

Single Plan For Student Achievement

For School Year 2007-08

Mable Barron

CDS Code: 39-68569-6095210

Date of this revision: 1/22/2008 1:01:08 PM

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:

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District: Lincoln Unified

The District Governing Board approved this revision of the School Plan on 12/17/2007

Single Plan For Student Achievement

About this School

OUR VISION AND MISSION

The primary mission of Lincoln Unified School district is to educate all our students to succeed as responsible and contributing members of a global society. Mable Barron's specific vision, as developed by the School Site Council, is to "provide an academically challenging program for a diverse community of learners, while nurturing every member's feelings of self-worth and creating educational activities woven into the core curriculum in order to increase cross-cultural understanding."

SCHOOL PROFILE

Mable Barron School was built in 1975, and was named after the first superintendent of the Lincoln Unified School District. When opened, it consisted of a main building and multi-use room, and had an enrollment of approximately 300 K-6 students. Over the past twenty years two rows of portable classrooms have been added and a permanent primary wing was completed in spring of 1992. Two more portable classrooms were installed in the summer of 2003. Beginning in 1993 Mable Barron added 7th and 8th grades. Today the school has 710 students in kindergarten through 8th grade. The kindergarten through third grade classes have twenty students each. The fourth through sixth grade classes have approximately 32 students each. The 7th through 8th grade classes have 25 students each.

One full-time Resource Specialist serves identified special education students. One Speech and Language Specialist serves students with identified speech needs. Special Education staff members may serve non-identified, general education students, as appropriate. These services may be provided in general or special education settings. As the law states, general education teachers will provide services to special education students in collaboration with special education teachers and as provided for in the Individual Education Plans for students. We have a full-time Title I/EIA teacher who works with students on ELA. We have a district psychologist one day per week. We have a counselor one day per week. The school has a half-time Assistant Principal who is shared with Claudia Landeen School.

Analysis of Current Educational Practice

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

Teachers use state and board adopted materials, and adhere to state standards, and classroom curriculum and materials are aligned to grade-level standards. Grade level teams work together weekly to improve teaching of standards and coordinate meeting pacing guides for English/language arts and math. The administrators observe lessons via a walk-in format and formal observations to give feedback and prompt teachers to align lessons to standards.

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

All classes have grade-appropriate instructional materials. Some classes have limited supplemental materials for students performing below standards and extension materials for students performing above grade-level standards.

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

Site funded professional development focuses on state standards. The kindergarten team and the first grade team attended state grade level conferences.

Student assessment data was analyzed to determine professional development needs. Our staff learned that we have made slow but steady gains in math over the past three years but teacher knowledge and practice in all levels of language arts instruction, with an emphasis on remediation instruction, could be strengthened.

4. Services provided by the regular program to enable under-performing students to meet standard:

This is the first year that we are meeting for academic conferences to identify our under-performing students and discuss how we can serve them in the regular program.

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

SIP funds are used to support under performing students and board adopted goals to pay for after school instruction in ELA and math.

Title I funds are used to support under performing students and board adopted goals by providing our Title I teacher who gives instruction to the lowest performing ELA students in the school. Title I funds will also be used to fund staff training aimed at giving teachers more skills to work with under-performing students.

EIA funds are used to support English Learners who are not meeting standards in the form of the EIA teacher and primary language support aide.

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

State and local assessments are analyzed by the administrative staff. The administrative staff works with teachers to modify classroom instruction. State and local assessment are analyzed by general education and special education teachers. This information is used to modify instruction. We do this analysis during the August buy-back days and during the year when we meet for academic conferencing.

7. Number and percentage of teachers in academic areas experiencing low student performance:

NA

8. Family, school, district and community resources available to assist these students:

The following resources are available to families: an ASES after school program, hearing and vision screening, Early Intervention Program, Extended Year, SST process, district interpreters available for conferences and SST's.

9. School, district and community barriers to improvements in student achievement:

NA

10. Limitations of the current program to enable under performing student to meet standards:

Access to all eligible under performing students for after school instruction.

We need intervention materials for Tier 2 and Tier 3 students.

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Student Performance Data Summary

Local Measures of Student Performance

Conclusions from Student Performance Data

Mable Barron under-performed on the API score. Our goal was to go up by 5, but we went up by 2. We needed to reach 795 but we reached 792.

In 2007 all our significant subgroups made their target growth of 5 points.

Our English Learners and Students with Disabilities were the lowest scoring subgroups.

Although we still have an achievement gap, all groups are going up. The Socioeconomically Disadvantaged students have gone up the most-43 points in two years. They have made the most gains of any subgroup.

The White students have gone up 26 points in two years.

The Hispanic students have gone up 17 points in two years.

Conclusions from Parent, Teacher and Student Input

We are teaching white students more effectively than other sub-groups.

Our challenge is to continue to learn to be effective with Hispanic, English Learners and Students with Disabilities.

English Learners is the subgroup we need to work on as a school. All staff need to continue to be educated on how to teach English Learners.

School Goals for Improving Student Achievement

Mathematics

Increase math proficiency

All students will reach their highest potential in mathematics.

Reading/Language Arts

Increase reading/language arts proficiency

All students will reach their highest potential in English/language arts.

School Climate

Safe and secure environment

All students will learn in a safe and secure learning environment where diversity is respected and where parents and other stakeholders are provided with a variety of opportunities to be involved.

Single Plan For Student Achievement

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. The council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

Goal: Increase math proficiency

Goal Statement

All students will reach their highest potential in mathematics.

Student Group

All students, including those who are:

EL students

Socio economically disadvantaged

Hispanic students

White students

GATE

Students with disabilities

Performance Gains

We are going to meet or exceed 60% proficiency in mathematics at all grade levels.

The percentage of EL students scoring at proficient and advanced in math will increase from 37.1% to 45% by Spring 2008.

The percentage of Socio economically disadvantaged students scoring at proficient and advanced will increase from 39.2% to 50% by Spring 2008.

The percentage of Hispanic students scoring at proficient and advanced will increase from 41.1% to 50% by Spring 2008.

The percentage of White students are at 62% proficient but need to continue to grow by 3% to 65% proficient.

The percentage of GATE students scoring at proficient and advanced will increase by 5% to reach 99%.

Students with disabilities will move from 12.1% proficient to 30% proficient.

Means Evaluating

CST Scores

Group Data

Mathematics baseline and continuing data provided by CST math scores, grades 2-8.

Single Plan For Student Achievement

Description of Specific Actions to Improve Educational Practice

Alignment of Instruction

Means of Achievement: Alignment of instruction with content standards

Tasks: Teachers will follow district pacing guides and work in grade level teams to align their lessons to standards. Administrators will give teachers feedback about lessons meeting standards, both via walk-throughs and formal observations. Teachers participating in the LAMP grant (this is all teachers who teach math, grades 5-8) will develop model lessons aligned to content standards.

Measures: District mathematics assessments, CST scores, curriculum embedded assessments

People Assigned: All math teachers, grades K-8; LAMP grant trainers; Principal, RSP teachers, Title I/EL teacher

Start Date: 8/22/2007

End Date: 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement Program	materials	\$1,000.00

Improve math instruction

Means of Achievement: Improvement of instructional strategies and materials

Tasks: Teachers will use a wide range of strategies and materials to improve math instruction such as random calling on students, having students use whiteboards, using manipulatives, solving real world math problems, monitored by administrators' walk-throughs and observations. Teachers will continue to take training in differentiated instruction in order to provide more clear instruction to under performing students and to accelerate high performers. Teachers will implement strategies they learn in trainings. They will purchase materials to increase the effectiveness of instruction. Administrators will look for student engagement in lessons, reteaching strategies and to see if teachers check for understanding as they do walk-throughs and formal observations.

Measures: Purchase Requisitions, curriculum embedded assessments, CST scores.

People Assigned: Teachers and administrators, School site council, LAMP grant trainers, RSP teachers

Start Date: 8/22/2007

End Date: 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement Program	staff development, math	\$5,000.00
Title I, Part A, Basic Grants	math materials and supplies	\$2,000.00

Single Plan For Student Achievement

Extended learning time

Means of Achievement: Extended learning time

Tasks: We will strive to offer all students below grade level an additional 30 minutes of math instruction 4 days a week.
Students will have an opportunity to participate in after school tutorials.

Measures: District benchmark assessments,
curriculum embedded assessments,
CST scores

People Assigned: Classroom teachers,
Administrators,
School site council

Start Date: 8/22/2007

End Date: 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement Program	after school tutoring	\$8,000.00

Staff development

Means of Achievement: Staff development and professional collaboration

Tasks: Teachers will pursue professional development in math.
All 5-8th grade teachers are enrolled in the LAMP grant.
Teachers meet in grade level teams on Mondays to share strategies and student work.

Measures: District assessments,
Curriculum embedded assessments,
CST scores

People Assigned: Teachers,
Administrators,
School site council,
Lamp Grant trainers.

Start Date: 8/22/2007

End Date: 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement Program	staff development, math	\$3,000.00

Single Plan For Student Achievement

Math time

Means of Achievement: Alignment of instruction with content standards

Tasks: Provide a minimum of 60 minutes daily (gr. 1-8) for whole class instruction.

Measures: District Benchmark assessments, Curriculum embedded assessments, CST scores

People Assigned: Administrators, Classroom teachers, RSP teachers, paraprofessionals

Start Date: 8/22/2007

End Date: 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Aides in primary classrooms

Means of Achievement: Auxiliary services for students and parents

Tasks: Paraprofessionals in K-2 classrooms will work on mathematics with students

Measures: CST scores (2nd grade)
District assessments
Curriculum embedded assessments

People Assigned: Classroom paraprofessionals

Start Date: 8/22/2007

End Date: 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement Program	paraprofessional salaries	\$30,000.00

Upgrading technology

Means of Achievement: Increased educational opportunity

Tasks: We will purchase equipment, computers, software, and programs to augment and improve math instruction.

Measures: CST scores
District assessments
Curriculum embedded assessments

People Assigned: Administrators
Teachers
School site council

Start Date: 8/22/2007

End Date: 12/31/2008

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Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement Program	equipment, materials	\$4,000.00
Economic Impact Aid, State Compensatory Education	equipment, materials	\$4,000.00
Title I, Part A, Basic Grants	equipment, materials	\$4,000.00

Single Plan For Student Achievement

Goal: Increase reading/language arts proficiency

Goal Statement

All students will reach their highest potential in English/language arts.

Student Group

All student groups including:
EL students,
Hispanic students,
Socio economically disadvantaged,
White students,
GATE students,
Students with disabilities

Performance Gains

The percentage of All Students meeting standards in ELA will increase from 54.6% to 60% by Spring 2008.
The percentage of GATE students scoring at proficient and advanced will remain at 100% in Spring 2008.
The percentage of White students meeting standards in ELA will increase from 62.6% to 64% in Spring 2008.
The percentage of Hispanic students scoring at proficient and advanced will increase from 41% to 50% by Spring 2008.
The percentage of English Learners scoring proficient and advanced will increase from 37% to 40% by Spring 2008.
The percentage of socioeconomically disadvantage students scoring proficient and advanced will increase from 39.2% to 45% by Spring 2008.
The percentage of students with disabilities scoring proficient and advanced will increase from 3.4% to 15% by Spring 2008.

Means Evaluating

CST scores

Group Data

Baseline and continuing CST data for English/language arts, grades 2-8.

Description of Specific Actions to Improve Educational Practice

Align ELA instruction to standards

Means of Achievement: Alignment of instruction with content standards

Tasks: Teachers will work in grade level teams to align their lessons with the standards.
Teachers will follow the district pacing guides for ELA.
Administrators monitor alignment of lessons to standards via walk-throughs and formal observations.

Measures: Improvement on classroom tests and CSTs in reading/language arts.
Administrators will monitor that lessons are aligned to standards.
Administrators and grade level teams will meet to review student work, curriculum and lesson alignment to pacing guide and standards.

People Assigned: Teachers
Administrators

Start Date: 8/23/2007

End Date: 6/7/2008

Single Plan For Student Achievement

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Improve ELA strategies and materials

Means of Achievement: Improvement of instructional strategies and materials

Tasks: Seventeen teachers are attending Six Traits training offered through the district.
 We will send teachers to training on differentiated instruction so they can more appropriately teach students from under performing through over performing.
 Grade level teams will use Monday meeting times to share teaching strategies and student work.
 Our Title I/EL teacher will coach and train teachers on improved strategies to use with English language arts.

Measures: Increased scores on class tests and CSTs in English language arts.

People Assigned: Teachers
 Administrators
 School Site Council members
 Title I/EL teacher

Start Date: 8/22/2007

End Date: 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Title I/EL teacher	\$32,000.00
Economic Impact Aid, State Compensatory Education	Title I/EL teacher	\$36,000.00

After school ELA/ELD instruction.

Means of Achievement: Extended learning time

Tasks: We will use SIP funds to offer after school tutoring in ELA at various grade levels.
 We will use SIP, Title I, EIA funds to offer after school instruction in English Language Development at various grade levels.
 We will purchase materials and supplies for ELA and ELD instruction.

Measures: CST scores in English/Language Arts for grades 2-8.

People Assigned: Various teachers
 School Site Council
 Title I/EL teacher

Start Date: 8/22/2007

End Date: 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Single Plan For Student Achievement

Staff development and collaboration

Means of Achievement: Staff development and professional collaboration

Tasks: Teachers will attend trainings in reading and writing.
 Sixteen teachers are attending Six Traits of Writing training.
 Kindergarten teachers will attend the state kindergarten conference together.
 First grade teachers will attend a first grade conference together.
 7th and 8th grade content area teachers will attend Reading Apprentice training, offered at district grade level meetings.
 Grade level teams and administrators will meet for Academic Conferencing in January.

Measures: CST scores in Reading/Language Arts, grades 2-8
 District Assessments, grades K-1

People Assigned: Teachers
 Title I/EL teacher
 Administrator
 Special education teachers

Start Date: 8/22/2007

End Date: 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement Program	substitutes	\$3,000.00

Auxiliary services for students, ELA

Means of Achievement: Auxiliary services for students and parents

Tasks: During the school day, the Title I/EL teacher will offer supplemental targeted instruction to groups of students, K-8, who are at the lowest levels in English/Language Arts.
 The Title I/EL teacher will offer English Language development to students with the lowest CELDT levels.
 Students with IEPs for speech and language disabilities will receive instruction during the school day from the Speech and Language Specialist.
 Students with IEPs for learning disabilities will receive instruction during the day in English/language arts.
 The outreach worker and the primary language tutor will offer classroom support for students in various grade levels.

Measures: CST scores in English/Language Arts, grades 2-8
 District Assessments in English/Language Arts, K-1.

People Assigned: Title I/EL teacher
 Speech and Language Specialist
 Resource Specialist

Start Date: 8/22/2007

End Date: 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

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Aides in primary classrooms

Means of Achievement: Auxiliary services for students and parents

Tasks: Paraprofessionals will work with students on English Language Arts in grades K-2.
Paraprofessionals will be paid for with SIP money.

Measures: District assessments
Curriculum embedded assessments
CST scores, grade 2

People Assigned: Paraprofessionals
Teachers
Administrators
School Site Council

Start Date: 8/22/2007

End Date: 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	paraprofessional salaries, grades K-2	\$30,000.00

Upgrading technology

Means of Achievement: Increased educational opportunity

Tasks: We will purchase equipment, computers, software, and programs to augment and improve English language arts instruction.

Measures: CST scores
District assessments
Curriculum embedded assessments

People Assigned: Administrators
Teachers
School site council

Start Date: 8/22/2007

End Date: 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement Program	equipment, materials	\$3,000.00
Economic Impact Aid, State Compensatory Education	equipment, materials	\$3,000.00
Title I, Part A, Basic Grants	equipment, materials	\$3,000.00

Single Plan For Student Achievement

Goal: Safe and secure environment

Goal Statement

All students will learn in a safe and secure learning environment where diversity is respected and where parents and other stakeholders are provided with a variety of opportunities to be involved.

Student Group

All students, parents and community members including:

Hispanic students
GATE students
White students
Socio economically disadvantaged students
Students with disabilities
Staff
PTSA
ELAC committee
School site council
at Mable Barron School

Performance Gains

Average Daily Attendance will increase school wide from 93% to 94%

Means Evaluating

Average Daily Attendance
Parent surveys and/or student surveys

Group Data

Baseline data from Powerschool (attendance data, discipline data, graduation/drop out rates)
Anecdotal data from PTSA, teacher report, School Site Council

Description of Specific Actions to Improve Educational Practice

Train staff on meeting student needs

Means of Achievement: Staff development and professional collaboration

Tasks: The staff will have training and a staff retreat, focusing on how to understand and educate our students. We will discuss our changing demographics, culture groups and attempt to work more effectively with our students and their parents.

Measures: Average daily attendance
CST scores
District assessments
Teacher attitude survey

People Assigned: teachers
school site council
leadership team
administrators
Title I/ES teacher
Outreach teacher
primary language tutor

Start Date: 8/22/2007

End Date: 12/31/2008

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Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Counseling and Arts

Means of Achievement: Auxiliary services for students and parents

Tasks: Provide counseling, leadership opportunities, visual and performing arts opportunities/programs.

Measures: Participants in various activities

People Assigned: Counselor, music teachers, Assistant Principal, Principal, classroom and support teachers, art docent volunteers

Start Date: 8/22/2007

End Date: 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

SSTs

Means of Achievement: Auxiliary services for students and parents

Tasks: Continue to provide a process to focus on individual students and attempt to improve their success at school

Measures: Student Success Team (SST) logs

People Assigned: RSP teacher, Speech and language teacher, School Psychologist, Title I/EL teacher, classroom teachers, administrators, counselor

Start Date: 8/22/2007

End Date: 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Parent meetings

Means of Achievement: Involvement of staff, parents and community

Tasks: Encourage parents to attend meetings such as English Language Advisory Committee (ELAC), Title I Advisory Committee, GATE Advisory Committee, School Site Council, PTSA and parent conferences

Measures: Sign in sheets
Automated phone messages

People Assigned: Title I/EL teacher, classroom teachers, administrators, outreach workers

Start Date: 8/22/2007

End Date: 12/31/2008

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Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Improve physical plant

Means of Achievement: Improvement of instructional strategies and materials

Tasks: We will add equipment and markings to our buildings and yards which will make the school more pleasant and functional.

Measures: Average daily attendance
CST scores
District assessments

People Assigned: Administrators
Teachers
Leadership team
School site council

Start Date: 8/22/2007

End Date: 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Parent trainings

Means of Achievement: Involvement of staff, parents and community

Tasks: Provide appropriate trainings and activities to involve parents, such as Parenting courses, Lincoln Latin Leadership, Literacy Week, site GATE committee.

Measures: Attendance rosters
Purchase requisitions

People Assigned: Parents
Administrators
Title I/EL teacher
Outreach worker
Teachers
School Site Council

Start Date: 8/22/2007

End Date: 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	parenting courses	\$2,000.00

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Title I/EL teacher

Means of Achievement: Auxiliary services for students and parents

Tasks: The Title I/EL teacher serves as an advocate for parents and students. She provides parents with information about the school and its program.

Measures: Meeting attendance sheets, agendas, minutes

People Assigned: Title I/EL teacher
Administrators
Teachers

Start Date: 8/22/2007

End Date: 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Outreach worker

Means of Achievement: Auxiliary services for students and parents

Tasks: The outreach worker will offer support with discipline and behavior in the classrooms and on the playground. The outreach worker can also provide Spanish translation.

Measures: Average daily attendance

People Assigned: Outreach worker
Administrators
Teachers

Start Date: 8/22/2007

End Date: 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Single Plan For Student Achievement

School Site Council Members

Name	Represents	Contact Info	Reviewed Plan Date
Chris Reichel	Parents	4747599	12/17/2007
Christy Hosmer	Parents	951-2130	12/17/2007
Ellen Wehrs	Staff	953-8796	
Erin Espinoza	Teachers	953-8796	12/17/2007
Janelle Wilkinson	Parents	478-5886	12/17/2007
Janet Dial	Parents	952-5542	12/17/2007
Jill Bowling	Teachers	953-8796	12/17/2007
Kimberley Roider	Classified Staff	953-8796	12/17/2007
Pat McCaa	Parents	472-7435	12/17/2007
Sarah Gehrke	Teachers	953-8796	12/17/2007

Single Plan For Student Achievement

Recommendations

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:

	Approval Date
1. School Site Council Members	
2. Plan Review Due Date:	10/8/2007
3. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.	
4. 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.	
5. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):	
State Compensatory Education Advisory Committee	12/13/2007
Gifted and Talented Education Advisory Committee	12/4/2007
English Learner Advisory Committee	12/13/2007
6. 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.	
7. 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.	
8. The school plan was adopted by the council on:	12/17/2007
9. Public Notice Due Date:	12/14/2007
10. District Governing Board Review Due Date:	12/20/2007
11. School Site Plan Approved:	12/17/2007
12. Attested by School Principal:	12/17/2007
13. Attested by School Site Council Chairperson:	

Attested:

Ellen Wehrs		
Typed Name of School Principal	Signature of School Principal	Date
Christy Hosmer		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date