reasoning.	Spring 2016		See above for Math Coordinator			

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: Student Achievement
LEA/LCAP GOAL:
GOAL 2 - CREATE TEACHING AND LEARNING ENVIRONMENTS THAT FOSTER HIGHLY ENGAGED AND JOYFUL LEARNERS. 2-A. Set high expectations so every student has the opportunity to reach his/her potential. 2-C. Utilize focused and differentiated strategies to engage all students in learning.
SCHOOL GOAL #3:
Teachers will differentiate instruction based on data to engage, support, and challenge all students to increase achievement .
Data Used to Form this Goal:
CAASPP data, school-based assessments, parent survey, teacher and principal observations
Findings from the Analysis of this Data:
Analysis of the data indicate that there are students who are exceeding standards, as well as students in subgroups that are not meeting standards.
How the School will Evaluate the Progress of this Goal:
Review CAASPP data, multiple measures data, student survey data, and parent survey data to assess for improvements in the area of differentiation.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will differentiate the curriculum by using assessment data to place students in flexible strategy groups according to need.	Spring 2017 and 17-18 school year	Principal and Teachers	Staff salaries are part of existing, on-going budget which includes Professional Learning Community (PLC) opportunities on early release Wednesdays Data discussions with Principal and with grade level team	None Specified None Specified	None Specified None Specified	
Teachers will work in grade level teams to discuss and plan various strategies for differentiating the curriculum for advanced students. Resources will be provided.	Spring 2017 and 17-18 school year	Principal and Grade Level Leaders	Staff salaries are part of existing, on-going budget which includes Professional Learning Community (PLC) opportunities on early release Wednesdays	None Specified	None Specified	
Teachers will use data to set individual learning goals for each student and provide ways for students to periodically reflect on their progress towards these goals.	Spring 2017 and 17-18 school year	Teaching Staff	Data discussions with Principal and with grade level team	None Specified	None Specified	
Teachers will receive training on how to craft high level learning targets and how to support students in self-assessment and reflection towards these goals.	Spring 2017 and 17-18 School Year	EL Education School Designer/Consultant and Principal	Contract with EL Education provides 15 direct service days of planning and professional development for teachers. See previous Goal for Expeditionary Learning			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will receive training on using a High-Quality Student Work protocol through our partnership with EL Education.	Spring 2017 and 17-18 School Year	EL Education School Designer/Consultant and Principal	Contract with EL Education provides 15 direct service days of planning and professional development for teachers.	None Specified	None Specified	
			See previous Goal for Expeditionary Learning	None Specified	None Specified	
Teachers will receive training on how to plan and implement Expeditions – long term, project-based units of study through our partnership with EL Education.	Fall 2017	EL Education School Designer/Consultant and Principal	Contract with EL Education provides 15 direct service days of planning and professional development for teachers.	None Specified	None Specified	
			See previous Goal for Expeditionary Learning	None Specified	None Specified	
Special Education teacher and our Title I teacher will continue to consult with classroom teachers to ensure that there is alignment between these two programs with the general education setting and student goals are being met.	Spring 2017 and 17-18 school year	Principal, Special Ed teacher and Title 1 teacher	Title I Teacher	1000-1999: Certificated Personnel Salaries	Title I Part A: Disadvantaged Students	105328
Staff will be trained in how to use the new SST online system to track student interventions and progress.	Spring 2017	Principal	None Specified		None Specified	

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: Student Engagement
LEA/LCAP GOAL:
GOAL 2 - CREATE TEACHING AND LEARNING ENVIRONMENTS THAT FOSTER HIGHLY ENGAGED AND JOYFUL LEARNERS. 2-B. Maintain a positive school climate that celebrates student success.
SCHOOL GOAL #4:
The school community will develop, implement and enhance norms, values and expectations that support social , emotional and physical safety.
Data Used to Form this Goal:
EL Education school visit protocols, staff and parent feedback
Findings from the Analysis of this Data:
Based on the extensive review of Manor School's program over the last year by EL Education Consultants, it was determined that there is a need to create a more robust set of common norms and expectations.
How the School will Evaluate the Progress of this Goal:
EL Education Mid-Year Review and End of Year Review, staff survey, parent survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will receive training on CREW and Class Meetings through our partnership with EL Education.	Spring 2017	EL Education School Designer and sub-committee	Manor has contracted with EL Education to provide 15 direct service days for planning and professional development for staff. See previous Goal for Expeditionary Learning	None Specified	None Specified	
Through our partnership with EL Education, a sub-committee of the Leadership Team will revise the Manor School Cougar Code to include both relational (Habits of Mind) and Performance (Habits of Work) traits written as “I can statements”.	Spring 2017	EL Education School Designer and sub-committee	Manor has contracted with EL Education to provide 15 direct service days for planning and professional development for staff. See previous Goal for Expeditionary Learning	None Specified	None Specified	
Through our partnership with EL Education, a sub-committee of the Leadership Team will create an “architecture” for CREW meetings and staff agreements for how Manor School implements CREW with students.	Spring 2017 and 17-18 school year	EL Education School Designer and Principal	Manor has contracted with EL Education to provide 15 direct service days for planning and professional development for staff. See previous Goal for Expeditionary Learning	None Specified	None Specified	
Teachers will use both Habits of Mind and Habits of Work learning targets with their students to create a deliberate focus on character education throughout the academic school day.	17-18 school year	EL Education School Designer and Principal	Manor has contracted with EL Education to provide 15 direct service days for planning and professional development for staff. See previous Goal for Expeditionary Learning	None Specified	None Specified	
The Principal will purchase the Morning Meeting Book from Responsive Classroom for all classroom teachers.	Spring 2017	Principal		None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School Site Leadership Team will create an architecture for our Wednesday Welcome gatherings that will include an emphasis on our newly revised Cougar Code.	Spring 2017	Leadership Team		None Specified	None Specified	
Teachers will have access to off-site professional development focused on CREW and Character through our partnership with EL Education.	Spring 2017 and 17-18 school year	EL Education School Designer and Principal	Manor has contracted with EL Education to provide 15 direct service days for planning and professional development See previous Goal for Expeditionary Learning	None Specified	None Specified	
Teachers will have access to Site Seminar visits to others expert EL schools in the country to learn more about CREW and character.	Spring 2017 and 17-18 school year	EL Education School Designer and Principal	Manor has contracted with EL Education to provide 15 direct service days for planning and professional development See previous Goal for Expeditionary Learning	None Specified	None Specified	
Leadership Team will explore bringing Mindfulness Training to the school.	Spring 2017	Leadership Team		None Specified	None Specified	
Purchase and install a buddy bench for the K-1 yard.	Spring 2017	Principal and PTA	Purchase and installation of bench	4000-4999: Books And Supplies None Specified	Parent-Teacher Association (PTA) None Specified	
Purchase PE Equipment to support the PE program	By June 2017	Principal and PE Coaches	PE equipment is used for both physical and social-emotional learning during PE classes.	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	1935

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase traffic and safety signs and emergency preparedness equipment to ensure that children are safe.	By June 2016 and on-going	Principal, Site Council, and PTA	Our traffic circle needs signage to ensure that parents are following driving safety rules	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	500
			Our emergency container needs to be re-stocked.	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	1000

Planned Improvements in Student Performance

School Goal #5

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: Parent Involvement
LEA/LCAP GOAL:
GOAL 3 - MAKE COMMITMENTS TO STAKEHOLDERS AND WORK COLLABORATIVELY TO KEEP THEM. 3-A. Expand family involvement and community partnerships.
SCHOOL GOAL #5:
The school will foster a climate that will encourage and support family and community participation.
Data Used to Form this Goal:
Parent Survey from Spring 2015, Principal and Staff observations.d
Findings from the Analysis of this Data:
The data analyzed indicates that this community values parent and community participation.
How the School will Evaluate the Progress of this Goal:
Administration of a parent, staff, and student survey - Spring 2017

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Ensure that parents are kept informed of school-wide events through the school calendar, marquee, Manor News, and the use of Blackboard - the District's new communication tool.	On-going	Principal	Principal will utilize a variety of tools and regularly communicate District wide purchase of Blackboard Connect	None Specified 5000-5999: Services And Other Operating Expenditures	None Specified LCFF - Base	3745
Create a new PTA website for the parent community.	Spring 2017	Principal and PTA	The principal and PTA leaders will work together to create a new PTA website	5000-5999: Services And Other Operating Expenditures	Parent-Teacher Association (PTA)	3000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue school-wide community-building events such as the Back to School BBQ, Winter Faire, Winter Sing Along, Lap-a-thon, etc. to foster a positive school climate.	On-going	Principal and PTA	The principal will work with the PTA to fund and organize these community-building events	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	3000
Continue to provide parent education events focused on school programs and other relevant parent education topics through our PTA Parent Education Coordinator.	Spring 2017 and 17-18 school year	Principal and PTA	Principal will work with PTA to plan, organize, and fund parent education events.	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	3000
Continue to provide information and events regarding our new partnership with EL Education.	Spring 2017 and 17-18 school year	Principal, EL School Designer, and PTA		None Specified	None Specified	
Create an EL Parent Committee to identify ways that parents can support the program and teachers.	Spring 2017 and 17-18 school year	Principal, EL School Designer, and PTA		None Specified	None Specified	
Ensure that parents are kept informed about their child's classroom through regular curriculum updates, classroom newsletters or emails from teachers.	on-going	Principal and teachers		None Specified	None Specified	
Ensure that parents are informed about their child's school work by sending home examples of student work on a regular basis.	on-going	Principal and teachers		None Specified	None Specified	
Purchase and install a new projector and sound system in the multi-purpose room to allow for a more reliable and professional system for parent education and other school wide events.	Spring 2017	Principal and PTA	Principal with work with PTA to fund and install new projector system in multi-purpose room.	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	3000

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 Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	31,850.00
General Fund	146,500.00
LCFF - Base	138,745.00
Lottery: Instructional Materials	48,345.00
None Specified	200.00
Parent-Teacher Association (PTA)	15,435.00
Title I Part A: Disadvantaged Students	105,328.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0001-0999: Unrestricted: Locally Defined	146,500.00
1000-1999: Certificated Personnel Salaries	240,328.00
4000-4999: Books And Supplies	60,780.00
5000-5999: Services And Other Operating Expenditures	38,595.00
None Specified	200.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
5000-5999: Services And Other Operating	District Funded	31,850.00
0001-0999: Unrestricted: Locally Defined	General Fund	146,500.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	135,000.00
5000-5999: Services And Other Operating	LCFF - Base	3,745.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	48,345.00
None Specified	None Specified	200.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	12,435.00
5000-5999: Services And Other Operating	Parent-Teacher Association (PTA)	3,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Disadvantaged Students	105,328.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	179,550.00
Goal 2	182,345.00
Goal 3	105,328.00
Goal 4	3,435.00
Goal 5	15,745.00

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
Tyler Ott		X			
Caley Hirsch		X			
Teresa Ashby			X		
Peg Minicozzi	X				
Heather Bennett				X	
Kelly Hetherington				X	
Laura Morgan				X	
Mandy Thomasson				X	
Kate Porter				X	
Numbers of members of each category:	1	2	1	5	

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) 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
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 .

Attested:

Peg Minicozzi	_____	_____
Typed Name of School Principal	Signature of School Principal	Date
_____	_____	_____
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date