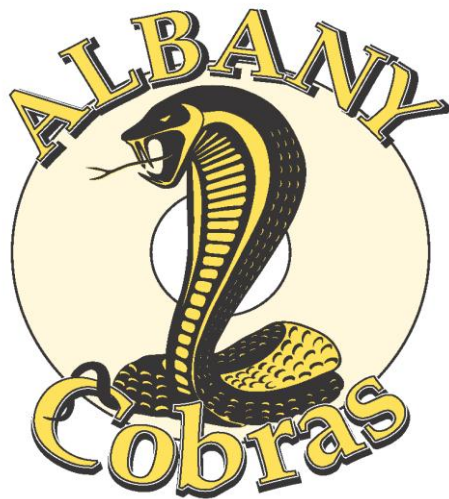


# 2013 Single Plan for Student Achievement

Albany Middle School



# The Single Plan for Student Achievement

School: Albany Middle School

District: Albany Unified School District

County-District School (CDS) Code: 01-61127-6090161

Principal: Peter I. Parenti

Date of this revision: 5/01/2013

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

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

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The District Governing Board approved this revision of the SPSA on \_\_\_\_\_.

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## EXECUTIVE SUMMARY

This is a comprehensive report to our school community. It provides general information, an analysis of student achievement data, and detailed descriptions of our goals and objectives for improvement.

AMS is a great school where students, staff, and community members are engaged in learning. We provide strong core academic programs, rich elective offerings, and a climate of respect, responsibility, and safety. We engage parents and community as partners to support our mission.

This plan will analyze student achievement data. The most current CA state testing data comes from May, 2012. We are proud of the increased levels of achievement. However, we are challenged in many ways in our efforts to realize success for every student.

We have made significant progress in identifying our own measures of school-wide success. Every department now has articulate measures of local assessments. We look forward to new software that will provide us with the essential reports necessary for analysis and planning. We also anticipate major changes in statewide and local assessment practices. It is our hope that the Smarter Balanced Assessment Consortium will provide us with accurate, reliable, frequent, and immediately available results.

This plan will articulate detailed plans for improvement. The AMS Staff and School Site Council have participated in developing these essential actions in curriculum, instruction, and program design. In order for us to be successful, we will depend on the support of our district and community. Financial stability, community involvement, hard work, and collaboration will be essential.

This plan will demonstrate that we have not closed the achievement gap. We face challenges in reaching every student's potential. We are proud to offer increased opportunities for intervention in English and Math, however there are some basic questions we still need answers to. We need expert advice and plentiful resources so that more students from at-risk groups can achieve.

This plan will include a focus on student wellness and campus climate. It is critical to recognize that safety, responsibility, and respect are learned behaviors. When we bring over 900 students and 80 staff members together every day to collaborate and learn; we need to provide them with the frameworks that encourage healthy interactions and a positive climate.

As the Principal of Albany Middle School, I am proud to offer this SPSA for the AUSD Board of Education approval. Please contact me with any questions or requests you have for more information.

-Peter I. Parenti, Principal

## **SCHOOL PROFILE**

Albany is a unique community, packing a breadth of economic and ethnic diversity into one square mile. Albany's schools are the focal point of the community. Families choose to locate here because of the schools, and the town is united in its commitment to supporting education, and in holding schools to high expectations. AMS delivers on those expectations through a dynamic blend of collaboration, professionalism and dedication to a rigorous, standards-based curriculum.

As the only middle school serving the community, AMS guides approximately 900 students through the transformation of early adolescence from 6th grade through 8th grade. They arrive from three elementary schools and matriculate to one high school. The total PreK-12 district population is approximately 3800. The community of Albany is largely college-educated, economically diverse, and socially active. No one ethnic group holds a majority in the district. 42% of AMS students are Caucasian, 34% Asian, 14% Hispanic or Latino, and 9% African American. 17% of AMS students speak a language other than English at home.

The facility is fourteen years old. There are 28 classrooms, three of which are fully equipped science labs, an art room, music room and a full size gym. The entire school is networked with both hard-wired and wireless internet access in every room. Every classroom is equipped with a ceiling-mounted LCD projector. These projectors are connected to a document camera, a DVD player, and a computer to provide a variety of visual displays and video with sound. AMS has a stand-alone computer lab as well as networked computers in classrooms for student use. In addition, there are five mobile carts which hold laptop computers for student use. Overall, the facility is in good condition.

The facilities are not designed for the large size of our student body. We estimate the facility to be adequate for approximately 650 students and we currently have approximately 900 students. We use every classroom, every period and therefore, some teachers use rolling carts to travel from class to class. And, most teachers do not have access to their empty classrooms until after school hours.

## **SCHOOL VISION & MISSION**

Albany Middle School is a school community dedicated to learning. Our vision is to provide a safe, engaging environment, where each member of the AMS community strives toward excellence, acceptance of differences, exploration of ideas and responsibility to a larger world. Our mission is to provide a rich and rigorous standards-based curriculum.

## **ANALYSIS OF STUDENT ACADEMIC ACHIEVEMENT**

Overall, we saw significant increases in student achievement in both ELA and Math. We increased our state Academic Performance Index from 887 in 2011 to 915 in 2012. We met 21 out of 25 of the Adequate Yearly Progress (AYP) criteria.

In English Language Arts, we met most of our AYP and API goals. We also measured student growth by tracking cohorts of students and found that 88% of our students demonstrated growth. We made significant gains in our overall scores and the scores of our subgroup populations. While we did not meet AYP goals for Hispanic/Latino and Socio-economically Disadvantaged students; we did increase those subgroup performance levels by more than 10% and therefore received "Safe Harbor" (SH) status. We did not meet our AYP target for English Language Learners. However, the enrollment information related to English Language Learners is incorrect and cannot be measured accurately. We need better tracking and coding of English Language Learners within our data base systems. We were able to track the progress of 716 students and compared these students STAR results from 2011 to their own scores again in 2012. We noticed that 89% of the students demonstrated growth. We noticed that 11% of the students did not demonstrate growth.

In Math, we did not meet most of our AYP goals. However, we did meet API goals. In other words, we moved more students out of Far Below Basic and Basic, but not enough moved into Proficient or Advanced levels of performance. While we did not meet the AYP goals for Hispanic/Latinos, we did increase their performance levels by more than 10 % and therefore received "Safe Harbor" (SH) status. We also doubled the number of students taking the Algebra I test at 8th grade from 136 in 2011 to 243 in 2012. More students at AMS took the more difficult Algebra I test and performed just as well as those in previous years who took the general math test. We did not make our AYP target for English Language Learners. However, as previously noted, the data in our system is incorrect with regards to how English Language Learners were coded and tracked. We were able to track the progress of 711 students and compared these students' STAR results from 2011 to their own scores again in 2012. We noticed that 86% of the students demonstrated growth. We noticed that 14% of the students did not demonstrate growth.

On the 8th grade Science test, 70% of our students scored Proficient or above. This was a drop of 9 percentage points as compared to the previous year when 79% of our students scored Proficient or above. Teachers are using the same materials and are teaching the same content as in years past. Twenty-five percent of last year's 8th graders received Ds or Fs in any given quarter. The teachers were able to correlate low STAR test scores with the same students who received low grades and/or did not complete school work.

## ANALYSIS OF CURRENT ACADEMIC PROGRAMS

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

#### Reading and English Language Arts

The AUSD Board of Education recently adopted new curriculum for 6th, 7th, and 8th grade Reading/Language Arts programs. In the previous school-year, all Reading/Language Arts teachers worked together to review, pilot, and select from California SBE adopted textbooks. The final decision was made to adopt McDougal-Litell program for all three grade levels.

In addition to the new core materials from McDougal-Litell, the staff and the AUSD BOE have also adopted core novels at each grade level.

In 6th grade, all students will read the following core novels:

- 'Watsons Go to Birmingham'- 1963 by Christopher Paul Curtis
- 'The Giver' by Lois Lowry

Teachers in Sixth Grade can also choose from the following supplementary novels:

- 'The Children's Homer' by Padraic Colum
- 'Heartbeat' by Sharon Creech
- 'A Christmas Carol' by Charles Dickens
- 'Gods, Demigods, and Demons' by Bernard Evslin
- 'Heroes, Gods, and Monsters of the Greek Myths' by Bernard Evslin
- 'The Miracle Worker' by William Gibson
- 'Alabama Moon' by Watt Key
- 'Rules' by Cynthia Lord
- 'Wonder' by R. J. Palacio
- 'Child of the Owl' by Lawrence Yep

In 7th grade, all students will read the following core novels:

- 'The Outsiders' by S.E. Hinton
- 'Of Nightingales that Weep' by Katherine Paterson

Teachers in 7th Grade can also choose from the following supplementary novels:

- 'A Day No Pigs Would Die' by Robert Newton Peck
- 'Ender's Game' by Orson Scott Card

In 8th grade, all students will read the following core novels:

- 'The Absolutely True Diary of a Part-Time Indian' Sherman Alexie
- 'Inherit the Wind' - Jerome Lawrence and Robert E. Lee

Teachers in Eighth Grade can also choose from the following supplementary novels

- 'American Born Chinese' - Gene Luen Yang

In addition to the adopted curriculum for Reading/Language Arts, teachers provide a variety of writing and research activities that relate to other content areas such as Science,

History, and Art.

There are multiple levels of math provided at each grade level. In all three grade levels, we provide instruction that is targeted to their assessed levels of performance. In sixth grade, we now offer several levels of math, ranging from intensive intervention to advanced general standards. In 7th and 8th grades, we offer general math intervention, Pre-Algebra, Introduction to Algebra, Algebra, and Geometry Honors.

The Science departments at 6th, 7th and 8th grades follow the California State Standards for science. The state-adopted textbooks are published by Prentice Hall. In Sixth Grade, there is a focus on Earth Science. In Seventh Grade, there is a focus on Life Science. In Eighth Grade, there is a focus on Physical Science. Common instructional practices include the use of Science Notebooks, hands-on experiments and demonstrations, formal note-taking strategies, interactive and independent activities, report-writing, tests, and quizzes.

The History department at 6th, 7th and 8th grades follow the California State Standards for History. The History teachers use the CA State-Board adopted textbook materials, "History Alive," are published by Teachers Curriculum Institute. In Sixth Grade, the focus is on Ancient History. In Seventh Grade, the focus is on Medieval History. In Eighth Grade, the focus is on American History.

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

All instructional and supplemental materials are aligned to CA state standards for each of the curricular areas. All students have access to their own copies of the student versions of textbooks, workbooks, and ancillary materials. The following is a summary of curriculum resources adopted at Albany Middle School:

Reading and English Language Arts

Grades 6-8 English Language Arts = "McDougal Little" + Core Novels + Supplemental Novels

Grades 6-8 English Language Arts Intensive Intervention = "National Geographic's Inside Language, Literacy, and Content"

English Language Development

Grades 6-8 English Language Development primary curriculum = McDougal Little's California Literature

Grades 6-8 English Language Development Intensive Intervention = National Geographic's Inside Language, Literacy, and Content"

Math

Grades 6-8 McDougal-Little California Math Courses

Science

Prentice Hall



History  
Teacher Curriculum Institute (TCI) "History Alive"

**Services provided by categorical funds to enable under-performing students to meet standards:**

Title I funds and Title III funds are allocated by the District to cover all costs related to personnel costs for instruction. General funds have also provided for the purchase of the following materials:

Grades 6-8 English Language Arts Intensive Intervention = "National Geographic's Inside Language, Literacy, and Content"

Grades 6-8 English Language Development primary curriculum = McDougal Little's California Literature

Grades 6-8 English Language Development Intensive Intervention = National Geographic's Inside Language, Literacy, and Content"

**Conclusions from Analysis of Instructional Programs:**

The Albany Middle School Staff reviews data from a variety of sources to determine the instructional needs of each student. At this point, the only school-wide data we are able to collect and house for large-scale analysis comes from the administration of the CA State standardized testing systems. These include STAR, CMA, CAPA, and CELDT. We learned that a majority of our students perform at Proficient and Advanced levels in both English and Math. We also learned that trend data related to the California English Language Development Test has been difficult to follow because of coding and software issues.

It is important to recognize that teachers in all core subject matters also administer local assessments to determine readiness and placement. Reading comprehension, reading fluency, vocabulary, and writing assessments are all administered for initial placement and ongoing monitoring of student performance. Initial math placement exams, as well as ongoing tests provide us with information about student progress over time.

We have found a strong correlation between the results on these local assessments and the results of the state-level exams. Students who perform well on our local assessments tend to perform well on the state-level assessments. This indicates that our curricular programs are aligned to state standards.

We have also found that in general, African-American, Hispanic, and English Language Learners demonstrate lower performance levels on both local and state assessments as compared to other sub-group populations.

We have made some significant changes to both the core and the intervention courses at AMS. Most importantly, we have adopted new core curriculum for 6th-8th grade English Language Arts. We have also changed our master schedule and re-allocated resources so that we can offer daily intervention classes to all students in both English Language-Arts and Mathematics.

We have identified several barriers that inhibit our ability to realize success for all 100% of our students. Some major examples include: The budget crisis has forced us to close one

period of English Language Development. Engaging families who experience poverty, violence, and other trauma can be extremely challenging. Time is constrained and we need more resources and time allocated so that we can collaborate with colleagues, attend professional development, and plan for the future. The facility is too small for the size of the student body and staff.

## Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth 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:

**AUSD Strategy #1:** We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment and academic growth so that all students will meet or exceed grade level standards.

- Goal #1: Align essential standards with CA Common Core Standards (CCCS), use them to guide instruction, and assess student learning both systematically and periodically using a variety of measures.
- GOAL #2: Implement an array of research-based teaching and learning strategies to increase student engagement and motivation.
- Goal #3: Review, refine, and implement academic interventions that reflect current research and best practices.

### AMS SCHOOL GOALS: English-Language Arts

1. All students will demonstrate growth. 90% of students will make at least one year's growth as demonstrated by maintaining or increasing their performance on their current grade level STAR exam as compared to their previous grade level STAR exam. Students who demonstrate growth from FBB to BB will be considered students who made growth. Students who maintain FBB or BB will not be considered students who made growth.
2. We will increase the percentage of students scoring at Proficient or Advanced levels of performance. 89.0% of all students, including all subgroups, will be expected to perform at Proficient or Advanced levels. In the cases where student groups are already outperforming these levels, we can name a reasonable percentage of increase. In the cases where student groups are underperforming these levels, we can name a reasonable increase of 5 to 10%.
3. We will decrease the number of students scoring at Basic, Below Basic, and Far Below Basic Levels of Performance. At least 10% of students in the current year who previously performed at Basic, Below Basic and Far Below Basic will demonstrate increased levels of performance on the STAR Exam.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
CST English-Language Arts Data, 2012	School-wide achievement in ELA is high. 85% of our students perform at Proficient or Advanced. We made more than 10% growth in Hispanic/Latino & Socio-Economically Disadvantaged groups as compared to the previous year. However, we still recognize an achievement gap for students of various sub-groups.	Common, standards-based, local assessments will be administered. The primary school-wide measure will include the personal narrative writing assessment administered to all students at the mid-year.

**STRATEGY:** We will provide a comprehensive, standards-based English Language Arts program, including intervention services to address the needs of struggling students and English learners.

Action/Date	Person(s) Responsible	Evidence and/or Measures of Progress	Cost and Funding Source (Itemize for Each Source)
1. We will review every student's current performance levels on State exams, and local assessments. We will identify those who need additional support. (09/2013)	English Department Teachers and Site Administrators	Class lists of all current students, lists of students newly enrolled to AUSD. Lists of students identified for additional support.	N/A
2. We will provide a standards-based English Language Arts curriculum at each grade level. (EPC #1) (09/2013-06/2014)	English Department Teachers and Site Administrators	Lesson Plans, Writing Assessment Results, Classroom Observations, Department Meeting notes, Student achievement data, Purchase orders for curriculum materials	N/A
3. We will provide a daily period of reading instruction for students who are identified as needing extra support. (EPC #1)	Reading Intervention Teachers and Site Administrators	Lesson Plans, Writing Assessment Results, Classroom Observations, Department Meeting notes, Student achievement data, Purchase orders for curriculum materials	\$45,000 Title One Funds, District and Site General Funds
4. We will provide a daily period of English Language Development instruction for students who are identified as 'Intermediate' and 'Advanced' English Language Learners.	English Language Development Teachers, Para-Professionals, and Site Administrators	Lesson Plans, Writing Assessment Results, CELDT Test results, Classroom Observations, Department Meeting notes, Student achievement data, Purchase orders for curriculum materials	\$40,000 Title Three Funds, District and Site General Funds

<p>5. We will provide a daily sheltered English, History, &amp; Science instructional program for ‘Beginning’ English Language Learners.</p>	<p>English Language Development Teachers, Para-Professionals, and Site Administrators</p>	<p>Lesson Plans, Writing Assessment Results, CELDT Test results, Classroom Observations, Department Meeting notes, Student achievement data, Purchase orders for curriculum materials</p>	<p>\$70,000 Title Three Funds, District and Site General Funds</p>
<p>6. We will review the Common Core standards and identify curriculum and instructional alignment. (EPC #1)</p>	<p>English Department Teachers and Site Administrators</p>	<p>Meeting Agendas, Meeting Minutes, Feedback reflections from participants, sample work products</p>	<p>General Site and District Funds \$3,000</p>
<p>7. Grade Level Teams and the English Department will meet at least once per month to discuss common curriculum, common instructional practices, and common assessments. (EPC #8)</p>	<p>English Department Teachers and Site Administrators</p>	<p>Grade-Level Meeting Agendas and Minutes, Samples of common assessments, student achievement results from common assessments</p>	<p>N/A</p>
<p>8. The Eighth Grade English Department will implement a performance-based, standards based, research project (commonly called ‘I-Search’). (EPC #1)</p>	<p>Eighth Grade English Teachers, Library Staff, Computer Lab Staff.</p>	<p>Classroom observations, student work samples, culminating showcase events, department reports on student achievement.</p>	<p>\$1,000 Site and District General Funds</p>
<p>9. The Eighth Grade English Department will contract with the Bay Area Writer’s Connection program to provide each 8<sup>th</sup> grade student a coach for their I-Search project. (EPC #1)</p>	<p>Eighth Grade English Teachers, Bay Area Writer’s Connection Leadership, Administrators, and Volunteers</p>	<p>Contract of services with the Bay Area Writer’s Connection, Observations of one-on-one interactions between adults and students, student work samples</p>	<p>\$10,000 Site and District General Funds, Community Fundraising</p>

<p>10. We will provide individualized parent-teacher-counselor conferences to gather information and explore strategies for success.</p>	<p>Counselors, General Ed Staff</p>	<p>School schedules, conference schedules, Counselor notes and logs, SST notes</p>	<p>\$40,000 Site and District General Funds, Community Fundraising</p>
<p>11. Teacher librarian(s) will collaborate with classroom teachers to enhance students' lifelong literacy skills and to teach students critical skills involving responsible research, information literacy, and technology integration.</p>	<p>Credentialed Librarian, Library Technician,</p>	<p>Log of library visits from classrooms, observations of library activities, student work samples in the areas of research and information processing</p>	<p>\$40,000 General District Fun, Community-Based Fundraisers</p>
<p>12. We will incorporate the instruction of computer skills including online research, word processing, slide show, Google Suite, and instructional software.</p>	<p>Credentialed Librarian, Library Technician, Computer Sciences Teacher, General Ed Staff, Administrators</p>	<p>Classroom observations in computer lab and in classrooms with mobile labs, student work samples, master schedule of elective and wheel classes</p>	<p>General Site and District Funds \$10,000</p>

**AUSD Strategy #1:** We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment and academic growth so that all students will meet or exceed grade level standards.

- Goal #1: Align essential standards with CA Common Core Standards (CCCS), use them to guide instruction, and assess student learning both systematically and periodically using a variety of measures.
- GOAL #2: Implement an array of research-based teaching and learning strategies to increase student engagement and motivation.
- Goal #3: Review, refine, and implement academic interventions that reflect current research and best practices.

**AMS SCHOOL GOALS: Math**

1. All Students will demonstrate growth. 90% of students will make at least one year’s growth as demonstrated by maintaining or increasing their performance on their current grade level STAR exam as compared to their previous grade level STAR exam. Students who demonstrate growth from FBB to BB will be considered students who made growth. Students who maintain FBB or BB will not be considered students who made growth.
2. We will increase the percentage of students scoring at Proficient or Advanced levels of performance. 89.1% of all students, including all subgroups of students will be expected to perform at Proficient or Advanced levels. In the cases where student groups are already outperforming these levels, we can name a reasonable percentage of increase. In the cases where student groups are underperforming these levels, we can name a reasonable increase of 5 to 10%.
3. We will decrease the number of students scoring at Basic, Below Basic, and Far Below Basic Levels of Performance. 10% of all students who scored Basic, Below Basic, and Far Below Basic in 2012 will score at least one performance band higher in 2013.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
CST Math Data, 2012	School-wide achievement in Math is high. 77% of our students perform at Proficient or Advanced. We made more than 10% growth in the Hispanic/Latino group as compared to the previous year. However, we still recognize an achievement gap for students of various sub-groups.	Common, standards-based, local assessments will be administered. The primary school-wide measures will include periodic, curriculum-embedded exams from the textbook publishers.

**STRATEGY:** We will provide a comprehensive, standards-based Mathematics program, including intervention services to address the needs of struggling students.

Action/Date	Person(s) Responsible	Evidence and/or Measures of Progress	Cost and Funding Source (Itemize for Each Source)
1. We will review every student's current performance levels on State exams and identify those who need additional support.	Math Department Teachers and Site Administrators	Class lists of all current students, lists of students newly enrolled to AUSD. Reports of CST and CELDT Scores from 2012 exams. Lists of students identified for additional support.	N/A
2. We will provide a leveled Math program in 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> grades that includes intervention, pre-Algebra, two levels of Algebra, and Honors Geometry.	Math Department Teachers and Site Administrators	Lesson Plans, Classroom Observations, Department Meeting notes, Student achievement data	\$10,000 District and Site General funds
3. Grade Level Teams and the Math Department will meet at least once per month to discuss common curriculum, common instructional practices, and common assessments. These meetings will include a review of at-risk student performance in Math (EPC #8)	Math Department Teachers and Site Administrators	Grade-Level Meeting Agendas and Minutes, Samples of common assessments, student achievement results from common assessments	N/A
4. We will review the Common Core standards and identify curriculum and instructional alignment. (EPC #1)	Math Department Teachers and Site Administrators	Meeting Agendas, Meeting Minutes, Feedback reflections from participants, sample work products	\$3,000 District and Site General Funds



<p>5. We will provide individualized parent-teacher-counselor conferences to gather information and explore strategies for success.</p>	<p>Math Department Teachers, Counselors, and Site Administrators</p>	<p>Meeting Agendas, Meeting Minutes, Feedback reflections from participants, sample work products</p>	<p>N/A</p>
<p>6. Teachers will communicate regularly with parents and students through the use of the Aeries online system.</p>	<p>Math Department Teachers, IT Department Technicians</p>	<p>Samples of student profiles, messages to parents, and on-line resources in the Aeries program.</p>	<p>N/A</p>

**AUSD Strategy TWO:** We will identify individual social-emotional and behavior needs and apply collaborative appropriate interventions.

**AMS SCHOOL GOALS:** School Climate and Student Well-Being

We will provide a safe, engaging environment, in which each member of the AMS community strives toward excellence, acceptance of differences, exploration of ideas, and responsibility to a larger world.

Action/Date	Person(s) Responsible	Evidence and/or Measures of Progress	Cost and Funding Source (Itemize for Each Source)
<p>1. We will establish a “School Climate Committee” comprised of teachers, administrators, and other staff.</p>	<p>Assistant Principal, Teachers &amp; Site Staff, AUSD Safe Schools Coordinator</p>	<p>Agendas, Minutes, &amp; Announcements</p>	<p>Materials &amp; Supplies, staff training, technology equipment and support  General Fund, PTA, Other Community Fundraising sources \$1,000.00</p>
<p>2. We will continue to implement the concepts and strategies outlined in the “BEST Behavior” program.</p>	<p>Assistant Principal, Teachers &amp; Site Staff, AUSD Safe Schools Coordinator</p>	<p>Staff Development Plans, BEST Lesson Plans, Student work samples</p>	<p>Materials, Prizes, Incentive awards  General Fund, PTA, Other Community Fundraising sources \$1,000</p>
<p>3. We will continue to implement the concepts and strategies outlined in the “Safe School Ambassadors” program.</p> <ul style="list-style-type: none"> <li>• Approximately 75 students (grades 6-8) will participate in the Safe School Ambassadors program; including a two-day training and regular meetings to help shift peer culture to be kinder and more inclusive.</li> </ul>	<p>Assistant Principal, Teachers &amp; Site Staff, AUSD Safe Schools Coordinator</p>	<p>Training plans, student participation rates, ‘Action Snapshot Campaign’ records</p>	<p>Training from SSA program, Teacher hourly and/or Teacher stipends, materials &amp; supplies  General Fund, PTA, Other Community Fundraising sources \$10,000</p>

<p>4. We will establish a series of school-wide lessons and activities, presented in many of our weekly 20 minute advisory periods. Students will receive instruction on:</p> <ul style="list-style-type: none"> <li>• how to identify and define various forms of mistreatment, including cyber-bullying and digital citizenship</li> <li>• how to work with each other to support and accept differences</li> <li>• how to use specific strategies in response to incidents of mistreatment</li> </ul>	<p>Assistant Principal, Teachers &amp; Site Staff, AUSD Safe Schools Coordinator</p>	<p>Advisory Lessons, Annual Pacing and Reference calendar of activities</p>	<p>Materials &amp; Supplies, staff training, technology equipment and support</p> <p>General Fund, PTA, Other Community Fundraising sources \$1,000</p>
<p>5. We will maintain a system of positive recognition programs including the daily “Cobra Caught-Cha Tickets,” “Cobra of the Month,” “Positive Postcards,” and a variety of individual classroom activities.</p>	<p>Administrators, Teachers &amp; Site Staff, AUSD Safe Schools Coordinator</p>	<p>Cobra of the Month posters, Daily Announcements, Staff surveys</p>	<p>Materials, Prizes, Incentive awards</p> <p>General Fund, PTA, Other Community Fundraising sources \$1,000</p>
<p>6. We will create and distribute a bi-annual survey on school safety and climate as part of an expanded CA Healthy Kids survey administered to all students 6-8.</p>	<p>District Office Staff, Safe Schools Coordinator, Site Staff</p>	<p>Results and reports from the survey.</p>	<p>Contract of service with outside consultant.</p> <p>AUSD General Fund \$5,000</p>
<p>7. We will respond consistently to every complaint about individual cases of problematic behavior.</p>	<p>Assistant Principals, Counselors, Site Staff Members</p>	<p>Discipline records, Referral forms, observations of administration and staff actions by Principal and Vice Principals, interviews with students, survey results</p>	<p>Materials &amp; Supplies</p> <p>Site General Fund \$800</p>
<p>8. Approximately 20 students (grades 7-8) will participate in the AMS Mentors program and deliver school-climate related lessons to sixth grade classrooms.</p>	<p>Safe Schools Coordinator</p>	<p>Lesson Plans, Student participation rates, staff observations, student meeting plans</p>	<p>Materials &amp; Supplies</p> <p>General Fund, PTA, Other Community Fundraising sources \$300</p>

<p>9. Students, Parents, and the Community will be informed about school policies and procedures related to a positive campus climate.</p>	<p>Site Administrator</p>	<p>Agreements signed by Parents and Students, AMS Student Handbook</p>	<p>Materials and supplies, classified hourly Site General Fund \$100</p>
<p>10. We will provide clubs and activities that help students interact in a positive way.</p>	<p>Site Administrators &amp; Staff, Parent Volunteers</p>	<p>Student participation rates, sample daily announcements about clubs and activities, staff observations</p>	<p>Materials and Supplies General Fund, ASB, PTA, Other Community Fundraising sources \$1,000</p>
<p>11. We will provide a comprehensive student leadership program (ASB) that includes formal governance structures, regular meetings, and school-wide activities.</p>	<p>ASB Staff Coordinator, Administrators, ASB Secretary</p>	<p>ASB Bank statements and budget reports. Student Leadership Meeting agendas Calendar of school-wide activities sponsored by ASB.</p>	<p>Certificated hourly/stipends, Classified hourly, materials and supplies General Site Fund, ASB, PTA, Other Community Fundraising sources \$3,000</p>
<p>12. We will provide a structured noontime sports program open to all students on Mondays, Tuesdays, Thursdays, and Fridays.</p>	<p>AMS Staff</p>	<p>Observations of sport programs during lunchtimes, published schedules and announcements, participation rates</p>	<p>Certificated Stipends, Materials &amp; Supplies General fund and site unrestricted lottery \$7,000</p>
<p>13. We will provide and facilitate structured staff time to focus on specific at-risk students and develop behavior support plans for those students.</p>	<p>AMS Staff</p>	<p>Meeting agendas, Behavior Support Plans</p>	<p>Materials &amp; Supplies General fund and site unrestricted lottery \$500</p>

## ENGLISH & LANGUAGE ARTS

### **6<sup>th</sup> Grade English**

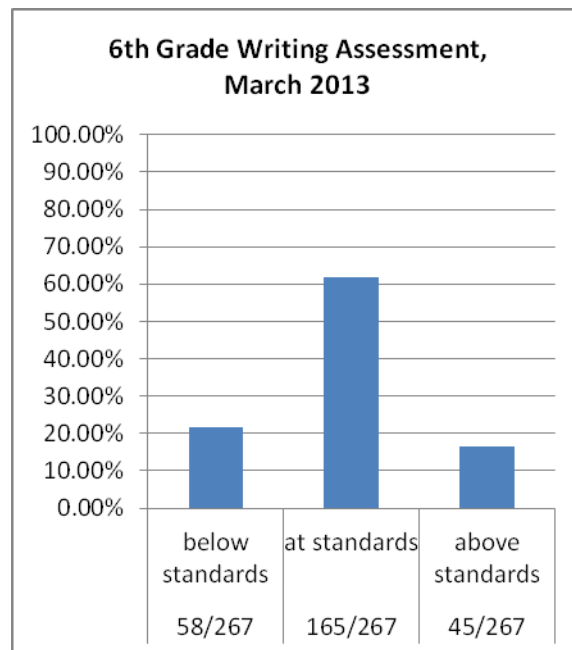
All 6th graders write a personal narrative essay about “A time I felt proud of myself.” Students are informed of the prompt 2 days prior to the day of the test, and may prepare in advance. On the day of the test, students may not use any notes or outlines and have 50 minutes to complete a narrative.

Narratives are graded on a scale of 1-4. A rubric is used by two separate readers to determine a total score. Essays are judged based on their focus, organization, flow, use of description, and mechanics.

The scores of the two separate readers are added together and sums fall into the following categories:

- 4 and below = Below Grade Level
- 5 - 7 = At Grade Level
- 8 = Above Grade Level

Results:



## 7<sup>th</sup> Grade English

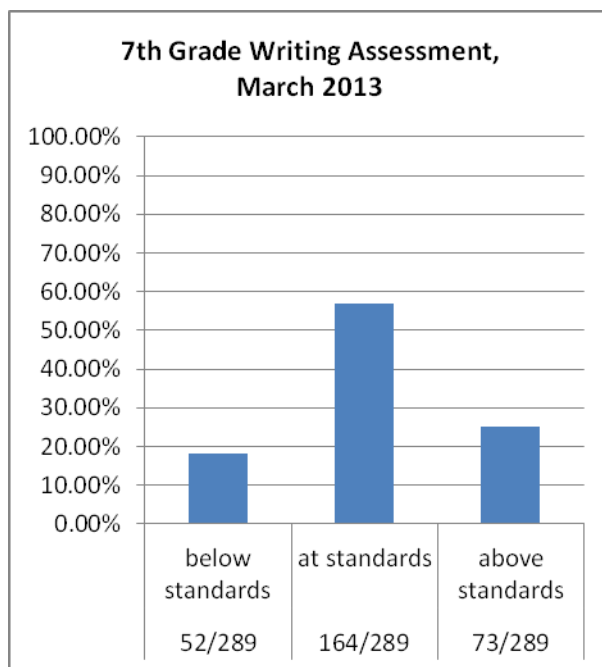
All 7th graders write a personal narrative essay about “A memorable school experience.” Students are informed of the prompt 2 days prior to the day of the test, and may prepare in advance. On the day of the test, students may not use any notes or outlines and have 50 minutes to complete a narrative.

Narratives are graded on a scale of 1-4. A rubric is used by two separate readers to determine a total score. Essays are judged based on their focus, organization, flow, use of description, and mechanics.

The scores of the two separate readers are added together and sums fall into the following categories:

- 4 and below = Below Grade Level
- 5 - 7 = At Grade Level
- 8 = Above Grade Level

Results:



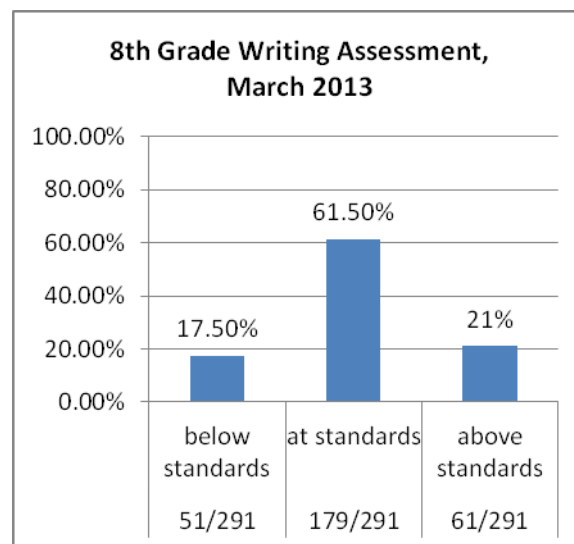
## **8<sup>th</sup> Grade English**

Assessment #1 “Spring Writing Assessment:” All students write for one class period on the same prompt: “Write about a person who has influenced you.” Students are given the same lesson prior to the test. They are given a rubric and sample essays, each one having earned a score 1 through 4, 1 being the lowest and 4 being the highest.

Students are told they are being assessed on their ability to describe the significance of the person through concrete examples and “showing” descriptive details. They are also told to focus on consistency of voice, narrative logic and overall mechanics.

A rubric will be used by two separate readers to determine sub-set scores and a total score. Each reader will score the paper between 1 and 4. The scores will be totaled, so that a passing score is a 5 or better. Scoring a 5 or 6 is equivalent to being at grade level in writing. A score of 2, 3, or 4 is equivalent to below grade level. A score of 7 or 8 is equivalent to above grade level.

Results:



Assessment #2 “I-Search Project:” Our goal is that 95% of 8th graders complete their I-Search project. The I-Search is a 3 month research project in which students choose a topic, generate research questions, organize notes of findings, write a book review, media search paper, interview an expert and compile all their findings into a creative “Multi-Genre Portfolio.”

Teachers will follow the rubric to determine whether students have fulfilled the requirements of the project.

- Students who perform at grade level will earn a B or C on their Final Multi-Media Portfolio.
- Students who perform below grade level will earn a D or fail the project.
- Students who perform above grade level will earn a A.

Note: Some grades may be modified per IEP.

Results: TBA

## **6<sup>th</sup> Grade Grade Reading Intervention**

Initial Placement: Students enrolled in this class are identified at the beginning of each year by reviewing the following criteria:

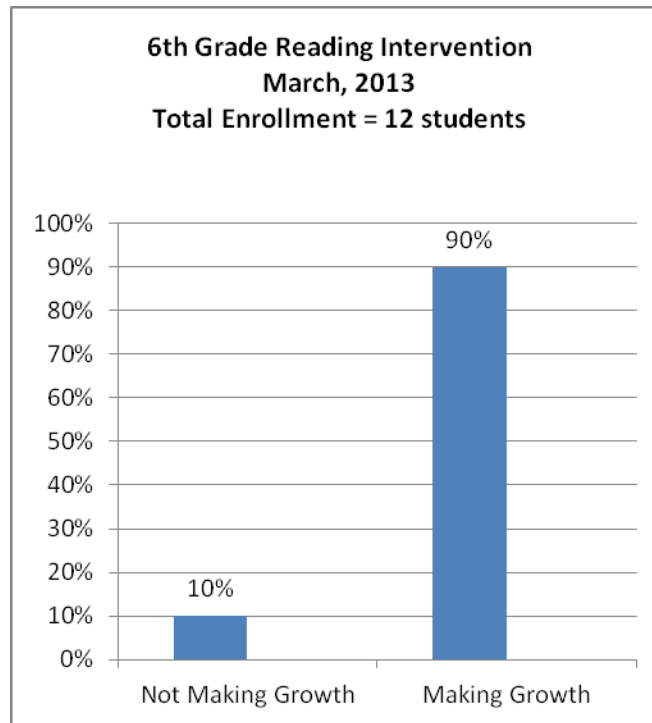
- 5<sup>th</sup> grade teacher recommendations
- CST-ELA scores (Basic, Below, and Far Below Basic)
- GATES-MacGinitie Exam score (more than two years below grade-level performance)

Progress Monitoring Assessments:

- Embedded assessments (Selection and Unit Tests from *Inside: Language, Literacy and Content* Level D textbook)
- Lexile Gains Tests (3 X year)
- Fluency Progress monitoring (3X year)
- Teacher observation
- CST -ELA Scores

As of March, 2013, more than 90% of students are demonstrating growth.

Results:





## **7<sup>th</sup> & 8<sup>th</sup> Grade Reading Intervention**

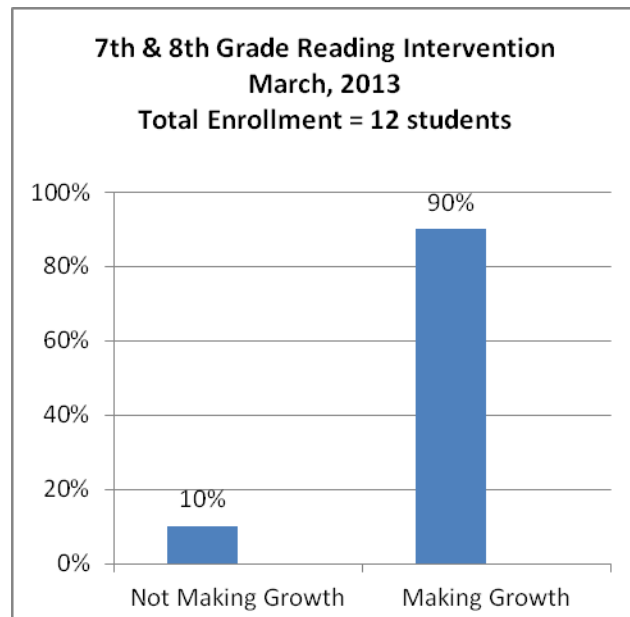
Initial Placement: Students enrolled in this class are identified at the beginning of each year by reviewing the following criteria:

- CST-ELA scores (Basic, Below, and Far Below Basic)
- GATES-MacGinitie Exam score (more than one year below grade-level performance)

Progress Monitoring Assessments: Fluency Progress Monitoring, reading lexile gains tests (3 times per year), Chapter/Unit Tests from curriculum, teacher observations.

As of March, 2013, 90% of students are demonstrating growth.

Results:



# MATH

## **6<sup>th</sup> Grade Math**

Mid-Year Progress Monitoring: Math 6 Chapter 1-6 Benchmark Test: This benchmark test includes material from the first six chapters of our math textbook, including topics such as basic operations with fractions, decimals, and integers, order of operations, solving equations, rates, ratios, proportions, and percentages. After completing chapter six, students review for one day, then take this 34 question, multiple choice format test.

Students must complete the test in one 50 minute class period, and may not use a calculator. This test will be administered to all general Math 6 classes, the Math 6 Strategic Intervention class, and the Math 6 Resource class. The Math 6 Intensive Intervention class will take an alternative assessment to measure progress. Teachers will score the tests, and report an overall percentage of correct answers.

The percentage correct scores fall in the following categories:

- 0 - 59% = below grade level
- 60 - 69% = below, but approaching grade level
- 70 - 89% = at grade level
- 90 - 100% = strong grade level performance

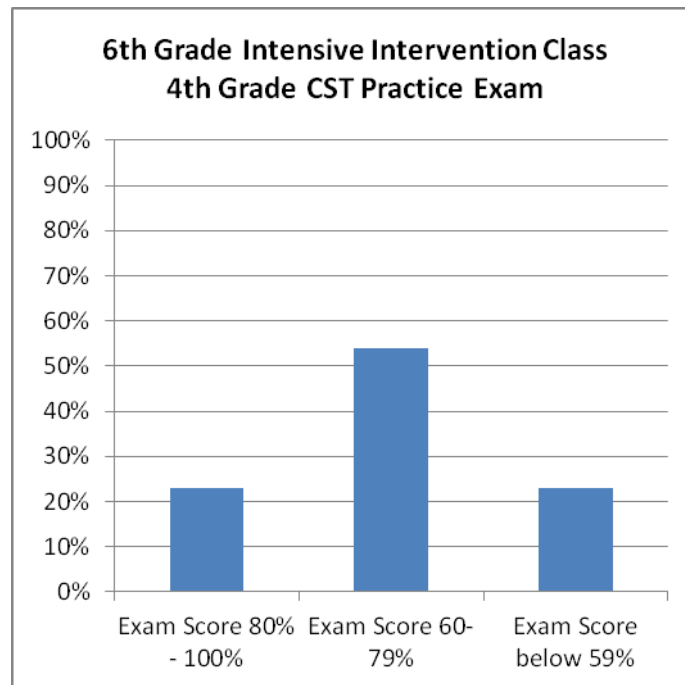
Results: TBA

## **6<sup>th</sup> Grade Math Strategic Intervention**

Initial placement is determined by reviewing STAR Test result of Basic, Below Basic, or Far Below Basic and the 6th Grade Initial Placement Test. Progress Monitoring at the mid-year will review Tests and quizzes published by McDougal Littell and Teacher made chapter tests or quizzes, Retake of 6th Grade Initial Placement Test, Use of Released test questions as a formative assessment.

Students who demonstrate two or less grade levels below standard are enrolled.

Results:



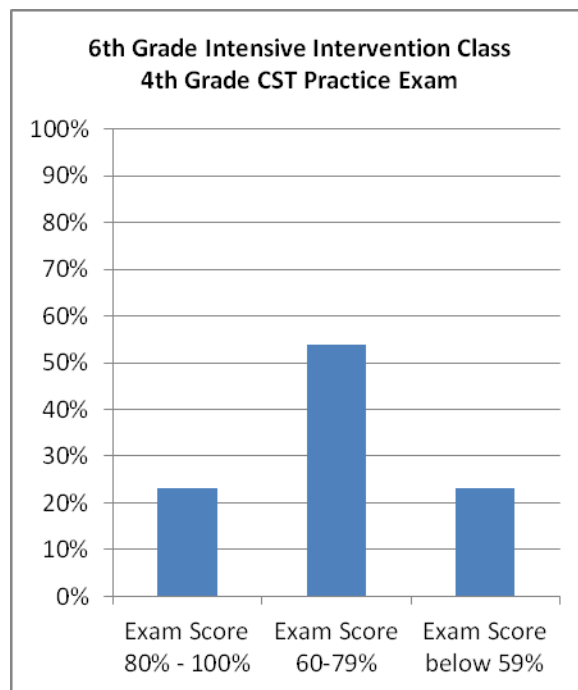
## **6th Grade Math Intensive Intervention**

Initial placement is determined by reviewing STAR Test result of Basic, Below Basic, or Far Below Basic and the 6th Grade Initial Placement Test. Initial placement is determined by administering a 'Math 6 Placement Exam.' Students who demonstrate two or more grade levels below standard are enrolled.

Mid-Year Progress Monitoring: The students will take the same placement exam they took at the start of the 6th grade year. This 34 question exam contains questions on 3rd grade, 4th grade, and 5th grade standards. Scores will be compared with start-of-the-year scores to measure students' progress. The teacher will score the tests, and report an overall percentage of correct answers.

The students in the Intensive Intervention class started the year two or more years below grade level. Success will be measured in terms of growth and progress. Additionally, success may be measured in terms of attendance, positive attitude, and class participation, as it is critical to keep these students engaged and motivated to succeed.

Results:

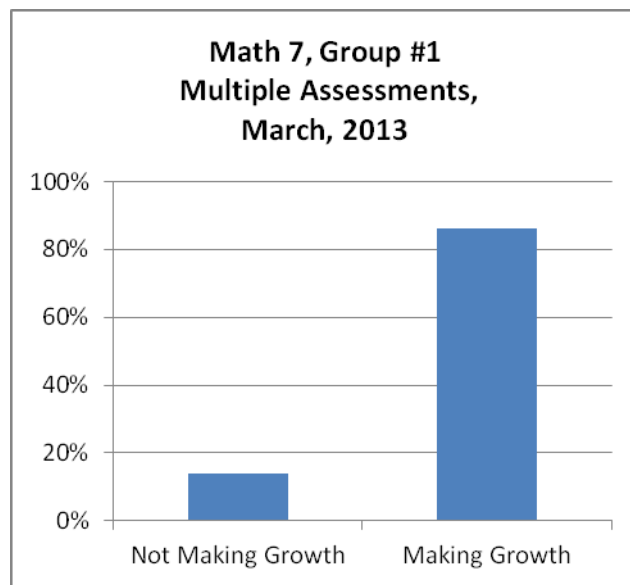


## **7<sup>th</sup> Grade Math Intervention, Group #1**

Initial Placement is determined based on 6th grade teacher recommendation, a review of STAR Test results, and a math skills assessment. Current enrollment (March 2013) is 21 students. The curriculum is the Math Course 2 textbook, which is the same textbook used by the Pre-Algebra class. The textbook provides three levels of instruction based on ability. The Math 7 class uses Level A which is modified in pace and volume of homework. (Level B is considered grade level.)

Students are periodically given a basic arithmetic skills assessment to determine which areas students still needed to work on. The 25 question test assesses competency in the following areas: basic operations, decimals, fractions, integers, order of operations, mixed practice, & solving basic equations.

Results:

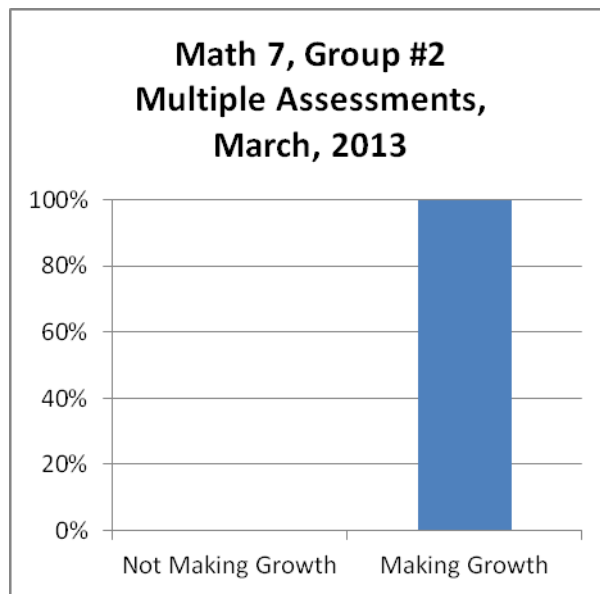


## 7<sup>th</sup> Grade Math Intervention, Group #2

Initial Placement is determined based on 6th grade teacher recommendation, a review of STAR Test results, and a math skills assessment. Current enrollment (March 2013) is 19 students. The curriculum is the Math Course 2 textbook, which is the same textbook used by the Pre-Algebra class. The textbook provides three levels of instruction based on ability. The Math 7 class uses Level A which is modified in pace and volume of homework. (Level B is considered grade level.)

Students are periodically given a basic arithmetic skills assessment to determine which areas students still needed to work on. The 25 question test assesses competency in the following areas: basic operations, decimals, fractions, integers, order of operations, mixed practice, & solving basic equations.

Results:



## 7<sup>th</sup> Grade Pre-Algebra

Mid-Year Assessment method: Chapter 1-6 test; A cumulative mid-year chapter test that covers the following topics in McDougal Littell Math Course 2:

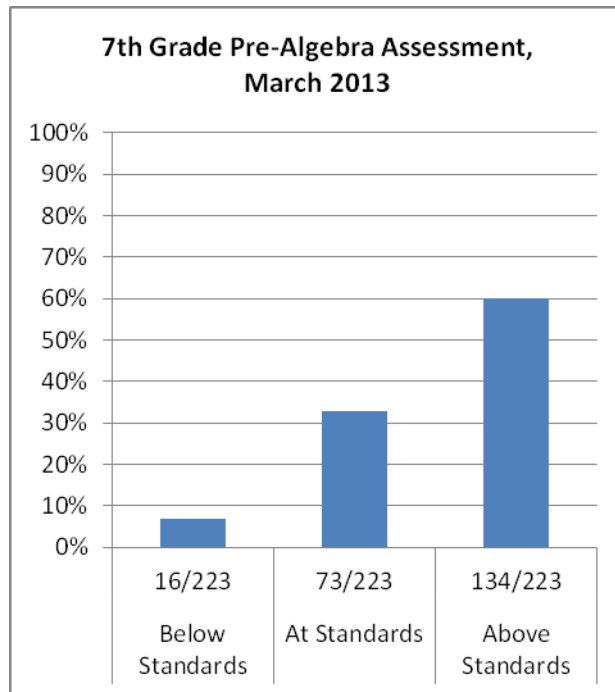
- 1) Integer Operations
- 2) Rational Number Operations
- 3) Decimals and Percents
- 4) Exponents and Irrational Numbers
- 5) Solving Equations and Inequalities
- 6) Linear Equations and Graphs

An overall percentage of possible points based upon correct answer will be reported.

Levels of Achievement:

- 1) Below-grade level standards: below 59%
- 2) Grade-level standards: 60-79%
- 3) Above grade level standards: 80-100%

Results:



## **8<sup>th</sup> Grade Introduction to Algebra**

Title of Assessment and Brief Description: Chapter 6 assessment: This midyear assessment covers all Algebra 1 topics from the chapters (1-6) that we have covered so far in the McDougall Littell Algebra 1 textbook.

Method for Assessing Student Results: An overall percentage of correct answers will be reported.

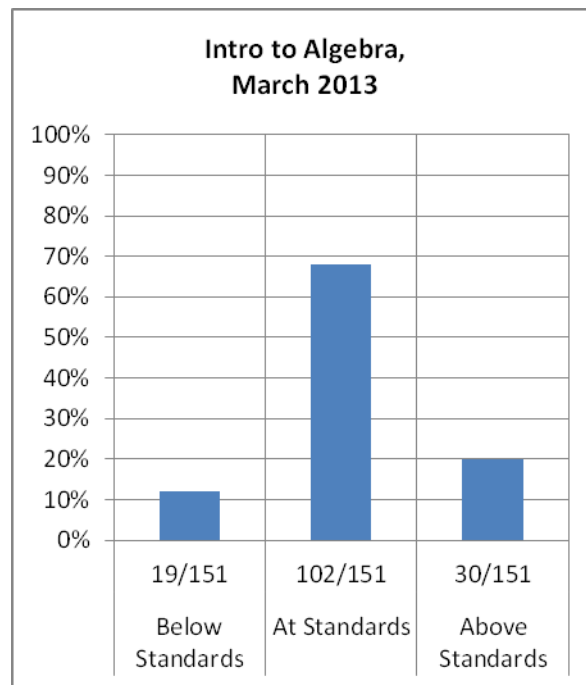
Levels of Achievement:

Performing below standards: 64% and below

Performing at standards: 65-94%

Performing above standards: 95% and above

### **Results:**





## 8<sup>th</sup> Grade Algebra I

Title of Assessment and Brief Description: Chapter 6 assessment: This midyear assessment covers all Algebra 1 topics from the chapters (1-6) that we have covered so far in the McDougall Littell Algebra 1 textbook.

Method for Assessing Student Results: An overall percentage of correct answers will be reported.

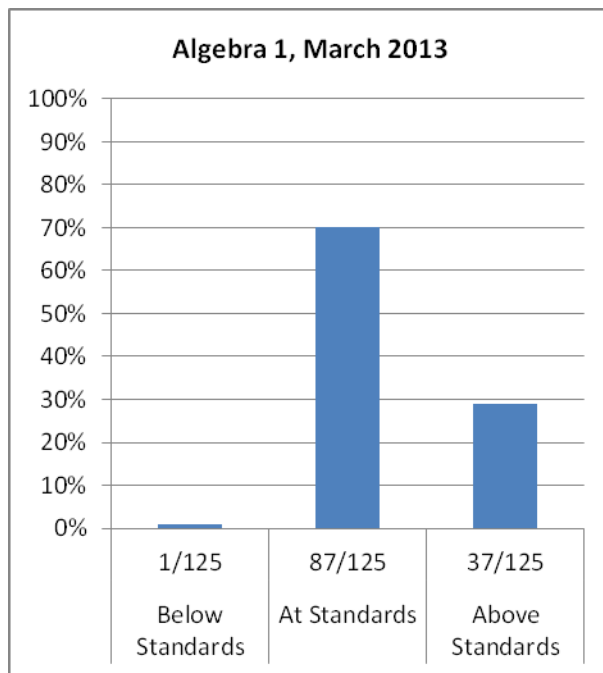
Levels of Achievement:

Performing below standards: 69% and below

Performing at standards: 70-94%

Performing above standards: 95% and above

### Results:



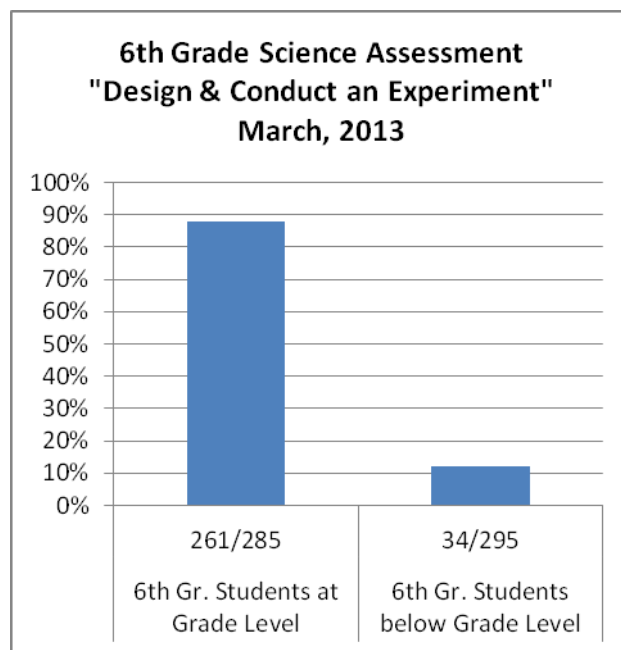
# SCIENCE

Assessment: Design and Conduct Science Experiment, Observations will be made by the teacher as students plan, execute, and report results from a scientific experiment. The following are the standards for meeting grade-level expectations at each grade level. A student will be deemed performing at grade level if they are able to complete the steps listed below. A student would be above or below grade level if they either surpass or don't meet the requirements listed below.

## 6th grade Science

1. Pose an investigable question (either observation or experiment o.k.)
2. Plan a procedure.
3. Conduct the experiment.
4. Report the results. (This takes different forms for different teachers.)

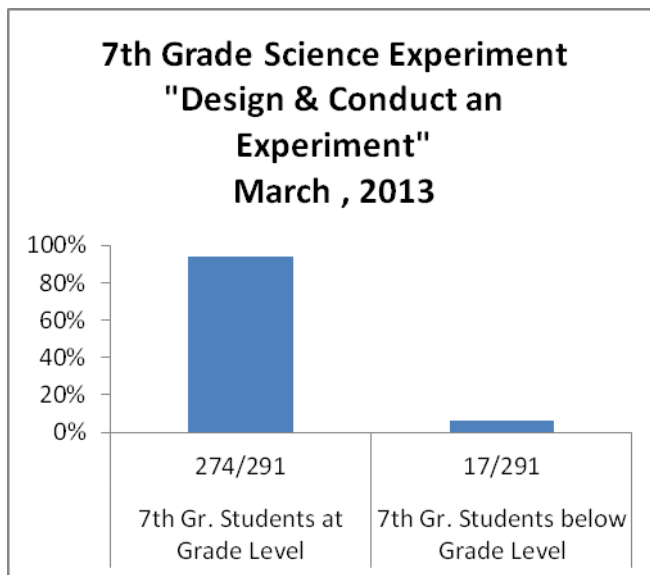
Results:



## **7th grade Science**

1. Pose a question and a hypothesis.
2. Plan a procedure in which variables are controlled as much as possible.
3. Conduct the experiment.
4. Report the results in the form of a data table and a graph.
5. Make a conclusion about whether the hypothesis was correct or not.

Results:



## **8th grade Science**

1. Pose a question and a hypothesis.
2. Plan a procedure in which variables are controlled as much as possible.
3. Conduct the experiment.
4. Report the results in the form of a data table and an accurate and appropriate graph.
5. Draw conclusions based on the data. Evaluate the accuracy and reproducibility of the data.

Results: TBA

## PHYSICAL EDUCATION

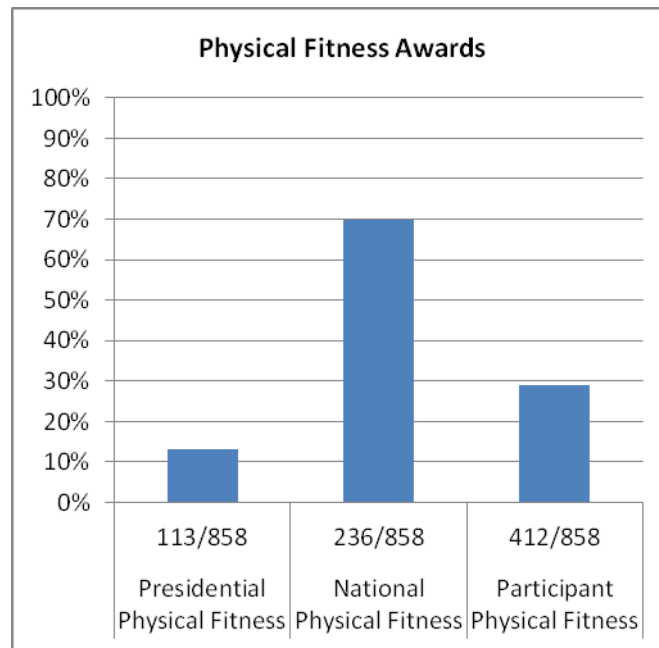
### 6<sup>th</sup>, 7<sup>th</sup>, & 8<sup>th</sup> Grade Physical Education

The President's Challenge Physical Activity & Fitness Awards Program includes the following tests: timed mile run, curl-ups, push-ups, sit & reach, and shuttle run.

The President's Challenge Physical Activity & Fitness Awards Program supplies the qualifying standards for Presidential, National, and Participant Physical Fitness Awards. The standards are based upon the National School Population Fitness Survey, supplied by the President's Challenge Program. Physical Education instructors administer the five fitness tests, and compare the student results to the qualifying standards.

To achieve the Presidential Physical Fitness award, students must achieve at least the 85th percentile in all five activities. To achieve the National Physical Fitness award, students must achieve at least the 50th percentile in all five activities. Students who attempt all five activities, but have one or more scores fall below the 50th percentile, are eligible for the Participant Award.

Results:



## ELECTIVES

### **Music**

Annual Solo and Ensemble project (Jan/ Feb)

Project evaluation rubric is same as state music festival evaluation sheet

Students receive a grade of Superior, Excellent, Good, Needs Improvement

- superior - above grade level
- excellent - at grade level
- good, needs improvement - below grade level

### **Results:**

TBA

### **Culinary Arts**

Free Choice Cooking Lab - a chance to demonstrate new cooking and organization skills.

Cooking groups will choose a recipe and create a task analysis and timeline for making it.

Students will then spend 2 days preparing the recipe and will share the food with the rest of the class on the last day. Groups will be evaluated on their ability to create a realistic plan and adhere to it.

- Below Grade Level- group doesn't complete assignment or requires teacher to intervene more than 3 times to complete assignment.
- At Grade Level- group completes assignment and requires no more than 3 times.
- Above Grade Level- group completes assignment and requires no intervention.

### **Results:**

TBA

## Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: for many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at:

<http://www.cde.ca.gov/fg/aa/co/ca12squiappcatprog.asp>

State Programs	Allocation
<input type="checkbox"/> <b>California School Age Families Education</b> Purpose: Assist expectant and parenting students to succeed in school	\$
<input type="checkbox"/> <b>Economic Impact Aid/State Compensatory Education (EIA-SCE)</b> Purpose: Help educationally disadvantaged students succeed in the regular program	\$
<input type="checkbox"/> <b>Economic Impact Aid/Limited English Proficient (EIA-LEP)</b> Purpose: Develop fluency in English and academic proficiency of English learners	\$
<input type="checkbox"/> <b>Peer Assistance and Review</b> Purpose: Assist teachers through coaching and mentoring	\$
<input type="checkbox"/> <b>Professional Development Block Grant</b> Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$
<input type="checkbox"/> <b>Pupil Retention Block Grant</b> Purpose: Prevent students from dropping out of school	\$
<input type="checkbox"/> <b>Quality Education Investment Act (QEIA)</b> Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$
<input type="checkbox"/> <b>School and Library Improvement Program Block Grant</b> Purpose: Improve library and other school programs	\$
<input type="checkbox"/> <b>School Safety and Violence Prevention Act</b> Purpose: Increase school safety	\$
<input type="checkbox"/> <b>Tobacco-Use Prevention Education</b> Purpose: Eliminate tobacco use among students	\$
<input type="checkbox"/> <b>List and Describe Other State or Local Funds</b> (e.g., Career and Technical Education [CTE], Gifted and Talented Education [GATE])	\$
Total amount of state categorical funds allocated to this school	\$

Federal Programs		Allocation
<input type="checkbox"/> <b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)		\$
<input type="checkbox"/> <b>Title I, Part A: Parental Involvement</b> (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	
<input type="checkbox"/> <b>For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development</b> (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	
<input type="checkbox"/> <b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals		\$
<input type="checkbox"/> <b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</b> Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards		\$
<input type="checkbox"/> <b>Title VI, Part B: Rural Education Achievement Program</b> Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs		\$
<input type="checkbox"/> <b>For School Improvement Schools only: School Improvement Grant (SIG)</b> Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement		\$
<input type="checkbox"/> <b>Other federal funds</b> (list and describe)		\$
<input type="checkbox"/> <b>Other federal funds</b> (list and describe)		\$
<input type="checkbox"/> <b>Other federal funds</b> (list and describe)		\$
Total amount of federal categorical funds allocated to this school		\$
Total amount of state and federal categorical funds allocated to this school		\$

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

## Form D: 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.<sup>1</sup> The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Bryndza, Lucy	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cheney, Guy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Chisholm, Richard	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Heans, James	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Javier, Lara	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Liu, Andrew	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Matlon, Jason	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montagh, John	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Montagh, Rian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Parenti, Peter	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Perez, Linda	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shelton, Drennen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Sheppard, Fran	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Roberts, Laurie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Vorhies, Kristin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Yi, Benson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Numbers of members in each category	1	6	0	6	3

<sup>1</sup> EC Section 52852



## Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures 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 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.
4. 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.
5. This SPSA was adopted by the SSC at a public meeting on: May 1<sup>st</sup>, 2013.

Attested:

\_\_\_\_\_  
Typed name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Typed name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

