

Single Plan for Student Achievement

McNear Elementary School

Date of this revision: January 14, 2010

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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Petaluma City Schools School District

The District Governing Board approved this revision of the School Plan on January 12, 2010

McNear Elementary School Single Plan for Student Achievement

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McNear Elementary

ABSTRACT AND FOCUS AREAS 2009-2010

The McNear Elementary School Plan is a one-year plan with annual revisions based on the analysis of multiple measures of student achievement including: CST assessments, the California English Language Development Test (CELDT); District Math Benchmarks, Houghton Mifflin Language Arts Benchmarks, District Writing assessments, and site level assessments including: BPST, DRA, QRI, Math Facts Assessments.

- Involves 400 students (Grade Level Span K-6)
- Has a SIP budget of \$37,710; other budgets include Local Parcel Tax of \$14,711.
- Links all expenditures including professional development to school-wide goals
- Involves staff and School Site Council in planning, implementing and evaluating the school program

Analysis of 2009 Data

2009 CST, district, and school assessment data demonstrate the following:

English Language Arts

- 69% of K students demonstrated mastery of letter names and 33% demonstrated mastery of letter sounds on the Kindergarten Assessment
- 59% of 1st grade students demonstrated mastery of Level 16 on the DRA Assessment
- 71% of students in grades 2-6 scored at or above proficient on the CST Language Arts Test

Math

- 74% of K students demonstrated mastery of number recognition and counting to 30 on the Kindergarten Assessment
- 69% of students in grades 2-6 scored at or above proficient on the CST Math Test

Target Goals for 2009-2010

GOAL #1: Improve student achievement in English Language Arts

- Increase the percentage of Kindergarten students knowing all of their letter names (upper and lower case) on the Kindergarten assessment from 69% in 2009 to 73% by June 2010.
- Increase the percentage of Kindergarten students knowing all of their letter sounds on the Kindergarten assessment from 33% in 2009 to 37% in 2010.
- Increase the percentage of 1st grade students reaching level 16 in the DRA assessment from 59% in 2009 to 63% by June 2010.
- Increase percentage of all students in grades 2-6 scoring proficient or above on the Spring 2010 CST – Language Arts from 71% in 2009 to 75% by June 2010.

- Increase the percentage of our English Learner, Economically Disadvantaged Students, and Special Education subgroups in grades 2-6 scoring proficient or above on the Spring 2010 CST in English Language Arts.
 - Grades 2-6 English Learners (ELs) from 27% to 42% by June 2010.
 - Grades 2-6 Economically Disadvantaged Students (EDS) from 36% to 51% by June 2010.
 - Grades 2-6 Special Education from 46% to 56% by June 2010.
- Increase the percentage scored correctly on the CMA of Special Education students from 63% to 73% by June 2010.

GOAL #2: Improve student achievement in Math

- Increase the percentage of Kindergarten students reading and writing all of their numbers to 30 on the Kindergarten assessment from 74% in 2009 to 82% by June 2010.
- Increase the percentage of 1st grade students knowing their addition and subtraction facts from 1-20 from 70% in 2009 to 78% by June 2010.
Increase percentage of all students in grades 2-6 scoring proficient or above on the Spring 2010 CST – Mathematics from 69% in 2009 to 77% by June 2010.
- Increase the percentage of our English Learner and Economically Disadvantaged Students subgroups in grades 2-6 scoring proficient or above on the Spring 2010 CST – Mathematics.
 - Grades 2-6 English Learners (ELs) from 29% to 44% by June 2010.
 - Grades 2-6 Economically Disadvantaged Students (EDS) from 34% to 49% by June 2010.
 - Grades 2-6 Special Education from 52% to 62% by June 2010.
- Increase the percentage scored correctly on the CMA of Special Education students from 54% to 64% by June 2010.

GOAL #3: Build and maintain an inclusive learning community.

- Increase family satisfaction with home-school communication by 10% as measured on the SSC school survey by June 2010. (ALTERNATIVELY: Increase the amount of communication between schools and families by implementing Parent Morning Roundtable meetings with the principal 3 times by June 2010.)
- Increase student citizenship through character education by 30% by June 2010 as measured by Falcon Feathers award lists.
- Increase the sense of community at McNear by 10% as measured on the SSC school survey by June 2010. (ALTERNATIVELY: Increase the sense of community at McNear by hosting 2 community building events by June 2010.)

SCHOOL IMPROVEMENT PLAN

McNear School Mission Statement

To promote high expectations and academic standards predicated on the belief that all children can learn.

School Vision Statement

With parents we will continue to emphasize inclusive, responsible, safe relationships throughout the school and neighborhood. Our staff is committed to providing a high quality instructional program that is accessible to all students at all levels at McNear.

To Achieve This Vision, We Will Provide:

- Strong Common Core Curriculum
- Support of Specialist interventions
- Social skills curriculum
- Support for English language learners
- Support for Economically and Educationally Disadvantaged Students
- Mentor Support
- Guidance Specialist support
- Student Advisor support
- Community meetings to invite all voices
- Performing Arts program
- Opportunities for parent involvement
- After School Enrichment
- PTA-sponsored activities
- Parent education
- Bridging of school communities: PTA/SSC/ELAC
- Music and Art Docent Programs
- Life Sciences Garden
- GATE/Rapid Learner Support
- Differentiated learning opportunities
- Outdoor Education and Field Trips
- Physical Education
- Library and Computer Lab learning opportunities
- Academic Mentors
- Falcon's Nest
- After School Enrichment for English Learner Student

McNear Priorities

We believe that "It Takes a Whole Village to Raise a Child." In school years 2005-2007, the McNear School Community met in a series of parent/community evening discussions to identify McNear School priorities as: Inspiring Life-long Learning, Building Social Responsibility, Developing Healthy Relationships, Nurturing a Sense of Self. These priorities are part of all school decisions through the filter of "what is best for all of our students?"

School Description

McNear Elementary School is one of six elementary schools in the Petaluma City (Elementary) School District. Our December 2009 enrollment is 400 students. Built in 1950, McNear School has been expanded and modernized during the last 10 years while keeping its welcoming, neighborhood character. Included are buildings housing 20 classrooms, a number of small instructional or conference areas, staff workroom, staff meeting room, library, and computer lab. The school contains five garden areas and a modern playground. In 2005, the multi-purpose room was expanded to include a performing arts stage, dressing area, storage, upgraded kitchen, and some new furnishings.

McNear is surrounded by a creek and mostly single family homes. We have a very active parent body. Parents, grandparents, and community members volunteer in the classrooms and in class activities each day.

Our staff includes the following numbers of full- and part-time personnel: 17 F.T.E. certificated K-6 classroom teachers plus 1 resource specialist teacher, and 1 special day class teacher, 1 principal, 1 part-time bilingual assistant, 1 RSP instructional assistant, 2 special day class instructional assistants, 2 full-inclusion instructional assistants, 2 special educational instructional assistants, and 3 other classified support personnel (student advisor, 1 part-time library coordinator, 1 part-time computer lab coordinator). Additional staff includes a full-time guidance specialist, a part-time psychologist, a part-time school nurse, and a full-time speech and language specialist, .5 credentialed reading specialist, four noon supervisors, one part-time office clerk, one full-time senior school secretary, one full-time custodian, one part-time night custodian, and a part-time cafeteria coordinator.

Beginning in school year 2009-2010 McNear has been fortunate to be part of a Petaluma City Schools District grant that is providing a full-time Guidance Specialist for three years. McNear also has the part-time services of the life sciences garden coordinator as well as three certificated music instructors.

Our school has an active School Site Council, English Language Learner Advisory Committee (ELAC), and P.T.A. In addition, McNear School is part of the Mentor Me Petaluma (MMP) program, offering mentoring support for students. Over thirty students are currently being mentored one hour each week by community volunteers.

The Single Plan for Student Achievement is part of the School Based Coordinated Program (SBCP) and operates with funds provided by the School Improvement Program (SIP) and Local Parcel Tax. All programs are based on state content and performance standards. Goals are established annually and made explicit in the objectives and activities in each section of the plan. These are supported by professional development including site and district meetings, staff development days and conferences. The plan supports learning for all students school wide.

STANDARDS, ASSESSMENT, AND ACCOUNTABILITY

Analysis of Current Educational Practices

The following statements characterize educational practice at this school:

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

District **essential standards** have been calibrated to the state standards in language arts, math history/social science and science. Teachers at McNear align the written, taught and tested curriculum to content standards. **Performance levels** (Exceeding, Meeting, Approaching, and Not Meeting) have been established and are reported on assessments and district report cards with "Meeting" identified as the target **performance standard** indicating strong grade level achievement. Language Arts, Math, History/Social Science and Science adoptions are correlated to state standards.

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

To support state-adopted texts used in language arts (Houghton-Mifflin, K-6), math (Pearson), science (FOSS grades K-5 and "It's About Time" grade 6) History/social science (Scott Foresman at grades K-5 and TCI-Teacher-Created Instruction- at grade 6), additional technology-based programs have been purchased. The English Language Development component in the Houghton Mifflin language arts adoption supports acquisition of English for our second language learners. Each student has access to adequate instructional materials including Easy, Average and Challenging components in the language arts, math, science and history/social science adoptions allowing for differentiated instruction. Teacher's editions include links to California standards on each page as well as strategies to differentiate lessons for second language learners.

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

Staff development at McNear is designed to support identified needs based on data analysis. Early release Wednesdays provide additional time each week to evaluate progress, analyze data results and improve instructional practices school-wide. By December 2009 all McNear teachers will have taken the five-day math professional development, SB 472. Teachers attend conferences and workshops that support identified areas of need and focus on best teaching practices to meet McNear's annual goals, including the 40 hour GATE training offered in August 2009 (3 McNear teachers attended) and will again be offered in June 2010. Our current focus is the implementation of an articulated math program K-6 based on our new math adoption. Staff will continue to seek ways to increase services to our English Learner students. Further, staff development in technology related to the implementation of standards will continue through site and district support.

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

a.) Leveled reading (gr 1-5) with students assessed each trimester to determine progress toward targeted reading goals; b.) Differentiating classroom instruction to allow access for all learners; c.) Small group guided phonics instruction K-3; d.) Part time reading teacher.

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

One bilingual instructional assistant provides support to identified students four times per week for 1.25 hours. One instructional assistant funded through RSP provides additional support daily.

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

The following multiple measures are used to determine the progress of all students in meeting content and performance standards or to measure progress in English Language Development and Math:

Assessment	Type	Grades	Subjects Tested	Performance Standard
California Standards Test	State-Standards Perform Based	2-6	Language arts, math, science	Proficient
CELDT	State-Performance Based	K-6	English language development	Early Advanced
FitnessGram	State-Performance	5	Physical fitness	Varies by subtest
District Math Benchmarks	District-Criterion Referenced	K-6	Math	Proficient
District Writing Assessment	District-Criterion Referenced	K-6	Writing proficiency	TBD

ELA Benchmarks

The following site-based measures and performance levels have been established to determine grade level proficiency in reading.

Grade	Measure	Timeline	Proficiency Level
Kindergarten	Kindergarten Assessment	November, March, June	9, 18, 26 letter names and sounds
1st Grade	DRA	November, January, June	Level 4, Level 10, Level 16
2nd Grade	DRA	August, January (at risk students), June	Level 16, Level 20, Level 28
3rd Grade	DRA	October, February (at risk students), June	Level 30, Level 34, Level 38
3th-6th Grade	HM Summative Assessment	October, February, May	Proficiency to match goal
1st and 2nd Grade	BPST	June	60 (1 st), XX (2 nd)
4th-6th Grade	Star Reading Assessment	June	“Independent” at grade level

Math Benchmarks

The following site-based measures and performance levels have been established to determine grade level proficiency in math facts.

Grade	Measure	Timeline	Target
Kindergarten	Kindergarten Assessment	November, March, June	Read and write numbers

			through 10, 20, 30
1st Grade	Jeff Simpson Horizontal Diagnostic Facts Assessment	December, March, May March, May	33 +/- facts 0-10 in 10, 6, 4 minutes 33 +/- facts 0-20 in 15, 12 minutes
2nd Grade	Jeff Simpson Horizontal Diagnostic Facts Assessment	September, February, May	45 +/- facts 0-20 in 7 minutes
3rd Grade	Jeff Simpson Diagnostic - 100 facts	September, February, May	100 +/- facts in 5 minutes (facts 0-20) 90/100 x and ÷ facts in 8 minutes (single operation on each test)
4th Grade	Envision Topic 1 Basic Facts	September, February, May	90/100 +, -, x, ÷ facts in 5 minutes (single operation on each test)
5th Grade	Envision Topic 1 Basic Facts	September, February, May	90/100 +, -, x, ÷ facts in 3 minutes (single operation)
6th Grade	Envision Topic 1 Basic Facts	September, February, May	90/100 +, -, x, ÷ facts in 3 minutes (#6-12 harder facts in mixed operation)

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

All classes at McNear School are heterogeneous and because of this all classrooms have students who qualify as low performing on CSTs and/or through teacher assessments.

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

Parents participate actively at McNear. Families volunteer in the classroom to assist with individual students and with small groups. The school provides instructional aides for RSP and bilingual instruction. An after school English Language Development program and after school homework program (Falcon's Nest) is also available to these students.

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

The school and district have limited financial resources available to hire additional staff, provide professional development, or purchase resources that would contribute to increased student achievement.

10. *Limitations of the current program to enable underperforming students to meet standards:*

Reduced funding for bilingual assistants, a combination class and larger class sizes affect the progress of low-performing students. The district also currently lacks funds to provide summer school.

School Demographics

Ethnic/Racial		Parent Education Level	
African American not Hispanic	2.6%	(1) Not high school graduate	7%
American Indian or Alaska Native	.5%	(2) High school graduate	14%
Asian	2.1%	(3) Some college	15%
Filipino	1.3%	(4) College graduate	30%
Hispanic or Latino	15.8%	(5) Graduate school	34%
Pacific Islander	0%	Average Parent Education Level	3.7
White not Hispanic	76.3%	Average Class Size (CBEDS)	21.1
Participants in Free or Reduced Price Lunch	14%	Enrollment in grades 2-6 on first day of testing	275
English Language Learners	12.4%	Number of Students Excused from Testing	1
Multi-track year-round school? (CBEDS)	No	Number of Students Tested	274
School Mobility	2%		

(Based on October 2009 CBEDS)

Student Performance Data Summary

Academic Performance Index (API) Four Year Summary

Year	API	Statewide Rank	Similar School Rank	Target
2006	854	9	5	Remain Above 800
2007	830	8	2	Remain Above 800
2008	817	7	3	Remain Above 800
2009	846			Remain Above 800

Academic Performance Index (API) Comparing 2008/2009

STAR Percent Tested	Number Included in the API	08/09 API	Statewide Rank	Similar Schools Rank	2008-2009 Growth Target	2009-2010 API Target
100%/100%	237/259	817/846	7/x	3/x	Remain Above 800	Remain Above 800

Academic Performance Index (API) Subgroup Summary

Student Groups	Number of Pupils Included in 2009 API	Numerically Significant	2009 Growth	2008 Base	2010 API Target
African American, not Hispanic	7	No			
American Indian or Alaska Native	1	No			
Asian	4	No			
Filipino	1	No			
Hispanic or Latino	51	No	693		
Pacific Islander	0	No			
White not Hispanic	194	Yes	889	847	Remain Above 800
Socioeconomically Disadvantaged	53	No	684		
English Learners	41	No			
Students with Disabilities	61	Yes	780	701	

California Standards Test – Subgroups

Reported by Percent in Quintiles

Group	READING					MATH				
	1	2	3	4	5	1	2	3	4	5
All (N = 247)	3	7	18	37	34	1	11	19	39	30
Caucasian (N= 187)	1	5	14	39	41		6	17	40	36
Hispanic (N=46)	13	20	26	30	11	6	28	26	30	11
Econ. Dis. (N =47)	13	23	30	23	11	6	30	26	26	13
ELs (N = 34)	18	26	26	26	3	9	35	29	18	9
English Only (N= 203)	1	4	17	39	38		7	17	42	33
Female (N= 118)	1	6	18	38	37		13	19	38	30
Male (N= 129)	5	9	19	36	32	2	9	18	40	30
RFEP (N = 4)				50	50				75	25
Spec. Ed. (N = 36)	6	14	33	17	31		22	27	24	27
GATE (N = 11)			9	9	82			9	27	64

2009 California Standards Test – English Language Arts

Percent Scoring at Performance Levels

Performance Level	Grade 2 (N=54)	Grade 3 (N=64)	Grade 4 (N=48)	Grade 5 (N=47)	Grade 6 (N=34)
Advanced	13%	27%	50%	40%	53%
Proficient	28%	48%	40%	32%	32%
Basic	33%	14%	8%	21%	12%
Below Basic	15%	8%	2%	6%	3%
Far Below Basic	11%	3%	0%	0%	0%

2009 California Standards Test – Math

Percent Scoring at Performance Levels

Performance Level	Grade 2 (N=54)	Grade 3 (N= 65)	Grade 4 (N=50)	Grade 5 (N=46)	Grade 6 (N=32)
Advanced	13%	38%	40%	24%	34%
Proficient	41%	38%	32%	41%	47%
Basic	24%	14%	22%	20%	13%
Below Basic	20%	8%	6%	13%	6%
Far Below Basic	2%	2%	0%	2%	0%

2008-09 California English Language Development Test (CELDT) - Annual

Number at Performance Levels (B= Beginning, EI=Early Intermediate, I=Intermediate, EA=Early Advanced, A=Advanced)

Grade	# Students	Beginning	Early Int.	Int.	Early Adv.	Adv.
K	4	75%	-	-	25%	-
1	5	20%	40%	20%	20%	-
2	9	33%	22%	44%	-	-
3	12	8%	33%	42%	8%	8%
4	11	9%	-	18%	45%	27%
5	6	17%	-	33%	50%	-
6	5	-	-	40%	40%	20%

Number and Percent of Students Currently Reclassified as RFEP Fall 2009: 2, 17%

Number and Percent of Second Language Learners by Grade Level

Grade	K	1 st	2 nd	3 rd	4 th	5 th	6 th	Total
Total # of Students EL's + EO's	57	53	53	69	53	52	42	379
Number of EL's	4	5	9	12	11	6	5	52
% Class Composition of EL's per Grade Level	7%	9%	17%	17%	21%	12%	12%	14%

Conclusions

Conclusions from Student Performance Data:

- 28% of students schoolwide scoring below proficient on California Standards Test Language Arts (2nd gr.=59%; 3rd gr.=25%; 4th gr.= 8%; 5th=30%; 6th gr.= 15%)
- 31% of students schoolwide scoring below proficient on California Standards Test Math (2nd gr.=46%; 3rd gr.=24%; 4th gr.= 28%; 5th =45%;6th gr.=19%)
- An achievement gap exists between English Learners and our English Only students of 47% in ELA and 48% in Math.
- An achievement gap exists between Socio-economically disadvantaged students and our overall scores of 45% in ELA and 43% in Math.
- Student achievement in language arts would benefit from a focus on literacy in K-2 and academic language in grades 3-6.
- Students achievement in math would benefit from a focus on developing automaticity with math facts.

Conclusions from Parent, Teacher and Student Input:

- To increase student achievement
- Develop an after school intervention program
- Target groups: English Learner students and Socio-economically Disadvantaged students
- Develop and improve parent support
- Foster and increase the sense of community at McNear

School Goals for Improving Student Achievement:

GOAL #1: Improve student achievement in English Language Arts

- Increase the percentage of Kindergarten students knowing all of their letter names (upper and lower case) on the Kindergarten assessment from 69% in 2009 to 73% by June 2010.
- Increase the percentage of Kindergarten students knowing all of their letter sounds on the Kindergarten assessment from 33% in 2009 to 37% in 2010.
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GOAL #2: Improve student achievement in Math

- Increase the percentage of Kindergarten students reading and writing all of their numbers to 30 on the Kindergarten assessment from 74% in 2009 to 82% by June 2010.
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GOAL #3: Build and maintain an inclusive learning community

- Increase family satisfaction with home-school communication by 10% as measured on the SSC school survey by June 2010.
- Increase student citizenship through character education by 30% by June 2010 as measured by Falcon Feathers award lists.
- Increase the sense of community at McNear by 10% as measured on the SSC school survey by June 2010.

TEACHING & LEARNING – LANGUAGE ARTS/LITERACY

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Key Components & Characteristics	Language Arts Activities	Person Responsible	Budget & Resources	Timeline
A. Assessment 1. Student performance 2. Identification of at-risk students (low-achievers, EDY, ELs, RSP) 3. Continuous diagnosis of needs/Ongoing assessment 4. Formal measures 5. Informal measures 6. Formative/summative assessment data	1, 2, 4, 6 Kindergarten assessment will be administered 2 times each year for Kindergarten students	Principal, Teachers, Specialists	SIP (release time)	Fall, June
	1, 2, 4, 6 BPST will be administered 2 times each year for grades 1-2			Fall, June
	1, 2, 4, 6 Words their Way spelling inventory administered 2 times each year in grades 1-2			Fall, June
	1, 2 DRA will be administered 3 times each year and more often in necessary cases in grades 1-3			Fall, Winter, June
	1, 2 QRI, Star Reading, or HM Screener will be administered to students in grades 4-6			Fall and as necessary
	4, 6 CST will be administered			May
	3, 4, 6 District Writing Assessment will be administered three times during the year for grades 4-6			Once each trimester
	3, 4, 6 District Writing Assessment will be administered two times during the year for grades 1-2			Winter and spring

	<p>3, 4, 6 District Writing Assessment will be administered once during the year for Kindergarten</p> <p>3, 6 HM Summative Assessment will be administered three times during the year.</p> <p>3 Teachers will meet with grade levels to analyze data, chart growth, and plan instruction.</p>		Collaboration time	<p>Spring trimester</p> <p>Once each trimester</p> <p>Once each trimester</p>
<p>B. Instruction</p> <ol style="list-style-type: none"> Curriculum explicit and systematic K-3 Curriculum explicit and systematic 4-6 Skills-based support for students 4-6 not demonstrating skills required in K-3 Opportunities for acceleration/enrichment (GATE & others) 	<ol style="list-style-type: none"> K-3 focus on direct instruction in phonemic awareness, phonics, decoding, word-attack skills, vocabulary development, comprehension skills, and guided reading. 4-6 focus direct instruction on word attack skills, vocabulary and comprehension as well as discussion & questioning strategies; writing applications, strategies & conventions will be taught through direct instruction. Intensive reading strategies will be explicitly taught to students K-6 who are not demonstrating grade level achievement (leveled grouping, reading support teacher, extended day program) Opportunities for acceleration/enrichment will be provided in class and during home study through reading materials and projects and differentiated instruction 	<p>K-3 Teachers</p> <p>4-6 Teachers</p> <p>Teachers, RSP, Reading specialist</p> <p>Teachers, computer lab coordinator</p>	Parcel Tax	<p>Daily</p> <p>Daily</p> <p>Daily</p> <p>Daily</p>
<p>C. Instructional Time</p> <ol style="list-style-type: none"> Primary: 2 & 1/2 hours Grades 4-6: 2 hours Engaged academic time maximized Time allocated to essential reading & literacy skills Extended learning time for all (before school, after school, Saturday School, summer school) 	<ol style="list-style-type: none"> Students in primary classrooms will participate in reading and supporting language arts activities for 2 ½ hours daily including reading across the curriculum. Students in grades 4-6 will participate in reading and supporting language arts activities for 2 hours daily including reading across the curriculum. Leveled reading will occur at least three days weekly for one hour consisting of each group reading 15-20 minutes with the teacher in grades 1-2. Leveled reading will occur at least once each week for 40 minutes with the teacher in grades 3-5. Students in grades K-6 not meeting grade level standards in comprehension and phonics will be referred to intervention groups. Students in grades 3-6 not meeting grade level standards have the opportunity to receive support 	<p>Teachers</p> <p>K-2 Teachers, RSP, Reading specialist</p> <p>3-5 Teachers, RSP</p> <p>Teachers, RSP, Reading specialist</p> <p>Falcon's Nest coordinator</p>	<p>EL ASE, Reading recovery</p> <p>PTA</p>	<p>Daily</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Mon, Tues</p>

	through after school tutoring (Falcon's Nest). 5 EL students have the opportunity to receive ELD support through after school enrichment (EL ASE).	EL ASE Coordinator	ELAC, PTA	Wed, Thurs, Fri
D. Instructional Materials	1,2,3,4 Houghton Mifflin Reading materials are used to develop comprehension strategy skills. Core and leveled reading books are used for direct instruction and independent reading to target specific needs. K-3 teachers will use decodable text strategically to reinforce phonics skills.	Teachers	SIP	Ongoing
1. Consistent with current research				
2. Prioritize & sequence essential skills & strategies				
3. Address & reinforce content standards				
4. Contain activities that relate directly to learning objectives	5,6 Direct instruction, differentiation strategies, and leveled reading books are used to address specific student needs.	Teachers		Ongoing
5. Provide suggestions for special needs (EDY, ELs, RSP, GATE)	5,6,7 English Language learners receive direct instruction in English using core and supplementary resources such as SIPPS and Read Naturally in grades 4-6	Reading specialist, EL ASE Coor	ELAC, PTA	Ongoing
6. Provide systematic practice of needed skills for those students having reading difficulties	5,6, Teachers use core and supplemental materials for regular, GATE/high achiever and intervention programs; above grade level readers will use literature as supplemental materials.	Teachers		Ongoing
7. EL, RSP & other support programs are aligned with curricular content/standards	5,7 RSP students' IEPs will target student progress toward standards, and direct instruction will focus on comprehension, decoding and writing strategies.	RSP		Ongoing
E. Grouping	1,4 Whole-group instruction is used when the objective is appropriate for the range of learners; homogeneous grouping is used to customize specific instruction based on assessed needs of students.	Teachers, RSP, Reading Specialist		Ongoing
1. Flexible – Whole and heterogeneous				
2. Sizes adjusted to accommodate & reflect student progress	2 Students will be grouped by instructional reading levels (1-5) for direct instruction in word attack and comprehension strategies.	Teachers, RSP, Reading Specialist		Ongoing
3. Tutoring supplements explicit instruction				
4. Cross-class or cross-grade used when appropriate				
5. Centers & independent activities aligned with goals, strategies & grade-level standards				
F. Differentiated Instruction	1 Teachers will meet at grade levels to plan and align curriculum to standards; collaboration documents will be used as a planning reference.	Teachers, Principal		Collaboration Wednesdays
1. Opportunity for systematic teaching & practice to learn skills & strategies	2 Opportunities for acceleration will be provided in class	Teachers,	Parcel Tax	Ongoing

<ul style="list-style-type: none"> 2. Opportunities for acceleration/enrichment 3. ELL emphasis on (1) developing proficiency in standard English & (2) simultaneous instruction in acquisition of academic vocabulary (ELD & sheltering) 4. Teacher adapted instruction for multiple needs 	<p>and through home study through student reading materials and responses to literature.</p> <p>3 English Language students receive direct instruction using Houghton Mifflin and supplementary resources such as SIPPS and Read Naturally</p>	<p>Computer Lab Coordinator</p> <p>Teachers, Reading specialist, EL ASE Coordinator</p>	<p>ELAC, PTA</p>	<p>Ongoing</p>
<p>G. Classroom Instructional Management</p> <ul style="list-style-type: none"> 1. Classrooms highly interactive 2. Academic & social expectations well-established 3. Clear links between instruction, behavior & curriculum 4. Well-planned & managed whole-class & small-group lessons 	<p>1,4 Students will engage in whole group and small teacher-lead guided reading groups.</p> <p>2,4 Students and teacher will work together to establish classroom norms; behavioral expectations will be posted and discussed</p> <p>2,3 Students and parents will be informed of expectations for performance and receive timely feedback on assessment results</p>	<p>Teachers</p> <p>Teachers</p> <p>Teachers, Principal</p>		<p>Ongoing</p> <p>August, ongoing</p> <p>Trimester, following site benchmarks, ongoing</p>
<p>H. Professional Development</p> <ul style="list-style-type: none"> 1. Research-based & focused on student learning, curriculum & instruction adapted to students' needs 2. Educators participate in planning 3. Activities ongoing & in-depth 4. Time allocated for reflection, discussion, analysis of professional practice 5. Administrative support 6. Includes all staff who work with students 7. Includes teacher training on working effectively with parents 	<p>1,2,3,4,5,6 Staff will participate in district study groups and collaboration planning on Wednesdays to focus on the district language arts and writing curricula; professional development will address the school focus on improving academic language in grades 3-6.</p> <p>5,6 Administrator will meet regularly with support staff to coordinate schedules with students and to establish effective communication</p>	<p>Principal, Planning Team</p> <p>Principal</p>	<p>SIP, PTA</p>	<p>Collaboration Wednesdays</p> <p>Ongoing</p>
<p>I. Administrative Practices</p> <ul style="list-style-type: none"> 1. Knowledgeable about standards & effective language arts programs 2. Maximize & protect instructional time 3. Support development of 	<p>1 Participate in regularly scheduled Curriculum meetings, principal trainings, and district and site professional development.</p> <p>2 Schedule school wide events around language arts designated time; work with staff to adjust reading time around support staff schedules (Music, PE, Science); arrange for support staff to adjust schedule when</p>	<p>Principal</p> <p>Principal, Support Staff</p>		<p>Ongoing</p> <p>Ongoing</p>

<p>explicit, grade-level & individual performance goals</p> <p>4. Ensure all teachers are well-trained & supported</p> <p>5. Allocate staff, resources & time in all grades for students not yet demonstrating competence</p>	<p>possible to support designated reading time.</p> <p>3 Meet regularly with staff to plan program improvements and staff development needs to support school wide improvement goals.</p> <p>4 Provide release time for teachers to observe/model lessons, conduct assessments, strengthen pedagogy, develop effective methodology.</p> <p>5 Schedule and allocate personnel to best meet the needs of all students to achieve grade level standards.</p> <p>5 SSC and staff will regularly review and monitor implementation of the Language Arts Action Plan.</p>	<p>Principal, Planning Team</p> <p>Principal</p> <p>Principal</p> <p>Principal, SSC</p>		<p>Monthly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Monthly</p>
<p>J. Parent & Community Involvement</p> <p>1. Parents well-informed about content standards, curriculum, assessment & progress of their children - receive information</p> <p>2. Parents encouraged to actively involve themselves in education & are supported in their efforts - receive training</p> <p>3. Materials/programs organized so parents, siblings and/or community members can provide extended learning experiences</p> <p>4. Community partnerships to design & provide professional development, tutoring & other programs</p> <p>5. Community used as classroom</p> <p>6. Parent Compact supports goals</p>	<p>1,2 Parents will receive information about standards, curriculum and assessment at Back-To-School Night, Open House, SSC and PTA meetings, classroom newsletters, school newsletters (accessible online), and Parent Morning Roundtable meetings</p> <p>2,3 Parents will be provided online video training on working effectively with their children to reinforce reading</p> <p>3,4 In-school programs to support reading such as Literature Circles will include parent/community volunteers.</p> <p>6, Teachers will establish agreements with parents to support student success at home and to work toward successful home-school collaboration.</p> <p>1,2,3 Parents/Guardians will monitor nightly reading homework and sign appropriate reading/home study logs to support literacy (K-5).</p> <p>2,3 Supplemental materials list used to provide parent support of student academic growth over the summer</p>	<p>Principal, Teachers</p> <p>Principal, Reading Specialist</p> <p>Teachers</p> <p>Teachers</p> <p>Parents</p> <p>Principal, Teachers, Librarian</p>	<p>SIP, PTA</p> <p>McNear Website, Vimeo</p> <p>Academic Mentors</p> <p>Resource closet</p>	<p>Ongoing</p> <p>February 2010, ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Daily</p> <p>May - June</p>

TEACHING & LEARNING - MATHEMATICS

GOAL #2: Improve student achievement in Math

- Increase the percentage of Kindergarten students reading and writing all of their numbers to 30 on the Kindergarten assessment from 74% in 2009 to 82% by June 2010.
- Increase the percentage of 1st grade students knowing their addition and subtraction facts from 1-20 from 70% in 2009 to 78% by June 2010.
Increase percentage of all students in grades 2-6 scoring proficient or above on the Spring 2010 CST – Mathematics from 69% in 2009 to 77% by June 2010.
- Increase the percentage of our English Learner and Economically Disadvantaged Students subgroups in grades 2-6 scoring proficient or above on the Spring 2010 CST – Mathematics.
 - Grades 2-6 English Learners (ELs) from 29% to 44% by June 2010.
 - Grades 2-6 Economically Disadvantaged Students (EDS) from 34% to 49% by June 2010.
 - Grades 2-6 Special Education from 52% to 62% by June 2010.
- Increase the percentage scored correctly on the CMA of Special Education students from 54% to 64% by June 2010.

Key Components & Characteristics	Mathematics Activities	Person Responsible	Budget & Resources	Timeline
A. Assessment 1. Aligned with instruction 2. Balanced - computational, procedural, conceptual and problem solving 3. Identification of at-risk students (low-achieving, EDY, ELs, RSP) 4. Used to improve instruction 5. Teacher training in assessment strategies 6. Formal measures 7. Informal measures 8. Formative/summative assessment data	1,3,4,7,8 Teachers will use embedded assessments from Envision Math to assess instructional needs and plan instruction.	Teachers	PTA	Ongoing
	2,6 District Trimester assessments will be administered three times per year in grades 3-6	Principal, Teachers		Oct, Feb, May
	2,6 District Trimester assessments will be administered two times per year in grades K-2	Principal, Teachers		Oct, Feb, May
	3 At-risk students will be identified on a regular basis and specific needs addressed in class through re-teaching and intervention groups and after school through Falcon's Nest.	Principal, Teachers, Falcon's Nest Coordinator		Ongoing
	4,6 Teachers will participate in analysis of CST and Trimester scores to modify instructional practices.	Principal		Fall, Nov, March, May
	4 Students and parents will receive assessment feedback on Trimester & CST results.	Principal, Teachers		Fall, Nov, March, May
B. Instruction 1. In-depth understanding of	1 Teachers will meet in grade level teams to plan curriculum	Teachers		Collaboration Wednesdays

<ul style="list-style-type: none"> 2. content standards 2. Research-based instructional strategies 3. Instruction effectively organized around goals 4. Opportunities for acceleration/enrichment 5. Results of assessment guide instruction 	<ul style="list-style-type: none"> 2 Full implementation of adopted EnVision Math curriculum 3,5 Instruction will be targeted to address needs of students; short and long term goals will be communicated to students and parents. 4 Differentiated instruction to meet the needs of students needing acceleration/remediation in class and through extended learning opportunities will be provided. 	<ul style="list-style-type: none"> Teachers Teachers Teachers, specialists 		<ul style="list-style-type: none"> Ongoing Fall, ongoing Ongoing
<p>C. Instructional Time</p> <ul style="list-style-type: none"> 1. All students receive 50-60 minutes of instruction 2. Learning time extended through homework 3. Students actively participate during allocated time 4. Instructional time maximized and protected 5. Extended learning day/year (before school, after school, Saturday School, summer school) 	<ul style="list-style-type: none"> 1,3 All students (K-6) will receive at least 60 minutes of math instruction daily. 3 All students (K-6) will actively participate in math activities that will develop strong problem solving strategies & skills applications. 2 All students will receive homework to extend and support classroom lessons and experiences. 5 Students not meeting grade level standards will receive support through after school tutoring (Falcon's Nest). 	<ul style="list-style-type: none"> Teachers, Principal Teachers Teachers Falcon's Nest Coordinator 	<ul style="list-style-type: none"> PTA 	<ul style="list-style-type: none"> Daily Daily Ongoing Monday, Tuesday
<p>D. Instructional Materials</p> <ul style="list-style-type: none"> 1. Focus on grade-level standards 2. Resources are accurate 3. Resources emphasize depth of coverage 4. Resources organized in a sequential & logical way 5. Provide suggestions for special needs (low-achievers, EDY, ELs, RSP, GATE) 6. Instructional options included 7. Resources balanced 8. Resources provide opportunities for students to explain their thinking 9. Resources supply ideas or tools for accommodating diverse student performance 	<ul style="list-style-type: none"> 1,2,4 Texts and assessments will be aligned to state standards. 2,3,5 Resources are available to provide extended access and depth (i.e, manipulatives, technology) for regular programs 5 Resource students provided support by Resource Teacher & aide through differentiated instruction as well as modifications in the general education classroom 7 Instructional materials include EnVision Math, Accelerated Math and other supplements 7,9 Additional materials will be purchased as needed to ensure that all students have access to meeting standards. 	<ul style="list-style-type: none"> District Teachers, Principal RSP, Teachers Teachers, Principal Principal 	<ul style="list-style-type: none"> PTA PTA, SIP SIP 	<ul style="list-style-type: none"> Ongoing Ongoing Ongoing Ongoing As needed
<p>E. Grouping</p> <ul style="list-style-type: none"> 1. Flexible - Whole and 	<ul style="list-style-type: none"> 1,4 Whole group instruction is used when the objective is appropriate for the range of learners; homogenous 	<ul style="list-style-type: none"> Teachers 		<ul style="list-style-type: none"> Ongoing

<p>heterogeneous; utilizes grouping options</p> <ol style="list-style-type: none"> Maintains or changes grouping in accordance with student performance Uses cooperative groups judiciously Tutoring supplements explicit instruction Centers & independent activities aligned with goals, strategies & grade-level standards 	<p>grouping is used to customize specific instruction based on assessed needs of students.</p> <ol style="list-style-type: none"> Students will be grouped in small instructional groups according to instructional needs. Cooperative groups will be used to supplement, support and/or expand instruction. Students not meeting standards will participate in class math clinics, intervention groups, and after school tutoring (Falcon's Nest). Math instruction is aligned with grade level standards. 	<p>Teachers</p> <p>Teachers</p> <p>Teachers, Falcon's Nest Coordinator</p> <p>Teachers, Principal</p>	<p>PTA</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
<p>F. Differentiated Instruction</p> <ol style="list-style-type: none"> Opportunity for systematic teaching & practice to learn skills & strategies Opportunities for acceleration/enrichment Teacher adapted instruction for multiple needs 	<ol style="list-style-type: none"> Teachers will use direct instruction and guided practice to provide opportunity for systematic teaching and practice; re-teaching will be provided by classroom teacher and supported through resource teacher, homework practice, and remedial support; acceleration will be provided through enrichment activities provided by classroom teacher and use of technology online resources. Supplements will be used as needed to ensure that all students are progressing toward standards; accommodations and support will be provided for students with identified need; additional materials will be provided for extension and reteaching 	<p>Teachers, RSP, Falcon's Nest Coordinator, Computer Lab Coordinator</p> <p>Teachers, Principal</p>	<p>SIP</p>	<p>Daily</p> <p>Ongoing</p>
<p>G. Classroom Instructional Management</p> <ol style="list-style-type: none"> Classrooms highly interactive Classrooms have strong sense of purpose Intrinsic motivation fostered by assisting students to develop a deep understanding of math Academic & social expectations well-established; teacher optimistic about prospects for all students to achieve Clear links between instruction, behavior & curriculum Well-planned & managed whole-class & small-group 	<ol style="list-style-type: none"> Students will receive instruction on how to effectively participate cooperatively and collaboratively in mathematical problem solving. Instruction is specific to promote student success in participating in highly interactive mathematical problem solving experiences. Instruction is varied to include whole group, small group, individual and cooperative groups. School-wide academic and behavioral expectations are set, taught, and supported by posted classroom norms/rules. Expectations based on standards are well-established. Standards will be identified and communicated by teacher to students. 	<p>Teachers</p> <p>Teachers</p> <p>Teachers, Principal, Guidance Counselor</p> <p>Teachers</p>		<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

lessons				
<p>H. Professional Development</p> <ol style="list-style-type: none"> Teachers receive excellent pre/in-service training Focuses on enhancing teachers' proficiency and providing pedagogical tools Long-term; actively engages teachers in math & math instruction Activities ongoing & in-depth Teachers have time & opportunity to work together Includes all staff who work with students Includes teacher training on working effectively with parents 	<p>1,2,4,6,7 Instructional staff and others who work with students will be provided opportunities to attend research-based, best practices training in the teaching and learning of mathematics. Collegial sharing at grade level meetings will be a priority for the teams.</p> <p>5 Teachers will participate in staff and grade-level discussions to monitor progress and plan the instructional program; proficiency in math facts has been identified as an area of additional focus</p> <p>1,2,3,4,5,6,7 All classroom teachers will receive AB472 approved training</p> <p>7, Teachers will explore ways to effectively communicate with parents on working with their children (progress reports, report cards, conferences).</p>	<p>Principal</p> <p>Principal</p> <p>District</p> <p>Teachers</p>	<p>SIP</p>	<p>Ongoing, collaboration Wednesdays</p> <p>Collaboration Wednesdays</p> <p>Fall 2009, Summer 2010</p> <p>Ongoing</p>
<p>I. Administrative Practices</p> <ol style="list-style-type: none"> Mathematics achievement a priority Clear long-term and short-term goals Scheduling and grouping support program Consideration given to using math specialists Administrators & teachers collaborate on developing school wide management systems 	<p>1 Participate in regularly scheduled Curriculum meetings, principal trainings, and district and site professional development.</p> <p>1,2 SSC and staff will review assessment results in the fall and during each trimester to establish clear and measurable school-wide goals and review progress toward meeting goals.</p> <p>3 Students not meeting standards will be identified and assigned additional support; personnel will be assigned to best meet the needs of all students to achieve math standards.</p>	<p>Principal</p> <p>SSC, Principal</p> <p>Teachers, Principal, RSP</p>		<p>Ongoing</p> <p>Monthly, collaboration Wednesdays</p> <p>Ongoing</p>
<p>J. Parent & Community Involvement</p> <ol style="list-style-type: none"> Parents well-informed about content standards, curriculum, assessment & progress of their children - receive information Parents encouraged to actively involve themselves in education & are supported in their efforts - receive training Materials/programs organized so parents, siblings and/or community members can provide extended learning 	<p>1,2 Parents will receive information about math standards, curriculum and assessment progress in English/Spanish; assessments results will be presented in a manner that is easy to understand. Information will be provided at Back-To-School Night, Open House, SSC, PTA, and ELAC meetings, monthly/weekly classroom newsletters, school newsletters (available online), and Parent Morning Roundtable meetings</p> <p>2,3 Parents will receive written material throughout the year and through individual conferences on working effectively with their children to reinforce math concepts through homework and to understand assessment results.</p>	<p>Principal, Teachers</p> <p>Teachers, Principal</p>	<p>SIP, PTA</p>	<p>Ongoing</p> <p>Ongoing</p>

<p>experiences</p> <p>4. Community partnerships to design & provide professional development, tutoring & other programs</p> <p>5. Community used as classroom</p> <p>6. Parent Compact supports goals</p>	<p>4, Parent and community volunteers in classrooms will be assigned to students not meeting standards.</p> <p>6, Teachers will establish agreements with parents to support student success at home and to work toward successful home-school collaboration.</p>	<p>Principal, Teachers</p> <p>Teachers</p>	<p>Academic Mentors</p>	<p>Ongoing</p> <p>November, ongoing</p>
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TEACHING & LEARNING – SCHOOL CULTURE

GOAL #3: Build and maintain an inclusive learning community.

- A. Increase family satisfaction with home-school communication by 10% as measured on the SSC school survey by June 2010.
- B. Increase student citizenship through character education by 30% by June 2010 as measured by Falcon Feathers award lists.
- C. Increase the sense of community at McNear by 10% as measured on the SSC school survey by June 2010.

Implementation Plan

Objective	Activities	Schedule/Timeline
A, C	Parent Morning Roundtable meetings will be held three times in the year.	January, March, May
B	Monthly character education assemblies will be held	First week of each month
B	Classroom instruction will support and compliment monthly character education focus	Ongoing
C	A committee of stakeholders will be formed to develop community-building events	April
C	At least 2 new community-building events will be implemented in the 2009-2010 school year	February - June
A	School newsletter will be distributed additionally as an email through the school listserv	Bi-weekly
A	Online video-based parent instructional series will be developed and distributed to families	February - June

Monitoring and Evaluation

Objective	Tool/Data Source	Title of Person(s) Responsible	Schedule/Timeline
A	School Survey	SSC Chair	Annually in April
B	Falcon Feathers report	Guidance Counselor	End of each month

GOVERNANCE & FUNDING

Governance

Guided by State and District standards, teachers and the principal determine changes in the curriculum and instructional practices. At Parent Club and SSC meetings staff and parents give reports on curriculum, instruction, extra-curricular activities and other items of interest. These groups meet during the second week of the month. Their feedback is provided to the staff through the principal and staff member attending monthly meetings. School goals and improvement efforts in the Single Plan for Student Achievement are reviewed on an ongoing basis and revised annually in the fall. Site Council members and all teachers participate in data analysis, goal setting and evaluation of programs. All budget expenditures and activities must be linked to the plan.

School Site Council (SSC)

SSC is composed of a balance between school/staff (6) and parents (6) based on procedures stipulated in the SSC By-Laws (see Appendix). Members are selected by their respective peer groups. Parent openings are advertised in the newsletter and a ballot (with “write-in” option) is available for all families in the spring. In accordance with the Brown Act, agendas are posted at least 72-hours in advance and all meetings are open to the public.

School Site Council Membership

Name	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Amy Wolfe				X
Brandi Gordon				X
Eric Norstad		X		
Janis Phillips			X	
Jason Fross				X
Jason Sutter	X			
Jeanie Heaslet		X		
Kendall Abramson				X
Mary McBroom		X		
Michelle Martin		X		
Nicole Marzo				X
Remy Gross				X
Total	1	4	1	6

English Learner Advisory Committee (ELAC)

Parents of English learners are annually notified in the fall. At this meeting it is decided whether to form a separate ELAC or subsume authority to the SSC with a representative who determines that the SSC will carry out the responsibilities of the ELAC:

- Advise the principal and staff in the development of a master plan for English learners
- Submit the plan for approval to the governing board
- Assist in the development of the school needs assessment and language census

Governance and Funding Objectives and Activities

Objective 1: All staff and SSC members will understand the Single Plan for Student Achievement goals, the planning and evaluation processes, the procedures and responsibilities for this process and participate in the annual review.

Activity 1a: The plan will be monitored monthly at SSC meetings and reviewed annually by staff and SSC. All staff and SSC will have opportunities to provide input regarding revisions to the Single Plan for Student Achievement. At the beginning of the year, data analysis and goals established by staff will be shared with the SSC for additional input and final approval. The plan will be submitted to the Governing Board for approval no later than December 4th of each school year. Progress toward established goals using multiple measures will be shared as assessments are completed.

Activity 1b. Annual goals, data analysis and assessment results will be shared with the school community through school newsletter and parent meetings.

Categorical Funding/Budget Allocated to McNear Elementary School

Program	Purpose	Amount	Breakdown	Page
School Improvement Program (SIP)	Improve school response to educational, personal and career needs of all students	\$37,710	Guidance Counselor (\$22,837) Substitutes for assessment, planning, and professional development (\$1,200) Instructional Materials (\$9,546) Other Supplies (\$1,842) Other/Repairs/Etc. (\$1,285) Travel and Conference (\$1,000)	
State Lottery	Provide instructional materials for students	\$3969	Instructional Materials	
Parcel Tax	Provide support for technology and library resources	\$26,188	Computer Lab Coordinator (\$14,000) Materials, training, and hardware (\$12,188)	

Total amount of state and federal funds allocated to this school: \$67,867

Bylaws for McNear Elementary School Site Council

ARTICLE I. NAME: The name of this council will be the McNear Elementary School Site Council, known as the School Site Council (SSC).

ARTICLE II. ROLE OF THE SCHOOL SITE COUNCIL (SSC): The School Improvement Program, known as SIP, and its annual operating budget will be planned, implemented, evaluated and modified by the SSC. The PETALUMA CITY SCHOOLS BOARD OF EDUCATION reviews and approves the final budget and annual revisions. The SSC will carry out all other duties and responsibilities assigned by the California Education Code.

ARTICLE III. MEMBERSHIP OF THE SSC: The SSC will be composed of 6 staff and 6 parents. The 6 staff members will include the principal, 4 teachers, and 1 classified staff member. PCSD personnel may serve as a parent representative if McNear Elementary School is not their site of employment.

Section 1. ELECTION OF MEMBERS

SSC members are selected by their peers with the exception of the principal.