

BLOCHMAN UNION SCHOOL DISTRICT

BENJAMIN FOXEN ELEMENTARY SCHOOL PLAN

District Vision and Mission

Blochman Union School District is a safe, caring environment with a focus on learning.

School Profile

Blochman Union School District is a one-school district and also sponsors three independent charter schools, Family Partnership, Trivium, and Visions Charter Schools. Benjamin Foxen Elementary School is a K-8 school in the Blochman Union School District with an enrollment of approximately 135 students. Since it is a one-school district, "Blochman" and "Benjamin Foxen" are used interchangeably. Close to 75% of our students are on inter-district agreements from neighboring school districts. After 8th grade promotion, students attend the Santa Maria Union High School District.

Blochman is located in the unincorporated area of Santa Barbara County, just east of the city of Santa Maria and includes the communities of Sisquoc, Garey and Tepusquet. Local industries include farming, oil production, rock/sand/gravel production and vineyards/ wine production. There are two universities and three community colleges located within a 65-mile radius of the District.

The students of the District come from a cross-section of socio-economic levels, cultural backgrounds, and family living styles. The ethnic breakdown for the district is: White/Non Hispanic (68%), Hispanic (32%). Our English Learner population is less than 10%.

In addition to seven regular classrooms, the District has a school/district office, library, cafeteria/auditorium, learning center, and resource room. Blochman Union School District conducts a full and half day Kindergarten Readiness program offered five days a week. The district also sponsors the Family Partnership Home Study Charter School (K-12) with an approximate enrollment of 380 students. Trivium Charter School (K-12) with an approximate enrollment of 430 students and Visions Charter School with an approximate enrollment of 25 students.

As a Direct Services school, Santa Barbara County provides the specialized services of a school psychologist, speech therapist, and a school nurse. The services are dependent on the number of students who qualify, but on average 30 hours per week of services are provided by county staff members.

The following are the goals identified by the staff, parents and community members as the focus for the 2013-14 school year. The codes for funding sources are listed in the back of this document.

Goal 1 – Student Performance: Literacy/English Language Arts

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 growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of all student groups.

SCHOOL GOAL # 1 Students will test proficient or move at least one level on NWEA testing. The goal will be measured from the beginning of the year through the end of the year with a 90% success rate.					
Student groups and grade levels to participate in this goal: K – 8 th graders.			Anticipated annual performance growth for each group: Proficient or at least one level increase on NWEA testing from beginning to the end of the school year.		
Means of evaluating progress toward this goal: Review of NWEA results.			Group data to be collected to measure academic gains: Results of NWEA testing for the three semesters.		
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Implementers	Start Date Completion Date	Proposed Expenditures	Estimated Costs	Funding Source
A. Update text books to reflect standards and approved adoptions.	Administration Teachers	Aug. 2013 – June 2014	Purchase new books as needed	\$2,500	1100
B. Provide Intervention Program	Administration Teachers Support Staff	Aug. 2013– June 2014	Salaries, Supplies	\$12,000	4126
C. Enhance curriculum through the use of technology.	Administration Technical support	Aug. 2013 – June 2014	Technology Equipment	\$19,300	7405

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Implementers	Time Line Completion Data	Proposed Expenditures	Estimated Cost	Funding Source
D. Provide staff development.	Administration Staff	Aug. 2013– June 2014	Fees and Registration	\$5,000	4035
E. Provide instructional support in the classroom.	Administration Teachers	Aug. 2013– June 2014	Salaries	\$16,000	4126
F. Update Accelerated Reader Program for current fiction and continue Renaissance Program.	Administration Teachers	Aug. 2013– June 2014	Additional Titles	\$1,400	1100
G. Utilize library resources for research, report writing and extended reading time.	Administration Teachers	Aug. 2013 – June 2014	Additional Titles	\$1,250	1100
H. Implement Grade Level and sight words and reward system	Administration Teachers	Aug. 2013 – June 2014	Rewards and Fees	\$200	1100

Goal 2 – Student Performance: Mathematics

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 growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of all student groups.

SCHOOL GOAL # 2 Students will test proficient or move at least one level on NWEA testing. The goal will be measured from the beginning of the year through the end of the year with a 90% success rate.					
Student groups and grade levels to participate in this goal: K – 8 th graders.			Anticipated annual performance growth for each group: Proficient or at least one level increase on NWEA testing from beginning to the end of the school year.		
Means of evaluating progress toward this goal: Review of NWEA results.			Group data to be collected to measure academic gains: Results of NWEA testing for the three semesters.		
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Implementers	Start Date Completion Date	Proposed Expenditures	Estimated Costs	Funding Source
A. Update Text Books to reflect standards and approved adoptions.	Administration Teachers	Aug. 2013 – June 2014	Purchase new books as needed	\$2,500	1100
B. Math Interventions and hiring of certificated tutor.	Administration Teachers Support Staff	Aug. 2013- June 2014	Salaries, Supplies	\$12,000	4126
C. Enhance curriculum through the use of technology.	Administration Teachers Technical support	Aug. 2013 – June 2014	Technology Equipment Staff Development	\$19,300	7405

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Implementers	Time Line Completion Data	Proposed Expenditures	Estimated Cost	Funding Source
D. Provide staff development.	Administration Staff	Aug. 2013 – June 2014	Fees and Registration	\$5000	4035
E. Provide instructional support in the classroom.	Administration Teachers	Aug. 2013 – June 2014	Salaries	\$16,000	4126
F. Implement Speedy Math Paws and continue to provide and expand computer math programs.	Administration Teachers	Aug. 2013 – June 2014	Rewards and Fees	\$500	1100

Goal 3 – Provide Support to Teachers

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 growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of all student groups.

SCHOOL GOAL # 3 Provide support to teachers to ensure all students will continue to be taught by highly qualified teachers as described in NCLB as we strive to meet state growth targets					
Student groups and grade levels to participate in this goal: K - 8 th graders.			Anticipated annual performance growth for each group: Proficient or at least one level increase on NWEA testing from beginning to the end of the school year.		
Means of evaluating progress toward this goal: Academic testing of students. Agenda and minutes of staff development days. Registration records of seminars and classes, and sharing back by teachers. Also feedback and evaluation of seminars and classes attended.			Group data to be collected to measure academic gains: Standards based Math & Language Arts theme/Unit tests. AR level tests. NWEA results.		
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development	Implementers	Start Date Completion Date	Proposed Expenditures	Estimated Costs	Funding Source
A. Review data to align instruction and materials to standards and students' needs.	Teachers	Aug. 2013 – June 2014			
B. Extend school day by 5 minutes to add instructional minutes and allow for staff development days (1/2 days) once a month.	Administration Teachers	Aug. 2013- June 2014			

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Implementers	Start Date Completion Date	Proposed Expenditures	Estimated Costs	Funding Source
C. Provide increased educational opportunities for our students and teachers by utilizing Arts Outreach, Children's Creative Projects and Computer Technology.	Administration Teachers	Aug. 2013- June 2014	Arts Outreach contract, salaries, supplies and equipment.	\$3,500	0000
D. Provide staff development opportunities and training, a.) once a month on campus, example: collaboration, writing prompt evaluations, CPR, b.) Twice a year attendance at individual conference/classes for professional growth, for example: SBCEO presentations, CTA conferences, Common Core Standards.	Administration Teachers	Aug. 2013- June 2014	Registration, travel, substitutes.	\$4,000	4035
E. Funding for Class Size Reduction in Classes Kindergarten through third grade.	Administration Teachers	Aug. 2013- June 2014	Salaries	\$54,600	0000
F. Review data collected for students and incorporate into on-line report cards.		Aug. 2013- June 2014	Student management system	\$1,100	0000
G. Require beginning teachers to participate in the BTSA program through SBCEO.	Administration Teachers	Aug. 2013- June 2014	Registration fees	Varies	4035

Goal 4– 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 growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of all student groups.

SCHOOL GOAL # 4 Supporting and Improving ELL Students' Scores					
Student groups and grade levels to participate in this goal: English Language Learners K – 8 th graders as determined by Language survey given at beginning of year marking other than English.			Anticipated annual performance growth for each group: Specified students to grow one level on the English Proficiency Chart. Students at the top level RFEP after 2 years.		
Means of evaluating progress toward this goal: Students in the ELL program will be tested yearly on CELDT, CAASPP and NWEA.			Group data to be collected to measure academic gains: Track specified students for positive growth of proficiency.		
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Implementers	Start Date Completion Date	Proposed Expenditures	Estimated Costs	Funding Source
A. Employ an instructional aide to assist specified students.	Administration Teachers	Aug. 2013- June 2014	Salaries	\$1,500 (if needed)	4126
B. Test specified students on CELDT	Administration Coordinator	Aug. 2013- June 2014			
C. Provide bi-lingual curriculum for core subjects as needed.	Administration Teachers Coordinator	CELDT done by Oct. 1	Materials	\$500	0000
D. Employ a teacher to coordinate CELDT testing and EL program.	Administration	Aug. 2013- June 2014	Stipends	\$500	0000

Goal 5– Connecting Students to Learning

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 growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of all student groups.

SCHOOL GOAL # 5 Implement extracurricular programs to connect students to learning.					
Student groups and grade levels to participate in this goal: K – 8 th graders.			Anticipated annual performance growth for each group: *Every student will earn Blochman Bucks in a trimester. *Provide a minimum of one educational assembly for school.		
Means of evaluating progress toward this goal: Review effectiveness of programs.			Group data to be collected to measure academic gains: Awards, field trips, Blochman Bucks receipts, assemblies, after-school attendance, PTA minutes.		
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Implementers	Start Date Completion Date	Proposed Expenditures	Estimated Costs	Funding Source
A. Provide educational assemblies to promote good choices, health and curriculum enhancement.	Administration Principal	Aug. 2013- June 2014	Fees	\$3,000	0000
B. Provide classroom and whole school field trips.	Administration Teachers	Aug. 2013- June 2014	Transportation, fees	\$4,000	4126
C. Promote positive choices through school spirit awards at awards, assemblies (attendance awards, character ed. awards, spirit day awards), and student incentives.	Administration	Aug. 2013- June 2014	Awards	\$500	0000
D. Provide students with an incentive for success through distribution of Blochman Bucks and provide awards for students to purchase with the Blochman Bucks.	Administration PTA	Aug. 2013- June 2014	Blochman Bucks Store Items	Varies	PTA

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development	Implementers	Start Date Completion Date	Proposed Expenditures	Estimated Costs	Funding Source
E. Provide family activities to demonstrate the value and importance of education to families.	Administration PTA	Aug. 2013- June 2014			PTA
F. Maintain a school garden to supplement cafeteria and curriculum.	Staff	Aug. 2013- June 2014	Materials	\$500	0000
G. Provide in the classroom professional artists.	Staff	Aug. 2013- June 2014	Materials, fees	\$2,000	1100
H. Provide science lab experiences to support hands on learning.	Staff	Aug. 2013- June 2014	Equipment Supplies Materials	\$1,500	1100 0000
I. Provide students with opportunities to participate in academic events outside the school (ie. Math Super Bowl, Spelling Bees, Author Go Round, Battle of the Books).	Staff	Aug. 2013- June 2014	Materials and Fees	\$500	0000

Goal 6– Safety

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 growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of all student groups.

SCHOOL GOAL # 6 To keep the students and school safe.					
Student groups and grade levels to participate in this goal: K – 8th graders.			Anticipated annual performance growth for each group: 100% participation in scheduled emergency drills.		
Means of evaluating progress toward this goal: Staff will be First Aid and CPR Certified. Fire extinguisher will be inspected and recharged every year. Drill log will be kept up to date. Fire Department will do their inspection of the school.			Group data to be collected to measure academic gains: Number of staff trained. Logs, inspection reports.		
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Implementers	Start Date Completion Date	Proposed Expenditures	Estimated Costs	Funding Source
A. Schedule fire drills monthly.	Administration Safety	Aug. 2013- June 2014			
B. Schedule fire extinguisher recharge on a regular basis.	Safety Coordinator	Aug. 2013	Fire Department	\$500	0000
C. Fire extinguisher inspected monthly.	Administration Teachers	Aug. 2013- June 2014			
D. Provide supervision of students during recess and school events.	Safety Coordinator	Aug. 2013- June 2014	Salaries	\$4,000	0000
E. Employ a safety coordinator to implement safety.	Administration	Aug. 2013- June 2014	Salaries	\$1,000	0000

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Implementers	Start Date Completion Date	Proposed Expenditures	Estimated Costs	Funding Source
F. Update facilities safety measures. Ex. Locks, windows, communication.	Administration	Aug.2013- June 2014	Materials and Installation	\$5,000	Def. Maint

Goal 7 – Library

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 growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of all student groups.

SCHOOL GOAL # 7 Improve the reading skills, vocabulary, and general knowledge of Blochman students by increasing reading.					
Student groups and grade levels to participate in this goal: Kindergartners – 8 th graders			Anticipated annual performance growth for each group: Larger circulation of books. Greater number of AR points earned		
Means of evaluating progress toward this goal: Kindergarten -2 nd graders-circulation of books 3 rd - 8 th graders number of AR points earned			Group data to be collected to measure academic gains: Number of books circulated, AR points earned Kindergarten-8 th graders, hours of Portal use		
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Implementers	Start Date Completion Date	Proposed Expenditures	Estimated Costs	Funding Source
A. Support students in finding books that interest them through book displays, well-organized and labeled shelves, signage, and bulletin boards that highlight authors, genres, etc.	Administration Teachers Support Staff	Aug. 2013- June 2014	New Titles	\$1,000	0000
B. Keep library materials current by discarding obsolete items and purchasing new items that appeal to students and/or support content standards.	Administration Teachers Support Staff	Aug. 2013- June 2014	Supplemental Books	\$1,000	0000
C. Instruct students in the use of library resources.	Library Tech Administration Librarian	Aug. 2013- June 2014	Interim Librarian		Santa Barbara County Office 0000

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Implementers	Start Date Completion Date	Proposed Expenditures	Estimated Costs	Funding Source
D. Maintain functionality and visual appeal of library space by ensuring that furniture and technology is up-to-date.	Administration Teachers Computer Tech	Aug. 2013- June 2014	Computers	\$3200	7405
E. Utilize SBCEO Portal as a digital source for reading and research.	Administration Teachers Library Staff	Aug. 2013- June 2014	Fees	\$400	0000

THE NUMBER OF INSTRUCTIONAL MINUTES PROVIDED (2013-14)

The California Educational Code established a required number of minutes per year for each grade. The table below compares the number of instructional minutes offered at the school level to the state requirements for each grade. Benjamin Foxen Elementary School exceeds state requirements for total instructional minutes per school year.

Grade Level	Instructional Minutes Offered	State Requirements
K	53,100	36,000
1-3	53,100	50,400
4-8	56,340	54,000

THE TOTAL NUMBER OF MINIMUM DAYS SCHEDULED

For 2013-14, Benjamin Foxen Elementary School had six minimum days for parent conferences in September, March and May. In addition, the first Tuesday of every month had been added for staff development. There are two additional minimum days in December and the last day of school. The total number of minimum days is 18.

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize the educational practice of this school:

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

Benjamin Foxen Elementary School has adopted, through a collaborative process, Language Arts and Math Curriculums that have been adopted by the California Department of Education. All teacher evaluations are aligned with the California Teacher Credentialing process and California Education Code. Content standards for each grade level are available in every classroom and instructional practices have been developed to support student learning of the California State Standards and Common Core Standards.

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

The elementary school has adopted McGraw-Hill for K-5 Language Arts curriculum and Prentice Hall for grades 6-8. The math curriculum for grades K-5 is Scott Foresman and 6-8 uses Holt. All programs include modules for our English Language Learners.

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

The district has dedicated one day prior to the beginning of the school year and one day in November to work on teacher adopted California State Standards and Common Core Standards, assessment practices through the development of benchmark assessment, and the development of creative, standards-based lessons. In addition, nine two-hour sessions have been added throughout the school year.

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

Benjamin Foxen Elementary School has a number of approaches to support underperforming students. The staff has a Student Success Team (SST). When a student is exhibiting academic or social distress, the SST meets with the student and parents to develop a plan to ensure success.

There are two intervention specialists that work with students in language arts and math. Teachers recommend placement in this program based on teacher assessment and classroom performance. The teachers employ a number of strategies in their classrooms to help students academically.

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

Categorical funds are used to provide instructional assistant time, as well as instructional materials ranging from texts to supplies.

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

The Blochman Union School District has embraced the use of state assessments (STAR, CAASPP and CELDT) for classroom instruction. As part of the Title III Santa Barbara County COOP, the staff has developed a writing assessment for grades K-8 that will be used to grade student success. These results will be used to monitor and adjust our core curriculum. In addition the District has NWEA assessments.

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

Students experiencing low performance are distributed throughout the school population. Because of this distribution, all of the teachers at the Benjamin Foxen Elementary School work with students experiencing low student performance.

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

The school is located in a rural setting approximately ten miles from the town of Santa Maria. Blochman PTA organizes family events to benefit the community and school. The 4H meets at the school and works on projects that benefit the school and community.

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

The school is faced with a variety of challenges to improve student achievement. These challenges include: a facility that is almost 60 years old; budget restrictions that accompany small rural districts, a community that encompasses more than 100 square miles; combination classes to accommodate class size reduction restrictions; and addressing two/ or three grades of standards- based curriculum in one classroom.

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

Limitations are primarily budgetary. However, the district is proactive in seeking grants and partnerships to compensate for the lack of funding.

STUDENT DEMOGRAPHICS (Based on 2013-14 school year)

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STUDENT PERFORMANCE DATA SUMMARY ACADEMIC PERFORMANCE INDEX (API) SCHOOL REPORT

The API is a system for ranking schools statewide according to results of student performance based on the Student Testing and Reporting System (STAR). The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5% of the distance between its base API and 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for monetary awards.

Subgroup API's and Target: In addition to a whole school API, schools also receive API scores for each numerically significant racial/ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets are also set for each of the subgroups.

Percentage Tested: In order to be eligible for awards, the elementary and middle schools must have at least 95% of their students in grades 2-8 tested in STAR. The high school must have at least 90% of their students in grades 9-11 tested.

Statewide Rank: Schools receiving an API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to the type of school.

2013 Percent Tested	Number Included <u>In 13 API</u>	2005 API <u>Score</u>	2006 API <u>Score</u>	2007 API <u>Score</u>	2008 API <u>Score</u>	2009 API <u>Score</u>	2010 API <u>Score</u>	2011 API <u>Score</u>	2012 API <u>Score</u>	2013 API <u>Score</u>
97	89	834	819	790	848	834	803	778	806	796

The California Standards Test (CST), a component of the STAR testing, measures student performance on test questions that reflect California standards. Results are measured in a range from Far Below Basic to Advanced. The State Targets for all students is in the Proficient and Advanced range. Following is a summary of student performance:

CST – 2013

Students at or above Proficient Level

Grades	Students Tested	English Language Arts
2-8	88	54.5%
Grades	Students Tested	Mathematics
2-8	89	44.9%
Grades	Students Tested	Science
5 & 8	28	82.1%

CENTRALIZED SERVICES EXPENDITURES

Since this is a one school district, all services in support of this plan are to be provided by district/school staff from categorical funds allocated to the school through the Consolidated Application and other sources. At least 85 percent of expenditures from Consolidated Application programs must be spent for direct services to students at school sites.

SCHOOLWIDE FUNDING SOURCES

Resource Code	Description	Funding Amount
4035	NCLB: Title II, Teacher Quality	4,138
4126	NCLB: Title VI, Rural and Low Income	41,616
6300/1100	Lottery: Instructional Materials	21,025
	Total Categorical/Grant Funding	\$66,779

The code 0000 refers to the general fund and was added to reflect actions that are supported by the general fund.

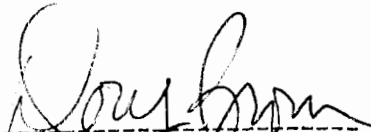
SCHOOL SITE COUNCIL MEMBERS

Parents: Vivek Harris, Roxanne Durant, Stacy Franks, David Wheeler, Leigh Collier
Student: Kellen Ernst
Certificated: Darlene Adams, Susie Hinden, Holly DeKorte, Jennifer McCallister
Classified Staff: Theresa Christensen
Principal: Doug Brown

RECOMMENDATIONS AND ASSURANCES

The School Site Council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The School Site Council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The School Site Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
4. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
5. This School Plan was adopted by the School Site Council on: February 25, 2014.


Signature of School Principal

Vivek J. Harris

Signature of SSC Chairperson