

HARMONY UNION SCHOOL DISTRICT
SINGLE PLAN FOR STUDENT ACHIEVEMENT,
FOR HARMONY and SALMON CREEK CHARTER SCHOOLS

Harmony Union School District
CDS Code 49 -70730

Date of this revision: January 21, 2009

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Contact Person: David G. Miller, Ed.D.
Position: Superintendent/Principal
Telephone Number: (707) 874-1205

Address: 1935 Bohemian Highway
Occidental, California 95465
E-mail address: dmiller@harmony.k12.ca.us

The District Governing Board of Trustees Reviewed the School Plan and Budget on February 12, 2009

Introduction to this Report

This report meets the content requirements of amended Education Code Section 64001 (effective January 2002) for a single school plan for pupil achievement. Such a plan must be developed at each school that operates any programs funded through the Consolidated Application.

Accordingly, the plan must:

1. Align with school goals for improving pupil achievement based on verifiable state data, including the Academic Performance Index (API) and California English Language Development Test (CELDT);
2. Identify the means of evaluating progress towards those academic performance goals;
3. Address how funds will be used to improve the academic performance of all students to the level of the API;
4. Identify how state and federal requirements will be implemented, and be consistent with federally required district improvement plans;
5. Consolidate all plans required by programs funded through the Consolidated Application for which the school receives an allocation and, when feasible, other categorical programs;
6. Be developed, approved and annually reviewed and updated by the school site council, including proposed expenditures of funds allocated to the school through the Consolidated Application;
7. Be developed with the review, certification and advice of applicable school advisory committees;
8. Be reviewed and approved by the local governing board whenever there are material changes affecting the progress of students covered by these programs.

This report provides a single, comprehensive school plans to improve the academic performance of students. Its use requires collection and analysis of student performance data, setting priorities for program improvements, rigorous use of effective solution strategies, and ongoing monitoring of results. The report provides a structured means to improve teaching and learning to meet state content and performance standards. To accomplish this purpose, the report includes elements found by educational research and professional practice to be essential to the success of plans to improve student academic performance. In addition, this school plan meets content requirements for all programs for which the school has an allocation in the Consolidated Application.

This report and its attachments are intended as a comprehensive look at our schools and districts for interested families and members of the community. We welcome your response and appreciate your interest in our districts and schools. If you are not reading this on the Internet, the report and other information about our district is available at www.harmony.k12.ca.us.

School Vision and Mission

The Mission of the Harmony Union School District is to

Encourage and enhance the academic, social, physical, and artistic growth of every child in an atmosphere of high expectations and continual coordinated support.

Our Vision

We will empower our children and ourselves to meet the challenges of today and tomorrow with courage and confidence.

Staff, students, families, and the community will be actively involved in the educational process to create a safe, supportive environment where students want to learn and believe that success is attainable.

Our curriculum will enable our students to independently and collaboratively become critical and creative thinkers, effective communicators, and problem solvers.

Responsibility for student success extends to students as well as adults.

Our curriculum will foster in children a deep understanding of the ecological impact we have on the earth and will teach the requisite skills to create change on behalf of the earth.

Our staff will recognize the skill levels, learning styles, and cultural uniqueness of each of our students and utilize technology, hands-on activities, and interdisciplinary instruction to enhance teaching and learning.

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at these schools:

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

In mathematics the school follows the district adopted standards, and have aligned programs, as approved by CDE. Teachers are involved in comprehensive professional development to insure their knowledge of research based instructional strategies required for effective implementation of standards based curricula. In English Language Arts the schools follow the district's adopted California English Language Arts (ELA) Standards K-8. All teachers are versed in the specific ELA standards for their grade level(s) and the pragmatics of carefully aligning their grade level curriculum, instruction, and assessment practices to the standards. Teachers and the district administrator work together to insure common understanding of content standards and to prioritize key standards on which to focus instructional emphasis. Various assessments, projects, supplementary materials, field trips, etc. are thoughtfully aligned with the grade level standards in mind.

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

The school has and continues to adopt standards aligned programs in English Language Arts (ELA) and Mathematics as approved by the California Dept. of Education. Teachers participate in comprehensive professional development to insure thorough knowledge of research based instructional strategies required for the effective implementation of standards based curricula. Various supplemental programs, including technology based programs, are carefully screened and evaluated prior to implementation to insure alignment with scientific research and congruence with grade level standards.

3. *Alignment of staff development to standards, assessed student performance and professional needs:*

A comprehensive professional development plan is being developed to train teachers in the grade level pragmatics of their ELA and Math core standards based programs. Professional development may include research summaries of best practices, hands on demonstration, modeling and partner and group practice, with grade level peers. Follow-up meetings during the school year include grade level meetings, classroom visitations, coaching, data analysis and student specific problem solving to link student assessment data to instructional practice.

4. *Services provided by the regular program to enable Underperforming students to meet standards:*

Teachers review assessment data to monitor student performance. Wherever possible, English Learners are paired with CLAD prepared teachers. Teachers cooperate to design peer-tutoring opportunities (reading buddies). Volunteers assist in all areas. Cross-age tutoring is in place, and mixed-age grouping allows for peer teaching. Informal communication between and among teachers and specialists is a strong benefit to the schools.

5. *Services provided by categorical funds to enable Underperforming students to meet standards:*

The array of district programs includes; Title I Reading support, Reading assistant in the Learning Center to provide support to underperforming students, Special Education, Special Education assistant support, instructional assistance for English Language Learners. Counseling and Library support, are coordinated to insure alignment between programs based on grade level

standards and the need for support in these areas. Because the school has few underperforming sub-groups, all supplementary services are targeted to individual student needs on an ongoing basis. The School District uses Individual Learning Plans to track test data and define areas of need and support for students on an individual basis. The Special Services Team includes all special program representatives, regular education, and support staff. They collaborate to align program efforts and to discuss issues and Individual Special Education (IEP) student needs and those students identified as at risk of failure. Our intent is for students to meet the standards within the regular classroom environment whenever possible. GATE and after school programs have been in the development process since April of 2008 and will begin by March of 2009. Students selected for these programs will be provided with support depending on their individual identified needs.

6. *Use of state and local assessments to modify instruction and improve student achievement:*

Progress monitoring in the English Language Arts and Mathematics is accomplished via a comprehensive assessment system comprised of multiple measures of reading and literacy to complement the California STAR assessment system. Progress in critical grade level standards is measured for each student K-6 at least 3 times a year providing teachers with reliable and valid indicators of student progress towards grade level standards (e.g. phonemic awareness, oral reading fluency, reading comprehension, writing) Teachers analyze student data and plan interventions/support/ and program modifications based on assessed student needs.

7. *Family, school, district and community resources available to assist students:*

Occidental Community Council, senior, parent and community volunteers, assist in the library and in classrooms. Occidental YMCA supports the district students in an after school program. WCCS (West County Community Services) supports the district with assistance in substance abuse and prevention programs as well as counseling. ARK provides art and science docent, Spanish, music, the garden program and helps to enhance through financial support a number of enrichment activities and programs. Site Council is active and supportive of all academic endeavors.

The district was selected for a \$300,000 Environmental Education Grant, and opportunities for integrated academics as they relate to environmental science abound. At the end of the 2003-04 year, the District was awarded a Solar Schools Grant of \$195,000 to fund the construction of a solar system to power the main buildings of the middle school. At the end of the 2006-2007 the District began construction on the "Fall Environmental Center" which will be a multi-purpose building used as the District cafeteria, kitchen, environmental resource center, auditorium and will provide office space and storage. The "Falls Environmental Center" has been a financing collaboration of the District, State and private donations from individuals. Completion is expected in February of 2009.

STUDENT PERFORMANCE DATA SUMMARY

Most student data is included in the attached SARC. Below is most recent report on English Learners. Students identified as ELL based on the results of the California English Language Development Test (CELDT) administered in the prior year occurred in the following grades and numbers. Here are the results of the test administration for Fall 2008.

	Current total	Pass	Fail	% Rate of Passage
Kindergarten	5	1	5	20%
1st Grade	3	1	2	33%
2nd Grade	2	0	2	100%
3rd Grade	2	1	1	50%
4th Grade	0	0	0	0
5th Grade	0	0	0	0
6th Grade	3	1	2	33%
7th Grade	0	0	0	0
8th Grade	0	0	0	0

This means that the PASS students are officially re-designated Fluent English Proficient according to CELDT guidelines. It does not mean that these students stop receiving support services, and monitoring of their achievement is a mandate. We have some concerns about the relationship between the CELDT scores and the STAR test scores, but will continue to monitor that relationship over time as these students progress.

Based on student performance data as displayed in the School Accountability Report Card (SARC) and the above data, Staff and Site Council have concluded the following:

Conclusions from Student Performance Data:

- The schools do not have significantly underperforming sub groups; however, there are individual students at all grade levels that are underperforming.
- Emphasis on development of vocabulary, reading comprehension and written language should continue and long-range results and best practices studied.
- The schools have begun a flexible ability grouping instructional program targeted for Math, Reading comprehension and Written language, in grades 5-8. We will collect data on this strategy over a three-year period.
- Key support services and the presence and use of our libraries and our technology resources by all students assist in sustaining the academic progress of all students.

School Goals for Improving Student Achievement:

Goal #1: Reading Comprehension Achievement improvement. Staff review of research on improving student achievement school wide indicates that focus on vocabulary is beneficial to all segments of the population. Our data supports improvement in this area. Staff has received training with Mike Schmoker and Kevin Feldman (SCOE), which have reinforced staff analysis.

Goal #2: Written Language Achievement Improvement. Staff review of research on improving student writing achievement school-wide indicates that focus on written language is beneficial to all segments of our population. Our data supports improvement in this area.

Goal #3: Targeted Math instruction for grades 5-8. This goal includes monitoring of flexible blocked math program on student achievement in STAR/CST math scores.

Goal #4: Sustained and effective use of Library and Computer research tools. Staff and students utilize technology and library research opportunities more consistently over time, Improved writing, vocabulary and application of all core curriculum areas need the support of the library collection including internet and other technology tools housed there. These things are also supported in the district Library and Technology Plans.

GOAL #5: Accelerated Achievement in Science through Integrated Environmental Study
Student groups participating in this goal: This goal includes monitoring of and implementation of our Place Based Environmental Education Curriculum program.

- Performance gains expected for these students: High scores and overall performance in state science tests and other local measures.
- Means of evaluating progress toward this goal: STAR/CST, teacher developed measures
- Group data needed to measure academic gains: Aggregated and disaggregated by subgroup in the areas of Science from 2008- forward. Articulated Environmental science education plans for K-8

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. Upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

<p><i>GOAL # 1 for Improving Student Achievement:</i> <u>Reading Comprehension Achievement improvement.</u> FOR GRADES K-8 <u>Student groups participating in this goal:</u> ALL <u>Performance gains expected for these students:</u> Increased test scores across tested grade levels. <u>Means of evaluating progress toward this goal:</u> STAR/CST <u>Group data needed to measure academic gains:</u> Aggregated and disaggregated by subgroup in the area of reading comprehension.</p>		
Description of Specifics Activities to Improve Educational Practice	Who is Responsible	Funding Source(s)
<p><i>Alignment of instruction with content standards:</i> Study/consider adoption of new Language Arts series.</p>	Certificated staff. Principal	Instructional Materials Fund Support Release time SIP
<p><i>Improvement of instructional strategies and materials:</i> Expand use of daily reading and silent reading techniques. Students will participate in Read Naturally courses to assist in vocabulary development and reading fluency,</p>	Certificated staff, paraprofessionals	District designated funds for certificated and Para-educator trainings, etc. SCOE workshops Library/Technology Support
<p><i>Extended learning time:</i> Students will participate in classroom homework activities and the Learning Center to participate in additional support activities for these goals and for their individual areas of need.</p>	RSP/Title One, Certificated and Paraprofessional support staff for After School Programming	Hourly program support, Title One, SIP, EIA Title V
<p><i>Increased educational opportunity:</i> Hourly programs and support programs for all who are willing to actively participate.</p>	After School Program Support Staff (Certificated and Paraprofessional)	Title One, Title V, Hourly Programs, GENERAL FUND
<p><i>Staff development and professional collaboration:</i> Staff in-services at SCOE Weekly common planning time for grades 4-8.</p>	Teachers, Administrator, SCOE personnel, across the school year.	SIP, GENERAL FUND

<p><i>Monitoring program implementation and results:</i> Verification of sustained progress for EL students Verification of overall improvement in reading scores Identification of reading deficits through disaggregated data.</p>	<p>All Certificated Staff Coordinated by English Learner staff/specialists. Site Council.</p>	<p>GENERAL FUND, SIP, EIA, Title I</p>
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GOAL #2 for Improving Student Achievement:
Written Language Achievement Improvement
Student groups participating in this goal: All
Performance gains expected for these students: Increased test scores across tested grade levels
Means of evaluating progress toward this goal: STAR/CST
Group data needed to measure academic gain: Aggregated and disaggregated by subgroup in the area of written language.

Description of Specifics Activities to Improve Educational Practice	Who Is Responsible	Funding Source(s)
<p><i>Improvement of instructional strategies and materials:</i> Teachers and support staff need tools and strategies for addressing written language in a consistent manner with students.</p>	<p>Teachers, Students, Support staff</p>	<p>General Fund, SIP,</p>
<p><i>Monitoring program implementation and results:</i> Verifying sustained levels of written language instruction and homework completion.</p>	<p>Teachers, Support staff, Principal</p>	

GOAL #3 for Improving Student Achievement:
Targeted Instructional Grouping for Math
Student groups participating in this goal: Grades 5-8
Performance gains expected for these students: Increased test scores across the specified grade levels in the area of Mathematics.
Means of evaluating progress toward this goal: STAR/CST
Group data needed to measure academic gains: Aggregated and disaggregated by subgroup in the area of Mathematics.

Description of Specifics Activities to Improve Educational Practice	Who Is Responsible	Funding Source(s)
<p><i>Alignment of instruction with content standards:</i> Providing in-depth instruction and support for students who are not completely successful at their grade-designated levels. Content standards guide the groupings.</p>	<p>Certificated Staff, RSP/Para-educators</p>	<p>General Fund, RSP/Title One, EIA, SIP</p>
<p><i>Improvement of instructional strategies and materials:</i> Target instruction in math at appropriate levels of understanding. Using designated tests and measurements, (STAR CST) and text based achievement tests, place students in math study groups. Students may move from one group to another</p>	<p>Certificated Staff, RSP/Title One Staff, Support Staff including EL support</p>	<p>General Fund, RSP/Title One, EIA. SIP</p>

depending on progress at any time in the school year. All students are expected to achieve core competencies, but pacing toward that goal is adjusted through this grouping strategy,		
<i>Increased educational opportunity:</i> More students will have access to the core mathematics curriculum with targeted instruction, and less time lost to study material too difficult or too easy for the learner.	Special Services Team (RSP/Title One Support Staff)	General Fund, RSP/Title One, EIA, SIP
<i>Monitoring program implementation and results:</i> Providing in-depth instruction and support for students who are not completely successful at their grade-designated levels. Content standards guide the groupings.	Certificated Staff, Site Council	General Fund, RSP/Title One, EIA, SIP

GOAL #4 for Improving Student Achievement:
Sustained and Effective Use of Library and Computer Research Tools
Student groups participate in this goal: ALL
Performance gains expected for these students: No decrease in scores in Language Arts and Social Sciences over next three years.
Means of evaluating progress toward this goal: STAR/CST
Group data needed to measure academic gains: Aggregated and disaggregated by subgroup in the areas of Language Arts and Social Science from 07-08. TECHNOLOGY AND LIBRARY PLANS

Description of Specifics Activities to Improve Educational Practice	Who Is Responsible	Funding Source(s)
<i>Alignment of instruction with content standards:</i> Sustained efforts in Language Arts and Social Studies content standards are dependent on student research skills. Library plan, Technology plan call for students to have frequent and integrated use of the library and other digital tools to access core curriculum.	Certificated Staff, RSP/Paraprofessionals, Library staff, and Technology support staff.	General Fund, SIP, EIA
<i>Improvement of instructional strategies and materials:</i> Ongoing additions to the technology tools available particularly in Language Arts (Read Naturally, Co-Writer, need to be fully utilized by staff in support of core content standards.	Certificated Staff, RSP/Title One Staff, Support Staff including EL support, Technology Support staff.	General Fund, RSP/Title One, EIA, SIP
<i>Monitoring program implementation and results:</i> Student scores in Language Arts and Social Science should be disaggregated and studied. District developed tests for library usage should be utilized to determine growth of all students in these areas over time. Statistics on library and technology use will be collected.	Library Staff, Technology staff, Principal, Teachers, Site Council	General Fund, SIP,

<p><i>Staff development and professional collaboration:</i> Teachers and paraprofessionals will participate in ongoing technology and library training to understand what is present in the library and what is available for student use in support of curriculum in Language Arts and Social Studies including Technology/internet.</p>	<p>Teachers, Principal, Technology staff, Librarians, SCOE personnel/trainings</p>	<p>General Fund, SIP, Title One/RSP</p>
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GOAL #5 for Improving Student Achievement:

Accelerated Achievement in Science through Integrated Environmental Study

Student groups participate in this goal: ALL

Performance gains expected for these students: High scores and overall performance in state science tests and other local measures.

Means of evaluating progress toward this goal: STAR/CST, teacher developed measures

Group data needed to measure academic gains: Aggregated and disaggregated by subgroup in the areas of Science from 05- forward. Articulated Environmental science education plans for K-8

Description of Specifics Activities to Improve Educational Practice	Who Is Responsible	Funding Source(s)
<i>Alignment of instruction with content standards:</i> Environmental Science flows from our school site. The integration of subject areas with science and science writing is a goal for our school and district.	Certificated Staff, RSP/Para-educators Library staff, and Technology support staff.	General Fund, SIP, EIA, External Grant Funding (Coastal Conservancy)
<i>Improvement of instructional strategies and materials:</i> • Development of annual plans and K-8 science articulation, which will assist in accelerating achievement in these areas. • Alignment to state curriculum materials, and projects such as California Science Teachers Assn., <u>Place Based Learning</u> (Sobel) and others.	Certificated Staff, RSP/Title One Staff, Support Staff including EL support, Technology Support staff.	General Fund, RSP/Title One, EIA. SIP External Grant Funding (Coastal Conservancy)
<i>Monitoring program implementation and results:</i> Student scores in Science should be disaggregated and studied. District developed tests for environmental science competencies should be utilized to determine growth of all students in these areas over time. Statistics on library and technology use to support these efforts will be collected.	Library Staff, Technology staff, Principal, Teachers, Site Council	General Fund, SIP,
<i>Staff development and professional collaboration:</i> Teachers and paraprofessionals will participate in trainings to identify existing practices and to add to and enhance those practices through a carefully sequenced set of activities and benchmarks utilizing the unique school setting as the core text.	Teachers, Principal, Technology staff, Librarians, SCOE personnel/trainings	General Fund, SIP, Title One/RSP

CATEGORICAL FUNDING ALLOCATED TO THESE SCHOOLS*

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under "Other") may be allocated to the school in accordance with district policy.

**State Programs
2008-2009 School Year**

Economic Impact Aid/ State Compensatory Education **Amount: \$18,182.00**
Purpose: Help educationally disadvantaged students succeed in the regular program.

School Improvement Programs **Amount: \$8,920.00**

Purpose: Improve school response to educational, personal and career needs of all students.

Federal Programs

Elementary and Secondary Education Act:

Title I: Targeted Assistance Program **Amount: \$69,053.00**
Purpose: Help educationally disadvantaged students achieve grade level proficiency.

Title V: Innovative Programs **Amount: \$1,656.00**
Purpose: Support educational improvement, library, media, and at-risk students.

* These figures include non-district allocations only

NOTE: Budget shown includes SIP funds. Other entitlements were spent on same personnel as those listed.

School Improvement and Library Block Grant

2008 - 2009

REVENUE		
	2008 -2009 Basic Aid SIP (K-2)	\$58,563.00
	Carry Over/Block Grant Carry Over	\$122,860.31
	Charter Categorical Block Grant	\$70,775.00
	TOTAL REVENUE	\$252,198.31
2008/2009 DESIGNATIONS		
	TITLE I ASSISTANT	\$32,235.00
	10% Tech Coordinator Hours	\$6,000.00
	Library Technician @ 10 hrs/wk	\$8,450.00
	Enrichment Class in Media	\$4,100.00
	Place Based Education Program Coordinator (60% Position)	\$15,000.00
	Garden Program Coordinator - Contract	\$5,000.00
	Place Based Learning Unit	\$1,500.00
	Release days for Certificated Staff	\$3,000.00
	Spanish Enrichment	\$1,000.00
	Curriculum Materials	\$1,000.00
	EE Curriculum Materials	\$1,862.50
	Assemblies	\$3,500.00
	School Stage Sound System	\$2,000.00
	Caught Being Good (CBG) Program	\$1,100.00
	Blend School Classroom Support	\$4,100.00
	Library Books	\$5,000.00
	Library Author visits	\$1,000.00
	Library Technology: digital cameras and video camera	\$1,100.00
	Computers for computer lab/learning center	\$13,000.00
	Classroom Technology	\$28,000.00
	Salmon Creek Falls Media Wall	\$30,000.00
	Physical Education for K-3rd Grades	\$2,000.00
	Indirect Costs	\$1,651.00
	Consortium Fees	\$0.00
	10% Reserve	\$24,000.00
	Undesignated funds	\$56,599.81
	TOTAL ALLOCATIONS	\$252,198.31

Budget Sheet for 2008-2009 School Year

REVENUES		EXPENDITURES	PLAN
<u>TITLE ONE</u>		<u>Designated</u>	
	\$69,053.00	Teacher Salary and Benefits	\$34,378.00 Goals 1-4
		Inst. Asst. Sal. and Benefits	\$50,016.00 Goal 1
		ELL Program	Included Goal 1-4
		Consortium Fees	\$566.00
07/08 Carry Over	\$31,795.00	Classroom Supplies	\$500.00 Goal 1-4
		Program Improvement	\$8,920.00
TITLE TWO PART A	\$21,156.00	<u>Designated</u>	
(Federal Class Size Reduction)		Teacher Salary and Benefits	\$21,156.00 Goals 1&
TITLE TWO PART D	\$880.00	<u>Designated</u>	\$880.00 Goal 4
(Technology)		Technology Support	
TITLE THREE	\$1,520.00	<u>Designated</u>	\$1,520.00 Goal 1
(LEP/EL Support)		Teacher Salaries	
TITLE FIVE	\$1,656.00	<u>Designated</u>	
(Library)		Library Salary and Benefits	\$18,744.00 Goal 4
		Supplies	\$200.00 Goal 4
		Consortium Fees	\$125.00
		Indirect Costs	\$166.00
		General Fund Contribution	\$17,579.00
ECONOMIC IMPACT AID	\$18,182.00	<u>Designated</u>	
(EIA)		Instructional Asst. Sal. and Benefits	\$14,762.00.00 Goal 1
		Consortium Fees	\$800.00
07/08 Carry Over	\$10,634.00	Indirect Costs	\$246.00

2008-2009 SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Names of Members	Superintendent /Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
David G. Miller	X				
Scott Marsh		X			
Mike Heffernon		X			
Mariah Morris			X		
Melissa Peterson				X	
Kristina Espinosa				X	
Suzi Heron				X	
Lizzy Long				X	
Susan McGovern		X		X	
Numbers of members of each category	1	3	1	5	

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related 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 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 Local Improvement Plan.
4. This school plan is based upon 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.
5. This school plan was adopted by the school site council on: January 21, 2009

Attested:

David G. Miller Ed.D
Typed name Superintendent/Principal

February 25, 2009
Date

David G. Miller Ed.D
Signature Superintendent/Principal

Melissa Peterson
Typed name of SSC Chairperson

February 25, 2009
Date

Melissa Peterson
Signature Site Council Chairperson